



Community Code of Character

Conduct and Support



www.chccs.org

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RESOURCE DIRECTORY

RESTORATIVE PRACTICES
International Institute for Restorative Practices

<https://www.iirp.edu/professional-development/basic-restorative-practices>

Dispute Settlement Center
<http://www.disputesettlement.org/restorative-justice/>
302 W Weaver St # A
Carrboro, NC 27510
(919) 929-8800

Boomerang
<https://boomerangyouth.org/>
825A N. Estes Drive
Chapel Hill, NC 27514
(919) 968-2146

PBIS/MTSS
Review the PBIS-Behavior Expectations

- [Creating a PBIS behavior teaching matrix for remote instruction](#)
- [Getting Back to School after Disruptions](#)
- [PBIS Videos](#)
- [Tier 2 Interventions](#)
- [Tier 3 interventions](#)
- [Check in-Check Out](#)
- [Direct Behavior Rating](#)
- [Early Warning System Indicators](#)
- [Competing pathway](#)
- [RTI Treatment Integrity Protocols](#)
- [What Works Clearinghouse](#)
- [Problem-Solving Process Using ICEL/RIOT](#)
- [Positive Behavioral Interventions and Supports \(PBIS\) National Technical Assistance Center](#)
- [NC MTSS Live Binder](#)



MENTAL HEALTH

Cardinal Innovations HealthCare:

Crisis Helpline:

<https://www.cardinalinnovations.org/Contact>

24-Hour Crisis Line

ASK (275) or 1800-939-5911

Orange County Rape Crisis Center

<http://ocrcc.org/get-help/helpline/>

(866) We-Listen/ 866-935-4783

Text Line (919) 504-5211

24 Hour Bilingual Text Line: (919) 504-5211

24-HORAS TELÉFONO, TEXTO Y AYUDA EN
LÍNEA CHAT

Teléfono: (919) 967-7273

Texto: (919) 504-5211

En línea: Haga un clic en el botón al final de la
pantalla en ocrcc.org

Orange County Department of Social Services

<https://www.orangecountync.gov/378/Social-Services>

To Report the abuse, neglect or exploitation of a
child, elderly adult, or person with disabilities call
(919) 245-2800.

Orange County Health Department

COVID19 Information

[https://www.orangecountync.gov/2332/
Coronavirus-COVID-19](https://www.orangecountync.gov/2332/Coronavirus-COVID-19)

ADDITIONAL MENTAL HEALTH RESOURCES

Child Mind Institute

www.childmind.org

The Child Mind Institute is an independent, national
nonprofit dedicated to transforming the lives of
children and families struggling with mental health
and learning disorders.

The Trevor Project

<https://www.thetrevorproject.org/get-help-now/>

TrevorLifeline: 1-866-488-7386.

The Trevor Project is the leading national
organization providing crisis intervention and
suicide prevention services to lesbian, gay,
bisexual, transgender, queer & questioning youth.

National Child Traumatic Stress Network

<https://www.nctsn.org/about-us>

The National Child Traumatic Stress Network
(NCTSN) was created to raise the standard of
care and increase access to services for children
and families who experience or witness traumatic
events.

The NCTSN is funded by the Center for Mental
Health Services (CMHS), Substance Abuse
and Mental Health Services Administration
(SAMHSA), U.S. Department of Health and
Human Services and jointly coordinated by
UCLA and Duke University.

National Alliance of Mental Illness

Helpline: 800-9506264 M-F 10 am-6 pm ET

Or in a crisis, text "NAMI" to 741741 or 24/7,
confidential, free crisis counseling.

NAMI, the National Alliance on Mental Illness,
is the nation's largest grassroots mental health
organization dedicated to building better
lives for the millions of Americans affected by
mental illness.

For more social and emotional learning and mental health resources

Please visit our CHCCS CARES Website linked
[here](#).



Thinking: the talking of the soul with itself.
— Plato



LETTER FROM THE BOARD OF EDUCATION

CHCCS staff, students and families,

Here in Chapel Hill-Carrboro City Schools, **our vision is to equip students to navigate the world and make a positive impact throughout their life's journey.** We achieve that vision through the belief that every individual's unique background and culture enhance our schools. By providing students with a safe and joyful learning environment, we collaborate with families to create a community where all students, families and staff members feel affirmed and respected to develop their fullest potential.

Among our key priorities is the **culture of safety and wellness.** We will prioritize the social, emotional and physical wellbeing of every student and staff member to ensure that everyone has the support needed to thrive in our learning communities. Furthermore, we will prioritize personalized support for every student with a focus on students' strengths and their areas of need, to ensure that every student successfully realizes the best version of themselves.

We are pleased to present to you in the following pages a Code that addresses the **expected behavioral norms that are essential to a successful school culture.** Please take time to read through its contents, in which you will find the tools for restoration, accountability and equity, all while emphasizing the importance of social and emotional wellbeing.

Thank you for joining us as partners in the success of all students.

Sincerely,

Rani D. Dasi

Chair – Board of Education

June 2023



Rani D. Dasi, Chair



George W. Griffin, Vice Chair



Riza Jenkins



Jillian J. La Serna



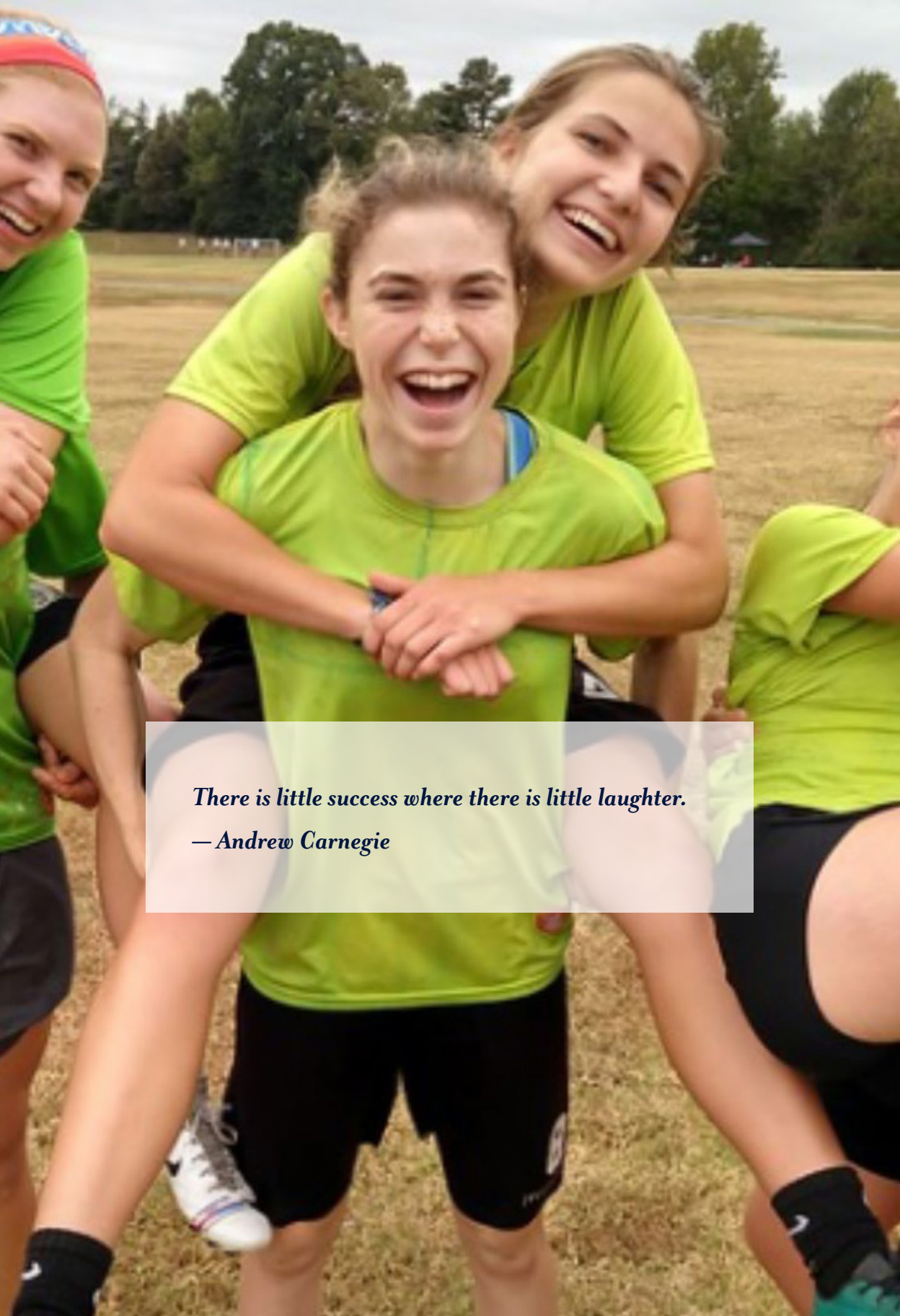
Ashton W. Powell



Michael H. Sharp



Deon L. Temne



There is little success where there is little laughter.
— Andrew Carnegie



INTRODUCTION

WHY DO WE HAVE A CODE OF CONDUCT?

The goal of the Chapel Hill Carrboro City Schools Community Code of Character, Conduct, and Support is to ensure all students' right to an education in a safe, civil, and caring environment. It is based upon the laws, regulations, and policies that create access to education for all while protecting the due process rights of the individual. The Code recognizes that schools are public places that must balance individual rights with civic obligations and the needs of others.

The Community Code of Character, Conduct, and Support serves as a guide to citizenship practices and provides the tools for helping students and the entire school community understand and appreciate the norms of behavior within the school culture.

The Code addresses both development of character and conduct for all

stakeholders in the Chapel Hill-Carrboro community. Character reflects the mental and moral qualities that shape responsible conduct how students behave in different settings and situations. As identified in the District's Core Values, development of good character and social and emotional competencies are essential to academic success in school today, and future success in college, career, and life.

The Code promotes an accountable, restorative, and equitable approach to discipline and student support.

It ensures that schools provide equal access to a wide range of supports and interventions that promote positive behavior, help students develop self-management and social and emotional efficacy, and enable students to improve and correct inappropriate and unacceptable behaviors.



My mission in life is not merely to survive, but to thrive; and to do so with some passion, some compassion, some humor, and some style.

— *Maya Angelou*

We see our schools as centers for culturally diverse learning environments where all students are educated to their fullest potential, and as centers for our community around which we come together in support of education for everyone. The Code provides tools for ensuring all stakeholders understand and appreciate the expectations of behavior within the school community.

The revised Code serves as a call for

all stakeholders to ensure that our schools and classrooms are safe and respectful places where all students can learn, and all teachers can teach and facilitate learning. It promotes responsible conduct, character, and citizenship for every student in the district and calls on all stakeholders (school staff, students, and families) to treat each other with the respect that we all deserve as partners in the all-important work of educating our children and young people.

WHY KNOWING THE CODE MATTERS

STUDENTS: The Community Code of Character, Conduct and Support is your guide for behavior and your rights and responsibilities at school. Your principal, teachers, and other staff members will support your efforts to be successful in the personal, social, and academic behaviors that are expected at school. As you take responsibility to engage in citizenship practices and behaviors outlined in the Code, you will be helping to make your school a safe, respectful, and productive learning environment. The Code also describes specific behaviors that are unacceptable at school and explains the consequences and interventions that will be assigned to you when your conduct does not meet expected standards of behavior. The Code outlines a mindset in which we view behavioral infractions as an opportunity for reteaching prosocial behavior and repairing harmed relationships, while also holding students accountable for their actions.

PARENTS/GUARDIANS/ CAREGIVERS: The term “parent” is defined in the Code as the student’s parent(s), guardian(s), or caregiver (any person(s) in a parental or custodial relationship to the student). The Chapel Hill-Carrboro City School Community Code of Character, Conduct, and Support 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 success. The Code provides you with information about your rights and responsibilities, as well as those of your child. The Code also lists types of unacceptable behaviors and explains the interventions and consequences that will be utilized if your child violates school rules and policies. The Code outlines a mindset in which we view behavioral violations as an opportunity for reteaching



prosocial behaviors and repairing harmed relationships, while also holding students accountable for their actions. If you have concerns about your child, please talk to an administrator at your child's school so that you can resolve any concerns and work with school staff to fully support your child's success. Please read and review the Code with your child and discuss any questions you have with administrators at your child's school. The District will provide assistance in reading and discussing this code if requested.

SCHOOL STAFF: The Community Code of Character, Conduct and Support is your guide for promoting positive student behavior. It emphasizes promoting positive relationships in interactions with all students, working in an equitable and culturally responsible manner, as well as, explicit teaching of social, emotional, behavioral and academic skills and content. It will help you reduce disciplinary problems through the use of restorative strategies and interventions. It outlines expectations for district staff regarding

interactions with students and families and describes the beliefs that we value within the district. 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.

SCHOOL ADMINISTRATORS: The Community Code of Character, Conduct and Support is your guide for supporting a safe, orderly, and productive learning environment. It helps 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. It will also help the school address students' behaviors while supporting students to correct unacceptable behaviors and work to achieve school success through accountable and restorative interventions.

DISTRICT STAFF: The Community Code of Character, Conduct and Support is your guide for supporting schools to



In the long run, the sharpest weapon of all is a kind and gentle spirit.

— *Anne Frank*

establish an equitable learning environment and a positive school climate that emphasize respect and ensures order and safety. A focus on skill development through restorative and positive behavioral support approaches will reduce the incidents of unacceptable student behavior while maximizing students' personal and social efficacy. District staff are responsible for monitoring effective implementation of school wide expectations, rules, policies, systems, and disciplinary consequences as well as student support interventions.

GOALS FOR THE CODE

1. Clearly define rules and expectations for responsible conduct on school property and at school functions for which all adults are committed to promote, support, model, and enforce for every student at all grade levels
2. Identify and ensure that all adult school stakeholders implement fair, clear, equitable, and timely consequences
3. Identify and implement restorative and accountable interventions that support every student to improve behavior and academic performance by strengthening their self-management and social and emotional competencies
4. Increase capacity and accountability of teachers, administrators and student support specialists to promote positive behaviors; prevent inappropriate and unacceptable behaviors; and intervene early and effectively when students are struggling with academic, attendance, behavioral, mental health, or family challenges, particularly students who are experiencing multiple barriers to school success
5. Strive to ensure that no student is subject to harassment, bullying, and/or discrimination based on a person's actual or perceived race, color, national origin, ethnic group, language, religion, religious practice, socio-economic status, disability, weight, sex, sexual orientation, gender, gender identity and expression, or other reasons, by school employees or students on school property, on a school bus, or at a school function.
6. Reduce overuse and disproportional use of out-of-school suspension, in-school suspension, and discipline referrals in order to reduce disciplinary disparities among different groups of students.

CORE VALUES

LEARNING SUCCESS: Student success addresses the academic, social, and emotional capacities of students. Success goals assist students in exploring, defining, and solving complex problems; pursuing their unique interests, passions, and curiosities; and contributing to the community through dialogue, service, and leadership – all while supporting the child's well-being.

CHARACTER: We expect all adults and students to model behaviors of respect, responsibility, trust-worthiness, fairness,



caring that empowers all stakeholders to participate as active citizens in our community.

LEADERSHIP: We believe in developing and maintaining strong leaders who champion equity-centered schools.

ENVIRONMENT: We believe it is necessary to have a clean, safe, and healthy environment. We believe in establishing and maintaining a clean, safe, and healthy environment for all students.

COMMUNICATION: We believe in maintaining open two-way communication with all stakeholder groups: students, families, school and district staff, and community partners.

FAMILY AND COMMUNITY

ENGAGEMENT: We value the importance of collaborative relationships between the school district, families, and the community. The Chapel Hill-Carrboro City Schools offers many opportunities for parents and community members to make a difference in the lives and education of our students. Prospects include volunteering in schools, mentoring students, serving on school and district committees, and making donations. Listed below are a few opportunities where our schools

and families work collectively to benefit students:

- **Blue Ribbon Mentor-Advocate (BRMA)**

Blue Ribbon Mentor-Advocate is a comprehensive support program for students in the Chapel Hill- Carrboro City Schools. We provide students with mentoring, tutoring, advocacy, enrichment, leadership training, and scholarship support services.

- **Parent University**

Parent University is a collaborative effort between Chapel Hill-Carrboro City Schools, local non-profit organizations and community leaders and educators. It is an opportunity for you to engage in interesting and practical courses to increase your confidence and skills needed to support your child's success and effectively navigate the public school system.

- **Parent-Teacher Association (PTA) & School Improvement Team (SIT)**

Learn about how you can increase the educational advantage of CHCCS students by becoming directly involved. Visit CHCCS PTA Council or contact your school for more information.



Intellectual growth should commence at birth and cease only at death.

— *Albert Einstein*

- **Special Needs Advisory Council (SNAC)**

SNAC is a group of parents, district staff, and community professionals working together for the continuous improvement of the CHCCS Exceptional Children's program.

- **Volunteers & Partners**

This district office recruits and trains parents and community members who are interested in volunteering in our schools. The Volunteer Office offers a number of different programs to suit the interests and expertise of those who sign up to do service. promote positive social behaviors, respectful and caring communication, and responsible decision making.

EQUITY: Chapel Hill-Carrboro City Schools believes that excellence requires a commitment to equity. By addressing practices, policies, and institutional barriers, including institutional racism and privilege, the district strives to create a safe and inclusive environment that supports the learning and achievement of EVERY child. The concept of educational equity goes beyond formal equality to fostering a barrier-free learning environment where all students have the opportunity to benefit equally in order to succeed and thrive, regardless of a person's actual or perceived race, color, national origin, ethnic group, language, religion, religious practice, socio-economic status, disability, weight, sex, sexual orientation, gender, or gender identity and expression or other personal characteristics.

An emphasis on equity calls on every adult to treat every student as capable of success and recognizes the uniqueness and strengths of each student allowing for differences in time, attention, instruction, and support to ensure that all students can succeed academically and participate responsibly in our shared community. These supportive practices fall along a developmental continuum that respond to children of all abilities.

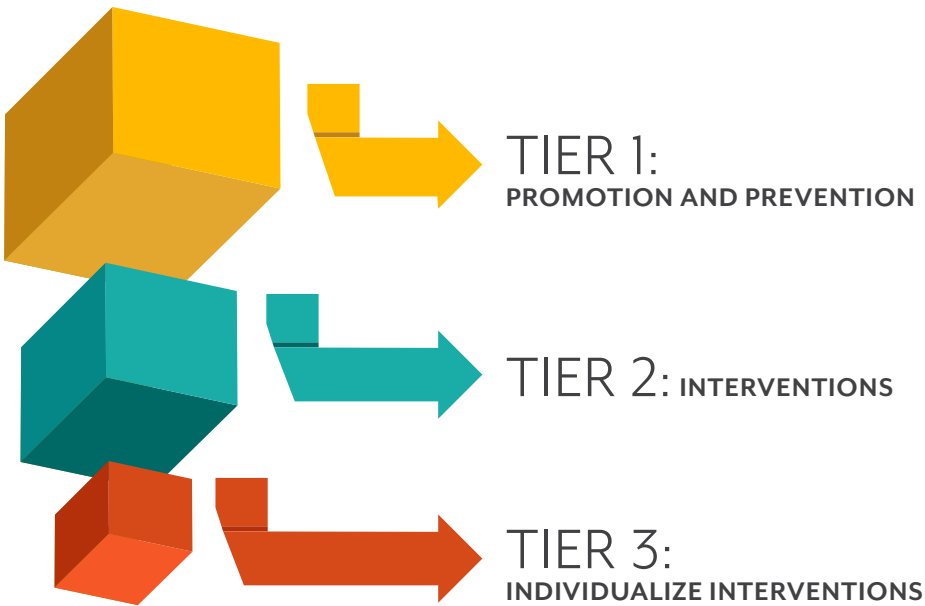
Equity is an interruption of systems, structures, policies, and practices which privilege some groups while disadvantaging other groups. Strategies that promote equity are intended to ensure fairness by the following:

Identifying, acknowledging, interrupting, and countering biased behaviors* that cause harm to specific groups.

