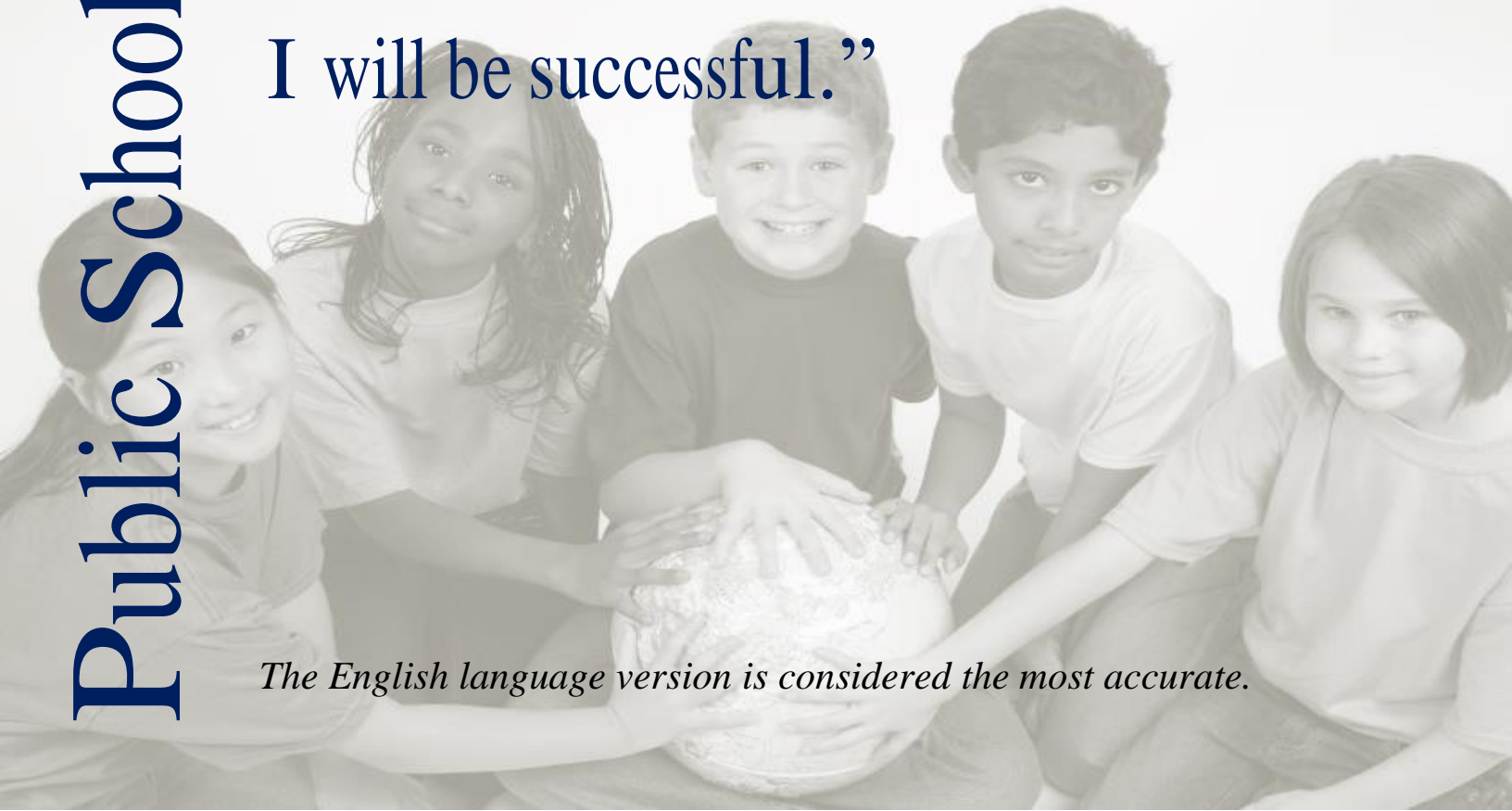


2025-2026



Student Code of Conduct

“When I make **positive behavior** choices...
I will be successful.”



