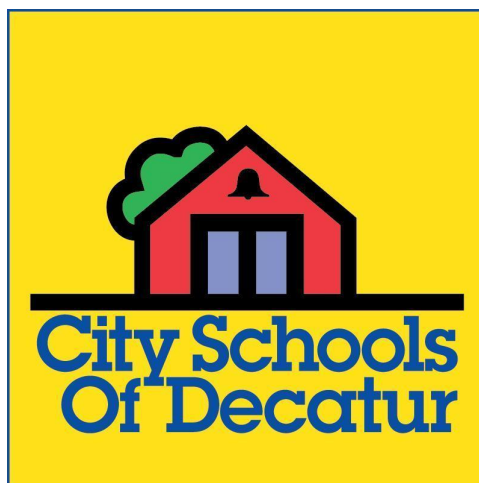


City Schools of Decatur



Student Code of Conduct & Restorative Practices Handbook 2023–2024

CSD Vision	4
CSD Mission	4
Purpose	4
Scope of the Code	4
Context and Overview	5
Positive Behavior Intervention System (PBIS)	6
Restorative Practices (RP)	6
Social Emotional Learning (SEL)	6
Multi-Tiered System of Supports (MTSS)	7
Our Values:	7
Decatur CREATES Leaders!	7
Rights and Responsibilities	8
Administration, faculty, and staff partners will:	8
The parent or guardian partners are asked to:	8
Student partners are expected to:	9
Searches	9
CSD's Commitment to Equity	10
Parent, Student, and Staff Involvement	10
Annual Review Process	10
Authority of Teachers and Administrators	11
Infractions and Associated Responses	11
Extra and Co-Curricular Activities	11
Progressive Discipline Levels	12
Disciplinary Rules	15
Rule 1: Drugs, Alcohol, and Tobacco	15
Section 1A: Alcohol	16
Section 1B: Drugs, except alcohol and tobacco	16
Section 1C: Tobacco	16
Rule 2: Weapons	17
Section 2A: Weapons - Knives	17
Section 2B: Weapons - Other	18
Section 2C: Weapons - Firearms	18
Section 2D: Other Weapon Paraphernalia or Associated Objects	18
Rule 3: School Disruption or Interference with School	18
Rule 4: Damage or Destruction to School or Private Property	19

Section 4A: Vandalism or Destruction	19
Section 4B: Arson	19
Section 4C: Computer Trespass	19
Section 4D: Theft, Larceny, or Robbery	20
Section 4E: Assessment Security	20
Rule 5: Abuse, Threat, Intimidation of School Employee(s)	20
Section 5A: Oral, Written Abuse or Threats, Intimidation	20
Section 5B: Physical Abuse, Assault or Battery	21
Rule 6: Abuse, Threats, Intimidation, Bullying, and Fighting with Students or Other Persons not Employed by the School	21
Section 6A: Oral, Written Abuse, or Threats, Intimidation	23
Section 6B: Physical Abuse, Assault, Battery	23
Section 6C: Fighting	24
Section 6D: Bullying and Cyberbullying	24
Rule 7: Student Incivility and Not Following Directions or Commands	24
Section 7A: Failure to follow directions, school regulations, or local school rules	24
Section 7B: Dress Code Violation	25
Rule 8: Offenses Against the General Order of School	25
Section 8A: Trespassing and Breaking and Entering	26
Section 8B: Academic Dishonesty	26
Section 8C: Possession/Use of other Unapproved Items	26
Section 8D: Gang-Related Violations	26
Section 8E: Off Campus Misconduct	26
Section 8F: Other Conduct Subversive to the Good Order of Schools	27
Rule 9: Sexual Misconduct and Indecency	27
Section 9A: Sexual Battery and Sexual Assault	28
Section 9B: Sexual Harassment	28
Section 9C: Sexual Offenses	29
Rule 10: Unexcused Absences and Tardies	29
Rule 11: Chronic Disciplinary Infractions	29
Rule 12: Hate Speech	30
Rule Matrix	30
Mandatory Reporting Requirements	30
School Bus Transportation	31
Authority of School Bus Driver	31
Bus Misconduct	31
The Transportation Plan	31
School Bus Safety Rules	31

Discipline Appeal Process (less than 10 days OSS)	32
Discipline Hearings (More than 10 days OSS or Expulsion)	33
Composition of Hearings	33
Hearing Proceedings	33
Written Notice of Hearing	34
Delivery of Notification	34
Continuance	34
Waiver of Hearing	35
How Decisions are Made	35
Appeals	35
Students with Disabilities	36
Glossary	37
Disciplinary Offenses	37
Descriptions of Disciplinary Consequences	39

Student Code of Conduct and Restorative Practices Handbook

CSD Vision

We strive to cultivate an educational foundation that empowers students to realize their full potential, thrive as productive global citizens, ignite positive change, and create a more just and equitable world.

CSD Mission

In partnership with our community, our mission is to inspire and enable student growth through meaningful and engaging learning experiences supported by highly qualified and caring educators in a safe and inviting environment.

Purpose

The City Schools of Decatur (CSD) believes in the importance of setting high expectations for all members of our school community. We recognize that disparities in disciplinary action have historically existed among student groups based on race. We have integrated Restorative Practices into our code of conduct to eliminate potential disproportionality and rebuild a sense of trust and respect among all stakeholders.

The CSD Student Code of Conduct and Restorative Practices Handbook “Code” is intended to accomplish the following:

1. Support the vision and mission of CSD
2. Assist parents, students, teachers, and administrators in establishing a safe, positive, and productive learning environment.
3. Help school personnel support our students in meeting our behavior expectations by:
 - a. Explicitly teaching the expected behaviors;
 - b. Positively acknowledging when students meet our expectations;
 - c. Using restorative practices to build relationships and restore peace and trust in our school communities; and
 - d. Guiding school leaders in the appropriate steps to take when applying consequences if expectations are not met.

Scope of the Code

This Code of Conduct applies to all students grades K-12:

1. Before, during, and after school hours in any school building and on any school premises;
2. In any school-owned or approved vehicle used to transport students to and from school or to and from school activities;
3. Off school property at any school-sponsored or school-approved activity, event, or function;
4. During any period of time when students are subject to the authority of school personnel;
5. On the way to and from school, a school activity, a school function, or a school event'
6. Off school grounds at a bus stop, on a school bus, at a school activity, function, or event.

This code also applies to any behavior off school grounds when any of the following are true:

1. The behavior of a student could result in the student being criminally charged with a felony and which makes the student's continued presence at school a potential danger to persons or property at the school;
2. The behavior utilizes CSD owned or operated property, resources, or services, or;
3. The behavior occurs during CSD virtual learning activities.

The Code is consistent with state regulations outlined in Georgia Code Title 20 - Chapter 2 - Article 16 and all related subparts to ensure compliance with due process and protection of staff and students.

Context and Overview

CSD builds a positive and supportive learning environment by providing a multi-tiered system of supports to build character, social emotional competence, and positive relationships. The Code serves as the foundation to a healthy school environment by ensuring the safety and welfare of students and staff. It also ensures due process and fair treatment for every student, giving each an opportunity to be heard.

Principals Administrators will review key elements of the Code with their students (as developmentally appropriate) at the beginning of each school year, and as needed throughout the year. We ask families to do the same with their children. It is the collective responsibility of students, staff, and parents or guardians to ensure that the expectations outlined in the Code are followed. Responses to violations of the Code will be developmentally/age appropriate and a balance of proportional consequences and restorative practices. All school faculty and staff must establish clear and consistent behavioral expectations that set the tone for a safe, orderly, and respectful school community. School faculty and staff must be fair and consistent in addressing student behavior in a manner which enables students to learn from their mistakes and be

accountable for their misconduct. CSD promotes respect for self and others through good conduct modeled by staff, students, and parents or guardians.

Under the multi-tiered system of supports framework, CSD implements **Positive Behavioral Interventions and Supports (PBIS)**, **Restorative Practices (RP)**, **Comprehensive School Mental Health Services (CSMHS)**, and **Social Emotional Learning (SEL)**, including structured classroom and school behavior expectations to ensure processes and procedures are in place to create a positive school culture and climate.

Positive Behavior Intervention System (PBIS)

City Schools of Decatur has adopted the PBIS framework K-12 as our overarching guide for setting expectations, supporting teachers and students in demonstrating positive behaviors, and determining the appropriate response when expectations are not met. PBIS is based on the premise that behavioral expectations must be explicitly taught to our students through direct instruction. PBIS uses data as a foundation to make decisions in a continuous improvement process for staff and students. PBIS also helps our schools to build in support for students who may not be meeting expectations over a period of time through its connection with MTSS.

At each school a local PBIS team leads the implementation process. School PBIS teams work with students, staff, and families to develop expectations and procedures appropriate for their schools. Contact your school to get more specific details about how PBIS is implemented at the local school level.

Restorative Practices (RP)

Restorative Practices are used to build community and respond to challenging behavior through authentic conversations that lead to understanding and action to set things right and repair and restore damaged relationships. The RP process seeks the participants' perspectives and encourages them to reflect on the reasons for their behaviors. It also provides a way for staff, students and families to work together to repair the harm done and address the underlying reason(s) for the behavior. Students who are removed from the class or school should be warmly welcomed back into the community and provided additional support as needed.

A restorative approach to building community is integral to creating the supportive and inclusive school culture of CSD. All members of a school community bring with them diverse abilities, interests, viewpoints, and family and cultural backgrounds. These differences can be a source of great energy and strength when members of the community value and respect one another.

Social Emotional Learning (SEL)

Social emotional learning (SEL) encompasses a wide range of knowledge, attitudes, and skills that are integral to student success. The Collaborative for Academic, Social, and Emotional Learning (CASEL), defines SEL as the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

The five core areas related to social emotional learning include self-awareness, self-management, social awareness, relationship skills, and responsible decision making.

CSD is committed to integrating SEL skills into the K-12 classroom curriculum as well as offering social emotional lessons provided by school mental health professionals.

