Hertford County Public Schools
Code of Excellence



www.hertford.k12.nc.us

Letter from the Superintendent

Dear Students and Parents,

I am thrilled to introduce the Hertford County Public Schools (HCPS) new Code of Excellence, a comprehensive framework that places students at the core of our educational mission. This initiative is a testament to our shared commitment to nurturing personal qualities crucial for healthy development and responsible conduct, ensuring academic success today, and preparing our students for future success in career, college, and life. Your involvement and support are integral to the success of this initiative.

Our vision is to create schools that are not just centers for learning but vibrant communities where every student is empowered to achieve their fullest potential. We are dedicated to being responsive to our diverse student body's cultural and developmental needs.

The HCPS Code of Excellence affirms every student's right to an education in a safe, engaging, and supportive environment. It creates conditions where all classrooms support academic engagement, leading to student goodwill, attention, participation, effort, commitment, and interest. We are committed to nurturing student character and conduct, promoting an accountable, restorative, and equitable approach to student support and discipline. We aim to ensure equitable access to strategies and interventions that promote positive behavior, help students develop social-emotional and academic skills, and empower them to exhibit skillful, appropriate, and acceptable behaviors consistently.

Recognizing that each school is a public place, we must balance individual rights with civic obligations and the needs of others based on rules and policies that create access to education for all while protecting the due process rights of individuals. We are dedicated to providing equitable resources to the entire community to understand the behaviors expected within the school culture. This Code calls on each member of the HCPS community, including school staff, students, families, school board members, and community members, to treat each other with mutual respect as partners in educating our children. Your active participation is crucial in meeting behavior expectations and ensuring the success of the Code of Excellence.

As we embark on this initiative, we urge you to embrace and uphold these principles. Your support is crucial in ensuring that our schools continue to be nurturing environments where every student can thrive. Together, we can create an environment that fosters academic excellence, personal growth, and mutual respect.

Thank you for your continued support and commitment to our students' success. Your dedication is what makes our school community strong and vibrant.

Sincerely,

Dr. Jesse J. Pratt
Superintendent

Table of Contents

Introduction **2**

Goals 2

HCPS Core Values 3

HCPS Core Beliefs of Excellence: 3

Core Concepts of Excellence 4

Positive Mindsets Promote School Success 5

Rights and Responsibilities **6**

Student Rights and Responsibilities 6

Parent/Caregiver Rights and Responsibilities 9

Universal Pre-K-12 Strategies **13**

Discipline and Student Support **16**

Introduction 16

Districtwide Rules 16

The Disciplinary Response Cycle 18

Levels of Accountable Consequences and Restorative Interventions 21

Guide to Restorative Interventions 24

Behavior Violations Matrix 28

Guide to Temporary Removal and Exclusion 48

Getting Help and Helping Others **57**

Other Policies **61**

Required Forms

Hertford County Public SchoolsAuthorization for Medication Administration in School 63

Medical Statement for Students with Unique Mealtime Needs for School Meals 65

Hertford County Public SchoolsStudent/Parent Technology Responsible Use Agreement 69

Student – Parent/Guardian – School Personnel/TeacherConduct Agreement 71

2024-2025Code of Excellence Student and Parent Acknowledgement Pledge 73

Student Behavior Contract 74

Introduction

Students are the heart of our work in Hertford County Public Schools (HCPS). Student character, defined as personal qualities that are essential to healthy development and responsible conduct, results in academic success in school today and future success in career, college, and life. We see our schools as centers for learning where all students are empowered to achieve their fullest potential within a diverse community, drawn together in support of a quality education. Within these centers, we are responsive to the cultural and developmental needs of our students.

Hertford County Public Schools Code of Excellence:

- **Affirms** the right of every student to an education in a safe, engaging, and supportive environment
- **Creates** the conditions where all classrooms support academic engagement, resulting in student goodwill, attention, participation, effort, commitment, and interest
- **Nurtures** the development of both student character and student conduct
- **Promotes** an ***accountable, restorative,*** and ***equitable*** approach to student support and discipline
- **Ensures** that each school provides equitable access to a wide range of strategies and interventions that promote positive behavior, help students develop social-emotional and academic skills, and empower students to consistently exhibit skillful, appropriate, and acceptable behaviors
- **Recognizes** that each school is a public place that must balance individual rights with civic obligations and the needs of others, based upon the rules and policies that create access to education for all, while protecting the due process rights of the individual
- **Provides** equitable resources to the entire community to understand the behaviors that are expected within the school culture
- **Calls** on school staff, students, families, school board members, and community members to treat each other with mutual respect as partners in the all-important work of educating our children
- **Provides tools** to support the entire HCPS community in meeting expectations of behavior.

Goals

1. To create common spaces that are welcoming, and physically, psychologically, and socially safe for all students, parents/caregivers and staff
2. To reduce incidents of bullying, harassment, and discriminatory acts among students and staff
3. To clearly define rules to support character and conduct for students, families, and staff
4. To build the capacity of administrative and student support teams and special education liaisons to implement a set of accountable consequences and aligned restorative interventions that support every student's social, emotional, and academic development
5. To build the capacity of teachers to implement a set of Universal Pre-K-12 strategies that increase staff capacity to engage in classroom practices that prevent unwanted behaviors, intervene when students are struggling, and promote positive behaviors resulting in healthy relationships and school communities
6. To decrease disproportional application of disciplinary responses
7. To decrease overuse of disciplinary responses resulting in lost instructional time (school suspension, in-school suspension, and discipline referrals)

HCPS Core Values

- ***Student-Centered:*** Our district is dedicated to providing an environment where each student's unique needs are prioritized, academic standards are upheld, and a love for learning is cultivated.
- ***Equity:*** Equity is at the heart of our district, ensuring every student has fair access to resources, opportunities and a curriculum that celebrates diversity and fosters a sense of belonging.
- ***Accountability:*** Our district embraces accountability through clear expectations, data-driven progress monitoring, and a culture of continuous growth and shared responsibility for every student's success.
- ***Excellence:*** Excellence is embracing growth with a commitment to continuous improvement and adaptability to the evolving needs of our students and community.
- ***Collaboration:*** Our district values collaboration as a team effort, where open communication, mutual respect, and a commitment to student-centered learning, equity, and accountability guide our collective pursuit of providing the best education for every student.

HCPS Core Beliefs of Excellence:

1. **Adult behavior impacts student outcomes:** We believe adults have the responsibility to model professionalism, respect, and care in their interactions with students. When adults model respectful behaviors it sets the stage for students to communicate respectfully. An adult's response to a situation will shape the student's response. When we respect each person's identity, value, voice, and dignity we communicate our unwavering respect.
2. **Home, school, and community relationships drive student success:** We believe that relationships among students, staff, parents/caregivers, and community members impact the collective sense of purpose, well-being, and hopefulness in the daily life of school. Relational trust emerges when people's interdependent relationships are made visible, when expectations are clear, understood, and met by everyone.
3. **Students remember how we make them feel:** We believe that school and district staff have the responsibility to make all students feel welcome, included, valued, and respected. This creates a learning community where all students meet their potential, and where all stakeholders make good faith attempts to take responsibility for making things right when they have made a mistake. We believe that creating environments free from blame and shame inspires all community members to fulfill universally agreed upon rules and expectations and rise to the occasion.
4. **A growth mindset fosters high expectations for all students:** We believe that all students are capable of accomplishing rigorous and meaningful learning tasks, striving for excellence, and making their best effort when they experience engaging instruction. All students have the capacity to grow when given the right opportunities, supports, guidance, and coaching. We see mistakes, missteps, and setbacks as possibilities for growth. When we communicate our care for students and offer specific strategies and support that enables them to meet their target goals, students will make an effort to learn and grow.
5. **Students are at the heart of what we do:** We believe that each and every student has the capacity to take ownership of their learning and behavior, and to take actions to grow socially and emotionally. Keeping students at the center means empowering them to pursue their strengths and interests, take an active and intentional role in making choices, and shape and manage the course of their education and life. It is the responsibility of all stakeholders to make students the center of our work.

Core Concepts of Excellence

1. **Accountable and Restorative Approach**
   An accountable and restorative approach is based on the belief that with the understanding and guidance of caring adults, all students are resilient, capable of navigating difficult situations, and able to restore relationships. An accountable and restorative approach supports students to take responsibility for their words and actions, reflect on the impact of their behavior, and accept consequences and interventions when standards of behavior have not been met. It is the responsibility of adults to empower students to develop and strengthen their capacity to self-correct, problem solve, exhibit skillful, appropriate, and acceptable learn behaviors, restore their relationships, and re-engage in learning activities. Following an accountable and restorative approach requires intentional efforts to build and sustain positive healthy relationships, and it calls for a collective sense of responsibility and a shared commitment among staff, students, families and all members of the community.

2. **Multi-Tiered Systems of Support for Behaviors**
   Multi-tiered System of Supports (MTSS) is a school-wide and district-wide framework of universal expectations, shared language, and common policies and practices that support all students to achieve their personal best and improve their behavior with the guidance, instruction, support and coaching of caring adults. According to this framework, supports can be divided into three tiers:
   - **Tier 1 (Core):** Promotion of a cohesive community and positive behaviors for all students.
   - **Tier 2 (Supplemental):** Targeted interventions for students who require additional support to consistently demonstrate positive behaviors.
   - **Tier 3 (Intensive):** More intensive and individualized interventions for students with high needs or multiple challenges.

3. **Equity and Fairness**
   All students have strengths and unique qualities and need different kinds and amounts of time, attention, instruction, and support to become the best versions of themselves. Being fair is about offering differentiated responses without favor toward or prejudice against any student who makes a mistake and/or engages in inappropriate or unacceptable behavior. An equitable approach eliminates barriers that prevent full participation, distributes resources and opportunities in ways that reduce disparities, and supports all groups of students in striving for excellence and achieving comparable outcomes. This approach requires consistent and regular calibration across stakeholder groups, and a collective commitment to holding ourselves accountable, checking progress, and making corrections. Efforts to achieve equity address systems, structures, policies, and practices that lead to disproportionate outcomes.

4. **SEL**
   Social and Emotional Learning (SEL) refers to strengthening student and adult capacities to regulate emotions, set and achieve goals, empathize with others, develop healthy relationships, and make responsible and caring decisions. It is a collectively held responsibility for all school staff to support the social and emotional learning of everyone in schools.

5. **Character and Conduct**
   Character reflects the attitudes, attributes, and moral convictions which shape conduct - how members of a community interact in different settings and situations. Qualities like respect, integrity, fairness, and compassion all empower stakeholders to live within a cohesive community of shared rules, rights, and responsibilities. Development of character and conduct are essential to academic success in school and future success in college, career, and life. It is the responsibility of staff and parents/caregivers to model character and conduct and support their development in each and every student.

6. **Culturally Responsive Practices**
   In order to meet the needs of all communities of students and adults, schools implement policies and practices that engage all students across a range of cultural backgrounds. These practices might include strengthening our cultural proficiency, engaging in systemic changes in curriculum, hiring, and disciplinary approaches, and ongoing professional learning and supporting staff in developing culturally responsive teaching practices. The aim of these practices is to affirm all students' multiple identities, assets, and strengths they bring into the learning environment. These practices counter disproportionality, make connections between learning and the lived experience of students and families, and build an inclusive school community.

7. **Trauma-Sensitive Practices**
   To be trauma-sensitive is to understand the impact of trauma on feeling safe, establishing connections, and creating trusting relationships with others. Creating trauma-sensitive schools requires adapting policies, procedures, and practices so that schools can become safe, supportive environments where students make positive connections with adults and peers, learn how to self-regulate, and develop confidence in themselves. Trauma-sensitive schools (a) have a shared understanding among staff about the impact of trauma and adversity; (b) promote feelings of physical, social, and emotional safety for all; (c) believe that healing happens in relationships; (d) have positive and culturally responsive discipline policies and practices; (e) address students' needs in holistic ways; (f) embrace teamwork and a shared responsibility for all students; and (g) support choice, control, and empowerment for students, staff, and families.

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 interests in what they are learning. Positive student mindsets boost their confidence about their day-to-day experiences and foster a hope in their future. Positive adult mindsets empower school staff and parent/caregivers to interact with children and young people with optimism, care, and respect and enable all adults to experience the joy of being on the other side of children and adolescents.

STUDENT AND ADULT MINDSETS	
POSITIVE STUDENT MINDSETS	**ADULT MINDSETS THAT SUPPORT STUDENTS**
I see myself as a learner and school work have value for me.	I seek to understand a situation before I act.
I belong to a school community in which I feel safe and valued.	I depersonalize students' words and actions before I respond.
I approach tasks with positive expectations and an open mind.	I acknowledge others' backgrounds, cultures, and opinions before I express my own.
My ability and competence grow with my effort.	I problem-solve to reach solutions that meet the needs and interests of everyone involved.
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 model a growth mindset and behaviors that I want to foster in students.
I can correct mistakes, problem-solve, and turn around difficult situations.	I can move forward beyond past incidents and make a new start.

Rights and Responsibilities

Rights and responsibilities go hand and hand. With every right comes a responsibility. Our **rights** in this Code of Excellence are protections afforded to each and every member of the school community in Hertford County Public Schools. **Responsibilities** are our obligations to fulfill these rights through individual actions, mutual cooperation, respect for all members of the community, and in alignment to district policies. Students will grow in their capacity to live up to these responsibilities in their journey through school.

Student Rights and Responsibilities

Quality Education	
I have a RIGHT to	**I have a RESPONSIBILITY to**
■ experience a high-quality, student-centered Pre-K-12 education that is engaging, challenging, equitable, and supportive	■ make my best effort to be prepared to learn when I come to school ■ bring an open mind to learning every day ■ willingly meet challenges ■ demonstrate my diligence and perseverance ■ seek help when I need it

Physical and Emotional Safety	
I have a RIGHT to	**I have a RESPONSIBILITY to**
■ be welcomed, respected and valued for who I am ■ be protected from bullying, harassment, and discrimination based on actual or perceived race, color, national origin, ethnic group, language, socio-economic status, citizenship status, religion, religious practice, body shape and size or physical appearance, disability, sex, sexual orientation, gender, gender identity and expression, or other identity category, at school or at a school sponsored event, function, or activity, or on any digital platform that disrupts the school community ■ the protection of my personal physical safety ■ communicate when and how I feel unsafe and be listened to ■ have access to relevant and factual information concerning substance abuse and access to physical and mental health care and services ■ being counseled and coached by members of the professional staff or school/district partners in matters related to my behavior as it affects my education and well-being in the school	■ put safety first for myself and others ■ respect others' personal space ■ seek help and resolve conflicts and differences non-violently ■ help create and maintain a school community which rejects stereotypes and biased behaviors, stand against acts of injustice and intolerance, stand up for individuals and groups when their rights and dignity have been violated ■ not harass, bully, discriminate based on identity category ■ report any unsafe, suspicious, or potentially dangerous, destructive, or discriminatory behavior ("When you see something, say something.") ■ keep myself free of all illegal substances at school

Equity

I have a RIGHT to	I have a RESPONSIBILITY to
■ rigorous and culturally responsive academic instruction and support that helps me meet my learning needs and interests ■ receive fair and reasonable responses to behavior violations that reduce disproportionate treatment	■ affirm and appreciate our commonalities and our differences as individuals ■ recognize that we all learn differently and need different kinds of support to do our best

Respect and Care

I have a RIGHT to	I have a RESPONSIBILITY to
■ be treated with respect, care, and kindness by peers, parents/caregivers, and school staff ■ be a part of a welcoming, inclusive, and supportive school community ■ be supported if I have been harmed in the school community ■ be supported to repair the harm and restore relationships when I have engaged in behaviors that harm others or the school community	■ do my part to protect everyone's right to be respected, valued, and heard ■ be truthful about, and accountable for, my words and actions ■ learn from my mistakes and make an effort to correct and improve my behavior by participating in interventions to learn new skills and become more skillful ■ engage in restorative actions to repair relationships and my standing in the community ■ accept feedback, interventions, and consequences respectfully ■ act with kindness towards others

Physical Environment

I have a RIGHT to	I have a RESPONSIBILITY to
■ learn in a clean, healthy, and safe, environment	■ follow school rules and procedures ■ contribute to maintaining a clean, healthy, and safe school environment ■ protect and respect property that belongs to peers, adults, and the school

Student Voice and Expression

I have a RIGHT to	I have a RESPONSIBILITY to
■ respectfully express my opinions verbally and nonverbally and be listened to without causing a disruption to the school environment ■ actively participate in the educational process by informing, providing feedback, and through advocacy ■ dress and arrange my hair in ways that express my identity and personality	■ express myself verbally and nonverbally in ways that do not disrespect, hurt, or discriminate against any individual or group or cause a disruption to the school environment ■ dress in ways that do not demean any groups or individuals, do not express anything hurtful or discriminatory ■ follow the dress code established for my school

Attendance

I have a RIGHT to	I have a RESPONSIBILITY to
■ attend school within the district ■ receive reasonable assistance from the school district with helping me overcome attendance barriers.	■ to attend school regularly and seek support to address barriers if necessary ■ to arrive on time to school and seek support to address barriers if necessary ■ to be on time to class and remain in class and seek support to address barriers if necessary

Participation

I have a RIGHT to	I have a RESPONSIBILITY to
■ 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 non-discriminating club or organization that does not already exist which meets the needs and interests of a particular group of students	■ work cooperatively with others ■ make positive contributions in the classroom and in the larger school community ■ encourage and support others to participate ■ Seek support to develop self-management skills

Due Process

I am afforded due process by:

- being provided the district's Code and informed of districtwide policies, regulations, and school rules, what behaviors may result in disciplinary actions and any subsequent consequences
- being informed of options for correcting behavior
- being provided access to detailed information about school rules, district policies and procedures affecting students' right to participation
- 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
- being informed of the procedures for appealing the actions and decisions of school officials with respect to my rights and responsibilities as outlined in Policy 4300
- being accompanied by a parent and/or representative at formal student discipline hearings

Parent/Caregiver Rights and Responsibilities

The Home-School Partnership

Families are equal partners with schools in supporting success for all students. The support, guidance, and advocacy of parents and caregivers remain the most important influences on children's academic achievement and their future. Parents/caregivers know their children best. They hold the stories and information that help children grow and thrive. Making sure that parents/caregivers are knowledgeable about student expectations, school rules, disciplinary policies, and classroom procedures, builds a shared commitment. Therefore, the home-school partnership is important to developing children's character and conduct.