The English language version is considered the most accurate.





Public Schools of Robeson County

25-26 SY Parent/Guardian/Student: Student Code of Conduct, Internet Safety & Acceptable Use, Media Use and Photo Release

District Policies for Your Review

QR CODES (*Translation available upon request in Spanish, Haitian Creole, and Arabic)

	<p>Internet Safety (Policy 3226/4205)</p> <p>Internet Safety: https://boardpolicyonline.com/?b=robeson&s=979590</p>
	<p>Technology Responsible Use, including Generative Artificial Intelligence (Policy 3225/4312/7320)</p> <p>Technology Responsible Use, including Generative Artificial Intelligence: https://boardpolicyonline.com/?b=robeson&s=179924</p>

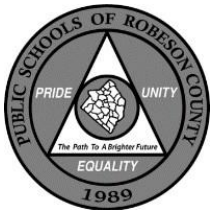
Website URLs for Student/Parent Information

- Student Code of Conduct:
<https://www.robeson.k12.nc.us/o/robeson/page/for-students>
- Internet Safety:
<https://boardpolicyonline.com/?b=robeson&s=979590>
- Technology Responsible Use, Including Generative AI:
<https://boardpolicyonline.com/?b=robeson&s=179924>
- Student Media Use and Photo Release:
<https://drive.google.com/file/d/11VBLcQD1Zn7H7guGWbVnpJbK4FJzPVIH/view>

Who should read the Student Code of Conduct?

The Student Code of Conduct is important for all members of the school community to read and understand.

Students	The Student Code of Conduct is your guide for behavior at school. Your principal, teachers, and other staff members will help you learn and understand the good behavior that is expected of you at school. The Student Code of Conduct describes behaviors that are not allowed at school and explains the consequences if you behave inappropriately. If you follow the Student Code of Conduct, you will help your school to be a safe, respectful, and productive place for you and your classmates.
Parents and Guardians	The Student Code of Conduct is your guide for understanding the behavior that is expected of your student at school and the steps that will be taken if your student behaves inappropriately. Please read the Student Code of Conduct with your student and discuss any questions with the school principal. If you have concerns about your student's safety or behavior, please talk to your school principal so that you and the school can cooperate to help your student succeed.
School Staff	The Student Code of Conduct is your guide for supporting positive student behavior at school and understanding the steps that may be taken if a student demonstrates inappropriate behavior. If you have concerns about safety or your school's climate, please talk to your school principal so that you and your administration can work to maintain a safe and orderly learning and work environment.
School Administrators	The Student Code of Conduct is your guide for supporting positive student behavior at school and an outline of the steps you should take to address inappropriate student behavior. When the school year begins, please distribute a copy of the Student Code of Conduct to students and parents/guardians, if requested, and discuss the policy with them. If students behave inappropriately, use this policy to properly address the situation so that your school can maintain a safe learning environment and positive climate.
Other District Staff	The Student Code of Conduct is your guide for supporting schools in developing a positive school climate that ensures student safety and minimizes inappropriate student behavior. The Assistant Superintendent of Auxiliary Services are both responsible for monitoring the implementation of prevention strategies and the safety and security program in each school, and for systematically monitoring suspension, expulsion, and other disciplinary data by race, ethnicity, and sex of students and preparing recommendations for improving school discipline.



Mission

“To educate all students by building a foundation for learning in an ever-changing global society.”

Key Functions of Code of Conduct

Describe behavior that builds a positive environment for learning.

Delineate specific examples of student misconduct.

Define penalties that will be imposed for specific misconduct.

Provide for district consistency in the matter of student discipline.