Multi-Tiered System of Supports (MTSS)

CSD provides a variety of resources, which are available to every school in order to provide assistance and support to help address behavioral and academic challenges of students. All of the services provided to support a positive school climate and culture are delivered within a tiered framework with universal supports for all students (Tier 1), targeted support for students at-risk of developing more serious behavioral/mental health concerns (Tier 2), and more intensive support for students who need an individualized problem-solving approach (Tier 3).

Formal MTSS Process

As part of MTSS, each school develops a Student Support Team. The Student Support Team may include classroom teachers, counselor(s), a social worker, and additional staff members who have been trained in Restorative Practices and behavior strategies. The Student Support Team meets on a regular basis to review referrals and provide support, interventions and coaching to staff and students, as needed.

Our Values:

The CSD Board of Education values social emotional learning and the development of positive character traits. Our goal is that all Decatur High School graduates will be active, compassionate, life-long learners as described in the IB Learner Profile. In support of developing students who demonstrate the 10 attributes of the IB Learner Profile, the District-wide PBIS Framework focuses on the following characteristics:

Decatur CREATES Leaders!

CARING: We show empathy, compassion, and respect so that we all feel physically and emotionally safe. We care.

REFLECTIVE: We honor our need to stop and think, make connections, and use our strengths to grow as a learner and person.

ENGAGED: We learn with enthusiasm and sustain our love of learning through perseverance, collaboration, and craftsmanship.

ALTRUISTIC: We do good things for others to help make the world a just and better place.

THOUGHTFUL: We pause to think critically and creatively to make sense of the world and respond positively in learning situations and interactions.

EXCEPTIONAL: We approach each day with an attitude of excellence, balancing our responsibility to self and others.

SCHOLARS: We collaborate locally and globally to discover and engage in learning that is personal, meaningful, and authentic.

Rights and Responsibilities

City Schools of Decatur believes that students, staff, and parents or guardians must be partners in education to create leaders. Rights and Responsibilities for each group are outlined below.

Administration, faculty, and staff partners will:

- Through the use of **Restorative Practices**, establish and maintain a positive, equitable, safe, secure, orderly, and non-threatening learning environment that allows for open communication, dialogue, and discussion.
 - Be courteous and respectful to all, being sensitive to individual needs, and using appropriate language and pronouns.
 - Treat individual students fairly, consistently, and respectfully; making a conscious effort to engage in thinking and practices that eliminate bias.
 - Follow due process.
 - Be cooperative and provide support to administration, staff, and students, in the performance of their duties.
 - Implement proactive restorative circles as a way of building community in their classroom.
- Refer students to counseling and support services when the need emerges;
- Support students in using the internet in ways that are safe, responsible, and appropriate.
- Support effective digital learning by providing clear norms and expectations for what safe, responsible, and appropriate digital learning looks like.
- Acknowledge the existence of racism in the United States and work toward the elimination of personal and systemic-racism by engaging in anti-racist self- and staff-development, developing anti-racist school and classroom policy and procedure, and using curriculum that involves multiple racial perspectives.
 - Implement Culturally Responsive Teaching practices
- Actively engage every student in the learning process and promote achievement of high academic standards.
- Communicate student progress and behavior to students, parents or guardians, and other staff in a timely, consistent, and effective manner.

The parent or guardian partners are asked to:

- Establish and maintain conditions for your child's academic, social, and emotional success.
 - Ensure that your child attends school in compliance with the law.

- Ensure that your child is in compliance with the CSD dress code.
- Partner with staff to maintain a positive, productive, safe, orderly, and non-threatening learning environment.
- Set up a regular routine where your child has space and time to study and complete assignments.
- Monitor your child's social media and other online activity to promote cybersafety and eliminate cyber-bullying. (See <https://www.csdecatour.net/technologyathome> for suggested resources.)
- Establish and maintain a productive relationship with the school.
 - While interacting with members of the school community, be sensitive to individual needs and be respectful to all.
 - Be responsible for property lost or damaged by your child.
 - Respect and follow the visitor policy at all schools.
 - Respect and follow the traffic, parking, and safety rules at all schools.

Student partners are expected to:

- Engage in their academic growth.
 - Attend school regularly and be on time for school and classes.
 - Be prepared for and participate in learning by having a positive attitude, asking thoughtful questions, completing and returning homework on time, and seeking help when needed.
 - Demonstrate personal academic integrity and social responsibility in face-to-face and or online interactions.
 - Commit to constant personal growth and improvement.
- Be a responsive and responsible partner in their school community.
 - Value one another's differences.
 - Resolve conflicts using restorative practices: discussion, peer mediation, or assistance from school personnel.
 - Contribute to the creation and maintenance of a safe, clean, green, and orderly school.
 - Refrain from participating in discrimination, harassment, intimidation, and bullying of any student.
 - Follow all lawful directions.
 - Demonstrate care for themselves and others.
 - Take responsibility for their own behavior, realizing there are always options and consequences for choices.
 - Dress in accordance with the CSD dress code.
 - Bring home communication from school and return all necessary materials.
 - Take care of the personal property of others.
- Contribute to an inclusive school environment by demonstrating respect for diversity and interrupting discrimination on the basis of race, religion, sexual orientation, and other cultural characteristics.

Searches

Students have the right to be safe and secure at school and pursue their education in a structured environment conducive to learning. Therefore, students and all their property will be subject to random administrative searches. Refusal to cooperate with a reasonable request may result in disciplinary actions.

Any principal or designee, having reasonable suspicion may search any student, place or thing on school property or in the actual possession of any student during any organized school activity off campus, including buses, vehicles of students or visitors, and containers or packages if the principal or designee receives information which would cause a reasonable belief that the search will lead to the discovery of:

1. Evidence of any violation of the law;
2. Evidence of any violation of school rules or regulations or proper standards of student or faculty conduct;
3. Any object or substance which, because of its presence, presents an immediate danger of harm or illness to any person.

CSD's Commitment to Equity

City Schools of Decatur (CSD) desires to provide a safe school environment that allows all students equal access and opportunities to the district's academic and other educational support programs, services, and activities. The District prohibits, at any district site or school activity, unlawful discrimination, harassment, intimidation, and bullying of any student based on the student's actual race, ethnicity, national origin, color, religion, sex, gender identity, disability, age, marital status, or sexual orientation; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

Submit Harassment/Discrimination complaints to the Office of Equity & Student Support:
Race, Ethnicity, Limited English Proficiency, Religion, etc. - TitleVI@csdecatur.net
Sex, Gender, Gender Identity, Sexual Orientation, etc. - TitleIX@csdecatur.net

Parent, Student, and Staff Involvement

CSD seeks to promote a positive environment in which there is an awareness, involvement in, and support for the overall school system discipline plan. Recognizing that open channels of communication are essential, the board invites parents, students, and staff to review this plan annually and to offer feedback to their principal. Each school is responsible for implementing this policy and its accompanying rules and communicating this information to students, parents, and staff.

Annual Review Process

The Code is reviewed and updated annually. Students, parents, and other community members are asked to join the district and school level staff in the review process. Comments and suggestions regarding the Code may be directed to the attention of the Associate Superintendent located at the M. Elizabeth Wilson School Support Center, 125 Electric Avenue, Decatur, GA 30030 or by responding to surveys requesting such feedback.

Authority of Teachers and Administrators

A teacher has the authority to manage their classroom, assign appropriate consequences to students, and refer a student to the principal or designee to maintain discipline in the classroom. Teachers must follow the established protocols and PBIS plans in their classroom. Once a student is referred to the principal or designee for a disciplinary infraction, the teacher or staff member has relinquished their authority to the principal or designee to take the next appropriate steps with the student.

Teachers, administrators, and professional staff have the authority to take reasonable measures to maintain the good order of the school and will follow disciplinary practices which are progressive in nature. Thus, the disciplinary consequences will be correlated to the seriousness of the offense, the student's age and grade level, the effect of the misconduct on the school environment, and statutory requirements, where applicable. The decision to charge a student with a violation of the Code that is ultimately placed in a student's permanent record is made by the administrators of the school.

City Schools of Decatur administration supports the authority of principals and teachers to remove a student from the classroom. For a student with disabilities, including those with IEPs or 504 plans, the removal from class must be consistent with state and federal laws and regulations regarding students with disabilities. School staff should refer to additional processes maintained by the Department of Equity and Student Support for more information regarding implementation of the removal process for students with disabilities.

Infractions and Associated Responses

CSD's response when students do not meet established behavior expectations follows the principles of Restorative Practices (RP). A Restorative Practice approach focuses on resolving conflicts and disruptions in the school environment in a way that provides growth and understanding of the impact of one's behavior in the school community.

Extra and Co-Curricular Activities

Participation in extracurricular activities, school functions, sports, or graduation exercises may be denied where necessary to maintain the order and integrity of the school environment. If a student's suspension from school spans a weekend, or any school break, the student is not eligible to participate in any extra or co-curricular activities or activities during that time. This applies if the

student is suspended in or out of school. For additional information, see the DHS Athletics and Activities Handbook.

Progressive Discipline Levels

CSD follows a progressive discipline framework which is divided into five levels. Each level represents a progression of offenses, classroom interventions, and possible responses. Repeated offenses within the same level that have been addressed and documented may elevate the consequence to the next level. Progressive discipline levels are **not** intended to be a checklist of interventions or consequences to be assigned in a sequential order when students are not meeting expectations. This system allows for the discretion of administrators to make an appropriate judgment based on occurrence and or reoccurrence of offenses.

Each school developed a more detailed list of student behaviors and associated responses that are appropriate for the age and maturity level of the students that attend their school through the PBIS implementation process. The table below serves as a guide for schools as they developed their school specific responses.

Unless otherwise required by law, within each level the administrator will impose the response he or she deems most appropriate to address the student misconduct based on the severity of the infraction, the developmental age of the student, and the student's history of problem behaviors. In the instances where an infraction falls within multiple levels, it is within the discretion of the administrator to determine the level of the response for that infraction. Similarly, in instances where the behavior may not be clearly listed below as a disciplinary infraction, it is within the discretion of the administrator to determine the level of the response.

