

2024-2025

Northampton County Schools

Code of Student Conduct





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Mission

Our mission is to work in partnership with families and communities using a holistic approach to empower students to become responsible and engaged citizens.

Vision

Northampton County will have safe, orderly, and effective schools that provide a wholesome learning environment and develop strong, competitive learners.

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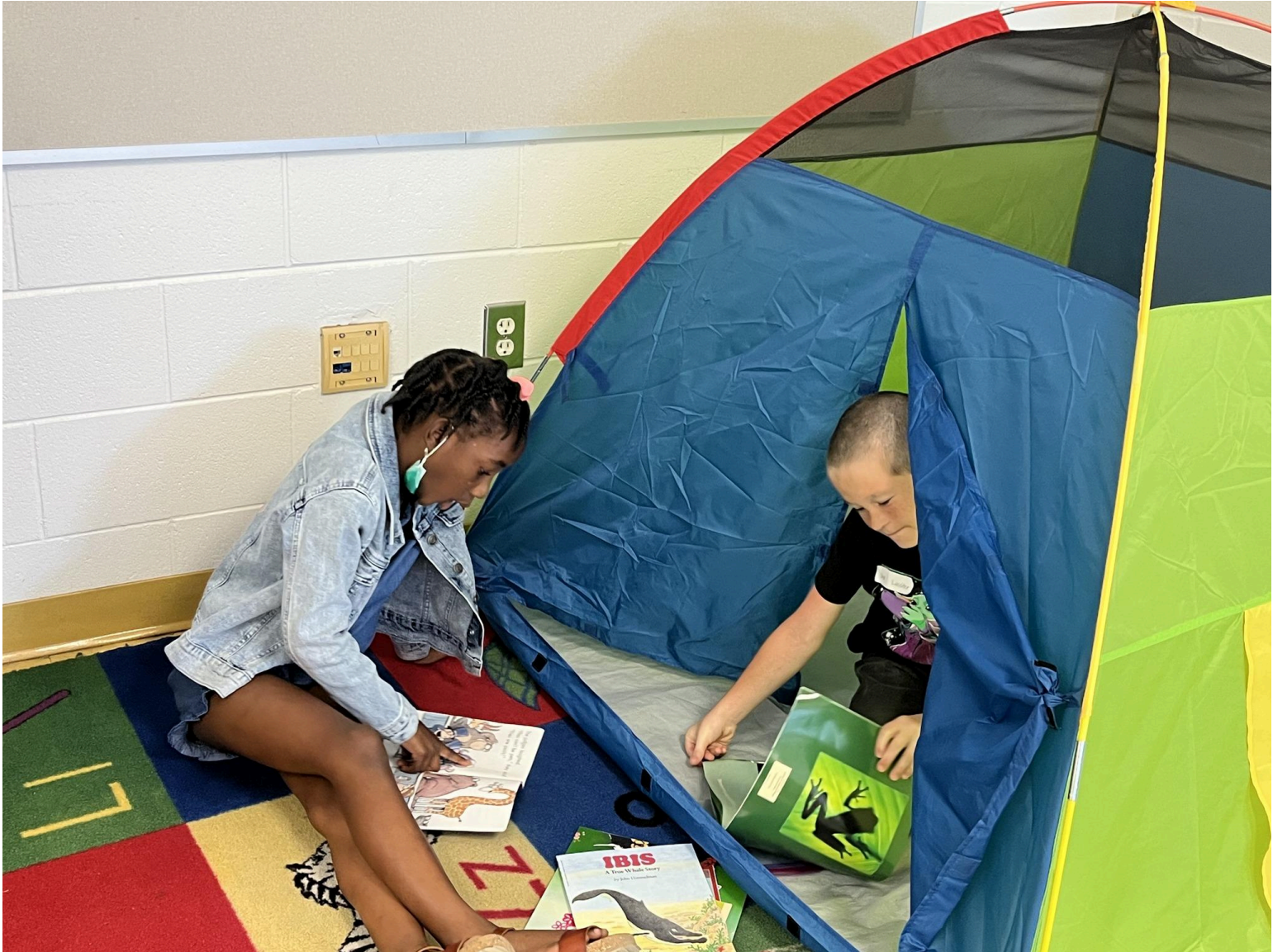
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Introduction

Why Do We Have a Code of Conduct, Character, and Support?

The Northampton County Code of Conduct ensures all students' right to an education in a safe, caring, equitable, and supportive learning environment.

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

Thus, the Code addresses both development of character and conduct for all stakeholders in the Northampton County community. An individual's character reflects the attitudes, attributes, and moral convictions that shape their conduct. Development of good character and social and emotional competencies are essential to each student's academic success in school today and their success in the future.

The Code defines a wide range of opportunities, supports and interventions that promote positive behavior, help students develop self-management and social and emotional efficacy, and enable students to improve and make responsible decisions while demonstrating positive behaviors.

This code applies to everyone when on school property, on a bus, or attending a school function.

Goals for the Code

The Northampton County Code of Conduct aims to:

1. Ensure that no student is subject to harassment, bullying, and/or discrimination based on their race, color, religion, sex, sexual orientation, gender identification, nationality or language.
2. Promote positive social behaviors, respectful and caring communication, and responsible decision making.
3. Clearly define rules and expectations for acceptable conduct on school property and at school functions for students, teachers, district personnel, and families.
4. Identify and ensure that adult stakeholders implement fair, clear, equitable, and timely consequences.
5. Implement restorative and accountable interventions that support students to self-management and social and emotional competencies.
6. Increase the capacity and accountability of teachers, administrators and student support specialists to create school communities that embrace all students, promote positive behaviors, and ensure equitable treatment of all students, which promote positive behaviors and equitable practices.
7. Work to intervene early and effectively to minimize impacts when students are struggling with challenges related to academic, attendance, behavioral and mental health, or family issues, particularly students who are experiencing multiple barriers to school success.

Why Knowing the Code Matters?

Students: The Northampton County Schools Code of Conduct, Character, and Support is your guide for behavior at school. Your principal, teachers, and other staff members will support your efforts to be successful in demonstrating the social and academic behaviors and emotional skills that are expected at school. When you follow the expectations and rules in the Code, you will be demonstrating your good citizenship and character and helping to make our school a safe, civil, caring, equitable, and supportive

learning environment for everyone. The Code describes specific behaviors that are unacceptable at school and explains the consequences and interventions that will be assigned when your conduct does not meet expected standards of behavior. This is a guide to understanding your rights and responsibilities.

Families /Guardians/Caregivers: The Code is your guide for understanding the social and academic behaviors and emotional skills that are expected of students at school and how school principals, teachers and staff will work with students and families to help them demonstrate positive behavior and experience academic success. The Code also provides information about your rights and responsibilities and your student's rights and responsibilities.

The Code identifies the kinds of behaviors that are not acceptable. Finally, the Code explains the interventions and consequences that will be enforced and implemented if a student violates school rules and policies. Please read the Code with your student and discuss any questions you have with administrators at your student's school. If you have concerns about your student's safety or behavior, please talk to an administrator at your student's school so that you can resolve any concerns and work with school staff to fully support your student's success.

School Staff: The Code is a guide for supporting positive student behavior at school. It will support staff accountability to prevent disciplinary problems through the use of effective strategies and systems. It will provide guidance for intervening effectively and appropriately when students don't meet expected standards of behavior or violate school rules and policies. If staff has concerns about safety or your school's climate, please talk to your school principal so that you and your school administration can work together to maintain a safe and orderly learning and work environment.

School Administrators: The Code is your guide for supporting a safe, orderly, and productive learning environment. It will help you to promote positive student behavior at school. It will support administrative accountability to ensure effective implementation of school-wide expectations, rules, policies, systems, and practices.

District Staff: The Code is your guide for supporting schools in developing a positive school climate that ensures student and staff safety and order. District staff are responsible for assisting in effective implementation of school-wide expectations, rules, policies, systems, and discipline and student support practices. District staff are responsible for assessing and reviewing all disciplinary data and school sanctions by race, ethnicity, disability, and gender of students.

District Core Values and Beliefs

We believe in Student success: As its top priority, a system of excellent schools provides opportunities for individual students to succeed and for overall student performance to improve.

We believe in Parental involvement: A system of excellent schools involves parents in decisions regarding their own children, the educational program, and the schools.

We believe in a Safe, orderly, and inviting environment: A system of excellent schools creates and maintains a safe and orderly environment where staff and students are focused on and excited about learning.

We believe in School-level initiatives: In a system of excellent schools, each school initiates improvements to the educational program and services for students and involves staff, parents, and students in school-level decision-making processes.

We believe in Professional development: A system of excellent schools provides continuous professional development and training to help personnel gain the skills and knowledge needed to meet State Board and local board expectations, especially as they relate to improving student performance.

We believe in Removal of barriers: A system of excellent schools prohibits illegal discrimination and harassment of staff and students, encourages tolerance and respect, and seeks to eliminate or lessen other barriers that may impede a student's ability or opportunity to learn, including economic disadvantages, poor nutrition, ill-health, and lack of transportation.

We believe in Stewardship of resources: A system of excellent school's conserves financial and environmental resources and operates in an efficient manner.

Core Principles that Guide the Code of Conduct

The following principles form the foundation for creating safe, civil, caring, equitable, supportive and high achieving learning environments.

1. The District's social and emotional learning (SEL) vision aims to create collaborative school environments built on positive and supportive relationships, where students and staff feel safe, valued, respected, and encouraged to be curious, take risks, and learn from their mistakes.
2. The District will foster a community of students who are self-aware, compassionate, critical thinkers motivated to pursue their passions.
3. Social and emotional competencies contribute to improved academic and personal outcomes and enable students to learn and practice how to
 - Manage their emotions
 - Set goals

- Feel and show empathy for others
 - Develop positive relationships
 - Make good choices
4. All students are capable of achieving their personal best and, when necessary, improving their behavior with guidance, instruction, support, and coaching.
 5. Different students need different kinds and amounts of time, attention, instruction, and support to behave responsibly and succeed academically.
 6. Clear, fair, equitable, predictable, and timely consequences signal that a student's actions are deemed to be inappropriate and unacceptable.
 7. Restorative interventions involve a process where students and adults take responsibility for what they have said and done, reflect on the impact of their behavior, self-correct to right themselves, problem solve, make amends to repair the harm, learn new skills, and restore their good standing.
 8. Students are more likely to behave appropriately when:
 - They feel that staff members care about them and will help them learn and grow.
 - They understand the positive behaviors that are expected of them.
 - All school staff consistently use shared language and practices.
 - All staff provide recognition and feedback for students behaving appropriately, making their best effort, and completing high quality work.
 9. Effective discipline helps students become more self-managed and teaches students to become more socially and academically skillful.
 10. Adults – teachers, principals, administrators, school staff, families, and the larger community - have an obligation to help students learn to be good citizens and lead productive lives by:
 - Leading by example.
 - Enabling students to discern right from wrong.
 - Fostering in students the desire to do what is good.
 - Encouraging students to take responsibility for their words and actions.
 11. Student discipline and support policies and practices must be implemented in ways that are perceived as respectful and equitable. Interactions between and among district and school staff, students, and families must protect the dignity of each individual and ensure a tone of decency.
 12. Student discipline and support policies and practices must be implemented in ways that are ENFORCEABLE, VIABLE, AND EFFECTIVE.
 13. Every reasonable effort should be made to correct student misbehavior through guidance interventions that are accountable and restorative. It is essential that school personnel be sensitive to issues that may influence the behavior of students and respond in a manner that is most supportive of their needs.
 14. The Code of Conduct is informed by a multi-tiered system of supports (MTSS) that emphasizes the PROMOTION of positive behaviors and positive school and classroom cultures; PREVENTION of behaviors that disrupt students' learning, and effective INTERVENTION when students need additional supports to behave responsibly and succeed academically.

Positive Mindsets Promote School Success

Mindsets are deeply held beliefs and thoughts that make up the mental attitudes and inclinations that shape a person's interpretation and responses to events. Positive mindsets set the stage for academic engagement and foster social and emotional competence. Positive student mindsets boost students' confidence about their day-to-day experiences and fire up hope in their future. Positive adult mindsets promote caring, encouragement, and equitable treatment of all students.

Positive Student Mindsets and Adults Mindsets that Support Students

- School and schoolwork have value for me.
- I see myself as a learner.
- I belong to an academic community.
- I approach tasks with positive expectations and an open mind.
- I accept challenges, take academic risks, and push myself to excel.
- My ability and competence grow with my effort.
- I try to understand others' thinking and feelings.
- I seek to understand a situation before I make a judgment.
- I express curiosity, enthusiasm, or personal interest in what I am learning.
- I cultivate personal talents, values, and positive qualities of character.
- I have hope in a positive future I can make for myself.
- When I make mistakes, I can correct them.
- I think about my actions before I respond.
- I care more about the future than the past. I want to move forward.
- As an adult, I problem solve to reach solutions that meet important needs and the interests of everyone involved.
- As an adult, I depersonalize students' words and deeds.
- As an adult, I model the character traits and behaviors that I want to cultivate in students.
- As an adult, I consider a student's best interests in any decision.

Promoting a Positive School Climate and Culture

The district builds a positive climate and culture based on high expectations, respect, co-accountability, and equitable instruction, practices, resources, opportunities, and support.

Each individual school promotes a positive school climate and culture that provides students with a supportive environment in which to grow academically, socially, and emotionally. Effective social-emotional learning helps students develop fundamental skills for life success, including: recognizing and managing emotions; demonstrating empathy; establishing positive relationships; making responsible decisions; and handling challenging situations constructively and ethically.

Student engagement is essential to ensure responsible behavior and academic success. Examples of student engagement include: providing students with meaningful opportunities to share ideas and concerns and participate in school-wide initiatives; student leadership development; periodic recognition of students' achievements in a range of academic and cocurricular areas; using corrective feedback; and developing school-wide positive behavior systems.

Learning about the Northampton County Schools Code of Conduct

- Upon receiving the Code, all District and school staff are accountable to become familiar with the Code and refer to the Code when appropriate in their work with other staff members, students, and families.
- The district will make electronic and hard copies of the Code available to all families at the beginning of the school year and ensure that copies of the Code are available for students, families, and other community members throughout the school year.
- The district will provide informational sessions for families at school “open house” and “curriculum” nights and at least one community-wide meeting.
- The district will make every effort to provide written and audio versions Code of Conduct in other languages.
- Every school will provide at least three lessons on the Code to students (developed by the district) explaining expected behavior and school citizenship at the beginning of each school year and as needed by students and /or families.
- After a regular annual review, all stakeholders will receive amended copies of the Code each year.
- All stakeholders will complete a copy of the “Acknowledgment of Review and Receipt of the Code.”

Rights and Responsibilities of School Community Stakeholders

Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- The parents/guardians or eligible student should submit to the building principal a written request that identifies the record(s) he wishes to inspect. The principal will make arrangements for access and will notify the parents/guardians or eligible student of the time and place where the records may be inspected.
- These rights are denied to any person against whom an order of protection has been entered concerning the students.
- Parents or eligible students have the right to request that a school correct record which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- The parents/guardians or eligible student should submit to the building principal a written request and should clearly identify the record the parents/guardians or eligible student wants changed and the specific reason a change is being sought.
- If the school decides not to amend the record, the parent/guardian or eligible student then has the right to a formal hearing.
- The building principal will notify the parents/guardians or eligible student of the decision and advise him or his rights to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parents/guardian or eligible student when notified of the right to a hearing.
- After the hearing, if the school still decides not to amend the record, the parents/guardians or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
 - School officials with legitimate educational interest; A school official is a person employed by the district as an administrator, supervisor, instructor, or support staff member (including school counselor, school nurse, school social worker, and school resource officer) or a person or company with whom the district has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist). A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his professional responsibility.
 - Other schools to which a student is transferring; Before information is released to these individuals, the parents/guardians or eligible student will receive prior written notice of the nature and substance of the information, and an opportunity to inspect, copy, and challenge such records. Academic grades and references to expulsions or out-of-school suspensions cannot be challenged at the time a student's records are being forwarded to another school to which the student is transferring.
 - Specified officials for audit or evaluation purposes; Disclosure is permitted provided that no student or parent/guardian can be identified.
 - Appropriate parties in connection with financial aid to a student;

- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance.