Board of Education

Tre' Britt – Chairman
Melissa Ocean-Davis – Vice Chair
Henry Brewer
Dr. Linda Emanuel
Kristy Fields
Vonta Leach
Dr. Terry Locklear
Craig Lowry
Crystal Weindel Monroe
Bradley Phillips
John Simmons

Richard Schwartz-Board Attorney

District Administration

Dr. Freddie Williamson, Superintendent

Mr. Jamal Campbell,
Assistant Superintendent of Human Resources

Dr. Windy Dorsey-Carr,
Assistant Superintendent of Curriculum and Instruction

Mrs. Jennifer Freeman,
Assistant Superintendent of Student Support Services/Federal Programs

Mr. Bobby A. Locklear,
Assistant Superintendent of Auxiliary Services

Mrs. Erica Setzer, Finance Officer

A Message for Our Board Chairman

Parents, Students, Educators, and Community Members,

The Public Schools of Robeson County Board of Education believes that an effective instructional program requires an orderly school environment and that the effectiveness of the educational program is, in part, reflected in the behavior of students. The emphasis on positive behavior creates an atmosphere of mutual respect and the appreciation of individual differences among staff, students, and parents, as well as respect for district and community property.

The Public Schools of Robeson County Board Policies require that the district distribute a Student Code of Conduct and provide a protected, orderly environment. Therefore, the Public Schools of Robeson County Student Code of Conduct is dedicated to making sure all students are in school and engaged in learning. The information in the Student Code of Conduct outlines consistent expectations for students' behavior in school, describes appropriate interventions, outlines consequences for students, and explains the rights and responsibilities of members of the school community.

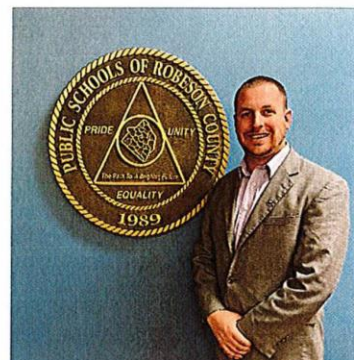
Public Schools of Robeson County District discipline procedures are based on North Carolina Law. Because the Code of Conduct is adopted by the district's Board of Education, it has to enforce the policy; therefore, in case of conflict between the Code of Conduct and student handbooks, the Code of Conduct shall prevail. The information in this handbook may be updated during the course of the school year. However, the latest version is always available on the district's website at www.robeson.k12.nc.us. The staff of Student Support Services and the Office of Administration, Technology, and Plant Operations are available to answer any questions you have about the Code of Conduct by calling (910) 671-6000.

Your local school administrator is also available to answer questions about the Code of Conduct. Please take the time to read this document and discuss it with your child. The key to academic and behavioral success is ensuring that each student has exemplary attendance. In addition, all members of the school community need to respect each other in order for our schools to provide a positive learning environment for children.

Sincerely,



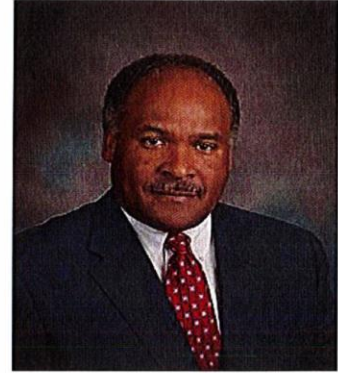
Mr. Tre' Britt



A Message from Our Superintendent

Dear Parents, Guardians, and Students,

This publication contains the revised Code of Conduct for the Public Schools of Robeson County and is intended to serve as a resource to students, parents, staff, and the Board of Education. The information in this publication is reviewed and revised annually by a committee of parents, students, and district personnel. Student handbooks provide general information regarding district policies, practices, and procedures. The Code of Conduct, which is approved by the Board of Education, specifies the expectations for student behavior, the discipline management techniques that are utilized by teachers and administrators, and the consequences for student misconduct. This document intentionally proposes an approach to school discipline that gives preferences to keeping students in school where they can receive the academic and social-emotional supports they need. It is important to emphasize that the Code of Conduct contains suggested guidelines. Principals and other PSRC staff retain discretion to consider the totality of the circumstances as they make discipline decisions. The central office administration and staff will support schools as we transition to this newly revised Code of Conduct. Throughout the 2025-2026 school year, staff will provide professional development opportunities, closely monitor the implementation of the new Code of Conduct, evaluate data, and gather feedback from a wide array of stakeholders.