Level 1: Minor Non-Violent, Uncooperative, Non-Compliant Behaviors (1st-3rd incident)¹
<i>Possible Teacher Action Steps</i>
Classroom Interventions: <ol style="list-style-type: none">1. Teacher implements classroom-based student support interventions,<ol style="list-style-type: none">a. Re-state the classroom expectationsb. Verbal or visual warning of next stepc. Re-teach expectationsd. Planned ignoringe. Written reflection or apologyf. Seat change2. Teacher or staff member holds individual conference with student using RP questions to guide the conference3. Teacher holds a restorative circle with the class if needed4. Teacher contacts parent or guardian via telephone and or email5. Record of incident is entered by teacher in SWIS (School Wide Information System) as a minor²

¹ Incidents are tracked by individual teachers for each student. Incidents accumulate annually, July 1 - June 30.

² Minor incidents do not become part of a student's permanent record.

<p>incident</p> <p>6. Parent contact summary and responses used are documented in the teacher contact log.</p>
<p>Possible Responses:</p> <ul style="list-style-type: none"> ● teacher or student conference ● silent lunch or lunch detention ● lunch and learn session ● loss of a classroom-based privilege (use of headphones, computer time)³ ● participation in a class service activity ● confiscation of devices ● teacher detention (MS/HS only) ● restitution⁴
<p>Level 2: Minor Non-Violent, Disruptive, Disorderly Behaviors (or 4th+ Level 1 Incidents)</p>
<p><u>Possible Teacher Action Steps</u></p>
<p>Classroom Interventions:</p> <ol style="list-style-type: none"> 1. Teacher implements classroom-based student support interventions, <ol style="list-style-type: none"> a. Any or a continuation of the above interventions in Level 1 b. Development of a behavior agreement c. Review of individual student support plans such as an Individual Education Plan (IEP) or Behavior Intervention Plan (BIP) <i>if applicable</i> d. If additional support is needed, referral to counselor, nurse, case-manager, social worker, or Intervention Team e. Parent Teacher Conference 2. Teacher or staff member holds individual conference with student using RP questions to guide the conference 3. Teacher holds a restorative circle with the class if needed 4. Teacher contacts parent or guardian via telephone and or email 5. Record of incident is entered by teacher in SWIS as a minor incident 6. Parent contact summary and response is entered in the teacher contact log.
<p>Possible Responses:</p> <ul style="list-style-type: none"> ● Any Level 1 Responses ● Time-out for no more than one class period (student is placed in an instructional setting where the same content is being taught) ● For 4th+ Level 1 incidents teacher conferences with the principal or designee to review the behaviors and interventions and decide next steps.
<p>Level 3 (Intermediate): Habitual Behaviors and/or Behaviors that <u>Could</u> Cause Physical/Emotional Harm (Level 1 behaviors after consultation with admin and 4th+ Level 2)</p>
<p><u>Possible Teacher and Administration Action Steps</u></p>
<p>Teacher or staff member:</p> <ol style="list-style-type: none"> 1. Refers incident to principal or designee through SWIS paperless referral as a major incident⁵.

³ Unstructured break time is not an option for teachers to remove as a privilege

⁴ Students may be required to make restitution to the school district or to individuals. Such restitution may include, but is not limited to, financial reimbursement or replacement.

⁵ Major incidents become a part of a student's permanent record.

2. Calls parent or guardian shares what he or she witnessed and that a major referral was submitted to the principal or designee.
3. Record of parent contact is entered in the teacher contact log.

Administrator Action Steps:

1. Referral to counselor, nurse, case-manager, social worker, or Intervention Team
2. Administrator holds individual conference with student using RP questions to guide the conference,
3. Administrator provides instruction on the behavior that is not meeting expectations and what the desired behavior looks like
4. Parent or guardian contacted by the principal or designee
5. Parent or guardian conference with the principal or designee
6. Referral to a restorative conference with affected parties
7. Consider restitution
8. Revision of BIP, IEP, or initiate Functional Behavior Assessment (FBA) *if applicable*
9. Principal or designee enters information into Infinite Campus for state reporting
10. Parent is provided written documentation of the incident

Possible Responses Assigned by the Principal or Designee:

- Any of the possible responses listed in Levels 1 and 2
- Saturday School
- Denial of participation in extracurricular activities, and or school functions
- Schedule Change
- Restitution
- Development of a behavior agreement or contract
- Administrative timeout (ES only)
- ISS Assignment ranging from 1 period to up to 2 school days (MS/HS Only)*

Level 4: Moderate infractions that are serious or cause imminent danger to self or others

Possible Teacher and Administration Action Steps

Teacher or staff member:

1. Refers incident to principal or designee through SWIS paperless referral as a major incident.
2. Calls parent or guardian to share what he or she witnessed and that a major referral was submitted to the principal
3. Record of parent contact is entered in the teacher contact log.

Administrator Action Steps:

1. Referral to counselor, nurse, case-manager, social worker, Intervention Team
2. Administrator holds individual conference with student using RP questions to guide the conference,
3. Parent or guardian contacted by the principal or designee
4. Parent or guardian conference with the principal or designee
5. Referral to a restorative conference with affected parties
6. Revision of BIP, IEP, or initiate Functional Behavior Assessment (FBA) *if applicable*
7. Principal or designee enters information into Infinite Campus for state reporting
8. Re-entry conference with parents or guardians and school principal or designee
9. Parent is provided written documentation of the incident

Possible Responses Assigned by the Principal or Designee:

- Any of the above responses in Levels 1-3
- Formal Restorative Conference
- Combination of up to 10 school days in and or out of school suspension*

During the term of suspension students are not permitted to participate in extra and or co-curricular events such as field trips, dances, sporting events, competitions, etc.

Level 5: Infractions that are highly serious and/or cause imminent danger to self or others

Possible Administration Action Steps

Administrator Action Steps:

1. Referral to counselor, nurse, case-manager, social worker, Intervention Team
2. Administrator holds individual conference with student using RP questions to guide the conference
3. Parent or guardian contacted by the principal or designee
4. Parent or guardian conference with the principal or designee
5. Referral to a formal restorative conference with affected parties
6. Consider restitution
7. Revision of BIP, IEP, or initiate Functional Behavior Assessment (FBA) if applicable
8. Principal or designee enters information into Infinite Campus for state reporting
9. Contact SRO if appropriate
10. Parent is provided written documentation of the incident

Possible Responses Assigned by the Principal or Designee:

- Formal Restorative Conference
- More than 10 school days out of school suspension, up to and including possible expulsion, pending a disciplinary hearing after consultation with the Executive Director of Student Services or Associate Superintendent

During the term of suspension students are not permitted to participate in extracurricular events such as field trips, dances, sporting events, competitions, etc.

****ISS (beyond 2 school days) and all OSS must be approved through consultation with the Director of Restorative Practices and Behavior Support.***

Disciplinary Rules

Rule 1: Drugs, Alcohol, and Tobacco

A student shall not:

- a. Possess, consume, transmit, store, buy, sell, or otherwise distribute or possess with intent to sell, otherwise distribute, or be under the influence of any illegal drug, alcohol, or tobacco. This includes but is not limited to alcoholic beverages, narcotics, hallucinogens, amphetamines, barbiturates, marijuana, marijuana oils, edibles containing THC, any other synthetic cannabinoid drugs, synthetic cathinone drugs (e.g. bath salts), or any other substance listed under the Georgia Controlled Substances Act. *The first time a student violates Rule 1, the student may be offered an opportunity to attend a drug, tobacco, alcohol intervention program in addition to a referral to the school social worker and counselor. Upon successful completion of the approved program, the number of suspension days will be reduced to an agreed upon number by the parent and principal.*

- b. Possess, transmit, store, buy, sell, or otherwise distribute or possess with intent to sell, or otherwise distribute any drug-related paraphernalia, which include vaporizers such as electronic cigarettes.
- c. Possess over-the-counter medication. *All over-the-counter medication on school property must be kept with the school nurse for distribution. A student shall not sell, distribute, or possess with intent to distribute any over-the-counter medication.*⁶
- d. Possess prescription drugs. *All prescription medication prescribed for a student must be in compliance with written parent authorization and follow local school administration and storage procedures with the exception of epipens and inhalers. Local school procedures can be obtained from the school nurse.* In addition, a student shall not sell, distribute, or possess with intent to distribute any prescribed medication on school property.

Section 1A: Alcohol

- 1AA:** Unintentional possession of alcohol of beverages containing alcohol
- 1AB:** Possession of alcohol or beverages containing alcohol
- 1AC:** Consumption of alcohol or beverages containing alcohol
- 1AD:** Being impaired by or under the influence of alcohol or beverages containing alcohol
- 1AE:** Selling, buying, or distributing alcohol or beverages containing alcohol
- 1AZ:** Other

Section 1B: Drugs and non-controlled substances not allowed on school premises

- 1BA:** Possession or use of marijuana, one ounce or less (misdemeanor level)
- 1BB:** Possession or use of marijuana, more than one ounce (felony level)
- 1BC:** Possession or use of any illegal drug or narcotic substance drug OR non-controlled substances not allowed on school premises
- 1BD:** Being impaired by, or under the influence of, any illegal drug or narcotic substance
- 1BE:** Use, transmit, store, buy, sell, or otherwise distribute or possess with intent to sell any illegal drug, or narcotic substance including but not limited to oils containing THC
- 1BF:** Possession of prescriptions medication
- 1BG:** Possession of non-prescription medication
- 1BH:** Unintentional possession of prescribed or over the counter medication. Does not include the possession of narcotics or any illegal drugs
- 1BI:** Possess, transmit, store, buy, sell, or otherwise distribute or possess with intent to sell, or otherwise distribute any drug-related paraphernalia, which include vaporizers such as electronic cigarettes
- 1BJ:** Possess, transmit, store, buy, sell, or otherwise distribute or possess with intent to sell, or otherwise distribute any product the student represents as an illegal drug
- 1BZ:** Other

⁶ Parents must contact the local school nurse for information and procedures regarding prescription and nonprescription medication usage and disbursement at each school.