Any parent/guardian or eligible student may prohibit the release of any or all of the consent "directory" information by delivering a written objection to the building principal within 30 days of this notice.

For additional information on the Family Educational Rights and Privacy Act (FERPA), you may call 1-800-USA-LEARN (1-800-872-5327) (voice).

Individuals who use TDD may use the [Federal Relay Service](#).

Or you may contact us at the following address:

Family Policy Compliance Office
U.S. Department of Education 400 Maryland
Avenue, SW
Washington, D.C. 20202-8520

Students have the right to:

1. Attend school in the district in which their legal parent or legal guardian resides and receive a free and appropriate public education from age 5 to 21, as provided by law.
2. Be afforded a sound, quality education from pre-K through grade 12 in a school environment that is safe, orderly, purposeful, and promotes learning, where all students are treated fairly and can complete their education.
3. Be respected as individuals and treated courteously, fairly, and with dignity and respect by other students and school staff.
4. Express their opinions verbally or in writing or with assistance.
5. Be provided with opportunities, when appropriate, to earn back privileges, reduce length of exclusionary sanctions, and/or restore their good standing through restorative actions completed by the student.
6. Take part in all school activities on an equal basis regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, or religious practice, sex, gender/gender identity, sexual orientation, political affiliation, age, or disability.
7. Be protected from intimidation, harassment, or discrimination based on actual or perceived race, color, weight, national origin, ethnic group, religion, or religious practice, sex, gender/gender identity, sexual orientation, political affiliation, age, or disability, by employees or students on school property or at a school sponsored event, function, or activity.
8. To be afforded due process by
 - Being provided with the Code and rules and regulations of the school district. Schools shall ensure that all students and school staff are made aware of and have access to detailed information about school rules, policies, and procedures and state and local laws guaranteeing or affecting students' right to participation.
 - Being informed of what is appropriate behavior and what behaviors may result in disciplinary actions.
 - Being counseled and coached by members of the professional staff in matters related to their behavior as it affects their education and well-being in the school.
 - Being assured that they will be provided an opportunity to be heard in disciplinary actions for alleged violations of the school Code for which they may be suspended or removed from class by their teachers or other staff (?).

- Being informed of the procedures for appealing the actions and decisions of school officials with respect to their rights and responsibilities as set forth in this document.
- Being accompanied by a family member and/or representative at conferences and hearings.
- Being offered the opportunity to contact a family member as soon as practicable when Law Enforcement is involved with an investigation or incident response. Students under the age of 16 will not be questioned by law enforcement officers prior to this opportunity being provided, unless officers determine that, given the nature of the situation, a delay in questioning creates a safety threat for staff and/or students.
- Having student support staff or an advocate present in situations where there may be police involvement regardless of a student's age.

Student Responsibilities / Expectations

I will be responsible for my PERSONAL CONDUCT and CHARACTER:

Attending school regularly and on time.

Accepting direction, requests, feedback, and support respectfully from adults.

Demonstrating self-discipline by making responsible behavior and academic choices.

Being truthful about and accountable for my words and actions.

Following school rules and meeting standards of behavior in the Code of Conduct

Accepting consequences when behavioral expectations are not met or school rules are violated.

Making an effort to correct and improve behavior through restorative interventions.

Dressing appropriately.

I am responsible for COOPERATING WITH OTHERS AND TREATING OTHERS WITH RESPECT:

Treating others, the way they want to be treated.

Expressing my thoughts and opinions in ways that are polite, respectful, and courteous.

Using a considerate tone of voice and appropriate body language.

Listening when others are speaking to me.

Respecting other's personal space and keeping my hands to myself.

Working with others cooperatively in large and small groups.

Acting with kindness, caring, and sensitivity toward others.

I will be responsible for my LEARNING:

Completing high quality work in every subject.

Being prepared to learn.

Challenging myself and making my best effort.

Demonstrating a strong work ethic.

Bringing an open mind and positive attitude to learning every day.

Seeking help and assistance when I need it.

I will be responsible for respecting the PROPERTY OF OTHERS:

Taking care of property that belongs to other students, adults, or the school.

Using school or other people's materials carefully for the intended purpose.

Keeping personal electronic devices off and out of sight except with permission of school staff. Using school technology appropriately as directed by adults.

I will be responsible for helping to maintain a SAFE SCHOOL COMMUNITY:

Helping to make school a community free from violence, intimidation, bullying, harassment, and discrimination.

Asking for assistance when I need help resolving conflicts and differences.

Contributing to the safety and well-being of our community.

Using all equipment in schools and on buses in a safe manner.

Putting everyone's safety first by

NOT engaging in violent or destructive acts that harm others and the community.

NOT making threats about using dangerous objects or about harming others.

NOT touching a fire alarm unless it is an emergency.

Being free of illegal substances

Families

Families have the right to:

1. Be actively involved in their children's education.
2. Be treated courteously, fairly and respectfully by all school staff and principals.
3. Receive timely information about the policies of the Northampton County Board of Education and procedures that relate to their children's education through website postings, emails, and other communications.
4. Receive regular reports, written or oral, from school staff regarding their children's academic progress or behavior, including but not limited to report cards, behavior progress reports and conferences.
5. Receive information and prompt notification of persistent disruptive behaviors by their children, serious Level 3 and Level 4 infractions that impact their children and the school community, and any other serious disciplinary actions taken by principals or school staff.
6. Receive information about due process procedures for disciplinary matters concerning their children, including information on conferences and appeals.
7. Receive information from school staff about ways to improve their children's academic or behavioral progress, including but not limited to: counseling, tutoring, after-school programs, academic programs, and mental health services within Northampton County School District and the community.
8. Receive information about services for Students with Disabilities and English Language Learners.
9. Receive notification from the principal, principal's designee, and/or their child's teachers in the event that their child engages in persistent inappropriate or unacceptable behaviors or commits a Level 3 or Level 4 infraction of the Code of Conduct.
10. Be contacted as soon as possible when a student is believed to have committed a crime and, if possible, before police are summoned.
11. Request a mediated conference or restorative circle with a family member of a student who has physically harmed her/his child. Such a conference or circle will occur only with the mutual agreement of involved parties.
12. Request a mediated conference or restorative circle with the school staff person or other individual who has harmed her/his child. Such a conference or circle will occur only with the mutual agreement of involved parties.
13. Receive communication through provided translators when necessary.

14. File a complaint when there has been an infraction or misapplication of a written provision of school policy.
15. Participate in decision-making affecting school policies and procedures, including, but not limited to:
 - Being informed in a timely and clear manner as to when and how they can participate, and ensuring that all families have equal access to information on opportunities for participation.
 - Having concrete opportunities to make recommendations to schools about effective methods for participation.
 - Having structured opportunities to give input, get information and help make decisions about their child.
16. Participate in decisions affecting their individual child's education, including but not limited to:
 - Adherence by teachers, administrators and other school staff to an "early warning" system that identifies academic or behavioral challenges as soon as possible and works with families or guardians to identify solutions.
 - Participation in restorative discipline solutions.
 - Protection of due process rights, including as related to school discipline.

Family Responsibilities

Families have the responsibility to:

1. Give updated contact information to the Northampton County Schools Central office and their children's individual school.
2. Make sure their children attend school regularly and on time.
3. Let schools know when and why children are absent.
4. Work with principals and school staff to address any academic or behavioral problems their children may experience.
5. Support the Northampton County School District policies and practices by talking with their children about school and expected behaviors.
6. Read and become familiar with the policies of the Board of Education, administrative regulations and the Northampton County Schools Code of Conduct.
7. Encourage their children to complete their homework by asking about homework, checking homework and making an area for children to do their homework without interruption (e.g., a quiet corner; space in a bedroom; a clear kitchen table.)
8. Teach their children respect and dignity for themselves and that all children have the right to attend school and be treated with respect and dignity regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, gender identification or sex.

School Staff

School Staff refers to anyone who is employed by Northampton County Public Schools.

School Staff Rights

All employees of the Northampton County Public Schools have the right to:

1. Work in a safe and orderly environment.
2. Be treated courteously, fairly and respectfully by students, families or guardians and other school staff.
3. Receive supportive professional development and training and receive the necessary resources to perform responsibilities effectively.
4. Communicate concerns, suggestions and complaints to the building principal first, then to the Northampton County Schools Central Office.
5. Modify instruction, if in a direct teaching role, consistent with the policies of the Northampton County School Board and State and Federal regulations.

School Staff Responsibilities

All adults who interact with students have the responsibility to:

1. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning for all students, in a climate of mutual respect and dignity for all students.
2. Be aware of and counter their own explicit and implicit biases in order to ensure equitable treatment of all students.
3. Address incidents of discrimination and harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or visitor at any school function.
4. Be responsible for monitoring and reporting on the effectiveness of the district's Code of Conduct and bullying prevention policy.

Teachers have the responsibility to:

1. Be prepared to teach every day.
2. Demonstrate on-going interest in improving their capacity to reach and teach every student effectively.
3. Know school policies and rules, and enforce them in a fair and consistent manner.
4. Maintain confidentiality in accordance with federal and state law, and Northampton County board policy.
5. Communicate to students and their families about:
 - o Academic expectations for students,
 - o Classroom behavior expectations,
 - o Course objectives and requirements,
 - o Marking/grading procedures.
6. Communicate regularly with students, families and other teachers concerning growth and achievement.
7. Participate in school-wide efforts to provide supervision in all school spaces.
8. Report immediately to the building administrator any witnessed or alleged incidents of:
 - Misbehavior
 - Self-harm by students/suicidal ideation
 - Severe emotional distress
 - Discrimination
 - Bullying
 - Harassment

- Hate speech

9. Support all students' social and emotional development by building positive relationships with all students (modeling, teaching, practicing, and assessing social and emotional competencies) and supporting and facilitating restorative practices.

Student support staff have the responsibility to:

1. Assist students with personal, social, and emotional problems.
2. Initiate conferences among teachers, students, family, and counselors as necessary, as a way to resolve problems.
3. Maintain confidentiality in accordance with federal and state law and Northampton County school board policy.
4. Encourage students in ways to be successful in and outside the classroom.
5. Promote to students and families the resources available in the community to meet their needs.
6. Participate in school-wide efforts to provide supervision in all school spaces.
7. Report immediately to the building administrator any witnessed or alleged incidents of:
 - Misbehavior
 - Self-harm by students/suicidal ideation
 - Severe emotional distress
 - Discrimination
 - Bullying
 - Harassment
 - Hate speech

Other school personnel have the responsibility to:

1. Maintain confidentiality in accordance with federal and state law, and school board policy.
2. Be familiar with the Code of Conduct
3. Creating A Restorative and Accountable Community.
4. Help students understand the district's expectations for maintaining a safe, orderly environment.
5. Participate in school-wide efforts to provide adequate supervision in all school spaces.
6. Report immediately to the building administrator any witnessed or alleged incidents of:
 - Misbehavior
 - Self-harm by students/suicidal ideation
 - Severe emotional distress
 - Discrimination
 - Bullying
 - Harassment
 - Hate speech

Schools have the responsibility to:

- Practice restorative discipline.
- Provide due process.
- Ensure that families have an opportunity to participate in decision-making affecting school policies and procedures, including, but not limited to:
 - o School Improvement Team
 - o Parent Teacher Association
 - o Individualized Education Plan/504
 - o Re-entry Meeting
 - o medical plan
 - o Title I
 - o Academically/Intellectually Gifted

Other school teams and Individuals who are responsible for implementing the Code of

Conduct: To support a restorative and accountable orientation and the effective implementation of the Northampton County Code of Conduct, each school will ensure that staff members are identified to serve in these roles.

A. Student Support Services Team: This team includes all student support staff (Assistant Principal's, counselors, social workers, special education case managers, etc.)

B. Multi-Tiered Systems of Support Team (MTSS): This team will engage in regular meetings to review student data, identify students most in need of immediate and on-going interventions, assign students with highest needs to a student support coach, and recommend comprehensive longer-term interventions for students who are experiencing multiple problems (social, emotional, and academic challenges, personal distress and/or family crisis) that have become barriers to their or the student's functioning successfully at school.

Principals and Administrators

All school administrators have the responsibility to:

1. Work collaboratively as one coherent team, sharing data, using the same common language, committing to the same goals and approach to discipline and student support.
2. Engage in the same set of practices that support personal, social, and academic efficacy and improved student behavior.
3. Review student cases to ensure that all students have equitable access to the services and interventions they need.
4. Use student data to identify students' strengths and build upon them.
5. Use student data to identify students at greatest risk in order to implement targeted behavioral and mental health interventions that are timely and predictable.
6. Ensure that students and staff have the opportunity to communicate regularly with principal/administrators and have access to the principal/administrators for redress of grievances in accordance with NCS Board Policy.
7. Maintain confidentiality in accordance with federal, state law, and school board policy.

8. Evaluate on a regular basis all instructional programs in a school.
9. Support the development of and participation in appropriate student extracurricular activities.
10. Provide support in the development and implementation of the Code of Conduct
11. Share the Code and anti-harassment policies with school personnel.
12. Be responsible for enforcing the Code and ensuring that all cases are resolved promptly and fairly.
13. Participate in school-wide efforts to provide adequate supervision in all school spaces.
14. Address issues of:
 - Misbehavior
 - Self-harm by students/suicidal ideation
 - Severe emotional distress
 - Discrimination
 - Bullying
 - Harassment
 - Hate speech and any situation that threatens the emotional or physical health or safety of any student, school employee.
15. Address personal biases that may prevent equal treatment of all students and staff.
16. Report incidents of discrimination and harassment that are witnessed or otherwise brought to the administrator's attention:
17. Protect the privacy of teacher reporting concerns to the extent possible.
18. Collect and report data on the implementation of the Code including but not limited to data on the use of in-school and out-of-school suspension by student demographic characteristics.

District administrators have the responsibility to:

1. Create and implement policies and procedures that encourage safe and orderly schools for all:
 - Students
 - School staff
 - Principals
2. Protect the legal rights of:
 - Students
 - Families
 - School staff
3. Be courteous, respectful, and fair with students, families, school staff, and principals.
4. Provide a broad-based and varied curriculum to meet individual school needs.
5. Inform the community, students, families, school staff, and principals about policies of the Northampton County Board of Education.
6. Ensure the legal rights of students with disabilities are protected.
7. Train staff to meet students' needs.

8. Provide continual support and professional development training to principals and school staff to help them support students.
9. Support principals and school staff in the fulfillment of their disciplinary responsibilities as defined by Northampton County Schools Code of Conduct
10. Contact and involve families regarding disciplinary issues related to their children.
11. Monitor and analyze data on the implementation of the Code, including but not limited to data on the use of in- and out-of-school suspensions by student demographic characteristics.

The District School Superintendent also has the responsibility to:

1. Inform the Northampton County School Board of educational trends relating to student discipline.
2. Review with district administrators the policies of the School Board as well as state and federal laws relating to school operations and management.
3. Maintain confidentiality in accordance with federal, state law, and Northampton County board policies.
4. Work to create instructional programs that minimize incidents of misconduct and are sensitive to student and teacher needs.
5. Work with district administrators in enforcing the Code and ensuring all cases are resolved promptly and fairly.
6. Address issues of discrimination, bullying and/or harassment as well as any situation that threatens the emotional or physical health or safety of any student, school employee or person who is lawfully on school property or at a school function.
7. Counter personal biases in order to ensure equitable treatment of all students and staff.
8. Report or ensure the reporting of incidents of discrimination, bullying, and/or harassment that are witnessed or otherwise brought to the superintendent's attention.
9. Review conduct of students, district personnel, and visitors on school property and at school functions.