In order to be active and involved partners in promoting a safe and supportive school environment, parents/caregivers must have a voice in the Code of Excellence. The rights and responsibilities outlined below apply to all families, regardless of family structure or immigration status. If parents/caregivers have any questions about these rights and responsibilities or need support advocating for their child, they are encouraged to ask for help. For further details, see the "Getting Help and Helping Others" section of this Code.

Attendance	
I have a RIGHT to	**I have a RESPONSIBILITY to**
■ have my child attend school within the district	■ ensure my child attends school regularly and on time ■ inform the school when and why my child is absent as soon as possible or by end-of-school day of the absence

Respect and Care	
I have a RIGHT to	**I have a RESPONSIBILITY to**
■ expect that my child's identity is valued and respected ■ be treated kindly, fairly, equitably, and respectfully while at school	■ teach my child that all students have the right to attend school and be treated with respect and dignity regardless of difference which will strengthen the child's confidence and promote learning ■ be respectful and kind to staff, other parents/caregivers, and students while on school premises and in school-home communications (email, phone call, social media, etc.)

Participation

I have a RIGHT to	I have a RESPONSIBILITY to
■ be equal partners in my child's education ■ participate in decision-making processes, including equal access to structured opportunities to give input, get information, and help make decisions	■ support my child's social and emotional growth and academic progress ■ encourage my child to actively engage in the learning process by (e.g., completing and turning in assignments on time and seeking assistance when needed, etc.) ■ partner with school staff to address academic, attendance, behavioral, or other challenges my child(ren) may experience ■ responsibility to adhere to all policies, regulations, and procedures of my child's school and district

Communication

I have a RIGHT to	I have a RESPONSIBILITY to
■ receive written and oral communication in languages other than English when requested; receive oral translation of documents for other languages (including American Sign Language), when requested ■ **a good faith effort will be made to grant request when translation/interpretation isn't easily available ■ access updated information from school staff regarding my child's academic progress or behavior, including but not limited to report cards, behavior progress reports, attendance letters when a student received 3, 6, and 10 days of absences, matrix online platforms, and conferences ■ be informed by school staff about ways to improve my child's academic or behavioral progress, including, but not limited to: in-school counseling, after-school programs, academic programs, and referral to outside mental health services	■ Promptly give updated contact information to my child(ren)'s individual school ■ communicate concerns to school staff in a respectful and timely manner ■ share information about my child(ren)'s school that will support social and emotional well-being, academic success, and behavioral expectations

Information Access	
I have a RIGHT to	**I have a RESPONSIBILITY to**
■ receive timely information about the district policies, procedures, and incidents that relate to my child's education and safety in accessible format and language ■ access information about services for students with disabilities and Multilingual Learners ■ be notified promptly when significant behavioral infractions have been committed by my child and any disciplinary actions taken by the school staff or administrators ■ receive information about due process procedures for disciplinary matters concerning my child, including information on conferences and appeals ■ file a grievance when there has been a possible violation or misapplication of school policy	■ become familiar with district policies; administrative regulations; and the Code of Excellence, and discuss with my child expected behaviors during the school day or at school events as outlined in the Code

Staff Rights and Responsibilities

Student and Family Engagement	
I have a RIGHT to	**I have a RESPONSIBILITY to**
■ receive timely support and follow through from a school or district-based staff member when students are engaged in an accountable consequence and restorative intervention.	■ communicate regularly in meaningful ways (via email, phone call, in-person conferences, as appropriate to family and linguistic needs) with students, parents/caregivers, and other teachers on the district's mission, course objectives, grading practices, expectations, and student growth and achievement. ■ understand and respect the diverse cultural and linguistic backgrounds of students and families. ■ create space for parents/caregivers to be involved in decision making for their child(ren). ■ Support all students' social, emotional, and academic development through supportive and appropriate relationships, classroom instruction, academic/behavioral support, and interventions.

Personal and Professional Growth	
I have a RIGHT to	**I have a RESPONSIBILITY to**
■ participate in engaging, timely, and supportive professional learning opportunities that increase our skills and knowledge in strategies that increase student achievement and social and emotional growth. ■ have equitable access to necessary resources to deliver quality instruction, professional learning, coaching, and/or supervision.	■ identify, acknowledge, and counter incidents of personal and institutional bias that prevent equitable treatment of students, caregivers, and colleagues. ■ proactively manage conflict and communicate concerns in a respectful and courteous manner in order to support problem resolution and respect the dignity of each individual. ■ participate actively in professional learning opportunities to strengthen their role as a teacher, leader, coach, and/or supervisor in supporting each and every student. ■ understand and consistently implement district rules, policies, and district or school initiatives equitably and without discrimination.

Culture and Climate	
I have a RIGHT to	**I have a RESPONSIBILITY to**
■ work in a welcoming, safe, respectful, and engaging environment. ■ be treated kindly, fairly, and with dignity. ■ communicate concerns and suggestions to strengthen districtwide culture and climate without fear of reprisal, and to receive acknowledgment and follow up on these concerns.	■ promote welcoming, safe, respectful, culturally, and linguistically affirming, and engaging environments (classrooms, common areas, professional learning, meetings) for students, parents/caregivers, and colleagues. ■ provide adequate supervision in all school spaces ■ intervene, report, and/or investigate incidents witnessed by you or brought to your attention in a timely manner: discrimination, bullying, and/or harassment, self-harm, suicidal ideation, severe emotional distress, and any situation that threatens the emotional or physical health or safety of any student or school employee. ■ maintain confidentiality of all student education records and personally identifiable information and sensitive personnel information, in accordance with federal and state law and ethical guidelines.

Universal Pre-K-12 Strategies

Adopting and embedding a set of universal strategies across the district creates equity-centered Pre-K-12 classrooms where each and every student has the opportunity to grow academically, socially, and emotionally in ways that will serve them in school, careers, and life.

Below are a set of research-based, foundational strategies that are integrated into all early childhood, elementary and secondary classes in order to meet the needs of all students, including students with disabilities, linguistically and culturally diverse populations, and students with histories of trauma. These inclusive practices build relational trust, convey mutual respect, foster feelings of safety, promote predictability and consistency, and build upon areas of student strength. Consistent integration of these strategies into daily lessons empowers teachers to:

- Foster and sustain strong and supportive personal relationships with their students
- Purposefully organize the learning environment to support academic engagement
- Increase engagement and rigor in order to increase academic achievement
- Implement academic practices and strategies to meet the range of learners in their classrooms
- Plan for, respond to, and manage behavior concerns

Implementation of these strategies sets the stage for well-managed classrooms, engaging classroom instruction that strengthens social-emotional learning, and a restorative and accountable approach to classroom discipline across the district.

Classroom Strategies			
Promotion Strategies that promote positive behavior and academic and social-emotional development	**Prevention** Strategies that prevent off-track behaviors from becoming major problems	**Intervention** Protocol that matches a student's academic, social, and emotional needs and that supports them in becoming more skillful	
Classroom Management	**Classroom Instruction**	**Classroom Discipline**	
1. Meet & Greet 2. Morning Meeting 3. Student Names 4. Personal Check-Ins 5. Value-Added Feedback 6. Gatherings 7. Visual Postings 8. Getting Attention 9. Maintaining Silence 10. Clear Instructions 11. Starting and Ending Class 12. Student Voice and Choice	1. Problematizing a Learning Task 2. Developmentally Informed and Culturally Responsive Content 3. Turn & Talk 4. Text Protocols 5. Representation of Thinking 6. Five Minute Assessment Tools 7. Academic Check-Ins 8. Student Voice and Choice	1. One Student/Five Actions/Five Days 2. Depersonalization 3. First Response to Behavior Concerns 4. Behavior Check-Ins 5. De-escalate 6. Student Voice and Choice	1. Restorative Conversations 2. Academic & Behavioral Problem-Solving and Planning Conferences 3. Peace Place (Elem) 4. Reset Space (Middle/High)

Classroom Management: Teachers create organized, caring, and engaging learning environments that promote academic engagement and skillful behavior through consistent implementation of procedures, protocols, and rituals. The following strategies support effective classroom management:

1. **Meet & Greet:** Standing at the door or moving about the classroom as students enter class to welcome and greet them by name
2. **Morning Meeting:** Beginning the day with a ritual that creates a structured place to connect and to practice foundational social-emotional competencies
3. **Student Names:** Using and pronouncing students' names consistently and accurately to support students in feeling known and valued
4. **Personal Check-Ins:** Asking personalized questions or making individualized comments to build rapport and create a positive classroom culture
5. **Value-Added Feedback:** Sharing a specific, concrete observation about what a student did and naming the strength that enabled the student to do it
6. **Gatherings:** Starting class with a whole community exercise that creates a cohesive group and focuses attention
7. **Visual Postings:** Strategically selecting, designing, and using visuals to promote self-management and academic efficacy
8. **Getting Attention:** Using a consistent verbal and auditory signal to transition from one activity to the next
9. **Maintaining Silence:** Sustaining silence at targeted, strategic times to support reflection, thinking, and engaging in productive struggle
10. **Clear Instructions:** Providing clear and concise verbal and written directions to support students beginning a learning task successfully
11. **Starting and Ending Class:** Developing consistent routines for the start and end of class to support readiness to learn, synthesis of learning, and smooth transitions
12. **Student Voice and Choice:** Obtaining student voice about the way the learning environment is organized

Classroom Instruction: Teachers use evidence-based strategies to create academic environments in which learning occurs at high levels and students have the tools they need to be self-directed learners. Teachers integrate rigorous and meaningful learning tasks into a purposeful, well-paced lesson and structure these experiences to support successful participation. Utilizing ongoing checks for understanding allows teachers to assess what students understand and can do in relation to these learning tasks and informs instructional next steps. The following strategies support effective classroom instruction:

1. **Problem-Centered Learning Task:** Designing a learning task that is rigorous and meaningful by intentionally structuring it as a *problem* that needs to be solved
2. **Developmentally Informed and Culturally Responsive Content:** Designing content that is relevant to students' needs and interests, creates specific connections to their cultures, and supports their ability to access the content to ensure academic engagement
3. **Turn & Talk:** Designing an engaging discussion topic (prompt) and providing time for individuals to prepare their response ("think time") prior to students responding in pairs to support them in making meaning of content
4. **Text Protocols:** Offering students a guided process for interacting with text in order to make meaning
5. **Representation of Thinking:** Providing students a structured approach to express their thinking and support understanding, for example: two-column notes, graphic organizer
6. **Five Minute Assessment Tools:** Obtaining a snapshot of each and every student's understanding or skills at a specific point in a lesson to inform instructional next steps, for example: Exit Tickets

7. **Academic Check-Ins:** Engaging in two- to three- minute check-ins using a simple three-question sequence (What are you working on? How is it going? What are you going to do next?) to assess in real time what a student is learning, doing, or thinking at a particular point in a lesson or unit
8. **Student Voice and Choice:** Providing targeted choice in, for example, learning tasks, group roles, and learning modes

Classroom Discipline: Teachers prevent unwanted behaviors from continuing or escalating to maintain safe and orderly learning environments. When behaviors persist, teachers support students to restore themselves and their relationships through targeted interventions. The following strategies support effective classroom discipline:

1. **One Student/Five Actions/Five Days:** Providing a dose of saturated support for: **One student** facing academic or behavioral challenges, by taking **five specific actions,** for **five days**
2. **Depersonalization:** Remaining emotionally balanced and neutral when students engage in inappropriate behavior in order to support students in self-correcting and engaging in appropriate behaviors
3. **First Response to Behavior Concerns:** Taking a set of strategic actions to re-engage students at the first signs of their behaving inappropriately
4. **Behavior Check-Ins:** Guiding a student to self-assess in the moment and redirect their behavior
5. **De-escalate:** Supporting a student who is emotionally escalated or confrontational to cool down and regain composure
6. **Student Voice and Choice:** Obtaining student voice to problem-solve around behavioral issues in the classroom community

Academic and Behavioral Interventions

1. **Restorative Conversations:** Using a set of strategic questions to help a student take responsibility, reflect on the impact of their behavior, and identify action steps to leave the past behind and move ahead
2. **Academic & Behavioral Problem-Solving and Planning Conference:** Facilitating a conference outside of class time that empowers a student to strengthen an academic skill or desired behavior
3. **Reset Space:** Physical spaces in the room that allow students the opportunity to work through emotions they are feeling and/or refocus themselves, without leaving the immediate learning space

Discipline and Student Support

Introduction

The word **discipline** has everything to do with instruction. Among its Latin origins are the words, *discipulus* which means "pupil or learner" and *disciplina* which means "teaching, training, and instruction." The purpose of any disciplinary response is to help students strengthen competencies related to self-awareness, self-management, and social and academic efficacy, in order to become more self-disciplined and demonstrate skillful, appropriate, and acceptable behavior.

Helping young people find their way to greater self-discipline requires each and every staff member and parent/caregiver to understand the cultural, linguistic, and developmental needs of the children and adolescents in their care. At times, students will exhibit unwanted behavior as they navigate their time in school. All adults must have a mindset that it's our job to support all students. Effective disciplinary responses are informed by the following adult mindset: *Every student is capable of changing their behavior with guidance, instruction, support, and coaching.*

Districtwide Rules

Rules are a set of explicit, enforceable regulations that govern conduct, which refers to the way a person behaves on a particular occasion or in a particular context. Rules create a sense of order, calm, and purposefulness, and they promote a safe and positive learning environment. **A rule can be broken.** Naming something a rule comes with the obligation to enforce it consistently.

Schools are public places. When we gather in schools, we come to agreement about rules that help us navigate shared spaces. Supporting students to follow districtwide rules requires effort from each and every adult to promote, support, and equitably enforced.

Sharing an understanding of the rules and the interests behind them, creates structure and clarity for all members of the school community. Rules that are fairly and consistently applied, and that are clearly understood by students, staff, and parents/caregivers enable students to take responsibility for their choices and strengthen essential life skills such as self-management and social efficacy. The rules foster a sense of community, create safety for all students, and promote a positive school climate.

Districtwide rules promote consistent standards of behavior across all schools. The following five rules cover the most frequent behavior violations. More specific descriptions of behavior violations are found in the Behavior Violation and Consequence Matrix.