Section 1C: Tobacco

1CA: Unintentional possession of tobacco products or paraphernalia, including vaporizers, vape pens, vaping oils and or cartridges

1CB. Possess, transmit, store, buy, sell, or otherwise distribute or possess with intent to sell, or otherwise distribute tobacco including but not limited to the following tobacco products: vaporizers, vape pens, vaping oils, and cartridges

1CZ: Other

Rule 2: Weapons

The possession, use, handling, buying, selling, supplying, solicitation, threatening to use, or transmitting a weapon including, but not limited to, firearms, a knife with a blade of less than two inches, dangerous weapons, hazardous objects, any other instrument capable of inflicting bodily injury as a weapon, or any replica or facsimile of a weapon or other instrument represented to be a

weapon or any item that a reasonable person would perceive as a hazardous weapon. Such terms shall not include any of these instruments used for classroom work authorized by the teacher.

As used in this rule, the following terms shall have the definitions set forth below:

- Dangerous weapon: shall have the same meaning as set forth in O.C.G.A. § 16-11-121.
- Firearm: a handgun, rifle, shotgun, starter gun or other weapon which will or can be converted to expel a projectile by the action of an explosive or electrical charge or any amended definition in O.C.G.A § 16-11-125.1.
- Fireworks: shall have the same meaning as set forth in O.C.G.A. § 25-10-1, as amended from time to time.
- Hazardous object: any mace/pepper spray, dirk, bowie knife, switchblade knife, ballistic knife, any other knife having a blade two or more inches, straight-edge razor, razor blades, spring stick, knuckles, whether made from metal, thermoplastic, wood, or other similar material, blackjack, any bat, club or other bludgeon-type weapon, or any flailing instrument consisting of two or more rigid parts connected in such a manner as to allow them to swing freely, which may be known as a nun chahka, nunchuk, nunchaku, shuriken, or fighting chain, or any disc, of whatever configuration, having at least two points or pointed blades which is designed to be thrown or propelled and which may be known as a throwing star or oriental dart, or any instrument of like kind, any non-lethal air gun (e.g. airsoft gun, paintball gun, bb gun), and any stun gun or Taser as defined in subsection (a) of O.C.G.A. § 16-11-106. For purposes of this policy, "hazardous object" shall also mean any explosive, incendiary, or poison gas bomb, grenade, rocket, missile, mine or similar device, not including sparklers, which are non-explosive or contain negligible amounts of an explosive mixture.

Section 2A: Weapons - Knives

2AA: Unintentional possession of a knife with a blade less than 2 inches without intent to harm or intimidate

2AB: Intentional possession of a knife with a blade less than 2 inches long without the intent to harm or intimidate

2AC: Possession of a knife with a blade 2 inches or more

2AD: Use or intention to use a knife or knife-like item with the intent to harm or intimidate

2AZ: Other

Section 2B: Weapons - Other

2BA: Unintentional possession of a dangerous weapon or hazardous object

2BB: Intentional possession of a dangerous weapon or hazardous object

2BC: Use or intention to use a dangerous weapon or hazardous object

2BZ: Other

Section 2C: Weapons - Firearms

2CA: Possession of a handgun

2CB: Possession of a rifle or shotgun

Section 2D: Other Weapon Paraphernalia or Associated Objects

2DA: Possession of projectile objects or accessories used in a firearm, dangerous weapon or hazardous objects including but not limited to: ammunition, bullets, paintballs, pellets, CO2 Cartridges

2DZ: Other

Rule 3: School Disruption or Interference with School

Acts which cause a disruption of the school environment and/or threaten the safety or wellbeing of other persons or property, including but not limited to: sit-downs, walk-outs, rioting, picketing, blocking normal pedestrian or vehicular traffic, inciting disturbances, threats, bomb threats, pranks, violence, interfering with, delaying or restricting educational activity or creating distracting noises. A student shall not cause or attempt to cause directly or indirectly disruptions or interference with school by any means including but not limited to any of the following behaviors:

3AA: Class Disruption. Student behavior that is repetitive or substantially interferes with the teacher's ability to provide instruction or one or more students' ability to learn

3AB: Activate fire alarm

3AC: Refuse to identify themselves upon request of school personnel

3AD: Urge, encourage, or counsel other students to violate any rules of the Code

3AE: Willfully fail to leave the premises after being told to do so

3AF: Block any area of the campus, prevent or attempt to prevent normal pedestrian or vehicular traffic on campus or adjacent grounds

3AG: Occupy, block, or prevent students from attending class, school, school activities, or school events inside a school building

3AH: School Disruption. Student behavior that substantially interferes with the general operations of the school

3AI: Disorderly Conduct. Any act that substantially disrupts the orderly learning environment, or poses a threat to the health, safety, or welfare of one or more students, staff members, or other individuals

3AZ: Other

Rule 4: Damage or Destruction to School or Private Property

A student shall not steal or attempt to steal school or private property. A student shall not damage or deface, or attempt to damage or deface, school or private property. A student shall not have unauthorized possession, use, sale, or distribution of school or private property. The offense applies whether the school property is or is not physically located on or in a CSD school, campus, or at a school sponsored event. A student shall not alter or misuse school technology or any other equipment including accessing unauthorized areas on a computer. While off school grounds a student shall not cause, attempt to cause damage to or steal private property of school personnel. A student shall not buy, sell, or attempt to buy or sell personal property while on school grounds.

Prohibited behaviors include but are not limited to the following:

Section 4A: Vandalism or Destruction

4AA: Damage or vandalize property valued at less than \$100

4AB: Damage or vandalize property valued at \$100 or more

4AC: Damage, destruction or alteration or deletion of computer or electronic, network, program(s) or data

Section 4B: Arson

4BA: Attempting to commit arson by means of fire, explosive, or other incendiary device

4BB: Use of matches, lighters, or other incendiary device

4BC: Knowingly damaging school property by means of fire or incendiary device (including counseling, hiring, advising, aiding, and or encouraging others to commit arson)

Section 4C: Computer Trespass

4CA: Unauthorized use of a school computer or other school provided device for anything other than instructional purposes

4CB: Unauthorized use of a computer or computer network with the intention of deleting, obstructing, interrupting, altering, damaging, obtaining confidential information or in any way causing the malfunction of computer, network, program(s) or data; includes disclosure of a number, code, password, or other means of access to school computers or the school system computer network without proper authorization

4CC: Accessing or altering school or teacher records kept on school district computers or servers

4CZ: Other

Section 4D: Theft, Larceny, or Robbery

4DA: Steal, possess, use, or transmit stolen school or private property valued at less than \$100

4DB: Steal, possess, use, or transmit stolen school or private property valued at \$100 or more

4DC: Theft of school or private property by force or threat of force

4DD: Commit armed robbery (with intent to commit theft; a person takes property of another by use of a weapon, replica, article, or device having the appearance or perceived appearance of a weapon)

4DE: Theft or attempted theft of any motor vehicle including but not limited to cars, trucks, buses, ATV's, or golf carts

4DZ: Other

Section 4E: Assessment Security

4EA: Committing any act that breaches test security for international, state, national, or local standardized tests

4EZ: Other

Rule 5: Abuse, Threat, Intimidation of School Employee(s)

Regardless of intent, a student shall not use vulgar or profane language or make vulgar or profane gestures directed at school employees. Regardless of intent, a student shall not make oral or written communications, create a document, or make a symbolic gesture or contact of a threatening, undermining, intimidating, abusive, or provoking nature to or about a school employee. This includes, but is not limited to, the development of a "hit list," "people to kill," "people to shoot," or a statement about bringing a weapon to school or injuring people.

The prohibited behaviors include but are not limited to:

Section 5A: Oral, Written Abuse or Threats, Intimidation

5AA: Incivil behavior including but not limited to symbolic gestures and insults⁷

5AB: Use of vulgar, profane, obscene or abusive language including ethnic, racial, sexual, sexual orientation, religious or disability-related slurs

5AC: Oral or verbal assault (oral speech that creates or is intended to create a fear of physical harm)

5AD: Written threat

5AE: Cyberbullying: Any electronic communication using school equipment, resources, or services, whether or not such electronic act originated on school property or off-campus that: (1) is directed at school personnel; (2) is maliciously intended for the purpose of (a) threatening the safety of school personnel or (b) substantially disrupting the orderly

⁷ See local school PBIS matrix for additional definitions of incivil behaviors.

operation of the school or (3) creates a reasonable fear of harm to school personnel, school personnel's property or has the high likelihood of succeeding in the purpose

5AF: Harassment. Repeated words (verbal or written), conduct, or actions that is unwelcome and objectively offensive and that could cause fear or distress to a reasonable person

5AG: Any expression (oral or written) which has the effect of undermining the authority of school employees or distracting staff and students from the learning environment, including writings of a threatening or provoking nature

5AH: Terroristic threat

5AI: Posturing to inflict physical harm. Any act or gesture directed toward a school employee that places the school employee in reasonable fear of immediate physical harm

5AZ: Other

Section 5B: Physical Abuse, Assault or Battery

5BA: Intentional physical contact which causes physical harm of any level to a teacher or school employee

5BB: Behavior that unintentionally caused physical injury to a school employee

5BC: Battery that causes serious bodily injury (Serious bodily injury means bodily injury that involves a substantial risk of death, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ, or mental faculty.)

5BD: Homicide

5BE: Kidnapping

5BF: Entering without permission the private property of a school employee and or deface, damage or, vandalize such property

5BZ: Other

Rule 6: Abuse, Threats, Intimidation, Bullying, and Fighting with Students or Other Persons not Employed by the School

Regardless of intent a student shall not use vulgar or profane language or make vulgar or profane gestures directed at or about students or persons or in the presences of students or persons.

Regardless of intent a student shall not make oral or written communications, create a document, make a symbolic gesture, or make contact of a threatening, distracting, provoking nature with other students or persons. This includes, but is not limited to, bullying, disrespectful conduct, insults, use of profanity; ethnic, racial, sexual, sexual orientation, disability or religious slurs; or the development of a "hit list", "people to kill", "people to shoot", or a statement about bringing a weapon to school or injuring people.