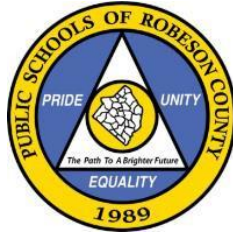
With your support and encouragement, we are confident your child will adhere to the behavioral expectations outlined in the Code of Conduct. Also, in addition to the normal communication that takes place between school and home, we are encouraging students and parents to provide any helpful information to campus or district officials that will reinforce the district's priority goal of safe schools for all students and staff.

I look forward to working together as we refine our Code of Conduct and discipline practices to reflect our core values of learning, relationships, respect, excellence, and equity.

Sincerely,

A handwritten signature in black ink that reads "Freddie Williamson". The signature is fluid and cursive, with a long horizontal stroke at the end.

Dr. Freddie Williamson



Overview

Many policies and regulations govern the operation of a school district. This booklet will provide students and parents/guardians with an overview of important school and district policies and procedures, including student and parent responsibilities. These important policies and school regulations have been summarized in this reading, while full detailed policies can be found on the district website at www.robeson.k12.nc.us.

Parents/Guardians and students are to read and discuss each segment of the Code of Conduct to gain a complete understanding of what is expected of them and what they can expect of the Public Schools of Robeson County. However, any failure to do so will not excuse students or their parents/guardians from compliance with the standards, expectations, and penalties set forth in this Code. It is important to note that the policies, as set forth, are to assist students with the establishment of the boundaries between acceptable and unacceptable behavior. It is to be clearly understood that disciplinary action is the direct result of a student's misconduct. As required, certain infractions will be reported to local law enforcement agencies. In addition to the disciplinary consequences, a student may also receive support services. All students, parents, and staff are subject to these guidelines.

Philosophy

The District promotes the following beliefs:

- ❖ All students are valuable and can make worthy contributions to society.
- ❖ All students are responsible and accountable for their choices and decisions.
- ❖ In order to grow and thrive, individuals need caring relationships and a nurturing environment.
- ❖ Supportive family relationships are the foundation of the community.
- ❖ High expectations lead to higher performance that empower individuals and strengthen society.
- ❖ Continuous learning is a lifelong process that is essential to a productive and enriched life.

A Community Approach to Discipline Management

The Code provides methods and options for managing students in the classroom, on school grounds, on school buses and vehicles owned or operated by the district.

The law requires the district to define misconduct that may—or must—result in a range of specific disciplinary consequences including removal from a regular classroom or campus, out-of-school suspension, placement in a disciplinary alternative education program, or expulsion from school.

This Code of Conduct has been adopted by the Public Schools of Robeson County Board of Education and developed with principals, students, and parents. This Code provides information to parents and students regarding standards of conduct, consequences of misconduct, and procedures for administering discipline.

In accordance with state law, the Code of Conduct shall be posted on each school campus or shall be available for review at the office of the campus principal and other designated areas. Additionally, the code shall be posted on the district's website: www.robeson.k12.nc.us. Parents shall be notified of any conduct violation that may result in a student being suspended, placed in an alternative education program, or expelled.