The School Board has the responsibility to:

1. Maintain confidentiality in accordance with federal and state law, and school board policy.
2. Develop and recommend a budget that provides programs and activities which will support achievement of the goals of the Code and the district's mission.
3. Support students, family/parent organizations, teachers, administrators, school safety personnel, and other school personnel to implement this Code, clearly defining expectations for the conduct of students, district personnel, and visitors on school property and at school functions.
4. Adopt and review, at least annually, the Northampton County Schools' Code of Conduct to evaluate the Code's effectiveness, fairness, and consistency of its implementation.
5. Lead by example by conducting all meetings in a professional, respectful, and courteous manner.

6. Acknowledge personal biases that may prevent equal treatment of all students and staff.
7. Review data and the recommendations of the superintendent on the implementation of the Code, including but not limited to the use of in- and out-of-school suspensions with regard to student demographics, and implement reforms as needed.

Resources and Community Services

Resource	Services	Contact Information
John 3:16	Food, Clothing, Christmas Sponsorship, Recreation, Literacy, Parenting, Vouchers for home furnishings, Employment Assistance	<ul style="list-style-type: none"> • 407 E End Ave, Littleton, NC 27850 · Phone: (252) 586-1800
CADA (Choanoke Area Development Association)	Food Pantry, Utility Assistance, Housing	<ul style="list-style-type: none"> · Headquarters is located on Main St. Rich Square · 252-539-4155
Northampton County Minister's Council	(Depending on their funding)- 3 nights of lodging after displacement, clothing assistance	<ul style="list-style-type: none"> · School Social Worker 252-326-4647
Trillium	Mental Health Services	1-877-685-2415
Hanna's Place	Domestic Violence Shelter, Thrift Store	<ul style="list-style-type: none"> · 252-541-2037 · Roanoke Rapids, NC
Safe House	Domestic Violence Shelter	<ul style="list-style-type: none"> · Ahoskie, NC
Safe House	Domestic Violence Shelter	<ul style="list-style-type: none"> · 10152 NC Hwy 48 Roanoke Rapids, NC · 252-537-2556

Northampton County Health Dept.	Immunizations, Medical Care	· Jackson, NC · 252-534-5111
Northampton County Dept. Of Social Services	Emergency Medication, Financial Assistance, Adult and Child Protective Services, Food Stamps, Medicaid	· 252-534-5811

Type of Agency	Contact Name	Telephone	Email	Address
Shelters	Union Mission	(252) 537- 3372		Union Mission Roanoke Rapids, NC 27870
Interfaith Community				
Low rent Hotels/ Motels				Day' s Inn 1611 Julian R. Allsbrook HWY Weldon, NC 27890
Emergency Assistance Agencies	CADA	(252) 539- 4155		Choanoke Area Development Association (CADA) Rich Square, NC
	Gilbert Porela	(252) 326- 3236		Gilbert Portela John 3:16 Roanoke Rapids, NC 27870
United Way	Roanoke Valley United Way			Roanoke Valley United Way P.O. Box 760 Roanoke Rapids, NC 27870
Salvation Army	Salvation Army Rocky Mount, NC	(252) 443- 4496 (252) 443- 1367		Salvation Army Rocky Mount, NC

Food Banks/ Soup Kitchens	CADA	(252) 539-4155		Choanoke Area Development Association (CADA) Rich Square, NC
	Gilbert Portela	(252) 326- 3236		Gilbert Portela John 3:16 Roanoke Rapids, NC 27870
	Northampton County Meals on Wheels	(252) 534- 1668		Northampton County Meals on Wheels

Authority of School Personnel and Law Enforcement Involvement

Building Administrators

The principal has the authority and responsibility to investigate and take appropriate action regarding any credible allegations of student misconduct referred to him or her. Principals are authorized to develop school rules of conduct not inconsistent with this Code, and must notify students of any school rules that may result in out-of-school suspension. Principals are authorized to impose disciplinary consequences up to a ten day out-of-school suspension, and to make a recommendation to the Superintendent for long-term suspension or expulsion.

Teachers

Teachers have the responsibility and authority to maintain order and discipline within the classroom and in common areas. Teachers may not suspend students or permanently remove them from class, but should report serious misconduct to the principal or designee for appropriate disciplinary action.

Bus Drivers

The school bus driver, subject to the direction of the principal, shall have authority over and responsibility for the operation of the bus and the maintenance of good order and conduct on the bus and shall report promptly to the principal any misconduct or disregard or violation of the driver's instructions by any person riding on the bus.

All Personnel

All staff members have the responsibility to maintain order and safety in the school, and students must obey directives of all authorized school personnel. All school personnel have the authority to manage or remove disruptive or dangerous students. To the extent necessary and consistent with applicable law and training, school personnel may use reasonable force to control behavior or to restrain or remove a person from the scene in those situations when necessary:

1. To quell a disturbance threatening injury to others.
2. To obtain possession of a weapon or other dangerous object on the person, or within the control of a student.
3. For the protection of persons or property or for self-defense on educational property, in the classroom, or at a school-related activity on or off educational property.

Responding to Student Altercations and Other Threats to Safety

Employees have a duty to provide reasonable supervision of students. Employees shall be alert at all times and, at a minimum, immediately report situations that may pose a threat to the safety of students or any other person on school system property, at school events or any other situation in which students are under the authority of school employees. Employees with personal knowledge or actual notice of an altercation between students are expected to take reasonable measures to maintain a safe school environment. Reasonable measures include but are not limited to issuing verbal directives to end the altercation, immediately reporting the situation to administrative staff or other appropriate authority, using reasonable force, and removing bystanders from the area. Employees shall follow any additional instructions or guidance from supervisors in implementing this policy. For purposes of this policy, reasonable force is the use of limited physical contact or restraint to the extent necessary to re-establish a safe environment.

Law Enforcement Involvement

Principals may contact law enforcement to report suspected criminal activity on school grounds or at school events. If the principal has personal knowledge, a reasonable belief, or actual notice from school personnel that an act has occurred on school property involving assault resulting in serious personal injury, sexual assault, sexual offense, rape, kidnapping, indecent liberties with a minor, assault involving the use of a weapon, possession of a firearm in violation of the law, possession of a weapon in violation of the law, or possession of a controlled substance in violation of the law, the principal shall immediately report the act to the appropriate local law enforcement agency. School officials shall cooperate at all times with the efforts of law enforcement; however, school disciplinary measures will proceed independently of any criminal, juvenile investigation or prosecution.

Getting Help with a Problem

All school staff are here to help. When a problem arises, we encourage students to speak privately with an adult they trust.

School Problems

If students have a problem related to discipline, security or personal safety, the student should:

1. Tell the nearest adult staff member to speak with the principal and assistant principal right away. Tell the adult exactly what has happened or what the student has observed happening to someone else. Problems of discipline, security, and personal safety are considered very serious.
2. Share your feelings. It is natural to feel worried and upset. Ask to talk to someone who will listen and understand —such as teacher, school counselor, school psychologist, social worker, or an adult mentor.
3. Ask to talk to a school counselor, school psychologist, or social worker who can help you learn ways to deal with problems so that you may feel safer and more comfortable when faced with similar problems in the future.
4. In addition to alerting school personnel, tell your family about the problem.
5. A student may also contact the statewide Student Safety Hotline by visiting www.saysomething.net, calling 1-844-572-9669, or text by downloading the app.
6. It is important for students to know that when a report is made to the school about an incident of this nature, every effort will be made to keep their information and identity confidential.

Bullying, Cyberbullying, Harassment, Intimidation, Hazing, and Bias Behaviors

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

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

If You are Being Bullied...

- Calmly tell the student to stop...or say nothing and walk away
- Tell someone — a family member, a teacher, a counselor

If You Know Someone who is Being Bullied...

- If you feel safe in doing so, be an “Upstander”, a person who feels comfortable interrupting the incident in a way that is assertive and non-violent.
- Tell the bully to stop by saying, “We don’t do that at this school” or “It’s not right to treat someone like that.”
- Say words of support to the student being bullied. Be a friend!
- Don’t encourage the bully by laughing or joining in.
- Tell other bystanders how to help stop the bullying.

If It Doesn't Feel Safe to Intervene

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

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

Personal Problems

For help with personal problems that may affect a student's school life or activities, there are several options:

1. If possible, the student should discuss the problem with their family.
2. If a student and her/his family cannot solve the problem, there are a number of people in the school who may be able to offer additional help. The student may speak to a teacher with whom he/she feels comfortable.
3. School counselors, psychologists, and social workers at the school are trained to offer help with personal problems. They can also lead the student to other resources he/she may not be aware of.
4. The assistant principal and the principal will also be able to discuss the problem with the student and attempt to work on a solution. If they are unable to do so, they will seek the assistance of others.

Confidentiality in Counseling

When a student indicates that he or she is thinking about hurting himself or herself or other students, school personnel are required to act to ensure the safety of the student or other students. This action will include sharing of information with the building administrator, families, and may include other outside agencies.

No statement, oral or written, made by a student seeking counseling for any form of drug abuse may be used as admissible evidence against the student in any proceedings.

Academic Problems

Solving an academic problem requires the student's help, along with the help from teachers and sometimes the family, school counselor, and other school professionals. For help with an academic problem, the student should follow these steps:

1. See the teacher who teaches the subject. Students may seek out the teachers on an individual basis. Teachers routinely work with individual students who are having academic problems. The teacher will first conference with the student and may recommend help sessions or mentoring, or may make a referral for additional assistance. The teacher may ask for a conference with the student and his/her family /guardians.
2. If the teacher is unable to help the student resolve the problem to the student's satisfaction, the student can get further help from another teacher or the school counselor.
3. For problems that are still not resolved after the student has talked with the school counselor, the student should discuss the matter with his/her family /guardians and with the principal or assistant principal. Families may wish to join the student in discussions with the principal.

Extracurricular Problems

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

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

Group Problems

For help with a group problem related to discipline, security, personal safety, or welfare: If a group of students feels it shares a common problem, the best way to seek assistance is for the group to send two or three representatives to the teacher or building administrator involved and present the group's point of view on the matter. The most effective approach is one that involves a restorative conference that includes representatives of the groups impacted by the problem.

Student Support Services in Northampton County Schools

Behavior Standards for Transfer Students

Policy Reference: Policy 4115 (adopted December 3, 2012)

In accordance with state law, the parent, guardian or custodian of a transfer student must provide a statement made under oath or affirmation before a notary indicating (1) whether at the time of the admission request the student is under suspension or expulsion from attendance at a private or public school in this or any other state and (2) whether the student has been convicted of a felony in this or any other state. Based on this data and any other requested data as indicated in Policy 4115, the board may deny admission to a student. Alternatively, the board may place reasonable conditions on the admission of the student. Such conditions include, but are not limited to: behavior contracts, alternative school placement, limited free time, limited extracurricular activities, drug testing, and weapon searches.

Transfer students under a suspension or an expulsion who have been identified as having a disability pursuant to the Individuals with Disabilities Education Act and otherwise meet the requirements for enrollment are entitled to services to the extent mandated by federal and state law.

Unsafe School Choice Transfer

Policy Reference: Policy 4152 (adopted January 11, 2016)

The board is committed to providing an environment at each school that is safe, orderly and inviting. The board believes that in most cases, a student should attend the school that serves his or her domicile. Under certain circumstances or conditions, however, the board provides parents the opportunity to request that their child attend a school outside of his or her attendance area (see policy 4150, School Assignment). The board will allow a student who attends a school designated as a persistently dangerous school or a student who becomes the victim

of a violent criminal offense at his or her school to attend another school that the superintendent has identified as an eligible transfer school.

Northampton Alternative Program

Policy Reference: Policy 4305 Alternative Learning Programs/Schools (adopted December 3, 2012)

Alternative learning programs or schools are provided as an option for those instances in which a student's behavior management or academic performance needs cannot be met in a regular educational setting. The purposes of an alternative learning program or school are: (1) to intervene and address problems that prevent a student from achieving success in the regular educational setting; (2) to reduce the risk that a student will drop out of school by providing resources to help the student resolve issues affecting his or her performance at school; (3) to return a student, if and when it is practicable, to the regular educational setting with the skills necessary to succeed in that environment; and (4) to preserve a safe and orderly learning environment in the regular educational setting.

Education for Pregnant and Parenting Students Policy Reference: Policy 4023 (adopted December 3, 2012)

The board of education will provide all pregnant and parenting students with the same educational instruction as other students or its equivalent. Pregnant and parenting students will not be discriminated against or excluded from school or from any program, class or extracurricular activity because they are pregnant or parenting students. School administrators shall provide assistance and support to encourage pregnant and parenting students to remain enrolled in school and graduate. Students who are pregnant or parenting will be given excused absences from school for pregnancy and related conditions for the length of time the students' physicians find medically necessary. These absences include those due to the illness or medical appointment during school hours of a child of whom the student is the custodial parent. Homework and make-up work will be made available to pregnant and parenting students to ensure that they have the opportunity to keep current with assignments and avoid losing course credit because of their absence from school, and, to the extent necessary, a homebound teacher will be assigned.

Homeless Students

Policy Reference: Policy 4125 (adopted December 3, 2012; revised December 12, 2016)

The board will make reasonable efforts to identify homeless children and youth of school age located within the county, encourage their enrollment, and eliminate barriers to their receiving an education that may exist in school system policies or practices. Based on individual need, homeless students will be provided services available to all students, such as preschool, free or reduced-price school meals, services for English language learners, special education, vocational/technical education, gifted and talented services, and before and after school care.

Section I: Student Code of Conduct Overview

The mission of Northampton County Schools is to provide each student the opportunity to gain skills, knowledge, and values necessary to function effectively in society through a cooperative effort of school, family, and community in a safe and nurturing environment. In order to fulfill its mission, the Northampton County Board of Education requires the maintenance of good order in the schools.

All students shall comply with the *Northampton County Schools Code of Student Conduct*, state and federal laws, school board policies, and local school rules governing student behavior and conduct. This code of conduct applies to any student who is on school property, including school bus stops; who is in attendance at any school or any school-sponsored activity; who is under the direction and supervision of school personnel; or whose conduct at any time or place, on or off campus, has a direct and immediate impact on the orderly and efficient operation of the schools or the safety of individuals in the school environment. This code of conduct also applies to regular school buses, school activity buses, other school vehicles, or any private vehicle located on property owned by the Northampton County Board of Education.

This code of conduct also applies to students on any school sponsored field trip, including student conduct during travel times, in places of accommodation, and at all other times. Students may be disciplined for conduct not occurring on District property that violates the *Northampton County Schools Code of Conduct* and has or is reasonably expected to have a direct and immediate impact on the orderly and efficient operation of the schools or the safety of individuals in the school environment.

Students shall be informed of local school rules that, if violated, may result in suspension or expulsion or other disciplinary action. Parents and students shall receive a copy of the *Northampton County Schools Code of Student Conduct* when a child is first enrolled in the Northampton County Schools and at the beginning of each school year. The Northampton County Schools Code of Student Conduct is designed to assist parents/guardians, students and school executives/principals in understanding the student due process policies and procedures. Some policies referenced in this manual have been abbreviated. Entire policies can be found on the internet at http://www.northampton.k12.nc.us/board_of_ed/board_policy_manual or may be obtained upon request from the Northampton County Schools.

Violations of the *Northampton County Schools Code of Student Conduct*, board policies, regulations issued by the individual school, or the North Carolina General Statutes may result in disciplinary action including suspensions for ten (10) days or less ("short-term"); suspensions between eleven (11) days and the remainder of the school year ("long term"); suspensions for 365 calendar days; and/or expulsion. Students also may be assigned to an alternative program approved by the board for certain violations. All such assignments will be made by the superintendent on a case-by-case basis.

Many disciplinary consequences can occur with the student remaining in an educational environment. In-school disciplinary consequences available to school executives/principals include, for example: behavior contracts, peer mediation, in-school suspension, conflict resolution, detention, restitution, loss of privileges, and school or community service. **When, in the judgment of the school executive, a student's behavior warrants an out-of-school suspension, the school executive may impose a short-term suspension or, for more serious violations of the *Northampton County Schools Code of Conduct*, may recommend a long-term suspension, a 365-day**

suspension, or expulsion. Suspensions of greater than ten days are reserved for serious misconduct which either threatens the safety of others within the school or threatens to substantially disrupt the educational environment.