The prohibited behaviors include, but are not limited to oral threat or verbal assault, written threat, any expression (oral, written, or gesture) which has the effect of distracting staff and or students from the learning environment, including writings of a threatening or provoking nature or terroristic threats (threatening to commit any crime of violence or to burn or damage property with the purpose of terrorizing another or of causing the evacuation of a building).

A student shall not cause or attempt to cause physical injury or behave in a way that could reasonably cause bodily harm to any student or person. A student shall not engage in behaviors that threaten the safety or well-being of other students or persons or has the likelihood of provoking a fight.

Bullying

Bullying of any kind is prohibited at City Schools of Decatur. In accordance with O.C.G.A. § 20-2-751.4, bullying means an act, including an act through the use of electronic communication, that is:

1. Any willful attempt or threat to inflict injury on another person, when accompanied by an apparent present ability to do so;
2. Any intentional display of force such as would give the victim reason to fear or expect immediate bodily harm; or
3. Any intentional written, verbal, or physical act, which a reasonable person would perceive as being intended to threaten, harass, or intimidate, that:
 - a. Causes another person substantial physical harm within the meaning of O.C.G.A. § 16-5-23.1 or visible bodily harm as defined in O.C.G.A. § 16-5-23.1;
 - b. Has the effect of substantially interfering with a student's education;
 - c. Is so severe, persistent, or pervasive that it creates an intimidating or threatening education environment; or
 - d. Has the effect of substantially disrupting the orderly operation of the school.

The term applies to acts which occur on school property, on school vehicles, at designated school bus stops, or at school related functions or activities or by use of data or software that is accessed through a computer, computer system, computer network, or other electronic technology of a local school system. The term also applies to acts of cyberbullying which occur through the use of electronic communication, whether or not such electronic act originated on school property or with school equipment, if the electronic communication

1. is directed specifically at students or school personnel,
2. is maliciously intended for the purpose of threatening the safety of those specified or substantially disrupting the orderly operation of the school, and
3. creates a reasonable fear of harm to the students' or school personnel's person or property or has a high likelihood of succeeding in that purpose.

For purposes of this Code Section, electronic communication includes but is not limited to any transfer of signs, signals, writings, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system.

Reporting Bullying

A report of intimidation, harassment, or bullying/cyberbullying can be made directly to a school teacher or administrator or by submitting this [form](#) to the Office of Equity and Student Services (lhuddleston@csdecatour.net).

Retaliation for Bullying

Retaliation is defined as bullying, harassment or intimidation toward a person in response to previously reported bullying, harassment or intimidation. Under O.C.G.A. § 20-2-751.4, retaliation against any person who reports, is thought to have reported, files a complaint or otherwise participates in an investigation or inquiry is prohibited. Such retaliation shall be considered a serious violation of the code of conduct, independent of whether a complaint of bullying is substantiated. Any student who knowingly files a false report of bullying, cyberbullying, harassment or intimidation will be punished under applicable disciplinary provisions.

The highlighted section reflects a change from the current version of the Code.

The prohibited behaviors include but are not limited to:

Section 6A: Oral, Written Abuse, or Threats, Intimidation

6AA: Incivil behaviors including but not limited to symbolic gestures and insults⁸

6AB: Use of vulgar, profane, obscene or abusive language including ethnic, racial, sexual, sexual orientation, religious or disability-related slurs

6AC: Oral or verbal assault (oral speech that creates or is intended to create a fear of physical harm)

6AD: Written threat that creates or intended to create fear of physical harm

6AE: School-wide physical, verbal, or electronic threat which creates fear of harm with or without displaying a weapon or subjecting victims to physical attack

6AF: Harassment. Repeated words (verbal or written), conduct, or action that annoys, alarms or causes distress and serves no legitimate purpose

6AG: Terroristic Threats

6AZ: Other

Section 6B: Physical Abuse, Assault, Battery

6BA: Pushing or shoving

6BB: Intentional physical contact resulting in no physical harm

6BC: Intentional physical contact resulting in mild or moderate physical harm

6BD: Intentional physical contact resulting in severe physical harm that requires medical attention or engaging in any level of physical attack three or more times in a given school year

6BE: Any behavior that inflicts bodily harm that dismembers, disfigures, causes permanent loss of a limb or function of an organ and causes substantial risk of death

⁸ See local school PBIS matrix for additional definitions of incivil behaviors.

- 6BF:** Homicide
- 6BG:** Kidnapping
- 6BZ:** Other

Section 6C: Fighting

- 6CA:** Posturing to fight
- 6CB:** Fighting (mutual fight or confrontation between two or more students with the intent to harm resulting in no bodily injury)
- 6CC:** Fighting (mutual fight or confrontation between two or more students with the intent to harm resulting in mild or moderate bodily injury)
- 6CD:** Fighting (mutual fight or confrontation between two or more students with the intent to harm resulting in severe bodily injury that requires medical attention or engaging in three or more fights in a given school year)
- 6CZ:** Other

Section 6D: Bullying and Cyberbullying

- 6DA:** Bullying - 1st Offense
- 6DB:** Bullying - 2nd Offense
- 6DC:** Bullying - 3rd Offense
- 6DD:** Cyberbullying - 1st Offense
- 6DE:** Cyberbullying - 2nd Offense
- 6DF:** Cyberbullying - 3rd Offense
- 6DZ:** Other bullying violations not covered

Rule 7: Student Incivility and Not Following Directions or Commands

A student shall not refuse or fail to follow or comply with reasonable oral and or written direction or commands from teachers, substitute teachers, paraprofessionals, administrators, bus drivers and any other person employed by the school system. Students are subject to the CSD Dress Code Policy and violations of that code will result in a citation of Rule 7BA or 7BB. The CSD Dress Code can be found on the CSD web page in the forms and handbook section.

The prohibited behaviors include, but are not limited to the following:

Section 7A: Failure to follow directions, school regulations, or local school rules

- 7AA:** Failure to follow oral directions or commands from staff
- 7AB:** Failure to follow written directions or local school rules⁹
- 7AC:** Failure to serve an administrative consequence
- 7AD:** Misrepresentation of the truth or dishonesty
- 7AE:** Inadvertent use of inappropriate language
- 7AZ:** Other

⁹ Local school rules are included in local school handbooks and PBIS matrices

Section 7B: Dress Code Violation

7BA: Violation of CSD Dress Code

7BB: Repeated Violation of CSD Dress Code

Rule 8: Offenses Against the General Order of School

A student shall not perform any other act which serves to disrupt the general good order of schools in CSD. This includes but is not limited to violation of local school rules and policies, violation of state and federal laws, providing false information to school personnel, unauthorized possession or use of cell phones or other personal communication devices. Use of cell phones during instructional time is disruptive to learning and the school environment. Students violating the school cell phone policy will be subject to Rule 8CA. Students are prohibited from inappropriately recording and distributing videos on school grounds. Students in violation of this rule will be subject to the Code (Rule 8CB).

A student shall not disrupt the good order of the school or the educational opportunity for any other student by holding him or herself out as a member of a criminal street gang as defined by O.C.G.A. § 16-15-3(2) by means of the student's mode of dress, jewelry or tattoos; means and method of communication including but not limited to the use of hand signs, vandalism and graffiti; the possession or publication of gang writings or symbols; or other acts of intimidation, threatening or violent behavior.

This rule also prohibits criminal gang-related activity as defined by O.C.G.A. §16-15-3 and §16-15-4 including but not limited to:

- Conduct or participation in a criminal street gang through criminal gang activity as defined by O.C.G.A. §16-15-3 and §16-15-4;
- Acquire or maintain, directly or indirectly, through criminal gang activity or proceeds derived there from any interest in or control of any real or personal property of any nature, including money;
- Engage in, directly or indirectly, or conspire to engage in criminal gang activity while acting as an organizer, supervisor or other position of management with regard to a criminal street gang;
- Cause, encourage, solicit, or coerce another to participate in a criminal street gang;
- Communicate, directly or indirectly, to another person any threat of injury or damage to the person or property of the other person or to any associate or relative of the other person with the intent to deter such person from assisting a member or associate of a criminal street gang to withdraw from such criminal street gang;
- Communicate, directly or indirectly, to another person any threat of injury or damage to the person or property of the other person or to any associate or relative of the person with the intent to punish or retaliate against such person for having withdrawn from a criminal street gang;

- While employed by or associated with a criminal street gang commit any offense enumerated in O.C.G.A. §16-15-3 with knowledge that members of such criminal street gang have committed one or more of such offenses; and commit any offense enumerated in O.C.G.A. §16-15-3 with the intent to maintain or increase their status or position in a criminal street gang.

Prohibited behaviors include but are not limited to:

Section 8A: Trespassing and Breaking and Entering

8AA: Criminal Trespassing. Entering or remaining on a public school campus or CSD property without authority or invitation and no lawful purpose for entry

8AB: Repeated violations of Trespassing

Section 8B: Academic Dishonesty

8BA: Plagiarizing, cheating, or receiving or providing unauthorized assistance on assignments including but not limited to: class projects, formative assessments, and homework

8BB: Plagiarizing, cheating, or receiving or providing unauthorized assistance on major classroom summative assessments or tests

8BC: Cheating on College Board, IB, State, or other statewide or district assessments

8BZ: Other

Section 8C: Possession/Use of other Unapproved Items

8CA: Prohibited use of cell phone or other personal communication device

8CB: Inappropriate recording and/or distribution using cell phone or other personal communication device

8CC: Lighters or matches

8CZ: Other

Section 8D: Gang-Related Violations

8DA: Wearing or possession of gang related apparel; conveying personal membership, or affiliation with a gang

8DB: Gang-related solicitation, violence, threats, defacement of property

8DC: Repeated Violation of rule prohibiting gang-related activity

8CZ: Other

Section 8E: Off Campus Misconduct

8EA: Any off-campus behavior of a student, that could (1) result in the student being criminally charged with a felony and (2) which makes the student's continued presence at school a potential danger to persons or property at the school or which disrupts the educational process or environment

Section 8F: Other Conduct Subversive to the Good Order of Schools

8FA: Forgery, counterfeiting, or falsification of school records

8FB: Gambling

8FC: Loitering

8FD: Retaliating against or deterring witnesses

8FE: Providing false information

8FF: Falsifying, misrepresenting, omitting, or erroneously reporting information regarding instances of alleged inappropriate behavior by a teacher, school administrator, or school employee towards a student

8FZ: Other

Rule 9: Sexual Misconduct and Indecency

A student shall not perform any act of indecent or lewd exposure, gesture, caress, fondling, touching of one's own body or the body of another person or any act of sexual intercourse. A student shall not allow any other student or person to commit a lewd or indecent act to the body of oneself. A student shall not use any inappropriate gestures that mimic or imply sexual acts or engage in acts of "streaking" or "mooning" as those terms are commonly understood.

