SECONDARY
BEHAVIORAL
LEARNING GUIDE

HUNTSVILLE CITY
SCHOOLS
Where Young Futures Take Flight

HUNTSVILLE CITY SCHOOLS
SECONDARY BEHAVIORAL LEARNING GUIDE
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E. Casey Wardynski, Ph.D.
Superintendent

HUNTSVILLE CITY SCHOOLS

Where Young Futures Take Flight

Dear Staff and Faculty Members,

Earlier this year, I commissioned a group of eight teachers and eight school administrators to create a new framework for developing positive student behavior in our schools. I asked these teachers and leaders to create a guide that would provide our students with clear expectations regarding their behavior and that would provide teachers and school leaders with effective measures to address inappropriate student behavior while building strong learning environments. It is with these objectives in mind that I am now forwarding our draft Behavioral Learning Guides to you for your review and comment.

I hope these guides to positive student behavior provide clear expectations for student behavior, outline specific methods and strategies to elicit positive social skills, and detail effective consequences and strategies to correct inappropriate student conduct. Please review these documents and provide me with any recommendations you may have with regard to making the Behavioral Learning Guides effective resources for developing positive school learning environments. Please forward your comments to me using any of the methods listed below by May 6, 2016.

- Email comments to BLG.Comments@hsv-k12.org
- Leave comments on the District's webpage under Consent Order>Public Comments
- Provide written or oral comments to your school's Behavioral Learning Guide teacher liaison
- Hand deliver comments to the front desk of the Merts Center, 200 White Street, Huntsville, AL 35801
- Send comments by regular mail to Merts Center, Behavioral Learning Dept., 200 White Street, Huntsville, AL 35801
- Leave written comments in your school's Behavioral Learning Guide comment drop box
- Participate in the Teacher Town Hall scheduled for 4:00 pm on May 2, 2016 at the Academy for Academics and Arts auditorium

I look forward to working with you in the coming days to support positive school climates that further the development and success of all students.

Sincerely,

E. Casey Wardynski, Ph.D.
Superintendent

INTRODUCTION

Creating a positive school climate and culture starts in the classroom. Classroom management is integral to this process. The leaders of Huntsville City Schools, believe that the procedures contained in this document will better support our staff and our students in creating a positive school climate and culture in each of our schools.

PURPOSE OF THE BEHAVIORAL LEARNING GUIDE

The Behavioral Learning Guide includes proactive and responsive strategies for teachers, staff, and school leaders. It also provides guidelines for progressive, supportive Interventions and Disciplinary Consequences to address a broad range of student behavior. It is designed to accomplish the following purposes:

- To outline the rights and responsibilities related to student behavior of all stakeholders, including students, parents/guardians, teachers, staff, school leaders, central office staff and the Board of Education, recognizing that all stakeholders have a collective responsibility to support positive student behavior;
- To assure that adults will teach, model and reinforce the skills necessary for all students to meet HCS' behavioral expectations;
- To provide clear and explicit, age-appropriate expectations for student behavior;
- To identify behaviors that are inappropriate at school and school-sponsored events;
- To equip teachers, staff, and school leaders with a range of reasonable, proportional and consistently applied Interventions and consequences to respond to inappropriate behavior and to support positive behavioral changes in students;
- To ensure students are treated fairly and without unlawful discrimination;
- To establish a partnership with parents/guardians because they are essential to the behavioral and academic success of students.

CREATING A POSITIVE SCHOOL CLIMATE

All faculty, staff and school administrators are committed to inspiring, developing and engaging every student to become career and/or college ready. To support this commitment, District leaders are working with faculty, staff, and school administrators to create a positive school climate and culture in each school. A positive school culture is one in which students, parents/guardians, and staff work together respectfully to maintain a positive, orderly, and safe learning environment focused on both teacher and student led learning. A positive school climate is only possible when faculty, staff, and school leaders teach expected behaviors and consequences for misbehaviors to all students and provide support and interventions to address the causes of inappropriate behavior.

After teaching and modeling for students these behavioral expectations, school staff must administer the disciplinary process in a fair and consistent manner. The disciplinary process should include opportunities for school staff to provide students with corrective feedback about their behavior and, where appropriate, for students and families to participate in restorative practices. Creating a positive school climate and culture in each school will require the combined efforts of students, parents/guardians, faculty, staff, school leaders, district leaders, and the wider community. To foster these efforts, it is important that school personnel work to develop relationships with students and their families. Building and maintaining positive relationships with families ensures that there is a combined effort in creating positive school climates in every school. This combined effort is best for our students because our schools perform best when all students act as leaders, and everyone, including parents/guardians and staff,

works together and respects each other's role in preparing students for college and careers.

A SHIFT IN PRACTICE

This document is designed to reflect our mission to inspire, develop and engage all students in becoming career and college ready; creative problem-solvers; active citizens; and life-long learners in a globally connected society. To meet our mission, we will hold all students to the same high expectations, but provide different kinds of support to students, based on their specific needs, to meet those expectations. Our expectation is that every student will graduate and will leave HCS as problem-solvers, critical thinkers, and life-long learners in order to be successful in our globally connected society. We know that we need to provide teachers comprehensive supports so that they can adopt new practices to support students.

This document contains new procedures and tools designed to support teachers with keeping all students engaged in learning and reducing disparities in disciplinary consequences and academic performance. Unlike prior codes of student conduct, this document is a guide, and not a rigid code/zero-tolerance policy. This document explains the role of the parents/guardians, students, and staff. It incorporates, in a user-friendly way, our Strategic Plan, and states our philosophy, core values, model of student behavior, rights and responsibilities of students, various levels of supports, and procedures for using corrective strategies.

THE BEHAVIOR LEARNING GUIDE: A RESPONSE TO RESEARCH

National and Local Data

National research on school discipline reveal disturbing findings concerning more traditional approaches to school discipline:

- African-American students were disproportionately likely to be removed from the classroom for disciplinary reasons;
- Students with particular educational disabilities were disproportionately likely to be removed from the classroom for disciplinary reasons; and
- *Students who were suspended and/or expelled, particularly those who were repeatedly disciplined, were more likely to be held back a grade or to drop out than were students not involved in the disciplinary system.*

HCS' discipline and academic data reflects the same disparities found nationally. Consider the following examples from page 7 of the Court's April 21, 2015 Memorandum Opinion in the matter of *Hereford and the United States v. the Huntsville City Board of Education*:

- During the 2013-14 school year, African-American students tended to receive, on average, more serious consequences for similar behaviors to white students.
- During the same school year, African-American students were two times more likely to receive out-of-school suspension for similar behavior relative to white students who tended to receive a consequence such as in-school suspension, detention, or letter home.

We are not satisfied with the above statistics, and we know that we can improve. In addition to the local and national statistics listed above, there are other important instructional reasons for making changes to the discipline process, such as increasing instructional time for all students. Therefore, this document provides a comprehensive approach to supporting student behavior. It is focused on: keeping all students engaged in learning; reducing disparities in disciplinary consequences and academic performance; and increasing the amount of instruction time for *all* students.

Importance of Data

In the past, schools collected student disciplinary data, but the method for collecting data made it difficult to track the Disciplinary Consequences for behavior and Interventions provided to a misbehaving student. In order to support school personnel with the implementation of Positive Behavior Interventions and Supports ("PBIS"), HCS administration is currently developing a user-friendly computer application (the "Discipline Reporting App" or "DRA") for school personnel to use for the collection of data about student behavior. The DRA is expected to be ready for District-wide implementation by the start of the 2017-18 school year.

The Discipline Reporting App will serve as a tool for helping teachers and principals track the record of Interventions provided to each student. By tracking teacher and administrator Response Strategies, Disciplinary Consequences, and Interventions, the DRA will track which actions are effective in shaping each child's behavior, and this data will help school-level personnel respond to a student's behavioral needs throughout the student's entire educational career. For example, once implemented, school personnel will use the DRA to collect student behavior data including the Interventions that proved most effective for helping a given student. Information about a student's identified needs and successful Interventions will be made available to the student's next teacher(s), so the new teacher(s) may continue these Interventions for the student as needed. To ensure that each student has a clean slate for each school year, the school-based Problem Solving Teams will ensure that only the information necessary to support any student is shared with the student's new teachers.

One of the fundamental reasons for the development of the Behavioral Learning Guides is the need for fair, consistently-applied consequences and supports for students. To ensure this consistency, the District will randomly sample the disciplinary data collected at each District school, using both the DRA and other District-developed forms. The District will address any disparities that are presented by this random sampling.

SUPPORTING OUR TEACHERS: LINKING OUR TEACHERS TO RESOURCES

This document contains a significant amount of guidance for classroom teachers around expectations for classroom management and how to respond to student behavior. To ensure that our teachers have the tools necessary to meet the District's expectations about classroom management and student behavior, this document has been hyperlinked to District resources. These resources will support teachers on issues pertinent to classroom management and engaging instruction. Each of these resource hyperlinks will provide teachers with content-specific supports such as videos, other websites, example documents or copies of professional development materials. For example, one hyperlink will provide teachers with resources related to the implementation of Positive Behavior Interventions and Supports ("PBIS"). The District has made these available for all teachers to review as needed, and the District will update these resources as new resources are identified.

As you read this document, you will find that certain words are blue to signify that they contain a hyperlink. When viewing this document electronically, teachers can click these blue words and their browser will be opened to the resource related to that word. For instance, if teachers click on the acronym PBIS in this sentence, it will take them to a District PBIS resource. The hyperlinking is not complete at this time, but it will be complete prior to the start of the 2016-17 school year.

All schools in the Huntsville City School System are expected to create positive learning environments where all students can experience academic, behavioral and social emotional growth. The structure used to create this environment is called Positive Behavior Intervention and Supports ("PBIS").

Elements of PBIS

At the heart of the PBIS system are five (5) critical elements that contribute to making our schools positive places where children love to learn and teachers love to teach:

1. **Behavior Expectations**

    Students must be provided clear and consistent expectations for their behavior, reflecting the following district-wide expectations:

    Be Respectful
    - Treat others the way you wish to be treated
    - Take care of private and public property
    - Solve problems peacefully
    - Respect the right of others to be different from you and think differently than you

    Be Responsible
    - Take ownership of your actions
    - Be on time and ready to learn
    - Follow classroom and school rules
    - Do/Produce your own work
    - Be an active learner

    Be Safe
    - Behave in ways that make school a positive place
    - Report bullying, harassment or unsafe incidents
    - Refuse to spread rumors or gossip
    - Find trusted adults who can mentor and support you

2. **Teaching Appropriate Behavior**

    Schools must be intentional about teaching students what is expected of them at all grade levels and in all school settings. Faculty and staff will not only teach students the behaviors expected of them but will also model the expected behaviors on a daily basis as well. This requires teaching behavior at the start of each school year and throughout the year, as needed.

3. **Celebrating Positive Behavior**

    When students meet the behavior expectations set for them, it is important to acknowledge their efforts and let them know why they are being acknowledged. Recognition of student achievement is important in the area of behavioral growth just as it is in the area of academic growth.

4. **Responding to Behavior**

    When students do not meet the behavior expectations set for them, staff should use Response Strategies to stop the behavior and allow the student to regain self-control.

School personnel may also provide a Disciplinary Consequence that allows the student an opportunity to repair the harm resulting from his or her behavior while maintaining the safety of the learning environment and the school community. School personnel may also provide Interventions as needed to help a student from repeating an undesirable behavior or to help students who are victims of or witnesses to certain types of incidents.

