






DISCIPLINE

DIFFERENCES BETWEEN THE TERMS "DISCIPLINE" AND "PUNISHMENT"

PUNISHMENT	DISCIPLINE
Express power of personal authority. Is usually painful and based on retribution or revenge (what happened in the past). Is arbitrary.	Based on logical consequences. Expresses the reality of the social order (rules which must be learned in order to function adequately). Concerned with what will happen now, in the present.
Is imposed (done to someone). Responsibility is assumed by the punisher.	Responsibility must be assumed by the individual.
Options for the individual are closed.	Options are always kept open so the individual can choose to improve behavior.
A process which usually reinforces failure identity. Essentially negative and short term, without sustained personal improvement.	An active teaching process involving close, sustained, personal involvement. Emphasizes teaching ways to act that will result in more successful behavior.
Open or concealed anger toward the student	Friendly
Easy or expedient	Difficult and time consuming

MGMS Behavior Flow Chart

We are a community committed to growing and learning together.

Teacher/Staff Process	Teacher Managed (Minor)	Administration Managed (Major)	Administrator
 Redirect Student Using positive language Example: I like what ___ is doing. What should you be doing? Show me_ 1st time- Verbal Redirect 2nd Time- Warning Redirect 	Inappropriate Behavior <ul style="list-style-type: none"> Obscene gestures, profanity, abusive language NOT personally directed or (isolated) Inappropriate tone of voice Name-calling, teasing, or gossip 	Harassment- (identified category) <ul style="list-style-type: none"> Racial language, disability, orientation, etc. Sexual language/ Excessive aggressiveness, bullying, excessively demeaning acts and/or threats Sexual harassment 	 Major is entered into Educator's Handbook and parental contact has been made by the teacher before she or he leaves for the day.
Discuss behavior one on one. Review expectations, reteach, and model Move student in classroom or call for a Walk & Talk 	Inappropriate Behavior <ul style="list-style-type: none"> Horse playing, pushing, shoving Excessive verbal aggression 	Fighting <ul style="list-style-type: none"> Intent to harm another Weapons Gang activity 	Chronic infractions are entered by the teacher or a minor infraction can be changed by the administrator at the end of week review.
Minor Infraction in Educator's Handbook Corrective Consequence delivered at class level 	Disrespect of Faculty/ staff <ul style="list-style-type: none"> Talking back to an adult, talking under breath, arguing, rolling eyes, refusing to talk, etc. Mild disrespect to staff Refusal to work, not completing tasks Non-compliance of reasonable adult request 	Insubordination (put in as disrespect of faculty /staff as a major admin will change this if needed) <ul style="list-style-type: none"> Refusing to leave an unsupervised area Chronic minor behaviors Deceiving, defying, and/or exhibiting continual or excessive disrespect to staff including cussing Excessive aggression toward staff 	Any major infraction that needs attention on that day, call to notify the office: <i>Not Urgent: No safety concern</i> I need an administrator when available. <i>Urgent: Concern for Safety</i> I need an administrator now.
Major Infraction in Educator's Handbook Call Office if urgent reference repeated patterns of	Disruptive Behavior <ul style="list-style-type: none"> Off task Disrupting class Shows up to class without a note. 	Leaving School/Class without permission <ul style="list-style-type: none"> Leaving the classroom/area without supervision or permission Shows up to class without note multiple documented instances 	*** We follow NHCS Board Policy for Seclusion and Restraint. Please reference the Board Policy attached below for any questions.***

Updated 3/23 by All Things Behavior Committee using data available & impact on students