District-Level Discipline Committee

Dr. Freddie Williamson Superintendent	Dr. Windy Dorsey-Carr Assistant Superintendent	Jamal Campbell Assistant Superintendent
Jennifer Freeman Assistant Superintendent	Bobby A. Locklear Assistant Superintendent	Jason Suggs Principal
Cindi Humphrey School Library Media Supervisor	Traci Hunt Director for Exceptional Children	John Collins Principal, LAP/RAS
Glenn Patterson Director of Athletics	Brendalyn Thompson Title I Parent Coordinator	Comecya Scriven Social Studies Supervisor Character Education
Angela Jones District Student Information System Coordinator	Melinda Sellers Prime Time Coordinator	Jan Newman Student Health Services Supervisor
Dr. Sheri Herndon Director of Student Support Services	Philip Oxendine Multi-Tiered System of Support Coordinator	Robby Pittman PSRC Teacher / Safe School Advocacy Council Member
	Jessica Sealey Public Information Officer	

PLEASE NOTE: The discipline of students with disabilities who are eligible for services under federal law (Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973) is subject to the provisions of those laws.

Responsibilities of Adults

The Public Schools of Robeson County Administrative Team and Support Staff have set priorities to provide an effective educational program for its students. The district recognizes and requires that the school environment must be free of distractions and disruptions to allow maximum teaching and learning. A spirit of cooperation is a must if quality education and effective discipline are to be a reality. The responsibilities of students, parents, and the district are defined as follows:

Board members are expected to:

- Enact and enforce policies which facilitate the establishment and maintenance of a positive and safe learning environment.
- Approve and support the district's Discipline Management Plan and Student Code of Conduct.
- Fulfill designated roles in due process and hearing procedures.

The school staff is expected to:

- Model positive modes of behavior and good manners.
- Exercise respect and civility in all interactions with staff, students, and members of the community.
- Maintain a positive learning environment during the school day.
- Explain and discuss acceptable and unacceptable modes of behavior with students and parents/guardians.
- Foster an emphasis on positive behaviors creating an atmosphere of mutual respect and the appreciation of individual differences among staff, students and parents for individuals as well as for district and community property.
- Inform and enforce the discipline structure with students.
- Be consistent in enforcing the discipline structure throughout the school.
- Follow state laws as well as district policies and regulations.
- Abide by the Code of Ethics that govern employment.
- Value parents as partners in the educational process.
- Contact parents when there is a change in a student's performance or when an improvement is not sustained.
- Respond promptly and appropriately to parent inquiries about their children.
- Participate in campus activities that promote parent and/or student involvement.
- Work with parents, students and other district professionals to solve problems at the classroom level.
- Disseminate grading procedures to students and parents at the beginning of each semester.
- Demonstrate a positive attitude toward parents and students.
- Encourage and assist students to develop effective study habits.
- Strive to prepare the child emotionally and socially to be receptive to learning and discipline.
- Establish a healthy tolerance level through setting limits and providing options.

Every parent/guardian is expected to:

- Model positive modes of behavior and good manners.
- Explain and discuss the code of conduct with his/her child.

- Reinforce student compliance with the code of conduct.
- Provide emotional, social, and academic support in the student's school life.
- Establish and maintain a positive attitude toward education and school personnel.
- Take an active interest in the overall school program.
- Make every effort to prepare your student emotionally and socially to be receptive to learning and discipline by providing your student with the necessities of life in the home environment.
- Encourage and lead your student to develop proper study habits at home.
- Supervise and direct your student in a positive manner.
- Make certain your student is properly attired for school according to the Code of Conduct-Dress Code.
- Send your student to school daily as required by law and promptly notify the school to explain absences and tardies.
- Maintain up-to-date and correct addresses, phone numbers, and email addresses in the school office for home, work and emergencies.
- Bring to the attention of school support staff any learning problem or condition that may impact your student's education.
- Make certain your student adheres to the Code of Conduct and school discipline policies.
- Attend scheduled conferences; respond to the teacher's communications.
- Initiate conferences to discuss academic progress or other concerns.
- Discuss work assignments and report cards with your student.
- Maintain open dialogue regarding treatment plans (medical, physiological or health, etc.).
- Cooperate with school support services to deliver accommodations for any threat of suicide or suicide ideation.
- Request a conference with the teacher if your student receives a failing grade for the reporting period.
- Ensure your student's attendance at school tutorials as the need arises.
- Cooperate with school personnel when your student is involved in discipline problem.
- Cooperate with school administrators and teachers in their efforts to achieve and maintain a quality school system.
- Ensure student safety by adhering to appropriate drop-off and pickup times (may vary by campus).
- Provide appropriate identification when requested by school personnel.
- Cooperate with the school nurse to obtain state-required immunizations, follow procedures for administration of medication at school and manage chronic health conditions within the school setting.