In determining the appropriate consequence for a violation of the code of conduct, school executives shall consider all aggravating or mitigating circumstances they deem relevant. Examples of aggravating or mitigating circumstances that may be considered include but are not limited to

- The student's age;
- The student's intent;
- The student's disciplinary history, including number of infractions and prior discipline for the same violation;
- The student's academic history;
- Whether the conduct caused a threat to safety;
- Whether school property or personal property was damaged;
- Whether the conduct caused a substantial disruption of the educational environment;
- Whether a weapon was involved and whether any injury resulted.

School executives and other school officials are authorized to involve law enforcement in serious violations in any category of Code of Conduct violation and are required to involve law enforcement in cases of certain alleged criminal acts. In such cases, school officials shall cooperate fully with the law enforcement agency. Internal disciplinary proceedings shall take place independently from the criminal investigation and prosecution.

Section II: Overview of the Disciplinary Response and Process Treatment of School Executives, Teachers, and Staff

A student who commits an infraction against or involving a school executive, teacher, or other district staff member will be subject to a heightened response under five different levels. However, the heightened response will not exceed the listed penalty for the appropriate level.

Participation in an Expectation Violation

A student who participates or conspires with another to violate one of the numbered expectations may be found in violation of the expectation. If so, the student will be subject to the full disciplinary consequence for the level of (?) expectation violation.

Conduct Away from School Property

Students may be disciplined for conduct away from Northampton County Schools' property that violates the *Northampton County Schools Code of Student Conduct* and that has or is reasonably expected to have a direct and immediate impact on the orderly and efficient operation of the schools or the safety of individuals in the school environment.

Truancy

Students between ages 7 and 16 are required by law to attend school. In addition to the consequences outlined in Expectation 1, the student will be required to make up the work missed and may be subject to the district's recovery procedures. For students with more than 10 unexcused absences, the student and/or parent may be referred for prosecution.

Possession of Illegal Substances

The unlawful possession, use or distribution of illicit drugs and/or alcohol by students on school property or at any school function is prohibited. In addition to school consequences, such actions will be reported to local law enforcement and may be required to be reported to the Department of Motor Vehicles.

Possession of Weapons

The possession of weapons by students on school property or at any school function is prohibited. In addition to school consequences, such actions will be reported to local law enforcement and may be required to be reported to the Department of Motor Vehicles.

Personal Technology Devices

A personal technology device (PTD) is a portable Internet-accessing device that is not the property of the district that can be used to transmit communications by voice, written characters, words or images, share information, record sounds, process words, and/ or capture images, such as a laptop computer, tablet, smartphone, cellular telephone, personal digital assistant or E-Reader. A student may possess and use a PTD on school property, at after-school activities and at school-related functions, provided that during school hours and on a school bus the PTD may be used as long as it does not disrupt the bus or it remains off and put away. With the approval of the superintendent, a school executive may permit students to possess and use PTDs during the school day for educational purposes. "Educational purposes" include student education, research and career development. Possession of a PTD by a student is a privilege, which may be revoked for violations of the *Northampton County Schools Code of Student Conduct*. Violations may result in the confiscation of the PTD (to be returned only to a parent) and/or other disciplinary actions. The district is not responsible for

theft, loss or damage to PTDs or other electronic devices brought onto Northampton County Schools property. Students permitted to use PTDs during the school day must follow all rules set forth in Policy 7320 *Technology Acceptable Use* and sign the *Student Internet Use Agreement*.

Reports to Law Enforcement Agencies

Pursuant to state law, school executives/principals are required to report the following acts to law enforcement: “assault involving serious personal injury, sexual assault, sexual offense, rape, kidnapping, indecent liberties with a minor, assault involving the use of a weapon, possession of a firearm in violation of the law, possession of a weapon in violation of the law or possession of a controlled substance in violation of the law.” N.C.G.S. § 115C-288 (g).

Reports to Department of Social Services

Pursuant to state law, school personnel are required to report any suspected cases of child abuse or neglect to the Department of Social Services.

Reports to Department of Motor Vehicles

Pursuant to state law, school executives/principals are required to report the following acts to the Department of Motor Vehicles: possession or sale of alcoholic beverages or illegal controlled substances; bringing, possessing or using a weapon or firearm on school property; and physical assault on school staff when the conduct results in a suspension in excess of 10 days or the student is assigned to an alternative educational setting.

School Plan for Management of Student Behavior

School board Policy 4302 requires each school to have a School Plan for Management of Student Behavior. This school management student behavior plan should address three components: (1) the process by which student behavior will be addressed, including any use of a disciplinary committee and the means by which students at risk of repeated disruptive or disorderly conduct are identified, assessed and assisted, (2) positive behavioral interventions and possible consequences that will be used, and (3) parental involvement in issues related to their child’s behavior (see Policy 4341, Parental Involvement in Student Behavior Issues, adopted December 3, 2012).

Exceptional Children

Disciplinary actions for students identified as exceptional children according to North Carolina law will conform to *Policies Governing Services for Children with Disabilities* as adopted by the State Board of Education. If the *Policies Governing Services for Children with Disabilities* manual does not fully address a particular issue, the director of exceptional children will develop any necessary protocols consistent with state and federal law. (See Policy 4307, Disciplinary Action for Exceptional Children/Students with Disabilities, adopted December 3, 2012).

Use of Seclusion and Restraint in Schools

Policy Reference: Policy 4302-R Rules for Use of Seclusion and Restraint in Schools

Physical restraint will be considered to be a reasonable use of force when used in the following circumstances:

1. to obtain possession of weapons or other dangerous objects;
2. to maintain order or to prevent or break up a fight;
3. for self-defense;
4. to ensure the safety of any school stakeholder, student, volunteer, or other person present;
5. to teach a skill, to calm or comfort a student or to prevent self-injurious behavior;

6. to escort a student safely from one area to another;
7. if used as provided for in an IEP, Section 504, or behavior intervention plan; or
8. to prevent imminent destruction to school or another person's property.

Mechanical restraint will be considered to be a reasonable use of force when used in the following circumstances:

1. as an assistive technology device;
2. when using seat belts or other safety restraints to secure a student during transportation;
3. to obtain possession of weapons or other dangerous objects;
4. for self-defense; or
5. to ensure the safety of any school employee, student, volunteer, or other person present.

Seclusion will be considered to be a reasonable use of force when used in the following circumstances:

1. to respond to a person in control of a weapon or other dangerous object;
2. to maintain order or prevent or break up a fight;
3. for self-defense;
4. when a student's behavior poses a threat of imminent physical harm to self or others or imminent substantial destruction of school or another person's property;
5. when used as specified in the student's IEP, Section 504, or behavior intervention plan, or
6. as otherwise specified in Policy 4302-R.

School-Level Investigations

Policy Reference: Policy 4340 School Level Investigations (adopted December 3, 2012)

Any student who has violated a board policy, school standard, school expectation or the Code of Student Conduct must accept the consequences for his or her misbehavior. All consequences must be administered in a fair and nondiscriminatory manner. The school administrator shall take the following steps in addressing all cases of alleged misbehavior appropriately referred to his or her office:

1. investigate the facts and circumstances related to the alleged misbehavior;
2. offer the student an opportunity to be heard on the matter; and
3. determine whether a board policy, school standard, school expectation or the Code of Student Conduct has been violated.

If a violation has occurred, the school administrator shall implement an appropriate consequence in accordance with the school's plan for managing student behavior, the Code of Student Conduct, or applicable board policy. Parents are to be notified and involved in accordance with policy 4341, Parental Involvement in Student Behavior Issues. When the misbehavior may result in a suspension or an expulsion from school, procedures provided in related board policies also will apply.

Criminal Behavior

Policy Reference: Policy 4335 Criminal Behavior (adopted January 11, 2016; revised December 12, 2016)

School officials shall cooperate fully with any criminal investigation and prosecution. School officials shall independently investigate any criminal behavior that also violates school rules or board policy. The student will continue to be provided with educational opportunities unless and until the student is found to have violated board policy or school rules and is suspended or expelled in accordance with procedures established in board policy.

Section III: Expectations for Model Student Behavior

The *Student Code of Conduct Expectations* and *Model Student Profile* are divided into five levels, indicating the severity of the violation and the type of consequence. The school executive shall inform students of local school expectations that, if broken, may result in suspension from school. Each student and his parent(s)/guardian(s) are to review the *Model Student Behavior Profile* and each student is to exemplify the positive behavior and to avoid the negative behavior during his or her tenure in Northampton County Schools.

Model Student - Level I

Model Student Behavior	Model Student Strategies
<p>Model students:</p> <ul style="list-style-type: none">• understand and follow school rules;• attend school regularly;• request permission for authorization to leave class when needed;• attend all classes;• are prepared for class each day;• use and possess items that are suitable for an educational setting;• adhere to the school dress code; and• use approved electronic devices responsibly	<p>Model students avoid:</p> <ul style="list-style-type: none">• being in an unauthorized location;• arriving to school late;• walking out of class without permission and without causing chaos• cutting class;• giving excuses for not having required materials• possessing items that are inappropriate for the educational setting;• violating the dress code; and• using unauthorized electronic devices
<p>Model students:</p> <ul style="list-style-type: none">• follow class and school rules including riding and waiting for the school bus;• use conflict management skills to resolve problems peacefully;• use respectful and appropriate language;• show concern for others; and;• conduct themselves in a cooperative, friendly and respectful manner to staff members and classmates.	<p>Model students avoid:</p> <ul style="list-style-type: none">• initiating or participating in a verbal confrontation with another student or staff member;• arriving late to class;• displaying affection inappropriately in public;• leaving school grounds without permission;• using profane or crude language; and• displaying or participating in disruptive behavior.

Level I Behavior Violations affect the orderly operation of the classroom, school functions, extra-curricular/co-curricular programs or approved transportation.

Model Student Profile-Level II

Model Student Behavior	Model Student Strategies
<p>Model students:</p> <ul style="list-style-type: none"> • speak and act honestly and truthfully; • show respect to others in words, actions and deeds; • develop good study habits; • complete all homework assignments; • participate actively in class; and • show empathy for others. 	<p>Model students avoid:</p> <ul style="list-style-type: none"> • cheating or misrepresenting the true facts • making false accusations; • exhibiting behavior that instigates and provokes a negative reaction from others or encourages others to engage in a negative physical or verbal altercation; and • talking about others and spreading rumors
<p>Model students:</p> <ul style="list-style-type: none"> • speak and act respectfully to all school personnel; • obey all instructions given by persons in authority; • cooperate with school executives, teachers and staff members; • leave school only when given permission; • demonstrate behavior that is civil, respectful, polite, and courteous; and • follow school rules 	<p>Model students avoid:</p> <ul style="list-style-type: none"> • refusing to comply with school rules or directives from school staff members; • distributing inappropriate materials; • leaving school grounds without permission from a parent or school official; • joining gangs, • using profane or provocative language directed at others; • participating in prohibited sales on school grounds; and • possessing or using tobacco products.
<p>Model students:</p> <ul style="list-style-type: none"> • show respect for the property of others; • demonstrate honesty; • report all acts of vandalism to the proper authorities; and • demonstrate school and community pride. 	<p>Model students avoid:</p> <ul style="list-style-type: none"> • taking or concealing the property of others without permission; • destroying or defacing public or private property; and • tarnishing the reputation of their school by damaging the property of others.
<p>Model students:</p> <ul style="list-style-type: none"> • obey instructions; • show respect to people in authority; • care for the feelings of others; and; • treat others with respect. 	<p>Model students avoid:</p> <ul style="list-style-type: none"> • participating in or encouraging a confrontation with a staff member; • becoming involved in a minor fighting incident; and • harassing others by name-calling, gossiping or using gestures that intimidate others.

Level II Behavior Violations interfere with learning and the well-being of others.

Model Student Profile-Level III

Model Student Behavior	Model Student Strategies
<p>Model students:</p> <ul style="list-style-type: none"> • show respect, kindness, friendliness toward others; • accept people based on their individual merits; • demonstrate school pride by being active participants in protecting and maintaining the school campus; and • report all acts of violence, harassment or threats to the proper authorities. 	<p>Model students <u>avoid</u>:</p> <ul style="list-style-type: none"> • physically harming or threatening another person; • bullying others by using intimidation or teasing; and • initiating or being involved in campus disruptions at school-sponsored events.
<p>Model students:</p> <ul style="list-style-type: none"> • treat others with respect and compassion; • seek to resolve issues before they escalate; • participate in school-based clubs and organizations sanctioned by their school; • speak to others using positive and respectful language; and • report all acts of violence, harassment or threats to the proper authorities. 	<p>Model students <u>avoid</u>:</p> <ul style="list-style-type: none"> • harassing others by using language or gestures that are demeaning to a person's race, gender, religion, etc.; • participating in hazing activities; and • using sexually suggestive comments or gestures to intimidate others.
<p>Model students:</p> <ul style="list-style-type: none"> • respect rights and property of others; • respect the laws of society dealing with the possession, use or sale of alcohol and drugs; • maintain a healthy and safe lifestyle; and • make contributions of time and energy to enrich the school environment. 	<p>Model students <u>avoid</u>:</p> <ul style="list-style-type: none"> • entering a building or residence without permission from the owner; • removing property from a building or residence without permission from the owner; • possessing or selling alcohol; displaying or possessing a fake weapon; and • endangering the health and safety of others.

Level III Behavior Violations endanger health and safety, damage property and/or cause serious disruptions to the learning environment.

Model Student Profile - Level IV

Model Student Behavior	Model Student Strategies
<p>Model students:</p> <ul style="list-style-type: none"> ● project a positive and cooperative attitude towards staff members and classmates; ● are respectful, kind, friendly and get along well with others; ● use conflict management skills to resolve disagreements; ● are obedient; and ● seek guidance from trusted adults for assistance and direction. 	<p>Model students avoid:</p> <ul style="list-style-type: none"> ● volatile situations that could escalate into violent actions; ● using violent physical actions or threats directed towards staff members; ● breaking school rules; ● becoming involved with individuals who do not respect or follow the laws of the community.
<p>Model students:</p> <ul style="list-style-type: none"> ● speak to others using respectful language; ● participates only in organizations sanctioned by their school; ● demonstrate behavior that is civil, respectful, polite and courteous; and ● share materials that are educationally appropriate. 	<p>Model students avoid:</p> <ul style="list-style-type: none"> ● using language or actions that slander others because of their race, gender, color, religion, ethnicity, national origin, political beliefs, marital status, age, sexual orientation, language, pregnancy or disability and family background; ● participating in any form of club or gang initiation or activity that creates the risk of harm to others; and ● giving, possessing or sharing obscene or lewd materials.
<p>Model students:</p> <ul style="list-style-type: none"> ● speak and act honestly and truthfully; ● follows all laws; ● show respect for the property of others; ● support law enforcement agencies and schools to promote the safety of all staff members and students; ● use school resources to resolve or report issues of concerns; and ● associate only with people who do not use or sell weapons or controlled substances. 	<p>Model students avoid:</p> <ul style="list-style-type: none"> ● taking the property of others without permission; ● committing grand theft by taking property valued at \$300.00 or more from others; and possessing, using, distributing or selling any object, controlled substance or weapon that could inflict serious harm or place a person in fear of serious harm.

Level IV Behaviors seriously endanger the health and well-being of others and/or damage property.

Model Student Profile-Level V

Model Student Behavior	Model Student Strategies
<p>Model students:</p> <ul style="list-style-type: none"> ● accept responsibility for their own actions; ● show pride in their school and community; ● use adaptive skills for solving problems; ● maintain their self-control at all times; ● seek assistance from a trusted adult to solve problems or report incidents of concern; and ● report any acts of aggression or violence between students or students and staff members to a staff member or law enforcement officer. 	<p>Model students <u>avoid</u>:</p> <ul style="list-style-type: none"> ● fighting with other students or staff members; ● hitting other students or staff members; ● speaking disrespectfully to student or staff members; ● engaging in or forcing others to participate in sexual acts; ● holding people against their will; ● threatening to take another person's life; ● using weapons; ● interrupting the school's learning environment.
<p>Model students:</p> <ul style="list-style-type: none"> ● have respect for life, property and the safety of others; ● participate in programs to support law enforcement efforts to ensure safety for all in school and the community; ● are law abiding citizens; ● cooperate with school officials to create a positive learning environment; ● participate in investigations conducted by school staff or law enforcement agencies; and ● demonstrate pride in their school and community. 	<p>Model students <u>avoid</u>:</p> <ul style="list-style-type: none"> ● setting a fire; ● interfering with the orderly learning environment; ● making a threat to the safety of others; ● providing false information; and ● committing any act that would result in the destruction of property.