***Refer to "Determining Disciplinary Response" section for additional information on considerations of special factors for rule application.

RULE 1: I respect others' personal space.

What It Looks Like:

Keep your hands and body to yourself.

Examples of Rule Violations:

1. Running, play fighting, yelling in public space (hallways, cafeteria, etc.)
2. Unwanted physical touch or invasion of personal space
3. Verbal and physical threats, physical aggression, and/or physical assault directed toward adults
4. Verbal and physical threats, physical aggression, and/or physical assault directed toward students
5. Inappropriate sexual behavior, sexual harassment, sexual assault

RULE 2: I respect and value everyone's individual and collective dignity and identity.

What It Looks Like:

Make an effort to understand others. Accept that people may have different viewpoints other than their own. Refrain from committing incidents of harassment, discrimination, bias or inequity.

Examples of Rule Violation:

1. Harmful teasing and name-calling
2. Bullying and harassment
3. Bias-related incidents, prejudicial actions, or abusive or threatening speech or writing that expresses prejudice against a particular group

RULE 3: I arrive on time, stay in class, and have a pass/permission to travel in common areas.

What It Looks Like:

Enter the classroom before the bell rings. Ask for a pass/permission from an adult to travel in common areas during class time or lunch. Remain on school grounds and be in appropriate spaces during the school day.

Examples of Rule Violations:

1. Skipping school or class
2. Leaving school or the classroom without permission
3. Unexcused late arrival to school
4. Unexcused tardy to class during the school day
5. Being in the unauthorized areas on school campus.

RULE 4: I listen, acknowledge, and respond to directions and requests.

What It Looks Like:

Follow instructions, procedures, and rules. Ask questions if confused. Accept help, feedback, correction, and direction. Respond respectfully to reasonable requests or directions from school personnel.

Examples of Rule Violations:

1. Noncompliance with classroom procedures and routines
2. Engaging in disrespectful or argumentative speech
3. Persistent refusal to follow directions and requests

RULE 5: I communicate respectfully and use school-appropriate language.

What It Looks Like:

Listen for understanding by asking questions. Respond respectfully by using non-aggressive language and appropriate body language.

Examples of Rule Violations:

1. Engaging in unfriendly or combative responses to peers
2. Cursing, swearing, use of insulting, defaming, vulgar, or abusive language or gestures directed toward adults and students

The Disciplinary Response Cycle

When students violate a rule and their behaviors require attention, care, and support beyond the responses of the classroom teacher, the Disciplinary Response Cycle (DRC) takes effect. It is a school-wide set of actions that involves four phases. The DRC is standardized to ensure fair, equitable, and respectful responses to students' misbehaviors and provides a continuum of support throughout the process. **Through this process, a student's cultural or linguistic background or exceptionality should be considered (see Determining Disciplinary Responses).



1. The cycle begins with a **Referral** submitted by a staff member in the form of an ODR (Office Discipline Referral) or a Bullying/Harassment Incident Report.

   **Please note: School Resource Officers are not an official part of the DRC; however, they may be called upon to support interventions, de-escalate situations, when a crime has been committed, etc.

2. **Accountable Consequences** are a direct result of a student's, *inappropriate* or *unacceptable behavior.* They are assigned by a school administrator or dean. Consequences signal that adults are concerned about the student's behavior and alert the student that they are accountable for their actions.

3. **Restorative Interventions** are accessible to all students and engage the student in some action or learning process that empowers/enables them to:
   - **a)** Repair relationships and the harm they have done to others
   - **b)** Restore their good standing in the community
   - **c)** Learn skills and target behaviors to improve their self-awareness, self-management, and social and academic efficacy

4. **Closing the Loop** involves communicating with parents/caregivers and teachers to review actions taken, facilitate a re-entry conference for suspended students, monitor student's progress, and engage in follow-up support and interventions when appropriate.

Determining Disciplinary Responses

School administrators consult this document when determining appropriate **disciplinary responses.** In determining how to best address rule violations, it is necessary to evaluate the whole situation surrounding the behavior. To operate efficiently and effectively, state and federal law require that schools maintain a safe, orderly learning environment. Part of that responsibility includes the establishment of a code of conduct containing rules for behavior and specific consequences for rule violations.

Prior to determining the assignment of accountable consequences and restorative interventions, administrators consider how the following mitigating or aggravating factors below may inform the most appropriate disciplinary response:

1. The student's age and developmental stage of maturity
2. The student's disciplinary record (including the nature of any prior misconduct and the number of prior instances of misconduct)
3. The disciplinary consequences and interventions applied in prior behavior violations
4. The nature, severity, and scope of the inappropriate, or unacceptable behavior
5. The circumstances/context in which the behavior violation occurred
6. The intensity and duration of the behavior
7. The number of persons impacted by the behavior
8. The student's IEP, BIP (Behavioral Intervention Plan), and/or 504 Accommodation Plan, if applicable
9. Any cultural or linguistic factors that may have contributed to the behavior
10. The student's response to involvement in a Multi-Tiered System of Supports (MTSS) process

In cases where the disciplinary situation is more complicated and/or with students who present complex needs, it is recommended that administrators consult with key school staff who possess knowledge of the student and can offer insights and information before making final decisions.

Standardized disciplinary responses are embedded within six levels of accountable consequences and restorative interventions, which aim to decrease disproportionate responses to behavior violations. This ensures that all students are treated fairly and respectfully, without favor toward or against any one group of students according to a person's age, actual or perceived ability, race, color, national origin, ethnic group, language, socio-economic status, religion, body shape/type, disability, sex, sexual orientation, gender, or gender identity and expression.

Level 1 Consequences	Level 2 Consequences	Level 3 Consequences	Level 4 Consequences	Level 5 Consequences	Level 6 Consequences
Tier 1 (Core) Promotion/ Prevention Responses Facilitated by Teacher	**Tier 2 Interventions (Supplemental)** Interventions Facilitated by Teacher, Student Support, and/or Admin		**Tier 3 Interventions (Intensive)** Interventions Facilitated by Student Support and/or Admin		

Considerations:

1. Accountable consequences intensify as behavior violations become more serious. Also, multiple violations for the same behavior may warrant more intensive consequences at a higher level.
2. Consequences and interventions are delivered using standardized procedures and protocols and are consistently applied across all groups of students in all schools.
3. A transparent data set, determined by district leaders and school leaders, will be collected and analyzed consistently to assess the use and impact of consequences and interventions, paying particular attention to indicators of overuse and disproportionality of referrals and suspensions among various student groups
4. When an exclusionary response is warranted, the focus will be on short-term removals from the classroom and fewer assigned days to in-school suspension and out-of-school suspension.

Pre-Kindergarten – Grade 3 Considerations

The Behavior Violation and Consequence Matrix in most cases applies to all students in grades Pre-K-3. In a few cases, consequences are modified because of developmental considerations. Students in these grades are learning how to belong in a group and demonstrate prosocial behaviors. 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 present these types of behaviors, teachers have a responsibility to intervene to ensure that all students are safe. Immediately after an incident, teachers have a responsibility to help the child understand what they did and teach them expected behaviors.

Suspension should be discouraged as a consequence for students in grades Pre-K-3. If suspension is considered, a school administrator must complete a Discipline Notification letter and send to the parents/caregivers. If the student is receiving Special Education services, the notice of suspension should also be sent to the Case Manager. If the student is receiving 504 services, the Discipline Notification letter should also be sent to school-based 504 Coordinator.

Exceptional Children (EC) Considerations

General Guidelines:

1. Schools have the authority to discipline all students, including those with learning and thinking differences.
2. Students with IEPs or 504 plans have special legal protections that must be followed.
3. Special considerations apply to students on an IEP or 504 Plan where the behavior is a manifestation of the student's disability.
4. For students whose misbehavior is caused by a disability, which can include learning and thinking differences, schools should consider what accommodations or adjustments may be needed to address the student's behavior.

Students with IEPs and 504 plans are subject to the school district's adopted discipline policies as long as the procedures are not abused or applied in a discriminatory manner. In the case of suspension, students with an IEP or 504 plans are afforded procedural safeguards to maintain their access to a free and appropriate public education.

Disciplinary procedures that result in a student's change in educational placement (over 10 days of suspension in a school year)) must be in accordance with the procedural safeguards afforded to students with disabilities by IDEA and Section 504.

Additional Provisions:

North Carolina state law requires that additional provisions be made for discipline of students who have been found by a special education or 504 evaluation team to have special needs and whose program or accommodations/services are described in an IEP or Section 504 plan, or when there is a suspected disability. The following additional requirements apply to the discipline of special needs students:

1. The IEP or 504 Plan will indicate whether the student can be expected to meet the regular discipline code or if the student's disability requires modification. Any modification will be described in the IEP or 504 Plan. Students who have not yet been found eligible for special education or Section 504 services, but for whom there is a suspected disability, have the same protections as students on an IEP or 504 Plan.
2. The school administrator or designee will notify the school-based Case Manager or the 504 Coordinator of the suspendable offense and a record will be kept of such notices. The student has the right to make up tests and other assignments and do such other work as necessary to make academic progress during that period.

3. Manifestation Determination Meeting - For students with an IEP and 504 plans, if the Principal/Designee is considering disciplinary action that would result in suspension for more than 10 cumulative days in a school year, a Manifestation Determination Meeting must be held **prior to the suspension.** The relevant members of the student's IEP Team or 504 Team will meet with the parent to review relevant information to determine:
   - if the conduct in question was caused by or had a direct and substantial relationship to the student's disability; or
   - if the conduct in question was the direct result of the school's failure to implement the IEP.
4. The answers to these questions are used to determine whether disciplinary actions are appropriate and to inform future responses to disciplinary infractions and to determine any necessary further assessments, such as, additional psychological evaluation and/or Functional Behavioral Assessment (FBA), that may need to be conducted. Results of the manifestation determination meeting could also include the need to review and modify an existing IEP or 504 plans.

Levels of Accountable Consequences and Restorative Interventions

The following table outlines the range of accountable consequences and restorative interventions for each level of behavior violations described in the Behavior Violations Matrix.

** Students with Disabilities, documentation must be provided for implementation of BIP. Also, IEP reviews/revisions shall occur to ensure that accountable consequences and restorative interventions can occur at any level or tier.

Level 1: Minor classroom and minor public space behavior incidents which do not result in removal or exclusion of the student.	
Response/Documentation	**Prevention Strategies and Interventions**
There are no assigned school-wide consequences for Level 1 behaviors. **Immediate Teacher Response:** When a student engages in low-impact behaviors, teachers engage in low-key, respectful, and invitational moves, "first responses," with the aim to redirect/re-engage the student. **Teacher Observation Notes:** If the low-impact behaviors persist/become chronic, the teacher documents their specific observations of the behavior.	Level 1 behaviors are expected to be managed within the classroom with a goal of preventing minor discipline problems from becoming major disciplinary incidents through the use of Tier 1(Core) prevention and intervention strategies including, but not limited to: **A.** Environmental modifications **B.** First Response to Behavior Concerns **C.** Behavior check-ins **D.** De-escalation strategies **E.** Interruption of negative/inappropriate speech to support students to self-correct **F.** Restorative conversations **G.** Academic problem-solving and planning conference **H.** Behavioral problem-solving and planning conference **I.** Progress monitoring

Level 1 (continued): Minor classroom and minor public space behavior incidents which do not result in removal or exclusion of the student.

Response/Documentation	Prevention Strategies and Interventions
	J. Student support peer/buddy **K.** Reset Space (Middle/High) **L.** Differentiated Core Supports **A Student Support Team member may be asked to provide...** **A.** Behavioral coaching **B.** Collegial consultation **C.** SEL skill-building lesson

Level 2: Persistent low-impact classroom behavior violations, more serious public space violations, and non-violent personal misconduct which does not result in removal or exclusion of the student.

Consequences	Interventions
Assigned Consequences include some of or all of: **1.** Student referral submission **2.** Student meeting with administrator **3.** Parent/Caregiver notification **4.** Administrative detention **5.** Principal meeting with Parent/Caregiver **6.** ISS - 1 to 2 days **7.** OSS - 1-2 days	**Level 3 behaviors should be managed through the use of Level 2 Interventions plus the following:** **A.** Consultation with Core Behavior Team **B.** Behavior Intervention Plan (BIP)/Functional behavioral assessment (FBA) - must have IEP/504 Plan **C.** Consultation with Student Services Team **D.** Behavior replacement coaching (1:1 or small group) **E.** Bullying and harassment protocol **F.** Solution seeking process that results in a comprehensive support plan **G.** Crisis counseling **H.** Referral to an outside mental health agency or partner service **I.** Drug/Alcohol intervention provided by contract or partner service **J.** Root cause analysis - assessment of function-based thinking **K.** Violence reduction coaching **L.** Re-entry protocol to support optimal success

Level 3:
More serious violations as determined by their severity and frequency which may result in removal of student from classroom.

Consequences	Interventions
Assigned Consequences include some of or all of: **1.** Student referral submission **2.** Student meeting with administrator **3.** Parent/Caregiver notification **4.** Administrative detention **5.** Principal meeting with Parent/Caregiver **6.** ISS - 1 to 2 days **7.** OSS - 1-2 days	**Level 3 behaviors should be managed through the use of Level 2 Interventions plus the following:** **A.** Consultation with Core Behavior Team **B.** Behavior Intervention Plan (BIP)/Functional behavioral assessment (FBA) - must have IEP/504 Plan **C.** Consultation with Student Services Team **D.** Behavior replacement coaching (1:1 or small group) **E.** Bullying and harassment protocol **F.** Solution seeking process that results in a comprehensive support plan **G.** Crisis counseling **H.** Referral to an outside mental health agency or partner service **I.** Drug/Alcohol intervention provided by contract or partner service **J.** Root cause analysis - assessment of function-based thinking **K.** Violence reduction coaching **L.** Re-entry protocol to support optimal success

Level 4:
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, and which will result in removal of the student from the classroom for a short period of time.

Consequences	Interventions
Assigned Consequences include some or all of: **1.** Student referral submission **2.** Student Meeting with administrator **3.** Family notification and conference **4.** Principal Meeting with Parent/Caregiver) **5.** OSS - 2 to 5 days	**Level 4 behaviors should be managed through the use of Level 3 Interventions plus the following:** **A.** Referral for a drug and alcohol assessment **B.** Drug/Alcohol intervention provided by contracted or partner service **C.** Additional interventions as determined by Core Behavior Team or an individual problem-solving team on a case-by-case basis (Problem-solving teams should ask the question of suspected disability when discussions occur around functional behavior assessments and purpose, or for needs of an individual student.) **D.** Student services support team will conduct a re-entry plan, if needed

Level 5:
Behaviors that present a serious level of threat and harm to individuals and the school community and which result in removal of the student from the classroom for an extended period of time (including referral to alternative school placement).

Consequences	Interventions
Assigned Consequences include some or all of: **1.** Student referral submission **2.** Parent/Caregiver notification **3.** Student Meeting with a school administrator **4.** Administrator Meeting with Parent/Caregiver) **5.** More than 5 days out-of-school suspension or referral to alternative school placements	**Level 5 behaviors should be managed through the use of Level 4 Interventions plus the following:** **A.** Referral for a risk assessment evaluation **B.** Student services support team will conduct a **C.** re-entry plan, if needed

Level 6:
Behaviors that present the most serious offenses (e.g., arson, possession of a firearm or explosive device, robbery with a dangerous weapon, homicide, kidnapping, rape, etc.) which result in removal of the student from the school for an extended period of time.

Consequences	Interventions
The assigned consequences would include some or all of Level 5 consequences plus long-term suspension of more than 10 days, expulsion, and/or 365 suspension	Level 6 behaviors should be managed through the use of Level 4 and 5 interventions plus others, if needed,

Guide to Restorative Interventions

Introduction

Restorative Interventions are part of a natural cycle of learning and self-correction. Helping children and young people navigate academic, social, and emotional challenges successfully is a shared obligation of parents/caregivers and school staff. Interventions are normalized by discussing "What will happen when…." with students in advance, so they are able to enter the process of restorative intervention with goodwill and less resistance.

The complexity and length of an intervention depends on the type and frequency of incidents and issues with which a student is struggling.