Identifying, acknowledging, interrupting, and countering unfair policies, programs, and practices that result in negative outcomes for groups who are disadvantaged by these actions.

Negotiating, re-allocating, and sometimes re-imagining resources, opportunities, and supports when equal distribution of these things (one size fits all) results in inequitable outcomes that do not adequately meet specific needs and interests of all groups of students and adults.

** Countering biased behaviors means replacing discriminatory behaviors with behaviors that promote equitable and fair treatment of each and every student.*



CORE PRINCIPLES THAT GUIDE THE CODE

1. The revised code is informed by a restorative and accountable approach to discipline and student support. A restorative and accountable approach involves implementing consequences and interventions, in contrast to a punitive approach that focuses only on consequences. Being accountable involves an obligation to account for one's words and actions and accept consequences and interventions with good will when standards of behavior have not been met. A restorative approach is based on the belief that students are resilient, capable of turning around adverse situations, and can restore themselves and their relationships with the understanding and guidance of caring adults. A restorative and accountable school culture fosters responsive listening, open and honest dialogue, reflection and self-assessment, collaborative problem solving, and kindness and empathy.

The District system of consequences and interventions includes:

Five Levels of Consequences signal that a student's actions are deemed to be inappropriate, unacceptable, or unsafe. Consequences should be timely, predictable, consistent and fair given the severity and frequency of the behavior violation. Consistent consequences ensure that students, families, and staff know "what will happen when....".

Three Tiers of Restorative and Accountable Supports and Interventions involve practices and processes that empower students to restore relationships, restore self, and restore community. Students are accountable to own what they have said and/or done, reflect on the impact of their behavior, take responsibility to self-correct, problem solve, make amends and repair the harm, learn and strengthen social and emotional competences, restore their good standing, and make things right.



*We are shaped by our thoughts; we become
what we think. When the mind is pure, joy
follows like a shadow that never leaves*
— **Buddha**

2. There is growing recognition that social and emotional competencies contribute to improved academic and personal outcomes and enable students to learn and practice how to
 - manage their emotions
 - set goals
 - feel and show empathy for others
 - develop positive relationships
 - make good choices
3. A leveled and restorative student discipline and student support system emphasizes both student accountability and behavioral change by helping students to
 - learn from their mistakes
 - understand why the behavior is unacceptable
 - acknowledge the harm that they have caused or the negative impact of their actions
 - understand what they could have done differently in the situation
 - take responsibility for their actions
 - be given the opportunity to learn prosocial strategies and skills to use in the future
 - understand that more intensive consequences and interventions will take place if unacceptable behaviors persist
4. The District builds a culture based on high expectations, dignity, and co-accountability by students, staff and families. School staff, teachers, administrators and families are committed to setting high expectations for student success, build positive relationships with teach and model how to behave successfully in all school settings, or any setting that impacts the school environment.
5. Student discipline and support policies and practices must be implemented in ways that are perceived to be respectful. Interactions between and among district and school staff, students, and parents are expected to protect the dignity of each individual.
6. All students are capable of achieving their personal best, and, when needed, improving their behavior with guidance, instruction, support and coaching. These supportive practices fall along a developmental continuum that respond to children of all abilities. Different students may need different kinds and amounts of time, attention, instruction and support to behave responsibly and succeed academically.



7. Students are more likely to behave appropriately when: they understand the positive behaviors that are expected of them; they feel that staff members care about them and will help them learn and grow; all school staff consistently use shared language and practices; all staff provide recognition and feedback when students behave appropriately, make their best effort, and complete high quality work.

POSITIVE MINDSETS PROMOTE SCHOOL SUCCESS

Mindsets are deeply held beliefs that drive behavior and create powerful incentives to sustain prior habits, choices, and preferred ways of doing things. When students feel that school and school work have value, when they feel a sense of belonging in the classroom, and they approach learning tasks with positive expectations, they have a capacity to sustain their effort over time and express their curiosity, enthusiasm, and personal interest in what they are learning. Positive mindsets boost students' confidence about their day-to-day experiences and foster a hope in their future.

STUDENT AND ADULT MINDSETS	
POSITIVE STUDENT MINDSETS	ADULT MINDSETS THAT SUPPORT STUDENTS
School and schoolwork have value for me.	I make an effort to understand others' thinking and feelings.
I see myself as a learner.	I seek to understand a situation before I act.
I belong to a school and social community in which I feel safe and valuable.	I problem solve to reach solutions that meet important needs and interests of everyone involved.
I approach tasks with positive expectations and an open mind.	I model the growth mindset and behaviors that I want to cultivate in students.
I accept challenges, opportunities for growth, take academic risks, and push myself to excel.	I consider a students' best interests in any decision.
I have hope in a positive future I can make for myself.	I will acknowledge others' background, culture and opinions before I express my own.
When I make mistakes, I can repair harm, learn, and grow.	
I have the academic and behavioral support needed to be successful.	



PROMOTING A POSITIVE SCHOOL CLIMATE AND CULTURE

Leadership promotes a positive school climate and culture that provides students with a supportive environment to grow both academically and socially. Staff members take a proactive role in nurturing students by providing them with a range of positive behavioral supports as well as meaningful opportunities for social-emotional learning. Effective social-emotional learning helps students develop fundamental skills for life success, including: recognizing and managing emotions; demonstrating empathy; establishing positive relationships; making responsible decisions; and handling challenging situations constructively and fairly.

Student engagement is integral to creating a positive school climate and culture that effectively fosters students'

academic achievement and social-emotional growth. Examples of student engagement include: student voice; student leadership development; periodic recognition of students' achievements.

The District strives to build a culture based on high and clear expectations, and accountability for all. At the heart of a healthy school culture is the commitment of all staff to take responsibility for the healthy development of students, and to teach and model the skills, behaviors, and mindsets they seek to cultivate in our students. School staff, teachers and administrators are encouraged to set high expectations for student success, build positive relationships with students and teach and model for students how to behave in all school settings.

*Although the world is full of suffering, it is also
full of the overcoming of it.*

— Helen Keller





RIGHTS AND RESPONSIBILITIES FOR ALL STAKEHOLDERS

ALIGNED STUDENT RIGHTS AND RESPONSIBILITIES

I have the RIGHT to QUALITY EDUCATION	I have the RESPONSIBILITY to
<ul style="list-style-type: none"> • experience a high quality, student-centered K-12 education that is engaging, challenging, equitable, and supportive 	<ul style="list-style-type: none"> • respect everyone's right to learn in a calm environment free of distractions and disruptions • to be prepared to learn when I come to school • seek supports to be prepared • bring an open mind to learning every day • rise to challenges and make my best effort; demonstrate a strong work ethic • seek help when I need it
I have the RIGHT to PHYSICAL AND EMOTIONAL SAFETY	I have the RESPONSIBILITY to
<ul style="list-style-type: none"> • be protected from intimidation, harassment, or discrimination based on person's actual or perceived race, color, national origin, • ethnic group, language, socio-economic status, religion, religious practice, weight, disability, sex, sexual orientation, gender, gender identity and expression or other reasons, • employees or students, parents and families on school property or at a school sponsored event, function or activity, or on any District-managed digital platform • the protection and security of my personal belongings • Communicate when and how I feel unsafe • have access to relevant and objective information concerning drugs and alcohol abuse 	<ul style="list-style-type: none"> • put safety first • respect others' personal space • resolve conflicts and differences, seek help, non-violently • help create a school community which rejects stereotypes and biased behaviors, stands against acts of injustice and intolerance, and stands up for individuals and groups when their rights and dignity have been violated • report any unsafe, suspicious, or potentially dangerous or destructive behavior ("When you see something, say something.") • to keep myself free of all illegal substances at school
I have the RIGHT to EQUITY	I have the RESPONSIBILITY to
<ul style="list-style-type: none"> • be welcomed, accepted, respected, and valued for who I am • rigorous and culturally relevant academic instruction and support that helps me do my best and meets my learning needs and interests • receive fair and reasonable responses to behavior violations that reduce disproportionate treatment 	<ul style="list-style-type: none"> • affirm and appreciate the range of differences we each bring to school • recognize that we all learn differently and need different kinds of support to do our best



I have the RIGHT to RESPECT AND CARE	I have the RESPONSIBILITY to
<ul style="list-style-type: none"> • be treated with respect, care, and courtesy by peers and parents and families, and school staff • learn from my mistakes and be supported to repair the harm and make things right when I have engaged in behaviors that harm others or the school community 	<ul style="list-style-type: none"> • protect everyone's right to be respected, valued, and heard • be truthful about and accountable for my words and actions • make an effort to correct and improve my behavior through appropriate restorative actions • accept requests, feedback, and consequences respectfully • act with civility toward others
I have the RIGHT to ENVIRONMENT	I have the RESPONSIBILITY to
<ul style="list-style-type: none"> • learn in a clean, orderly, safe and purposeful environment 	<ul style="list-style-type: none"> • follow school rules and procedures • contribute to maintaining a clean and orderly school environment • protect and respect property that belongs to peers, adults, and the school • use the school's and other people's materials for the intended purpose
I have the RIGHT to STUDENT VOICE AND EXPRESSION	I have the RESPONSIBILITY to
<ul style="list-style-type: none"> • dress in ways that express my identity and personality within the bounds of this code • express my opinions verbally and in writing • provide feedback on key decisions 	<ul style="list-style-type: none"> • dress in ways that do not 1) violates a reasonable dress code adopted and publicized by the school, or (2) is substantially disruptive, or (3) is provocative or obscene; or (4) endangers the health or safety of the student or others; Policy 4315 • to express myself respectfully using school appropriate language
I have the RIGHT to ATTENDANCE	I have the RESPONSIBILITY to
<ul style="list-style-type: none"> • attend school in the district where I am enrolled 	<ul style="list-style-type: none"> • make every effort to attend school regularly • arrive on time to school and seek support if necessary • be on time to class and remain in class
I have the RIGHT to PARTICIPATION	I have the RESPONSIBILITY to
<ul style="list-style-type: none"> • participate in school activities and educational programs for which I am eligible • be informed about and/or serve on student councils, advisory bodies, and school teams and committees that make decisions about school life • participate in student leadership activities • form a club as provided in policy 3620/4500. 	<ul style="list-style-type: none"> • work cooperatively with others • make positive contributions in the classroom and in the larger school community • encourage and support others to participate



With self-discipline most anything is possible.

— Theodore Roosevelt

STUDENT DUE PROCESS

I am afforded due process by:

- being provided with the Code and rules and regulations of the school district and having access to detailed information about school rules, policies, and procedures and state and local laws guaranteeing or affecting students' right to participation;
- being informed of what is appropriate behavior and what behaviors may result in disciplinary actions; as well as being informed of options for correcting behavior
- being counseled and coached by members of the professional staff in matters related to my behavior as it affects my education and well-being in the school;
- being provided an opportunity to be heard in disciplinary actions for alleged infractions of the Code for which I may be suspended or removed from class by my teachers or other staff members;
- being informed of the procedures for appealing the actions and decisions of school officials with respect to my rights and responsibilities as set forth in this document;
- being accompanied by a parent and/or representative at hearings;
- being offered the opportunity to contact a family member as soon as practicable when law enforcement is involved with an investigation or incident response. Students under the age of 16 will not be questioned by law enforcement officers prior to this opportunity being provided, unless officers determine that, given the nature of the situation, a delay in questioning creates a safety threat for staff and/or students.
- having student support staff or an advocate present in situations where there may be police involvement, regardless of student's age.

PARENTS/CAREGIVERS

Parents/caregivers are vital to the success of the school, and we all benefit from recognizing that the education of our student(s) is a shared responsibility. To ensure that parents/caregivers become active and involved partners in promoting a safe and supportive school environment, they must be familiar with the Community Code of Character, Conduct, and Support.

Parents/caregivers and school staff work together to support children in reaching their full potential. Parents are welcomed and encouraged to communicate and/or meet with teachers to find out how their children are progressing. They are also encouraged to discuss issues with their children's teachers, TAs, and other school staff that may affect student behavior and strategies that might be effective in working with their children.



PARENT/CAREGIVER RIGHTS

Parents /caregivers have the right to:

1. Expect that their children's identity is valued.
2. Be actively involved in their children's education, including providing input on decisions that affect their child's education.
3. Receive communication through provided translators if necessary by contacting your child's teacher or principal at the school OR call 919.918.2240 OR email: translation@CHCCS.K12.nc.us OR visit us at the Translation Department at the CHCCS Welcome Center for International Students at Lincoln Center.
4. Be treated courteously, fairly and respectfully by all school staff and administrators.
5. Receive information about the District policies, procedures, and incidents that relate to their children's education and safety in accessible format and language.
6. Receive regular reports, written or oral, from school staff regarding their children's academic progress or behavior, including but not limited to report cards, behavior progress reports, conferences, and ways to improve their student's academic or behavioral progress.
7. View a grade on any assignment within 10 school days after the assignment has been submitted to the teacher.
8. Receive information and prompt notification of persistent disruption by their children, serious Level 3 and 4 infractions that impact their children and the school community, and any other serious disciplinary actions taken by the school staff or administrators
9. Receive information about due process procedures for disciplinary matters concerning their children, including information on conferences and appeals
10. Receive information about services for students with disabilities and English Language Learners
11. Be contacted as soon as possible when a student is believed to have committed a crime and if possible before police are summoned
12. File a complaint when there is an alleged violation or misapplication of a written provision of school policy



PARENTS / CAREGIVERS RESPONSIBILITIES

Parents have the responsibility to:

1. Encourage their student to be active in the learning process by completing their homework, turning assignments in on time, and seeking assistance when needed
2. Give updated contact information to the District Central Office and their student's individual school
3. Make sure their student attends school regularly and on time
4. Inform the school when and why student is absent within 24 hours of the absence
5. Communicate any concerns or complaints to school officials in a respectful and timely manner; examples, level of communication
6. Work with school staff to address academic, attendance, behavioral or other challenges their student may experience.
7. Read and become familiar with District policies, administrative regulations, and the Community Code of Character, Conduct and Support. Discuss with their student expected behaviors during the school day or at school events as outlined in the Code. For a translation please contact your child's teacher or principal at the school OR call 919.918.2240 OR email: translation@CHCCS.K12.nc.us OR visit us at the Translation Department at the CHCCS Welcome Center for International Students at Lincoln Center.
8. Be respectful and courteous to staff, other parents/caregivers, and students while on school premises.



STAFF RIGHTS AND RESPONSIBILITIES

District employees have the right to:

1. Work in a safe and orderly environment.
2. Be treated courteously, fairly and respectfully by students, parents or guardians and her school staff.
3. Communicate concerns, suggestions and complaints to the CH-CCS district office.
4. Receive supportive professional learning and training on the Community Code of Character, Conduct, and Support.
5. Modify instruction, if in a direct teaching role, consistent with the policies and priorities of the Chapel Hill-Carrboro City Schools Board of Education and with state and federal regulations.
6. Receive the necessary resources to deliver quality instruction, coaching, support, and/or supervision of peers
5. Communicate to students and parents:
 - a. Course objectives and requirements
 - b. Marking/gradings procedures
 - c. Assignment deadlines
 - d. Expectations for students
 - e. Classroom discipline plan
6. Communicate regularly with all students, parents and other teachers concerning growth and achievement.
7. Address issues of discrimination, bullying, and/or harassment or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.
8. Identify, acknowledge, interrupt, and counter personal biases that may prevent equitable treatment of all students and adults in the school or classroom settings.

Teachers have the responsibility to:

1. Foster and maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, gender identity and expression, or sex, which will strengthen students' self-image and promote confidence to learn every day.
2. Be prepared to teach every day.
3. Demonstrate interest in teaching and concern for student achievement.
4. Know school policies and rules, and enforce them in a fair and consistent manner.
9. Report incidents of discrimination, bullying, and/or harassment that are witnessed or otherwise brought to a teacher's attention to the building administrator. [Policy 1710/4020/7230](#) Discrimination and Harassment Prohibited by Federal Law [Policy 1720/4030/7235](#) Title IX Non-Discrimination on the Basis of Sex, [Policy 1725/4035/7236](#) Title IX Sexual Harassment Prohibited Conduct and Reporting Process and [Policy 4329/7311](#) Bullying and Harassing Behavior Prohibited
10. Support all students' social and emotional development by building positive relationships, with all students within the building, modeling,



Try to be a rainbow in someone's cloud.

— *Maya Angelou*

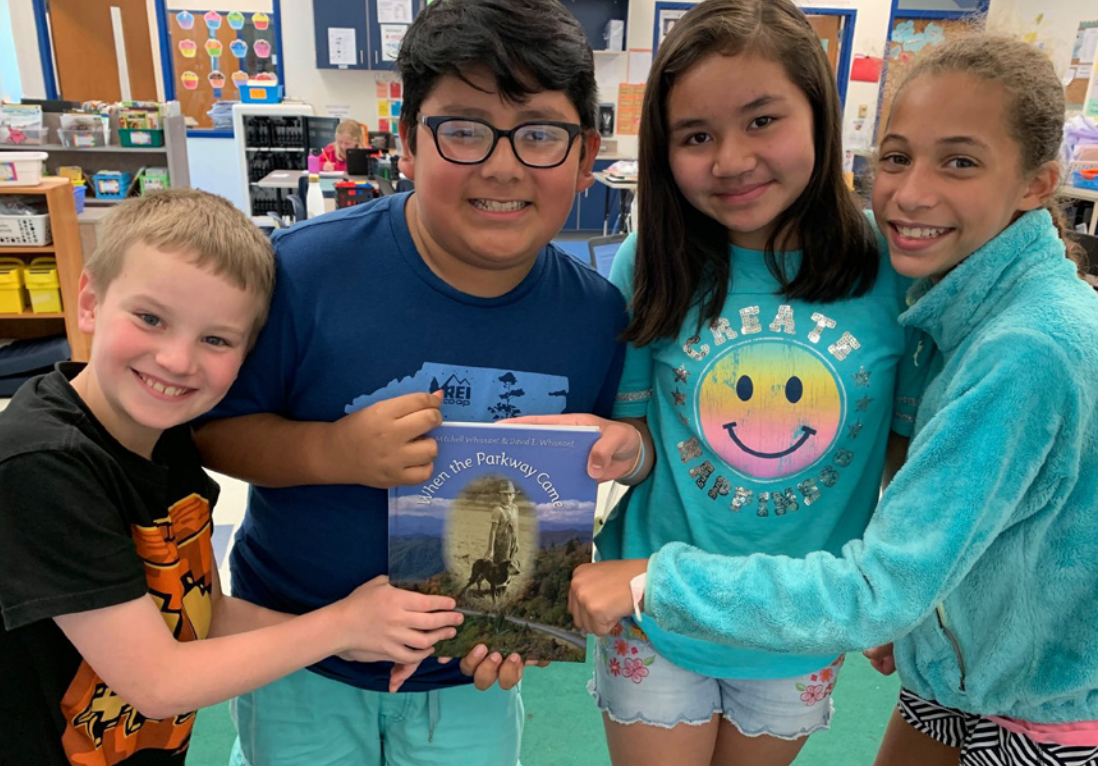
teaching, practicing, and assessing social and emotional competencies, and supporting and facilitating restorative interventions. [Policy 1710/4020/7230](#) Discrimination and Harassment Prohibited by Federal Law [Policy 1720/4030/7235](#) Title IX Non-Discrimination on the Basis of Sex, [Policy 1725/4035/7236](#) Title IX Sexual Harassment Prohibited Conduct and Reporting Process

and [Policy 4329/7311](#) Bullying and Harassing Behavior Prohibited

11. Teach appropriate coping strategies, as needed, to foster positive and prosocial skills that support academic and social-emotional success.
12. Participate in school-wide efforts to provide adequate supervision in all school spaces and support school procedures.