behavior documented in Ed Handbook if applicable		<ul style="list-style-type: none"> • “Skipping” <p>*Contact admin or the front office immediately</p>	
	Property Misuse <ul style="list-style-type: none"> • Throwing objects such as a pencil, eraser, food, paper airplane (no safety concerns) • Theft/stealing of minimal value • Repairable damage of property 	Property Misuse / Damage <ul style="list-style-type: none"> • Throwing objects with the intent to harm self or others • Vandalism of school or personal property • Theft/stealing of staff property, NHCS property, other students personal items; • Irreparable damage to property • Inappropriate Item on campus 	
	Misuse of School Technology <ul style="list-style-type: none"> • Not on assigned website • Streaming music 	Misuse of School Technology <ul style="list-style-type: none"> • Cyberbullying • Inappropriate use of technology with sexual innuendo/content 	
	Other School Defined Offense: <ul style="list-style-type: none"> • Cell Phone Use 	Controlled Substances <ul style="list-style-type: none"> • Alcohol/ Tobacco/ Drug Use • Alcohol/ Tobacco/ Drug Distribution <p>* All derivatives of controlled substances including but not limited to vaporizers, edibles, or lotions *</p>	
<p align="center">Violations Should NOT be Written For:</p> <p>Food/Gum/ Drink Lack of instructional materials Attitude (this should be a definable action not presentation)</p>		<p align="center">E.D. Handbook Entry Guidelines:</p> <p>Describe the situation and the impact on the learning environment. Define any redirections that were utilized. Enter the parent you spoke to in the “provide details section.” Parents should be called prior to the entry into E.H. unless it is an emergency. Parents should be called E.H. serves as a way to document the conversation. The third chronic behavior bi weekly will be changed to a major during a weekly audit conducted by administration. Teachers can also alert administration to chronic behaviors by entering in the</p>	

	<p>offense as a major.</p>
--	----------------------------

The eleventh incident will result in a GG referral.

No inputs should be made with general statute designations (G.S. 14-.....)

MGMS Administrative Response Guidelines

We are a community committed to growing and learning together.

<i>Administrative Actions</i>	<i>Administrative Lunch Detention</i>	<i>Restorative Measures</i>	<i>Structured Recess</i>	<i>Partial Day ISS</i>	<i>Full Day ISS</i>	<i>Project Restart</i>	<i>Out of School Suspension</i>
-------------------------------	---------------------------------------	-----------------------------	--------------------------	------------------------	---------------------	------------------------	---------------------------------

Administration Managed (Major)	Administrative Response			
	First Offense	Second Offense	Third Offense	Fourth Offense
<p>Behavioral Management Guidelines Previous practices repeated plus next step.</p> <p>Students written up 10 or more times in a given year will be a candidate for project restart.</p>	<p>Report to Student Support Team for restorative offerings</p> <p>Reporting to SRO</p> <p>Teacher Parental Contact</p>	<p>Student is discussed by MTSS team</p>	<p>Behavior Problem Solving for informal root cause determination is conducted</p> <p>Project Restart Consideration</p>	<p>County resources are considered.</p>
<p>Harassment (defined)</p> <ul style="list-style-type: none"> ● Racial language, disability, orientation, etc. ● Sexual language/gestures ● Excessive aggressiveness, bullying, excessively demeaning acts and/or threats ● Sexual harassment 	<p>Parent Contact</p> <p>Administrative Action -3 Days of ISS</p>	<p>1-3 Day of ISS</p>	<p>3-5 Days of ISS or 1 day OSS</p> <p>GG Referral if third aggressive incident</p>	<p>3-5 Days of ISS or 2 days of OSS</p>

Updated 3/23 by All Things Behavior Committee using data available & impact on students

Harassment- Sexual <ul style="list-style-type: none"> Sexual harassment Sexual language/gestures 	Follow County Title IX Guidelines			
Fighting <ul style="list-style-type: none"> Intent to harm another Weapons Gang activity 	Partial day ISS - 5 Days of OSS Parent Conference	3-5 Days of OSS Administrative Recommendation Referral To Roe Considered	5-10 Days of OSS Administrative County Actions Considered GG Referral if third aggressive incident	
Leaving School/ Class without permission / Chronic Disruptive Behavior <ul style="list-style-type: none"> Leaving the classroom/area without supervision or permission Shows up to class without note multiple documented instances "Skipping" *Contact admin or the front office immediately	Parent Contact Administrative Action	Partial- 2 Day of ISS	2-5 Days of ISS	5 Days of ISS GG referral for fifth incident of disruptive behavior
Insubordination <ul style="list-style-type: none"> Refusing to leave an unsupervised area Chronic minor inappropriate behaviors Honor code violation on assessment 	Parent Contact Administrative Action - 1 Day ISS	Administrative action or Partial Day-3 Day of ISS	1-5 Days of ISS or 1 day OSS	5 Days of ISS or 2 days of OSS GG referral if fourth incident of insubordination

Updated 3/23 by All Things Behavior Committee using data available & impact on students