When students demonstrate a pattern of behavior or more significant behaviors, school personnel must examine the underlying cause(s) of the behavior and provide the student with Intervention. Interventions address the underlying cause of behavior which may include unmet needs, lagging skills, ineffective instructional strategies, or environmental factors. When an exclusionary Disciplinary Consequence is used (i.e. in-school-suspension, out-of-school suspension), school personnel must pair it with one or more Interventions. In general, and in response to student infractions that do not involve acts of violence or serious or repeated behaviors, documented Interventions should be used before an exclusionary Disciplinary Consequence. When the exclusionary Discipline Consequence does not lead to improved student behavior, school personnel and parents/guardians should work together to understand the root causes of the behavior and treat each incident of behavior as an opportunity to intervene responsibly in the life of a student who is clearly at risk of failing to become a college and career ready adult.

5. Use of Data

To be effective, schools implementing PBIS must systematically collect data about student behavior and use it to guide the teaching and support that takes place at the student level, the classroom level and the school level. School personnel must examine data on a regular basis to make sure that behavior practices are being implemented in ways that lead to positive and equitable outcomes for all students. As explained above, the Discipline Reporting App ("DRA") is designed to help teachers and school administrators with this process. The SBS is currently being developed for implementation District-wide by the start of 2017-18 school year.

Positive Relationships

Research shows that positive relationships help children learn. Students are more likely to succeed when they feel connected to others in their school and classroom community and are less likely to behave in ways that disrupt the school environment.[1] School personnel will use skills and strategies to build positive relationships with students such as:

- Know your students' strengths, personal struggles and cultural identities
- Communicate and model understanding and empathy
- Structure tasks for student success
- Reinforce behavior in a positive manner
- Use factual, objective language to define expectations and address behavior
- Ask open-ended questions
- Stay calm in tense situations
- Remain neutral whenever possible
- Model reciprocal respect whenever possible
- Engage the parent/guardian in your thinking about how to bring the best out of the student
- Repair broken relationships

Effective Classroom Practices

Foundational to supporting positive behavior in all students is the use of effective, culturally-relevant instruction. Research shows that there is a strong link between effective teaching practices and student engagement. Effective instruction is central to HCS' purpose and is an integral factor in effective classroom management and in creating a positive learning climate that fosters social and emotional growth and academic achievement. In many cases, effective classroom management practices will reduce the occurrence of behaviors that require Intervention and Disciplinary Consequences. The Responses Strategies, Disciplinary Consequences, and Interventions detailed in this document are driven by effective classroom management strategies such as:

- Effective instruction
- Well-established and practiced classroom procedures
- Verbal redirection or correction
- Problem solving with a student about his or her behavior
- Increasing teacher proximity to the student
- Using factual, objective language to define expectations and address behavior
- Changing student seating
- Reinforcing positive student behavior
- Re-teaching behavior expectations

When positive relationships and the use of effective classroom management strategies are insufficient to address inappropriate student behavior, more intensive Interventions are essential to support students in making meaningful, sustainable changes in their behavior. By using Interventions that engage students in meaningful ways, school staff members facilitate their students' academic, social emotional and behavioral growth. Any student behaviors that fail to meet HCS' expectations will result in school personnel using a Response Strategy and Disciplinary Consequence. For some student behaviors, school personnel will need to use problem solving, assessment, and Interventions.

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[1] Blum, Robert. "A Case for School Connectedness." Educational Leadership, April 2005

PROACTIVE MEASURES FOR CREATING A POSITIVE AND ENGAGING CLASSROOM CLIMATE

[This section is still under development, but please see the message below from Dr. Barbara Cooper, Deputy Superintendent, about the content that will be added to this document once it is finalized.]

Dear Teachers, Parents/Guardians, School Leaders, and Students,

Huntsville City Schools is committed to preparing all students to be successful in college and/or a career upon graduation from high school. We recognize that in order to continue pursuit of this goal, we should establish district-wide priorities for every school. All students should be taught by a well-prepared, resourced, supported and effective teacher. Our classrooms should be positive learning communities where daily, students are expected to meet and exceed high standards in all core and elective areas. This year we have learned many lessons through the implementation of the Code of Student Conduct. We recognize that instruction and student behavioral expectations should not exist as isolated entities and should instead be aligned as a part of our theory of learning. In order to create an environment for this to occur, we will include classroom expectations and professional standards for teachers within our Behavioral Learning Guide. This spring our Teacher Effectiveness and Behavioral Learning Guide Committees will convene jointly to ensure that we create an aligned document that supports the work of our teachers.

Huntsville City Schools has embraced the opportunity to create and ultimately implement a professional growth evaluation system for teachers and leaders that includes multiple measures of student growth and achievement. We formed a Design Team Committee to begin the process of developing an evaluation system for teachers and leaders. This committee is focusing on four key areas, Planning, Instructional Delivery, Assessment of and for Learning, and Learning Environment. These key areas are at the core of effective classrooms and will become the focus areas for creating a system of supports for our teachers.

The work of the Behavioral Learning Guide and Teacher Evaluation Committees will commence in May of 2016 upon completion of a comprehensive guide to support effective classrooms during the 2016-2017 school year. We will train our teachers on the tools and provide ongoing support for implementation. During next school year, the Behavioral Learning Department will create a professional learning community that will include a teacher liaison from every school. Members of this team will focus on successful implementation of the Behavioral Learning Guide and Teacher Effectiveness Tool. They will solicit ongoing feedback about implementation and attend meetings monthly to share concerns and suggestions for additional support. We believe that by providing opportunity for collaboration, professional learning and ongoing support for the Behavioral Learning Guide and Teacher Effectiveness Tool we will support teachers in changing practice around creating positive learning environments where learning is maximized for every student. This tool will be fully operational during the 2016-2017 school year, and *an explanation of this tool will replace this letter in the final version of the Behavioral Learning Guides*.

This is an exciting time for Huntsville City Schools. We have grown tremendously during our first year of implementing the Joint Consent Decree. Aligning our work across the district is critical if we are to maximize all functions and create coherence for our schools. We believe the Behavioral Learning Guide and Teacher Effectiveness Tool will serve as a guide for supporting teachers in maximizing learning every day in our classrooms. We will evaluate this tool annually and make adjustments based on feedback received from our teachers. The real work happens in Huntsville City Schools' classrooms daily, and this is where we will put our focus.

Educationally,

Dr. Barbara Cooper

PROGRESSIVE INTERVENTION & DISCIPLINE

HCS has adopted a progressive approach to responding to student behavior. HCS will respond to and provide disciplinary consequences only for conduct occurring on school property or at school activities, except that HCS may respond to a student's behavior where there is an identifiable serious threat of physical harm to HCS, HCS student(s) or HCS employee(s). Using this approach, school personnel make every reasonable effort to correct inappropriate student behavior using logical, progressive consequences and restorative practices. Significant Disciplinary Consequences, such as out-of-school suspension and expulsion, are used for the most serious situations or as a last resort in a set of progressive consequences. When an exclusionary Disciplinary Consequence is used (i.e. in-school suspension, out-of-school suspension), it must be paired with one or more Interventions.

In a progressive approach to Intervention and discipline, students must have opportunities to learn from mistakes. This means that students will receive progressive Disciplinary Consequences paired with supports designed to change their behavior over time. This process ensures that a teacher's responses to inappropriate behavior are as much a part of the learning environment as teaching academic subjects. When a specific student behavior does not change using the lowest identified level of Disciplinary Consequence and/or Intervention, or the behavior increases in frequency, intensity, or duration, the next level of Disciplinary Consequence and/or Intervention is used in most cases. The progressive approach does not apply to most expellable offenses because those offenses usually threaten school safety.

School personnel will ensure that all Disciplinary Consequences and Interventions are selected, implemented, and assessed to help students do the following:

- Understand why the behavior is unacceptable and the harm it has caused
- Take responsibility for their actions
- Understand what they could have done differently in the same situation
- Learn social strategies and skills to use in the future
- Understand the progression of more serious consequences if the behavior reoccurs

Inappropriate behavior may be symptomatic of underlying problems that students are experiencing. It is critical that all school personnel be sensitive to issues that may influence student behavior and respond in ways that are supportive of student needs. The Disciplinary Consequences and Interventions described in this document should be carefully matched to the needs of the student and the overall context of the situation.

Determining Intervention(s) and/or Disciplinary Consequences

The Behavioral Learning Menu on page 23 is provided to guide staff and administrator decisions about how to respond to student misbehavior. It is critical that the following factors be considered prior to determining the appropriate response:

- Student's age, maturity and understanding of the impact of his or her behavior
- Student's willingness to repair the harm caused by the behavior
- Student's disciplinary record including the nature of prior behavior, the number of prior instances of behavior, the Interventions and consequences applied, etc.
- Nature, severity and scope of the behavior
- Circumstances and context in which the behavior occurred including the impact on the learning environment
- Student's Individualized Education Plan (IEP) or 504 Plan, if applicable

The Behavioral Learning Matrix identifies levels of possible responses to inappropriate student behavior (**Response Levels**). Each behavior is assigned to one or more **Response Levels**. School personnel will use the **Response Levels** identified for each behavior. At the **Day-to-Day, In-Class Response Level**, teachers will keep informal documentation of student behaviors (Class Dojo, calendars, call/conference logs, journals/think sheets). For behaviors requiring **Response Level 1** or greater, the student behavior will be documented in our new Discipline Reporting App.

Defining the Response Levels

Day-to-Day Responses to student behavior are teacher responses in the classroom that address minor inappropriate behaviors as part of the learning environment. **Level 1 Responses** to student behavior are also teacher responses but are more intensive and often involve pairing with an Intervention to support the student. **Level 1 Responses** may include support from additional personnel and might be provided in the classroom, outside the classroom, or in another environment. Examples of **Level 1 Responses** include taking a break in class ("TAB in") or out of class ("TAB out"), counselor support and detention. All Level 1 Responses should be documented using HCS' Discipline Reporting App.

Level 2, 3, and 4 Responses to student behavior are all school administrator responses. **Level 2 Responses** include in-school Disciplinary Consequences, and if a student requires multiple **Level 2 Responses**, he or she may be subject to out-of-school suspensions. **Level 3 Responses** include out-of-school suspensions as a Disciplinary Consequence, and **Level 4 Responses** include the possibility of expulsion from school. **Level 2, 3, and 4** Disciplinary Consequences must be paired with an intervention.

If the behavior is assigned two or more **Response Levels**, the lowest level is used first except for those behaviors assigned both to **Day-to-Day** and **Level 1 Responses**. For example, if a student is being mildly disruptive, the teacher may be able to correct the student's behavior using a **Day-to-Day Response**. If, however, the student's disruptive behavior is more severe, the teacher may use a **Level 1 Response** to correct the student's behavior even if the teacher has not previously attempted a **Day-to-Day Response**. For behaviors that are assigned **Response Levels 1 and 2**, school personnel must first use a **Level 1 Response** to address the behavior before using a **Level 2 Response**.

Progressive responses are confined to the current school year. At the beginning of each new school year, every student begins with a clean slate and responses to inappropriate and disruptive behavior should be the lowest assigned Response Level for a first occurrence.

Progressing from Response Level 1 to Response Level 2

For behaviors assigned **Level 1 and 2 Responses**, such as classroom disruptions, the teacher must first take steps to respond to the student's behavior (**Level 1 Response**) before seeking administrative support (**Level 2 Response**). For these behaviors, a teacher should not refer the student to the office (using an Office Disciplinary Referral) until the teacher has responded to the student's behavior with appropriate, progressive Disciplinary Consequences and an Intervention. If, after this, the student's behavior continues or intensifies, the teacher should follow the Office Disciplinary Referral Procedure on page 12.

An example of a progressive approach to student behavior is provided below.

Sample of Progressive Responses to Student Behavior:

1. First occurrence of the behavior – *silent warning*
- The silent warning should be a symbol that the teacher has previously taught the class.
- This may look like a tap on the student's desk or a particular hand sign.

- The purpose of this warning is to redirect the student without further disrupting the rest of the class.