School Counselors/School Social Workers/School Psychologists/Nurses have the responsibility to (as it relates to their area of expertise):

1. Foster and maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, gender identity and expression, or sex which will strengthen students' self-image and promote confidence to learn every day.
2. Assist students in coping with peer pressure and emerging personal, social, and emotional problems.
3. Initiate or support teacher/student/counselor conferences and parent/teacher/student/counselor conferences as necessary, as a way to resolve problems and proactively set expectations moving forward.
4. Meet with students and parents to regularly review their educational progress and career plans as appropriate for their grade level, encourage students to engage in extracurricular programs, support locating and enrolling students in programs that align with their interests and future goals, and provide resources and information for students and families that can assist in meeting their needs within the community.
5. Maintain confidentiality in accordance with Federal and State law.
6. Participate in school-wide efforts to provide adequate supervision in all school spaces and support school procedures.
7. Address issues of discrimination, bullying and/or harassment or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is impacted while on school property or during a school function.
8. Identify, acknowledge, interrupt, and counter personal biases that may



prevent equitable treatment of all students and adults in the school or classroom settings.

9. Support all students' social and emotional development by building positive relationships with all students within the building; modeling, teaching, practicing, and assessing social and emotional competencies; supporting and facilitating restorative interventions; and teaching
10. Report incidents of discrimination, bullying, and/or harassment that are witnessed or otherwise brought to the counselors', social workers', and psychologists' attention to the building administrator and/or other relevant staff members.

OTHER SCHOOL PERSONNEL HAVE THE RESPONSIBILITY TO:

[Policy 1730/4022/7231](#) Assaults and Threats

1. Foster and maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, gender identity and expression, or sex which will strengthen students' self-image and promote confidence to learn every day.
2. Maintain confidentiality in accordance with Federal and State law.
3. Help students understand the district's expectations for maintaining a safe, civil, caring, and supportive learning environment.
4. Participate in school-wide efforts to provide adequate supervision in all school spaces and support school procedures.



*We relish news of our heroes, forgetting that
we are extraordinary to somebody too.*

— *Helen Hayes*

5. Address and report to a teacher or building administrator any issues/ incidents of discrimination, bullying, and/or harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.
6. 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.
7. Support all students' social and emotional development by building positive relationships with all students within the building; modeling, teaching, practicing, and assessing social and emotional competencies; and supporting and facilitating restorative interventions.

OTHER SCHOOL TEAMS AND INDIVIDUALS WHO ARE RESPONSIBLE FOR IMPLEMENTING THE CODE OF CHARACTER, CONDUCT, AND SUPPORT

To support a restorative and accountable orientation and the effective implementation of the CHCCS Community Code of Character, Conduct, and Support, each school will establish the following teams:

- **CODE IMPLEMENTATION TEAM:** The team is composed of administrators, student support team members, special education staff, teachers, parents, students and non-certified staff members who hold the vision for a safe, civil, and respectful school climate and culture; assess the status and progress of major school climate initiative; present data to the entire staff; and coordinate and organize activities and events that support a positive school climate and positive student behavior.
- **MULTI-TIERED SYSTEMS OF SUPPORT TEAM (MTSS):** A team of general and special educators, administrators, including parents,

working collaboratively to ensure that all students receive evidence based instructional support academic, behavioral, and social and emotional practices based on student's needs

To support a restorative and accountable orientation and the effective implementation of the CHCCS Community Code of Character, Conduct, and Support, each school will ensure that administrators and student support team members are identified to serve in these roles:

- **ADMINISTRATORS:** The principal and administrators serve as champions of all discipline and student support activities and supervise the work of the teams essential to an integrated system of schoolwide discipline and student support.
- **STUDENT SUPPORT COACH:** A student support team member (counselor, social worker, psychologist,



student behavior assistant, or case manager) or teacher volunteer who provides coaching, skill instruction, and support to specific students who need an on-going intervention and close progress monitoring.

- **RE-ENTRY COACH:** A student support team member (mentor, counselor, social worker, psychologist,

student behavior assistant, youth advocate, youth development specialist, case manager,) or teacher volunteer who provides coaching, skill instruction, and support to specific students who are returning from a short-term or long-term suspension, alternative program, or juvenile facility.

ALL SCHOOL STAFF DESIGNATED TO ADDRESS BULLYING, HARASSMENT, OR BIAS-RELATED INCIDENTS HAVE THE RESPONSIBILITY TO:

1. Be responsible for monitoring and reporting on the effectiveness of the district's bullying prevention program in conjunction with the building administrators.
2. Identify, acknowledge, interrupt, and counter personal biases that may prevent equitable treatment of all students and adults in the school or classroom settings.
3. Facilitate mediation or restorative circles as appropriate and when all

parties agree to engage in restorative practice.

Principal or designee has the responsibility to:

4. Investigate issues of discrimination and harassment or any situation that threatens the emotional or physical health or safety of any students, school employee, or any person who is lawfully on school property or at a school function ([Policy 1710/1720](#)).



Knowledge will give you power, but character, respect.

— *Bruce Lee*

SCHOOL ADMINISTRATORS HAVE THE RESPONSIBILITY TO:

1. Foster and maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, gender identity and expression, or sex which will strengthen students' self-image and promote confidence to learn every day.
2. Ensure that students and staff have the opportunity to communicate regularly with principal/administrators and have access to the principal/administrators for redress of grievances.
3. Maintain confidentiality in accordance with Federal and State law.
4. Evaluate on a regular basis all instructional programs to ensure infusion of character education in the curriculum.
5. Support the development of and student participation in appropriate extracurricular activities.
6. Support the development of prosocial skills, social emotional learning, and career and college readiness.
7. Contribute actively to on-going revisions of the Community Code of Character, Conduct, and Support; disseminate and review the Code with all staff; and enforce the Code ensuring that all cases get resolved promptly and fairly.
8. Participate in school-wide efforts to provide adequate supervision in all school spaces and support school procedures.
9. 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.
10. Collect and report data on the implementation of the district code of conduct including but not limited to data on the use of in-school and out-of-school suspension by student demographic characteristics.
11. Support all students' social and emotional development by building positive relationships with all students within the building; modeling, teaching, practicing, and assessing social and emotional competencies; and supporting and facilitating restorative interventions.
12. Teach and model coping strategies, as needed, to foster positive and prosocial skills that support academic and social emotional success.
13. The school administrator, in collaboration with the Student Support Team, will ensure that requests and opportunities for the use of restorative conferences are met in a timely manner.



DISTRICT ADMINISTRATORS HAVE THE RESPONSIBILITY TO:

1. Create and implement policies and procedures that encourage a safe, civil, caring, and supportive learning environment for all student, school staff, and building administrators.
2. Model and encourage courteous, respectful and fair relationships with students, parents,
3. School staff and building administrators.
4. Ensure a broad-based and varied curriculum to meet individual student needs.
5. Inform the community, students, parents, school staff and building administrators about policies of the Board of Education.
6. Provide staff who are trained to meet the needs of students.
7. Provide support and professional development training to principals and school staff to help them support students academically, socially, and emotionally, manage classrooms effectively, and provide appropriate academic and behavioral interventions to ensure student success in school.
8. Educate and support building administrators and school staff in the fulfillment of their roles as defined by CHCCS.
9. Monitor and analyze data on the implementation of the District Code, including but not limited to data on the use of office disciplinary referrals and in and out-of-school suspensions by student demographic characteristics.
10. Identify, acknowledge, interrupt, and counter persona and institutional biases that may prevent equitable treatment of all students and adults in the school, classroom, or District settings.
11. Provide resources to enable all building-based staff to support all students' social and emotional development through building positive relationships with all students within the building; modeling, teaching, practicing, and assessing social and emotional competencies, and supporting and facilitating restorative interventions.
12. 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.





Education is the movement from darkness to light.

—Allan Bloom

THE DISTRICT SUPERINTENDENT HAS THE RESPONSIBILITY TO:

1. Foster and maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, gender identity and expression, or sex which will strengthen students' self-image and promote confidence to learn every day.
2. Inform and advise the Board of Education about educational trends relating to student discipline.
3. Review the policies of the Board of Education and State and Federal laws relating to school operations and management with district administrators.
4. Maintain confidentiality in accordance with Federal and State law.
5. Work to create and support student related programming that reduce incidents of misconduct and are sensitive to student, staff, and teacher needs.
6. Work with district administrators to implement the Code of Character, Conduct, and Support and ensure all discipline cases are resolved promptly and fairly.
7. Participate in school-wide efforts to provide adequate supervision in all school spaces.
8. Address issues of discrimination and harassment or any situation that threatens the emotional, mental, or physical health or safety of any student, school employee or any person who is on school property or at a school function.
9. Identify, acknowledge, interrupt, and counter personal and institutional biases that may prevent equitable treatment of all students and adults in the school, classroom, and District settings.
10. Report or ensure the reporting of incidents of harassment, bullying and/or discrimination that are witnessed or otherwise brought to the Superintendent's attention.
11. Provide resources to enable all building-based staff to support all students' social, emotional, and academic development through building positive relationships with all students evidenced by modeling, teaching, practicing, and assessing social and emotional competencies, and supporting and facilitating restorative practices.
12. 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, social and emotional success.



THE BOARD OF EDUCATION HAS THE RESPONSIBILITY TO:

1. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning for all students, in a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, gender identity and expression, or sex, which will strengthen students' self-image and promote confidence to learn.
2. Maintain confidentiality in accordance with Federal and State law.
3. Develop and recommend a budget that provides programs and activities that support achievement of the goals of the Code of Character, Conduct, and Support and the district's mission.
4. Collaborate with student, teacher, administrator, parent organizations, school safety personnel, and other school personnel to develop, adopt and approve Code of Character, Conduct, and Support that clearly defines expectations for the conduct of students, district personnel and visitors on school property and at school functions.
5. review at least annually the District's Code of Character, Conduct, and Support to evaluate the code's effectiveness and the fairness and consistency of its implementation.
6. lead by example by conducting Board meetings in a professional, respectful, courteous manner.
7. acknowledge and actively counter personal biases that may prevent equitable treatment of all students and adults in all school and District settings.
8. provide resources to ensure that all staff support all students' social and emotional development through building positive relationships with all students within the building; modeling, teaching, practicing, and assessing social and emotional competencies, and supporting and facilitating restorative interventions.



Intelligence is the ability to adapt to change.

— Stephen Hawking

If opportunity doesn't knock, build a door.

— Milton Berle



GETTING HELP AND HELPING OTHERS

SCHOOL RELATED PROBLEMS OR PERSONAL CONCERNS

All school staff know how important it is for students to feel comfortable asking for help when it is needed.

Problems of discipline, security, vandalism, and personal safety and well-being are considered very serious.

CONSIDER TAKING THESE STEPS:



STEP 1: Tell a trusted staff member about your situation and/or arrange to speak with a counselor or administrator right away. Tell the staff member or administrator exactly

what happened – what you experienced or what you observed happening to someone else. It's important to share what is making you feel unsafe, uncomfortable, or worried. Every effort will be made to keep the information and identity of individuals confidential when a report is made.



STEP 2: Tell your parent about the concern, so they are aware that you have taken steps to address. You may also share the information with a parent and ask them to speak with an administrator.



STEP 3: If you want help when you face a similar concern or challenge in the future, arrange to speak with a counselor or social worker who can help you develop skills to deal with the issue in a way that works for you.



I hated every minute of training, but I said, ‘Don’t quit. Suffer now and live the rest of your life as a champion.’

— **Muhammad Ali**

BULLYING AND HARASSMENT FORM

(For more information see [Policy 4329/7311](#), [Policy 1710/4020/7230](#) Discrimination and Harassment Prohibited by Federal Law, [Policy 4329/7311](#) Bullying and Harassing Behavior Prohibited, [Policy 4331](#) Assault and Threats, [Policy 1725/4035/7236](#) Title IX Sexual Harassment Prohibited Conduct and Reporting Process)

Bullying and cyberbullying, harassment and intimidation, hazing, and bias behaviors are unsafe and do not reflect respect for others as defined by the Community Code of Character, Conduct, and Support.

If you or someone you know is a target of one of these behaviors, you can report it using the Bullying, Harassment, or Intimidation Report Form, available on the school website, in the main office, student services, or the counseling office of your school. You can also tell a staff member, who will respond by providing a practical, private, and safe place to report.

IF YOU ARE BEING BULLIED...

- Tell someone — a parent, a teacher, a counselor, an administrator, school counselor, social worker, or mental health specialist.
- Calmly tell the student to stop...or say nothing and walk away when appropriate.

IF YOU KNOW SOMEONE WHO IS BEING BULLIED...

- If you feel safe, be an “Upstander”....
- Tell the bully to stop by saying,

“We don’t do that at this school.” Or
“That’s not right to treat someone like that.”

- Say words of support to the student being bullied. Be a friend!
- Don’t encourage the bully by laughing or joining in.
- Tell other bystanders how to help stop the bullying.

IF IT DOESN’T FEEL SAFE....

- Tell an adult, and
- Encourage the bullied student to talk to someone.

If a building administrator determines that one of these behaviors has occurred, the students involved will receive support from either a school counselor, mental health specialist, or school social worker to be sure that everyone involved feels safe and supported and understands how to avoid these situations in the future.

CONFIDENTIALITY IN COUNSELING

When a student reports that they are thinking about hurting themselves, or if someone is hurting them, or other students, school personnel are required to share the report with the building administrator. The report will also be shared with parents and outside agencies as appropriate. No statement, oral or written, made by a student seeking counseling for any form of drug or alcohol abuse may be used as the basis for school discipline.



ACADEMIC PROBLEMS:

Solving an academic problem requires the student to self-advocate along with the help from teachers, parents/caregivers, school counselor, and other school professionals or peers. For help with an academic problem, the student should follow these steps:



STEP 1: Arrange to speak with the teacher privately. Share your concern and what you are finding challenging. Share what you think the teacher can do to help you improve.



STEP 2: If the teacher is unable to help you resolve the problem, seek further help from a counselor or another adult that you trust.



STEP 3: If the problem remains unresolved, you may choose to schedule a family conference involving you, a parent, student's counselor and a school administrator.

EXTRACURRICULAR PROBLEMS

For help with problems involving extracurricular activities, the student should follow these steps:

1. See the activity advisor or athletic coach assigned to the activity at a time when he/she can give you his/her undivided attention. Try not to discuss the problem during the activity period itself.
2. If the activity involves athletics, see the athletic coach, then the Athletic Director. Parents/guardians may participate in the conversations with the student.
3. If the student does not know who is assigned as advisor to the activity, the student should see an administrator.
4. If the student is unable to get help in solving the problem by doing the above, discuss the matter with parents/guardians and with the building administrator. Parents/caregivers may wish to join the student in a conference with the principal.



Perfection is not attainable, but if we chase perfection we can catch excellence.

— *Vince Lombardi*

GROUP PROBLEMS

If a group of students believes that they share a common problem related to discipline, security, or their personal safety or well-being, the best way to seek assistance is for the group to identify and send two or three representatives to the teacher, advisor, or coach with counselor support, if needed, at an agreed upon time and location and present the group's point of view on the matter. If the issue or the matter is not resolved, the teacher or school counselor will involve a building administrator. The most effective approach is one that involves a restorative conversation that includes the groups impacted by the problem.

HELP FOR FAMILIES WITH EXCEPTIONAL CHILDREN

Three groups provide opportunities for discussing special interests and concerns of parents of exceptional children. The meetings held by these groups are open to all parents.

1. Parent Teacher Student Association (PTSA): monthly meetings occur to discuss current issues, priorities, and events.
2. School Improvement Team (SIT): monthly meetings address the school's

annual plan for improvement.

3. Special Needs Advisory Council (SNAC): is a parent group that meets monthly with district staff to discuss issues pertaining to children with special needs. Each school has a SNAC representative. If you would like to contact a parent representative or if you have a specific question, please contact SNAC directly.
(<https://snacofchccs.org/>).

REFERRALS TO EXTERNAL AGENCIES PROVIDING COUNSELING AND HUMAN SERVICES:

School staff may be a resource to students, parents and families by referring students to counseling and human services agencies.

processes and provides a mechanism for resolving complaints in an informal manner.

MAKING AN INFORMAL COMPLAINT

Refer to board [Policy 1726/4036/7237](#) for information regarding responding to complaints as both policies outline

MAKING A FORMAL COMPLAINT

Refer to board [Policy 1726/4036/7237](#) for information regarding making formal complaints as both policies outline processes and provides a mechanism for resolving complaints in a formal matter.

A photograph of two young girls standing in a parking lot, holding handmade signs. The girl on the left is wearing a light blue dress and white socks, holding a rectangular sign that reads "INCLUSION IS EVERYONE'S ABILITY" with two heart symbols. The girl on the right is wearing a dark blue t-shirt and white shorts, holding a triangular sign that reads "DISABILITY AWARENESS MONTH". Both signs are decorated with colorful confetti. In the background, there is a dark grey SUV, trees, and a clear blue sky. A red traffic cone is visible on the left, and a blue bucket and a green marker are on the ground in the foreground.

INCLUSION
IS 
EVERYONE'S
ABILITY

DISABILITY
AWARENESS
MONTH

*There are no great limits to growth because there
are no limits of human intelligence, imagination,
and wonder.*

— Ronald Reagan



*Far and away the best prize that life has to offer
is the chance to work hard at work worth doing.*

— Theodore Roosevelt

PREK–12 UNIVERSAL PROMOTION STRATEGIES IN THE CLASSROOM

Teachers are expected to use Universal Tier 1 practices to create respectful, orderly, and productive classrooms through (1) the development of caring, supportive relationships with and among students; (2) organizing and implementing instruction in ways that optimize students' access to learning; (3) using group management methods that encourage students' engagement in academic tasks; (4) promoting the development of students' self-management and social efficacy; and (5) using appropriate interventions to assist students with behavior problems.

1. **District-wide rules and explicit classroom academic and behavioral expectations are taught, reviewed, and known by every student and adult**
2. **Clear protocols for starting and ending class**
3. **Morning meeting / Classroom Circle / Gatherings and Closings**

The teacher facilitates morning meeting or classroom circles to build community, trust, and class cohesiveness or share perspectives about relevant issues or concerns. Gatherings are brief exercises that bring everyone together at the beginning of a class. They provide a structure for listening and

speaking in ways that demonstrate and develop respect, understanding, and empathy. Everyone is acknowledged and invited to share stories, responses to interesting questions, or reflections about what's happening in their lives. This format creates a powerful opportunity to know others and be known. Closings send students off on a positive note at the end of a class. Like gatherings, closings create opportunities for every student to be heard. Closings provide an excellent vehicle for students to give feedback on what they've experienced during the lesson or week, communicate what they've been learning, and assess their progress and personal development.



4. **Meet and Greet - Welcome students by name as they enter your classroom.**
5. **Personal Check-Ins / Touch points**

During Meet and Greet or independent work time or closing...

- check in and take special notice of something about the student.
- let the student know how glad you are to see him/her today.
- ask a question that invites students to rate their day or share a high and low of the day so far.

Personal touch-points are small, but very powerful verbal comments that enable teachers to show personal interest in every student; affirm each student's value; provide encouragement, and build confidence.

6. **Modeling, teaching, practice, and assessment of Learning and Life Competencies (target behaviors that support self-awareness,**

self-management, social efficacy, and academic efficacy).

