

City Schools of Decatur



Student Code of Conduct & Restorative Practices Handbook

2020–2021

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City Schools of Decatur (CSD) Student Code of Conduct and Restorative Practices Handbook (SCCRPH)

CSD Vision

We will build the foundation for all children to do their best, achieve their dreams, and make the world a better place.

CSD Mission

Our mission is to work with and inspire students to grow and develop their ability to learn, think, and inquire through meaningful, motivating, and rewarding learning experiences supported by highly qualified, caring adults in a safe, supportive, and inviting community.

SCCRPH Purpose

The City Schools of Decatur (CSD) believes in the importance of setting high expectations for all stakeholders (parents, students, and staff) in 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 disproportionality and rebuild a sense of trust and respect among all stakeholders. CSD is committed to being an antiracist school community where the color of your skin does not predetermine educational or disciplinary outcomes.

The CSD Student Code of Conduct and Restorative Practices Handbook (SCCRPH) is intended to support the vision and mission of CSD, and to assist parents, students, teachers, and administrators in establishing a safe, positive, and productive learning environment. Additionally, the SCCRPH is intended to assist administrators, teachers, and other school personnel who are responsible for supporting our students in meeting our behavior expectations by explicitly teaching the expected behaviors, positively acknowledging when students meet our expectations, using restorative practices to restore peace and trust in our school communities, and guiding school leaders in the appropriate steps to take when applying consequences if expectations are not met. Each school within the City Schools of Decatur will follow practices reflected in the SCCRPH. As a charter system, City Schools of Decatur has been granted a waiver from most Title 20 regulations set by the Georgia Department of Education. However, CSD has opted to follow Title 20 regulations regarding

student discipline as 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.

Scope of the Code

This Code of Conduct shall apply to all students before, during, and after school hours in any school building and on any school premises; in any school-owned vehicle or in any other school-approved vehicle used to transport students to and from school or to and from school activities; off school property at any school-sponsored or school-approved activity, event, or function; during any period of time when students are subject to the authority of school personnel; en route to and from school, a school activity, a school function, or a school event; off school grounds at a bus stop, on a school bus, at a school activity, function, or event.

This code also shall apply to any behavior off school grounds when any of the following criteria are met:

- 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;
- the behavior causes a substantial disruption to the school environment,
- the behavior utilizes CSD owned or operated property or services, or;
- the behavior occurs during CSD virtual learning activities.

Introduction

This SCCRPH is written to assist students, staff, and parents or guardians in understanding the expectations for acceptable conduct while in school, attending school-sponsored activities that are on school grounds, while on the way to and from school, and during virtual learning classes. All students are expected to follow the Code of Conduct. Principals will review core principles and key components of the SCCRPH with their staff and 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 set forth in this SCCRPH are adhered to. Responses to violations of the SCCRPH will be developmentally age appropriate and a balance of proportional consequences and restorative practices. Equally imperative, all school faculty and staff must affirm 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.

To promote the intellectual, social, emotional, and physical growth of all students, CSD provides a safe and secure learning environment for all students and staff. CSD promotes respect for self and others through good conduct modeled by staff, students, and parents or guardians. CSD uses the Positive Behavior Intervention System (PBIS) as a framework to guide our approach to supporting

students and staff in buildings and sustaining a positive school environment where all students can be safe, seen, and successful. Under the PBIS Framework, CSD implements Restorative Practices (RP), Social Emotional Learning (SEL), and Multi-Tiered Intervention System of Supports (MTSS), as well as structured classroom and school behavior expectations to ensure processes and procedures are in place to ensure our students are safe, seen, and successful.

Positive Behavior Intervention System (PBIS)

City Schools of Decatur has adopted the PBIS framework 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 provides a framework or roadmap for how CSD implements restorative practices, social emotional learning and a multi-tiered system of supports throughout the district. The foundation of PBIS is based on the premise that behavioral expectations must be explicitly taught to our students through direct instruction. Furthermore, 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 supports for students who may not be meeting expectations over a period of time through MTSS.