A student shall not possess, view, copy, sell, buy or transmit printed or non-printed pornographic or sexually explicit materials including but not limited to: non-curricular sexually explicit images or drawings depicting the human male or female genitals or buttocks with less than a fully opaque covering any portion or any portion of the female breast with less than a fully opaque covering. Pornographic images as described above where a minor (person under the age of 16) is depicted will be assigned a level 5 consequence.

A student shall not engage in any act of sexual harassment of a physical, verbal, or written nature. *Effective August 14, 2020 the Federal Government updated its definition of Sexual Harassment to the following:*

Sexual harassment under Title IX is now defined as conduct on the basis of sex that satisfies any of the following:

- *Quid pro quo* by an employee (when a school employee conditions access to educational benefits on unwelcome sexual conduct);
- Unwelcome conduct that is so severe, pervasive and objectively offensive that it effectively denies a person equal access to a school's education program or activity; or
- Sexual assault as defined by the Clery Act, and dating violence, domestic violence and stalking as defined by the Violence Against Women's Act (VAWA).

Violations of Sexual Harassment as defined above will result in either one or more of the sub-rules listed under Rule 9A: Sexual Battery and or Rule 9BE: Sexual Harassment.

If you or your child feel they are a victim of Sexual Harassment, contact your local school Title IX Liason, which is the school principal at all school facilities. The District Title IX Compliance contact information is listed below:

Dr. Lillie Huddleston
Associate Superintendent of Equity and Student Services
and Title IX Coordinator
125 Electric Avenue
Decatur, GA 30030
TitleIX@csdecatur.net
404-371-3601 ext. 1026

The complaint process is outlined in the [Equitable Opportunities Administrative Regulation](#).

Section 9A: Sexual Battery and Sexual Assault

9AA: Rape: The penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim.

9AB: Fondling: The touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of their age or because of his/her temporary or permanent mental incapacity.

9AC: Incest: Sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.

9AD: Statutory Rape: Sexual intercourse with a person who is under the statutory age of consent.

9AZ: Other

Section 9B: Sexual Harassment

9BA: Comments that perpetuate objectively offensive gender stereotypes, suggestive jokes, or lewd gestures that are not directed toward specific individuals or groups of individuals

9BB: Comments that perpetuate objectively offensive gender stereotypes, suggestive jokes, or lewd gestures that are directed towards specific individuals or groups of individuals

9BC: Physical or non-physical sexual advances or requests for sexual favors

9BD: Repeated violations of sexual harassment

9BE: Sexual Harassment. Unwelcome conduct that is so severe, pervasive and objectively offensive that it effectively denies a person equal access to a school's education program or activity.

9BZ: Other

Section 9C: Sexual Offenses

9CA: Inappropriate sexually-based physical contact including but not limited to public groping of oneself, inappropriate bodily contact with others, or any other sexual contact

9CB: Sexting (sending or forwarding text messages, that suggest, or describe sexual or lewd acts including images or pictures between electronic communication devices)

9CC: Lewd behavior (includes streaking or mooning)

9CD: Possession, transmission or solicitation of pornographic materials (Materials containing images, descriptions, recordings or other materials that involve the display of genitals, pubic areas, buttocks or breasts of individuals over the age of 16)

9CE: Possession, distribution, or solicitation of child pornographic materials (Materials containing images, descriptions, recordings or other materials that involve the display of genitals, pubic areas, buttocks or breasts of individuals of persons under the age of 16)

9CF: Obscene or indecent gestures or gestures that mimic sexual acts or intercourse

9CG: Sexual intercourse or any act of oral sex or sodomy

9CH: Repeated violations of sexual offenses

9CZ: Other

Rule 10: Unexcused Absences and Tardies

Students will comply with compulsory attendance (O.C.G.A. §20-2-690.1). This rule also includes the following: tardy to class, tardy to school, AWOL from class, AWOL from school and unexcused absence from school. A student may not leave school grounds prior to the end of the school day after their initial arrival on campus without the express permission of a duly authorized school official.

10AA: Tardy to class (10 or less minutes late to class)

10AB: Tardy to school (10 or less minutes late to school)

10AC: Skipping class (absent without official leave or tardy more than 10 minutes)

10AD: Skipping school (absent without official leave or tardy more than 10 minutes)

10AE: Repeated violations of attendance rules and or excessive absences

Rule 11: Chronic Disciplinary Infractions

Students who chronically disrupt or repeatedly violate other school rules even after remediation has been attempted, and a behavior contract has been implemented may be charged with repeated violations of school or district rules.

The student and parent must be notified in advance once the student has been placed on a Rule 11 contract, and that all subsequent violations will lead to an escalation in consequences and may lead to a disciplinary hearing.

11AA: Chronic Violation of school rules

Rule 12: Hate Speech

Students shall not make abusive or threatening speech or writing or any other form of communication or representation that expresses prejudice against a particular group, especially on the basis of gender race, national origin, disability, religion, gender identity, or sexual orientation.

12AA: Conduct that substantially disrupts the educational setting or impinges on the rights of other students, including but not limited to use of hate speech, discrimination of others based on gender, national origin, race, disability, religion, gender identity, sexual orientation

12AZ: Other

Rule Matrix

The [Rule Matrix](#) outlines the level of each infraction in the Code. Level 1 and Level 2 behaviors are managed by the teacher and Levels 3 - 5 are managed by school administrators.

Administrator-managed behaviors are documented in Infinite Campus (IC), the district-wide student information system. Disciplinary infractions reported in IC are also used to fulfill State Department of Education reporting requirements.

Mandatory Reporting Requirements

Under current Georgia law, the following are all crimes specified in OCGA § 20-2-1184 that MUST be reported to the school system superintendent, the police and the district attorney:

- Child Abuse (OCGA § 19-7-5)
- Aggravated assault (OCGA § 16-5-21)
- Aggravated battery (OCGA § 16-5-24)
- Sexual offenses (OCGA § 16-6-1 through § 16-6-25) (see specific list below):
- Carrying deadly weapons in government buildings and other unauthorized locations (OCGA § 16-11-127)
- Carrying weapons within school safety zones, at school functions, or on school property (OCGA § 16-11-127.1) (this section only applies if the weapon is a firearm, “dangerous weapon” or an assault with a weapon)
- Possession of a pistol or revolver by a person under the age of 18 years (OCGA § 16-11-132)
- Possession, purchase, and other activities regarding marijuana and other controlled substances (OCGA § 16-13-30)

School Bus Transportation

Student behavior, while riding a school bus, is expected to be the same as in all CSD classrooms. All rules enumerated in the Code and outlined through PBIS plans are to be followed on the school bus.

Authority of School Bus Driver

A school bus driver shall have the authority to manage student behavior on their school bus. Bus drivers can refer a student to the principal or designee to maintain discipline on the school bus or bus stop.

Bus Misconduct

All bus misconduct will be coded as one or more of the aforementioned offenses listed in the CSD Code.

The Transportation Plan

All students will be advised of the school bus safety rules by the school bus driver. The driver will use the following steps to manage disorderly student behavior on the bus: (1) speak privately to the student, (2) contact parent, (3) issue bus disciplinary referral for the student to an appropriate administrator and provide the school administrator with the original and complete documentation of the previous steps.

School Bus Safety Rules

1. Students will follow the direction of the driver at all times.
2. Students should be at the bus stop five minutes before the bus arrives, waiting in a safe place clear of traffic and 12 feet away from the road at their assigned stop.
3. Students will wait in an orderly line and avoid playing at the bus stop and at school.
4. Students will cross the roadway in front of the bus after the bus has stopped, they have looked at the driver for a hand signal, and they have looked in both directions for traffic, left, right, left.
5. Students will signal the driver with a waving motion if something is dropped and wait for the driver to give a signal before picking up the object.
6. Students will go directly to an available or assigned seat when entering the bus. Keep aisles and exits clear.
7. Students will remain properly seated, back against the back of the seat, bottom against bottom of the seat, and keep hands to themselves.
8. Students will not eat, drink, chew gum, or bring animals (dead or alive), tobacco, glass items, nuisance items, alcohol, drugs, weapons, lighters, or prohibited electronic devices on a school bus. No mirrors, lasers, flash cameras, or any other lights or reflective devices may be used to interfere with the school bus driver's operation of the school bus. Electronic devices such as, but not limited to, cellular phones, or other media players without headphones, or any other device that might interfere with the school bus communications equipment or the

school bus driver's operation of the bus are prohibited. Students may only carry items that will fit in their laps, this includes musical instruments. Clothing items that can get caught in the handrail or door are not permitted, including items, which hang from book bags or clothing.

9. Students will refrain from using loud voices, profanity, and or obscene gestures, and will respect the rights and safety of others. No form of physical violence or disrespect will be tolerated.
10. Students will not extend any part of their body, or throw any objects from the bus windows or doors.
11. Students will remain totally silent at railroad crossings.
12. Students will also be on their best behavior during any real or practice emergency situations.
13. Students will remain seated until time to get off the bus.
14. Students that do not ride for more than five consecutive school days can be removed from the route.
15. Students will help keep their bus clean and in good, safe condition.
16. Bullying is prohibited.
17. Students should not vandalize the inside or outside of any school bus. Parents will be held responsible for any damage or injury caused by the students actions.
18. Students must provide a bus pass signed by a school official/ parent giving permission to ride home with a student, ride a different bus or get off at a different stop.

Discipline Appeal Process (less than 10 days OSS)

Parents have the right to appeal a school-based disciplinary consequence of less than 10 days on the grounds of **Denial of Due Process**.