- **Interventions for Repeated Behavioral Violations** address a specific behavior that has repeatedly occurred over a period of days or several weeks in classrooms or common areas without an observable improvement. An intervention will be implemented, and progress is monitored by the Core Behavior team over a period of no less than six weeks.
- **Interventions for Serious Behavior Violations** require an immediate response to a specific behavior violation and often address incidents of fighting, bullying, or harassment, or incidents in which a student has seriously jeopardized safety and order in classrooms or common areas. After the intervention is implemented, a Core Behavior team member will follow up with students to assess whether the desired outcomes of the intervention have been met.

- **Comprehensive, Longer-Term Interventions** are most appropriate when students have accumulated multiple referrals linked to multiple behavior violations or are experiencing multiple academic, behavioral, or attendance challenges, mental health concerns, and/or family crisis. Members of the Core Behavior team are likely to make an initial assessment of a student's situation. Then a Core Behavior team member will meet with the student and family to explore root causes of concerns and create a Student Success Plan that will be implemented and monitored over a minimum of six weeks.

Interventions are the logical follow-through step when a student experiences repeated difficulty after promotion and prevention (Core) strategies have been implemented, and when student behaviors have an adverse impact on the student and the classroom. For some students, interventions are implemented when behaviors become chronic and repeatedly occur over a period of days or a week or two without observable change. Students will more willingly enter and participate in the restorative intervention process when they understand that predictable consequences and interventions are part of the natural learning cycle in the classroom. It is important to establish thresholds or red flags that prompt required interventions, so that adults' readiness to intervene is front and center and lets students know in advance what will be required of them when setbacks are noticed.

Behavioral and Academic Interventions

Below is a list of strategic behavioral and academic interventions that will support students to (1) take responsibility for their words, actions, and learning; and, (2) learn and practice target behaviors and identify action steps that will improve their behavior and academic performance in the classroom. The following list sets up a scope of possible interventions but is not all inclusive. Individualized interventions will be determined by designated or appropriate staff in the school and based on the individual student's circumstances.

1. **Academic Problem-Solving and Planning Conference** offers students an opportunity to reflect on a series of questions, identify action steps that will help them learn a target behavior and be more successful, and agree on how to monitor progress (includes follow-up call with a parent/caregiver -see #19).
2. **Academic Coaching** sessions provide time for individuals or small groups to engage in intensive practice of a specific target behavior or skill; to engage in guided study time to prepare for assessments; to complete, revise, or correct important work; or to re-learn or begin to learn a skill required to complete current learning tasks.
3. **Aggression Reduction Coaching** involves a series of behavior replacement/coaching sessions with the aim of helping students manage anger, understand the impact of aggressive behaviors, and learn non-violent responses to interpersonal conflicts.
4. **Apology:** A written or verbal apology or an apology of action (something specifically the student will do to make it right with the person harmed) and/or **Restitution:** Replacement of things that are damaged or activities that help repair the damage or mess.
5. **Behavioral Coaching** incorporates side-by-side modeling, instruction, rehearsal, and feedback to learn and practice a specific procedure, skill, or target behavior. Coaching a student to learn and use a target behavior involves four steps:
   - **a)** Identify the target behavior using the Learning and Life Competencies.
   - **b)** Elicit the benefits of using the target behavior.
   - **c)** Teacher and student brainstorm action steps to meet the target behavior.
   - **d)** Teacher models action steps agreed upon and the student practices specific steps using different classroom scenarios. The teacher provides positive and corrective feedback.

6. **Behavior Problem-Solving and Planning Conference** offers students an opportunity to reflect on a series of questions, identify action steps that will help them learn a target behavior and be more successful and agree on how to monitor progress.
7. **Behavior Replacement/ Social Skills Training** sessions are for individual students or a small group to learn, practice, and rehearse social skills and adopt positive mindsets that replace unwanted behavior. Students explore a) the impact of their behavior; b) a desired target behavior; c) the benefits of using replacement behaviors; and d) scenarios in which they practice target behaviors. Positive feedback for small improvements in social behavior is offered. This intervention is most often delivered by a social worker, mental health professional, or student support specialist who has been specifically trained in this intervention.
8. **Functional Behavioral Assessment (FBA)** identifies where, when, and the likely reasons why the behavior of concern happens. This information may be to assist in completing the behavior intervention plan (BIP) that includes strategies to address the reasons why the behavior is occurring and reduce unwanted behaviors that are impacting the student's access to learning. (Please note: The FBA is completed through a collaborative approach with the consent of the parent/guardian.)
9. **Behavior Intervention Plan (BIP)** is a document developed to address the individual behavioral needs of all students (EC, GE, 504) whose behavior interferes with his/her learning or the learning of others. The BIP must include positive behavioral intervention strategies and supports.
10. **Comprehensive Response to Bullying** is facilitated by a trained staff member(s) and offers a structured process for both the aggressor and the targeted person to address the incident or incidents, check-in regularly, and assess progress.
11. **Check-In/Check-Out (CICO)** occurs with a student support coach who checks in with a student multiple times during the week to set goals; share feedback from teachers; assess progress; provide on-going encouragement, coaching, and support; beginning and end-of-day check-ins, etc.
12. **Comprehensive Intervention Plan** is developed by members of the Core Behavior team to tackle multiple behavioral, academic, attendance, and/or mental health challenges.
13. **Crisis Counseling** is an immediate response when a student experiences an event that triggers an emotional crisis or engages in self-destructive or dangerous behaviors that jeopardize their mental health.
14. **Environmental, Physical, and Sensory Accommodations** are adaptive strategies that will help a student fully access instruction and function successfully in the learning environment.
15. **Individual and Group Counseling** is a responsive and goal-oriented service designed to meet students' immediate needs and concerns. Individual and group counseling provides students' the opportunity to meet privately in a confidential setting to address a range of personal, interpersonal and behavioral challenges.
16. **Intensive Crisis Management Plan (ICMP)** is put in place when students are experiencing a sustained personal or family crisis that has become a critical barrier to functioning at school successfully.
17. **Mentoring** is an intervention given to individual students or small groups that focuses on building a student's connection to school through a relationship with an adult role or peer model/mentor, and on strengthening specific target behaviors through conversation and shared activities.
18. **Mobile Support** is used to help defuse a student's emotional upset or mediate interpersonal conflict so students can re-engage in class. A Student Support Team member provides support in the classroom.
19. **Parent/Caregiver Conference** is a critical intervention when in-class strategies or

interventions that address academic setbacks or persistent behavior concerns have not led to improved student outcomes. The purpose of the conference is to share the issue that prompted a problem-solving and planning conference with the student, discuss the plan the student and staff member have created, and invite the parent/caregiver to share their ideas for supporting their child. This conference generally takes place by phone between the teacher and parent/caregiver. Depending on the situation, however, it could be an in-person conference at school that might also include the student and school administrator.

20. **Problem-Solving Circles** are meant to help a group of students reflect on some of the challenges that surface in the class community or a situation within the class. Students use each other as resources to solve problems together. This Circle reinforces that students have the capacity and agency, with guided support, to work out problems that show up in the classroom.
21. **Progress Monitoring** involves the ongoing assessment of a student's regular use of target behaviors or academic skills, their rate of improvement, and their responsiveness to the intervention.
22. **Push-In Classroom Problem-Solving Circle or SEL Skill-Building Lesson** is facilitated by a Student Support Team member when the whole class is impacted by an incident.
23. **Re-Entry Meeting** is facilitated by an administrator/counselor and used when students are returning from a long-term suspension, homebound instruction, hospitalization or residential treatment, juvenile detention facilities, or incarceration.
24. **Referral to an Outside Mental Health Agency or Partner Service** is used for students with the highest level of need, who require more intensive and individualized interventions that are likely to last for an extended period of time.
25. **During a Restorative Group Conference for High-Impact Incidents,** students, people harmed by the incident, and sometimes parents or adult allies share their perspectives, reflect on the impact of students' behavior, and agree on a resolution that will mend relationships, repair harm, and restore students' good standing.
26. **Restorative Conversations** use a set of strategic, flexible questions with a teacher, administrator, Student Support Team, or designated staff member to determine the root cause(s) of a problem or interpersonal conflict and agree on an action to make things right. They are an effective intervention when one student behaves in a way that impacts their own learning, directly harms an individual or the group, or when two or more students are involved in an interpersonal conflict. Considerations include:

    a) What happened?
    b) What were you thinking of at the time?
    c) What have you thought about since?
    d) Who has been affected by what you have done and in what way?
    e) How did your actions/your words make X feel? Or, how did your actions/words affect/impact the class?
    f) How are you feeling right now?
    g) What do you need to do to make things right??
    h) Thanks so much for really listening. You took responsibility for X. I appreciate X.
    i) A way I can support you.

27. **Reset:** A student meets briefly with a Student Support Team member or administrator with the expectation of returning to class ready to learn. Through guided support, reflection, and practice, the student is empowered to strengthen self-management competencies by identifying, expressing, and managing their emotions, exhibiting self-regulation, and demonstrating perseverance and resilience.
27. **Root Cause Analysis** is a process for identifying the underlying cause or causes of a recurring problem by using progressively more specific questions to uncover the source of the behavior.

28. **Special Education Teachers** are the main contact to the parent/caregiver and are responsible for sharing the necessary accommodations per the IEP with any staff who work with the student. Also, they are often responsible for providing a direct intervention to students on their caseload.
29. **Student-Student Mediation** is facilitated by trained mediators (e.g., administrator, a Student Support Team member, students). The goal of mediation is for people involved in the conflict to constructively work out differences in a way that solves the problem and preserves the relationship. This process is voluntary. Participants agree to have mediators facilitate a process in which a mutual solution and agreement is reached. Mediators do not offer solutions or advice. The mediator's role is to encourage problem solving between the participants so that they are able to generate their own solution.
30. **Teacher-Student Mediation** is an automatic intervention when a teacher has submitted at least three referrals for the same student. The teacher and the student can move beyond past conflicts and resentments to build a better relationship. They can then take actions that will support the students' improved performance in the classroom. These conferences are facilitated by trained mediators (e.g., administrator, student support staff) and require a pre-meeting with the teacher.
31. **Student Observation and Consult** is a request from a teacher for a member of the Student Support Team to observe a student in the classroom for 30 to 60 minutes and share observations and possible success strategies afterwards with the teacher.
32. **Core Behavior Team** may be convened at the request of a teacher if a student's disruptive behavior continues to interfere with the academic achievement of that student or other students in the class and the teacher has requested assistance from the principal on two or more times. This committee shall review the matter and take one or more of the actions outlined in N.C. Gen. Statutes §115C-397.1.

Behavior Violations Matrix

The Matrix below outlines specific violations and their associated levels of response, as well as Board policies that may provide additional information about disciplinary offenses. In addition to the specific levels of response listed below, school administrators are authorized to impose any of the consequences for minor violations listed in section D.1 of policy 4300, Student Behavior Policies.

Please refer to the Levels of Accountable Consequences and Restorative Interventions chart for descriptions of the six levels, as well as the range of accountable consequences and aligned restorative interventions associated with each level. **Repeated incidents of the same violation may warrant the next level of consequences.**

Disciplinary responses for certain violations are modified for younger children (*See asterisk by some behavior violations).

Level 1: Teacher Response (No Student Removal)/ Teacher Observation Notes

Level 2: Referral Submission (No Student Removal) Consequence/Detention and Intervention including Parent/Caregiver Contact

Level 3: Referral Submission with Student Removal, Consequence/Detention, 1 to 2 Days In-School Suspension (ISS), OR 1 Day Out-of-School Suspension (OSS)/ Intervention including Parent/ Caregiver Contact

Level 4: Referral with Student Removal / 2 to 4 Days OSS/ Intervention including Parent/Caregiver Contact

Level 5: Referral with Student Removal / 5 Days or More OSS with intervention including Parent/ Caregiver Contact

Level 6: Referral with Student Removal/Long-term Suspension or Expulsion including Parent/ Caregiver Contact

Behavior Violation	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Notes/Definitions
Classroom Violations							
Procedural violation (033)	X						Does not bring necessary materials to class. Does not manage classroom materials. Does not complete assigned work.
Non-cooperation and Non-participation (033)	X	X					Non-participation in learning activities. Initiating or joining conversations with another student. Playing around or goofing with others. Difficulty working cooperatively with others. See Board policy 4315, Disruptive Behavior.
Minor impulse control, self-management, and personal distress (042)	X	X					Distracting or disruptive movement or noise. Interrupting or blurting out inappropriate comments. Persistent complaining. Inability to work silently without bothering others. Inability to manage confusion, frustration, or anger effectively. Persistent attention seeking behaviors. See Board policy 4315, Disruptive Behavior.
Major impulse control, self-management, and personal distress (042)		X	X				Deliberate use of negative speech that sabotages the group. Out of control emotions and behaviors. See Board policy 4315, Disruptive Behavior.
Unauthorized use of cellphones (60)	X						Use outside of classroom instruction or direction from a staff member. See Board policy 4318, Use of Wireless Communication Devices.

Behavior Violation	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Notes/Definitions
Academic Dishonesty							
Plagiarism / copying (028)		X					Representing others' words or ideas as one's own. Student may be subject to receiving no credit, partial credit, or alternative assignment. See Board policy 4310, Integrity and Civility.
Cheating (028)		X					Producing academic work through dishonesty or deceit. Student may be subject to receiving no credit, partial credit, or alternative assignment. See Board policy 4310, Integrity and Civility.
Altering or falsifying records or signatures (035)		X					
Assisting another student in any of the above acts (028, 035)		X					See Board policies 4310, Integrity and Civility and 4315, Disruptive Behavior.
Any of the above acts, persistent or involving a group of students (028, 035)			X				The incident has a far-reaching impact on the community. See Board policies 4310, Integrity and Civility and 4315, Disruptive Behavior.
Inappropriate use of technology (091)		X	X				Violation of technology agreement. See Board policy 3225/4312/7320, Technology Responsible Use.

Behavior Violation	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Notes/Definitions
Aggression Verbal Aggression Directed Toward Adults							
Persistent, hostile, oppositional, confrontational refusal to comply with directions and requests			X	X			See Board policies 4310, Integrity and Civility, and 4315, Disruptive Behavior.
Cursing, swearing, use of insulting, defaming, vulgar or abusive language directed at an adult (061)			X	X			See Board policies 4310, Integrity and Civility, and 4315, Disruptive Behavior.
Physical Aggression Directed Toward Adults							
Minor physical aggression		X	X				Children's anger or frustration that presents itself through hitting or grabbing; and accidental touching of an adult when students are separated by adults during a physical fight. See Board policy 4331, Assaults, Threats and Harassment.
Major physical aggression				X	X		Hitting, kicking, shoving, punching, scratching, usually accompanied by verbal or physical threats and gesturing *Pre-K-3 *4-5 *Students with Disabilities See Board policy 4331, Assaults, Threats and Harassment.

Behavior Violation	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Notes/Definitions
Physical Aggression Directed Toward Adults							
Throwing objects that cause intentional bodily injury				X	X		*Pre-K-3 *4-5 See Board policy 4331, Assaults, Threats and Harassment.
Physical intimidation/ threats				X	X		Threatening with a gesture(s) or body language. The intensity of the threat needs to be considered when assigning the level. *Pre-K-3 *4-5 See Board policies 4331, Assaults, Threats and Harassment, and 4333, Weapons, Bomb Threats, Terrorist Threats, and Clear Threats to Safety.
Physical Assault					X	X	Using force or violence to injure a person, causing serious bodily injury. May include the use of weapons. See Board policies 4331, Assaults, Threats and Harassment, and 4333, Weapons, Bomb Threats, Terrorist Threats, and Clear Threats to Safety.
Verbal Aggression Directed Toward Students							
Cursing, swearing, use of insulting, defaming, vulgar or abusive language directed at students (022, 032)		X	X				See Board policies 4310, Integrity and Civility, and 4315, Disruptive Behavior.

Behavior Violation	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Notes/Definitions
Verbal Aggression Directed Toward Students							
Verbal threats (019, 107)			X	X			The intensity of the threat needs to be considered when assigning the level. Written threats on paper, on school property or in notes, texts, email, postings on Internet sites or through other electronic mechanisms that cause a disruption in the school environment. *Pre-K-3 *4-5 See Board policy 4331, Assaults, Threats and Harassment.
Physical Aggression Directed Toward Students							
Unwanted, non-sexual contact/ touching		X	X				*Pre-K-3 *4-5 Level 3 if persistent See Board policy 4331, Assaults, Threats and Harassment.
Physical intimidation/ threats			X	X			Threatening with a gesture(s) or body language an individual or group. *Pre-K-3 *4-5 See Board policy 4331, Assaults, Threats and Harassment.
Throwing objects that cause intentional bodily injury				X	X		*Pre-K-3 *4-5 See Board policy 4331, Assaults, Threats and Harassment.