Each school, except College Heights, implements PBIS in City Schools of Decatur. At each school a local PBIS team leads the implementation process. In order to ensure all schools can meet the needs of their students and staff, flexibility was given at each school to fine tune the details of PBIS. Contact your school to get more specific details about how PBIS is implemented at the local school level.

Restorative Practices (RP)

Restorative Practices are a framework for building community and responding to challenging behavior through authentic dialogue leading to understanding and action to set things right and repair and restore damaged relationships. The process supports initiators in acknowledging and repairing the harm done, helps victims and witnesses process what happened, and helps the class or school community rebuild trust.

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.

Using restorative practices to foster positive interpersonal and intergroup relations and to address inappropriate behavior when it occurs is a cornerstone of a progressive approach to discipline. A restorative approach to discipline changes the fundamental questions that are asked when a behavioral incident occurs. Instead of asking who to blame and how those engaged in the misbehavior will be punished, a restorative approach asks five key questions:

1. What happened?
2. What were you thinking at the time?

3. What have you thought about since?
4. Who has been affected by what you have done? In what way?
5. What do you think you need to do to make things right?

Restorative practices are a key tool for classroom intervention. They should be used proactively, to build community, and to address minor discipline infractions (i.e., Levels 1 and 2) in the classroom setting. Administrators employ restorative practices to address disciplinary referrals and to facilitate re-entry into the school environment after a major disciplinary infraction.

Types of Restorative Approaches

Circle Process

Regular use of restorative circles within the instructional program of a school is a significant prevention and intervention strategy. The circle process enables a group to build relationships and establish understanding and trust, create a sense of community, learn how to make decisions together, develop agreements for the mutual good, and resolve difficult issues.

Students are the largest group of stakeholders in a school community and its greatest natural resource in creating and sustaining a safe and supportive school environment. Building community among students and between students and staff members is integral to creating a supportive and inclusive school culture. When students feel accepted, valued, respected, and included, they build a positive connection to school and foster resiliency. Community building circles focus on:

- Safety and Trust. Community members need a sense of safety and trust to connect with one another.
- Honor. Members interact with fairness and integrity and acknowledge their personal responsibility for their actions.
- Openness. Community members feel free to share their thoughts and feelings.
- Respect. To bond as a community, members must feel they are valued and respected as individuals, and they must respond respectfully to one another
- Empowerment. A sense of empowerment is a crucial element and a desired outcome of being a member of a community. Community support enables members to gain a new view of themselves and a new sense of confidence in their abilities.

When used as an intervention measure to address inappropriate student behavior, restorative circles empower community members to take responsibility for the well-being of others; prevent or deal with conflict before it escalates; address underlying factors that lead youth to engage in inappropriate behavior and build resiliency; increase the pro-social skills of participants, particularly those who have harmed others; and provide wrongdoers with the opportunity to be accountable to those they have harmed and enable them to repair the harm to the extent possible.

Formal Restorative Conference

A conference is facilitated by an individual who has received specific training in bringing together individuals who have acknowledged causing harm with those who have been harmed. Regardless of the circumstances, the mental and physical health, safety, and welfare of the individual who was harmed are of paramount importance when considering this option in a school setting. Both sides may bring supporters to the circle who have also been affected by the incident. The purpose of the conference is for the harm-doer and the harmed to understand each other's perspective and come to a mutual agreement that will repair the harm as much as it is able to be repaired. A circle can also be used in response to a particular issue that affects the school community.

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. The Multi-Tiered System of Supports is a continuous, data-based, school improvement process, supporting academic, social emotional and behavioral achievement of all students. 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. 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 has adopted the IB Learner Profile as our Character Ends Policy. In support of developing students who demonstrate the 10 attributes of the IB Learner Profile, the 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.