Level V Behaviors are the most serious acts of misconduct and violent actions that threaten life. These violations are crimes requiring police involvement.

Levels and Explanations

Level I - designed to provide programs and/or school options for students who are at risk for behavioral issues and may be disconnected from school or commit minor infractions on an infrequent basis. Program options will be implemented in the student's current school and include services such as support related to anger management or conflict resolution. School assignment options may include a student's enrollment in either the district's current alternative school or recovery program. Although the final decision on where the student will attend school will be made by the superintendent, school executives and parents will collaborate on the decision to enroll a student in one of the alternative programs, if necessary.

Potential Administrative Responses

Level 1: Teacher Responses within the classroom (No Send-Out)

(This list contains options that may be used by the administration in addressing student conduct. This is not intended to be an exhaustive list.)

Parent contact	After school detention or Saturday school
Conference (any combination of parent/student/school officials/counselors and teachers)	Behavior contract
Counseling	Referral to intervention/alternative program
Verbal warning	Warning of referral to Level II (referral to Level II will be made for repeated violations)
Peer mediation	
Social restriction	
Return of property or restitution for damages	

Note: Consequences for violations of the Student Dress Code Policy are set forth in Board Policy 4316 (adopted October 5, 2009; revised March 13, 2017)

Level II - designed to provide interventions for students who may commit infractions of the *Northampton County Schools Code of Student Conduct* such as being chronically disruptive or participating in a fight that does not result in injury or significant disruption to the educational environment (the number of fights is cumulative from grades 6 - 12).

Potential Administrative Responses

Level 2: Referral but NO SEND-OUT/Conference/Intervention/teacher remains involved.

(This list contains options that may be used by the administration in addressing student conduct. This is not intended to be an exhaustive list.)

Parent contact	After school detention or Saturday school
Conference (any combination of parent/student/school officials/counselors and teachers)	Behavior contract
Counseling	Referral to intervention/alternative program

Verbal warning	Warning of referral to Level III (referral to Level III will be made for repeated violations)
Peer mediation	Social restriction
Return of property or restitution for damages	

The following list contains options that may be used by the administration in addressing student conduct. This is not intended to be an exhaustive list.

- Appropriate response from Level I
- Suspension from bus (for bus-related offenses)
- Alternative classroom assignment
- Temporary or permanent removal from participation in extracurricular/co-curricular programs or activities
- Warning of referral to Level III (referral to Level III will be made for repeated violations)

Level III - designed to provide interventions for students who commit more serious infractions of the *Northampton County Schools Code of Student Conduct* and/or have repeat offenses. A fight that results in injury or significant disruption to the educational environment (the number of fights is cumulative from grades 6 - 12).

Potential Administrative Responses

Level 3: Referral, Conference/Send-Out OR 1 Day ISS OR 1 Day OSS/Intervention

(This list contains options that may be used by the administration in addressing student conduct. This is not intended to be an exhaustive list.)

Parent contact	After school detention or Saturday school
Conference (any combination of parent/student/school officials/counselors and teachers)	Behavior contract
Counseling	Referral to intervention/alternative program
Verbal warning	Warning of referral to Level IV (referral to Level IV will be made for repeated violations)
Peer mediation	Parent Contact
Social restriction	Return of property or restitution for damages

The following list contains options that may be used by the administration in addressing student conduct. This is not intended to be an exhaustive list.

- Appropriate response from Level I and/or Level II
- Out-of-school suspension or option to attend the alternative school for one to 35 days. A student may also be recommended for a disciplinary reassignment to the Character Academy. This option is also available for Level IV rule violations in lieu of or during long-term suspension.
- Suspension from bus (for bus-related offenses)
- Warning of referral to Level IV (referral to Level IV will be made for repeated offenses)

Level IV -an intervention for students who commit serious offenses and whose conduct seriously threatens the safety of students, staff or visitors or threatens to substantially disrupt the educational environment. An option at Level IV would include short-term suspension/ Interventions/Student Support Services Involvement. A fight that results in injury or significant disruption to the educational environment (the number of fights is cumulative from grades 6 - 12).

Potential Administrative Responses

Level 4: Referral and Send-Out PLUS 2 to 5 Days OSS/Intervention

(This list contains options that may be used by the administration in addressing student conduct. This is not intended to be an exhaustive list.)

Parent contact	After school detention or Saturday school
Conference (any combination of parent/student/school officials/counselors and teachers)	Behavior contract
Counseling	Referral to intervention/alternative program
Verbal warning	Warning of referral to Level V (referral to Level V will be made for repeated violations)
Peer mediation	Parent Contact
Social restriction	Return of property or restitution for damages

Level V- a possible consequence for student behavior described in Level IV and/or assignment to alternative school for the remainder of the academic year (in certain situations the assignment may be permanent). A fight that results in injury or significant disruption to the educational environment (the number of fights is cumulative from grades 6 - 12). Additionally, by law, students may be **suspended** from school for up to 365 days for bringing a firearm or destructive device onto school property.

It is an indefinite **expulsion** from school and all school properties by the Board of Education for a student (age 14 or older) whose continued presence constitutes a clear threat to other persons or is subject to the Jessica Lunsford Act. An expelled student may petition the Board for readmission after 180 days from the date he/she was expelled. If granted, the student may be placed at the alternative school with a reentry plan developed by Northampton County Schools' personnel.

Out-of-school suspension for one to 10 days (parent contact must be attempted and written notice is required)

Potential Administrative Responses

Level 5: 5 Day OSS PLUS Long-term OSS or Alternative Placement/Intervention/Expulsion

(This list contains options that may be used by the administration in addressing student conduct. This is not intended to be an exhaustive list.)

Parent contact	After school detention or Saturday school
Conference (any combination of parent/student/school officials/counselors and teachers)	Behavior contract
Counseling	Referral to intervention/alternative program
Verbal warning	Return of property or restitution for damages

Peer mediation	Parent Contact
Social restriction	

Suspension Legend *recommendation will follow Long-Term Suspension Procedural Guidelines

Out-of-school suspension for each level:

Level I - 0 days (unless repeated violations)

Level II - 0 days (unless repeated violations)

Level III - 1 day of ISS or 1 day of OSS (short-term suspension)

Level IV - ISS or 2-5 days OSS (short-term suspension)

Level V - 5 days of OSS up to long-term suspension/Intervention/Alternative placement/Expulsion

Section IV: Infractions and Related Character Traits

Note: Violations of Northampton County Schools' Rules may also support violations of state and federal laws for which students can be charged. Within each level, the school executive has the discretion to impose the consequences deemed most appropriate to address the infraction. In the instances where an infraction falls within multiple levels, it is within the discretion of the school executive to determine level assignment for the infraction.

Level I Infractions - Rules 1, 2, 3, 4, 5 (except where violations of Rule 1 may result in a Rule 7 violation).

Rule 1: Attendance (Citizenship/Responsibility):

A student must attend every class every day unless there is a lawful reason for the absence. Students who are tardy, cut school or class or have excessive unexcused absences (more than 10) are in violation of this rule. In addition to any administrative response, students with excessive absences may be required to comply with the district's recovery procedures. Repeated violations of this rule may also result in Level II consequences, with the condition that any out-of-school suspension imposed for conduct related solely to violation of this rule is limited to two days per violation. (Students who engage in insubordinate behavior towards an authorized staff member attempting to enforce this rule may also be in violation of Rule 7 and may be punished accordingly, without the two-day limitation on out-of-school suspensions.)

Rule 2: Food/Beverages (Responsibility/Honesty):

A student will eat and drink only in authorized areas of the school.

Rule 3: Medications (Responsibility/Honesty):

All medication will be provided to the authorized school employee and properly stored. Without proper medical authorization, students shall not transport prescription or nonprescription medication to or from school or have medication in their possession at any time without meeting conditions prescribed by Policy 6125 (Administering Medicine to Students) and procedures developed by the Superintendent.

Rule 4: Student Dress (Respect/Responsibility):

A student will comply with the dress code policy and maintain personal attire and grooming standards that promote safety, health, and acceptable standards of social conduct, and are not disruptive to the educational environment. This will include student clothing that materially and substantially disrupts classes or other school activities, including but not limited to gang articles of clothing.

Note: Consequences for violations of the Student Dress Code Policy are set forth in Board Policy 4316 (adopted October 5, 2009; revised March 13, 2017)

Rule 5: Personal Property (Responsibility):

A student is permitted to bring or possess on school property only objects that have an educational purpose and will not distract from teaching or learning. Students are permitted to sell items on campus only as part of an approved school activity. (All other items will be confiscated and returned to the parent at a mutually agreed upon time, not to exceed one calendar week.) The following are among the list of items that may be prohibited:

1. Personal Technology Devices: A personal technology device (PTD) is a portable Internet-accessing device that is not the property of the district that can be used to transmit communications by voice, written characters, words or images, share information, record sounds, process words, and/or capture images, such as a laptop computer, tablet, smartphone, cellular telephone, personal digital assistant or EReader. A student may possess and use a PTD on school property, at after-school activities and at school-related functions, provided that during school hours and on a school bus the PTD remains off and put away. With the approval of the superintendent, a school executive may permit students to possess and use PTDs during the school day for educational purposes. "Educational purposes" include student education, research and career development. Possession of a PTD by a student is a privilege, which may be revoked for violations of the *Northampton County Schools Code of Student Conduct*. Violations may result in the confiscation of the PTD (to be returned only to a parent) and/or other disciplinary actions. The district is not responsible for theft, loss, or damage to PTDs or other electronic devices brought onto Northampton County Schools property. Students permitted to use PTDs during the school day must follow all rules set forth in Policy 7320 and sign the Student Internet Use Agreement.

2. Toys, games (electronic and other), electronic smoking devices, pagers and other electronic equipment: Possession of these or any similar devices without permission of the administration is prohibited. Possession of a toy gun that is a reasonable facsimile of an actual weapon is a violation of Rule 29, Weapons and Dangerous Objects.

Level I & II Infractions - Rules 5, 6, 7, 8, 9, 10 (except where violations of Rule 6 and repeated violations of Rule 9 may result in a Level III infractions).

Rule 6: Misrepresentation (Honesty):

A student will be honest and submit his/her own work.

1. Altering Report Cards or notes: Tampering with report cards, official passes, notes or other school documents in any manner, including changing grades or forging names on written excuses, is prohibited.
2. False information: Making false statements, written or oral, to anyone in authority is prohibited.
3. Cheating: Violating rules of honesty and Honor Codes, including but not limited to plagiarism or copying another student's test or assignment, is prohibited. The superintendent has the discretion to punish violations of this rule as Level III if the student's actions have a serious detrimental effect on other students or staff.

Rule 7: Insubordination (Responsibility/Respect):

A student will obey the lawful direction of any authorized staff member while in school, participating in a school activity or on school property. All students are expected to behave in a respectful manner. This includes, but is not limited to, complying with the direction or instruction of a staff member, not walking away from a staff member while being spoken to, speaking to staff in an appropriate manner and completing all assigned work.

Rule 8: Bullying/Cyberbullying, Profanity, Obscenity, and/or Derogatory Language (Respect/Caring):

Bullying and/or harassing behavior are strictly prohibited in Northampton County Schools. It is the policy of the Board of Education to maintain learning environments that are free from harassment or bullying. Students are expected to use appropriate language and conduct at school and school functions and possess only appropriate materials. This rule applies to cursing, and possessing, sending, or receiving written materials or electronic text and/or images that convey an offensive racial, derogatory, bullying or obscene message to another person. This includes but is not limited to references to race, color, ancestry, national origin, gender, gender identity or expression, sexual orientation, religion, and/or physical or sensory disability, physical appearance or making offensive statements or gestures.

In addition, as with other disciplinary violations, any manner of bullying that occurs off campus may violate the Northampton County Schools Code of Student Conduct if it has a direct and immediate impact to the orderly and efficient operation of the school or the safety of individuals in the school environment.

Students who feel bullied, harassed or intimidated at school by an adult or another student or who witness such conduct may use the **Intimidation, Bullying and/or Threats form** located in the **Forms Section** at the back of this Code of Conduct to report the incident. Once completed, the form should be given to a school executive. Retaliation for making a report is strictly prohibited. Students and parents may also use other means, such as email or other reliable methods, to make such a report.

Rule 9: Generally Disruptive Behavior (Responsibility/Respect/Citizenship): A student will maintain appropriate behavior so as to refrain from disrupting class, school or bus activity and be prepared for instruction at all times. A student shall not talk out in class or move from his/her assigned seat/area without permission, throw objects (except as directed by staff for an instructional purpose), horseplay, harass, tease or make rude noises. Repeated violations of this rule may be punished as a Level III infraction. Repeated incidents of generally disruptive behavior will result in the student's participation in the Character Academy. A *Rule 9 Violation Review* must come from the Student Assistance Team, following appropriate documented interventions.

Rule 10: Trespassing (Citizenship):

A student will not enter school property or a school facility without proper authorization. This rule includes entering any school during a period of suspension or expulsion.

Level III, IV, or V Infractions - Rules 11 through 34

Rule 11: Unsafe Action (Citizenship/Caring):

1. Harm's Way: A student shall not commit any action that has the potential to cause danger or physical harm to himself or to others, including but not limited to: exiting a moving school bus; exiting a school bus by way of the emergency exit absent an emergency; attempting to elude school officials by running through a parking lot or any traffic area; climbing on the roof of buildings; being in construction areas, boiler rooms, attics or elevator shafts; or any action that has the potential for physical harm to self or others. This rule will apply only when the unsafe behavior does not meet the standards of any other violation.
2. Self-Medication: A student should not have in his/her possession any over-the-counter medication or prescription medication without meeting conditions prescribed by the board. Simple possession of such items that are not in accordance with board standards may result in consequences outlined in Rule 3. Distribution and/or consumption of such medication may result in an immediate Level III consequence. In some instances, violations of Rule 11 may be a Level II infraction. Violation of this rule may also be treated as a violation of Rule 28.

Rule 12: Vehicle Use (Responsibility/Citizenship):

1. Reckless Vehicle Use: A student will not operate any motorized or self-propelled vehicle on school grounds in a manner that is a threat to health and/or safety, or a disruption to the educational process. Driving to school is a privilege, which may be limited or revoked at any time by the school executive.

2. Vehicle Parking on Campus: A student will not leave an automobile on school premises without appropriate authorization and a visible parking permit. Unauthorized vehicles may be towed. In addition to the vehicle being towed, this may be a Level I or II infraction.

Rule 13: Gambling (Responsibility):

A student will not play games of skill or chance for money or property on district property or at a school function. In some instances, violations of Rule 13 may be a Level II infraction.

Rule 14: Vandalism (Responsibility/Respect/Citizenship):

A student will not willfully, with or without malice, participate with others to damage or destroy property of another, including property belonging to the school or district, staff, students or other adults on campus or at a school-sponsored or school-related activity on or off school property. A student or parent/guardian will be held financially responsible, as allowed by law, for willful or malicious destruction of property. In some instances, violations of Rule 14 may be a Level II infraction.

Rule 15: Use of Fire (Responsibility/Respect/Citizenship):

A student will neither set fire nor attempt to set fire to anything on school property or participate with others to damage or destroy school property through the use of fire. This includes striking matches, flicking cigarette lighters (this may be a Level I, II and up to a Level V infraction) or using any instrument capable of producing fire on school property or at a school-sponsored or school-related activity that is on or off school property. (This violation does not include any smoking violations. For smoking violations refer to **Expectation 28.4.**) In some instances, such as the use of a lighter during a smoking violation, a Rule 15 violation may result in a Level II infraction.