2. Second occurrence of the behavior – *have the student write out the problem*
- The teacher provides the student with a piece of paper and instructs the student to explain why the student is behaving in a way that fails to meet expectations. The teacher may ask guiding questions (e.g., "What is getting in the way of your completing your classwork? What can you do to get back on track?").
- This written explanation will often reveal the problem that is driving the student to a particular behavior.
- This is a **Level 1 Response** and should be documented using the District's Discipline Reporting App.

3. Third occurrence of the behavior – *communication with the student's parent/guardian*
- The call should be the same day as the student's behavior if at all possible.
- The teacher should focus on seeking support of the family in addressing the student's behavior.
- The teacher should keep a call log in order to track the calls made and the results of those calls.
- This is a **Level 1 Response** and should be documented using the District's Discipline Reporting App.
- In addition to the call to the student's parent/guardian, the teacher should select an appropriate Intervention to meet the student's need and track this using the Discipline Reporting App.

4. Fourth occurrence of the behavior – *refer the student to the office*
- Follow the Office Disciplinary Referral Procedure on page 12.

PLEASE NOTE: The process listed above is not intended to be a rigid requirement for every teacher at every school. This is merely a sample of a progressive approach to responding to a student's behavior. In some cases, it will be appropriate for a teacher to depart from the order given above. What matters in any progressive response to a student's behavior is that the sequence of responses includes, at a certain point, an Intervention that looks at the reason for the behavior and why the normal sequence of classroom responses is not working. It is also important to note that these responses are most effective when they are understood by all students in a class as norms, and when students have had opportunity to practice them as individuals and as a class.

Progressing from Response Level 2 to Response Level 3

For behaviors assigned **Response Levels 2 and 3**, such as possession of alcohol or marijuana in an amount for personal use, the school administrator must first use a **Level 2 Response** to the behavior. Such a response will usually include an in-school Disciplinary Consequence, like assignment to an in-house learning center, paired with an intensive Intervention. The school administrator should not assign the student to out-of-school suspension until he or she has responded to the student's behavior with an in-school Disciplinary Consequence and Intervention.

If the student is referred to the office for the same behavior after the administrator has tried a **Level 2 Response**, including one Intervention, the administrator should determine whether the Intervention is an effective one. If the administrator finds that the Intervention has been ineffec-

tive, the administrator may repeat the in-school Disciplinary Consequence and begin a new Intervention. The administrator should work with the Problem Solving Team to determine if an Intervention has been effective or if the student needs a higher level of support. If the administrator and the Problem Solving Team determine that the student needs a higher level of Intervention, the administrator may use a **Level 3 Response**. **Level 3 Reponses** include out-of-school Disciplinary Consequences paired with the highest level of Intervention, including potentially seeking District support from the Multi-Disciplinary Team.

Progressing from Response Level 3 to Response Level 4

For behaviors assigned **Response Levels 3 and 4**, such as tampering with the District's computer network, the school administrator must first use a **Level 3 Response** to the behavior. Such a response usually includes an out-of-school Disciplinary Consequence, like assignment to an out-of-school suspension, paired with the highest level of Intervention, including potentially seeking support from the Multi-Disciplinary Team. The school administrator should not refer the student for expulsion until he or she has responded to the student's behavior with an out-of-school Disciplinary Consequence and an intensive Intervention.

If the student is referred to the office for the same behavior after the administrator has tried a **Level 3 Response**, including one Intervention, the administrator should determine whether the Intervention in place is an effective one. If the administrator finds that the Intervention has been ineffective, the administrator may repeat the out-of-school Disciplinary Consequence and begin a new Intervention. If, however, the administrator finds that the behavior is not one that cannot be responded to with an Intervention, the administrator may respond with a **Level 4 Response**, including recommendation for expulsion.

If the highest response level assigned to a particular behavior is **Level 3**, the school administrator should make every effort to respond to the student's behavior using out-of-school Disciplinary Consequences paired with the most intensive Interventions, including potentially seeking support from the Multi-Disciplinary Team. If, however, a student repeats behaviors that required **Level 3 Responses**, the school administrator may consult with the Department of Behavioral Learning about the possibility of responding to the student's behavior with a **Level 4 Response**.

OFFICE DISCIPLINARY REFERRAL PROCEDURE

The Discipline Reporting App ("DRA") helps school personnel track responses to student discipline electronically. Additionally, Office Disciplinary Referrals will be made through the DRA using the procedures set out below. There are two different times that are appropriate for a teacher to complete an Office Disciplinary Referral: when a teacher responds to a student's behavior using multiple **Level 1 Responses** without success or when a **Level 2, 3, or 4 Response** is appropriate.

For Referrals Following Repeated Level 1 Responses

- Behaviors assigned to the **Day-to-Day** and **Level 1 Responses** should be addressed by teachers in the classroom and should not result in an Office Disciplinary Referral upon the first occurrence of the behavior.

- If a student repeats behaviors that are assigned **Day-to-Day** and **Level 1 Responses**, the teacher should respond with the progressive Disciplinary Consequences and Interventions set out in the Behavioral Learning Menu and Matrix, on pages 23-37, and should document each **Level 1 Response** (including the Disciplinary Consequence and Interventions) in the Discipline Reporting App.

  – If the student continues to repeat his or her behavior, the teacher or administrator

should determine whether the prior **Level 1 Responses** to the student's behavior and/or the student's particular needs warrant involvement of the Problem Solving Team. If so, then the teacher or administrator should begin the PST process for the student.

- If the student's repeated behavior is assigned to a **Level 2 Response and the teacher believes that administrative support is necessary**, the teacher should complete an Office Disciplinary Referral using the Discipline Reporting App.

- When an administrator receives an Office Disciplinary Referral, the administrator will check the teacher's prior documentation.

- If the teacher has properly documented his or her **Level 1 Responses** and an Intervention, the administrator must determine which Level 2 Disciplinary Consequence and Intervention are appropriate.

For Referrals for Level 2, 3, or 4 Responses

- If the student's behavior has been assigned a Level 2, 3, or 4 Response as the lowest response level, the classroom teacher has to make a determination: does the student's behavior create a threat to school or class safety?

  – If the student's behavior does not create a threat to school safety, the teacher should complete an Office Disciplinary Referral using the DRA and should contact the administrator for support.

  – *If the student's behavior creates a threat to school safety*, the teacher should immediately contact the school administrator and the Campus Security Officer. If necessary, a teacher or the responding administrator and Campus Security Officer may also contact a School Resource Officer, if available at the school. Once the threat to school safety is over, the teacher should complete an Office Disciplinary Referral using the DRA.

NEW DISTRICT-WIDE TOOL: MULTI-DISCIPLINARY TEAMS

Multi-Disciplinary Teams will consist of adults who possess expertise in educational instruction, drug and alcohol abuse counseling, psychology and student mental health, social work, student behavior, and other disciplines that may be needed to support students. The MDTs will work with school-based Problem Solving Teams and administrators to deliver support resources to the students with the greatest needs in each school. Referral to a MDT will be a **Level 3** or **Level 4** administrative Intervention.

RESPONSE STRATEGIES

Response Strategies are actions used in the moment that behavior is occurring or directly following the behavior. The goal of these strategies is to stop the behavior while providing an opportunity for the student to regain self-control in a way that maintains his or her dignity. Sometimes Response Strategies are used quickly and occur with minimal disruption to the learning environment. More serious behaviors may require the support of administrative team members inside or outside the classroom. Considerations in determining an appropriate Response Strategy include the behavior that is being demonstrated and which strategy is most likely to support the student to re-engage in learning. The following list defines examples of Response Strategies used in Huntsville City Schools to support student behavior:

Redirection

Redirection indicates to the student that he or she is not adhering to behavior expectations.

Examples of strategies include:

- *Verbal redirection or correction* – A statement telling the student what is an acceptable behavior. The teacher does not specifically point out the inappropriate behavior and what not to do. Instead, the teacher focuses on the desirable behavior from another student who is exhibiting the positive behavior.
- *Problem-solving with a student about his or her behavior* – The teacher works to establish a warm personal relationship with the student, to deal with present behavior in a non-confrontational way, and to have the student commit to a plan for future appropriate behaviors.
- *Increasing teacher proximity to the student* – The teacher puts him or herself closer to students who are showing signs of getting off task. If a teacher knows from prior experience that a particular group of students is likely to disrupt class, the teacher can stand or sit close to them while leading an activity or giving directions. This will usually quell a fair amount of the unwanted behavior.
- *Using factual, objective language to define expectations and address behavior.*
- *Changing student seating* – Within the classroom, the teacher will move the student to a location that will assist in the correction of the behavior.
- *Reinforcing positive student behavior* – The teacher will praise and reward desired behavior, which increases the likelihood of the student repeating the behavior in the future.
- *Re-teaching behavior expectations* – The teacher identifies and redefines expectations. The teacher monitors whether students are meeting expectations, and then acknowledges and encourages expected behavior. The teacher must teach both expected words and actions.

Take a Break (TAB) In

TAB In provides an opportunity for students to correct their behavior and is available for all students. This involves students moving to a designated space within the classroom where they quietly pull themselves together and then rejoin their classmates.

Take a Break (TAB) Out

TAB Out provides an opportunity for students to correct their behavior in a new environment. Students move to another teacher's classroom where they pull themselves together and reflect on their behavior. Once this is completed, students return to their classroom and are welcomed back by the teacher. Upon the student's return to the classroom, at an

appropriate time, the teacher talks with the student about the behavior. Student will be supervised during TAB Out.

Concerns for Student Welfare

Often educators will find themselves concerned about a student's welfare or observe uncharacteristic behavioral changes. These behaviors may affect the learning environment or escalate in to crisis situations.[2]

Examples of uncharacteristic behaviors include:

- Exhibits erratic or sudden changes in classroom performance
- Exhibits uncharacteristic behavioral, mood, attitude or appearance changes
- Is uncharacteristically inattentive, unresponsive, angry, argumentative or aggressive

When confronted with these issues, please refer to Problem Solving and Assessment section on page 19.

PBIS Coupon System

A PBIS coupon system awards students coupons for expected behaviors: being on time/punctuality; following directions; completing assignments; helping a peer; etc. Students may redeem the coupons for different options, as determine by the school, such as a positive parent/guardian phone call.

Conflict Resolution

Conflict resolution involves allowing both parties to express their points of view and interests and provides ways to find acceptable solutions. Conflict resolutions provide educators with the necessary tools to teach students how to resolve conflict in nonviolent ways.[3] This can be and should also be used as a proactive strategy to address potential conflicts before they occur.

De-escalation Techniques

De-escalation is appropriate when a potentially volatile confrontation threatens to erupt between individuals on the spot. This includes the avoidance of power struggles between student and teacher.

Examples of strategies include:[4]

Proximity	When facing an upset person, it is almost always better to be farther away than too close.
Pace	When we get nervous we tend to rush our responses or think too deeply. Be conscious of when your anxiety level is heightened and slow down when required and speed up when necessary.
Purpose	Anything you say and do during tense situations may communicate a real or imagined meaning to the upset person. Act and speak with purpose.
Process	Know your students. Stay flexible and adjust your responses and behavior to the situation without allowing yourself to get caught up in the process of de-escalation.
Plan	Whenever possible, think through anticipated difficult sessions and meetings. Imagine as many "what ifs" as you can and develop plans of how you will respond.
Practice	Practice how you will be with that challenging person. Remember, perfect practice makes perfect.
Presentation	Give prior thought to the form and style of how you will present upsetting information. Some people need to receive bad news alone. Others need to have visible support when dealing with stressful situations. Acknowledge the student's point of view.
Persuasion	In order to be persuasive it is important that you have accurate and relevant information about the upset persons' issues. Do your homework.
Pre-empt	Sometimes you have an idea as to the other person's agenda. If you think that what you have discovered is a major issue, present your solutions early on to prevent the individual from beginning to escalate.