City Schools of Decatur believes that students, staff, and parents or guardians must be partners in education to create leaders. 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.
 - 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.
 - 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.
 - Help students follow the rules and etiquette that lead to 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.
- Actively engage every student in the learning process and promote achievement of high academic standards.
 - Be precise about expectations regarding student conduct and learning outcomes.
 - Review the SCCRP with students annually.

- Implement Culturally Responsive Teaching practices.
- Communicate student progress and behavior to students, parents or guardians, and other staff in a timely, consistent, and effective manner.
- Implement proactive restorative circles as a way of building community in their classroom.

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.

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.

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 SCCRPH 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 SCCRPH may be directed to the attention of the Assistant 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 of Conduct 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 Assistant Superintendent 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. Restorative Practices involve students in addressing five key questions: What happened? What were you thinking of at the time? What have you thought about since? Who has been affected by what you have done and in what way? What do you think you need to do in order to make things right?

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.

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>
<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. Re-state the classroom expectations b. Verbal or visual warning of next step c. Re-teach expectations d. Planned ignoring e. Written reflection or apology f. Seat change 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 (School Wide Information System) as a minor² incident 6. Parent contact summary and responses used are documented in the teacher contact log.
<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

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.

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.

Level 2: Minor Non-Violent, Disruptive, Disorderly Behaviors (or 4th+ Level 1 Incidents)

Possible Teacher Action Steps

Classroom Interventions:

1. Teacher implements classroom-based student support interventions,
 - 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)
 - 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.

Possible Responses:

- 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.

Level 3 (Intermediate): Habitual Behaviors and/or Behaviors that *Could* Cause Physical/Emotional Harm (Level 1 behaviors after consultation with admin and 4th+ Level 2)

Possible Teacher and Administration Action Steps

Teacher or staff member:

1. Refers incident to principal or designee through SWIS paperless referral as a major incident⁵.
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. Mandatory 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 paper documentation of the incident

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

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. Mandatory 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 paper 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

ISS (beyond 2 school days) and OSS must be approved through consultation with the Assistant Superintendent, Superintendent, or Superintendent's Designee.

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. Mandatory 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 paper 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 Assistant Superintendent

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

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 suspensions 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*

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

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, except alcohol and tobacco

- 1BA:** Possession or use of marijuana (misdemeanor level)
- 1BB:** Possession or use of marijuana (felony level)
- 1BC:** Possession or use of any illegal drug or narcotic substance drug
- 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

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. Common objects that are used to cause harm to self or others that are not defined below are covered under Rule 6 and 7.

Students may not possess ammunition, bullets, BBs, paintballs, pellets, or CO₂ (carbon dioxide) cartridges.

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 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

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 any teacher, principal, superintendent, school bus driver, or other school personnel

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

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 Property

A student shall not steal or attempt to steal school property. A student shall not damage or deface, or attempt to damage or deface, school property. A student shall not have unauthorized possession, use, sale, or distribution of school property. The offense applies whether the school property is or is not physically located on or in a CSD school, campus, 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.

Prohibited behaviors include but are not limited to the following:

Section 4A: Vandalism or Destruction

- 4AA:** Damage or vandalize school property valued less than \$100
- 4AB:** Damage or vandalize school property valued at \$100 or more
- 4AZ:** Other

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)
- 4BZ:** Other

Section 4C: Breaking and Entering or Burglary

- 4CA:** Unlawful or unauthorized forceful entry into a school building, structure, or vehicle (with or without the intent to commit theft)
- 4CZ:** Other

Section 4D: Computer Trespass

- 4DA:** Unauthorized use of a school computer or other school provided device for anything other than instructional purposes
- 4DB:** 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
- 4DC:** Accessing or altering school or teacher records kept on school district computers or servers
- 4DZ:** Other

Section 4E: Theft, Larceny, or Robbery

- 4EA:** Steal, possess, use, or transmit stolen school property valued less than \$100

- 4EB:** Steal, possess, use, or transmit stolen school property valued at \$100 or more
- 4EC:** Theft of school property by force or threat of force
- 4ED:** 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)
- 4EE:** Theft or attempted theft of any motor vehicle including but not limited to cars, trucks, buses, ATV's, or golf carts
- 4EZ:** Other