Rule 16: Theft (Responsibility/Respect/Citizenship):

A student will not steal or possess stolen property or participate with others to do so. Stolen property includes any object that is possessed without the permission of the owner. In some instances, violations of Rule 16 may be a Level II infraction.

Rule 17: Breaking and Entering (Responsibility/Respect/Citizenship): A student will not break into any district property. This will include any unauthorized entry into school property with or without destruction to the property.

Rule 18: Burglary (Responsibility/Respect/Citizenship):

A student will not unlawfully enter any district property with the intent of committing a felony, to steal and/or take and carry away the property of another, or to attempt to commit the taking of property.

Rule 19: Robbery (Responsibility/Respect/Citizenship):

A student will not take or attempt to take another person's property by force or violence.

Rule 20: Extortion (Responsibility/Respect/Citizenship):

A student will not take, threaten or attempt to take the property (including but not limited to money) of others through intimidation.

Rule 21: Unauthorized Use of the Computer and Wireless Communication Devices (Honesty):

A student shall refrain from inappropriate use of school system computers or from using the Northampton County Schools Internet site without proper authority. This includes unauthorized use of sign-on codes and the school

telephone system, communication of threats or implied threats, and unauthorized attempts to contact any Northampton County Schools computer site from any computer station. This rule also encompasses any activity or distribution of information from home or school computers that would constitute a violation of a rule under the Northampton County Schools Code of Student Conduct or a violation of law, such as, but not limited to, bullying or harassment on social media or other sites if the conduct has or may have a direct and immediate impact on the orderly and efficient operation of the schools or the safety of individuals in the school environment. Publication of information on the Internet is considered distribution regardless of the location of the computer where the offending content was published. (Minor violations of unauthorized use of the computer, including accessing home email accounts from a school computer, may be a Level I or II infraction.)

Rule 22: Pornographic, Profane and/or Violent Material (Respect/Citizenship):

A student shall refrain from having any pornographic or profane material in his/her possession on district property or at a school-sponsored event, including but not limited to pictures, magazines, CDs, DVDs, electronic text or images and sexually explicit or graphically violent materials (including but not limited to documents or instructions concerning the creation of and/or the use of weapons). (This may also be a Level I, II or III infraction.)

Rule 23: Counterfeit Currency (Honesty):

A student shall not intentionally distribute, produce or use counterfeit currency on school property or at a school-sponsored or school-related activity on or off school property.

Rule 24: False Alarm (Responsibility):

In the absence of an emergency, a student shall not call 911, signal or set off an automatic signal indicating the presence of an emergency at a school property or school sponsored event.

Rule 25: Bomb Threat (Responsibility):

A student shall not make any report or notification, knowing or having reason to know the report is false (verbal or written), indicating the presence of a bomb or explosive device on school grounds, school bus or at any school activity.

Rule 26: Aggressive Physical/Verbal Action (Responsibility/Caring/Justice and Fairness):

A student shall not exhibit any form of aggressive physical or verbal action against another student, staff member or any other adult at school. Minor incidents of hitting, biting, spitting, shoving, kicking or throwing objects at a student or adult may be a Level I or II infraction.

1. Verbal Confrontation/Provocation: A student shall not approach another person in a confrontational, provocative or bullying manner. This includes attempts to intimidate or instigate another person to fight or commit other acts of physical aggression. (This may also be a Level I or II infraction.)

2. Fighting: The exchange of mutual aggressive physical contact between students, with or without injury, is prohibited. (The first violation of this rule shall be a Level II infraction and will result in a suspension of no more than five days so long as it does not involve a weapon or result in injury or cause a significant disruption to the educational environment.)

3. An incident that occurs in high density areas of the campus, such as the cafeteria, mall, hallway during class changes, parking lot, auditorium, restroom, bus, or gym is presumed to have caused a significant disruption and is not eligible for a lesser penalty. Subsequent violations (cumulative from grades 6-12) or those that cause injury or a disruption, shall be a Level III infraction. A student who is physically attacked may act in self-defense without consequence.

4. Self-defense is defined as the act by a non-aggressor victim using reasonable force to avoid being hit in order to enable oneself to get free from the attacker and notify school authorities. It is not self-defense to participate in the fight. Students who exceed reasonable force in protecting themselves will be disciplined for violating this rule even though another

person provoked the fight. Administrators will have the discretion to recognize the need for self-defense on an incident-by-incident basis.

5. Threatening/intimidating: A student shall not threaten to strike, attack or harm any person, or cause another person to become fearful by intimidation, through any medium, including threats made in person, through another person at the request of the perpetrator, on the telephone, in writing, through the use of gang paraphernalia, or by any digital communication (cyberbullying) that pose a safety risk to the school environment. The tier will be determined by the level of risk presented by the threat, whether the threat could have reasonably been carried out, and whether the threatened person was made fearful. This rule violation may be a Level I, II or III infraction.
6. Assault on a Student: A student shall not physically attack another student. See self-defense as defined above.
7. Multiple Person Assaults: A student shall not act in concert to physically attack another student.
8. Assault on a Staff Member: A student shall not physically attack a staff member or adult. See self-defense as defined above.
9. Multiple Person Assaults: A student shall not act in concert to physically attack a staff member or other adult.
10. Inciting to Riot/Chaos: A student shall not engage in behavior of a violent or aggressive nature in a highly volatile area that could result in a riot, widespread chaos or aggressive actions (verbal and/or physical) by students witnessing or involved in the incident. (This may also be a Level II infraction.)
11. Refusing to Disperse: A student who witnesses an incident under this rule shall disperse at the request of staff members. (This may also be a Level II or III infraction.)
12. Participation in a Civil Demonstration: A student shall not disrupt the school day by participating in a civil demonstration, including leaving campus without permission. (This may also be a Level I or II infraction.)

Rule 27: Sexual Behavior (Respect/Caring):

A student shall not engage in any of the following sexual behaviors on school property or at a school sponsored activity.

1. Offensive Touching: A student shall not engage in unwanted touching of an offensive or sexual nature. (This may also be a Level I, II or III infraction.)
2. Sexual Harassment: A student shall not engage in unwanted verbal or physical (including but not limited to gestures) conduct of a sexual nature which may reasonably be regarded as intimidating, hostile or offensive. This includes the communication of (by digital or other means) or the intentional display of sexually explicit material. (This may also be a Level II or III infraction.)
3. Indecent Exposure: A student shall not intentionally expose private body parts, including but not limited to the display of the buttocks (mooning). (This may also be a Tier I, II or III infraction.)
4. Consensual Sexual Activity: A student shall not engage in consensual sexual activity. (For elementary students, this may be a Level I, II or III infraction.) "Consensual" means all parties are willing participants in the activity.
5. Sexual Battery: A student shall not attempt to engage in sexual activity against another person by force, threat or fear.

Rule 28: Alcohol, Tobacco and Other Drugs (Responsibility/Citizenship):

A student shall not use, purchase, sell, distribute, be under the influence of or possess any kind of tobacco, alcoholic beverage, controlled substance (as defined by state law) or illegal or counterfeit substance. Subsequent violations of any part of this rule are cumulative from grades 6–12.

1. Alcohol: A student shall not possess, use, distribute or be under the influence of alcohol on school property or at a school function. The first violation of this rule will be a Level I or II infraction with an immediate referral to the Character Academy. All subsequent violations (cumulative from grades 6-12) will be a Level III infraction.
2. Marijuana: A student shall not possess, use or be under the influence of marijuana, or possess associated drug paraphernalia on school property or at a school function. The first violation of this rule will be a Level I or II infraction with an immediate referral to the Character Academy. All subsequent violations (cumulative from grades 6-12) will be a Level III

infraction. "Marijuana" is defined to also include synthetic cannabinoids. Possession of large amounts or of more than one individually wrapped package of marijuana will be deemed to be a violation of **Expectation 28.3**.

3. Drugs/Illegal Substances, Counterfeit Drugs and Paraphernalia: students shall not be under the influence of illegal or controlled substances or possess illegal, counterfeit or controlled substances (including prescription drugs without a doctor's order filed with the school) or drug paraphernalia on school property or at a school function. Disciplinary responses shall include a referral to Character Academy.

a. Sale/Distribution (Attempt or Actual): A student shall not distribute, sell, attempt to sell, or possess with intent to sell any illegal, counterfeit or controlled substance. Possession of a large amount of or more than one individually wrapped package of a controlled or illegal substance will be considered evidence that the student intended to sell or distribute the product.

4. Tobacco: A student shall not use, sell, distribute or possess any kind of tobacco product or associated paraphernalia on school property or at a school function. The first violation of this rule shall be a Level I infraction and the response shall include a referral to the Character Academy. Subsequent violations will be Level II or III infractions. Possession of rolling papers is treated as a violation of **Rule 28.2**.

Rule 29: Weapons and Dangerous Objects (Responsibility/Caring):

A student will not possess, handle, transport or use any weapon, object that can be reasonably considered a weapon, dangerous object or substance that could cause harm or irritation to another individual on school property or at any school function. All items will be confiscated and will not be returned except with the mutual agreement of school and law enforcement. This rule does not apply to school supplies (e.g., pencil, laser pointer) unless used as a weapon. Note: any object thrown from a school bus will be treated as a weapon.

Prohibited items include, but are not limited to:

1. Toy knife or object that resembles a knife
2. Weapon not capable of propelling a missile
3. Knife
4. Box cutter/razor blade
5. Camouflaged weapon
6. Object thrown from a bus
7. Ammunition
8. Fireworks
9. Bomb (includes destructive devices such as an explosive, incendiary or poison gas, grenade, rocket having a propellant charge of more than 4 ounces, missile with an explosive charge of more than ¼ ounce, mine, or similar device)
10. Airsoft gun, BB gun, pellet gun
11. Any object or substance that could cause injury, including but not limited to, slingshots, ice picks, multi-fingered rings, metal knuckles, nun chucks, Bowie knives, dirks, daggers, lead canes, switchblade knives, clubs, stun guns, starter pistols, BB guns, flare guns, air rifles, air pistols, air soft pellet guns or paintball guns, mace, fire extinguishers and/or the use of any object or any substance that will potentially cause harm, irritation or bodily injury.

Rule 30: Gang and Gang-related Activities (Responsibility/Caring/Justice and Fairness):

No student shall commit any act that furthers gangs or gang-related activities. A gang is any ongoing organization, association or group of three or more persons, whether formal or informal, having as one of its primary activities the commission of criminal acts, or the purposeful violation of any district policy, and having a common name or common identifying sign, colors or symbols. Conduct prohibited by this policy includes:

1. Clothing: Wearing, possessing, using, distributing, displaying, or selling any clothing, jewelry, emblems, badges, symbols, signs, visible tattoos and body markings, or other items, or being in possession of literature with the intent to convey or promote membership.;

2. Communication: Communicating either verbally or nonverbally (gestures, handshakes, slogans, drawings, etc.), to convey membership affiliation in any gang or that promotes gang affiliation;
3. Vandalism or Destruction of Property: Tagging, or otherwise defacing school or personal property with gang or gang-related symbols or slogans;
4. Intimidation/Threats: Requiring payment for protection, money or insurance, or otherwise intimidating or threatening any person in connection with gang-related activity;
5. Coercion: Inciting other students to intimidate or to act with physical violence upon any other person in connection with gang-related activity;
6. Solicitation: Soliciting others for gang-related membership;
7. Conspiracy: Conspiring to commit any violation of this policy or committing or conspiring to commit any other illegal act or other violation of school district policies in connection with gang-related activity.

Rule 31: Firearms (loaded or unloaded) (Responsibility/Caring):

A student shall not possess, handle or transport any handgun, rifle, starter gun, shotgun or any other weapon which will or is designed to or may readily be converted to expel a projectile by action of an explosion, including camouflaged guns or any firearm muffler or silencer on school property or at a school related event. Violation of this rule is a Level IV or V infraction. **Students violating this rule are subject to a 365-day mandatory suspension.**

Rule 32: Persistently Dangerous Students (Responsibility/Caring/Justice and Fairness):

Students who are 16 years of age or older shall not frequently engage in conduct that is in violation of other code of conduct rules and is a danger to others in the school environment. Targeted conduct for this rule shall involve multiple events over an extended period of time, including previous school years. Examples of misconduct under this rule shall be limited to multiple rule violations for assault, the sale or distribution of illegal drugs, gang-related activities, the possession of weapons and inappropriate sexual behavior.

Rule 33: Refusal to Allow Search (Responsibility and Honesty):

School administration has the right to conduct a search that is reasonable in scope of a student or his/her possessions if the administration has a reasonable suspicion that the student may be in possession of a weapon, illegal substance or other items prohibited by or used in violation of law or the Northampton County Schools Code of Student Conduct.

1. Search of an individual and/or his/her Possessions: A student must cooperate with and may not obstruct or interfere with a reasonable and authorized search of the student and/or his/her possessions based on reasonable suspicion that the student may be in possession of a weapon, illegal substance or other items prohibited by or used in violation of law or the Northampton County Schools Code of Student Conduct.
2. Search of Student Lockers and Desks: Lockers and desks are the property of the school and are assigned to the student with the understanding that he/she is responsible for all property placed in the locker or the desk. Lockers and desks shall be used only for storage of those items that are reasonably necessary for the student's school activities such as books, gym clothes, coats, school assignments, etc. A student must cooperate with and may not obstruct or interfere with an authorized search of his/her locker or desk.
3. Search of a Vehicle: A student must cooperate with and may not obstruct or interfere with reasonable search of the student's vehicle and its contents when it is present on school property or at a school activity. These searches will be based on reasonable suspicion that the student may be in possession of a weapon, illegal substance or other items prohibited by or used in violation of law or the Northampton County Schools Code of Student Conduct. A violation of this rule may result in the student losing his/her parking privilege, in addition to other applicable discipline.

Rule 34: Student Sex Offenders

The board is committed to the safety of students, school employees and other persons on school property. In order to create and maintain a safe school environment and to comply with G.S. 14-208.18, the board establishes the following policy provisions. A student who is enrolled in the school system and is a registered sex offender is subject to policy 5022 - Registered Sex Offenders and policy 4260 - Student Sex Offenders, and is expressly prohibited from (1) knowingly being present on any property owned or operated by the school system, including school buildings, athletic fields, playgrounds, parking lots, buses and other property and (2) attending school sponsored or school related activities, except to the extent the student is permitted to be on school property to receive educational services. A student subject to policy 5022 - Registered Sex Offenders and policy 4260 - Student Sex Offenders, who is receiving educational services on school grounds must comply with the requirement that he or she be supervised by school personnel at all times.

Section V: Procedures Relating to Disciplinary Action or Re-entry

To protect student rights, certain procedures are followed with regard to disciplinary actions. These procedures are developed as suggested or required by law or regulation. School and classroom discipline in areas not covered by these specific procedures are encouraged.

Procedures for Short-term Suspensions (1-10 days)

A student accused of misconduct, which in the opinion of the principal (including principal's designee) would require a short-term suspension from school, shall be afforded the procedures below. A student must be given an opportunity to complete assignments, take textbooks home, and take major tests or exams missed during the period of suspension. Details of the processes to be followed are provided in Policy 4351, Short-term Suspension.

1. The student must be told by the school executive/designee of the reason(s) for the consideration of suspension.
2. The student must be given the opportunity to have an informal hearing with the school executive and to present his/her version of the events and to identify witnesses to the incident. The informal hearing will typically occur immediately after the student is informed of the charges, but may be delayed if the student's continued presence on campus is a safety concern or if it substantially disrupts or interferes with the education of other students.
3. The school executive/designee shall make a determination as to whether or not a student is guilty of the misconduct, and if so, what disciplinary response will be imposed. Initial notices to impose suspension may be communicated orally to the parent; written notification must follow.
4. The school executive/designee shall report each suspension in writing to the student's parent/guardian and to the central services representative. This report shall be sent to the parent by email, regular mail or other reliable means by the end of the day of the suspension when reasonably possible. Otherwise, it must be sent no more than 2 days later. Reasonable efforts shall be made to contact parents or guardians prior to the start of the suspension. If parents or guardians cannot be reached prior to the start of the suspension, the school executive/designee may determine to start the suspension without contacting parents/guardians, but continued reasonable efforts shall be made. School officials shall maintain a copy of the written notice in the student's educational record.
5. At the discretion of the school executive, a written behavior contract may be required upon the return of the student to school.
6. Students are not entitled to appeal a school executive's decision to impose a short-term suspension to the superintendent or the Board of Education.