Behavior Violation	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Notes/Definitions
Physical Aggression Directed Toward Students							
Fighting involving two students with no injury (024)			X	X			Both students involved in pushing, shoving, hitting, scratching, kicking, punching Application of reasonable force in self-defense should be a consideration as to the severity of the offense. *Pre-K-3 *4-5 See Board policy 4331, Assaults, Threats and Harassment.
Fighting involving two students with injury that requires medical attention from staff or physician (024)				X	X		Both students involved in pushing, shoving, hitting, scratching, kicking, punching *Pre-K-3 *4-5 See Board policy 4331, Assaults, Threats and Harassment.
Fighting involving three or more students (disrupts the safety and order of the school climate, and disrupts the educational process for staff and students) (024)				X	X		Causes administration to initiate emergency procedures, which requires submission to the Superintendent's office *Pre-K-3 See Board policy 4331, Assaults, Threats and Harassment.
Minor physical aggression (027)		X	X				Incidents of rough play, throwing objects at, shoving, poking, or pushing another person that does not result in injury *Pre-K-3 *4-5 See Board policy 4331, Assaults, Threats and Harassment.

Behavior Violation	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Notes/Definitions
Physical Aggression Directed Toward Students							
Major physical aggression (044)				X	X		One person engages in grabbing, biting, spitting on, hitting, kicking, punching, or physically intimidating another person *Pre-K-3 See Board policy 4331, Assaults, Threats and Harassment.
Physical assault (001, 002)					X	X	Using force or violence to injure a person, causing serious bodily harm. May include the use of weapons. See Board policies 4331, Assaults, Threats and Harassment, and 4333, Weapons, Bomb Threats, Terrorist Threats, and Clear Threats to Safety.
Kidnapping (016)						X	See Board policies 4333, Weapons, Bomb Threats, Terrorist Threats, and Clear Threats to Safety, and 4335, Criminal Behavior.
Homicide (004)						X	See Board policies 4333, Weapons, Bomb Threats, Terrorist Threats, and Clear Threats to Safety, and 4335, Criminal Behavior.
Arson							
Starting a fire with no destruction of property (018)					X	X	Report to Fire Marshall See Board policies 4333, Weapons, Bomb Threats, Terrorist Threats, and Clear Threats to Safety, and 4335, Criminal Behavior.

Behavior Violation	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Notes/Definitions
Arson							
Starting a fire with destruction of property (018,053)					X	X	Report to Fire Marshall See Board policies 4333, Weapons, Bomb Threats, Terrorist Threats, and Clear Threats to Safety, and 4335, Criminal Behavior.
Attendance (Multiple violations may warrant Level 3 consequences but do not include out-of-school suspension.)							
Late arrival to school (064)	X	X					The frequency of incidents needs to be considered when assigning levels. See Board policy 4400, Attendance.
Tardy during school day (078)	X	X					
Cutting class (074)	X	X					
Skipping school (075)	X	X					
Leaving school without permission (067)	X	X					
Leaving class without permission (066)	X	X					
Presence in an unauthorized area (059)	X	X					
Unexcused absences (030)	X	X					
Bullying, Harassment, and Bias-Related (Discrimination) Incidents							
Hurtful teasing and name-calling (non-bias related) (032)		X	X				Hurtful is defined as words that trigger a targeted student's emotional distress *Pre-K-3 See Board policy 4329/7311 Bullying and Harassing Behavior Prohibited.

Behavior Violation	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Notes/Definitions
Bullying, Harassment, and Bias-Related (Discrimination) Incidents							
Hurtful teasing and name-calling (bias-related)			X	X			See Board policies 1730/4022/7231, Nondiscrimination on the Basis of Disabilities, 1725/4035/7236, Title IX Sexual Harassment—Prohibited Conduct and Reporting Process, and 4329/7311 Bullying and Harassing Behavior Prohibited.
Bullying - verbal or physical aggressive behaviors targeted to an individual (052)			X	X			Involves repetitive incidents and an imbalance of power without evidence of bias *Pre-K-3 See Board policies 1730/4022/7231, Nondiscrimination on the Basis of Disabilities, 1725/4035/7236, Title IX Sexual Harassment—Prohibited Conduct and Reporting Process, and 4329/7311 Bullying and Harassing Behavior Prohibited, and 4331, Assaults, Threats and Harassment.
Bullying – incidents that cause serious emotional or physical harm to the person targeted or seriously damage a person's name and reputation (052)				X	X		Serious harm involves sustained emotional distress and a sustained negative impact on the student and/or their experience at school. See Board policies 1730/4022/7231, Nondiscrimination on the Basis of Disabilities, 1725/4035/7236, Title IX Sexual Harassment—Prohibited Conduct and Reporting Process, and 4329/7311 Bullying and Harassing Behavior Prohibited, and 4331, Assaults, Threats and Harassment.

Behavior Violation	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Notes/Definitions
Bullying, Harassment, and Bias-Related (Discrimination) Incidents							
Cyberbullying (094)				X	X		Any words, actions, or conduct that meet the definitions of bullying 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 environment. See Board policy 4331, Assaults, Threats and Harassment.
Non-sexual harassment - This includes targeting an individual or a group based on a person's actual or perceived disability, ethnic group, gender, national origin, race, religion, and weight (025, 101, 102, 110)				X	X		Conduct or verbal threats, intimidation, or abuse, including posting or publishing video, audio recordings or pictures, that create a hostile environment. See Board policies 1730/4022/7231, Nondiscrimination on the Basis of Disabilities, 1725/4035/7236, Title IX Sexual Harassment—Prohibited Conduct and Reporting Process, 4329/7311 Bullying and Harassing Behavior Prohibited, and 4331, Assaults, Threats and Harassment.
Discriminatory Behavior				X	X		The demonstration by an individual of overt racial discrimination toward some individuals or groups and/or demonstrates overt favoritism/ privileging of other individuals or groups. See Board policies 4329/7311 Bullying and Harassing Behavior Prohibited, and 4331, Assaults, Threats and Harassment.

Behavior Violation	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Notes/Definitions
Bus Misconduct							
Not following bus safety expectations. This includes standing up while the bus is moving, changing seats, throwing objects out of window, excessive play fighting, excessive noise, pushing, and shoving (037)		X	X				Suspension of bus privileges would be considered for a reasonable amount of time *Pre-K-3 *Students with disabilities See Board policy 4315, Disruptive Behavior.
Fighting on the bus (024)			X	X			Suspension of bus privileges would be considered for a reasonable amount of time *Pre-K-3 *Students with disabilities See Board policies 4315, Disruptive Behavior, and 4331, Assaults, Threats and Harassment.
Bullying or harassment on the bus (025, 101, 102, 110)			X	X			Suspension of bus privileges would be considered for a reasonable amount of time *Pre-K-3 *Students with disabilities See Board policies 4315, Disruptive Behavior, 4329/7311, Bullying and Harassing Behavior Prohibited, and 4331, Assaults, Threats and Harassment.
Damage to Property							
Intentionally damaging or destroying property of a student or adult (039)			X	X			The frequency and severity of the incident needs to be considered when assigning levels. May require some form of restitution *Pre-K-3 *Students with disabilities See Board policy 4330, Theft, Trespass and Damage to Property.

Behavior Violation	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Notes/Definitions
Damage to Property							
Intentionally damaging or destroying school property (039)			X	X			The frequency and severity of the incident needs to be considered when assigning levels. May require some form of restitution *Pre-K-3 *Students with disabilities See Board policy 4330, Theft, Trespass and Damage to Property.
Dress Code							
Dress code violation (31)	X	X					The frequency of the incident needs to be considered when assigning levels. See Board policy 4316.
Unauthorized Substances (including but not limited to: tobacco/tobacco products, drugs, alcohol)							
Under the influence (095, 096)			X	X			Prior to any suspension, every student must be offered drug/alcohol intervention provided by contracted service. See Board policies 4320, Tobacco Products—Students and 4325, Drugs and Alcohol.
Possession of drug paraphernalia (e.g., vaping devices, e-cigarettes, etc.) (48, 49, 005, 006, 007, 017-Other)			X	X			
Use of drugs (e.g., vaping, etc.) (48, 49, 005, 006, 007, 017-Other)				X	X		
Distribution or sale of drugs or alcohol (including but not limited to prescription drugs) (054, 055, 056, 057-Other)					X	X	

Behavior Violation	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Notes/Definitions
Extortion							
Obtaining money or property from another student through coercion, intimidation, or threat of physical harm (023)			X	X			See Board policy 4331, Assaults, Threats and Harassment.
False Activation and Threats							
Pulling fire alarm (029)			X	X			See Board policy 4315, Disruptive Behavior.
Making a false bomb report or perpetuating a bomb hoax that jeopardizes safety (043)				X	X		These offenses typically cause a substantial disruption to the educational environment, interrupts learning of students, and invokes a large community response. See Board policy 4333, Weapons, Bomb Threats, Terrorist Threats and Clear Threats to Safety.
Communicating a terroristic threat, threat of mass violence or perpetuating a terroristic hoax (019)					X	X	These offenses typically cause a substantial disruption to the educational environment, interrupts learning of students, and invokes a large community response. See Board policy 4333, Weapons, Bomb Threats, Terrorist Threats and Clear Threats to Safety.
Tampering with or discharging a fire extinguisher (058)			X	X			*Pre-K-3 *Students with disabilities See Board policy 4315, Disruptive Behavior.
Tampering with or opening AED boxes (058)			X	X			*Pre-K-3 *Students with disabilities See Board policy 4315, Disruptive Behavior.

Behavior Violation	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Notes/Definitions
Gambling							
Engaging in any form of games of chance or betting for money or objects of value (034)		X	X				See Board policy 4310, Integrity and Civility.
Gang Related Activity							
Display of affiliation with a gang without actual threat or act of violence (079)			X	X			Student uses gestures, dress, and/or speech to display affiliation with a gang. See Board policy 4328, Gang-Related Activity.
Gang Activity with actual threat or act of violence (079)				X	X		See Board policy 4328, Gang-Related Activity.
Possession of Inappropriate Items or Obscene Materials							
Including obscene print, illustrations, or electronic images and video (040, 114)			X	X			This includes all video of sexual acts and child pornography *Pre-K-3 See Board policy 4315, Disruptive Behavior.
Common Areas Misbehavior							
Running, excessive noise; play fighting, loitering (042)	X	X					Frequency of incident needs to be considered when assigning level. See Board policy 4315, Disruptive Behavior.
Unauthorized hall-walking (042)	X	X					Frequency of incident needs to be considered when assigning level. See Board policies 4315, Disruptive Behavior and 4400, Attendance.
Obstructing movement in common areas (033)	X	X					See Board policy 4315, Disruptive Behavior.

Behavior Violation	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Notes/Definitions
Common Areas Misbehavior							
Obstructing vehicular traffic (042, 058)		X	X				See Board policy 4315, Disruptive Behavior.
Inciting or participating in a disturbance that disrupts normal operation of the school (022)			X	X			See Board policy 4315, Disruptive Behavior.
Sexual Misconduct							
Mutual consensual sexual contact between students (014)			X	X			Physical contact including, but not limited to, intimate touching, and fondling at school or a school-sponsored activity between two or more students. *Pre-K-3 *4-5 See Board policy 4315, Disruptive Behavior.
Sexual harassment (038)				X	X		See Board policies 1710/4020/7230, Discrimination and Harassment Prohibited by Federal Law, and 1725/4035/7236, Title IX Sexual Harassment—Prohibited Conduct and Reporting Process, and 4329/7311 Bullying and Harassing Behavior Prohibited.

Behavior Violation	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Notes/Definitions
Sexual Misconduct							
Sexual offense (013)						X	Defined as: a. First degree sexual offense: A person is guilty of a sexual offense in the first degree if the person engages in a sexual act with (1) a victim who is a child under the age of 13 years and the defendant is at least 12 years old and is at least four years older than the victim, or (2) with another person by force and against the will of the other person, and (a) employs or displays a dangerous or deadly weapon or an article which the person reasonably believes to be a dangerous or deadly weapon, (b) inflicts serious personal injury upon the victim or another person, or (c) the person commits the offense aided and abetted by one or more other persons. b. Sexual offense with a child (adult offender): A person is guilty of sexual offense with a child if the person is at least 18 years of age and engages in a sexual act with a victim who is a child and under the age of 13 years. c. Second degree sexual offense: A person is guilty of a sexual offense in the second degree if the person engages in a sexual act with another person (1) by force and against the will of the other person, or (2) who is mentally disabled, mentally incapacitated, or physically helpless, and the person performing the act knows or should reasonably know that the other person is mentally disabled, mentally incapacitated, or physically helpless. d. Statutory rape or sexual offense of person who is 13, 14, or 15 years old: A person is guilty if he/she engages in vaginal intercourse or a sexual act with another person who is 13, 14, or 15 years old and the person committing the act is at least six years older than the person, except when the person committing the act is lawfully married to the other person. *Code statutory rape here. See Board policies 1725/4035/7236, Title IX Sexual Harassment—Prohibited Conduct and Reporting Process, 4331, Assaults, Threats and Harassment, and 4335, Criminal Behavior.

Behavior Violation	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Notes/Definitions
Sexual Misconduct							
Sexual Assault not involving rape or sexual offense (014)						X	Defined as: Occurs when a person, for the purpose of sexual arousal, sexual gratification, or sexual abuse, engages in sexual contact with another person by force and against the will of the other person, or if the person being assaulted is mentally disabled, mentally incapacitated, or physically helpless and the person performing the act knows or should reasonably know that the other person is mentally disabled, mentally incapacitated, or physically helpless. This offense is an unauthorized and unwanted, intentional, or forcible touching of a sex organ of a person. Sex organs include the private area and breasts of a female and the genital area of a man. See Board policies 1725/4035/7236, Title IX Sexual Harassment—Prohibited Conduct and Reporting Process, 4331, Assaults, Threats and Harassment, and 4335, Criminal Behavior.
Rape (012)						X	See Board policies 1725/4035/7236, Title IX Sexual Harassment—Prohibited Conduct and Reporting Process, 4331, Assaults, Threats and Harassment, and 4335, Criminal Behavior.
Theft							
Under $500 (036)		X	X				May require some form of restitution. See Board policy 4330, Theft, Trespass and Damage to Property.

Behavior Violation	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Notes/Definitions
Theft							
Over $500 (036)			X	X			See Board policy 4330, Theft, Trespass and Damage to Property.
Weapons Violations							
Verbal or written threat involving weapons against school community (105, 106)					X	X	*Pre-K-3 *4-5 See Board policies 4331, Assaults, Threats and Harassment, and 4333, Weapons, Bomb Threats, Terrorist Threats and Clear Threats to Safety.
Possession of a weapon (excluding firearms or powerful explosives) (008)				X	X		*Pre-K-3 *4-5 (e.g., knife, other sharp objects such as razor blade, other objects such as brass knuckles, substances such as mace/pepper spray when used as a weapon, and BB gun or pellet gun and any other dangerous weapon). See Board policy 4333, Weapons, Bomb Threats, Terrorist Threats and Clear Threats to Safety.
Possession of a weapon (with intent to use or risk of harm; excluding firearms and powerful explosives) (008)						X	Includes knife, other sharp objects such as razor blade, other objects such as brass knuckles, substances such as mace when used as a weapon, and BB gun or pellet gun and any other dangerous weapon Pre-K-3 *4-5 See Board policy 4333, Weapons, Bomb Threats, Terrorist Threats and Clear Threats to Safety.
Possession of a firearm or explosive device (009)						X	Includes handgun, shotgun, rifle, starter gun, flare gun. See Board policy 4333, Weapons, Bomb Threats, Terrorist Threats and Clear Threats to Safety.