Introduction for Students

School safety and academic success are created and strengthened when students are effectively and actively engaged in their learning, when positive relationships exist between students and school staff, and when families, communities, and school staff work collaboratively to support positive student outcomes.

In the Public Schools of Robeson County, students have rights and privileges as well as responsibilities. While the school system has an obligation to provide an education for all students, we have set high standards for students to conduct themselves in a way that is respectful and helps to build a climate essential for learning. Students can expect school staff to model positive behaviors.

Students, parents, teachers, school administrators, and community leaders have developed this handbook, which outlines appropriate, responsible student behavior. It is intended to inform students of the expectations for behavior that will result in a school atmosphere that promotes excellence in teaching and learning.

The purpose of the handbook is four-fold:

1. to illustrate expected appropriate and respectful student behaviors,
2. to describe violations of the Student Code of Conduct and associated interventions and consequences that may be enforced,
3. to outline student rights, privileges, and responsibilities, *and*
4. to provide information about how to get help with appeal requests, processes and procedures, and resources available from school system personnel. This handbook also includes a glossary of terms used throughout the document.

The focus of this handbook is to guide student behavior, to link interventions to improve student behavior, and inform others that will assist school staff in creating safe and orderly environments. The rules and expectations outlined have been developed so that a combination of consistent, fair, proactive, corrective, and instructive strategies will be implemented in every classroom and every school, and opportunities for teachers to teach and students to learn will be achieved. As a result, students, staff, and parents all benefit.

Equally important to sharing what is expected of students is that school and district policies and practices support character development, the development of self-control, and positive behavior choices. Developing positive and effective student behaviors require collaborative efforts from school, home, and community organizations and agencies. Some of the most important character traits we can assist students in learning are: responsibility, respect, trust, citizenship, and caring.

Responsibility is demonstrated by always doing your best, thinking about consequences, being accountable for choices, and doing what one is expected to do. **Respect** is shown by treating others the way you wish to be treated, using good manners and appropriate language, dealing peacefully with anger, insults, and disagreements, and accepting differences among people. **Trust** is built by keeping promises, telling the truth, being reliable, and building a good reputation. **Citizenship** has to do with making your school and community a better place, obeying laws and rules, and respecting authority. And finally, **caring** is showing concern for the well-being of others around you.

PSRC Character Education

Character Traits

Character education is the deliberate effort to help people understand, care about and act upon core ethical values. An intentional and comprehensive character education initiative provides a lens through which every aspect of school becomes an opportunity for character development.

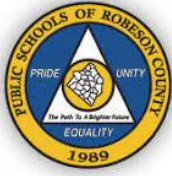
Benefits:

- Character traits promote character development through the exploration of ethical issues across the curriculum.
- Character traits develop a positive and moral climate by engaging the participation of students, teachers and staff, parents, and communities.
- Character traits teach students how to solve conflicts fairly, creating safer schools that are freer of intimidation, fear and violence, and are more conducive to learning.

The following character traits are essential for students to compete locally, nationally and internationally! These traits should be modeled and maintained by adults and students.