<ul style="list-style-type: none"> ● Deceiving, defying, and/or exhibiting continual or excessive disrespect to staff ● Excessive aggression toward staff 				
<p>Property Misuse</p> <ul style="list-style-type: none"> ● Throwing objects with the intent to harm self or others ● Vandalism of school or personal property ● Theft/stealing of staff property, NHCS property, other students personal items; pattern behavior ● Irreparable damage to property ● Inappropriate item on campus 	<p>Parent Contact</p> <p>Administrative Action</p>	<p>Partial Day ISS - 3 Days of ISS</p>	<p>3-5 Days of ISS or 2-4 days of OSS</p>	<p>5-10 Days of OSS</p>
<p>Misuse of School Technology</p> <ul style="list-style-type: none"> ● Cyberbullying ● Excessive use of technology during school day (previously documented minor offenses required) ● Inappropriate use of technology with sexual innuendo/content 	<p>Parent Contact</p> <p>Administrative Action or 0-3 days of ISS</p>	<p>Administrative Action or Partial Day-3 Day of ISS</p>	<p>3-5 Days of ISS or 1 day OSS</p>	<p>3-5 Days of ISS or 2 days of OSS</p>

Updated 3/23 by All Things Behavior Committee using data available & impact on students

Controlled Substances <ul style="list-style-type: none"> • Use of- Tobacco (including nicotine vaporizer and other derivatives), Alcohol illegal or recreational drugs (including prescription or non-prescription or non-drugs not meant for the individual's consumption or previously documented, and vaporizers containing any drug). • The distribution of tobacco, alcohol or illegal or recreational drugs. 	Days of OSS Tobacco or Alcohol 1-3 Drugs 2-4	Days of OSS Tobacco/ Alcohol 2-4 Drugs 3-5 Administrative Recommendation Referral To Roe	Days of OSS Tobacco/ Alcohol 3-5 Drugs 5-10 Administrative County Actions Considered	
	Tobacco/ Alcohol 2-4 Drugs 5-10 Administrative Recommendation Referral To Roe	Tobacco/ Alcohol 5-10 Drugs 10 Administrative County Actions Considered	Tobacco/ Alcohol 5-10 Drugs: 10 Administrative County Actions Considered	

Matrix of Consequences for Misuse of Devices

	1st Offense	2nd Offense	3+ Offenses
<u>Possession</u> (<i>visible</i>)	Verbal redirection; minor incident entered; parent contacted by teacher; device confiscated; student can pick up at the end of the day.	Verbal redirection, parent contacted; minor incident entered; phone placed in front office for parent pick up; parent meeting held to develop a plan moving forward.	Verbal redirection, parent contacted; major incident entered; phone placed in front office for parent pick up; parent meeting held to develop a plan moving forward. After School

Updated 3/23 by All Things Behavior Committee using data available & impact on students

			Detention assigned.
Active Use (<i>impacting a single person - playing a game, viewing social media, checking sports updates, etc.</i>)	Device confiscated; minor incident entered; teacher notifies parent for device pick up.	Device confiscated, major incident entered, parent contacted by office, device pick up by parent, After School Detention assigned.	Device confiscated; major incident entered; 1-3 Days of ISS assigned; parent must come to retrieve device and parent meeting held to develop plan moving forward.
Hinderance (<i>interfering with the learning environment - videoing someone or something, texting another person, posting on social media - impacting another person in some way</i>) (<i>any use in a restroom</i>)	Device confiscated; major incident entered; parent contacted by office; parent must come to the school to retrieve device; parent meeting held to develop plan moving forward; After School Detention assigned.	Device Confiscated; major incident entered; 1-3 days of ISS assigned	Device confiscated; 1-5 days of OSS assigned; parent meeting held; student not permitted to bring device on campus for the duration of the school year.

SECLUSION AND RESTRAINT GUIDANCE FOR NHCS

The information below is in accordance with NHCS Board Policy and pursuant to N.C. Gen. Stat. § 115C-391.1(e)(1) (House Bill 1032 -- Greenblatt Act)

DEFINITIONS:

ISOLATION is defined by the statute as a behavior management technique in which a student is placed alone in an enclosed space from which the student is not prevented from leaving.

MECHANICAL RESTRAINT is defined by the statute as the use of any device or material attached or adjacent to the body that restricts freedom of movement or normal access to any portion of the student's body that restricts freedom of movement or normal access to any portion of the student's body and that the student cannot easily remove.

- If the use of an assistive technology device, as defined in NCGS §115C-391.1, results in a mechanical restraint, it shall be used only as provided in a student's Individualized Education Plan (IEP), Section 504 Plan, behavior intervention plan or as otherwise prescribed for the student by a medical or related service provider.