Behavior Violation	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Notes/Definitions
Weapons Violations							
Assault involving the use of a weapon (002)						X	See Board policies 4331, Assaults, Threats and Harassment, and 4333, Weapons, Bomb Threats, Terrorist Threats and Clear Threats to Safety.
Possession, sale, distribution, detonation, or threat of detonation of incendiary or explosive device (008, 043)					X	X	Examples: bomb, grenade, rocket, missile. See Board policy 4333, Weapons, Bomb Threats, Terrorist Threats and Clear Threats to Safety.
Robbery with a weapon (010)						X	See Board policies 4331, Assaults, Threats and Harassment, and 4333, Weapons, Bomb Threats, Terrorist Threats and Clear Threats to Safety.

Guide to Temporary Removal and Exclusion

Introduction

Student removal/exclusion involves the temporary removal of students from their regular academic program or a public space. While exclusion should be used for more serious offenses, temporary or longer periods of exclusion may be necessary to promote the safety of other students and to maintain a safe and orderly educational environment. Student removal/exclusion may be an appropriate accountable consequence when students:

1. Experience temporary emotional upset
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. Commit chronic rule violations over time after early intervention and support have been provided
5. Engage in common areas misconduct that jeopardizes safety and order
6. Engage in aggressive, dangerous, or destructive behaviors that threaten or cause physical and/or emotional harm and/or seriously jeopardize safety and order

Exclusionary accountable consequences, from a brief period out of class to multiple days out of school, do come with risks and costs. Exclusion should be minimized and used only when warranted. Risks to students include loss of instructional time; students' feelings of anger, resentment, alienation, humiliation, and embarrassment; decline in academic performance; increased attendance issues; and involvement in high-risk activities during unsupervised time outside of school grounds. Exclusion often impacts students of color, students with disabilities, and Multilingual Learners disproportionately. The risks of exclusion can be mitigated through timely restorative interventions, accountable consequences, and a thoughtful re-entry plan.

Goals

The primary aims of temporary student removal and exclusion are to:

1. Remove the student immediately from the situation or after a series of incidents to support the development of target behaviors and mindsets in service of academic achievement, good conduct, and the development of healthy relationships
2. Ensure that safety, order, and calm are restored when violent, dangerous, or anti-social behaviors seriously disrupt a learning environment or public space
3. To conduct investigations of allegations of student misconduct and as may be necessary under various state or federal regulations (e.g., Title IX).

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

Accountable
Temporary removal provides the time, space, and guidance to fully own and account for one's behavior/actions, discuss what happened, and consider the behaviors' impact on others.

Restorative
Temporary removal can provide the time for Restorative Conversations, Behavior Problem-Solving and Planning Conferences, Student-Student and Student-Teacher Mediations, and/or Restorative Group Conferences, which 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…

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

Categories of Temporary Student Removal and Exclusion

Detention

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

The primary aims of detention are to:

1. Increase students' self-awareness/reflection, self-management, and social skills
2. Help students understand the impact of their behavior, review rules, and set goals to improve behavior and restore relationships

Detention Process

1. Administrative or school staff may assign detention to students who engage in Level 2 violations.
2. There are two types of detention: Administrative Detention and Teacher Detention.
3. Teachers or administrators who assign a detention must submit a behavioral referral.
4. Teachers who assign a detention are responsible for supervising the detention for their student(s). Teachers should notify the parent/caregiver and give them at least 24 hours' notice for after school detention to accommodate their schedules.
5. Administrative detentions for more serious Level 2 consequences are held on consistent days and times, and in the same location, and are supervised by an administrator or skillful school staff member who is trained in facilitating detention. Administrators should notify the parent/caregiver and give them at least 24 hours' notice for detention to accommodate their schedules.
6. While in detention, the administrator, teacher, or designated detention supervisor engages in a brief *Restorative Conversation* with students and provides opportunities for self-correction, role play, and social and emotional skill building.

Immediate Student Removal from Class or Other Location

Staff are expected to utilize Tier 1(Core) prevention strategies prior to calling for removal. Examples of types of behaviors for which a student can be removed from the classroom by an administrator, dean, or other designee include:

1. Verbal threats, physical posturing, and aggression to self or others
2. Property destruction that has the potential to harm self or others
3. Language that is either profane, vulgar, or harassing in tone or word choice directed towards staff or students (race, disability, gender, sexual orientation)
4. Continued disruption of a class period that significantly interrupts the learning environment for others after two attempts to redirect / re-engage the student

Student send-out involves the following sequence of steps:

1. Teacher alerts the school administration that the student needs to be removed from the classroom.
2. Teacher informs the administration of the reason for removal.
3. Administrator, dean, or other designee removes the student from class.
4. Student is removed for a minimum of 30 minutes.
5. Teacher will write up an office discipline referral and submit to office.
6. An administrator or designee will enter discipline into PowerSchool.
7. An administrator or dean will determine the disciplinary action steps to follow.

Suspensions

When In-School Suspension (ISS) or Out-of-School Suspension (OSS) is a consideration after student removal from the classroom or other location for a specific behavior violation or after submission of multiple referrals, the Principal/Designee:

1. communicates to the student and parent/caregiver of a possible suspension;
2. investigates the incident;
3. and ***prior to imposing any suspension,*** conducts a meeting with the parent/caregiver in person or by phone. A written notice, the Discipline Notification Letter, shall be sent home to parent/caregiver for any suspension.

Any time a student is removed from school and/or regular classroom activities, on account of the student's behavior for disciplinary reasons, before the end of the school day, counts as one day of removal/ suspension. If a student who has been identified as having a disability and receives special education services is sent home prior to the end of the day, that day must be counted towards the initial 10 cumulative suspension days.

A student may not be suspended until the Principal/Designee has conducted an informal meeting giving the student the opportunity to dispute the charges and/or explain the circumstances regarding the incident.

All oral and written notices regarding suspensions should be provided in English and in the primary native language of the home, if other than English, or other means of communication where appropriate.

No Suspension

If, after conducting a due process investigation and informal meeting with the student, the Principal/Designee finds that a suspension is not warranted, the student is allowed to return to regular classes. The informal meeting may include recommended follow-up strategies and interventions that will help the student return to class successfully.

In-School Suspension (ISS now R3 Roons) (Recommended not to exceed 1-2 Days)

R3 Rooms provides the time, space, and guidance to fully own and account for one's behavior/actions that create barriers to learning and have an adverse impact on the classroom and the school community. It is also an alternative learning setting that provides time for reflection, completion of teacher-assigned work, and the delivery of restorative interventions by designated or appropriate staff. Students and staff are accountable to engaging in some restorative action to repair the harm and make it right.

R3 Rooms enable the school to:

1. Provide some distance from the student to allow time for individuals and the community to recover and prepare for the student's supportive return
2. Facilitate restorative interventions like counseling, coaching, problem solving, and/or behavior replacement sessions during the school day

In-School Suspension-Restoration (ISS)	Interest and Considerations	Action Steps
1 - 2 Consecutive Days for Level 3 Behavior Violations	**1 to 2 days is sufficient for students to receive embedded interventions during the school day that will support a successful re-entry to the learning environment.**	**A single incident or an accumulation of referrals may result in an assignment to ISS.** **1.** The Principal/Designee investigates of the incident by speaking with the student and others who were involved or impacted by the incident in order to gather all relevant facts. **2.** The Principal/Designee informs the student of the substance of the offense and gives the student an opportunity to dispute or explain the circumstances. **3.** Principal/Designee informs parent/caregiver of the substance and severity of the behavior violation and any injuries or property destruction that occurred; and meets with the parent/caregiver, if requested, either by phone the same day or in person as soon as possible. **4.** If Principal/Designee imposes an ISS, the Principal/Designee completes the Memorandum of Discipline, and provides written Notice to parent/caregiver. **5.** The student serves ISS for the assigned number of days and participates in an embedded intervention during the school day. **6.** **Closing the Loop**: Follow-up actions may include a restorative conversation with an adult who submitted the referral, an email to the teaching team, a phone call/email to the parent/caregiver, a meeting with a relevant student support staff to designate an interval of time to engage in progress monitoring.

Out-of-School Suspension

Out-Of-School Suspension (OSS) is considered a very serious consequence. It signals the gravity of the violation, communicates the urgent need for the student to turn around inappropriate and unacceptable behaviors, and becomes part of the student's school record. Exclusion from the school community for a limited number of days can provide some distance from the student for those impacted by the incident and to restore order to the school environment. It also allows time for the suspended student to reflect on the impact of their behavior, receive targeted **restorative interventions** and engage in a **supportive re-entry protocol** upon their return to school. *It is worth repeating that exclusion should be minimized and used only when warranted.*

Short Term Suspension (1-5 Days)

Students who engage in Level 4 offenses or repeat Level 2 or 3 offenses may be suspended for a short-term period of up to five days.

Out-of-School Suspension (OSS)	Interest and Considerations	Action Steps
1-5 Consecutive Days for Level 3 and Level 4 Behavior Violations	**Limiting the length of OSS encourages students to recover more quickly from lost instructional time and re-engage in the school community. Suspensions beyond five days have an exponentially negative impact on student performance.**	A single incident or an accumulation of referrals may result in an assignment to 1-5 Days Out-of-School Suspension. 1. The principal/designee investigates of the incident by speaking with the student and others who were involved or impacted by the incident in order to gather all relevant facts, including giving the student(s) the opportunity to dispute or explain the circumstances. 2. The principal/designee informs the student and parent/caregiver of the substance and severity of the behavior violation and any injuries or property destruction that occurred; alerts parent/caregiver of recommended number of days for Out-of-School Suspension; The parent/caregiver is notified by telephone and in writing. Communication may inform the parent that she/he can request a meeting with an administrator to discuss reasons for suspension, actions taken prior to suspension, assigned interventions, and return from suspension. 3. The principal/designee conducts the meeting with the parent/caregiver, if requested, the student, and any others who are present to share critical information or provide support for the student. 4. If the investigation results in assignment of 1-4 Days Out-of-School Suspension, the principal/designee completes the Discipline Notification letter and provides written notice to the parent/caregiver as soon as possible. 5. The student serves Out-of-School Suspension for the assigned number of days. The student is provided an opportunity to make up assignments and school work in order to continue academic progress. The student is not permitted to be on school property or to take part in any school function during the assigned Suspension with the exception of scheduled restorative interventions and re-entry planning. 6. A re-entry conference and contract are required after the assignment of Out-of-School Suspension. 7. Closing the Loop: Follow-up actions may include any of the following: a parent/caregiver phone call or in-person meeting to strategize about next steps; an intervention delivered by a Student Support Team member; and a progress monitoring plan.

Short Term Suspension (6-10 Days)

Students who engage in Level 5 behavior violations may be assigned a 5-day suspension with a request for a suspension up to ten (10) days. If a Principal wish to recommend a suspension or alternative school placement in excess of 5 days but not exceeding 10 days, the Principal must obtain approval from the Superintendent prior to imposing the suspension. However, if the suspension is no longer than 5 days, a Principal will not need to seek approval from the Superintendent. No Level 5 suspension shall extend beyond the end of the school year in which such suspension is imposed.

Out-of-School Suspension (OSS)	Interest and Considerations	Action Steps
6 - 10 Consecutive Days for some Level 5 Behavior Violations	Assignment of a 6-10 day suspension is only used for serious or violent violations that have a profoundly negative impact on the classroom/ school community. Extended exclusion from the school community has a lasting impact on the student's social and emotional well-being and the student's attachment to school. The student in this situation may find it extremely difficult to make up for missed learning. No Level 5 suspension shall extend beyond the end of the school year in which such suspension is imposed	A single incident may result in an assignment to 6 - 10 Days Out-of-School Suspension. 1. The principal/designee investigates of the incident by speaking with the student and others who were involved or impacted by the incident in order to gather all relevant facts. 2. The principal/designee completes the investigation and makes a request to the Superintendent to assign a suspension of between 6 to 10 days with a request for long term, if appropriate 3. The Principal/Designee consults with the Area Superintendent/Designee regarding the investigation, contributing factors and potential discipline. 4. After review of short-term suspension documentation and consultation with the principal, the Superintendent approves or denies the request for short-term suspension. 5. If a short-term suspension is approved, the Principal/ designee completes the Discipline Notification letter and provides written notice to the parent/caregiver as soon as possible. 6. The student begins serving the first five days of the recommended short-term suspension while the Superintendent is reviewing the request for short-term suspension.

Long-Term Suspension of More than Ten (10) Days, Referrals to Alternative School Placement and Expulsions

Students who engage in Level 6 behavior violations may be assigned a 5-day suspension with a request for a Long-Term Suspension in excess of ten (10) days, an assignment to alternative school or expulsion. If a Principal wish to recommend a long-term suspension in excess of 10 days or an assignment to alternative school, the Principal must obtain approval from the Superintendent prior to imposing the long-term suspension. If approved by the Superintendent, the Principal must then schedule a hearing with the Hearing Officer.

Out-of-School Suspension (OSS)	Interest and Considerations	Action Steps
More than 10 Consecutive Days for some Level 5 or 6 Behavior Violations, Referrals to Alternative School, and Expulsion	**Except for suspensions involving possession of firearms or explosive devices,** no student may be suspended or assigned to an alternative school for more than **ninety (90) school days** in a school year, beginning with the first day that the student is removed from school. A student who has been suspended from school for more than 10 school days for a single violation shall be provided a hearing with the Hearing Officer prior to the implementation of the long-term suspension or assignment to alternative school. The student and/or parent/caregiver shall have a further right to appeal the decision of the Hearing Officer to the Board of Education, pursuant to Policy 4353.	A single incident may result in an assignment Out-of-School Suspension for More than 10 Days or assignment to an alternative school: **1.** The Principal/Designee investigates of the incident by speaking with the student and others who were involved or impacted by the incident in order to gather all relevant facts. **2.** The Principal/Designee completes the investigation. **3.** **The Principal/Designee consults with the Superintendent regarding the investigation, contributing factors and potential discipline.** **4.** **If requested by the parent,** the Principal/Designee conducts the meeting with the parent/caregiver, the student, and any others who are present to share critical information or provide support for the student, including giving the student the opportunity to dispute or explain the circumstances. **5.** Once the investigation is complete, the Principal/designee completes the Notice of Long-Term Suspension or Recommendation for Alternative School Assignment and provides written notice to the parent/caregiver as soon as possible, including the date and time of the Student Discipline Hearing. **6.** The Principal schedules the Student Discipline Hearing with the Hearing Officer. All investigative documentation must be submitted to the Hearing Officer, including the student completion of a reflection report; summary of evidence including a description of the behavior violation: an incident report, witness statements, video, photographs, and any other relevant materials or testimony; a suspension letter sent to the parent; recommended interventions during or after suspension. **7.** The Hearing Officer determines whether the student committed the alleged behavior violation and whether the recommended consequence is appropriate. If the Hearing Officer denies the request for long-term suspension or alternative school assignment, the student returns to school after the initial short-term suspension and participates in a re-entry conference and other follow-up supports. **8.** The student begins serving the first five days of the recommended long-term suspension while awaiting the Student Discipline Hearing. The student is provided an opportunity to make up assignments and school work in order to continue academic progress. **9.** A student suspended for more than 10 days may be provided the opportunity to receive education through the alternative education services. **10.** The student is not permitted to be on school property or to take part in any school function during the assigned Suspension. **11.** Re-entry meeting required with an administrator. **12.** Follow-up actions may include any of the following: a parent/caregiver phone call or in-person to strategize about next steps; student, and parent/caregiver; an intervention delivered by a Student Support Team member; and a progress monitoring plan.

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 devices as identified in Policy 4353.

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 Policy 4353.

The Principal follows the procedures for an out-of-school suspension for more than 10 days (see above). During the initial out of school suspension process, the student is provided an opportunity to make up assignments and school work in order to continue academic progress. If a student is expelled, the district will partner with the family to identify alternative options for the student, and the student may have the opportunity to receive alternative education services, if feasible and appropriate.

The student shall also receive written notification of their right to appeal the Hearing Officer's expulsion decision to the Board of Education. The expulsion shall remain in effect prior to any appeal hearing.

Due Process and What Can You Expect in the Student Discipline Hearing

Students have a Constitutional right to **Due Process** when facing a recommendation of long-term suspension or expulsion from school. The process involves an investigation of relevant facts and evidence in the case, an informal Principal meeting, a final recommendation or decision, and in the case of a suspension of 10 or more days or referral to alternative school, the right to a hearing in front of a Student Hearing Officer. The student may also further appeal the Hearing Officer's decision to the Board of Education, pursuant to Policy 4353.