Due Process for disciplinary investigations includes the following steps:

1. Principal or his/her designee will take a statement from and/or speak with the student
2. Review relevant evidence and/or speak to available witnesses, communicate with the parent
3. Consider Alternatives to Suspension
4. Assign the consequence(s) based on the Code.
 - a. Consequence(s) should be assigned in a timely manner
 - b. Consequence(s) should be communicated in writing

Due Process Appeal (OSS < 10 days):

1. Inform the Principal or his/her designee of their desire to appeal.
2. Send an email detailing the reason for the appeal to Mr. Rodney Thomas, Executive Director of Student Services (rthomas@csdecatour.net)
3. Parents will be contacted the parents acknowledging receipt of the appeal
4. Case will be investigated to determine whether or not due process was followed.
5. A determination will be made to uphold or overturn the consequence based on due process.
6. Parents/guardian and school administrator will be notified of the determination and any recommendations
7. Recommendations will be implemented.

8. The Executive Director of Student Services is the final step in the appeal process for consequences including less than 10 days OSS.

Discipline Hearings (More than 10 days OSS or Expulsion)

CSD follows the established protocols provided by GA Department of Education Title 20 - Disciplinary Tribunals § 20-2-750 through § 20-2-759. A student disciplinary hearing is heard by a disciplinary hearing officer(s) and has been established by the superintendent to handle all acts of misconduct of students enrolled in the school system that may warrant long-term suspension or expulsion. Hearing officers possess the minimum qualifications as set by the State Board of Education in conducting disciplinary hearings. Hearing Officers hear evidence concerning charges of misconduct that have been brought against students which, if proven, may suspend the student for more than ten school days. Throughout this section on Discipline Hearings, the term "school day" is defined as commonly understood and the term "day" (without "school" in front of it) is defined as any weekday other than legal holidays provided for in O.C.G.A. § 1-4-1 and days when the Wilson School Support Center is closed (specific dates of closure are available annually upon submission of a request to the Office of the Superintendent).

Composition of Hearings

The members of a hearing include the school principal or designee(s), hearing officer, student and parent of the student if the student is under the age of 18. Witnesses may be called to testify on behalf of the school as well on behalf the student; however witnesses are not permitted in the hearing room until called in by the hearing officer.

A hearing officer will listen to disciplinary hearings involving two or fewer students. For hearings involving more than two students, the hearing officer may hear the case with one or more assisting hearing officers. When two or more students are charged with violating school rules arising from a single incident or essentially the same set of facts, a single hearing may be conducted to address the rule violations for all the students involved so long as a single hearing is not likely to result in confusion for the hearing officer(s) or substantially prejudice one student. If a group hearing is held, consequences will be issued separately to each student involved.

Hearing Proceedings

All hearings are recorded electronically. All aspects of a discipline hearing held before a student disciplinary hearing officer(s) are confidential and are not open to the public. Staff and student witnesses to a particular case may be requested and or subpoenaed by the school system or to testify on its behalf at the hearing. The evidence presented at a disciplinary hearing may be physical (drugs, weapons, discipline record, written statements, etc.), as well as testimony from witnesses. At a disciplinary hearing, the student has the right to be represented by an attorney, obtained at the expense of the student or family of the student. If an attorney is going to represent the student, the school principal must receive notice at least two school days prior to the hearing to arrange for an

attorney for the school system to be present. If parents or the student require the services of an interpreter, they should request these services from the local school at least two school days prior to the discipline hearing. The student, parent, guardian, or legal representative for the student can also subpoena witnesses to present testimony on the student's behalf.

Written Notice of Hearing

When long-term suspension, expulsion, or alternative school is recommended by the school, a discipline hearing is required within 10 days of the first day of suspension. The school or district shall provide written notice of the relevant procedures to the student's parent, guardian, or student if he or she is over the age of 18. The notification shall include the following:

- A brief statement of the act(s) student is alleged to have committed, along with the portion of the Code allegedly violated.
- The maximum penalty that may be administered for the alleged misconduct, and a recommendation for discipline.
- A copy of the Code.
- The date, time, and place of the hearing.
- The names of witnesses expected to be called at the hearing and a short summary of the evidence that may be presented.
- A statement that a hearing is required unless the parent, guardian, or student if he or she is over the age of 18, waives the hearing.
- A statement that all parties are afforded an opportunity to be present and respond to evidence and to examine and cross-examine witnesses.

Delivery of Notification

The notice of hearing shall be delivered to the student and their guardian either in person, by first class mail, certified mail return receipt requested, and or delivery confirmation, in conjunction with electronic mail where available and deemed appropriate by the district to the last known address of the parent or guardian. If notice is delivered in person, a written confirmation of delivery should be obtained by the person delivering the notice to the parent or guardian.

Continuance

If good and sufficient cause exists, the school system may reschedule a hearing. Upon rescheduling, written notice of the rescheduled date and time of the hearing will be given to the student's parent, guardian, representative, attorney, or student aged 18 or older either in person, by first class mail, certified mail and in conjunction with electronic mail where appropriate.

The student's parent, guardian, representative, attorney, or student aged 18 or older may request a continuance of the hearing from the school system. Continuances should be requested no later than two school days in advance of the scheduled hearing date and time. Extenuating circumstances should be presented to the school system for approval. If a continuance is requested or caused by the parent, guardian, representative, attorney, or student aged 18 or older

the student will continue to serve their recommended school level discipline (ISS or OSS) during the time of the continuance and until the hearing is conducted including the Hearing Office rendering a decision.

Waiver of Hearing

If the student's parent, guardian, representative, attorney, or student aged 18 waives the hearing, they may do so by requesting a waiver from the district prior to the notified date and time of the hearing. If no waiver request is received or if the hearing may not be waived by the parent, guardian, representative, attorney, or student aged 18, the hearing will be held as scheduled, whether or not the parent, guardian, representative, attorney, or student aged 18 chooses to participate.

How Decisions are Made

The disciplinary hearing officer(s) will determine whether the student was or was not in violation of one or more rules outlined in the CSD Student Conduct Code and Restorative Practices Handbook. The hearing office will determine the appropriate consequences based on the recommendation from the school principal or administrator. The hearing officer(s) may consider only the evidence the officer(s) determines to be relevant to the charges in question in making a determination of whether a rule has been violated. The hearing officer(s) is allowed to give the presented evidence whatever weight the officer thinks is warranted. The disciplinary hearing officer(s) will review the student's school records if he or she is found in violation of the Code. Both parties are given the opportunity to make a closing or summary statement. The hearing officer(s) convenes privately to decide the appropriate consequences. The hearing is concluded when the hearing officer(s) renders their decision. The hearing officer will issue a written summary of the hearing including consequences and other information regarding the decision within five days after the hearing is concluded. The hearing officer's summary letter will be sent to the student's parent or guardian, principal, and Assistant Superintendent. The hearing summary letter will become part of the student's permanent record.

Appeals

Any party may appeal the decision of the hearing officer to the board of education by filing with the superintendent or designee a written notice of appeal within twenty days from the date the entire hearing procedure is concluded. The written notice of appeal must be transmitted via hand delivery or certified mail return receipt requested to the Office of the Superintendent. Electronic mail or any other electronic method of communication, including, but not limited to, facsimile is NOT an acceptable means of transmitting a notice of appeal to the Office of the Superintendent. Such notice of appeal shall set forth the decision of the hearing officer and the basis of the appeal (i.e., the grounds the appealing party asserts as error to be reviewed). Any decision of the hearing officer not appealed in this manner shall be final. The superintendent may in their discretion suspend the disciplinary action imposed by the hearing officer pending the outcome of the appeal.

The board of education shall review the entire record of the hearing that was presented before the hearing officer, the decision of the hearing officer, and the notice of appeal. The Board shall render its decision in writing within ten days from the date it receives the notice of appeal. The decision of the board of education shall be based solely on the record presented before the hearing officer and the board shall NOT consider any other evidence in ruling on the appeal. The Board may take any action it determines appropriate. The decision of the board of education shall be final unless an appeal is made to the State Board of Education within thirty (30) calendar days of the Board's decision. The contents of this notice of appeal and the procedure to be followed before the State Board of Education of Georgia are specified in O.C.G.A. § 20-2-1160.

Pendency of appeal to the Board will not ordinarily prevent the commencement of the period of suspension or expulsion prescribed by the student disciplinary hearing officer(s). The Superintendent, or designee, (along with the Assistant Superintendent) may review any student disciplinary hearing that is subject to review by the Board of Education pursuant to an appeal or a recommendation of permanent expulsion. In reviewing any student disciplinary hearing, the Superintendent's designee may recommend an amendment or reversal of a hearing officer's finding. This recommendation will be submitted to the Superintendent for consideration and or action. In addition, the Superintendent may, in their discretion, permit a student to return to school pending the outcome of an appeal; this would occur only where the Superintendent believes that there is a substantial likelihood that the student will ultimately prevail on their appeal.

Students with Disabilities

The Code applies to all students in CSD including students with disabilities. CSD is obligated to provide a free appropriate public education (FAPE) to all eligible students with disabilities, including students who have been suspended or expelled, and is prohibited from applying its disciplinary policies in a manner that discriminates against students with disabilities.

Nothing in this Code of Conduct shall be construed to infringe on any right provided to students pursuant to the federal Individuals with Disabilities Education Act, Section 504 of the Federal Rehabilitation Act of 1973, or the federal Americans with Disabilities Act of 1990.

Students with Disabilities and School Bus Transportation

- If bus transportation is part of the student's IEP as a related service, a bus suspension would be treated as a day of suspension.
- If bus transportation is not part of the student's IEP as a related service, a bus suspension would likely not be treated as a day of suspension.
- The District should consider whether the behavior on the bus is similar to behavior addressed in the IEP and whether the student's behavior on the bus should be addressed in the IEP or a behavior plan.

The District supports the authority of principals and teachers to remove a student from the classroom pursuant to O.C.G.A. § 20-2-738. For a student with disabilities, including those with IEPs or 504 plans, the removal from class must be consistent with state and federal laws and regulations regarding students with disabilities. School staff should refer to additional processes maintained by the Office of the Superintendent and Department of Special Education for more information regarding implementation of the removal process for students with disabilities.