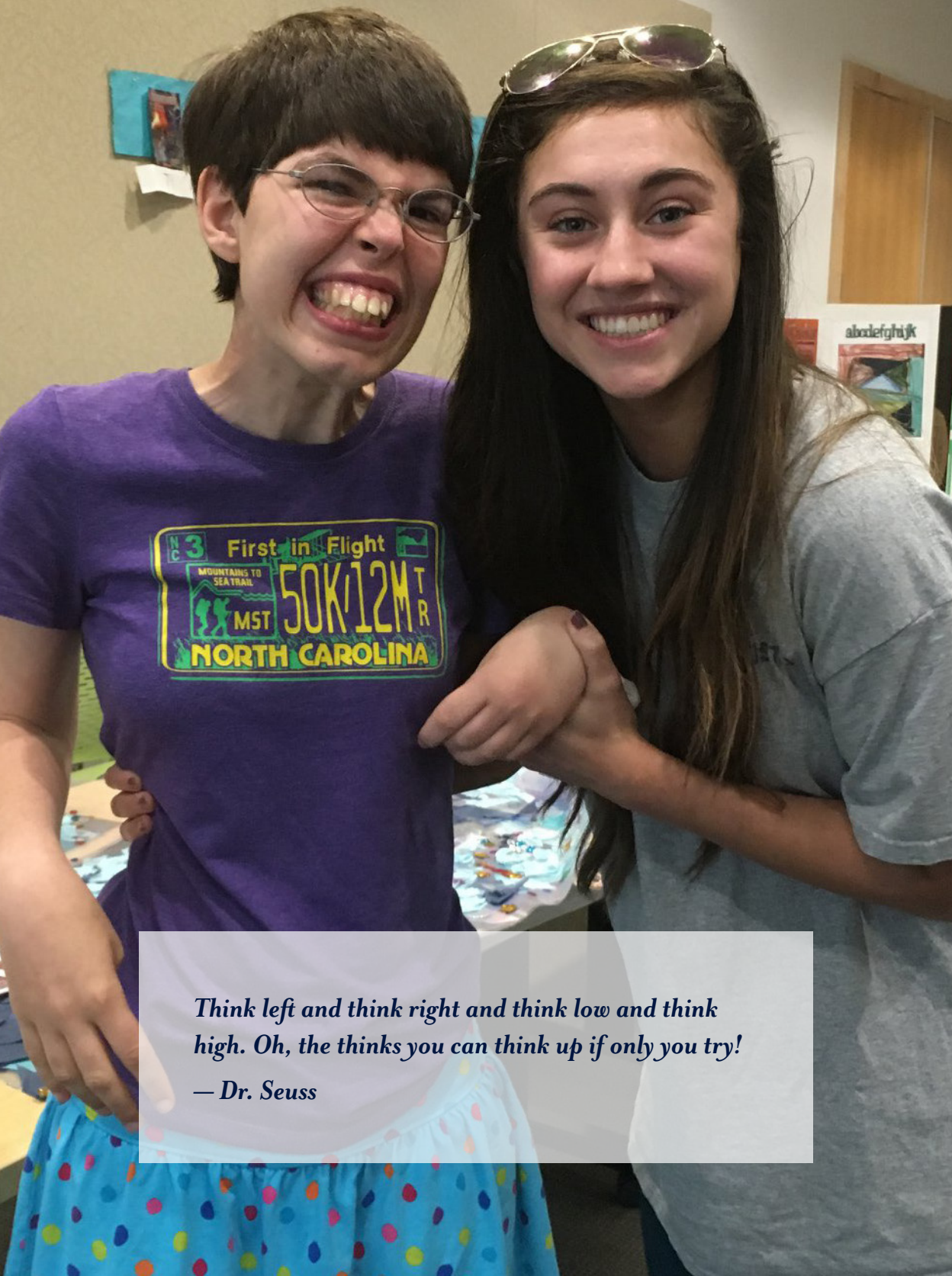
7. **Value-added feedback – Written or verbal value-added feedback to individuals or the group enables teachers to a) provide a specific, concrete description of what the student or group did, and b) name the asset or internal quality that enabled the student to do it and/ or the outcome that they achieved.**

Examples:

- “I noticed how you sat in the circle during story time and asked questions about the story. You were focused and showed good attention.”
- “The teamwork each of you showed today led directly to the significant progress you made with your group project.”
- “I noticed how you completed your last three labs. You tackled every part of each lab. That showed real perseverance.”



8. **Visual postings for lesson agendas, learning units, expectations, and procedures**
9. **Routinized strategies for getting and keeping students' attention / maintaining silence when silence is required / giving clear instructions**
10. **Clear procedures and routines appropriate to the classroom subject, course, and setting**
11. **Academic check-ins - As you teach by walking around, ask three questions that encourage students to complete quality work: (1) Tell me (show me) what you are working on. (2) How is it going? (3) What are you going to do next?**
12. **Individual and group kudos, recognitions, and celebrations**



Think left and think right and think low and think high. Oh, the thinks you can think up if only you try!

— Dr. Seuss



DISCIPLINE AND STUDENT SUPPORT

DISTRICT-WIDE RULES

District-wide rules promote consistent standards of behavior across all District schools. Rules are a set of explicit enforceable regulations or directives, that govern responsible conduct, which refers to the way a person behaves on a particular occasion or in a particular context. Rules describe what students should do and what they should not do.

Rules foster a sense of order, calm, and purposefulness and they promote a safe and positive learning environment. When students, families, and staff share an understanding of the rules and the interests behind them, rules provide structure and clarity for the school community. Rules that are fairly and consistently applied and that are clearly understood by students and staff, support students to take responsibility for their choices and strengthen essential learning and life competencies like self-management and social efficacy.

Supporting students to follow the district wide rules requires a collective effort from each and every adult to promote, support and enforce the rules consistently. Schools are public places. When schools come to agreement about a few important rules, we are teaching students how to navigate successfully in public spaces and across different cultural contexts and settings.



The following five rules cover the most frequent discipline violations within the Behavior Violation and Consequence Matrix.

RULE 1: Stay safe and respect others' personal space.

Rule Violations in the Matrix:

- Public space misbehavior
- Aggression directed towards adults
- Aggression direction toward students, including physical fighting

RULE 2: Respect and value

everyone's individual and group dignity and identity.

Rule Violations in the Matrix:

- Hurtful teasing and name-calling
- Bullying
- Cyber-bullying and cyber-harassment
- Explicit acts of bias, including hate speech or acts
- Non-sexual harassment
- Sexual misconduct, including sexual harassment

RULE 3: Arrive on time, stay in class, and have a pass/permission to travel in public spaces.

Rule Violations in the Matrix:

- Late Arrival to School
- Tardy during the school day
- Cutting class
- Skipping school
- Leaving school without permission
- Leaving class without permission
- Presence in an unauthorized area

RULE 4: Listen, acknowledge, and respond to directives and requests.

Rule Violations in the Matrix:

- Does not comply with classroom rules and procedures
- Engages in demands, argumentative and adversarial speech, confrontations, or back-talk
- Persistent, hostile, oppositional refusal to comply with directives and requests

RULE 5: Communicate respectfully and use school-appropriate language.

Rule Violations in the Matrix:

- Cursing, swearing, use of insulting, defaming, vulgar or abusive language directed at an adult
- Cursing, swearing, use of insulting, defaming, vulgar or abusive language directed at students



*Keep your face always toward the sunshine –
and shadows will fall behind you.*

— *Walt Whitman*

DETERMINING DISCIPLINARY RESPONSES

School administrators must consult this document when determining which disciplinary interventions and consequences to impose. In determining how to best address inappropriate and unacceptable behaviors, it is necessary to evaluate the totality of the circumstances surrounding the behavior. This may result in differentiated responses to disciplinary problems. Responses are embedded within levels of just and equitable practices under which all students are treated fairly with respect, dignity and decency and without favor toward or prejudice against any one group of students according to person's age, actual or perceived ability, talent, race, color, national origin, ethnic group, language, socio-economic status, religion, religious practice, weight, disability, sex, sexual orientation, gender, or gender identity and expression.

In practical terms, this means that:

- All opportunities and interventions must be accessible to every student, including students with disabilities.
- Consequences and interventions must be standardized and consistently applied across all groups of students with fidelity and integrity.
- Data must be transparent 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 are encouraged to consider the below list of factors, when applicable and appropriate, prior to determining the assignment of consequences and interventions:

- The student's age and developmental stage
- The student's disciplinary record (including the nature of any prior misconduct and the number of prior instances of misconduct)
- The disciplinary consequences and interventions applied in prior behavior violations
- The nature, severity and scope of the behavior
- The circumstances/context in which the conduct occurred
- The frequency and duration of the behavior
- The number of persons involved in the behavior
- The student's suspected disability, IEP (Individual Education Plan, BIP (Behavioral Intervention Plan) and 504 Accommodation Plan, if applicable
- The student's response to intervention previously put into place
- The student's involvement in a Multi-Tiered Systems of Support process (MTSS)



WHERE AND WHEN THE CODE APPLIES

The CHCCS Community Code of Character, Conduct and Support applies to incidents that occur:

- In the school building and on school grounds
- On public property immediately adjacent to school grounds
- At a bus stop, on the school bus, or in other school-sanctioned transportation such as another vehicle owned, leased, or used by the school district
- At a school-sponsored or school-related activity, function, or program whether it takes place on or off school grounds
- Through the use of technology or an electronic device that is owned, leased, or used by the school district or school
- When the conduct otherwise violates the Code of Conduct and has or is reasonably expected to have a direct and immediate impact on the orderly and efficient operation of the schools or the safety of individuals in the school environment.



Love is a fruit in season at all times, and within reach of every hand.

— Mother Teresa

LEVELS OF CONSEQUENCES AND ALIGNED INTERVENTIONS

Assigned consequences for disciplinary problems are aligned to equitable, accountable and restorative interventions. They are embedded within five levels. In practical terms, this means that

- Consequences and interventions at all levels must be clear, equitable, and timely
- Across all groups of students with fidelity and integrity.
- Interventions must be accessible to every student, including students with disabilities.
- Data must be transparent to determine the use and impact of all consequences and interventions , paying particular attention to indicators of overuse and disproportionality of referrals and suspensions among various groups of students.

Based on state and federal guidelines, the amount of due process a student receives before determination of the consequence depends on the severity and impact of the violation. In all cases, for Levels 3 – 5, school personnel authorized to assign consequences must inform the student of the alleged misconduct and must investigate, to the extent necessary, the facts surrounding the alleged misconduct. ([Policy 4350/4351/4353](#))

- Multiple violations for the same behavior may warrant more intensive consequences at a higher level.

DOCUMENTATION NOTES AND REFERRALS

LEVEL 1 Classroom Observation Notes – Classroom observation notes are submitted when a student’s behavior raises concerns and warrants documentation within the school’s disciplinary database. Observation notes enable adults to share information about a student and provide data that may reveal behavior patterns and trends that need to be addressed if these low-impact behaviors become chronic.

LEVEL 2, 3, 4, AND 5 Behavior Referrals – School referrals are submitted for Level 2, 3, 4, and 5 violations of the Code of Conduct, Character and Support. Whenever possible, referrals should be submitted by the classroom teacher or staff member the same day that the violation took place. When a student is removed from the classroom, the teacher must formally notify an administrator immediately in writing or verbally so the administrator can discuss the referral when meeting with the student and also submit an office disciplinary referral form by the end of day.



PRE-K TO GRADE 2 CONSIDERATIONS

Supporting Social Competencies and Addressing Behavior Concerns

Young children enter schools with a variety of experiences in their early lives. In addition, young children demonstrate a range of developmental levels of academic readiness, motor skills, speech and language proficiency, and social competence. This range is absolutely normal. However, young children must learn social competence in order to have a successful experience at school. Children learn to understand and conform to behavioral expectations that are appropriate to their specific age. If discipline is thought of as a way to educate students about appropriate behavior and social expectations rather than as a way of punishment, many aspects of how to discipline children in early childhood educational settings can seem natural and logical.

Social competence, like all other domains of development, grows and changes over time and is impacted by children's direct experiences through intentional instruction, guided conversation, and reinforcement

of desired social skills. The foundations for social competence are age-appropriate language and communication skills. It is essential that social and emotional learning (SEL) and behavior in our youngest learners are approached in the same manner as all other essential academic skills through daily instruction, support, and assessment of students' individualized needs. Social and emotional learning skills are purposefully planned for and taught within the early childhood educational program; key early childhood focus areas for social emotional learning include friendship skills, empathy, managing emotions, and problem solving.

THE HOME-SCHOOL PARTNERSHIP

Families play a critical role in the success of children's development of social competence. It is critical that families receive information and learn about classroom procedures and how families can support developing their child's skills.

When Behavior Concerns Arise:

- It is normal for young children to occasionally hit, kick, or push other children as they are learning how to





socialize with others. When children engage in aggressive behaviors, teachers are expected to intervene to ensure that all students are safe. Immediately after an incident, teachers are expected to help the child understand what they did and teach them expected behaviors.

- When a specific behavior becomes a concern at school, a multitiered approach to problem solving is used to teach desired behaviors. This process begins with the collection of data related to the individual student.
- The information collected is carefully reviewed and discussed by a problem

solving team that includes the young child's parent/caregiver. The team's goal is to design a specific intervention plan for the individual young child that is focused on teaching the identified social behaviors that will support a student's success in the classroom and the school. The plan is developed with a specific goal(s), for a specific period of time, and includes a designated date for review. This cycle of gathering and assessing data, making and implementing a plan, and monitoring the student's progress supports an individualized approach to social emotional learning.



WHEN A STUDENT BEHAVES AGGRESSIVELY

Aggressive behavior in young children is rarely an intentional act to harm another. Rather, aggressive acts are often a result of children's inability to communicate what they want, what they need, and what they don't like. When a child engages in a violent act that threatens or harms other children or makes the learning environment feel unsafe, special procedures need to be in place to ensure that all children involved in the incident who have been threatened or hurt and the child who has engaged in the violent act receive immediate attention and care. Parents can expect that these actions will take place:

- A staff person will immediately and temporarily remove the child who has engaged in the violent act from the environment to help the child regain a sense of calm so that the staff member can speak with the child about the incident. Please refer to [policy 4302](#) for additional information.
 - A staff person will speak to the child or children who have been threatened or harmed immediately to ensure that they have an opportunity to talk about the incident and to help them regain a sense of safety
 - Parents of children involved in the incident will be contacted and school staff will explain what happened
- before the incident, share how adults responded to the incident, discuss the short-term plan for restoring a sense of calm and safety, and discuss the longer-term plan for preventing similar incidents in the future

If a student engages in pervasive or egregious aggressive acts that threaten children's safety in the classroom, the school can request a conference to determine the most appropriate interventions. Parents of students who have engaged in highly aggressive or dangerous behaviors are expected to be directly involved in the intervention plan created to support their child's success.

GRADE 3 – GRADE 5 CONSIDERATIONS

If a student in grades 3-5 engages in pervasive or serious aggressive acts that cause injury or threaten children's safety in the classroom, the principal can determine the most appropriate interventions to up to and including out-of-school suspension. The principal must immediately provide written notification to the Superintendent's Designee upon suspension.

Prior to suspending a student for more than 2 days, the principal must contact the Executive Director of Elementary Schools. In addition, an intervention plan should be developed. Parents/caregivers must be invited to be directly involved in the development of the intervention plan to support their child's success.

GRADES 6 – 12 CONSIDERATIONS

The Behavior Violation and Consequence Matrix functions as written for all grade 6 – 12 students. Prior to suspending a student for more than 5 days, the principal must contact the Executive Director of Secondary Schools. An intervention plan should be developed when a student is suspended for more than five days.

Parents/caregivers must be invited to be directly involved in the development of the intervention plan to support their child's success.



Live as if you were to die tomorrow. Learn as if you were to live forever.

— Mahatma Gandhi

LEVELS OF CONSEQUENCES AND ALIGNED INTERVENTIONS

LEVEL 1 Appropriate for minor classroom and minor public space behavior violations	
ASSIGNED CONSEQUENCES: There are no assigned school-wide consequences for Level 1 behaviors. Teachers document their concerns to note chronic Level 1 behaviors that result in Level 2 consequences and interventions.	INTERVENTIONS (TIER 1 UNIVERSAL PREVENTION STRATEGIES) Teachers and other staff members are expected to address low- impact behaviors using prevention strategies to re-engage the student. Persistent behavior concerns are documented. <ol style="list-style-type: none">1. First response to behavior concerns including: prompts, cues, proximity, reminders, positive directives that invite cooperation and self-correction2. Brief behavior check-ins to support student's re-engagement3. Restorative conversations with an individual student or two students involved in an interpersonal conflict4. Interruption of negative and inappropriate speech in ways that support student to self-correct5. Scripted protocols to defuse students who are upset and/or involved in highly charged situations including power struggles6. Progress monitoring to assess use of target behaviors7. Developmentally appropriate, sensory, motor, and space modifications that match behavior and root causes to appropriate change in the environment or change in strategy that student uses to stay engaged8. Classroom Teacher Buddy to whom you can send a student for a brief time to have a few quiet moments to cool down and reset.9. Submission of Observation Notes to administration with no removal from classroom or other location in order to track potentially persistent low-impact behaviors. A Student Support Team member may be asked to provide...10. Collegial consultation with student support team member to observe student and generate possible strategies to help student reduce unwanted behaviors and practice target behaviors11. Facilitation of a classroom problem solving circle or social and emotional learning (SEL) skill building lesson12. Restorative conversation with student and teacher OR with two students



LEVEL 2

Appropriate for persistent minor classroom violations, more serious public space violations and non-violent personal misconduct

ASSIGNED CONSEQUENCES INCLUDE SOME OR ALL OF THE FOLLOWING:

- Referral but no student removal
- Meeting with Administration
- Family notification
- Detention
- Loss of privileges

INTERVENTIONS:

1. Student Check-in / Check-out (CICO)
2. Reflection, Repair, and Reconnect after a student is sent to reset or in-school-suspension-restoration.
3. Academic or behavior problem solving and planning conference
4. Coordinating progress monitoring with student's teachers
5. Mobile triage (immediate direct support to student in the classroom from a student services support team member)
6. Problem solving circles and restorative group conferences
7. Student-student mediation
8. Student-teacher mediated conference
9. Individual and small group counseling
10. Individualized case management for students with IEPs/504 plans
11. Anti-bullying/harassment protocol including separate interviews with all students involved, coaching sessions, and restorative conference
12. Child and family conference
13. Participation in youth development leadership opportunities