Prior to the Hearing

The Principal must provide oral and written notice to the student and parent/caregiver in English and in the primary language of the home if other than English.

If the potential length of suspension is less than ten days, the notice must include:

1. Notice of the behavior violation
2. The basis for the temporary removal/exclusion
3. The potential consequences including potential length of the student's suspension
4. The opportunity for the student to have an informal meeting concerning the proposed suspension, including the opportunity to dispute the notice and to present the student's explanation of the alleged incident and for the parent to attend the hearing
5. The right to interpreter services if needed

If the potential length of suspension is more than ten days, or if the Principal is a recommending assignment to alternative school, notice must include additional rights:

1. Notice of the date and time of the Student Discipline Hearing.
2. The opportunity to review the student's record and documents
3. The right to be represented by counsel or an advocate of student's choice, at student's/parent's expense

4. The right to produce witnesses
5. The right to present the student's explanation (but not compelled to do so)
6. The right to request that the hearing be recorded and to receive a copy of the audio recording

During the Hearing

1. The **Principal/Designee** will put into the record all school documents related to the incident.
2. The **student, parent/caregiver, or advocate** may put into the record any other documents relevant to the hearing they wish to be considered.
3. The **Principal/Designee** will
   - discuss the disciplinary offense, provide specific facts about the incident and the reasoning behind the suspension recommendation;
   - present any other relevant evidence or witness testimony that is relevant to the facts of the case;
   - consider the student's attendance, academic, discipline, and special education records in determining the final decision.
4. The **student, parent/caregiver, or advocate may:**
   - ask questions related to the facts of the case or the recommended suspension;
   - present any additional evidence, witness testimony or other information, including mitigating facts, they would like considered regarding the facts of the case or the recommended suspension.
5. The **student, parent/caregiver, and the Principal/Designee** have the opportunity to provide any closing comments.

After the Hearing

The Hearing Officer will provide written notification to the student and parent including:

1. The Hearing Officer's determination and the reasons for it;
2. The type and duration of suspension or assignment to alternative school;
3. Notice of the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal; and
4. If a long-term suspension, the right to appeal the Hearing Officer's decision to the Board of Education and the process for appealing the decision according to Policy 4353.
5. In the case of an appeal, the long-term suspension will remain in effect unless and until the Board makes a determination on the appeal.

Getting Help and Helping Others

Orientation to this Document

Every Code has a section on Getting Help. The sample Getting Help Section below includes recommended steps for parents/caregivers, and a letter to secondary students with recommendations they might take to advocate for themselves and is meant as a starting place to support your District as you draft your revised Code.

For Parents and Caregivers

Dear Parents and Caregivers,

As your child transitions to different grade levels, there may be times when they face a challenge/problem with their learning and academics, a social problem with peers, or a mental health issue. You are a vital partner with the school when your child is facing a challenge, and we want to support you in helping them grow and thrive under these circumstances. Communicating to your child that *Asking for Help* is something that we all do when we have a problem or concern, will result in your child feeling more comfortable sharing with you, a trusted relative, or an adult at school when a challenge arises.

Below, we have outlined four different areas in which your child may need support and have offered a few recommended steps for each scenario. If your child has an assigned special education liaison, social worker, or student support staff member, please reach out to them. For other students, consider speaking with their teacher or any trusted staff member or adult. With elementary students you may need to play a more active role in seeking help. With middle and high school students, we are encouraging them to initially advocate for themselves (see pgs. 64-66). Because middle and high school can present challenges for many students both academically and socially. It's important that your child be able to self-advocate in those situations. Doing it now is also good practice for life after high school.

As always, please let the school know if you need translation support. **Please reach out. We will listen. We will support you.**

1. If your child is experiencing **academic challenges,** please consider taking the following steps…
   a. Reach out to the teacher directly via an email, text, or voicemail and communicate that you would like to check in with them as your child is having some difficulties. Request a 15-minute window of time to share your observations and let them know you look forward to communicating with them.
   b. If the brief meeting was not satisfactory, or you do not hear back from the teacher within 24-48 hours, call an administrator in the school and request a 15-minute call to share your observations and make a plan for next steps.
   c. If your child is struggling across classes, consider the best person to contact. If your child has an assigned social worker or case manager, reach out to them. If not, reach out to your child's counselor.
2. If your child is experiencing **social emotional/behavioral challenges,** please consider taking the following steps:
   a. Reach out to a trusted adult (teacher, social worker, school counselor, administrator, coach) via an email, text, or voicemail and communicate that you would like to check in with them as your child is having some difficulties. Request a 15-minute window of time to share your observations and let them know you look forward to communicating with them

b. If the brief meeting was not satisfactory, or you do not hear back from the staff member within 24 hours, leave a voicemail for an administrator, share that you have reached out to a staff member, and have not heard from them. Communicate that you would like to check in with them as your child is having some difficulties. Request a 15-minute window of time to share your observations and let them know you look forward to communicating with them.

3. If your child is being **bullied or harassed,** please consider taking the following steps…

a. Bullying and cyberbullying, harassment and intimidation, hazing, and bias behaviors are unsafe, violate district-wide rules, and do not honor your child's rights and responsibilities as members of the school community.

b. If your child or another child you know is a target of one of these behaviors, you can report it using the Say Something Anonymous Reporting App, available on school and district websites, in the main office, student services, or the counseling office of your school.

c. You can also contact a trusted staff member or adult, who will respond by providing a practical, private, and safe place to report.

4. If your child is experiencing **extracurricular challenges,** please consider taking the following steps:

a. Request a meeting with the activity advisor or coach with or without your child.

For Middle and High School Students

Dear Students,

We hear from many middle and high school students that as they transition to different grade levels, they might need help with academics, social and emotional concerns, or mental health issues. Students have shared they are afraid or unsure how to tell their parents or an adult at school about their problem or concern. Sometimes they might be anxious or embarrassed about what is going on in their lives. We want you to know that everyone needs help sometimes, and with every challenge you face, there is an opportunity for learning and growth.

The first step involves you taking care of you, by going directly to an adult at school and communicating your struggle. If talking to an adult feels hard, consider beginning the conversation with a text, note, or email. Or a friend might let the adult know you need support, or they might even go with you to ask for help. You will know the best way to proceed …trust yourself. And let your peers/friends know. There is support, you just have to ask.

Some thoughts for you:

1. **Know that there's nothing wrong with asking for help**
2. **Identify an adult you trust, who makes you feel safe, who you can talk with**
3. **Share your experience – your story, how you are feeling, and what specifically you might need help with**

Some conversation starters:

- **I'm struggling with _____. Can we talk about it later?**
- **I'm working hard, but I'm still not understanding _____. Can you help me?**
- **I'm not sure what I need. Can you please talk with me?**
- **Can you give me some ideas about _____?**

Below are a few suggestions about different types of challenges you might be facing. Take a look and see what you think.

1. If you are having **a hard time in an academic class or in many classes,** you could take the following steps:
    a. Set up a time to talk with your teacher privately. Share some of the difficulties you are having in the class. Ask your teacher what you think they can do to help you improve and what you might do to improve.
    b. If the teacher is unavailable, or is unable to help you resolve the problem, or you would feel better having another adult support you in this situation, identify an adult who you trust (advisor, another teacher, school counselor, administrator). Let them know what is going on in the class and what steps they might take to help you.
    c. If the problem does not get resolved, ask your parent/caregiver to support you by speaking with the teacher or an administrator.

*If you are having difficulty across many classes you could talk to your school counselor, a social worker if you are assigned to one, a case manager, or another adult you trust in the school.

1. If you are having **a hard time in an extracurricular activity or athletic team,** you could take the following steps:
    a. Meet with the activity advisor or athletic coach when they can give you their undivided attention. Try not to discuss the problem/challenge during the activity period/practice.
    b. Share with the activity advisor or coach the challenges you are having in the activity/athletic team and what you might need to feel more successful. You might ask for their ideas and advice.

*If you are not comfortable setting up a time to talk with an activity advisor or athletic coach, discuss the matter with your parents/caregiver or a trusted adult to determine your next steps. Some examples might be: 1) You meet with the activity advisor and your parent together; 2) Your parent meets with the activity advisor alone; 3) You meet with your school counselor/social worker/advisor or another adult you trust to help you make a plan.

1. If you are having **a hard time socially or emotionally or are being bullied or harassed,** you could take the following steps...
    a. Find an adult you trust and tell them your story/what is going on with you. The adult could be a teacher, coach, advisor, social worker, school counselor, special education advisor. Share what you want to share. Ask yourself - What do I need? What might make me feel better? Taking this step will support the adult in helping you feel better and making a plan for next steps you might take.
    b. If you are being bullied/cyberbullied, harassed, intimidated, forced into a hazing situation, immediately reach out to a trusted adult in the school. These behaviors are unsafe, violate district-wide rules, and do not honor your rights and responsibilities as a member of the school community.
        i. Fill out the Say Something Anonymous Reporting App, available on school and district websites, in the main office, student services, or the counseling office of your school. You can also tell a trusted staff member or adult, who will respond by providing a practical, private, and safe place to report.
        ii. Tell someone you trust — a parent/caregiver, a teacher, a counselor, an administrator, school counselor, social worker, or mental health specialist.
        iii. Calmly tell the student to stop...or say nothing and walk away to remain safe.
    c. If You Know Someone Who Is Being Bullied

i. If you feel safe, be an “Upstander”:
   - Tell the bully to stop by saying, “We don’t do that at this school.” Or “It’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.

ii. If it doesn’t feel safe to be an “Upstander”:
   - Tell an adult.
   - Encourage the bullied student to talk to someone.

Other Policies

Attendance *(Policy 4400 and 4400R)*

Collections and Solicitations *(Policy 5220)*

Discipline

Alternative Learning Programs/Schools *(Policy 3470/4305)*

Authority of School Personnel *(Policy 4301)*

Assaults, Threats and Harassment *(Policy 4331)*

Bus Conduct

Corporal Punishment

Drugs & Alcohol *(Policy 4325)*

Gang Related Activity *(Policy 4328)*

Integrity and Civility *(Policy 4310)*

Long-Term Suspension, 365-Day Suspension, Expulsion *(Policy 4353)*

Requests for Readmission of Students Suspended For 365 Days or Expelled *(Policy 4362)*

Short-Term Suspension *(Policy 4351)*

Student Behavior Policies *(Policy 4300)*

Code of Student Conduct (*Regulations Code 4300-R)*

Student Discipline Hearing Procedures *(Policy 4370)*

Student Searches *(Policy 4342)*

Theft, Trespass and Damage to Property

Tobacco Products – Students *(Policy 4320)*

Weapons, Bomb Threats, Terrorist Threats and Clear Threats to Safety *(Policy 4333)*

Discrimination, Harassment and Bullying

Discrimination, Harassment and Bullying Complaint Procedure *(Policy 1720/4015/7225)*

Prohibition Against Discrimination, Harassment and Bullying *(Policy 1710/4021/7230)*

Electronic Media/Technology/Wireless Communication

Notification of Intent to Use Photographic & Electronic Media

Technology Responsible Use *(Policy 3225/4312/7320)*

Use of Wireless Communication Devices *(Policy 4318)*

Health

Immunization & Health Requirements for School Admission (*Policy 4110*)

Administering Medicines to Students *(Policy 6125)*

Comprehensive Health Education Program *(Policy 3540)*

Concussion and Head Injury *(Policy 4270/6145)*

Maintenance of School Health Records

Student Health Services *(Policy 6120)*

Public Notices

Parental Inspection of and Objection to Instructional Materials *(Policy 3210)*

Pest Management *(Policy 9205)*

Student and Parent Grievances Procedure *(Policy 1740/4010)*

Student/Parent Rights

Notification of Parents Right To Know Under ESSA Title I No Child Left Behind

Legislation

Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)

Notification of Student and Parent Rights Under the Family Educational Rights and Privacy Act (FERPA)

Student Dress Code *(Policy 4316)*

Forms

Authorization for Medication Administration in School

Medical Statement for Students with Unique Mealtime Needs for School Meals/Guidance for Completing the Medical Statement for Students with

Unique Mealtime Needs for School Meals

Student/Parent Technology Responsible Use Agreement

Student–Parent/Guardian-School Personnel/Teacher Conduct Agreement Form

Code of Student Conduct

Student Behavior Contract

Hertford County Public Schools
Authorization for Medication Administration in School

To Be Completed By Physician

Name of Student: _____ School: _____

Medication: _____ Dosage:_____

Purpose of Medication: _____

Time(s) medication is to be given: a.m. _____ p.m. _____

To be given from: August 1, (year) _____ to July 31, (year) _____

Significant Information (include side effects, toxic reactions, omission reactions): _____

_____

Contraindications for Administration: _____

_____

If an emergency situation occurs or if the student becomes ill, school officials are to:

a. Contact me at _____

Telephone_____

b. Take child immediately to the emergency room at _____

Student must have a self-medication treatment agreement.

All medication for use at school will be furnished by parent or guardian in a container properly labeled by a pharmacist with identifying information, (e.g., name of child, medication dispensed, dosage prescribed, and the time it is to be given or taken).

_____ _____

Physician's Printed Name Office Phone Number

_____ _____

Physician's Signature Date

Parent's Permission

I hereby give my permission for my child (named above) to receive medication at school. This medication has been prescribed by a licensed physician. I hereby release the School Board and their agents and employees from all liability that may result from my child taking the prescribed medication. This consent is good for the school year, unless revoked.

Parent or Guardian's Signature	Telephone Number	Date

(Please complete information below if student will be carrying medication at school)

Hertford County Public Schools
Student Agreement for Self-Carried Medication

Student: _____ Grade: _____ School: _____

Parent: _____ Telephone Number: _____

Licensed Health Care Provider: _____ Telephone Number: _____

Medication: _____ Dose and Time: _____

Medication is permitted in accord with district policy. Both the student's health care provider and parent/guardian must complete the Medication Authorization Form. Student's name must appear on the inhaler/container.

Responsibilities

I plan to keep my inhaler, equipment, diabetic supplies and/or Epinephrine auto injector with me at school.

I agree to use my inhaler, equipment, diabetic supplies and/or Epinephrine auto injector in a responsible manner, in accordance with my licensed health care provider's orders.

I will notify the school staff (i.e., teacher, nurse) if I am having more difficulty than usual with my health condition.

I will not allow any other person to use my inhaler, equipment, diabetic supplies, and/or Epinephrine auto injector. If I use the medication in a manner other than as prescribed, the school may impose disciplinary action according to the school's disciplinary policy.

Student's signature: _____ Date: _____

_____Emergency Action Plan complete and on file at school.

_____Demonstrates correct use/administration.

_____Recognizes proper and prescribed timing for medication.

_____Agrees to carry medication or keep in an established location.

_____Knows health condition(s) well.

_____Keeps a second labeled container in the health office or main office.

_____Will not share medication or equipment with others.

Comments: _____

_____

School Nurse Signature: _____ Date: _____

Medical Statement for Students with Unique Mealtime Needs for School Meals

When completed fully, this form gives schools the information required by the U.S. Department of Agriculture (USDA), U.S. Office for Civil Rights (OCR), and U.S. Office of Special Education and Rehabilitative Services (OSERS) for meal modifications at school. See *"Guidance for Completing Medical Statement for Students with Unique Mealtime Needs for School Meals"* (previous page) for help in completing this form.

PART A *(To be completed by **PARENT/GUARDIAN**)*

STUDENT INFORMATION	**Last Name**	**First Name**	**Middle Name**	**Date of Birth**
	School:		**Grade**	**Student ID#**
SELECT the school-provided meals and/or snacks in which this student will participate:	☐ **School Breakfast Program** ☐ **National School Lunch Program** ☐ **Afterschool Snack Program** ☐ **Afterschool Supper Program** ☐ **Fresh Fruit & Vegetable Program**			
PARENT/ GUARDIAN CONTACT INFORMATION	**Printed Name of PARENT/GUARDIAN:**			
	Mailing Address:	**City:**	**State:**	**Zip Code:**
	Work Phone:	**Home Phone:**	**Mobile Phone:**	**Email:**
Please describe the concerns you have about your student's nutritional needs at school:				
Please describe the concerns you have about your student's ability to safely participate in mealtime at school?				
Does the student already have an Individualized Education Program (IEP)? ☐ YES ☐ NO **Does the student already have a 504 Plan?** ☐ YES ☐ NO	***NOTE:*** *Unique mealtime needs for students without an IEP, 504 or disability, but with general health concerns, are addressed within the meal pattern at the discretion of the School Nutrition Administrator and policies of the school district.*			
PARENT/ GUARDIAN Consent	*I agree to allow my child's health care provider and school personnel to communicate as needed regarding the information on this form.* **Parent/Guardian Signature:** **Date:**			

Please return this fully completed Medical Statement with signatures from both parent/guardian and medical authority, to your child's teacher, principal, nurse, Special Education case manager, or Section 504 case manager, School Nutrition Administrator, or the school staff person who gave you the blank form.