DISCIPLINARY CONSEQUENCES

Disciplinary Consequence is defined as an action that supports a student in repairing harm resulting from his or her behavior and any necessary action to maintain the safety of the school community. Many Disciplinary Consequences may be more punitive in nature than Response Strategies or Interventions, but punishment is not the sole focus of Disciplinary Consequences. Disciplinary Consequences do not necessarily have to result in a loss of instructional time. The following list defines examples of Disciplinary Consequences used in HCS:

Verbal Warning

The classroom teacher reminds a student what he/she is expected to do.

Student Conference

This is a private, brief, non-confrontational conversation with student. The following is recommended when conducting such a conference:[5]

- The teacher describes the student's behavior and explains why it is presenting a problem in class.
- The teacher asks open-ended questions to fully understand what factors are contributing to the problem behavior.
- Teacher and student discuss solutions to the problem behavior and agree to a plan.
- If appropriate, the teacher concludes by reminding the student of the disciplinary consequences that will occur if the problem continues.
- The student completes a problem solving worksheet before rejoining the classroom lesson with student and teacher signoff.

Detention

Detention may be assigned before school, after school, or during lunch. This does not include a loss of instructional time.

Loss of Privileges

School personnel assign a logical consequence that requires the student to lose a privilege (such as free seating at lunch or special events like pep rallies or ball games) or use of specified educational materials (such as markers, scissors, or laptop).

Confiscation

Teacher/administrator may secure possession of personal items (including cell phones and electronic devices) that interfere with educational process, cause significant disrup-

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[2] Borrowed from Western Michigan Student Affairs found at https://wmich.edu/studentaffairs/concern

[3] Borrowed from "Conflict Resolution at School & On the Playground" found at http://cncr.rutgers.edu/conflict-resolution-at-school-on-the-playground/#more-34

[4] Borrowed from "Ten Ps of De-escalation" found at http://www.pmtassociates.net/Top_10_Deescalation_Tips.html

[5] This was borrowed and adapted from http://www.interventioncentral.org/blog/behavior/how-handle-common-classroom-problem-behaviors-using-behavior-management-menu

tions, or has the potential to threaten the safety of others. In certain circumstances, confiscation may also be an appropriate Response Strategy and not merely a Disciplinary Consequence.

Restitution

Restitution is the restoration or replacement of lost, damaged or stolen property of Huntsville City Schools. This *does not apply* to personal property of educators and students.

Restorative Practices

Restorative practices mend the relationship between the student and his or her learning environment. These practices may include educators and/or other students.

> **Restorative Action**: An activity that helps students think about his or her actions, why they might have done what they did, and how they can "make things right." This might include developing and implementing a "Fix-It Plan" or complete a service project related to their mistake.

> **Restorative Conversation**: Student is supported in reflecting on his or her behavior and developing and implementing a reflection plan using four key questions: What happened? Who do you think has been affected? What needs to happen to make things right? How can we be sure this won't happen again?

Parent/Guardian Contact

The teacher contacts the parent/guardian to inform them of the student's behavioral issues. This is a less severe consequence than a Parent/Guardian Conference and could be accomplished by any of the following:

- Note/ Behavior Checklist
- Email/Text (Regarding behavior, emails should only request a phone or face-to-face conference with the parent/guardian.)
- Phone call (The teacher must leave a message for the parent/guardian to contact the teacher or actually talk with the parent/guardian.)

Parent/Guardian Conference

Parents/guardians, school personnel and the student sit down together to discuss the student's behavior and identify potential solutions to address the cause of the behavior.

In-School Learning Center (Level 2 Response)

An In-School Learning Center is an alternative classroom placement for students. A student is removed from the regular classroom environment and assigned school work within the school. While in alternative placement, students will be provided opportunities to address and learn from their behaviors.

Out-of-School Suspension (Response Levels 3 & 4)

For students in 7th through 12th, a **Level 3 Response** may result in a student being suspended unless prohibited by IDEA and/or state law.

Upon returning from suspension, students will engage in one or more interventions to decrease the likelihood of repetition of behavior. For students under IDEA, it will be recommended that the IEP team meet to create or revise a behavioral plan.

If the frequency and repetition of behavior resulting in In-school and Out-of-School suspension continues, student should be referred to Problem Solving Team to address behavior and/or academic needs. When school-based interventions and behavior plans are not successful, the District Response Team will be notified for the next plan of action.

Expulsion from School (Response Level 4)

Response Level 4 conduct will result in a student being suspended from school for 5 days and recommended for expulsion from school unless prohibited by the IDEA and/or state law. The district's legal authority for expelling a student and the steps to be followed are explained in Board Policy.

All recommendations for expulsion will be reviewed by the Department of Behavioral Learning who will determine whether or not to approve moving forward with the expulsion process. If approved, the case will go before the district hearing panel.

PROBLEM SOLVING AND ASSESSMENT

When students demonstrate a pattern of inappropriate behavior or more significant single instances of inappropriate behaviors, it is necessary to examine the underlying causes(s) of the behavior and the context in which it occurs. In these cases, there should be a referral to the school's Problem Solving Team.

Problem Solving Teams (PST)

Defining the Problem Solving Team

The PST is an interdisciplinary team of adults, led by the school principal or his/her designee, that uses the problem solving process to serve two primary functions: (1) analyze data to select and evaluate social emotional and behavioral interventions and (2) address the needs of individuals students who are not making expected disciplinary progress. PST members use assessments to determine whether students have underlying issues that contribute to the behaviors. Parents/Guardians are notified when a teacher refers a student to the PST process.

Problem Solving Team Screening Process

The PST process is reserved for those students who need a team-based support approach. The PST approach is most effective when it is implemented early enough to be effective. If a teacher or administrator determines that a student's behavior is repeated or significant, the teacher should work with the PST to develop research-based Interventions and individualized strategies that address the student's behavior for the teacher to use in supporting that student. The PST will work to develop resources, such as a Behavioral Intervention Plan, to help the student.

Functional Behavioral Assessment (FBA)

A FBA is a formal assessment of a student's behavior focused on identifying the purpose behind the student's behavior. A FBA is used to better understand why a student behaved inappropriately.

Mental Health Referral

For students with immediate mental health needs, a referral may be made to the district's mental health provider. The program works with school staff to provide proactive strategies and professional development to support the student. This program partners with families to connect the student with needed resources in the school and surrounding community.

Alternative School Program

Alternative school programs are intensive programs that use specialized environments, curricula, and instruction to support behavioral, social-emotional, and academic growth for general education students. Generally, alternative programs provide instruction in smaller environments that limit distractions and with lower student-to-staff ratios, which allows for greater individualization.

INTERVENTION

Interventions address the underlying cause of behavior including unmet needs, lagging skills, instructional strategies, and the environment. While not intended to be sequential or exhaustive, the following list defines examples of Interventions used in HCS to support student behavior:

Replacement Behaviors/Coping Strategies

These are behaviors that are taught to take the place of behaviors that are inappropriate for the situation or setting. An example is teaching a student to ask politely to use a classmate's calculator rather than taking it without permission, or teaching students ways to deflect conflict in specific situations.

Behavioral Contracts

Behavior contracts are formal written agreements regarding behavior, which are negotiated between a student and a school staff member, parent/guardian, or other individual. Behaviors contracts should, at minimum, include the following:

- A clear definition of the behavior the student is expected to exhibit
- The positive consequences for performing the desired behavior
- The negative consequences for not performing the desired behavior
- What the student, and each adult involved, is expected to do
- A plan for maintaining the desired behavior

Regulation Breaks

These proactive breaks may be scheduled for students when there is a pattern of behavior that needs to be prevented from recurring. Regulation breaks can take place in a variety of locations including within the classroom or a safe and private Intervention space.

School-to-Home Communication

This protocol is designed to ensure that staff and parents/guardians are "on the same page" with respect to student behavior at home and at school. The goal is for ongoing, meaningful sharing of information and may include, but is not limited to, a communication notebook, daily emails, etc.

Mentoring & Advising

Trained faculty members or others act as advisors and mentor a group of students. The purpose of advisory is to:

- Set goals
- Identify and understand the student's concern
- Share the adult's concerns about the same issue
- Generate solutions
- Explore solutions and choose one that is realistic and satisfies both the student and the adult

School Counseling Services

Counselors identify and address the harm caused by the behavior of one or more students, and develop a plan to correct the situation. Counselors may also use small group Interventions to focus on skill development and coping strategies to prevent potential problems. Examples of skills targeted through group interventions include managing emotions, coping with stress, problem solving, and communicating effectively.

Behavior Support Plans

Behavior Support Plans are developed based on a Functional Behavioral Assessment (FBA). The FBA results are used to develop a plan that establishes proactive and responsive Interventions. The Plan addresses how the student interacts with the environment and replaces inappropriate behavior with pro-social behavior.

SURRENDER FOR SAFETY

In developing this document, District and school-level personnel learned of a policy called "Surrender for Safety" that is used by other school districts around the country. This policy recognizes that students make mistakes and may unintentionally bring inappropriate items to school, but also that students can learn from these mistakes.

If a student voluntarily surrenders possession of a prohibited item to school personnel before being asked about the item, being discovered to be in possession of the item, and using the item, the student will not be subject to the Disciplinary Consequences called for by the Behavioral Learning Matrix.

Prohibited items include any weapon, other than a firearm as defined by federal law, any other inappropriate item, such as, but not limited to, alcohol, drugs, or any other inappropriate item/material (i.e., fireworks, smoke bombs, etc.). Using an item includes, but is not limited to, threatening any other student and/or actually harming another student with a weapon or drinking, ingesting or taking alcohol or drugs.

Behavioral Learning Teacher and Administrator Menu

	Common, Everyday Teacher Responses, Disciplinary Consequences and Interventions		
Day-to-Day	**Response Strategies**	**Consequences**	**Intervention**
	· Remind of correct behavior · Redirect · Provide proximity seating · De-escalation	· Verbal warning · Loss of privilege · Student conference · Detention	· Teach a replacement behavior · Create a behavior contract · Provide regulation breaks · Collaborative problem solving
	Documentation: No formal documentation necessary. It is a best practice to keep informal documentation.		

	Response Level 1 Classroom Responses, Disciplinary Consequences and Interventions		
Level 1	**Response Strategies**	**Consequences**	**Intervention**
	· Same as above, only more intense or frequent · Take a Break, in or out of the classroom	· Same as above, only more intense and frequent · Confiscation · Detention · Restitution · Restorative Practices · Parent/guardian/family phone call	· Same as above, only more intense and frequent · Conference with support staff or administrator · Problem-solving conference with parent/guardian and student · Longer term loss of privilege · Mentoring
	Documentation: Documentation using the Discipline Reporting App. No Office Disciplinary Referral.		

	Problem-Solving and Assessment
Repeated Behaviors	· Use of administrator, faculty or staff mentors · Referral to Problem-Solving Team

	Response Level 2 Administrative Responses, In-School Consequences and Interventions		
Level 2	**Response Strategies**	**Consequences**	**Intervention**
	· Same as above, only more intense and frequent · If needed to maintain safety, call for Campus Security Officer (iCSOï) or School Resource Officer (iSROï), if applicable, or use of restraint	· In-House Learning Center for up to 3 days · If offense is repeated, out of school suspension for up to 2 days followed by a readmission conference with parent/guardian and student · Restorative Practices	· Same as above, only more intense and frequent · Refer to available services (such as NOVA or Social Worker) · Use of Problem Solving Team · Develop Behavior Support Plan
	Documentation: Office Disciplinary Referral (teacher)/ Administrator Documentation		

	Response Level 3 Most Intensive Responses, Out-of-School Consequences and Interventions		
Level 3	**Response Strategies**	**Consequences**	**Intervention**
	· Same as above, only more intense and frequent · If needed to maintain safety, call for CSO or SRO or use of restraint · Contact school administrator	· Out-of-school suspension for up to 5 days followed by a readmission conference with parent/guardian and student · Restorative Practices	· Intervention in Levels 1 and 2 · Referral to the Multi-Disciplinary Team for District-level support
	Documentation: Office Disciplinary Referral (teacher)/ Administrator Documentation		

	Problem-Solving and Assessment
Repeated Behaviors	· If the repeated behavior is assigned to Level 4, move to a Level 4 Response. · If the behavior is not assigned to Level 4, contact the Department of Behavioral Learning for guidance.