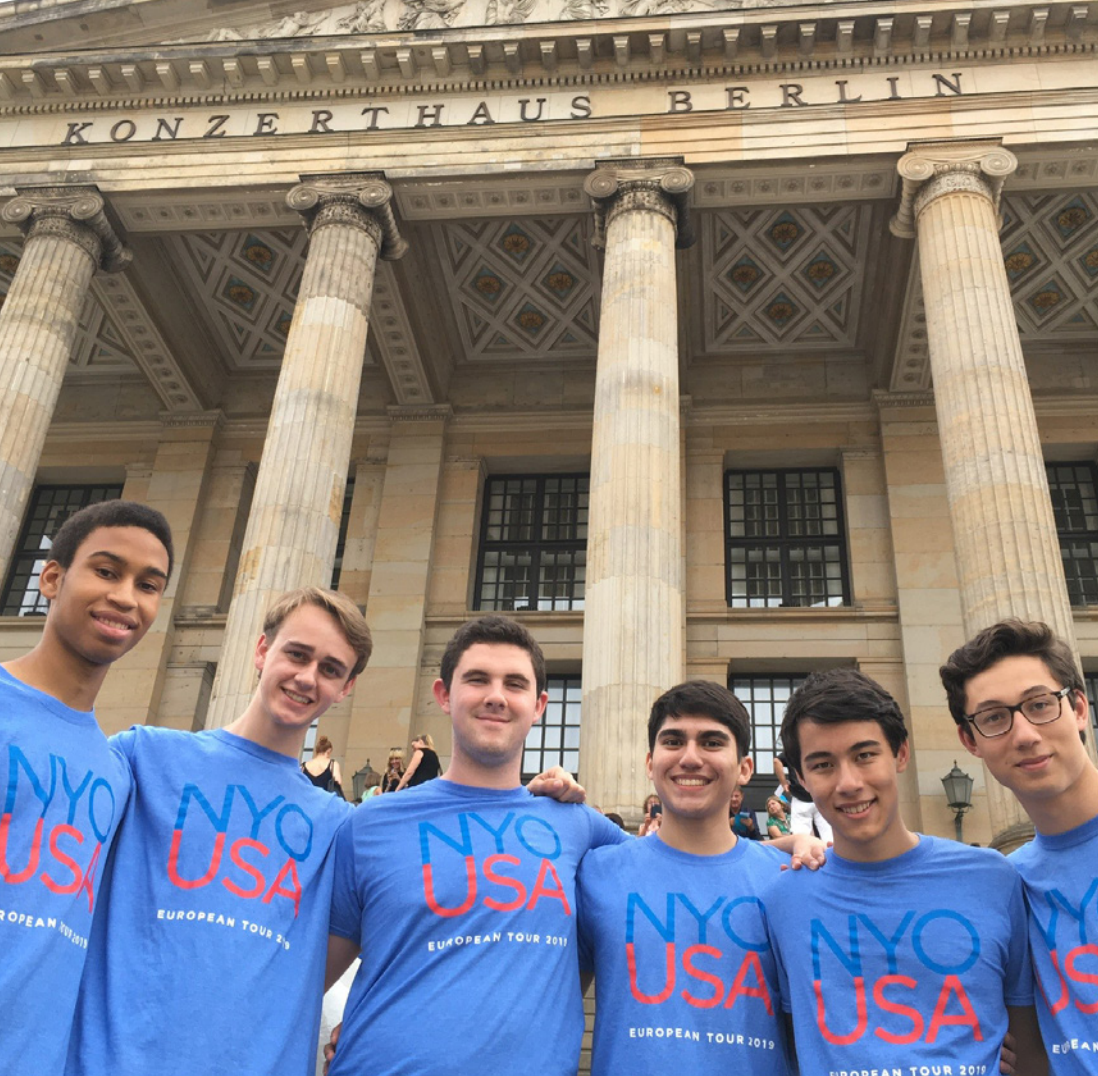


*Shoot for the moon and if you miss you will still
be among the stars.*

— *Les Brown*

LEVEL 3 Appropriate for more serious violations determined by their severity and frequency	
ASSIGNED CONSEQUENCES INCLUDE SOME OR ALL OF THE FOLLOWING: <ul style="list-style-type: none">• Referral• Student removal• Meeting with Administration• Family notification and conference• Detention• 1 to 2 days Reflect, Rethink, Return Centers (R3 Centers)• 1 day out-of-school suspension• Loss of privileges	INTERVENTIONS: LEVEL 2 INTERVENTIONS PLUS <ol style="list-style-type: none">1. 1:1 and small group behavior replacement coaching / SEL skill building and conflict resolution sessions2. Assessment of function based thinking / root cause analysis3. Assignment of student support coach or mentor4. Intensive Crisis Management Plan (ICMP) in consultation with MTSS Team5. Crisis Intervention with Student Services Support Team (counselors, social workers, psychologists, nurse)6. Referral and coordination as appropriate with community-based supports and agencies7. Mental-health evaluation referral8. Comprehensive student success plan that involves academic, attendance, and behavioral interventions9. Violence prevention coaching sessions10. Development of a new or modified Functional Behavior Assessment (FBA)or Behavior Intervention Plan (BIP)

LEVEL 4 Appropriate for repetitive or high impact violations that involve verbal and physical violence or self-harm and violations that have a destructive or disruptive impact on the school community	
ASSIGNED CONSEQUENCES INCLUDE SOME OR ALL OF THE FOLLOWING: <ul style="list-style-type: none">• Referral• Student removal• Meeting with Administration• Family notification and conference• 2 to 4 day out-of-school suspension	INTERVENTIONS: <ol style="list-style-type: none">1. Level 2 and 3 Interventions PLUS2. Student re-entry plan for optimal success upon re-entry in the school3. Boomerang for 2 to 4 day suspensions for middle and high school students4. Alcohol/Drug evaluation referral (e.g., Substance Abuse Intensive Out-Patient Therapy)5. Threat assessment evaluation referral6. Alternative placement intervention and plan7. Consultation with Multi-Tiered Systems of Support (MTSS) team members



LEVEL 5

Appropriate for behaviors that present the most serious level of threat and harm to individuals and the school community

ASSIGNED CONSEQUENCES INCLUDE SOME OR ALL OF THE FOLLOWING:

- Referral
- Student removal
- Family notification and conference
- Meeting with AP/Principal
- 5 day out-of-school suspension
- Long-term suspension
- 365 suspension
- Expulsion

INTERVENTIONS:

1. Interventions will be determined by MTSS individual problem solving team on a case by case basis.



From a small seed a mighty trunk may grow.

—Aeschylus

GUIDE TO INTERVENTIONS

MULTI-TIERED SYSTEMS OF SUPPORT TEAM (MTSS)

To ensure timely assignment of interventions, the MTSS Team will engage in frequent meetings to review student data, identify students most in need of immediate and on-going interventions, assign students with highest needs to a student support coach, and recommend specific interventions.

COMPREHENSIVE, LONGER-TERM INTERVENTIONS

The MTSS Team will identify students who are experiencing multiple problems (social, emotional, and academic challenges, personal distress and/or family crisis) that have become barriers to functioning successfully at school. Within a week of identifying a student, the MTSS Team will consult with the student's teachers, parent, and others to begin to determine components of long-term interventions that will include a Comprehensive Student Success Plan as well as other interventions that are facilitated by student support team members within the school as well as referral for services provided by the District staff or external partner agencies.

RESTORATIVE CONFERENCING

Restorative conferencing (with teachers, student support staff, or administrators) provides the structure in which all participants listen and speak responsively and develop plans to address harm and resolve conflicts. Restorative conferencing may include:

- brief check-ins
- one-to-one conferences
- student-student and student-teacher mediation

- peer or family restorative circles
- community conferences
- school re-entry conferences

All of these conferencing structures create a safe space in which people directly affected by an incident or problem can discuss it safely, openly, and honestly. All restorative conferencing protocols involve a structured set of steps and questions to ensure that all participants feel supported and all participants' thoughts and feelings are invited into the process.

Having an adult's undivided attention for a few minutes is a restorative act in itself, because it immediately communicates to a student that he/she is valued and his/her thoughts and feelings matter. One-on-one conferencing, if used as an early intervention by classroom teachers and student support staff, can reduce disruptive behaviors significantly.

RESTORATIVE QUESTIONS

To respond to challenging behaviors:

1. What happened? (This question encourages students to take responsibility and own their behavior.)
2. What were you thinking and feeling at the time? (This question supports students to



identify thoughts and feelings that may have triggered their behavior.)

3. What have you thought about since? (This question encourages students to reflect on the incident when they are feeling calmer.)
4. Who has been affected by what you have done? In what way? (This question supports helps students take the perspective of the other and reflect on the impact of their behavior.)
5. What do you think you need to do to make things right? (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.)

To help those harmed by others' actions:

1. What did you think and feel when you realized what had happened?
2. What impact has this incident had on you and others?
3. What has been the hardest thing for you?
4. What do you think needs to happen to make things right?

RESTORATIVE ACTIONS

Restorative actions are intended to enable a student to repair the harm, mend relationships, and restore their good standing. Some examples include:

- A sincere verbal or written apology that expresses regret or remorse and expresses a commitment to change how the student will treat the other person or group in the future.
- An apology of action that is a gesture of kindness and goodwill intended to put the past behind and repair the relationship. This can be any action from offering to do something nice for the other person, to an action that helps a teacher to makes the classroom a better place.
- Restitution or replacement when something has been damaged.
- A reading and/or video and written response that highlights how students have experienced a similar incident to foster empathy and perspective taking.





The best preparation for tomorrow is doing your best today.

— H. Jackson Brown, Jr.

THE BEHAVIOR VIOLATION AND CONSEQUENCE MATRIX

The list of violations NC state discipline policies.

BEHAVIOR VIOLATION	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	SCHOOL RESOURCE OFFICER	NOTES
MINOR CLASSROOM INFRACTIONS							
<ul style="list-style-type: none">• Makes excessive distracting movements or unreasonable noise• Throws small objects that are not directed at others and do not cause damage or injury• Does not comply with classroom rules and procedures• Plays around or goofs off with others during work time• Engages in demands, argumentative and adversarial speech, confrontations, or back-talk• Initiates or joins in “sidebar” conversations, interrupts, and blurts• Engages in unfriendly or discourteous responses to peers• Engages in deliberate acts to annoy, provoke, or bother peers• Walks away when an adult is speaking with her/him• Does not attempt or complete assigned work	★	★					



BEHAVIOR VIOLATION	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	SCHOOL RESOURCE OFFICER	NOTES
ACADEMIC DISHONESTY							
Plagiarism / Copying		★	★				Representing others' words or ideas as one's own. Student may be subject to receiving no credit, partial credit, or alternative assignment.
Cheating		★	★				Producing academic work through dishonesty or deceit. Student may be subject to receiving no credit, partial credit, or alternative assignment.
Altering or falsifying records or signatures		★	★				
Assisting another student in any of the above acts		★	★				
AGGRESSION DIRECTED TOWARD ADULTS (Multiple incidents may warrant the next level of consequences)							
Persistent, hostile, oppositional refusal to comply with directives and requests		★	★				
Cursing, swearing, use of insulting, defaming, vulgar or abusive language directed at an adult		★	★				
Throwing objects with the intention of causing bodily injury			★	★			
Physical Contact (Intentional)				★	★		Usually accompanied by verbal or physical threats and gesturing
Verbal or Physical Threats				★	★		



BEHAVIOR VIOLATION	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	SCHOOL RESOURCE OFFICER	NOTES
Physical Assault (002, 003, 071,090)					★	★	Using force or violence to do injury to the person that causes reasonable apprehension or immediate bodily harm and may include the use of a weapon
Physical Assault Resulting in Serious Injury (001)					★	★	Using force or violence to do injury to the person that causes permanent bodily harm and may include the use of a weapon
AGGRESSION DIRECTED TOWARD STUDENTS (Multiple incidents may warrant the next level of consequences)							
Cursing, swearing, use of insulting, defaming, vulgar or abusive language directed at students (022, 032)		★	★				
Verbal or physical threats (019, 107)			★	★			
Fighting involving two students with no injury (024)			★				Both students involved in pushing, shoving, hitting, scratching, kicking, punching A student who is attacked may use reasonable force in self-defense, but only to the extent necessary to get free from the attack and notify proper school authorities. A student who exceeds reasonable force may be disciplined even though someone else provoked or initiated the fight.
Fighting involving two students with injury that requires medical attention from staff or physician (024)				★	★		Both students involved in pushing, shoving, hitting, scratching, kicking, punching
Minor physical aggression (027)		★	★				Incidents of horseplay, throwing objects at, shoving, poking, or pushing another person



BEHAVIOR VIOLATION	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	SCHOOL RESOURCE OFFICER	NOTES
Major physical aggression/ assault on a student (044)			★	★			One person engages in grabbing, biting, spitting on, hitting, kicking, punching or physically intimidating another personengages in grabbing, biting, spitting on, hitting, kicking, punching or physically
Physical assault resulting in serious injury (001, 002)					★	★	Using force or violence to do injury to the person that causes permanent bodily harm and may include the use of a weapon
ALCOHOL AND OTHER CONTROLLED SUBSTANCES (includes vaping and inhalants of unauthorized substances)							
Under the influence alcohol (095) Control substance (096)			★	★	★	★	School staff is required to refer student to appropriate substance abuse counseling in accordance with Board Policy 4325R
Possession or use (048,049) (005-cocaine, 006-marijuana, 017-other, 007-Ritalin)				★	★	★	
Distributing or selling Ritalin (056), Cocaine (054), Marijuana (55), Other (57)				★	★	★	
ARSON							
Starting a fire with no destruction of property (018)				★	★		Report to fire marshal
Starting a fire causing destruction of property (018,053)				★	★	★	Report to fire marshal
ATTENDANCE (Multiple violations may warrant Level 3 consequences but do not include out-of-school suspension.)							
Late Arrival to School (064)	★	★					
Tardy during the School Day (078)	★	★					
Cutting Class (074)	★	★					
Skipping School (075)	★	★					



BEHAVIOR VIOLATION	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	SCHOOL RESOURCE OFFICER	NOTES
Leaving school without permission (067)	★	★					
Leaving class without permission (066)	★	★					
Presence in an unauthorized area (059)	★	★					
Unexcused absences (030)	★	★					See Policy 4400 or 4410 for the range of truancy policies

BULLYING, HARASSMENT, AND BIAS-RELATED INCIDENTS

The board prohibits all forms of bullying and harassing behavior, including encouragement of such behavior, by students, employees, volunteers, and visitors. “Visitors” includes parents and other family members and individuals from the community, as well as vendors, contractors, and other persons doing business with or performing services for the school system. This policy applies to bullying and harassing behavior that is not otherwise prohibited by the following board policies that address discriminatory harassment in violation of federal law ([Policy 4329/7311](#)):

- Discrimination and Harassment Prohibited by Federal Law, policy [1710/4020/7230](#) (prohibiting harassment based on race, color, national origin, disability, or religion)
- Title IX Sexual Harassment – Prohibited Conduct and Reporting Process, policy [1725/4035/7236](#) (prohibiting sexual harassment)
- Discrimination and Harassment in the Workplace, policy [7232](#) (prohibiting harassment of employees and applicants based on race, color, national origin, sex, age, disability, military affiliation, or genetic information)

Individuals who wish to report bullying or harassing behavior that is based on sex, race, color, national origin, disability, religion, or other personal characteristic addressed by the policies above should refer to and follow the reporting processes provided in those policies.

Hurtful teasing and name-calling (non-bias-related) (032-other)		★	★				Hurtful teasing or name-calling means intentional and unwarranted communications (including verbal or electronic) that are intended to, or should reasonably be expected to, hurt, distress, or offend another student.
Bullying – verbal or physical aggressive behaviors targeted to an individual (052)			★	★			Involves repetitive incidents and an imbalance of power without evidence of bias



BEHAVIOR VIOLATION	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	SCHOOL RESOURCE OFFICER	NOTES
Cyber-bullying and cyber-harassment (094)			★	★			Any words, actions, or conduct that meet the definitions of bullying and harassment and are conveyed via email, text message, online chats, interactions on social media, or other electronic media This may include incidents that originate on a home device that cause serious disruption within the school community
Bullying – incidents that cause serious physical harm to the person targeted or seriously damage a person's name and reputation (052)				★	★		Serious harm involves sustained emotional distress and a sustained negative impact on the student's experience at school
Non-sexual harassment (102-disability, 101-racial, 110-religious, 025-verbal)				★	★		The creation of a hostile environment by conduct or by verbal threats, intimidation, or abuse, including posting or publishing video, audio recordings or pictures based on a person's actual or perceived color, disability, ethnic group, gender, national origin, race, religion, weight
Explicit act of bias (80)			★	★			The end behavior of a person who demonstrates overt discrimination toward some individuals or groups and/or demonstrates overt favoritism/privileging of other individuals or groups



BEHAVIOR VIOLATION	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	SCHOOL RESOURCE OFFICER	NOTES
Hate Speech or Acts This includes display of symbols on flags, clothing, literature, online, or in other areas that school officials conclude pose a risk to school safety include the swastika, the confederate battle flag, and other symbols affiliated with violent protest and violence against minority groups, women, LGBTQ individuals, individuals with disabilities, and other protected groups (101).				★	★		Any spoken, written, electronic communication, signage, physical gestures, words/symbols on apparel or other items that carry no meaning in the incident other than the incitement and expression of hatred against a group of persons, particularly an oppressed or marginalized group, defined in terms of race, ethnicity, national origin, gender, religion, sexual orientation See Board Policy 4315 .
Hate crime (101)					★	★	Incident that becomes a crime when hate speech or acts involve a threat or act of violence directed at a person because of their real or perceived race, ethnicity, national origin, gender, religion, sexual orientation.
Excessive horseplay (037-other)	★	★					
Excessive noise, pushing, and shoving (037-other)	★	★					More than 3 repeated incidents
Not following bus safety expectations that include not standing up while the bus is moving, changing seats, and throwing objects out of window (037)			★	★			
Fighting on the bus (024)			★	★			
Bullying on the bus (052)			★	★			
Harassment on the bus (102-disability, 101-racial, 110-religious, 025-verbal)				★	★		



BEHAVIOR VIOLATION	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	SCHOOL RESOURCE OFFICER	NOTES
DAMAGE TO PROPERTY							
Intentionally damaging or destroying property of any student or adult (039)		★	★				May require some form of restitution
Intentionally damaging or destroying school property (039)		★	★				May require some form of restitution
DRESS CODE							
Dress code (031)	★	★					See Policy 4315 for details
EXTORTION							
Obtaining money or property from another student through coercion, intimidation, or threat of physical harm (023)		★	★				
FALSE ACTIVATION AND THREATS							
Pulling fire alarm (029)			★	★			
Making a false bomb report or perpetuating a bomb hoax that jeopardizes safety (043)			★	★			
Communicating a terroristic threat, threat of mass violence or perpetuating a terroristic hoax (019)				★	★		
Misuse of 911 (058-other)			★	★			
Discharging a fire extinguisher (058-other)			★	★			
Opening AED boxes (058-other)			★	★			
GAMBLING							
Requires the use of money or exchangeable goods (034)		★	★				



BEHAVIOR VIOLATION	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	SCHOOL RESOURCE OFFICER	NOTES
GANG RELATED ACTIVITY							
<p>Affiliation with a gang without actual threat or act of violence</p> <p>(See Policies 4328, 4330, 4331 for more information)</p> <p>Student uses gestures, dress, and/or speech to display affiliation with a gang (79)</p>			★	★			<p>Gang-related activity is strictly prohibited within the schools. For the purposes of this violation, “gang-related activity” means: (1) any conduct that is prohibited by another board policy and is engaged in by a student on behalf of an identified gang or as a result of the student’s gang membership; or (2) any conduct engaged in by a student to perpetuate, proliferate or display the existence of any identified gang.</p>
INHALANTS (including vaping tobacco, use of tobacco and other tobacco products)							
Under the influence (096)			★	★			Refer to Policy 4320 Regulations
OFF-CAMPUS MISCONDUCT (including all field trips)							
Threatening students or school personnel over the phone or other electronic medium (019)			★	★			
Causing a serious disruption to the educational process (042)			★	★			
POSSESSION OF INAPPROPRIATE OR OBSCENE MATERIALS							
Including literature, illustrations, or electronic images and video (114, 040)		★	★			★	<p>This includes all video of sexual acts and child pornography</p> <p>(a harsher consequence will be considered for more egregious conduct)</p>
PUBLIC SPACE MISBEHAVIOR							
Running, excessive noise; horse-play, loitering, or unauthorized hall-walking (042)	★	★					
Obstructing pedestrian traffic (042, 058)	★	★					