Section 4F: Assessment Security

- 4FA:** Committing any act that breaches test security for international, state, national, or local standardized tests
- 4FZ:** Other

Rule 5: Damage or Destruction of Private Property

A student shall not steal or attempt to steal private property. A student shall not damage, deface, or attempt to damage or deface private property. A student shall not have unauthorized possession, use, sale or distribution of private property. 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 included by are not limited to the following:

Section 5A: Vandalism or Destruction

- 5AA:** Damage or vandalize private property valued less than \$100
- 5AB:** Damage or vandalize private property valued at \$100 or more
- 5AZ:** Other

Section 5B: Arson

- 5BA:** Attempting to commit arson by means of fire, explosive, or other incendiary device
- 5BB:** Knowingly damaging private property by means of fire or incendiary device (including counseling, hiring advising, aiding, and or encouraging others to commit arson)
- 5BZ:** Other

Section 5C: Theft, Larceny, or Robbery

- 5CA:** Steal, possess, use, or transmit stolen private property valued less than \$100
- 5CB:** Steal, possess, use, or transmit stolen private property valued at \$100 or more
- 5CC:** Theft of private property by force or threat of force
- 5CD:** 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)
- 5CE:** Theft or attempted theft of any privately owned motor vehicle included but not limited

to cars, trucks, buses, ATV's, or golf carts
5CZ: Other

Rule 6: 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 oral threat or verbal assault, written threat, any expression (oral, written, or gesture) that has the effect of undermining the authority of the school employee or 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).

The prohibited behaviors include but are not limited to:

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

6AA: Rude or disrespectful behavior including but not limited to symbolic gestures and insults⁷

6AB: Use of vulgar, profane, obscene or abusive language including ethnic, racial, sexual, 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

6AE: Cyberbullying: Any electronic communication whether or not such electronic act originated on school property, off school property, with school equipment, or with non-school equipment 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 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

6AF: Harassment. Repeated words (verbal or written), conduct, or actions that is unwelcome or objectively offensive and could cause fear or distress to a reasonable person

6AG: 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

6AH: Terroristic threat

⁷ See local school PBIS matrix for additional definitions of rude and disrespectful behaviors.

6AI: 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
6AZ: Other

Section 6B: Physical Abuse, Assault or Battery

6BA: Intentional physical contact which causes physical harm of any level to a teacher or school employee

6BB: Behavior that could cause physical harm to a teacher or school employee

6BC: Behavior that unintentionally caused physical injury to a school employee

6BD: 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 of impairment of the function of a bodily member, organ, or mental faculty.)

6BE: Homicide

6BF: Kidnapping

6BG: Entering without permission the private property of a school employee and or deface, damage or, vandalize such property

6BZ: Other

Rule 7: 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, or 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, 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 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 which occurs 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, 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:
 - i. 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;
 - ii. Has the effect of substantially interfering with a student's education;
 - iii. Is so severe, persistent, or pervasive that it creates an intimidating or threatening education environment; or
 - iv. Has the effect of substantially disrupting the orderly operation of the school.

The prohibited behaviors include but are not limited to:

Section 7A: Oral, Written Abuse, or Threats, Intimidation

7AA: Rude or disrespectful behavior including but not limited to symbolic gestures and insults⁸

7AB: Use of vulgar, profane, obscene or abusive language including ethnic, racial, sexual, religious or disability-related slurs

7AC: Oral or verbal assault (oral speech that creates or is intended to create a fear of physical harm)

7AD: Written threat that creates or intended to create fear of physical harm

7AE: School-wide physical, verbal, or electronic threat which creates fear of harm without displaying a weapon or subjecting victims to physical attack

7AF: Harassment. Repeated words (verbal or written), conduct, or action that annoys, alarms or causes distress and serves no legitimate purpose

7AG: Terroristic Threats (threatening to commit any crime of violence with the purpose of terrorizing another or causing terror)