	Response Level 4 Long-Term Removal From School and Re-Engagement Strategies		
Level 4	**Response Strategies**	**Consequences**	**Intervention**
	· Same as Levels 1 and 2, only more intense and frequent · If needed to maintain safety, call for CSO or SRO or use of restraint · Contact school administrator	· Mandatory out-of-school 10 days suspension and recommendation for expulsion barring a recognized exception	· Readmission supports following expulsion · Restorative practices (such as re-engagement circle) with students, parents/guardians, and other support staff
	Documentation: Office Disciplinary Referral (teacher)/ Administrator Documentation		

HCS Expects its Students to:	When Students Fail to Meet Expectations by:	Day-to-Day (In-Class Responses by the Teacher)	Level 1 (Classroom Responses, Consequences and Interventions)	Recommended Teacher Responses and Disciplinary Consequences for Student Behavior: (The following options are examples for teachers and are not in any required or sequential order. For a complete list of Response Strategies, Consequences, and Interventions see pages 15-21.)	Level 2 (Administrative Responses and In-School Consequences)	Level 3 (Most Intense In-School Responses and Out-of-School Consequences)	Level 4 (Long-Term Removal from School and Recommendation for Expulsion)
This space lists the behaviors that HCS expects of its students for a given category of behavior. As you can see below, there are three different behaviors that HCS expects of its students regarding Academic Dishonesty.	This space describes student behavior that fails to meet HCS's expectations for its students. Each cell will complete the sentence started by the words "When Students Fail to Meet Expectations by:" listed above. For example, the cell may say "Plagiarizing, committing forgery, or cheating on a minor assignment (i.e. a classroom worksheet, a quiz, or other minor exam)."	If there are dots in either of these two columns, the teacher should respond to the student's behavior before referring the student to a school administrator. School staff should always seek to first use the lowest response level (the dot furthest to the left) when responding to a student's behavior. A teacher should only use higher level responses if the lower level ones have failed.		This space contains a set of recommended teacher responses to the student's behavior. It also contains recommended Disciplinary Consequences for a particular behavior. These are not required, but are merely recommendations. As a reminder, responses are strategies that a teacher may use to help a student regain self-control during or immediately after the student has performed an inappropriate behavior. A Disciplinary Consequence, if used, is usually paired with a response.	If there are dots in these three columns, teachers and other school staff should refer the student to the office for administrator support. Like other school staff, administrators should always seek to first use the lowest response level (the dot furthest to the left) when responding to a student's behavior. In most circumstances, an administrator should only use higher level responses if the lower level ones have failed to help the student correct his or her behavior.		

This space describes a particular category of behaviors, such as "Academic Dishonesty."

Academic Dishonesty

HCS Expects its Students to:	When Students Fail to Meet Expectations by:	Day-to-Day	Level 1	Recommended Teacher Responses and Disciplinary Consequences for Student Behavior	Level 2	Level 3	Level 4
· Act with honesty and integrity · Be prepared for class each day	Plagiarizing, committing forgery, or cheating on a minor assignment (i.e. a classroom worksheet, a quiz, or other minor exam)	●	●	· Retest with different version and/or alternate setting · Student Conference · Parent/Guardian Conference			
· Take pride in their work, efforts, and assignments	Plagiarizing, committing forgery, or cheating on a major assignment (i.e. an end of semester exam or benchmark exam)			· Follow disciplinary referral procedures	●	●	
	Tampering with or assisting another in tampering with the school district's computer network, systems, exams, or grades (i.e. changing grades in INow) This includes "hacking" any school-issued device			· Follow disciplinary referral procedures		●	●

Alcohol, Drugs, Inhalants, and Tobacco

HCS Expects its Students to:	When Students Fail to Meet Expectations by:	Day-to-Day	Level 1	Recommended Teacher Responses and Disciplinary Consequences for Student Behavior	Level 2	Level 3	Level 4
· Be law abiding citizens · Respect the laws of society dealing with the possession, use or sale of drugs	Failure to comply with HCS Medication Policy and Procedure, which students must follow prior to taking drugs of any kind at school. This provision applies to over the counter medicine		●	· Parent/Guardian Conference · If available at the school, contact school nurse, otherwise, contact school administrator · The response to the first incidence of most behaviors under this section should be at the administrative level.	●		
· Associate at school only with people who do not use or sell controlled substances · Be aware of items in their possession at all times (locker, jacket, car, purse, etc.)	Using or possessing tobacco, nicotine inhaler, and/or e-cigarettes		●	· Confiscate	●		
	Possession of alcoholic beverages, marijuana or synthetic drugs in an amount for personal use			· Follow disciplinary referral procedures	●	●	
	Being under the influence of any alcoholic beverage, marijuana or synthetic drugs			· Follow disciplinary referral procedures	●	●	
	Having possession of paraphernalia or equipment used to consume a controlled substance (i.e. a bong)			· Follow disciplinary referral procedures	●	●	
	Having possession of any drug, including illegal drugs, controlled substances, narcotics, and prescription drugs, other than marijuana and synthetic drugs. This provision does not apply to drugs prescribed by a licensed healthcare professional and taken in conformance with HCS policy.			· Follow disciplinary referral procedures		●	●
	Being under the influence of any drug, including illegal drugs, controlled substances, narcotics, and prescription drugs, other than marijuana or synthetic drugs. This provision does not apply to drugs prescribed by a licensed healthcare professional and taken in conformance with HCS policy.			· Follow disciplinary referral procedures		●	●
	Participation in the distribution of an alcoholic beverage to another student. Distribution may be inferred by the amount of alcohol in a student's possession			· Follow disciplinary referral procedures		●	●
	Participation in the distribution of a drug or drugs, including marijuana, synthetic and prescription drugs, to another student, or possessing any drug with evidence of the intent to distribute the drug to another person. Such evidence can include the amount of drugs possessed, the storage of the drugs in small containers able to be easily transferred, or any other indication of distribution			· Follow disciplinary referral procedures			●
	Purchasing alcohol, marijuana or synthetic drugs			· Follow disciplinary referral procedures		●	●
	Purchasing drugs other than marijuana or synthetic drugs			· Follow disciplinary referral procedures		●	●

HCS Expects its Students to:	When Students Fail to Meet Expectations by:	Recommended Teacher Responses and Disciplinary Consequences for Student Behavior: (The following options are examples for teachers and are not in any required or sequential order. For a complete list of Response Strategies, Consequences, and Interventions see pages 15–21.)	Day-to-Day In-Class Responses by the Teacher	Level 1 Classroom Responses, Consequences and Interventions	Level 2 Administrative Responses and In-School Consequences	Level 3 Most Intense In-School Responses and Out-of-School Consequences	Level 4 Long-Term Removal from School and Recommendation for Expulsion
Arson, Fire Setting, Explosives, and Bomb Threats							
• Have respect for life, property and the safety of others	Setting or attempting to set a fire or helping others set a fire	• Follow disciplinary referral procedures				●	●
• Create safe learning environments for themselves and for other classmates	Activating a building's fire or other alarm systems, including reporting a fire or emergency when none exists or making a false alarm call to 911	• Follow disciplinary referral process • Seek immediate support from school administrator, campus security officer, and, where available, SRO				●	●
• Support law enforcement agencies and schools to promote the safety of all staff members and students	Having possession of, or sale, distribution, detonation and/or threat of detonation of fireworks, MACE, pepper spray, stink bombs, smoke bombs, or any other inherently dangerous substance or object	• Follow disciplinary referral process • Seek immediate support from school administrator, campus security officer, and, where available, SRO			●	●	
	Having possession or detonation of any explosive device not specifically listed in this document	• Follow disciplinary referral process • Seek immediate support from school administrator, campus security officer, and, where available, SRO				●	●
	Threatening to detonate an explosive device without actual possession of the explosive device	• Follow disciplinary referral process • Seek immediate support from school administrator, campus security officer, and, where available, SRO				●	●
Bullying, Harassment and Threats							
• Show concern for others	Threatening conduct (including verbal, written, or electronic communication or physical gestures) directed toward another student, teacher, staff member, administrator, or other person where there is no reasonable expectation of bodily harm	• Parent/Guardian Conference • Model Appropriate Social Skills • Proximity to students • Restorative Practices • De-escalation techniques		●	●		
• Conduct themselves in a cooperative, friendly and respectful manner to staff members and classmates	Making threats or harassment based, in whole or in part, on a student's race, ethnicity, disability, religion, sex or other identifying characteristics. This behavior does not have to rise to the level of bullying, defined below Examples: • *Offensive name-calling based on the student's identifying characteristic* • *Intimidating another student, verbally or non-verbally, based on a student's identifying characteristic*	• Follow disciplinary referral procedures			●		●
• Project a positive and cooperative attitude towards staff members and classmates							
• Seek guidance from trusted adults for assistance and direction							

HCS Expects its Students to:	When Students Fail to Meet Expectations by:	Recommended Teacher Responses and Disciplinary Consequences for Student Behavior	Day-to-Day	Level 1	Level 2	Level 3	Level 4
• Encourage classmates to participate in school functions	Acting in a manner that makes someone reasonably believe they are in danger of physical harm, including, but not limited to, verbal statements, written statements, non-verbal aggression and intimidation	• Follow disciplinary referral procedures			●	●	
• Accept people based on their individual merits	Bullying, which is unwanted, aggressive behavior among school-age children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. The bully and victim may have serious, lasting problems, such as depression or anxiety. Examples: • *Threatening another student* • *Spreading rumors* • *Attacking someone physically or verbally* • *Excluding someone from a group on purpose*	• Follow disciplinary referral procedures			●	●	
• Report all acts of violence, harassment or threats to the proper authorities	Using threats, fear, or force without a weapon to make a person turn over property or take other inappropriate action	• Follow disciplinary referral process • Seek immediate support from school administrator, campus security officer, and, where available, SRO			●	●	●
	Making a school shooting threat	• Follow disciplinary referral process • Seek immediate support from school administrator, campus security officer, and, where available, SRO				●	●

Disruptive and Uncooperative Behavior (Page 28)