BEHAVIOR VIOLATION	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	SCHOOL RESOURCE OFFICER	NOTES
Obstructing vehicular traffic (042, 058)	★	★					
Inciting or participating in a disturbance that disrupts normal operation of the school (042, 022)			★	★			
SEXUAL MISCONDUCT							
Mutual Sexual Contact between Students (068) includes physical contact including, but not limited to, intimate touching, hand holding, fondling, cuddling, and kissing at school or a school-sponsored activity between two or more students. Engaging in behavior which is lewd or of an overly sexual nature in the school setting is prohibited. (Policy 4315)				★	★		
Sexual Harassment (038)				★	★		1725/4035/7236 Title IX Sexual Harassment Prohibited Conduct and Reporting Process Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school system's education program or activities. Sexual assault including rape, statutory rape, fondling and incest; dating violence; domestic violence, stalking.
Sexual Orientation Harassment (109)			★	★			Creation of a hostile environment by expressing a negative opinion toward an individual or group of persons based on their sexual attraction toward or responsiveness to members of the opposite or same sex (including spoken language, written words, graphic depictions, or gestures)



BEHAVIOR VIOLATION	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	SCHOOL RESOURCE OFFICER	NOTES
Sexual Assault (014)					★	★	
Sexual Offense (013)					★	★	
TECHNOLOGY (including, but not limited to use of smart phones, tablets, and laptops)							
Unauthorized use of electronic devices during instructional time (060, 091)		★	★				No user of technological resources, including a person sending or receiving electronic communications, may engage in creating, intentionally viewing, accessing, downloading, storing, printing, or transmitting images, graphics (including still or moving pictures), sound files, text files, documents, messages, or other material that is obscene, defamatory, profane, pornographic, harassing, abusive, or considered to be harmful to minors. The use of anonymous proxies (websites that get around content filtering) is prohibited.
Misuse of computer devices including laptops (091)		★	★				
Recording the voice or image of another without the prior consent of the individuals being recorded (058 – other)		★	★				Please see “Video and Audio Recording in School”, Policy 3225
THEFT (Stealing the property of other students, school personnel or any other person on school property or at a school function)							
Under \$500 (036)		★	★				May require some form of restitution
Over \$500 (036)			★	★			May require some form of restitution



BEHAVIOR VIOLATION	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	SCHOOL RESOURCE OFFICER	NOTES
VIOLATIONS OF NORTH CAROLINA CRIMINAL STATUTES Students shall not violate any criminal statute or local ordinance or commit any act which could result in criminal prosecution or juvenile proceedings not previously covered elsewhere in these rules at any time while a student is at school in any school building and on any school premises, attending school sponsored activities, on or about any school-owned or operated vehicle, off school property at any school-sponsored or school-approved activity or function or during any period of time when students are subject to the authority of school personnel, and at any time when the student's behavior has a direct and immediate effect on maintaining order and discipline and protecting safety and welfare of students and staff.							
WEAPONS, FIREARMS, EXPLOSIVES							
Verbal or written threat involving weapons against school community (105, 106)				★	★		
Possession of a weapon (excluding Firearms or Powerful Explosives) (009)			★	★	★		
Possession of Firearm or any other guns including BB guns and pellet guns (008, 009)				★	★		
Possession, sale, distribution, detonation, or threat of detonation of incendiary or explosive device (008, 043)			★	★	★		

*No act of kindness, no matter how small,
is ever wasted.*

— Aesop



GUIDE FOR DETENTION AND TEMPORARY STUDENT REMOVAL/EXCLUSION DETENTION

Detention is the supervised retention of students during the school day or after school.

GOALS:

- Increase students' self-awareness/reflection, self-management, and social skills.
- Help students understand the impact of their behavior, re-teach rules and expectations, provide real-time opportunities to correct behavior, and set goals to improve behavior and restore relationships.

STEPS:

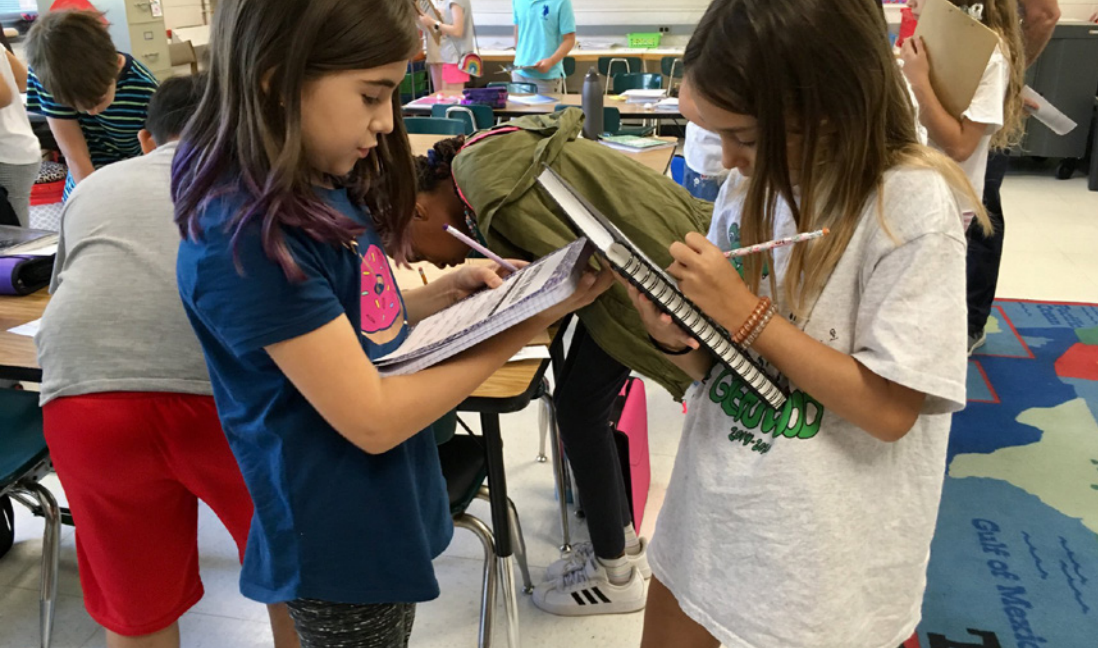
Administrative or school staff may assign a detention to students who engage in Level 2 infractions. If school staff are unable to supervise detention during assigned time, the administrator may assign the location. Detention may occur at lunch time or after school when an administrator, designated detention supervisor, or teacher is available to supervise detention. The administrator, designated detention supervisor, or teacher engages in a brief restorative conversation with students and provides opportunities for self-correction, rehearsal, and social and emotional skill building within a 48-hour period of time (not including weekends or holidays). Staff who recommend a detention must submit a behavioral referral in the student data management system that accompanies assignment of detention.

INTRODUCTION TO TEMPORARY STUDENT REMOVAL/EXCLUSION

What is temporary student removal/exclusion?

Student removal/exclusion involves the temporary removal of students from their regular academic program or a public space setting. It is an appropriate consequence when students...

- | | |
|---|--|
| 1. experience temporary emotional upset | <p>Exclusionary consequences (from one period out of class to multiple days out of school) do come with risks and costs. Risks to students include loss of instructional time; students' feelings of anger, resentment, alienation, humiliation, and embarrassment; decline in academic performance; increased problematic attendance issues, and involvement in high-risk activities during unsupervised time at home and in the neighborhood. Costs to the school community include disproportionate use of exclusion that often targets students of color and students with disabilities and overuse of suspension becomes a primary response to discipline problems.</p> |
| 2. experience a sustained and more intense emotional upset | |
| 3. engage in pervasive inappropriate or unacceptable behaviors within a single period that have an adverse impact on their own learning and the classroom culture | |
| 4. continue to commit chronic rule violations over time after early intervention and support | |
| 5. engage in public space misconduct that jeopardizes safety, order, and traffic flow | |
| 6. engage in aggressive, dangerous, or destructive behaviors that threaten or cause physical and/or emotional harm and/or seriously jeopardize safety and order in the immediate setting and the larger school community. | |



The primary aims of temporary student exclusion are:

1. Remove student immediately from situation or after a series of incidents to address unproductive behavioral gaps and mindsets that are impairing learning, healthy relationships, and good conduct.
2. Ensure that safety, order, and calm are restored when violent, dangerous, or anti-social behaviors seriously disrupt a learning environment or public space.

How does temporary student exclusion live within an accountable, restorative, and equitable school culture?

ACCOUNTABLE

Temporary removal can provide the time, space, and guidance to fully own and account for what happened and the incident's impact on others.

RESTORATIVE

Temporary removal can provide the time for restorative conversations, problem solving and planning conferences, student-student and student-teacher

mediations, restorative group conferences, and other interventions that enable students to mend relationships, develop new skills, and restore their good standing.

EQUITABLE/FAIR

Significant differences in behavioral and academic outcomes among student groups are reduced when...

- Conditions for each type of temporary removal are clear, proportional to the behavior violation, and standardized across the district
- Interventions aligned to temporary removal are standardized, yet personalized to meet the developmental needs of each student
- The process and protocols for removing students are implemented with care and cultural responsiveness

IMMEDIATE REMOVAL FROM CLASSROOM

When students are highly charged emotionally or violent and/or engage in risky or seriously destructive behaviors students are removed from the immediate



*From what we get, we can make a living;
what we give, however, makes a life.*

— Arthur Ashe

environment and escorted to the administrator. Student removal in these situations enables adults to restore calm, safety, and order as quickly as possible. A referral is submitted and an administrator will determine follow-up consequences and interventions that may include a reset opportunity. Immediate care and counselling will be provided to students in crisis situations.

IMMEDIATE REFERRAL TO COUNSELOR, SOCIAL WORKER, NURSE, PSYCHOLOGIST, OR MENTAL HEALTH SPECIALIST

Students are escorted to a counselor, social worker, nurse, psychologist or mental health specialist when they are experiencing a physical injury or complaint, severe emotional distress, which may include: self-harm, suicidal thinking, out-of-control physical agitation, or out-of-control verbal outbursts.

RESET OPPORTUNITIES

A space may be provided within a school or a classroom where students can go when they need to a calm place to defuse their upset and regain their emotional balance. Reset is most often used when....

- A student is experiencing a momentary emotional upset
- A student is struggling academically and their frustration and inability to focus is intensifying

- A student has engaged in multiple incidents of aggressive refusal with a single period
- Two students are struggling to cooperate with one another and need a brief period to resolve the conflict

This option enables teachers to prevent problematic behaviors from becoming major incidents. If a student is experiencing challenges that are making it difficult to engage in classroom learning, the teacher may contact a student services support team member or the student's coach to escort the student out of the classroom for brief period of time to reflect on the situation, regain their emotional balance and their "thinking self", and strategize how to re-engage in learning to get back on track.

Students may also take the initiative to ask for a Reset Opportunity to check in briefly with a student services team member with the expectation of returning to class ready to learn.

REFLECT, RETHINK, RETURN CENTERS (R3 CENTERS) (1-2 DAYS)

[R3 Centers](#) are an alternative learning setting that provides an opportunity for students to reflect on and directly address behaviors that create barriers to learning and have an adverse impact on the classroom and the schoolwide community. A ritualized day includes time for reflection, completion of teacher-assigned work, conferencing with teachers, and embedded interventions delivered



by the student services team. Students and staff are accountable to engaging in some restorative action to repair the harm and make it right.

REFLECT, RETHINK, RETURN CENTERS (R3 CENTERS) ENABLES THE SCHOOL TO:

- Fully investigate the incident if more time is needed
- Provide some distance from the student to allow time for individuals and the community to recover and prepare for student's supportive return
- Facilitate counseling, coaching, problem solving, and behavior replacement sessions during the school day

SHORT TERM OUT-OF-SCHOOL SUSPENSION

Although OSS should be considered a “last resort”, it highlights the gravity of a situation and becomes part of their school record. Exclusion from the school community for a limited number of days can serve as a “wake-up call”, especially when it is accompanied by targeted interventions, a family conference, and a supportive “return” protocol. In the case of violent, risky, and/or destructive incidents that have a profoundly negative impact the entire school community, exclusion from the

school environment for a limited number of days can enable a school to:

- Provide some distance from the student to allow time for individuals and the community to recover and prepare for a supportive return
- Fully develop a comprehensive intervention plan for the student with appropriate stakeholders involved
- Deliver off-site interventions
- Facilitate family conference and interventions after regular school day
- Construct and deliver strategic responses about a high impact incident to everyone in the community

A short-term suspension is the exclusion of a student from school attendance for disciplinary purposes for up to 10 school days from the school to which the student was assigned at the time of the disciplinary action. A short-term suspension does not include (1) the removal of a student from class by the classroom teacher, principal or other authorized school personnel for the remainder of the subject period or for less than one-half of the school day, (2) the changing of a student's location to another room or place on the school premises, or (3) a student's absence under [G.S. 130A-440](#) (for failure to submit a school health assessment form within 30



days of entering school). A student who is placed on a short-term suspension will not be permitted to be on school property or to take part in any school function during the period of suspension.

ALTERNATIVE PLACEMENT DURING OUT-OF-SCHOOL SUSPENSION:

Boomerang is a community-based organization working with youth ages 11-19 in Orange County. Boomerang's mission is to inspire youth to bounce back from challenges and move toward positive change, with the goal of keeping students engaged in and connected to school.

In partnership with Chapel Hill-Carrboro City Schools, Boomerang's STRIVE Program provides an alternative-to-suspension program for middle and high school students on short-term suspension (2-10 days). This opportunity interrupts the risks associated with school suspension, of further school disengagement, recidivism and school drop-out.

STRIVE is a strengths-based program, providing a positive environment that helps students reflect on their behavior, be accountable for their actions, receive academic support from a credentialed

teacher from CHCCS and Boomerang staff, and set goals that prepare them to return to school. With parental consent, upon their return to school, high school students receive weekly check-ins by Boomerang staff during school hours.

Students attending STRIVE are coded as participating in an alternative learning environment and, in most cases, are not marked as absent from school.

LONG TERM SUSPENSION AND DISTRICT HEARING REQUEST

A long-term suspension is the disciplinary exclusion of a student from attending his or her assigned school for more than 10 school days. Disciplinary reassignment of a student to a full-time educational program that meets the academic requirements of the common core and essential standards established by the state Board of Education and that provides the student with the opportunity to make timely progress toward graduation and grade promotion is not a long-term suspension requiring the due process procedures set out in this policy, nor is an absence under G.S. 130A-440 (for failure to submit a school health assessment form within 30 school days of entering school).

*I can't change the direction of the wind, but
I can adjust my sails to always reach my
destination.*

—Jimmy Dean

Upon the recommendation of the principal, the superintendent may impose a long-term suspension on a student who willfully engages in a serious violation of the Student Code of Conduct and the violation either (1) threatens the safety of students, staff or school visitors, or (2) threatens to substantially disrupt the educational environment. The principal may recommend long-term suspension for a minor violation if aggravating circumstances justify treating the student's behavior as a serious violation.

If the offense leading to the long-term suspension occurred before the final quarter of the school year, the exclusion must be no longer than the remainder of the school year in which the offense was committed. If the offense leading to the long-term suspension occurred during the final quarter of the school year, the exclusion may include a period up to the remainder of the school year in which the offense was committed and the first semester of the following school year.

365-DAY SUSPENSION

A 365-day suspension is the disciplinary exclusion of a student from attending his or her assigned school for 365 calendar days. The principal must recommend and the superintendent may impose a 365-day suspension only for certain firearm and destructive device as identified in policy 4333 (Weapons, Bomb Threats, Terrorist Threats and Clear Threats to Safety).

EXPULSION

An expulsion is the indefinite exclusion of a student from school enrollment for disciplinary purposes. Upon the recommendation of the superintendent, the board may expel a student who is 14 years of age or older for misbehavior as provided in policies 4325 (Student Substance Abuse), 4330 (Theft, Trespass and Damage to Property), 4331 (Assaults, Threats and Harassment), and 4333 (Weapons, Bomb Threats, Terrorist Threats and Clear Threats to Safety) if the student's continued presence in school constitutes a clear threat to the safety of other students or employees. A student who is subject to policy 4260 (Student Sex Offenders), may be expelled if the student's continued presence in school constitutes a clear threat to the safety of other students or employees. During the expulsion, the student is not entitled to be present on educational property and is not considered a student of the school system.






Knowing that we can be loved exactly as we are gives us all the best opportunity for growing into the healthiest of people.

— Fred Rogers (Mr. Rogers)

REMOVAL OF STUDENT FROM CLASSROOM

If student's inappropriate or unacceptable behavior is identified as a Level 2 or Level 3 violation and seriously jeopardizes students' safety in the classroom or seriously interrupts learning for an extended period of time after other interventions have been attempted, the teacher may remove student from the classroom.

IMMEDIATELY	BY END OF DAY	WITHIN 24 HOURS	WITHIN 48 HOURS OF STUDENT'S RETURN TO CLASS
INCIDENT OCCURS	ADMINISTRATIVE DETERMINATION	NOTIFICATION TO PARENTS	RESTORATIVE CONFERENCE WITH TEACHER
Teacher submits REFERRAL and has until end of day to complete details of the referral. Student is escorted to the administrator. For grades K-5, administrator determines time that student spends in the office or student services support center. For grades 6 to 12, removal is for the remainder of the class period unless administrator extends removal because of seriousness of incident. Student is expected to complete a "Reflect, Repair, and Reconnect" report and may be offered other educational activities during their time in the office or student services support center.	Administrator investigates the incident including speaking with the student and determines whether additional consequences including immediate suspension are warranted. If in-school-suspension or out-of-school suspension is warranted, administrator must complete suspension documentation. For a K-5 student, administrator must consult with the Superintendent's designee, if suspension is to be assigned for more than one day. If additional time in the student services support center is assigned for further interventions, administrator must complete appropriate documentation.	Parent is notified by an administrator of the classroom removal by telephone and in writing. Communication must inform parent that she/he can request a conference with an administrator and/or teacher to discuss reasons for classroom removal. The teacher submitting the referral is expected to make at least two attempts to contact parent. 	Within 48 hours of the student's return to class, the teacher must facilitate a one-to-one conference with the student OR arrange for a student services support team member to facilitate a conference between the student and teacher to discuss reasons for removal and make a plan to improve student's behavior and engagement in the classroom. Teacher completes conference log documentation. Teacher monitors student's progress through timely verbal and written feedback.
		PARENT REQUEST FOR CONFERENCE	



SHORT-TERM IN-SCHOOL OR OUT-OF-SCHOOL SUSPENSION PROCEDURES AND TIMELINE

If student’s inappropriate or unacceptable behavior is identified as a Level 2, Level 3, or Level 4 violation that warrants assignment of in-school or out-of-school suspension, the following procedures and timeline must be followed.

INCIDENT	INCIDENT		
ADMINISTRATIVE DETERMINATION AFTER INCIDENT OCCURS	SUSPENSION DOCUMENTATION AND PARENT NOTIFICATION	SUSPENSION BEGINS	INTERVENTIONS AND RE-ENTRY
Most Level 3 and Level 4 violations require that student is immediately removed from the classroom or other location and escorted to the Administrator’s Office or student services support center. Administrator investigates the incident by gathering versions of the facts and speaking with student to determine if the incident warrants: In-School Suspension OR Out-of-School Suspension If incident involves more than one day ISS/OSS for K-5 and more than four days for 6 – 12 administrator should contact .	Suspension documentation includes: Recommended suspension type and number of assigned days Summary of evidence including description of behavior violation, incident report, statements, video, photographs, and any other relevant materials or testimony Recommended interventions during or after suspension Parent is notified by telephone and in writing. Communication must inform parent that she/he can request a conference with an administrator to discuss reasons for suspension, actions taken prior to suspension, assigned interventions and return from suspension. Parent may come to school to review video or other documentation.	Student serves designated days of: In-school Suspension OR Out-of-School Suspension  PARENT REQUEST FOR CONFERENCE Parent can request a conference with the principal to discuss reasons for suspension, the versions of the facts, actions taken prior to suspension, assigned interventions and student’s return to school.	All schools must have restorative interventions and social-emotional supports in place to address the behaviors that resulted in the suspension. All school must have a return from suspension protocol in place for students returning from out-of-school suspension.