Removal of Student During the Day

Policy Reference: Policy 4352 Removal of Student During the Day

The school executive may remove from school grounds a student who has been suspended during the school day, under any of the following circumstances:

1. the parent has been notified and is able to make arrangements for the student to leave the school or agrees to the student's using public transportation or driving himself or herself home;
2. the parent has been notified and is available to receive the student, and the principal is able to arrange for transportation from the school to the home; or
3. the principal involves law enforcement in the removal of the student from school grounds because such action is necessary to provide a safe, orderly school environment.

If none of these circumstances exists, the suspension will begin on the next school day

Procedures for Long-term Suspensions (more than 10 days) or 365-day Suspensions

A student accused of a willful violation of the Code of Student Conduct which, in the opinion of the school executive or designee, may require a long-term suspension or 365-day suspension from school, shall be afforded the procedural safeguards described below. A suspension of more than 10 days is appropriate only when the student willfully engages in conduct that threatens the safety of students, staff or school visitors, or threatens to substantially disrupt the educational environment. The procedures for a short-term suspension must be employed, as well as the following additional steps, prior to the imposition of a long-term suspension. Only the superintendent or his/her designee may impose a period of long-term suspension or 365-day suspension. Details of the processes to be followed are provided in Policy 4353, Long-term Suspension.

1. Except for serious violations of the Code of Student Conduct for which the superintendent may recommend that the student be expelled.

2. The student or student's parent may request a hearing before the superintendent within three (4) days of receiving notice from the principal of the recommendation for a long-term suspension, 365-day suspension or expulsion. If parents/guardians miss the deadline or if they waive the right to a hearing by failing to appear for a duly scheduled hearing, the superintendent shall review the circumstances of the recommended long-term suspension and act pursuant to the options specified in Policy 4353.

a 3. If the student or parent makes a timely request for a hearing, written notice will be sent to parents/guardians advising them of the date, time and location of the hearing. The notice will also describe the hearing process and advise parents/guardians of the student's rights under law. Details of the notice are provided in Policy 4353, Long-term Suspension, 365-Day Suspension, Expulsion. The notice will be sent by e-mail, US mail, hand delivery or other reliable means. For children in foster care, notice must also be sent to the foster parents. If neither the student nor the parent appears at the scheduled hearing, they will be deemed to have waived the right to the hearing.

4. The due process hearing will be held at the central services office or other designated location and the student will be able to exercise the rights identified in the notice, including the right to have an opportunity to present his/her version of the events, provide witnesses (or written witness statements) on his/her behalf, question the witnesses presented by the school administration, and be represented by counsel (at the parent's own expense). Students shall also have the right to review before hearing the evidence that may be presented by the district, as allowed by federal and NC law.

5. The superintendent/designee shall make a final decision regarding the long-term or 365-day suspension after the due process hearing has occurred or, if no request is received, after the deadline has passed for requesting a hearing. The superintendent/designee will not review the initial 10-day (short-term) suspension. A student shall be informed of the determination promptly.

6. If the student disagrees with the decision of the superintendent/designee to impose a suspension of more than 10 days, he/she is entitled to appeal to the Board of Education. This appeal must be requested within 3 days of the date of the superintendent's decision letter. The disciplinary consequence remains in effect throughout all appeals (A form for this purpose is located in the back of this book.)

The Board hearing will be conducted and a decision rendered within 30 days of the submission of the appeal

Procedures for Expulsion

Pursuant to N.C.G.S. § 115C-390.11, the Board of Education may expel any student, over 14 years of age, whose behavior indicates that the student's continued presence in the school constitutes a clear threat to the safety of other students or employees or who is subject to the Jessica Lunsford Act (a registered sex offender) and the student's continued presence in school constitutes a clear threat to the safety of other students or employees.

1. When a principal recommends expulsion to the superintendent, the principal must identify the basis for determining that there is clear and convincing evidence of the student's continued presence constitutes a clear threat to the safety of other students or employees. The procedures describe above for a hearing on a recommended long-term suspension or a 365-day suspension are to be applied to students facing expulsion, and the principal must provide the student or parent written notice of the recommendation for expulsion, except that the decision to expel a student by the Board of Education must be based on clear and convincing evidence. The student or parent may request a hearing before the superintendent within three days of receiving notice from the principal.
2. After the hearing described above, if the superintendent/designee determines that expulsion is appropriate, the superintendent/designee shall make a recommendation to the Board of Education that the student be expelled and the basis for the recommendation must be set out, along with any proposal for alternative education services. A period of long-term suspension may also be imposed pending the Board decision on the expulsion recommendation.
3. The parent/guardian will receive written notice of the superintendent's/designee's recommendation and the parent/guardian may request a hearing before a panel of the Board of Education within five days of the receipt of the notice.
4. Following the request for a hearing, the superintendent shall notify the student and parent of the date, time and location of the hearing, a summary of the charge being levied against the student, the information to support the charge and the student's rights at this proceeding.
5. If a hearing is requested, the student and parent will have the opportunity to explain why his/her presence is not a clear threat to the safety of others, provide witnesses (or written witness statements) on his/her behalf, question the information presented by the superintendent/designee and be represented by counsel, at the parent's expense.
6. If the Board of Education determines that expulsion is appropriate, the Board will document the basis for its determination that there is clear and convincing evidence that the student's behavior indicates that the student's continued presence in school constitutes a clear threat to the safety of other students or employees. The Board will also consider and make a written determination of whether alternative education services are to be provided.
7. The written decision of the Board of Education will be sent to the student and parent via certified mail, notification of what information will be included in the student's official record, the procedure for expungement of information under NCGS 115C-402, and notice of the right to petition for readmission under NCGS 115C-390.12.

Procedures for Re-entry of Expelled Students or Students Suspended for 365 Days

Following the Board of Education's decision to expel a student, the student shall have no right to attend Northampton County Schools until such time as the student can demonstrate that he/she no longer constitutes a threat to the safety of other students and staff. A student who has been expelled shall have a right to request that the Board of Education reconsider the decision to expel any time after 180 days after the decision to expel. Similarly, students subject to a 365-day suspension may petition the Board for readmission after 180 days from the start of the suspension.

For students serving a 365-day suspension, following request for readmission, the superintendent/designee shall offer the student an opportunity for an in-person meeting to be held within five days. At the meeting, the student may provide documents in support of the request such as ones verifying that the student is participating in or has completed counseling or rehabilitation programs. Within 30 days of the student's request, the superintendent/designee shall provide written notice of the decision whether to readmit to the student, the student's parent, and the Board. If the superintendent/designee rejects the request for readmission, the notice will advise the student and parent of the right to appeal the decision to the Board. Any appeal to the Board must be made in writing within five days of receipt of the superintendent's/designee's decision. The Board hearing shall be conducted in accordance with Policy 2500. After the hearing, the Board will provide the student and parent a written decision within 30 days of receiving the appeal. If the request for readmission is denied, no subsequent requests from that student will be considered during that 365-day suspension.

For students who have been expelled, the Board hearing following the request for readmission shall be conducted in accordance with Policy 2500. After considering the student's request and the superintendent's/designee's recommendation regarding readmission, the Board will readmit the student if the Board determines that the student has

satisfactorily demonstrated that his or her presence in school no longer constitutes a clear threat to the safety of other students or employees. After the Board hearing, the Board will provide the student and parent a written decision within 30 days of the submission of the request for readmission. If the expelled student's request for readmission is denied, the Board will not consider a subsequent request for readmission of the student until six months after the submission of the previous request.

Procedures for Suspension of Students with Disabilities

Please see the *Handbook on Parents Rights* for the additional procedural safeguards to be followed for students with disabilities. If you need a copy of this handbook, please contact the school executive at your school or obtain a copy through the Northampton County Schools Office of Exceptional Children.

Procedures for Re-entry of Students from Alternative Settings

The school placement for students transitioning from alternative settings or treatment facilities, mental health centers, etc. will be determined by a Multidisciplinary Transition Team. The team will consist of representatives from various Northampton County Schools departments, the relevant alternative or treatment facility, and the judicial system, where applicable. An individual designated by the superintendent will facilitate the appeal process for school placement decisions made by the Multidisciplinary Transition Team.

Point of Exit is Point of Entry

Withdrawing from and later re-enrolling in Northampton County Schools will not circumvent a reassignment to an alternative school for disciplinary purposes. Students who are reassigned to an alternative school or mandatory program for a specified amount of time must regularly attend and successfully complete this reassignment before returning to the regular school environment. Such students who leave Northampton County Schools and return at a later date will automatically be assigned to the alternative school or program upon returning to the system.

Request Documents Requiring a Signature

[Northampton County Board of Education Student Dress Code Policy Purpose: Application for Medical Exemption from Student Dress Requirement*](#)

[Policy Code: 4400 Attendance Acknowledgement](#)

[Parental Request to Deny Internet Access](#)

[Intimidation, Bullying, and/or Threats Administrative Report](#)

[Acknowledgement of Receipt and Review](#)

Northampton County Board of Education Student Dress Code Policy Purpose

The primary goal of the Northampton County Schools is to provide a safe learning environment where all students are able to achieve at their highest potential. The personal appearance of every student is an important component of establishing a safe environment for optimal learning and respect for one another. Students are expected to adhere to standards of dress and appearance that are compatible with an effective learning environment. In support of these goals and expectations the Board establishes the following dress code for students:

Exceptions/Special Circumstances

The administration shall make reasonable accommodations on the basis of a student's sincerely held religious beliefs or medical conditions. Parents/guardians seeking exemption from this policy should submit an application for exemption to be reviewed by the principal.

Dress Code Regulations

Clothing and accessories that interrupt or disrupt the school learning environment are prohibited. Prohibited clothing and accessories include, but are not limited to, items that promote gang or gang related activities and items that contain vulgar, insolent, or sexually explicit material. Any school system employee may alert a school administrator to a dress code policy violation. Principals have discretion in the implementation of this dress code.

Pants/Capris/Gauchos: All pants worn as the outer garment must be worn at a student's waistline. For the purposes of this policy, the waistline is the narrowest point of the human body between the ribcage and hips.

- If pants have belt loops, students must wear a belt.
- Pants must have no more than 6 pockets.
- Excessively baggy or tight-fitting pants are prohibited.
- Undergarments/underwear **shall not** be visible at any time.
- Pants with holes in the buttocks or groin area are prohibited.
- If pants have holes in the front or back leg area of the pants, the holes may not be any wider in diameter than that of the student's hand. In addition, leggings, tights, or long johns must be worn under the pants with holes in order to cover exposed skin.
- Pajamas are prohibited.
- Leggings and tight spandex are prohibited, unless worn under pants.
- Dress code requirements may be waived by the principal during school spirit week, subject to superintendent approval.

Tops: Tops that reveal underwear, cleavage, or bare skin between the upper chest and the waistline are prohibited.

- Sleeveless tops are prohibited.
- Polo shirts, turtleneck shirts, T-shirts, and collared blouses/shirts are allowed.
- V-neck T-shirts may not be worn as an outer layer.
- Visibility of shoulders and midriffs is prohibited.
- **Undergarments must not be visible.**
- Un-tucked shirts of excessive length are prohibited.
- For the purposes of this policy, the waistline is the narrowest point of the human body between the ribcage and hips.

Skirts/Shorts/Skorts/Jumpers: These items must be worn at the waistline and must extend to at the middle of the entire thigh.

- For the purposes of this policy, the waistline is the narrowest point of the human body between the ribcage and hips.

Outerwear: Light outerwear, such as sweatshirts, vests, and sweaters may be worn.

- Heavy coats are permitted, but must be removed upon entry into the classroom.

Shoes: Steel toes, cleats, bedroom shoes, high heels of greater than 2 inches, flip flops, Chinese slippers, and heelies are prohibited.

- Shoes with laces must be properly laced and tied.

Other:

- Caps, hats, earmuffs, head coverings of any kind, and sunglasses are prohibited inside school buildings.
- Large chains/jewelry and belt buckles are prohibited.

Consequences for Violation of Dress Code Policy

- **1st Offense** - Covering of items and/or bare skin, if applicable, and parent meeting or telephone call regarding policy compliance.
- **2nd Offense** - Covering of items and/or bare skin, if applicable, and parent meeting or telephone call regarding policy compliance. Maximum of 2 days of in-school suspension at the middle and high school levels. Appropriate disciplinary action—not to include out of school suspension—at the elementary school level. In addition, the school Administrator may revoke the student's privileges to attend and/or participate in any school-sponsored extracurricular activities, including a student's participation in athletic competition.
- **3rd Offense (and all subsequent offenses)** - Covering of items, if applicable. Maximum of 3 days of out of school suspension ("OSS") and a parent conference. The three days OSS shall be reduced by the school administrator if the parent arranges for a parent conference (to include the student) on or before the third day of suspension and the parent enters into an agreement stating that the student will comply with the dress code policy in the future. If such a parent conference is held, the OSS shall end on the day of the parent conference. This provision may only be utilized once to shorten the length of the three days out of school suspension. In addition to the three days OSS, the school Administrator may revoke the student's privileges to attend and/or participate in any school-sponsored extracurricular activities, including a student's participation in athletic competition, or require the student to participate in a program for solution-based intervention. If the student drives, his/her privileges to drive to school may be suspended, and/or the student may be placed on lunch restrictions for up to three consecutive days.

Applicability

This policy shall apply to all students in all school buildings during the regular school day, on field trips, and when students represent the school. This policy shall also apply to all students at all times on all Board of Education property, including school buildings and on school grounds and on all school buses and other school vehicles. This policy does not apply to school-sanctioned uniforms and costumes for athletic, choral, or dramatic performances with the prior written approval of the principal.

REFERENCE A: Religious Exemptions

Upon written request from the parent/guardian of a student, the principal or principal's designee may, as a reasonable accommodation under the Dress Code Policy, exempt the student from the requirements of the Dress Code Policy when compliance with those requirements would impose a substantial burden on the exercise of a sincerely held religious belief. In making determinations regarding exemptions to the Dress Code Policy, the principal or principal's designee shall not attempt to determine whether the religious beliefs are valid but only whether they are sincerely held. To assist in deciding whether an exemption is warranted, the principal or principal's designee may request the parent/guardian to provide information in writing demonstrating: (1) that the objection to the requirements of the Dress Code Policy is grounded in religious tenets rather than mere personal preference; (2) that the religious beliefs are sincerely held; and (3) that compliance with the requirements of the Dress Code Policy will interfere with the exercise of those beliefs.

REFERENCE B: Medical Exemption

Upon written request from the parent/guardian of a student, the principal or principal's designee may, as a reasonable accommodation under the Dress Code Policy, exempt the student from the requirements of the Dress Code Policy when medical necessity prevents a student's compliance with the Dress Code Policy.

In making determinations regarding medical exemptions to the Dress Code Policy, the principal or principal's designee may request the parent/guardian to provide information in writing demonstrating that the medical basis for the requested exemption is true and accurate.

REFERENCE C: Application for Exemptions Application for Exemption from the Student Dress Code Policy

Name of person submitting this application: _____

Name of student: _____

Address: _____

Telephone: _____ School: _____

Grade: _____ School Year: _____

I certify that I am the parent or legal guardian of the student named above. I hereby request an exemption from the student Dress Code Policy on behalf of the above-named student for the current school year. I understand that this exemption is for the current school year only and must be renewed at the beginning of each subsequent year. The reason for my application for this exemption is as follows:

I understand that the exemption will not be effective until after I have met with the school principal or his/her designee.