HCS Expects its Students to:	When Students Fail to Meet Expectations by:	Recommended Teacher Responses and Disciplinary Consequences for Student Behavior: (The following options are examples for teachers and are not in any required or sequential order. For a complete list of Response Strategies, Consequences, and Interventions see pages 15-21)	Day-to-Day (In-Class Responses by the Teacher)	Level 1 (Classroom Responses, Consequences and Interventions)	Level 2 (Administrative Responses and In-School Consequences)	Level 3 (Most Intense In-School Responses and Out-of-School Consequences)	Level 4 (Long-Term Removal from School and Recommendation for Expulsion)
· Show concern for others · Project a positive and cooperative attitude towards staff members and classmates · Demonstrate behavior that is civil, respectful, polite and courteous · Cooperate with school officials to create a positive learning environment · Maintain their self-control at all times · Focus on completing assigned task · Create environments that allow their classmates to work and learn · Follow school rules	Behavior that disrupts instruction and the learning of other students in the classroom. Disruption does not include occasionally engaging with instruction in a manner that is not aligned with classroom expectations (i.e. occasionally blurting something out or having a side conversation with another student) Examples: · *Speaking out of turn, make inappropriate or humorous comments at inappropriate times* · *Trying to engage others while they are working* · *Dropping things, laughing, or making noises on purpose* · *Claiming to not know what is going on* · *Bothering other students* · *Being out of seat/walking around class* · *Over socializing* · *Finding fault with everything others say* · *Knocking on doors/windows of classrooms*	· Reteach expectations · Correct and Redirect · Change student seating · Reinforce positive student behavior · Increase proximity to the student · Use factual, objective language to define expectations and address behavior · TAB In/TAB Out · Call parent/guardian · Alert Office · Detention · Referral to counselor · Reflection Sheet · Use of progressive discipline strategies on pages 10-11	●	●	●		
· Respect the safety of other students in the hall · Attend all classes · Be punctual and realize that a punctual person has a greater chance of success in the workforce	Refusing to follow directions or truthfully respond to questions or requests of teachers, staff, or administrators Example: · *Refusing to give name or information* · *Giving false name or information* · *Possessing hall pass without authorization* · *Refusing to follow class instructions and/or do assigned work* · *Refusing to remove/put away items or materials as requested by teacher, staff, or administrator (such as cell phones, headphones, earbuds, hoods/hats, etc.)* · *Refusing to sit in assigned seat*	· Reteach behavior expectations · Correct and Redirect · Reinforce positive student behavior · Use factual, objective language to define expectations and address behavior · Call parent/guardian · Alert Office · Detention · Referral to counselor · Reflection Sheet · Use of progressive discipline strategies on pages 10-11		●	●		

(Page 29)

When Students Fail to Meet Expectations by:	Recommended Teacher Responses and Disciplinary Consequences for Student Behavior:	Day-to-Day	Level 1	Level 2	Level 3	Level 4
Leaving class and/or being in the hallway without permission and refusing to return to class when asked by teachers, staff, or administrators. If the student responds immediately to school-level staff the staff member should respond with a Level 1 response However, if a student does not immediately respond or repeats this behavior on multiple occasions, the school-level staff member should seek support from a school administrator with a Level 2 response	· Reteach behavior expectations · Correct and Redirect · Increase proximity to the student · Reinforce positive student behavior · Use factual, objective language to define expectations and address behavior · Call parent/guardian · Alert Office, CSO or SRO, where necessary to maintain safety · Detention · Referral to counselor · Reflection Sheet · Use of progressive discipline strategies on pages 10-11		●	●		
Inciting or encouraging a fight or other disruption, including taunting, baiting, or organizing disruptive activities with or without the use of electronic devices (i.e. encouraging students to cut class or texting a student to incite a fight) However, if a student's action compromises the safety of other students and/or adults, the school-level staff member should respond with a Level 2 or 3 Response	· Use factual, objective language to define expectations and address behavior · Reteach expectation · Call parent/guardian · Alert Office, CSO/SRO · Detention · Referral to counselor · Reflection Sheet · Use of progressive discipline strategies on pages 10-11		●	●	●	
Leaving school campus during scheduled class without permission.	· Follow disciplinary referral procedures			●		
Preventing instruction for a significant time, acting violently, or threatening or intimidating another person in a way that significantly disrupts class, school, or a school sponsored activity. Examples: · *Throwing objects such as furniture, laptops, books, etc.* · *Making extreme outbursts* · *Throwing items out of windows*	· Follow disciplinary referral process · Seek immediate support from school administrator, campus security officer, and, where available, SRO			●	●	
Using force or some other means to gain entry to a secure or locked school facility without permission Examples: · *Propping doors open* · *Breaking a window to gain entry* · *Taking an employee's keys and using them to gain entry into a building and/or room*	· Follow disciplinary referral process · Seek immediate support from school administrator, campus security officer, and, where available, SRO				●	

HCS Expects its Students to:	When Students Fail to Meet Expectations by:	Recommended Teacher Responses and Disciplinary Consequences for Student Behavior (The following options are examples for teachers and are not in any required or sequential order. For a complete list of **Response Strategies, Consequences, and Interventions** see page 15-21)	Day-to-Day (In-Class Responses by the Teacher)	Level 1 (Classroom Responses, Consequences and Interventions)	Level 2 (Administrative Responses and In-School Consequences)	Level 3 (Most Intense In-School Responses and Out-of-School Consequences)	Level 4 (Long-Term Removal from School and Recommendation for Expulsion)
	Any serious misconduct not otherwise addressed that creates a threat of harm to the health, safety or property of a school, teachers, staff, other students, one's self, or the District (School administrator should consult with the Department of Behavioral Learning in conjunction with any school-level responses for this behavior)	• Follow disciplinary referral process • Seek immediate support from school administrator, campus security officer, and, where available, SRO				●	●

Explicit, Lewd, Obscene or Sexual Materials and Associated Actions

HCS Expects its Students to:	When Students Fail to Meet Expectations by:	Recommended Teacher Responses and Disciplinary Consequences for Student Behavior	Day-to-Day	Level 1	Level 2	Level 3	Level 4
• Share materials that are educationally appropriate • Use approved electronic devices responsibly • Put away devices when asked to do so by Staff or Administrators • Use approved electronic devices at appropriate times	Possession or observation of pornographic materials, including print, electronic, video, and other media	• Confiscate • De-escalation techniques • Student Conference • Parent/Guardian Conference • Detention • For repeated behavior, seek support from the administrator • Problem-solving with a student about their behavior • Proximity to students • Loss of privilege • Refer to IT if necessary (for file/program removal)	●	●	●		
	Physically displaying one's intimate parts	• Follow disciplinary referral procedures				●	

Failure to Follow Bus, Field Trip, or Extracurricular Rules

HCS Expects its Students to:	When Students Fail to Meet Expectations by:	Recommended Teacher Responses and Disciplinary Consequences for Student Behavior	Day-to-Day	Level 1	Level 2	Level 3	Level 4
• Follow school rules and the instructions of school personnel • Follow school rules for parking and driving • Drive safely at all times	Failing to follow bus rules or the instructions of the bus driver. For minor or occasional failures to follow bus rules, the student may lose school activity privileges; however, for repeated or serious or safety-related failures, a student may lose bus privileges, temporarily or permanently	• Loss of applicable privilege • Behavioral Contract	●	●	●		
	Failing to follow the instructions of staff, a coach, teacher or chaperone on a field trip or during an extracurricular or afterschool activity or event	• Loss of applicable privilege • Detention • Behavioral Contract	●	●	●		
	Failure to follow school parking and driving rules	• Follow disciplinary referral procedures			●		

Failure to Respect Property of Others

HCS Expects its Students to:	When Students Fail to Meet Expectations by:	Recommended Teacher Responses and Disciplinary Consequences for Student Behavior	Day-to-Day	Level 1	Level 2	Level 3	Level 4
• Show respect for the property of others • Report all acts of vandalism to the proper authorities • Demonstrate school pride by being active participants in protecting and maintaining the school campus • Return lost property to its owner or to appropriate school officials.	Damaging, defacing, or destroying property that belongs to another person or the District that costs less than $50 to repair or replace	• Loss of privilege • Restorative Practices • Parent/Guardian Contact • Restitution • For students who repeat this behavior, referral to the administrator, PST or counselor for support		●	●		
	Taking or obtaining property that does not exceed $50 in value without the permission of the owner	• Loss of privilege • Restorative Practices • Parent/Guardian Contact • Restitution • For students who repeat this behavior, referral to the administrator, PST or counselor for support		●	●		
	Damaging, defacing, or destroying property that belongs to another person or the District that costs $50 or more to repair or replace	• Loss of privilege • Restorative Practices • Parent/Guardian Contact • Restitution • For students who repeat this behavior, referral to the administrator, PST or counselor for support			●	●	
	Taking or obtaining property valued at $50 or more in value without the permission of the owner	• Loss of privilege • Restorative Practices • Parent/Guardian Contact • Restitution • For students who repeat this behavior, referral to the administrator, PST or counselor for support		●	●	●	

Gambling

HCS Expects its Students to:	When Students Fail to Meet Expectations by:	Recommended Teacher Responses and Disciplinary Consequences for Student Behavior	Day-to-Day	Level 1	Level 2	Level 3	Level 4
• Be law-abiding citizens	Engaging in a game of chance requiring the use of money or the exchanging of goods (i.e. poker or dice)	• Redirection/Correction • Verbal Warning • Confiscation • Student Conference • Parent/Guardian Contact		●	●		

Inappropriate Clothing

HCS Expects its Students to:	When Students Fail to Meet Expectations by:	Recommended Teacher Responses and Disciplinary Consequences for Student Behavior	Day-to-Day	Level 1	Level 2	Level 3	Level 4
• Adhere to the school dress code • Associate with people who promote a positive and friendly school climate	Violating Dress Code (See Appendix)	• Provide student with replacement clothing article to prevent loss of instruction time • Seek support from school administrator or counselor to assist the student with dress code compliance • Call parent/guardian	●	●	●		
	Dressing in a lewd manner or in gang-affiliated attire	• Follow disciplinary referral procedures			●		

HCS Expects its Students to:	When Students Fail to Meet Expectations by:	Recommended Teacher Responses and Disciplinary Consequences for Student Behavior: (The following options are examples for teachers and are not in any required or sequential order. For a complete list of Response Strategies, Consequences, and Interventions see pages 15-21)	Day-to-Day (In-Class Responses by the Teacher)	Level 1 (Classroom Responses, Consequences and Interventions)	Level 2 (Administrative Responses and In-School Consequences)	Level 3 (Most Intense In-School Responses and Out-of-School Consequences)	Level 4 (Long-Term Removal from School and Recommendation for Expulsion)
Inappropriate Language							
· Project a positive and cooperative attitude towards staff members and classmates	Using profanity or offensive language or making inappropriate or offensive gestures, verbal or written comments, or symbols	· Verbal Warning · Reteach behavior expectations · Correct and Redirect · TAB In	●	●			
· Demonstrate behavior that is civil, respectful, polite and courteous · Cooperate with school officials to create a positive learning environment · Maintain their self-control at all times	Using profanity or offensive language or making inappropriate or offensive gestures, verbal or written comments, or symbols directed at another student	· TAB Out · Reflection Sheet · Student Conference · Parent/guardian contact · Refer to counselor · Mentoring · De-escalation techniques · Use of progressive discipline strategies on pages 10-11		●	●		
· Have respect for life, property and the safety of others · Respect other students' decisions concerning their bodies	Using profanity or offensive language or making inappropriate or offensive gestures, verbal or written comments, or symbols directed at school personnel (The administrator should first respond with in-school consequences before progressing to out-of-school consequences)	· Seek administrative support via disciplinary referral process.			●	●	
	Making unwelcome sexual advances, requesting sexual acts or favors, or other inappropriate verbal, written, or physical conduct of a sexual nature	· Follow disciplinary referral procedures			●	●	
Inappropriate Physical Contact and Aggression							
· Seek to resolve issues before they escalate · Project a positive and cooperative attitude towards staff members and classmates · Use conflict management skills to resolve disagreements · Demonstrate behavior that is civil, respectful, polite and courteous	Initiating an inappropriate physical act directed at another student that does not rise to the level of a fight or physical attack, such as pushing, shoving or horseplay	· Problem solving with student about their behavior · Re-teach behavior expectation · De-escalation techniques · TAB In · TAB Out · Student conference · Parent/guardian conference · Reflection sheet · Mentoring · Restorative Practices		●			