If the world seems cold to you, kindle fires to warm it.

— *Lucy Larcom*

LONG TERM SUSPENSION AND DISTRICT HEARING REQUEST PROCEDURES AND TIMELINE

If student’s inappropriate or unacceptable behavior is identified as a Level 5 violation that warrants an assignment of long-term suspension, the following procedures and timeline must be followed.

AFTER THE INCIDENT	WITHIN 2 DAYS OF START OF	WITHIN 48 HOURS OF RECEIVING	WITHIN 5 DAYS OF
ASSIGNMENT OF INITIAL LONG-TERM RECOMMENDATION	DISTRICT HEARING REQUEST FROM SCHOOL	SUPERINTENDENT DECISION AND PARENT NOTIFICATION	SUPERINTENDENT’S HEARING
Level 5 violations require that a student be immediately removed from the classroom or other location. All procedures required for assignment of a short term suspension	Submission of all Hearing Request documentation: Superintendent Hearing Request form Student completion of reflection report Summary of evidence including description of behavior violation, incident report, witness statements, video, photographs, and any other relevant materials or testimony Suspension letter sent to parent Recommended interventions during or after suspension Parent is notified by telephone and in writing. Communication must inform parent that she/he can request a conference with an administrator to discuss reasons for suspension.	Superintendent’s Designee schedules the Hearing. Written notice must include time, date, and location of Superintendent’s Hearing; description of alleged behavior violation, and description of incident and student’s actions; parent’s and student’s right to be represented by counsel, present evidence, and question witnesses	Participants include: Hearing Officer, administrator from student’s school, student and parent, and any witnesses requested from the school or from student or parent. In Phase 1, of the Hearing, the Hearing Officer will appoint a three (3) member hearing panel who will determine if the student is guilty or innocent of alleged behavior violation. In Phase 2 of the Hearing, the Hearing Officer recommends to the superintendent the consequences and interventions to be assigned. Superintendent will make a final determination and notify the parent in writing.
		PARENT REQUEST FOR CONFERENCE	



DISCIPLINE FOR EXCEPTIONAL CHILDREN GENERAL GUIDELINES AT-A-GLANCE

- Schools have the authority to discipline all students, including those with learning and thinking differences.
- Students with IEPs or 504 plans have special legal protections.
- Schools must help students whose misbehavior is caused by a disability, which can include learning and thinking differences.

All students, including students with IEPs and 504 plans, must follow school rules. State and federal law require public schools to maintain a safe, orderly learning environment. That's why every public school has a code of conduct with rules for behavior. Except in the case of assignment to suspension, all consequences in the Violation Matrix apply to all students. However, interventions will be differentiated and personalized to meet the needs of students with IEPs and 504 plans.

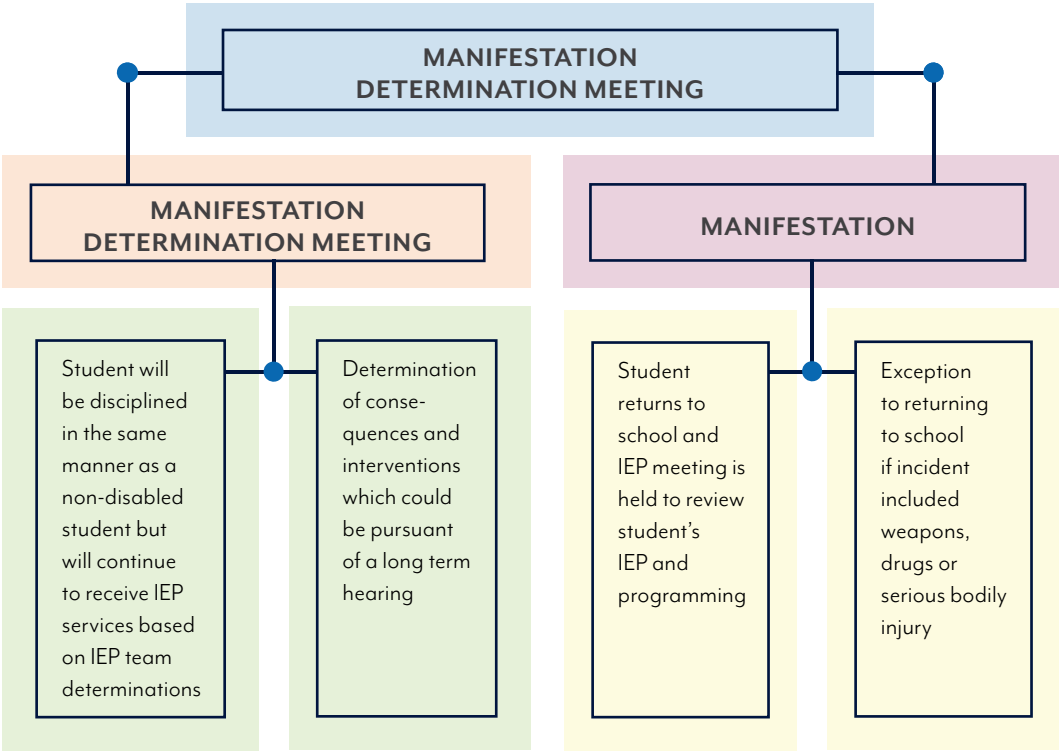
On page 8 of the [NCDPI Parents Rights and Responsibilities](#), please find additional information related to disciplinary removals and protections which applies to students with disabilities.




How wonderful it is that nobody need wait a single moment before starting to improve the world.
— Anne Frank

SUSPENSION OF MORE THAN 10 DAYS (CUMULATIVE OR CONSECUTIVE) FOR STUDENTS CLASSIFIED UNDER THE EXCEPTIONAL CHILDREN PROGRAM

Procedures for suspensions of more than 10 school days (superintendent's hearings). Superintendent's hearings on disciplinary charges against students with disabilities and students presumed to have a disability for discipline purposes.





Car exhaust
is harmful
and can make
asthma worse.

Idling gets
you nowhere
and fuels
climate change.

*Just don't give up trying to do what you really want
to do. Where there is love and inspiration, I don't
think you can go wrong.*

—Ella Fitzgerald

*What lies behind you and what lies in front of you,
pales in comparison to what lies inside of you.*

— Ralph Waldo Emerson





OTHER POLICIES

ATTENDANCE POLICY (PLEASE SEE BOARD [Policy 4400](#))

Attendance in school and participation in class are integral parts of academic achievement and the teaching-learning process. Through regular attendance, students develop patterns of behavior essential to professional and personal success in life. Regular attendance by every student is mandatory. The State of North Carolina requires that every child in the State between the ages of 7 (or younger if enrolled) and 16 attend school. Parents and legal guardians are responsible for ensuring that students attend and remain at school daily.

[Policy 1710/4020/7230](#) **DISCRIMINATION AND HARASSMENT PROHIBITED BY FEDERAL LAW**

The Board takes seriously all complaints of unlawful discrimination, harassment, and bullying. The process provided in this policy is designed for those individuals who believe that they may have been discriminated against, bullied, or harassed in violation of Board policy(ies). Individuals who have witnessed or who have reliable information that another person has been subject to unlawful discrimination, harassment, or bullying also should use the process provided in this policy to report such violations to one of the school system officials pursuant to subsection C.1.

In addition, the process in this policy should be used to report a violation of Board policy governing Staff-Student Relations. Any report made through the process established in this policy may be made anonymously, except mandatory employee reports. The school system will ensure that institutional interests do not interfere with the impartiality of the process for investigating and resolving complaints established in this policy. The process set forth in this policy does not apply to allegations regarding or related to the identification, evaluation, educational placement, or free appropriate public education of a student under Section 504 or the IDEA. Such allegations may be raised through the procedures established under Board policy governing Nondiscrimination on the Basis of Disabilities (for Section 504 complaints), or in accordance with the procedures described in the Parents' Rights Handbook published by the NC Department of Public Instruction (for IDEA complaints).



A. DEFINITIONS

1. **Alleged Perpetrator** - The alleged perpetrator is the individual alleged to have discriminated against, harassed, or bullied the complainant.
2. **Complaint** - A complaint is an oral or written notification made by a person who believes he or she is the victim of unlawful discrimination, harassment, or bullying.
3. **Complainant** - The complainant is the individual complaining of being discriminated against, harassed, or bullied.
4. **Days** - Days are the working days, exclusive of Saturdays, Sundays, vacation days, or holidays, as set forth in the school calendar. In counting days, the first day will be the first full working day following receipt of the complaint. When a complaint is submitted on or after May 1, time limits will consist of all weekdays (Monday –Friday) so that the matter may be resolved before the close of the school term or as soon thereafter as possible.
5. **Investigative Report** - The investigative report is a written account of the findings of the investigation conducted in response to a complaint.
6. **Investigator** - The investigator is the school official responsible for investigating and responding to the complaint. The investigator must be a person free of actual or reasonably perceived conflicts of interest and biases for or against any party.
7. **Report** - A report is an oral or written notification that an individual, other than the reporter, is a suspected perpetrator or victim of unlawful discrimination, harassment, or bullying.

*Darkness cannot drive out darkness;
only light can do that. Hate cannot
drive out hate; only love can do that.*
— Martin Luther King, Jr.

DRESS CODE (PLEASE SEE BOARD [Policy 4315](#))

Chapel Hill – Carrboro City Schools County recognizes and supports that students have the desire and right to express themselves through clothing. The District also has a responsibility to all students and families to create a learning environment that values the diversity of our students and provides a high-quality, safe and respectful education environment that reflects our community as a whole. The responsibility for appropriate student dress lies with the student and the student’s parent/guardians within approved standards set by the Board of Education. The Board prohibits any appearance or clothing that violates the standards for appearance and clothing established in this policy or any additional reasonable dress code adopted and publicized by the school. A copy of the dress code will be distributed to all students each year.

NORTH CAROLINA STATE LEGISLATION RELATED TO DISCIPLINE:

For more detail and easy reference on state legislated discipline policies, please see “School Discipline Law Affecting North Carolina Public School Students” from Duke Law website, Children’s Law Clinic

Discipline Definitions

– [N.C. Gen. Stat. §115C-390.1\(b\)](#)

Discipline policies

– [N.C. Gen. Stat. §115C-390.2](#)

Reasonable force

– [N.C. Gen. Stat. §115C-390.3](#)

Corporal punishment

– [N.C. Gen. Stat. §115C-390.4](#)

Short-term suspensions

– [N.C. Gen. Stat. §115C-390.5](#)

Short-term suspension procedures

– [N.C. Gen. Stat. §115C-390.6](#)

Prior to the imposition of a short-term suspension, the student must be given an informal hearing. The notice of the charges may be oral and the student’s opportunity

to respond may be immediately following the notice. The student must be allowed to speak in his own defense. Typically, this occurs in the administrator’s office, where the student is confronted with the accusation against him and invited to respond.

Long-term suspension

– [N.C. Gen. Stat. §115C-390.7](#)

Long-term suspension procedures

– [N.C. Gen. Stat. §115C-390.8](#)

Alternative education services

– [N.C. Gen. Stat. §115C-390.9](#)

Expulsion

– [N.C. Gen. Stat. §115C-390.11](#)

Readmission

– [N.C. Gen. Stat. §115C-390.12](#)





*Our doubts are traitors and make us lose the
good we oft might win by fearing to attempt.*
— William Shakespeare

VIDEO AND AUDIO RECORDING IN SCHOOL CLASSROOMS

The Board recognizes that video and/or audio records (“recordings”) can serve many variable purposes that align with our school’s education mission and programming. The Board approves the use of these recordings for education purposes including, but not limited to, recording student performances for instructional purposes; creating classroom instruction materials; and providing tools for teacher instruction and development subject to the provisions of this policy.

A. PURPOSES OF WHICH WRITTEN CONSENT IS REQUIRED

If a teacher intends to create a recording of a class, including one or more students, prior written consent must be obtained from the parent or legal guardian of each affected student in the class. The general prior consent provided by parents/guardians through the CHCCS Student Internet and Media Permission Slip provides sufficient prior consent.

If a student or administrator wishes to create a recording of a teacher, student or a class, prior written consent must be obtained from the affected teacher and the parent/legal guardian of each affected student. It shall be the responsibility of the building administrator or his/her designee to obtain written permission from the affected student(s) and/or teacher prior to the recording.

B. CIRCUMSTANCES UNDER WHICH WRITTEN CONSENT IS NOT REQUIRED

1. Video and/or audio recordings made pursuant to a student’s IEP or 504 plans, when the IEP or 504 Team determines that such recording is necessary for the delivery of a free appropriate public education (FAPE), do not require consent under this policy. In such cases, the IEP or 504 Team is expected to establish reasonable conditions and limitation reasonably necessary for the student to receive a FAPE.
2. Recordings made consistent with the CHCCS Schools Student Internet and Media Permission Slip, which is distributed annually to all students.
3. Recordings of any performance, competition, ceremony, presentation, orientation, training, assembly, or any other school-sponsored event open to the public that occurs outside the physical confines of the classroom.

Suspension and Expulsion Due Process Procedures (Please see [Policy 4353](#) and 4353-P)



DEFINITIONS AND EXPLANATIONS

GENERAL TERMS RELATED TO THE CODE

Academic Dishonesty includes plagiarism; copying another's work; altering records and cheating by providing, receiving or viewing answers to quiz or test items or independent assignments, using texts, documents, notes, or notebooks during tests without permission from a staff member.

Attack on Student: A student or students set upon another student in a forceful, hostile or aggressive way with or without provocation Behavioral and Academic Problem Solving and Planning Conference: A teacher, student support team member, or administrator engages the student in a conference and action plan when unproductive and ineffective behaviors or mindsets are impeding academic success and high functioning in the classroom.

Behavior Contracts are agreements created between the student and staff about expectations and goals for using appropriate replacement behaviors. Monitoring of contracts may include self -monitoring, staff feedback, and may include reinforcement for success

Behavior Infractions: Student behaviors that are inappropriate (not appropriate in school setting) or unacceptable (not unacceptable in any setting that warrant clear, fair, timely, and standardized consequences and interventions.

Behavior Referral: Written documentation of 1) Level 2 and some Level 3 behavior infractions that do not require the immediate send-out of student from the location of the incident or 2) Level 2, 3, and 4 behavior infractions that require immediate attention including student send-out from the location of the incident



We can't help everyone, but everyone can help someone.

— Ronald Reagan

Behavior Violations: Student behaviors that are inappropriate (not appropriate in school setting), unacceptable (not unacceptable in any setting), that warrant clear, fair, timely, and standardized consequences and interventions.

Bomb Threat: The making of threats or providing false information about the presence of explosive materials or devices on school property without cause in writing, in person or by phone, including text messaging

Check-in Check-out (CICO) is a research-based program where students check in and out with an adult daily. Students develop behavior goals to meet and the CICO coordinator charts their progress on how well they are meeting those goals. Students also carry a Daily Progress Report Card to classes to receive specific feedback on their performance on meeting their behavior goals.

Classroom Student Removal: A staff member may send out a student from the classroom or other location when a student behaves in a way that seriously jeopardizes her/his own safety or the safety of others. Students are not sent out of the classroom for Level 1 behavior concerns.

Clear, Fair, Timely, and Standardized: These attributes support the consistent and equitable application of consequences as much as is possible allowing for individual factors that must be considered in determining all disciplinary responses.

Consequence: A result that follows from an action or condition

Criminal Behavior: Any behavior that is considered an infraction against municipal, State, or Federal laws.

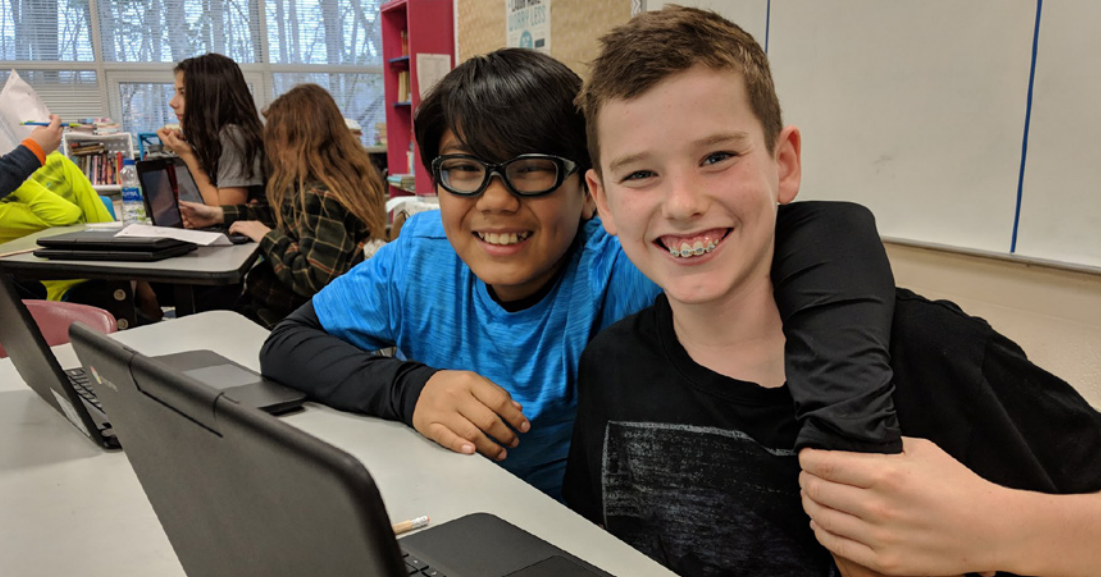
Denial of Bus Transportation: The temporary or permanent withholding of bus transportation. During this period of denial of school bus transportation, parents or legal guardians are responsible for transporting the student to and from school.

Detention: The supervised retention of students during the school day or after school for the purposes of increasing student's self-awareness, self-management, and social skills and helping the student to understand the impact of their behavior, provide real-time opportunities to correct behavior, and set goals to improve behavior and restore relationships.

Discipline: A system of rules of conduct, training, practice, and instruction that supports and sustains positive behaviors and self-discipline.

Discipline Disproportionality: Inequitable distribution of disciplinary actions in school where the inequitable outcomes are usually associated with race

Disruptive, Disorderly, Disobedient, Disrespectful, Defiant, Insubordinate, or Violent Student: The revised Code discourages the use of these descriptors to label students because they are open to wide interpretation by individual staff members. These descriptors do not provide useful data that can help determine



the right consequences and interventions that match a specific behavior. The revised Code encourages all staff to use the most precise language possible to describe specific behavior concerns and infractions.

Due Process: Due process is a fundamental, constitutional guarantee of basic fairness, particularly in regard to disciplinary proceedings. Due process ensures that students will be afforded notice of the proceedings; an investigation that solicits information from all parties involved; an opportunity to be heard in a meaningful way in a timely manner; and an evidence-based decision that is reasonable and proportional to the incident.

Employee Any person receiving compensation from a school district or employee of a contracted service provider or worker placed within the school.

Equity: Refers to the principle of providing student access to fair, appropriate and necessary (but not necessarily equal) programs, resources, and strategies to ensure that all students can succeed in school and achieve equitable outcomes.

Equity Policy 1100: <https://www.orangecountyfirst.com/domain/338>

Expectations: An expression of a strong beliefs what people are capable of doing and achieving. Expectations are normative and aspirational. They provide enduring guidelines for how we should present and express ourselves, how we should behave, how we learn and what we should achieve. Positive language is always used to craft expectations.

Extortion Theft using coercion, which includes obtaining money or property from another student through coercion, intimidation or threat of physical harm.