PHYSICAL RESTRAINT is defined by the statute as the use of physical force to restrict the free movement of all or a portion of a student's body.

SECLUSION is defined by the statute as the confinement of a student alone in an enclosed space from which the student is (i) physically prevented from leaving or locking hardware or other means or (ii) not capable of leaving due to physical or intellectual incapacity.

- Seclusion of a student by school personnel may be used in the following circumstances:
 - as reasonably needed to respond to a person in control of a weapon or other dangerous object;
 - as reasonably needed to maintain order or prevent or break up a fight;
 - as reasonably needed for self-defense;
 - as reasonably needed when a student's behavior poses a threat of imminent physical harm to self or others or imminent **substantial** destruction of school or another person's property
 - When used as specified in the student's **IEP, Section 504, Behavior Intervention Plan; AND**
 - the student is constantly monitored by an adult in close proximity who is able to see and hear the student at all times;
 - the student is released from seclusion upon cessation of the behaviors that led to the seclusion or as otherwise specified in IEP, 504, or behavior intervention plan;
 - the confining space has been approved for such use by the local education agency;
 - the space is appropriately lighted, ventilated and heated or cooled; and
 - the space is free from objects that unreasonably expose the student or others to harm.

Updated 3/23 by All Things Behavior Committee using data available & impact on students

- Except as set forth above, the use of seclusion is not considered to be reasonable force, and its use is prohibited. In addition, seclusion will not be considered a reasonable use of force when used solely as a disciplinary consequence.

Additional Resources:

- [NC DPI Behavior Support Web page](#)
- [Greenblatt Powerpoint](#)
- [115-391.1 \(HB 1032\)](#)
- [NHCS Board Policy Regulation Code: 4302-R Rules for Use of Seclusion and Restraint in Schools](#)

Seclusion Guidance	Proactive Crisis Prevention Strategies
<p>Administrator will verify that the designated seclusion space meets NHCS Seclusion Room Specifications. Additionally:</p> <ul style="list-style-type: none"> ● The space is appropriately lighted, ventilated, and heated/cooled. ● The space is free from objects that unreasonably expose the student or others to harm. <p>Student Response Teams</p> <ul style="list-style-type: none"> ● Comprised of staff trained in Crisis Prevention (CPI) Strategies and must include an Principal or Assistant Principal ● Utilize verbal de-escalation and THEN physical intervention as necessary. <p>When seclusion is reasonably needed:</p> <ul style="list-style-type: none"> ● Visually monitor the student at all times. ● Give one-step direction. ● Allow wait time for compliance. ● ENSURE AN ADMINISTRATOR IS PRESENT. ● Document incident: <ul style="list-style-type: none"> ○ Greenblatt Form (copy to parent, admin, student file) ○ Report to PowerSchool ● Debrief with Student 	<p>*Utilize CPI’s Decision Making Matrix to determine severity and likelihood of student behavior. Develop strategies to lower the likelihood of the behavior and decrease the potential for harm. Record strategies in the student’s Behavior Intervention and/or crisis plan.</p> <ul style="list-style-type: none"> ● Be Empathetic and Non-Judgemental: Utilize active listening, validate feelings and use supportive language. ● Respect Personal Space: Make sure your body language is neutral and non-threatening. If possible give at least 3 feet of personal space. If you must enter someone’s personal space to provide care, explain your actions so the person feels less confused and frightened. ● Use Non-Threatening Verbals Keep your language neutral by focusing on statements that clarify what you hear the person saying they need. <i>If verbal prompts seem to escalate the individual then limit verbal prompts all together.</i> ● Keep your Emotional Brain in Check Stay calm, neutral, and professional. If you feel yourself becoming escalated ask to switch out

Updated 3/23 by All Things Behavior Committee using data available & impact on students

<ul style="list-style-type: none"> ● Debrief with Staff ● Review/Revise Behavior Intervention Plan 	<p>with another member of the responding team.</p> <ul style="list-style-type: none"> ● Challenging Questions Ignore the challenge, but not the person. Re-direct their attention to the issue at hand. Bring their focus back to how you can work together to solve the problem. ● Set Limits Offer concise and respectful choices and consequences. Be clear, speak simply, and offer positive choices first. ● Allow wait time for Compliance, Reflection, Decision Making ● Allow Access to calming tools and calm space. Practice the use of tools/space when the student is calm. Provide reinforcement when tools/space is utilized appropriately.
--	---