7AZ: Other

Section 7B: Physical Abuse, Assault, Battery

7BA: Unintentional physical contact or behavior that does not result in physical harm

7BB: Pushing or shoving

7BC: Intentional physical contact resulting in no physical harm

7BD: Intentional physical contact with the intent to cause physical harm resulting in mild or moderate physical harm

7BE: Intentional physical attack with the intent to cause physical harm resulting in severe

⁸ See local school PBIS matrix for additional definitions of rude and disrespectful behaviors.

physical harm that requires medical attention or engaging in any level of physical attack three or more times in a given school year

7BF: 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

7BG: Homicide

7BH: Kidnapping

7BZ: Other

Section 7C: Fighting

7CA: Posturing to fight

7CB: Fighting (mutual fight or confrontation between two or more students with the intent to harm resulting in no bodily injury)

7CC: Fighting (mutual fight or confrontation between two or more students with the intent to harm resulting in mild or moderate bodily injury)

7CD: 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)

7CZ: Other

Section 7D: Bullying and Cyberbullying

7DA: Bullying - 1st Offense

7DB: Bullying - 2nd Offense

7DC: Bullying - 3rd Offense

7DD: Cyberbullying - 1st Offense

7DE: Cyberbullying - 2nd Offense

7DF: Cyberbullying - 3rd Offense

7DZ: Other bullying violations not covered

Rule 8: 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 8BA. 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 8A: Failure to follow directions, school regulations, or local school rules

8AA: Failure to follow oral directions or commands from staff

8AB: Failure to follow written directions or local school rules⁹

8AC: Failure to serve an administrative consequence

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

- 8AD:** Misrepresentation of the truth or dishonesty
- 8AE:** Inadvertent use of inappropriate language
- 8AZ:** Other

Section 8B: Dress Code Violation

- 8BA:** Violation of CSD Dress Code
- 8BB:** Repeated Violation of CSD Dress Code

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 engage in any act of sexual harassment of a physical, verbal, or written nature.

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.

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;
- 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
Executive Director of Equity and Student Support and Title IX Coordinator
125 Electric Avenue
Decatur, GA 30030
TitleIX@csdecatur.net
404-371-3601 ext. 1026

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 or transmission 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: 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 electronics, unauthorized possession of any object that can serve to distract and deter students from learning, loitering, trespassing, providing false information to or about school personnel, community misconduct that would be so serious as to pose a threat to the school community, or any off campus behavior that causes disruption to the school environment.

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.

While students have permission to possess a cell phone on school grounds, principals have been given the authority to set forth rules pertaining to student possession and use of cell phones during school hours and on school grounds. Students who do not follow local school cell phone policies will be charged with a Rule 10 violation.

Prohibited behaviors include but are not limited to:

Section 10A: Trespassing

10AA: Criminal Trespassing. Entering or remaining on a public school campus or CSD property without authority or invitation and no lawful purpose for entry

10AB: Repeated violations of Trespassing

Section 10B: Academic Dishonesty

10BA: Plagiarizing, cheating, or receiving or providing unauthorized assistance on assignments including but not limited to: class projects, formative assessments, and homework

10BB: Plagiarising, cheating, or receiving or providing unauthorized assistance on major classroom summative assessments or tests

10BC: Cheating on College Board, IB, State, or other statewide or district assessments

10BZ: Other

Section 10C: Possession of other Unapproved Items

10CA: Violation of local school cell phone policy

10CB: Lighters or matches

10CZ: Other

Section 10D: Gang-Related Violations

10DA: Wearing or possession of gang related apparel; conveying personal membership, or affiliation with a gang

10DB: Gang-related solicitation, violence, threats, defacement of property

10DC: Repeated Violation of Gang Violations

10CZ: Other

Section 10E: Off Campus Misconduct

10EA: Community Misconduct that would pose a threat to the school community. Any off-campus behavior of a student, which 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 10F: Other Conduct Subversive to the Good Order of Schools

10FA: Forgery, counterfeiting, or falsification of school records

10FB: Gambling

10FC: Loitering

10FD: Retaliating against or deterring witnesses

10FE: Providing false information

10FF: Falsifying, misrepresenting, omitting, or erroneously reporting information regarding instances of alleged inappropriate behavior by a teacher, school administrator, or school employee towards a student

10FZ: Other

Rule 11: Unexcused Absences and Tardies

A student shall 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.