_____ Signature of Parent/Guardian

_____ Signature of Principal/Designee

_____ Date of Request

_____ Date of Conference

Policy Code: 4400 Attendance Acknowledgement

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

A. Attendance Records

School officials shall keep accurate records of attendance, including accurate attendance records in each class. Attendance records will be used to enforce the Compulsory Attendance Law of North Carolina.

Students will be considered in attendance if present at least half of the instructional day on-site in the school or at a place other than the school attending an authorized school-related activity. Students are expected to be at school on time and to remain at school until dismissed. During the school day, students are expected to be present at the scheduled starting time for each class and to remain until the class ends. When a student must be late to school or leave school early, a written excuse signed by a parent or guardian should be presented upon the student's arrival at school. Tardies or early departures may be excused for any of the reasons listed below in Section C.

Any disciplinary consequences for unexcused tardiness or unexcused early departures from school or class will be consistent with Section D of policy [4300](#), Student Behavior Policies. The superintendent or designee shall list in the Code of Student Conduct the specific range of consequences that may be imposed on a student for such offenses. Consequences may not exceed a short-term suspension of two days.

B. Excused Absences

When a student must miss school, a written excuse signed by a parent or guardian must be presented to the student's teacher on the day the student returns after an absence. Absences due to extended illnesses may also require a statement from a physician. An absence may be excused for any of the following reasons:

1. personal illness or injury that makes the student physically unable to attend school;
2. isolation ordered by the State Board of Health;
3. death in the immediate family;
4. medical or dental appointment;
5. participation under subpoena as a witness in a court proceeding;
6. a minimum of two days each academic year for observance of an event required or suggested by the religion of the student or the student's parent(s);
7. participation in a valid educational opportunity, such as travel or service as a legislative or Governor's page, with prior approval from the principal;
8. pregnancy and related conditions or parenting, when medically necessary; or
8. visitation with the student's parent or legal guardian, at the discretion of the superintendent or designee, if the parent or legal guardian (a) is an active-duty member of the uniformed services as defined by policy 4050, Children of Military Families, and (b) has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat support posting.
9. In the case of excused absences, short-term out-of-school suspensions, and absences under [G.S. 130A-440](#) (for failure to submit a school health assessment form within 30 days of entering school) the student will be permitted to make up his or her work. (See also policies 4110, Immunization and Health Requirements for School Admission, and 4351, Short-Term Suspension.) The teacher will determine when work is to be made up. The student is responsible for finding out what assignments are due and completing them within the specified time period.

C. School-Related Activities

All classroom activities are important and difficult, if not impossible, to replace if missed. Principals shall ensure that classes missed by students due to school related activities are kept to an absolute minimum. The following school-related activities will not be counted as absences from either class or school:

1. field trips sponsored by the school;
2. job shadows and other work-based learning opportunities, as described in [G.S. 115C-47](#)(34a);
3. school-initiated and -scheduled activities;
4. athletic events that require early dismissal from school;
5. Career and Technical Education student organization activities approved in advance by the principal; and 6. in-school suspensions.

Assignments missed for these reasons are eligible for makeup by the student. The teacher will determine when work is to be made up. The student is responsible for finding out what assignments are due and completing them within the specified time period.

D. Excessive Absences

Class attendance and participation are critical elements of the educational process and may be taken into account in assessing academic achievement. Students are expected to be at school on time and to be present at the scheduled starting time for each class.

The principal shall notify parents and take all other steps required by [G.S. 115C378](#) for excessive absences. Students may be suspended for up to two days for truancy.

If a student is absent from school for five or more days in a semester, the principal or a committee established by the principal shall consider whether the student's grades should be reduced because of the absences. The principal or committee shall review other measures of academic achievement, the circumstances of the absences, the number of absences, and the extent to which the student completed missed work. A committee may recommend to the principal and the principal may make any of the following determinations:

1. the student will not receive a passing grade for the semester;
2. the student's grade will be reduced;
3. the student will receive the grade otherwise earned; or
4. the student will be given additional time to complete the missed work before a determination of the appropriate grade is made.

Students with excused absences due to documented chronic health problems are exempt from this policy. In addition, for students experiencing homelessness (see board policy 4125, Homeless Students), school officials must consider issues related to the student's homelessness, such as a change of caregivers or nighttime residence, before taking disciplinary action or imposing other barriers to school attendance based on excessive absences or tardies.

Excessive absences may impact eligibility for participation in interscholastic athletics.

See policy 3620, Extracurricular Activities and Student Organizations. Legal References: McKinney-Vento Homeless Assistance Act, [42 U.S.C. 11431](#), *et seq.*; [G.S. 115C-47](#), [-84.2](#), [-288\(a\)](#), [-375.5](#), [-378 to -383](#), [-390.2\(d\)](#), [-390.2\(l\)](#), [-390.5](#), [407.5](#); [130A-440](#); [16 N.C.A.C. 6E .0102](#), [.0103](#); State Board of Education Policies [ATND-000](#), [-003](#), [NCAC-6E.0104](#) Cross References: Extracurricular Activities and Student Organizations (policy 3620), Education for Pregnant and Parenting Students (policy 4023), Children of Military Families (policy 4050), Immunization and Health Requirements for School Admission (policy 4110), Homeless Students (policy 4125), Short-Term Suspension (policy 4351) Adopted: January 11, 2016

Policy Code: 4405 R & P - Tardies Regulation & Procedures

Students arriving to school late must report to the main office for a pass to class. All parents should sign their child in upon dropping them off. Students who drive to school and consistently arrive late to school will have their on campus driving privileges revoked for a period of time determined by the school administration. Teachers are required to maintain a tardy log for each class. All teachers are required to maintain the logs and issue referrals when necessary.

The school administration shall apply the following disciplinary consequences for tardiness:

Number of Tardies	Consequence	Number of Tardies	Consequence
First Tardy	Written Warning and Parent Contact	Fifth Tardy	Parent Conference Required (Student in ISS until conference)
Second Tardy	1 Day Lunch Detention	Sixth Tardy	2 Days of ISS
Third Tardy	2 Days Lunch Detention	Seventh Tardy	3 Days of ISS
Fourth Tardy	3 Days Lunch Detention		

Failure to attend lunch detention as directed will result in 2 additional days of lunch detention. Failure to attend additional days may result in suspension for insubordination in accordance with the Code of Conduct. Students should not be allowed to return to school until parents attend a conference.

I acknowledge and understand the NCS Attendance Policy

_____ Signature of Student Date: _____

_____ Signature of Parent/Guardian Date: _____

Northampton County Schools Parental Request to Deny Internet Access

You have the option of denying your child's access to the Internet and/or prohibiting them from obtaining an email account. To deny access to one or both services, please complete this form as appropriate, sign, date and return to your child's school. Please remember that some school services must be provided via the Internet.

Parents will be notified when the school receives the signed form.

Student Name _____ Grade _____

School _____

I have read the Northampton County Public School System's Acceptable Use Policy and hereby request to deny Internet access for my child.

I DO NOT give permission to issue an account for my child and DO certify that the information contained in this form is correct.

Parent Signature _____ Date _____

I have read the Northampton County Public School System's Acceptable Use Policy and hereby request to deny Electronic Mail access for my child.

I DO NOT give permission to issue an account for my child and DO certify that the information contained in this form is correct.

Parent Signature _____ Date _____

Parent Name _____

Home Address _____

Phone _____

Northampton County Schools

Intimidation, Bullying, and/or Threats Administrative Report

Bullying and/or harassing behavior are strictly prohibited in Northampton County Schools. Students who feel bullied, harassed, or intimidated at school by an adult or another student or who witness such conduct may complete this form and submit the completed form to the school principal or assistant principal or the assistant superintendent for human resources. Complaints may be filed orally, as well.

Students may also report bullying and/or harassing behavior online. The link to online reporting can be found on Northampton County Schools website at www.northampton.k12.nc.us.

Select School:

<input type="checkbox"/> Central Elementary	<input type="checkbox"/> Northampton County High School
<input type="checkbox"/> Conway Middle	<input type="checkbox"/> Northampton County Early College High School / NCS Virtual Academy
<input type="checkbox"/> Gaston STEM Leadership Academy	<input type="checkbox"/> Northampton County Alternative Learning Program

Name of Student: _____

Name of individual displaying bullying and/or harassing behavior: _____

Date(s) of incident(s): _____

Provide a brief description of the incident(s). Include specific language and/or gestures.

Signature: _____

Note: School Principal will provide a response within three days to complete *Intimidation, Bullying, and/or Threats Reports* with the signature of the person submitting the report. Anonymously submitted reports will be reviewed and investigated; however, no response will be provided.

Definitions and Explanations: Terms Related to Discrimination, Bullying, and Harassment

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

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

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

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

Anti-Semitism: Hostility toward or discrimination against Jews as a religious, ethnic or racial group.

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

Bias Related Incident refers to language and/or behaviors which demonstrate bias against persons because of, but not limited to, others' actual or perceived: color, disability, ethnicity, gender, gender identity and expression, national origin, race, religion, and/ or sexual orientation.

Bullying: Deliberate conduct intended to threaten or harm another person or group of persons, including any pattern of gestures or written, electronic, or verbal communications, or any physical act or any threatening communication. Please refer to Board Policy 4329/7311

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

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

Cyberbullying: See Board Policy 4329

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

Discrimination: Any act or failure to act, whether intentional or unintentional, that unreasonably and unfavorably differentiates treatment of others based solely on their membership in a socially distinct group or category, such as race, ethnicity, sex, pregnancy, religion, age, or disability. See Board Policy 1720

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

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

Harassment: As with bullying, deliberate conduct intended to threaten or harm another person or

group of persons. Such conduct includes any pattern of gestures or written, electronic, or verbal communications, or any physical act or any threatening communication. See Board Policy 4329/7311

Hostile environment: a situation where a person subjectively views the conduct of others as harassment or bullying and that the conduct is objectively severe or pervasive enough that a reasonable person would agree that it is harassment or bullying. A hostile environment may be created through pervasive or persistent misbehavior or a single incident, if sufficiently severe. See Board Policy 4329/7311

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

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

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

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

Sexism: Prejudice and/or discrimination against people based on their real or perceived sex. Sexism is based on a belief (conscious or unconscious) that there is a natural order based on sex.

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

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

Target is a person against whom bullying, cyberbullying, retaliation, harassment, bias-related incidents, and/or other acts of physical or verbal aggression have been perpetrated.

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

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

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

Definitions and Explanations: General Terms Related to the Code

Academic Dishonesty Plagiarism / Copying (representing others' words/ideas as one's own); Cheating (producing academic work through dishonesty or deceit); Altering or falsifying records or signatures; Assisting another student in any of the above actions.

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

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

Behavioral and Academic Problem Solving and Planning Conference: A teacher, student support team member, or administrator engages the student in a conference and action plan when unproductive and ineffective behaviors or mindsets are impeding academic success and high functioning in the classroom.

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

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

Community Service: An unpaid service for the benefit of the public that is performed as part (or all) of the intervention associated with a specific behavior infraction.

Consequence: A result that follows from an action or condition

Violation of North Carolina Statutes: Please refer to Board Policy 4335

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

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

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

Disruptive, Disorderly, Disobedient, Disrespectful, Defiant, Insubordinate, or Violent Student: The revised Code discourages the use of these descriptors to label students because they are open to wide interpretation by individual staff members. These descriptors do not provide useful data that can help determine the right consequences and interventions that match a specific behavior. The revised Code encourages all staff to use the most precise language possible to describe specific behavior concerns and infractions.

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

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

Expectations: An expression of strong beliefs about what people are capable of doing and achieving. Expectations are normative and aspirational. They provide enduring guidelines for how we should present

and express ourselves, how we should behave, how we learn and what we should achieve. Positive language is always used to craft expectations.

Hallway and Public Space Misconduct: Running, excessive noise, horseplay, loitering, or unauthorized hall-walking; obstructing pedestrian traffic; obstructing vehicular traffic

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

Illegal Drug: Please see Policy 4325.

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

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

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

Interventions: Specific programs, strategies, restorative conferencing protocols, skill building sessions, and individual and group counseling activities that enable students to reflect on their behavior, attitudes, needs and feelings; learn replacement behaviors and habits; work through personal obstacles; resolve conflicts; and develop goals and plans to get back on track for school success.

ISS/Cooldown: When a student is experiencing challenges that are making it difficult to engage in classroom learning, the teacher may contact a designated student support team member or the student's coach to escort student out of the classroom for a brief period to reflect on the situation, regain emotional balance, and strategize how to re-enter class back on track. Students may ask for an ISS/Cooldown PASS to check in with their student support coach or assigned counselor.

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

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

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

Positive Behavioral Interventions & Supports (PBIS) Positive Behavioral Interventions & Supports is a school-wide framework of universal expectations, shared language, and common policies and practices that support a safe, civil, caring, and supportive learning environment and positive student behavior through the PROMOTION of social and emotional competence and PREVENTION of inappropriate, unacceptable, and unskillful behaviors (Tier 1); targeted INTERVENTIONS for students who meet specific criteria and conditions associated with specific interventions (Tier 2); and more intensive and individualized INTERVENTIONS for students with high needs who are at greatest risk for healthy development and school success (Tier 3).

Progress Monitoring: Progress monitoring involves the assessment of a student's regular use of desired target behaviors that support improved behavior and academic performance. The process usually lasts for

three to six weeks during which the teacher and the student use a tool with an easily measured rating scale to reflect on the students' performance and use of specific behaviors from day to day and week to week.

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

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

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

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

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

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

MTSS Team (Multi-Tiered System of Supports): The school team that reviews student cases on a weekly basis to ensure that all students have equitable access to services and interventions that they need. The school intervention team uses student data and "early warning" criteria to identify students at greatest risk in order to implement targeted behavioral and mental health interventions that are timely and predictable.

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

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

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

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

Student Support Services Team: The team includes all student support staff (administrators, counselors, social workers, special education case managers, student behavior aids, etc.) who work collaboratively as one coherent team sharing data, using the same common language, committing to the same goals and

approach to discipline and student support, and engaging in the same set of practices that support personal, social, and academic efficacy and improved student behavior.

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

Tardiness: Arriving late to class during the school day

Theft: Stealing, attempting to steal, or knowingly possessing stolen property. Please see policy 4330

Tobacco Infractions: Possessing tobacco, tobacco products, or vaping devices on school property or at a school function; consuming on school property or at a school function, selling or attempting to sell on school property or at a school function; Distributing or exchanging on school property or at a school function

Trespassing: Being present on school property when not authorized or without administrative permission.

Northampton County Schools Acknowledgement of Receipt and Review

The mission of Northampton County Schools is to work in partnership with families and communities using a holistic approach to empower students to become responsible and engaged citizens. The *Northampton County Schools Code of Student Conduct* has been developed to promote an atmosphere in which students may receive quality instruction in an orderly educational environment.

The school personnel need your support in this effort. Review and discuss the *Northampton County Schools Code of Student Conduct* with your child and sign and return this document to your child's school. Should you have any questions while reviewing the *Northampton County Schools Code of Student Conduct* contact your child's school executive (principal).

You may access an electronic copy of the Code of Student Conduct on the Northampton County Schools website: www.northampton.k12.nc.us. You may also access a paper copy at your child's school.

Failure to return this acknowledgement document will not relieve a student or a parent/guardian from being responsible for knowing or complying with the rules and guidelines contained within the *Northampton County Schools Code of Student Conduct*.

Parent Acknowledgement

I have reviewed the *Northampton County Schools Code of Student Conduct* and I understand the rights and responsibilities contained therein.

Parent Signature: _____

Date: _____

Student Acknowledgement

As a student, I accept the responsibility to show good character, to work to the best of my ability, and to adhere to the guidelines set forth in the *Northampton County Schools Code of Student Conduct*. *I have read and discussed the Northampton County Schools Code of Student Conduct with my parent(s)/guardian(s).*

Student Signature: _____

Date: _____

Return this Acknowledgment of Receipt and Review within five (5) school days upon receiving notification to review the *Northampton County Schools Code of Student Conduct*.