HCS Expects its Students to:	When Students Fail to Meet Expectations by:	Recommended Teacher Responses and Disciplinary Consequences for Student Behavior	Day-to-Day	Level 1	Level 2	Level 3	Level 4
· Maintain their self-control at all times	Physically attacking another student	· Follow disciplinary referral procedures				●	●
	Fighting with another student (In determining the appropriate Disciplinary Consequence, the administrator should consider all of the circumstances including each child's conduct leading up to the fight. For example, the student who elevates a verbal confrontation to a fist fight may be subject to different punishment than the student who verbally instigated or taunted the attacking student)	· Follow disciplinary referral procedures			●	●	●
	Physically attacking, including throwing an object at an HCS employee or other adult or striking an adult who is intervening in a fight	· Follow disciplinary referral procedures				●	●
Inappropriate Touching and Sexual Conduct							
· Have respect for life, property and the safety of others · Support law enforcement agencies and schools to promote the safety of all staff members and students · Respect other students' decisions concerning their bodies	Engaging in activity or horseplay that includes intentionally touching, including through clothing, the intimate parts of another person with any body part or object and with or without the consent of the other person	· Follow disciplinary referral procedures			●	●	
	Initiating non-consensual physical contact with another person for the purpose of degrading the recipient or sexually arousing/satisfying the student initiating the contact	· Follow disciplinary referral procedures			●	●	
	Participation in consensual physical affection that does not rise to the level of sexual conduct Example: · Kissing	· Student conference · Parent/guardian conference · Follow disciplinary referral procedures		●	●		
	Participation in consensual sexual conduct or other inappropriate sexual contact (In determining the appropriate Disciplinary Consequence, the administrator should consider all of the circumstances including the students' age and maturity and where the conduct took place)	· Follow disciplinary referral procedures				●	●
	Engaging in non-consensual sexual contact with another person using force, weapons, threats, coercion, or intimidation	· Follow disciplinary referral procedures					●

Page 34 — Inappropriate Use of Technology

Column legend:
- **Day-to-Day** — In-Class Responses by the Teacher
- **Level 1** — Classroom Responses, Consequences and Interventions
- **Level 2** — Administrative Responses and In-School Consequences
- **Level 3** — Most Intense In-School Responses and Out-of-School Consequences
- **Level 4** — Long-Term Removal from School and Recommendation for Expulsion
- **Recommended Teacher Responses and Disciplinary Consequences for Student Behavior** — (The following options are examples for teachers and are not in any required or sequential order. For a complete list of *Response Strategies, Consequences,* and *Interventions* see pages 15-21)

HCS Expects its Students to:
- Use approved electronic devices responsibly
- Put away devices when asked to do so by Staff or Administrators
- Use of approved electronic devices at appropriate times
- Use the school network for educational communication and purposes
- Treat school-issued devices, the school network, and online school resources with respect and care
- Use their school-issued devices in conformity with federal, state, and local law
- Operate their devices without bypassing District content and security filters

When Students Fail to Meet Expectations by:	Recommended Teacher Responses and Disciplinary Consequences for Student Behavior	Day-to-Day	Level 1	Level 2	Level 3	Level 4
Committing minor, inappropriate uses of technology. Examples: *Using computer for games, messaging services, chat rooms, and other non-school related activities* / *Using computer to download, store, or create non-school related files that don't cause damage to the device, such as videos, music, apps, data or other programs* / *Using computer to transmit personal information such as home telephone number over the internet*	• Verbal Warning • Reteach behavior expectations • Loss of privilege • Confiscation • Detention • Student conference • Restricted use of the device • Parent/guardian conference • For repeated instances of this behavior, follow the disciplinary referral procedures		●	●		
Committing major, inappropriate uses of technology. Examples: *Changing a school-issued device's settings/configurations* / *Deleting, examining, copying, or modifying files, data, or device settings of another user* / *Using computer to download, store, or create non-school related files that cause damage to the device* / *Sending unauthorized anonymous and/or false communications using applications such as, but not limited to, Google Chat, MSN Messenger, and Yahoo Messenger* / *Bypassing the District's web filter through a web proxy*	• Follow disciplinary referral procedures			●	●	
Most significant inappropriate uses of technology. Examples: *Performing any activity that voids the device, service agreement, software license or warranty such as, but not limited to, jail breaking or rooting (hacking the device to bypass digital rights management software)* / *Using a school-issued device or the District's internet/network for non-educational financial or personal gain*	• Follow disciplinary referral procedures				●	●

Page 35 — Recordings & Transmissions; Use/Possession/Distribution of Unauthorized Items

HCS Expects its Students to:
- Obtain permission before recording any other person *(Recordings & Transmissions)*
- Understand and follow school rules *(Use/Possession/Distribution of Unauthorized Items)*

When Students Fail to Meet Expectations by:	Recommended Teacher Responses and Disciplinary Consequences for Student Behavior	Day-to-Day	Level 1	Level 2	Level 3	Level 4
Using a school-issued device or the District's internet/network for illegal activity, including uses that violate federal, state, or local laws or regulations						●
Making unauthorized changes to program settings or engaging in any behavior or activity that damages or disrupts network performance on school devices. This includes a denial of service attack	• Follow disciplinary referral procedures					
Recordings & Transmissions						
Recording a subject, using photos, audio and/or video, without the subject's or school's permission	• Parent/Guardian Conference • Student Conference • Restorative practices • Confiscation • Loss of Privileges	●	●			
Recording a subject, using photos and/or video, while the subject is in a nude or partially nude state	• Follow disciplinary referral process • Seek support from school administrator			●		
Recording a subject performing a sexually explicit act, using photos, audio and/or video, with or without consent of the subject	• Follow disciplinary referral process • Seek support from school administrator				●	
Sending, transmitting, uploading, downloading, or distributing a recording of a subject, including other students, staff, teacher, administrator, or other person, without the subject's approval and with intent to harm or demean the subject	• Follow disciplinary referral process • Seek support from school administrator			●	●	
Sending, transmitting, uploading, downloading, or distributing obscene, threatening, harassing, pornographic, or sexually explicit materials	• Follow disciplinary referral process • If students or school personnel are the subject of the transmitted material, begin with a Level 4 Response.					●
Use/Possession/Distribution of Unauthorized Items						
Using any items that disrupt the learning environment	• Verbal Warning • Confiscate • Student conference • Detention • Call parent/guardian	●	●			
Unauthorized selling or distribution of goods not otherwise included in this document		●	●			

Weapons/Firearms

HCS Expects its Students to:	When Students Fail to Meet Expectations by:	Day-to-Day In-Class Responses by the Teacher	Level 1 Classroom Responses, Consequences and Interventions	Recommended Teacher Responses and Disciplinary Consequences for Student Behavior: (The following options are examples for teachers and are not in any required or sequential order. For a complete list of Response Strategies, Consequences, and Interventions see pages 15-21)	Level 2 Administrative Responses and In-School Consequences	Level 3 Most Intense In-School Responses and Out-of-School Consequences	Level 4 Long-Term Removal from School and Recommendation for Expulsion
· Associate at school only with people who do not use or sell weapons	Possessing a toy weapon where the toy weapon is not used to threaten, intimidate, harm or cause a disruption.		●	· If clearly a toy, confiscate the item. Otherwise, seek support from administrator, Campus Security Officer, and, if applicable, a SRO.	●		
· Be law abiding citizens	Possessing a toy weapon where the toy weapon is used to threaten, intimidate, harm or cause a disruption			· Follow disciplinary referral procedures · Seek support from administrator, Campus Security Officer, and, if applicable, a SRO.		●	
· Understand and follow school rules · Support law enforcement agencies and schools to promote the safety of all staff members and students	Possessing a weapon, other than a firearm or gun. This includes, but is not limited to, switchblade knife, box cutter, sword, dagger, club, baton, blackjack, metal knuckles, or anything deemed a weapon by a school official			· Follow disciplinary referral procedures · Seek support from administrator, Campus Security Officer, and, if applicable, a SRO	●	●	
· Be aware of items in their possession at all times (locker, jacket, car, purse, etc.)	Possessing and attempting or threatening the use of a weapon except a firearm or gun against another person or to cause disruption			· Follow disciplinary referral procedures · Seek support from administrator, Campus Security Officer, and, if applicable, a SRO			●
· Have respect for life, property and the safety of others	Possessing a firearm, which is defined as any weapon (including a starter gun) which will or is designed to or may readily be converted to or projectile by the action of an explosive; the frame or receiver of any such weapon; any firearm muffler or firearm silencer; or any destructive device. Such term does not include an antique firearm, and the definition of this term is subject to the terms of 18 U.S.C. 921			· Follow disciplinary referral procedures · Seek support from administrator, Campus Security Officer, and, if applicable, a SRO			●
	Possessing a gun, other than a firearm as described above, whether loaded or unloaded, operable or inoperable (i.e. BB guns, pellet guns, flare guns, air rifles, and Airsoft Rifles)			· Follow disciplinary referral procedures · Seek support from administrator, Campus Security Officer, and, if applicable, a SRO			●

GLOSSARY OF TERMS

- **Bullying –** Unwanted, aggressive behavior among school-age children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. The bully and victim may have serious, lasting problems, such as depression or anxiety.

- **Disciplinary Consequence –** The consequence, usually involving a specific sanction, for a student's failure to meet HCS' expectations for student behavior. This is described in detail on page 17.

- **Discipline Reporting App ("DRA") –** This is Huntsville City Schools' new, user-friendly software application designed to help school personnel track student behaviors and the associated Response Strategies, Disciplinary Consequences, and Interventions.

- **Disruption –** Intentional actions that result in interference with instruction or prevent other students from accessing instruction or completing their school work. Disruption does not include occasionally acting in a manner that is not aligned with classroom expectations (i.e. occasionally blurting something out or having a side conversation with another student).

- **Gang-Affiliated –** of or related to gangs, gang culture, or gang signs. This may include certain combinations of colors, symbols, or any other insignia that pertains to a gang or gang activity.

- **Intervention –** A measure or series of measures taken by school staff to address a student's unmet needs. The purpose of these measures is to remedy the cause of student's behavioral issues. This is described in detail on page 20.

- **Intimate parts –** The body parts that are traditionally covered by a bathing suit, including the breasts, buttocks and genitals.

- **Lewd –** sexual, in a rude or offensive way

- **Non-Educationally Required Device –** Any device that is not permitted for use as part of a teacher's instruction or to complete school work, whether electronic or otherwise, including cellular telephones, personal music or video players (e.g. iPods or MP3 Players), handheld videogame devices (e.g. PSP or Nintendo DS), electronic tablets, cameras and other image, voice, or video recording devices.

- **Personal Use –** An amount of drugs or alcohol intended for use by a single person. For example, a single can of beer or a small amount of marijuana. If the amount in a student's possession exceeds a single use of the substance, an administrator can consider this fact in determining whether a student is engaging in the distribution of a substance.

- **Positive Behavior Interventions and Supports ("PBIS") –** PBIS is nationally recognized approach designed to assist school personnel in creating a positive school climate for students. PBIS provides school personnel with progressive guidelines of evidence-based behavioral responses and Interventions. The goal of this program is to enhance academic and social behavior outcomes for all students.

- **Possession –** Having on one's person or in one's backpack, locker, purse, vehicle (if on school property or at a school event), or any other storage container owned by the student.

- **Problem Solving Team ("PST") –** An interdisciplinary team of school personnel that uses a student's data and information to develop Interventions to respond to that student's unmet academic or behavioral needs.

- **Response Strategy –** An immediate reaction from school personnel designed to calm a student, end a student's misbehavior, and help a student regain self-control in a dignified manner. Response Strategies may be coupled with a Disciplinary Consequence or Intervention on a case-by-case basis. This is described in detail on page 15.

- **Restorative Practices –** A system designed to help students build better relationships with each other and with school personnel and, when there is a breakdown in those relationships, to help students repair the harm caused by their actions.

- **Student's Identify Characteristic –** Any characteristic expressly defined and protected by federal, state or local law, regulation or ordinance including ancestry, creed, gender, gender identity, gender expression, marital status, national origin, parental/guardian status, pregnancy, race, religion, or sexual orientation. This definition also includes any disability including physical, mental, emotional or learning disabilities.