STUDENT NAME: | **STUDENT ID#:**

PART B *(To be completed by a **RECOGNIZED MEDICAL AUTHORITY**, i.e., Licensed physicians, physician assistants, and nurse practitioners)*

Describe the student's physical or mental impairment:	**Explain how the impairment restricts the student's diet:**

Major life activities affected:
Select all that apply.

- ☐ Walking
- ☐ Seeing
- ☐ Hearing
- ☐ Speaking
- ☐ Performing manual tasks
- ☐ Learning
- ☐ Breathing
- ☐ Self-Care
- ☐ Eating/Digestion
- ☐ Other *(please specify):*

Is this a Food Allergy?
☐ YES ☐ NO

Is this a Food Intolerance?
☐ YES ☐ NO

If student has life threatening allergies* check appropriate box(es):
**Students with life threatening food allergies must have an emergency action plan in place at school.*

☐ Ingestion ☐ Contact ☐ Inhalation

Specify any dietary restrictions or special diet instructions for accommodating this student in school meals:

For *any* special diet, list specific foods to be omitted and the recommended substitutions.
(You may attach a separate care plan)

Foods to be Omitted	Recommended Substitutions

Designate safest consistency requirement for FOOD:

- ☐ Pureed
- ☐ Mechanical Soft
- ☐ Ground
- ☐ Chopped
- ☐ Other *(please specify):*

Designate safest consistency requirement for LIQUIDS:

- ☐ Clear Liquid
- ☐ Nectar-thick
- ☐ Full Liquid
- ☐ Honey-thick
- ☐ Pudding-thick
- ☐ Other *(please specify):*

Other comments about the child's eating or feeding patterns, including tube feeding if applicable:

***NOTE* If your assessment of the child does not yield sufficient data to fully complete the above sections applicable to the student's mealtime needs, please refer the child/family to the appropriate health care professional for completion of the assessment.**

Signature of Recognized Medical Authority*	Printed Name	Phone Number	Date
***A recognized medical authority in N.C. includes licensed physicians, physician assistants and nurse practitioners.**			

PART C *(To be completed by **SCHOOL DISTRICT ADMINISTRATORS**)*

School Nutrition Administrator's Signature: **Date:**

IEP/504 Coordinator Signature: **Date:**

NOTES: *(School Nutrition or other School Program staff)*

Guidance for Completing the Medical Statement for Students with Unique Mealtime Needs for School Meals

PART A – PARENT/GUARDIAN

The Medical Statement for Students with Unique Mealtime Needs for School Meals helps schools provide meal modifications for students who require them. Schools cannot change food textures, make food substitutions, or alter a student's diet at school without proper documentation from the healthcare providers. Completion of all items will allow your child's school to create a plan with you for providing safe, appropriate meals and snacks to your child while at school.

Your participation in this process is very important. The sooner you provide this signed and completed form to your child's school, the sooner the School Nutrition Program and their staff can prepare the food your child needs. Your signature is required for your school to take action on the Medical Statement.

Follow these steps to get started:

1. *Complete all sections of PART A of the Medical Statement.*
2. *Take the Medical Statement to your child's pediatrician or family doctor/nurse practitioner/physician's assistant and have him/her complete PART B.*
3. *RETURN THE FULLY COMPLETED MEDICAL STATEMENT WITH SIGNATURES FROM BOTH PARENT/GUARDIAN AND MEDICAL AUTHORITY, TO YOUR CHILD'S TEACHER, PRINCIPAL, NURSE, SPECIAL EDUCATION CASE MANAGER, OR SECTION 504 CASE MANAGER, SCHOOL NUTRITION ADMINISTRATOR, OR THE SCHOOL STAFF PERSON WHO GAVE YOU THE BLANK FORM.*
4. *Ask the school when a team, including you, the school system's School Nutrition Administrator and others, will meet to consider the information provided on the form. You may also invite people from the community who are knowledgeable about your child's feeding and nutrition issues to the meeting. These would be people who could help school staff design a school mealtime plan for your child, like your child's pediatrician, nurse, speech-language pathologist, occupational therapist, registered dietitian or personal care aide.*

PART B – RECOGNIZED MEDICAL AUTHORITIES *(Licensed physician, physician assistant, and nurse practitioner) A Recognized Medical Authority's signature is required for students with a disability. Schools cannot change food textures, make food substitutions, or alter a student's diet at school without proper documentation from the healthcare providers. Meal modifications are implemented based on medical assessment and treatment planning and must be ordered by a recognized medical authority.*

Please consider the following as you complete PART B of the Medical Statement:

1. *Complete all sections of PART B. Completion of all items will streamline efficient care of the student at school.*
2. *Be as specific as possible about the nature of the student's physical or mental impairment, its impact on the student's diet and major life activities that are affected. In the case of food allergy, please indicate if the student's condition is a food intolerance, an allergy that would affect performance and participation at school (e.g., severe rash, swelling, and discomfort), or a life-threatening allergy (e.g., anaphylactic shock).*
3. *If your assessment of the child does not yield sufficient data to make a determination about food substitutions, consistency modifications, or other dietary restrictions, please refer the child/family to the appropriate health care professional for completion of the assessment. Schools do not routinely have instrumentation and/or staff trained for a comprehensive nutrition and feeding assessment and must partner with community providers to meet a student's unique feeding and nutrition needs.*

4. *Attach any previous and/or existing feeding/nutrition evaluations, care plans, or other pertinent documentation housed in the student's medical records to the Medical Statement for parent/guardian delivery to the school.*
5. *Consider being available to consult with the student's mealtime planning team as it implements the feeding/nutrition care plan.*

PART C – SCHOOL NUTRITION ADMINISTRATOR and IEP/504 REPRESENTATIVE

Please consider the following as you complete PART C of the Medical Statement:

Signature of the School Nutrition Administrator and 504 Coordinator or IEP Case Manager/EC Program representative indicates the medical statement has been received, reviewed, and a plan to address the student's unique mealtime needs is being developed/implemented.

USDA Nondiscrimination Statement

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA. Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English. To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

(1) mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;

(2) fax: (202) 690-7442; or

(3) email: program.intake@usda.gov

This institution is an equal opportunity provider.

Hertford County Public Schools
Student/Parent Technology Responsible Use Agreement

I have read policy 3225/4312/7320, Technology Responsible Use. I understand that the policy governs the use of all school system technological resources both on and off school property. By signing this document, I agree to strictly comply with that policy, including the provisions of the policy summarized below, and I also understand the terms and conditions set by the Technology Department of Hertford County Public Schools when receiving a district-issued device:

I agree to/that:

- Respect others in the school community and on the Internet by following the generally accepted rules of network etiquette.
- Follow the rules set by my principal regarding whether and how personal technology devices (including, but not limited to, smartphones, tablets, laptops, etc.) may be used on campus.
- If I notice a security problem on a school technological resource, I will immediately notify my teacher, a principal, or other school administrators, and I will not show this problem to other students.

I will not:

- Use school system technological resources to make money, to play games that are not school-related, or for other entertainment purposes that are not school-related.
- Copy, for personal use, software purchased by the school system.
- Use school technological resources to plagiarize another's work or otherwise violate state or federal law.
- Create, transmit, or intentionally view or access material that is obscene, defamatory, profane, pornographic, harassing, or abusive.
- Attempt to bypass the filtering software used by the school system with anonymous proxies.
- Install or use any Internet-based file-sharing software designed to allow the sharing of any copyrighted material.
- Send emails or other electronic communications fraudulently, such as misrepresenting the identity of the sender.
- Reveal personally identifying information or information that is private or confidential when using email, chat rooms, blogs, or other forms of electronic communication.
- Forward or post personal communications without the consent of the person who wrote it.
- Deliberately damage school system computers or other technological resources, transmit computer viruses or self-replicating messages, or deliberately try to degrade or disrupt the performance of the school system network.
- Create or load any games or software onto any school system computer, electronic device, or network without permission.
- Use the computer network to try to gain unauthorized access to other computers, computer systems, or accounts.
- Use the ID or password of another user to gain access to a device, software, or program.
- Read, change, block, execute, or delete files or communications belonging to another user.

I understand that:

- Anything I create, store, send, delete, receive, or display when using the network, devices, email system, or other technological resources owned or issued by the school is private.

- The school system reserves the right to monitor, track, and log for any lawful purpose (1) my network access, communications, and use; (2) the content of my user files, electronic mailboxes, and systems outputs (such as printouts); and (3) my online activities when accessing the Internet with a school-owned device.
- Failure to follow these requirements may result in disciplinary action.
- While school personnel generally do not monitor my Internet activity on a personal device during non-school hours, I may be disciplined when my online behavior has a direct and immediate effect on school safety or maintaining order and discipline in the schools, even if no school system technological resources are used.

Terms and Conditions

- Student(s) and parent(s)/guardian(s) are required to sign the **Student/Parent Technology Responsible Use Agreement.**
- If a student causes damage to a device through negligence or intentional misuse, the student is responsible for the full cost of repair or replacement.
  - Student(s) will not be allowed to use other mobile devices until all damage fees are paid.
- If a mobile device is lost, the student is responsible for the full replacement cost of the device.
  - In the event of theft, the student will be responsible for the full replacement cost of the device, unless a police or sheriff's report is provided to the school within 48 hours of the theft. Once the report is received, the student may check-out another device.
- A Damage Fee of $20 will be assessed upon the 2nd incident of non-warranty damage.
- Student(s) will be responsible for the full cost of repair or replacement for the mobile device upon the third non-warranty damage incident within the same school year.
- Student(s) will be responsible for the entire cost of repair or replacement for mobile devices when the devices are damaged intentionally or due to neglect.
- In cases of chronic misuse or damage, the student's access to mobile devices may be restricted at the discretion of the school principal.
- Student(s) will:
  - Use all mobile devices appropriately as directed by the school staff.
  - Care for the mobile device and not leave it unsupervised in unsecured locations. Be responsible for all damage or loss caused by neglect or abuse as laid out in the chart below.
    - Not loan an assigned mobile device to another individual.
    - Not disassemble any part of the mobile device or attempt any repairs.
    - Not mark on or remove or deface the serial number, asset tag, or other stickers on the device.
    - Follow the policies, procedures, and guidelines given by the school and outlined in the **Technology Responsible Use Agreement** listed above.

Yes, I understand and agree to the **Technology Mobile Device User Agreement.**

Student Name (Print) _____

Student Signature _____ **Date** _____

Parent/Guardian Name (Print) _____

Parent/Guardian Signature _____ **Date** _____

Teacher/Homeroom _____ **Grade Level** _____

Student – Parent/Guardian – School Personnel/Teacher Conduct Agreement

This agreement is designed to help us understand the expectations for doing our part to maintain superior safe schools. Each student, parent, and school employee can play a valuable role in assuring the best education and the safest learning environment possible.

Parent/guardians, please take a moment to discuss and answer the following statements with your child. After you finish, please remove and sign this page, and return it to the students' school office as soon as possible.

Student's Name _____

Student Agreement:

It is important that I work to the best of my ability; therefore, I will strive to do the following:

- Attend school regularly
- Demonstrate good citizenship
- Dress in a manner which does not degrade oneself or disrespect the rights of others
- Come to school prepared to learn with materials, supplies, and books
- Prevent problems and solve them by practicing conflict resolution
- Know the sanctions for violations of the schools' rules
- Accept the consequences of my behavior
- Know and follow the school's rules and expected standards of behavior
- Review the Code of Student Conduct

_____ _____

Student's signature **Signature Date**

Parent/Guardian Agreement

I want my child to succeed; therefore, I will do the following:

- Establish an attitude at home that promotes the importance of education
- Insure that my child is dressed appropriately and respectfully
- Teach my child (children) to respect cultural differences, rights and property of others
- Require and monitor daily school attendance
- Maintain regular communication with my child's (children's) teacher/teachers and participate in school activities
- Review and evaluate my child's (children's) performance in school on a regular basis
- Support the school's policies and programs
- Know the school's rules and sanctions for violations of the rules, and discuss them with my child (children)
- Participate in policy development and implementation
- Review the Code of Student Conduct

Parent's Printed Name	Parent's Signature	Date

School Personnel/Teacher Agreement:

I want all children to succeed; therefore, I will do the following:

- Maintain a safe school environment conducive to learning
- Explain the purpose of school and the goal of education
- Establish clear rules for acceptable behavior that include strong corrective action that is caring, but firm
- Provide proactive counseling for all students
- Enforce policies for violations of school rules consistently and fairly
- Demonstrate respect for the dignity of every parent, employee, and child
- Maintain regular and open communication with parents and students
- Involve parents and students in the development of school rules and regulations
- Follow the same standards of behavior I expect from the students
- Dress appropriately and professionally
- Maintain a professional attitude
- Review the Code of Student Conduct

Teacher's Printed Name	Teacher's Signature	Date

2024-2025
Code of Excellence
Student and Parent Acknowledgement Pledge

The *Code of Excellence* has been developed to help your child receive quality instruction in an orderly educational environment. The school needs your cooperation in this effort. Therefore, please (1) review and discuss the *Code of Excellence* with your child and (2) sign and return this sheet to your child's school. Should you have any questions when reviewing the *Code of Excellence*, please contact your child's school principal. You may access an electronic copy of the handbook on the HCPS website: www.hcps.k12.nc.us. You may also access a paper copy at your child's school.

NOTE: FAILURE TO RETURN THIS ACKNOWLEDGEMENT AND PLEDGE WILL NOT RELIEVE A STUDENT OR THE PARENT/GUARDIAN FROM BEING RESPONSIBLE FOR KNOWING OR COMPLYING WITH THE RULES CONTAINED WITHIN THE *CODE OF EXCELLENCE*.

I have reviewed the *Code of Excellence,* and I understand the rights and responsibilities contained therein.

Parent (Print): _____

Parent (Signature): _____

Date: _____

To help keep my school safe, I pledge to show good character, work to the best of my ability and adhere to the guidelines established within the *Code of Student Conduct*.

Student (Print): _____

Student (Signature): _____

Date: _____

Please return this Student and Parent Acknowledgement and Pledge back to your child's Homeroom teacher.

Student Behavior Contract

Student _____

School/Grade _____

Administrator _____

Description of the unacceptable behavior:

_____

_____

_____

Description of the desired replacement behavior:

_____

_____

_____

Strategies that will be used to teach the replacement behavior:

_____

_____

_____

Reinforcements/rewards for appropriate behavior:

_____

_____

_____

Consequences for violation of this Behavior Contract:

_____

_____

_____

My administrator has reviewed with me the Code of Student Conduct and the behavior expectations of my school. I acknowledge that my behaviors were not consistent with the expectations of my school. I agree to abide by the terms of the Code of Student Conduct and any additional behavior guidelines developed by my school. Most importantly, I will not engage in the inappropriate behavior listed above. When I feel that I am unable to adhere to the behavior standards discussed today, I will seek the assistance of a staff member. I understand the consequences for violating this Behavior Contract.

Date:_____ **Student Printed Name:** _____

Student Signature: _____ **Administrator's Signature:** _____



701 N. Martin Street • Winton, NC 27986
(252) 358-1761 – Telephone
www.hertford.k12.nc.us

www.facebook.com/HCPS01/

@ hertford_co_public_schools

@HCPS01

@hcpsyoutube3840

In compliance with federal laws, Hertford County Public Schools administers all educational programs, employment activities and admissions without discrimination because of race, religion, national or ethnic origin, color, age, military service, disability or gender, except where exemption is appropriate and allowed by law. Refer to the Board of Education's Discrimination-Free Environment Policy AC for a complete statement. Inquiries or complaints should be directed to the Hertford County Public Schools Chief of Human Resources,