11AA: Tardy to class (10 or less minutes late to class)

11AB: Tardy to school (10 or less minutes late to school)

11AC: AWOL from class (absent without official leave or tardy more than 10 minutes)

11AD: AWOL from school (absent without official leave or tardy more than 10 minutes)

11AE: Repeated violations of attendance rules and or excessive absences

Rule 12: 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 12 contract, and that all subsequent violations will lead to an escalation in consequences and may lead to a disciplinary hearing.

12AA: Chronic Violation of school rules

12AZ: Other

Rule 13: 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 race, religion, or sexual orientation.

13AA: Conduct on or off school grounds 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

13AZ: Other

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 CSD SCCRPH 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 SCCRPH.

The Transportation Plan

All students will be advised of the school bus safety rules and assigned a seat 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 Hearings

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 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 days prior to the discipline hearing. The student, parent, guardian, or legal representation 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 a portion of the SCCRPH allegedly violated.
- The maximum penalty that may be administered for the alleged misconduct, and a recommendation for discipline.
- A copy of the SCCRPH.
- 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. older 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 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 shall, and then 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.

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 CSD Code of SCCRPH Conduct 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. AWOL – absent without leave or when a student leaves a class, school, activity, or event without permission from the supervising staff member.
2. Arson – intentionally starting or attempting to start any fire or combustion.

3. Assault – a verbal or other threat or an attempt to physically harm someone that reasonably places that person in fear of physical harm.
4. 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.
5. Bomb/Explosive – any device containing combustible materials and a fuse.
6. 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.
7. 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].
8. Campus – includes the school building, parking lot and any part of CSD property.
9. Child Pornography – pornographic photographs, or electronic or digital depiction of a child under the age of 16. *See also definition of "Pornography".*
10. 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).
11. Disobedience/Insubordination – failure of a student to comply with a reasonable direction or instruction by staff.
12. Disorderly Conduct – behaving in a violent or otherwise inappropriate manner that disrupts the educational process, activity, or event.
13. Disrespect – responding in a rude and impertinent manner to staff.
14. Disruption – behaving in a manner, which interferes with educational activities or school-related activities.
15. 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.
16. Drug Paraphernalia – Drug paraphernalia includes, but is not limited to, water pipes, rolling papers, clips, or any other items related to illegal or unauthorized drug use.
17. 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..

18. Extortion – use of threats or intimidation to demand money or something of value from another (no weapon).
19. 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.
20. 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.
21. Gambling – playing any game of skill or chance for money or anything of value.
22. 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.
23. Inappropriate Dress – dressing in a manner that disrupts the teaching and learning of others or in violation of the school's dress code.
24. Inappropriate Personal Property – possession of personal property that is prohibited by the school rules, such as food, beverages, and electronic equipment.
25. 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.
26. Pornography – visual medium depicting nudity or other pictures that simulate sexual desire or arousal, portray sexually explicit conduct, or any material that depicts a person's body or portion of their body engaged in sexually explicit conduct.
27. 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.
28. Profanity/Vulgarity – writings, speech, gestures, or materials that convey an offensive, pornographic, obscene, or sexually suggestive messages.
29. Public Display of Affection – physical demonstration of affection for another person while in view of others, including kissing, hugging, holding hands, etc.
30. Robbery – taking property from a person by force or violence or threat of aggression.
31. Sexual Assault/Offenses – intentional sexual contact in a harmful or offensive manner.
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 – staying out of school without permission or a valid excuse.
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.
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 by action of the designated hearing officer with permanent expulsion as an option.
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 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.