- **Synthetic Drugs –** Any artificial or man-made drug including synthetic cannabinoids, which are commonly known as "synthetic marijuana," "K2," or "Spice," and sometimes labeled as "herbal incense" or "potpourri" and synthetic cathinones which are commonly known as "bath salts" or "jewelry cleaner".

APPENDIX A: DRESS CODE

We are committed to preparing our students for college and careers beyond high schools. In order to be successful in either area, students must dress in a neat, clean and appropriate manner in clothing that encourages an atmosphere conducive to learning, work and discipline. Students will not wear any article of clothing or display any insignia or sign that shows disrespect for any person, creed, race, color, sex, or nationality, or that may lead to a disruption of the learning environment. Our goal to prepare students for the future aligns with state educational authorities and court decisions which have determined that style of dress and hair should not disrupt classes, interfere with learning, prevent instruction, and should comply with state health and safety standards. Parents/guardians are expected to monitor students' dress.

The following is a non-exhaustive list of dress guidelines that apply to HCS students:

- Clothing that displays immoral or illegal behavior is not permitted. Any article of clothing, jewelry, or haircut depicting gangs, violence, sex, drugs, alcohol, mutilation or language that could be considered obscene or vulgar will not be permitted.
- Jewelry that could be used as a weapon is not allowed.
- All shorts, skorts, skirts and dresses must fit securely around the waist and come no higher than three inches above the bend of the back of the knee. Slits in skirts and dresses must not be extreme or revealing.
- Except for religious purposes, hats and head coverings may not be worn in school buildings. Sunglasses, gloves, bandanas, and house slippers may not be worn in school buildings.
- Students may not wear pajamas.
- Bib overalls and/or suspenders must be snapped, hooked and/or buttoned and kept on shoulders. Belts must be buckled.
- Pants may not be oversized or allowed to sag. Pant legs must be uniform length and may not drag on the floor.
- Pants or Jeans may only have holes at the knee or below. Pants or Jeans that have holes above the knee are not allowed, even if material is beneath the holes.
- Undergarments must not be exposed.
- Private parts must be covered
- Sleeves must be at least 3" across the shoulder.
- Revealing tops, spandex, or other clinging garments are not permitted.
- Shirts that bare midriffs when arms are raised are not allowed.
- Students may wear yoga pants, tights, leggings, or jeggings as long as they are used as an undergarment covered by shorts, skirts, or dresses that are at least no higher than three inches above the bend of the back of the knee.
- Hoodies and sweatshirts must fit appropriately. Hoods should never be on in the building.

Please dress appropriately for school. If you think it may be inappropriate, it probably is. Use good judgment. Here are some simple guidelines:

- Wear clothes that fit properly.
  Avoid wearing clothes that are too tight or too loose and are revealing.
- Dress for safety.
  Avoid wearing anything that could cause you to hurt yourself or others, even by accident. *(i.e. wearing "slides" or flip flops during P.E.)*
- Dress positively.
  Avoid wearing anything that may be offensive.

Think about what you are wearing and how it reflects on you. You will be seen by other students, teachers, staff, and the community. Put your best foot forward and show the world you respect yourself and your school. We encourage your individuality, but we also encourage you to dress for success.

You may be asked to change into clothing available at the school or wait in ILC while a parent brings a change of clothes. Disregard for the dress code will lead to disciplinary action, in accordance with the Behavioral Learning Guide.

APPENDIX B: SUSPENSION PROCEDURES

In-House Learning Center

- A student may not be placed in ILC for more than five (5) school days at any one time and no more than 20 school days in the aggregate during any one (1) school year (pay particular attention to the note below concerning students with disabilities).
- The principal will follow HCS policies with reference to student records.
- Prior to placement in the ILC, the principal/delegate will advise the student of the charge(s) and the student shall have the opportunity to tell what occurred.
- Prior to assigning a student to ILC, a reasonable effort will be made to notify the parent and to have a conference by phone or in person. If the parent cannot be reached, the student will be given notice and a copy will be mailed to the parent.

Out-of-School Suspension

- A student may not be suspended for more than ten (10) school days at any one time and no more than twenty (20) school days in the aggregate during any one school year (pay particular attention to the note below concerning students with disabilities).
- The principal will follow HCS policies with reference to student records.
- The principal/delegate will advise the student of the charge(s) and the student shall have the opportunity to tell what occurred.
- While on Out-of-School Suspension, the student will be permitted to complete work or tests missed during the suspension.
- Prior to suspending a student from school, a reasonable effort will be made to notify the parent and to hold an informal conference.
- If the parent cannot be reached prior to the end of the school day, the student will be given a Notice of Suspension (Form HCS330-0l) stating the charge(s) in writing against the student and requesting a conference with the parent. One copy will be mailed to the parent, and the administrator will continue to try to contact the parent. The student shall remain in school, unless under an emergency situation, until the end of the school day or until released to the parent or designee.

Suspension Notice Filing and Distribution

The original is forwarded to the Department of Behavioral Learning (Superintendent's Office). One copy is distributed to the student, one copy to the parent, one copy to be placed in the student's cumulative record, and one copy to the principal. If the student is disabled, a copy should be given to the student's teacher of record.

NOTE: A student with disabilities may not be suspended out of school for more than ten (10) days in a school year. Any more time in suspension requires IEP Committee action. Only an IEP Committee may change the placement of a student with disabilities. All students, including students with disabilities, who are suspended will be permitted to complete work or tests missed during the suspension.

APPENDIX C: EXPULSION PROCEDURES

General

- If a student is suspended pending an expulsion hearing, the principal/delegate will follow the suspension policy and procedure and on the suspension notice form will suspend to the hearing panel; exceptions being disabled students. See above NOTE under "Suspension" as to students with disabilities.
- When an expulsion offense is committed, the principal immediately must notify the Security Supervisor and the Behavioral Learning Department. If the student has a disability, the Special Education Services department also must be notified.
- If a suspected controlled substance is involved, HPD must be notified.

Superintendent-Initiated Expulsion

The Superintendent, if the situation warrants, may recommend that a student be expelled without prior recommendation from the principal. In such cases, the Superintendent will follow the Principal-Initiated Expulsion procedures (see below).

Principal-Initiated Expulsion

The principal/designee will review the allegations and evidence against a student, advise the student of the charge(s), and allow the student to tell what occurred. After doing so, the principal/designee is responsible initially for determining that a student's behavior warrants an expulsion. A reasonable effort will be made to notify the parent.

- The principal will notify the Behavioral Learning Department by letter of the recommendation for expulsion within three (3) school days after the date of the commission of the offense.
- This letter must have attached all information available, including, but not limited to, the following:
  - Copy of the completed Suspension Notice, stating the charges in writing.
  - Specific description of the student's behavior, including date, time, and place and supporting facts.
  - A written report giving the suspected student's version of what occurred.
  - Names, addresses, and telephone numbers of persons involved in the incident: suspect(s), victim(s), and witness(es).
  - Signed and dated statement(s) of persons involved in the incident, if possible. (Use Form HCS330-39.)
  - Xerox copy of any contraband.
  - List of special program(s), if any, in which student is enrolled or being considered for enrollment.
  - Verification of student's receipt of the Behavioral Learning Guide.
  - Past disciplinary record of student involved.
  - Academic record of student, including a copy of the current report card and a copy of the roll call card.
  - Details of extenuating circumstances.
  - Date(s) of principal's conference(s) and names of those present.

Procedures for Hearings

Prior to expulsion, students are entitled to a hearing conducted by a hearing panel that will adhere to the following procedures:

- The parent shall be given verbal or written notice of the charge(s) against the student and the time, date, and place of the hearing at least 72 hours prior to a hearing. At the time that the notice of an expulsion charge is made, HCS will provide the student and the parent/guardian with the following: copies of evidence supporting the expulsion; the rules governing the hearing; and notice that the student may have a parent/guardian or family member and an advocate of his or her choosing present to participate in the expulsion hearing and that the student may present witnesses and cross examine live witnesses presented by HCS at the expulsion hearing.

- The hearing panel will normally conduct a hearing within 14 school days after the date of the commission of the offense.

- The principal or other person assigned by the Behavioral Learning Department shall present the case for expulsion of the student. Witnesses for the proponent of the expulsion will be notified to be present by the school or the Security Supervisor.

- At the hearing, the hearing panel shall give the student an opportunity to admit or deny the charge(s).

- If the student denies the charge(s), an explanation of the evidence will be provided and the student will be given an opportunity to tell what occurred.

- The case may be presented by statements made by the witness(es). The hearing panel may permit witness(es) by the proponent of the expulsion, but the hearing panel is not required to call or permit any accusers to be present. Additionally, student witnesses, including accusers, may provide evidence by written statement which may be redacted. The decision as to these issues shall rest in the discretion of the hearing panel. The student is permitted to present adult witnesses, but if a witness's testimony is redundant or not relevant the hearing panel can decide not to hear that witness.

- Ordinarily, no attorney will be present in an advisory capacity for the expulsion hearing. If the student's parent chooses to have an attorney present, the principal/designee also may have an attorney present in an advisory capacity. The student's parent must give the hearing panel notice, 24 hours prior to the hearing, of the decision to have an attorney. Failure to do so may result in the rescheduling of the hearing or the hearing panel's denying the participation of the attorney in the hearing.

- After following the above procedures, the hearing panel, on the basis of all facts presented, shall determine whether the student did or did not commit an offense, what offense, if any, was committed and whether the recommendation of the principal to expel is accepted or overruled. The hearing panel shall prepare a written decision, which shall include the charges against the student; the time, date, and location of the hearing; a summary of the evidence presented at the hearing; the conclusions drawn from the evidence; and the disposition of the student. If extenuating or mitigating circumstances exist, the hearing panel shall document these circumstances.

- In the event that a student with disabilities is alleged to have committed an offense expellable under the Behavioral Learning Guide, the hearing panel determines the guilt or innocence only. The decision regarding an appropriate placement is determined by the IEP Committee.
  - The following persons shall be notified of the hearing decision:
  - The student's parent (by certified mail)
  - The Behavioral Learning Department
  - The Principal
  - The Special Education Services Department (for students with disabilities)
  - The Superintendent
  - The Deputy Superintendent
  - The Security Supervisor

- A recording shall be made of the hearing and shall be kept for no less than six (6) months from the date of the hearing.

- The written record of the hearing shall be kept for two (2) years.

Appeal of Hearing Decision For Expulsion

If the student's parent is dissatisfied with the decision of the hearing panel in cases in which the hearing panel upholds the recommendation for expulsion, the parent may file an appeal. The appeal procedures are as follows:

- The student's parent must file a written request for an appeal.

- The written request for an appeal must be addressed to and mailed or given to the Superintendent.

- The written request for an appeal must be postmarked or hand delivered on a date no more than seven (7) calendar days after the postmarked date or date of hand delivery of the written notification of the hearing panel's decision. If the written request for an appeal is not made on time, the hearing decision will be final.

- The Superintendent, upon receipt of a timely filed written request for an appeal, will request the documented evidence of the case including the findings, the conclusions, the disposition, and the tape recording.

- The Superintendent or designee shall review the case of the basis of the record. No new evidence shall be admissible.

- Within seven (7) working days after receipt of the appeal, the Superintendent will make a written decision to adopt, modify, or disapprove all or any part of the hearing panel's findings, conclusions, or disposition.

- A copy of the Superintendent's decision shall be sent to the following persons:
  - The student's parent (by certified mail)
  - The Behavioral Learning Department
  - The Principal
  - The Special Education Department (for disabled student)
  - The Superintendent's Office
  - The Security Supervisor

- If the parent is dissatisfied with the Superintendent's decision to uphold the recommendation for expulsion, the parent may file an appeal to the Board of Education using procedures adopted by the Board.