Exclusion: A long-term suspension is the disciplinary exclusion of a student from attending his or her assigned school for more than 10 school days. Disciplinary reassignment of a student to a full-time educational program that meets the academic requirements of the standard course of study established by the State Board of Education and that provides the student with the opportunity to make timely progress toward graduation and grade promotion is not a long-term suspension requiring the due process procedures set out in this policy. ([Policy 4353](#))

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Expulsion: An expulsion is the indefinite exclusion of a student from school enrollment for disciplinary purposes. Upon the recommendation of the superintendent, the board may expel a student who is 14 years of age or older for certain types of misbehavior as provided in policy 4325, Drugs and Alcohol, and policy 4335, Criminal Behavior, if the student's continued presence in school constitutes a clear threat to the safety of other students or employees. Additionally, a student who is subject to policy 4260, Student Sex Offenders, may be expelled if the student's continued presence in school constitutes a clear threat to the safety of other students or employees. During the expulsion, the student is not entitled to be present on educational property and is not considered a student of the school system. ([Policy 4353](#)).

Fidelity: Implementing the Code and working in a way that is supportive students, parents and staff with fairness and honesty

Functional Behavior Assessment and Behavior Intervention Plans (FBA/ BIP): A functional assessment conducted

by a school and parent team to identify a student's function (reason) behind behavior and to help develop a clear BIP that will lead to change in behavior.

Hallway and Public Space Misconduct:

Willful acts that impede normal operations and navigation on school grounds outside of buildings and in public spaces within any school building including but not limited to hallways, stairwells, cafeteria, library, auditorium, all offices, and all spaces not designated as classrooms. Public space misconduct includes, but is not limited to:

- Bringing in unauthorized pets or animals.
- Shoving, horseplay, play-fighting
- Clustering in groups in ways that impede the movement of students from one place to another
- Making unreasonable and excessive noise
- Obstructing vehicular traffic or pedestrian movement
- Running in hallways
- Running away when school staff member is asking a direct question or making a direct request to a student
- Unauthorized presence in any prohibited school area.

*Not only do I think being nice and kind is easy
but being kind, in my opinion, is important.*

— Dwayne Johnson

IEP (Individualized Education Plan):

A legal written document required for children who are eligible to receive special education services. The members of the IEP team provide detailed information on children's performance, offer direct support and services to students, set annual goals, and evaluate student's progress on a regular basis.

Illegal Drug: A controlled substance, but does not include a controlled substance legally possessed or used under the supervision of a licensed health care professional or a substance that is otherwise legally possessed or used under the authority of the Controlled Substances Act or under any other provision of Federal law

Instigating: Behavior which is likely to incite or produce aggressive or physical conflict between two or more individuals.

Intake: The procedures a student is expected to follow when a student arrives to the Student Support Center after being removed from a classroom or other location.

Integrity. Having the inner strength to be truthful, trustworthy, and honest in all things; acting justly and honorably. G.S. 115C-81

Intentional Destruction to Personal or School Property or Vandalism Damage, destruction or defacement of property belonging to the school or any individual person

Interventions: Specific programs, strategies, restorative conferencing protocols, skill building sessions, and individual and group counseling activities

that enable students to reflect on their behavior, attitudes, needs and feelings; learn replacement behaviors and habits; work through personal obstacles; resolve conflicts; and develop goals and plans to get back on track for school success.

Long-term Suspension is the disciplinary exclusion of a student from attending his or her assigned school for more than 10 school days ([Policy 4353](#)).

Makeup Work: When students are removed from class because of inappropriate or disruptive behavior, school staff must provide students with missed assignments and the opportunity to make up these assignments without penalty. Students with Individualized Education Plans (IEPs) and 504 plans have additional protections that may require full IEP implementation, not just homework packets.

Multi-Tiered System of Support: A team of general and special educators, administrators, including parents, working collaboratively to ensure that all students receive evidence based instructional support academic, behavioral, and social and emotional practices based on student's needs

Non-Authorized or Inappropriate Use and Misuse of School Equipment, School Materials, and Electronic Devices including:

- **Misuse of Technology:** Any situations in which a student or students deliberately tamper with, damage, alter, access, crash, or corrupt the computer or communications system for a class, school or the District resulting in the loss or corruption of





*No matter what people tell you, words and ideas
can change the world.*

— *Robin Williams*

information, the ability of the system to operate, or in any way disrupts or degrades the school or District's technology infrastructure.

- **Computer Misuse:** Any unauthorized or inappropriate use of computers, including the Internet, specific programs or hacking (i.e. sharing of obscene, pornographic, lewd or illegal images or photographs, unauthorized use of computers, software, or internet/intranet accounts, accessing inappropriate web sites).
- **Non-Authorized Use and Misuse of Electronic and Other Devices.** This includes the non-authorized use of any of the following on school premises during the school hours of any school day: electronic communication devices, cellular phones, pocket pages, laser pointers, personal music devices (Walkman, MP3 players, etc.), electronic games and other materials designated by staff as disruptive or potentially disruptive. Misuse includes, but is not limited to, texting, sexting, blogging, verbal comments, graphic and symbolic communication, written communication via email, instant messaging, blogging, and posting in web sites. Students may not engage in electronic communication which demeans or ridicules on the bases of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or any other legally protected status (electronic bullying).

Office Referral is a collection of information regarding a student's violation of the CHCCS Code of Conduct. Office referrals are submitted by school staff to school administration upon observation of a student's violation of any one of the behaviors listed in the handbook.

Parent/Guardian: Refers to student's biological, adoptive, or foster parent(s), guardian(s), or caregiver(s) - any person(s) in a parental or custodial relationship to the student), or the student if he/she is an emancipated minor or has reached 18 years of age.

Persistent: When the same behavior is repeated three to five times or more within a week.

Progress Monitoring: Progress monitoring involves the assessment of a student's regular use of desired target behaviors that support improved behavior and academic performance. The process usually lasts for three to six weeks during which the teacher and the student use a tool with a easily measured rating scale to reflect on the students' performance and use of specific behaviors from day to day and week to week.

Reflection, Repair, and Re-Connect: When a student is sent out of the classroom or other location to the Student Support Center, a student engages in a process of Reflect (completion of a reflection form), Repair (problem solving to makes things right), and Re-Connect (brief conference with the teacher upon return to the classroom to share strategies that will enable student to get back on track).



Re-Set Pass: When a student is experiencing challenges that are making it difficult to engage in classroom learning, the teacher may contact a designated administrator to escort student out of the classroom for a brief period to reflect on the situation, regain emotional balance, and strategize how to re-enter class back on track.

Restitution Replacing item(s) that were stolen or damaged by providing fair market value by way of compensation or service

Restorative Group Conference: Process in which offending student or group meets with all parties affected by a high-impact incident in order to share their perspectives, to acknowledge the act and its impact on others, and to agree on a resolution that will promote healing, repair harm, and restore relationships

Restorative Practice: An intervention to identify and address the harm caused by an incident and to develop a plan to heal and correct situations. This may come in the form of restorative circles, or a simple apology

Rules are an explicit set of enforceable regulations or principles that govern or guide conduct. They provide specific instructions about what to do and not to do in specific contexts; thus, rules are stated using either positive or negative language. Typical school rules provide direction for personal deportment: What you may wear; what you may bring to school; where you can go and when you can go there. Rules foster a sense of order, calm, and purposefulness, prerequisites for establishing a learning-focused culture.

School-wide Expectations: Rules, policies, practices, procedures, and routines that involve every student and every staff member during every period of every day.

School Bus/School Transportation Vehicle Every motor vehicle owned by a public or governmental agency or private school and operated for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity, to or from school or school activities, or, privately owned and operated for compensation for the



Some people want it to happen, some wish it would happen, others make it happen.

— *Michael Jordan*

transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity to or from school or school activities.

School Function Any school-sponsored extra-curricular event or activity. This includes any event, occurring on or off school property, sanctioned or approved by the District, including, but not limited to, off-site athletic events, school dances, plays, musical productions, field trips or other District-sponsored trips.

School Property: Outside grounds, all structures, and any space within any building, structure, athletic playing field, playground, parking lot or land contained within the real property boundary line of a public elementary or secondary school.

School-wide: Rules, policies, practices, procedures, and routines that involve every student and every staff member during every period of every day.

Serious Bodily Injury: Bodily injury which involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement or protracted loss or impairment of the function of a bodily member, organ or mental faculty. Serious bodily injury will be verified by the school nurse.

Short-term Suspension: The exclusion of a student from school attendance for disciplinary purposes for up to 10 school days from the school to which the student was assigned at the time of the disciplinary action ([Policy 4351](#)).

Skipping Class Unauthorized absence from a mandatory class or school activity or function.

Social competence: The condition of possessing the social, emotional, and intellectual skills and behaviors needed to succeed as a member of society. Social competence refers to the social, emotional, and cognitive skills and behaviors that children need for successful social interaction.

Social Emotional Learning Groups: Involve small group of students who receive direct instruction in social skills, anger management, conflict resolution and self-advocacy.

Social and Emotional Learning (SEL): The process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and management emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships,

Student Support Services Team: The team includes all student support staff (administrators, counselors, mental health specialists, social workers, special education case managers, student behavior aids, etc.) who work collaboratively as one coherent team-sharing data, using the same common language, committing to the same goals and approach to discipline and student support, and engaging in the same set of practices that support personal, social, and academic efficacy and improved student behavior.



Student Support Coach A student support team member (counselor, mental health specialists, social worker, psychologist, student behavior specialist, youth advocate, youth development specialist, case manager, or SPED collaborative teacher) or teacher volunteer who provides coaching, skill instruction, and support to specific students who need an on-going intervention and close progress monitoring.

Tardiness; Arriving late to class during the school day

Theft: Taking or attempting to take property of another person or institution without permission or knowledge of the owner, with the intent to deprive the owner of its use; Robbery, which includes obtaining or attempting to obtain money, goods, services or information from another by physical force or violence, coordinated violence, or intimidation using a dangerous instrument or weapon; Theft/

possession/transfer of stolen goods, which includes the act of possessing or transferring the property of another without the consent of the owner.

Tier III Team: is a problem-solving team at all schools, incorporate the school and sometimes district expertise to help develop a plan to support students who are struggling to follow school expectations whether academically or behaviorally.

Tobacco Infractions: Possession, use, sale or distribution of tobacco or tobacco products, including but not limited to cigarettes, electronic cigarettes, smokeless cigarettes, cigars, pipes, chewing tobacco, snuff, and any other items containing or reasonably resembling tobacco or tobacco products.

Trespassing: Being on school property without permission, including while suspended or expelled; includes breaking and entering



*Tell me and I forget. Teach me and I remember.
Involve me and I learn.
— Benjamin Franklin*

TERMS RELATED DISCRIMINATION, BULLYING AND HARASSMENT

Ableism: Prejudiced thoughts and discriminatory actions based on differences in physical, mental and/or emotional ability; usually that of able-bodied/minded persons against people with illness and disabilities.

Adulthood: Prejudiced thoughts and discriminatory actions against young people, in favor of older person(s).

Ageism: Prejudice and/or discrimination against people because of their real or perceived age. Although ageism is often assumed to be bias against older people, members of other groups, such as teens, are also targets of prejudice and/or discrimination based on their age.

Aggressor is any person who initiates bullying, cyberbullying, harassment, bias-related incidents, or any type of verbal intimidation or unwanted physical contact intended to cause physical or emotional harm.

Ally or Upstander: A person whose words and actions stand against acts of injustice and intolerance and stand up for individuals and groups when their rights and dignity have been violated.

Antisemitism: Hostility toward or discrimination against Jews as a religious, ethnic or racial group.

Attributes of Protected Groups Under Policy 1710: The following list refers to

attributes of groups protected from acts of discrimination and harassment:

Color: Refers to the apparent pigmentation of the skin, especially as an indication or possible indication of race.

Disability: A physical, mental, cognitive, or developmental condition that impairs, interferes with, or limits a person's ability to engage in certain tasks or actions or participate in typical daily activities and interactions.

Ethnicity: Refers to a person's identification with a group based on characteristics such as shared history, ancestry, geographic and language origin, culture, and often a common ideology that stresses ancestry.

Ethnic Group: A group of people who identify with each other through a common heritage including language, culture, and often a shared or common religion and or ideology that stresses ancestry

Gender: The socially constructed roles, behaviors, activities, and attributes that a given society attributes to men and women (masculine and feminine denotes "gender"); actual or perceived sex and includes a person's gender identity or expression: The way in which people self-identify and present their masculinity and femininity to the world. Gender identity is an individual's sense of being



a man, a woman, a boy, or a girl, or sometimes outside of these binaries. Gender identity is internal and is not necessarily visible to others.

Gender Expression: Refers to the ways in which people externally communicate their gender identity to others through behavior, clothing, haircut, voice and emphasizing, de-emphasizing or changing their bodies' characteristics. Gender expression is not an indicator of sexual orientation.

National Origin: A person's country of birth or ancestor's country of birth

Race: A group of persons related by a common descent or heredity; refers to the categories into which society places individuals on the basis of physical characteristics (such as skin color, hair type, facial form and eye shape). For purposes of enumeration, the U.S. Census Bureau

uses terms such as: "White/Caucasian", "Black/African American/African-descent", "Asian", "Bi-racial", "Hispanics/Latinos", etc. to describe and classify the inhabitants of the United States.

Religion: Either religious or spiritual belief or preference, regardless of whether this belief is represented by an organized group or affiliation with an organized group having specific religious or spiritual beliefs, observances, rituals, and rules used to worship.

Religious Practice: Attending worship services, praying, wearing religious garb or symbols, displaying religious objects, adhering to certain dietary rules, proselytizing or other forms of religious expression, or refraining from certain activities. Determining whether a practice is religious turns not on the nature of the activity, but on the person's motivation.



Sex: The biological and physiological characteristics that define men and women (Male and Female denotes “sex”)

Sexual Orientation: The sex to which a person is sexually attracted; Someone attracted primarily or exclusively to members of the opposite sex is characterized as straight or heterosexual. Someone attracted primarily or exclusively to members of the same sex is characterized as homosexual. A person with a strong or viable attraction to both genders is characterized as bisexual or pansexual. Actual or perceived heterosexuality, homosexuality, or bisexuality

Transgender: An umbrella term for people whose gender identity differs from the sex they were assigned at birth and/or whose gender expression does not match society’s expectations with regard to gender roles. The term may include identities such as: transsexual, gender queer, gender nonconforming, FTM, MTF, and gender-variant. Transgender people may or may not choose to alter their bodies hormonally and/or surgically.

Weight: Refers to a person’s size

Bias: An inclination or preference either for or against an individual or group that interferes with impartial judgment.

Bias Related Incident refers to language and/or behaviors which demonstrate bias against

persons because of, but not limited to, others’ actual or perceived: color, disability, ethnicity, gender, gender identity and expression, national origin, race, religion, and/ or sexual orientation.

Bullying: Please refer to Board Policy 1710

By-Stander: A bystander is a person who is present when something happens and who sees it, but neither participates in the event nor takes any action to intervene in the event.

Classism: Prejudice and/or discrimination against people because of their real or perceived social and economic status.

Cyberbullying: See Board Policy 1710

Dialogue: An exchange of ideas and opinions; a discussion between representatives of parties to a conflict that is aimed at resolution.

Discrimination: The denial of justice and fair treatment by both individuals and institutions in many arenas, including employment, education, housing, banking and political rights. Discrimination is an action that can follow prejudicial thinking.

Diversity: The wide variety of shared and different personal and group characteristics among human beings; different or varied. The population of the United States is made up of people from different places and from diverse racial and cultural groups.



Explicit Bias: The end behavior of a person who demonstrates overt discrimination toward some and/or demonstrates overt favoritism/privileging of others.

Gang-related activity is strictly prohibited within the schools. For the purposes of this policy, “gang-related activity” means: (1) any conduct that is prohibited by another board policy and is engaged in by a student on behalf of an identified gang or as a result of the student’s gang membership; or (2) any conduct engaged in by a student to perpetuate, proliferate or display the existence of any identified gang. (Policy 4328)

Conduct prohibited by this policy includes:

1. Wearing, possessing, using, distributing, displaying, or selling any clothing, jewelry, emblems, badges, symbols, signs, or other items that convey membership or affiliation in a gang.
2. Communicating either verbally or non-verbally (gestures, handshakes, slogans, drawings, etc.), to convey membership affiliation in a gang.
3. Tagging, or otherwise defacing school or personal property with symbols or slogans to convey membership or affiliation in a gang (Policy 4330, Theft, Trespass and Damage to Property);
4. Requiring payment of protection, insurance, or otherwise intimidating or threatening any person as related to gang activity (Policy 4331, Assaults, Threats and Harassment);
5. Inciting others to intimidate or to act with physical violence upon any other person as related to gang activity (Policy 4331, Assaults, Threats and Harassment);



*I've learned that people will forget what you said,
people will forget what you did, but people will never
forget how you made them feel.*

— Maya Angelou

6. Soliciting others for gang membership; and
7. Committing any other illegal act or other violation of school system policies in connection with gang-related activity.

Harassment: See Board Policy 1710

Heterosexism/Homophobia: Prejudice and/or discrimination against people who are or who are perceived to be lesbian, gay, bisexual, transgender or queer (LGBTQ). While homophobia is usually used to describe a blatant fear or hatred of LGBT people, heterosexism is a broader term used to describe attitudes and behaviors based on the belief that heterosexuality is the norm. Other related, specific, terms are transphobia and biphobia.

Hostile environment is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

Immigrant: A person who comes to a country to take up permanent residence.

Implicit bias: The unconscious attitudes, stereotypes and unintentional actions (positive or negative) towards members of a group merely because of their

membership in that group. These associations develop over the course of a lifetime beginning at a very early age through exposure to direct and indirect messages. When people are acting out of their implicit bias, they are not even aware that their actions are biased.

Islamophobia: Prejudice and/or discrimination against people who are or who are perceived to be Muslim and a fear or dislike of Islamic culture.

Prejudice: Making a decision about how to perceive and treat a person or group of people frequently based on stereotypes, insufficient knowledge, and fear about the "other".

Racism: Prejudice and/or discrimination against people based on the social construction of race. Differences in physical characteristics (e.g. skin color, hair texture, eye shape) are used to support a system of inequities.

Retaliation is any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

Sexism: Prejudice and/or discrimination against people based on their real or



perceived sex. Sexism is based on a belief (conscious or unconscious) that there is a natural order based on sex.

Socio-economic Status: An individual's or family's economic and social position in relation to others, as measured by factors such as income, wealth and occupation.

Stereotype: An oversimplified generalization about a person or group of people without regard for individual differences. Even seemingly positive stereotypes that link a person or group to a specific positive trait can have negative consequences.

Target is a person against whom bullying, cyberbullying, retaliation, harassment, bias-related incidents, and/or other acts

of physical or verbal aggression have been perpetrated.

Transphobia: Fear or hatred of transgender people; transphobia is manifested in a number of ways, including violence, harassment, and discrimination.

Undocumented Person: A person who does not possess the documentation required for legal immigration or residence.

Xenophobia: Prejudice and/or discrimination against anyone or anything that is perceived to be foreign or outside one's own group, nation or culture. Xenophobia is commonly used to describe negative attitudes toward foreigners and immigrants.



ACKNOWLEDGEMENTS



Special thanks to all of the members of the Code and Task Force teams who dedicated their time, passion, and expertise to developing a code that represents the voices of our stakeholders and the accountability needed to improve the outcomes for our students. The development of the Code would not have been possible without your support and participation. The CHCCS Community Code of Character, Conduct and Support is a collaborative product of our community's effort to create the changes we would like to see in our schools, community and beyond. May we use this code as a resource to create equitable disciplinary practices across every learning environment while also helping our young people develop into the best versions of themselves.

Dr. Charlos S. Banks

Chief of School Support and Wellness

District Code Team/Task Force Lead



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