Glossary

Disciplinary Offenses

1. Arson – intentionally starting or attempting to start any fire or combustion.
2. Assault – a verbal or other threat or an attempt to physically harm someone that reasonably places that person in fear of physical harm.
3. Battery – Actual and intentional (direct or indirect) touching or striking of another person against their will in an insulting, offensive or provoking manner; or, intentionally causing bodily harm to an individual.
4. Bomb/Explosive – any device containing combustible materials and a fuse.
5. Bullying – Any willful attempt or threat to inflict injury on person, when accompanied by an apparent present ability to do so; or any intentional display of force such as would give the victim reason to fear or expect immediate bodily harm, or any intentional written, verbal, or physical act, which a reasonable person would perceive as being intended to threaten, harass, or intimidate, that: (A) Causes another person substantial physical harm within the meaning of Code Section 16-5-23.1 or visible bodily harm as such term is defined in Code Section 16-5-23.1; (B) Has the effect of substantially interfering with a student's education; (C) Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or (D) Has the effect of substantially disrupting the orderly operation of the school.
6. Burglary – unauthorized entry into a school district building with the intent of committing an unauthorized act or theft therein when the building or location within the building is closed to the students [See also Theft].
7. Campus – includes the school building, parking lot and any part of CSD property.
8. Child Pornography – pornographic photographs, or electronic or digital depiction of a child under the age of 16. *See also definition of "Pornography".*
9. Chronic Disciplinary Problem – a student who exhibits a pattern of behavior which interferes with the learning process of other students and which is likely to reoccur. Students who chronically disrupt or repeatedly violate other school rules may be referred to a Disciplinary Hearing (O.C.G.A. §20-2-764).
10. Disobedience/Insubordination – failure of a student to comply with a reasonable direction or instruction by staff.

11. Disorderly Conduct – behaving in a violent or otherwise inappropriate manner that disrupts the educational process, activity, or event.
12. Disrespect – responding in a rude and impertinent manner to staff.
13. Disruption – behaving in a manner, which interferes with educational activities or school-related activities.
14. Drug– Any illegal drug or controlled substance including, but not limited to, marijuana, amphetamines, barbiturate, narcotics, depressants, hallucinogenic, intoxicants, inhalants, or other stimulant drugs. For purposes of this rule, the term drug also includes a prescription or non-prescription drug used outside the authorization of a prescription or the school’s medication policy, or any substance represented or believed to be a drug, regardless of its actual content.
15. Drug Paraphernalia – Drug paraphernalia includes, but is not limited to, water pipes, rolling papers, clips, vape pens, or any other items related to illegal or unauthorized drug use.
16. Electronic Communication Devices – possession or use of electronic communication or entertainment devices by students at school or school events, including but not limited to cell phones, tablets, watches, etc..
17. Extortion – use of threats or intimidation to demand money or something of value from another (no weapon).
18. False Alarm – reporting a fire, bomb, or other threat to public or school safety to school or other officials or setting off a fire alarm without a reasonable belief that a fire exists.
19. Fighting – serious mutual physical contact such as pushing, shoving, hitting, kicking, hair pulling, or hitting with or without an object, with or without injury. This offense includes posturing or threatening to engage in any of the above.
20. Gambling – playing any game of skill or chance for money or anything of value.
21. Harassment – Behavior based on a student's race, color, religion, sex, national origin, disability, age, marital status, sexual orientation, or gender identity that is unwelcome, unwanted, and/or uninvited by the recipient. It can be verbal, non-verbal, and/or physical and includes, without limitation, unwelcome sexual advances, requests for sexual favors, and other verbal or physical contact of a sexual nature.
22. Inappropriate Dress – dressing in a manner that disrupts the teaching and learning of others or in violation of the school’s dress code.
23. Inappropriate Personal Property – possession of personal property that is prohibited by the school rules, such as food, beverages, and electronic equipment.
24. Loitering/Trespassing – entering any school property or school facility without proper authority (includes student entry during a period of suspension or expulsion), or the refusal to leave when directed to do so by school personnel.
25. Pornography – non-curricular sexually explicit images or drawings depicting the human male or female genitals or buttocks with less than a fully opaque covering of any portion or any portion of the female breast with less than a fully opaque covering. Visual medium that portrays sexually explicit conduct, or any material that depicts a person’s body or portion of their body engaged in sexually explicit conduct.

26. Possession – A person is deemed to be in possession when the item in question is found on the person while at school or at any school event, on or off campus; while the individual is en route to or from school; or if the item is found in the individual's locker, back pack, vehicle, or with their other personal belongings. Please note that the concept of possession includes circumstances where a person has knowledge of an item plus the ability to control the item.
27. Profanity/Vulgarity – writings, speech, gestures, or materials that convey an offensive, pornographic, obscene, or sexually suggestive messages.
28. Public Display of Affection – physical demonstration of affection for another person while in view of others, including kissing, hugging, holding hands, etc.
29. Robbery – taking property from a person by force or violence or threat of aggression.
30. Sexual Assault/Offenses – intentional sexual contact in a harmful or offensive manner.
31. Skipping– absent without permission or when a student leaves a class, school, activity, or event without permission from the supervising staff member.

33. Tardiness – failure to be in assigned place at the assigned time without a valid excuse.
34. Theft/Larceny – unlawful taking and carrying away of property belonging to another person with the intent to deprive the lawful owner of its use [See Burglary].
35. Threats/Intimidation – the use or threatened use of force or violence to coerce or intimidate.
36. Tobacco products – includes tobacco, tobacco products including but not limited to dip, cigarettes, snuff, cigars, etc.as well as paraphernalia including, but not limited to, vaporizers, vape pens, lighters, matches & rolling papers.
37. Truancy –more than five days of unexcused absences during a school year..
38. Vandalism/Graffiti – willful or malicious destruction, defacement or marking of public or private personal or real property before, during or after school hours.
39. Verbal Abuse – purposefully disturbing or threatening by words or actions with the intent to pester or torment another person.
40. Weapon – unless otherwise defined in a specific provision of this code of conduct, an article or implement that can cause bodily harm, including firearms, guns, knives, razors, clubs, and nunchaku, or any other object intended to be used to inflict bodily harm, including (but not limited to) those as identified in Rule 2.

Descriptions of Disciplinary Consequences

1. Alternative School – a school that provides an educational placement for academic instruction and behavior support away from a student's local school. Placement at an alternative school may occur following a serious disciplinary offense or repeated offenses by a student and is one possible outcome of a disciplinary hearing. The student may not return to the local school or participate in any extra-curricular activities while attending an alternative school. The Alternative placement could be virtual.
2. Bus Suspension – suspension from the bus by the local school administrator for a specified period of time.

3. Behavior Intervention Plan (BIP) – a plan developed to address specific target behaviors. This plan utilizes information from a functional assessment of behavior to outline behavioral interventions that address the function of the behavior.
4. Conference – a meeting attended by a teacher and/or administrator and a student and/or parent or guardian.
5. Detention – required work/study session outside of regular school hours. The student must make arrangements for transportation.
6. Expulsion – a student is removed from all school property and activities for a specified period of time beyond the current school quarter or semester.
7. Functional Behavioral Assessment (FBA) - An assessment that includes defining specific behaviors, collecting data on the antecedents and consequences of those behaviors to hypothesize the function of the behavior. An FBA occurs prior to developing a behavioral intervention plan (BIP). The FBA guides the development of a BIP.
8. Hearing – a formal proceeding held to review charges against a student due to serious or chronic misbehavior. A hearing is conducted by a hearing officer. Hearings are not legal proceedings. Hearings are a school administrative proceeding. Resulting action can be long-term suspension, alternative school placement, or expulsion.
9. Hearing Officer – an official who conducts a disciplinary hearing for a student charged with a serious offense or repeated offenses. A hearing officer must be trained and impartial, with no prior knowledge of the discipline offense or event.
10. Make Up Work Missed During a Suspension – suspended students are required to make up all work missed during a period of suspension. Work must be completed within an agreed on time determined by the students' teachers and administrators. All work not made up within this time period will be assigned a grade of zero. Work missed because a student does not return to school on the date allowed by the suspension may not be made up.
11. Manifestation Determination Review (MDR) – a meeting to consider whether or not there is a relationship between a student's known disability and an offense subject to disciplinary action that may involve a hearing or an alternate placement for more than 10 days. This additional protection applies to students with an IEP, a 504 Plan or a signed consent for initial evaluation. The review is conducted by the IEP committee, the 504 committee, or a group of teachers and administrators who are knowledgeable about the student in question.
12. Mediation – a restorative process where two parties agree to have a third party assist in resolving a conflict
13. Parent Conference – a meeting between parent/guardian and teacher/administrator.
14. Probation – a trial period during which a student who violated school rules is subject to further disciplinary action should additional violations occur. Probation may be imposed by the local school administrator, the board of education, or a tribunal, or a hearing officer. Violation of probation is prohibited.
15. Restitution – a requirement that a student replaces or pays for damaged or missing school property or personal items.
16. In School Suspension (ISS) – suspension in an area in the school, isolated from all regular school activities and students; assignments furnished and graded by the student's teachers;

student supervised by an in-school suspension staff; both short-term and long-term suspensions can be assigned to ISS; long-term suspension in ISS can be assigned by an administrator or hearing officer; a student may return to regular classes following ISS if a satisfactory conference is held with administrator, parent/guardian, and student.

17. Out of School Suspension (OSS) - Less than 10 days (Short-Term) – student may not return to school, any school campus, or any school event for a specific number of days; may not exceed ten school days; student may return to school following the short term suspension provided a satisfactory conference is held with the administrator, parent/guardian, and student; report filed in permanent record.
18. Suspension/Long-Term (OSS) – student may not return to school, to any school campus, or to any school event for a period of more than ten school days; any suspension of more than ten school days must be by action of designated tribunal or hearing officer; A conference with administrator, parent/guardian, and student required before the student can return to school.