**Character Education Informational Handbook and Guide, NCDPI*

Respect, Responsibility and Caring <i>These are the cornerstones of good character!</i>	Respect <i>Showing high regard for self, others and property.</i>
Responsibility <i>Being accountable for individual behavior.</i>	Honesty <i>Being truthful in word and action.</i>
Caring <i>Showing concern for the well-being of others.</i>	Justice and Fairness <i>Demonstrating impartial, unbiased and equitable treatment for all.</i>
Citizenship <i>Being an informed, responsible and caring participant in the community.</i>	Courage <i>Doing the right thing in the face of difficulty and following the conscience instead of the crowd.</i>
Perseverance <i>Staying the course and not giving up; demonstrating commitment, pride and a positive attitude in completing tasks.</i>	Hope <i>Believing in success.</i>



2025–2026: K–12 Character Education Word of the Week

Character Education: positive traits are developed, encouraged, and reinforced through example, study (history and biography of the great and good), and practice (emulation of what has been observed and learned)

Week Of	Word of the Week	Definition
August 25	Mindfulness	Being aware and present in the moment.
September 15th–October 15th is National Hispanic Heritage Month		
September 01	Humility	A modest view of one's own importance; humbleness.
September 08	Justice	Upholding what is fair, just, and right.
September 15	Accountability	Taking responsibility for one's actions.
September 22	Values	Hold in high esteem; regard highly.
September 29	Conscience	Conformity to one's own sense of right conduct.
October is Bullying Prevention Month		
October 06	Patience	Not being hasty or impetuous.
October 13	Graciousness	Kindness, courtesy, and tact in dealing with others.
October 20	Helpfulness	Providing assistance or support to others.
October 27	Respect	To demonstrate high regard for or special attention to something or someone.
November is Native American Heritage Month		
November 03	Innovation	The act of introducing something new or doing something in a new way.
November 10	Character	Attributes or features that make up and distinguish the individual.
November 17	Tolerance	Showing respect for others who are different from me.
November 24	Thanksgiving Break	

December is National Giving Month		
December 01	Fairness	Treating people equally without favoritism or discrimination.
December 08	Commitment	Being emotionally, physically, and intellectually bound to something.
December 15	Resilience	The capacity to recover quickly from difficulties.
December 22	Winter Break	
December 29	Winter Break	
January is National Mentoring Month		
January 05	Ethics	Motivation based on ideas of right and wrong.
January 12	Sincerity	The quality of being free from pretense, deceit, or hypocrisy.
January 19	Determination	Firmness of purpose; resoluteness.
January 26	Honorable	Deserving of respect or high regard.
February is Black History and Presidents' Month		
February 02	Cooperation	The ability for people to work together so everyone can benefit.
February 09	Integrity	The quality of being honest and having strong moral principles.
February 16	Inclusiveness	The practice of including people who might otherwise be excluded.
February 23	Sportsmanship	Abiding by the rules of a contest and accepting victory or defeat graciously.
March is Women's History, National Reading and Arts Month		
March 02	Compassion	Helping those who are hurting.
March 09	Curiosity	A strong desire to know or learn something.
March 16	Loyalty	A strong feeling of support or allegiance.
March 23	Adaptability	The ability to adjust to new conditions.
March 30	Optimism	Hopefulness and confidence about the future.
April is National Library and National Mathematics Month		
April 06	Spring Break	
April 13	Self-esteem	Pride and belief in oneself and in achievement of one's potential.
April 20	Truth	Freedom from deceit or falseness; based on fact or reality.

April 27	Confidence	A belief in one's abilities and judgment.
May is National Physical Fitness Month		
May 04	Dependability	Being trustworthy and reliable.
May 11	Kindness	The quality of being warm-hearted, considerate, humane, and sympathetic.
May 18	Listening	Giving attention in order to hear and understand.
May 25	Accomplishment	Appreciation for completing a task.
June is National Safety Month		
June 01	Cheerfulness	Pleasantly optimistic.
June 08	Trustworthiness	Worthy of confidence.

Resources (including lesson plan ideas, posters, scenarios, etc.):

<http://character.org/more-resources/11-principles/>

NCDPI Character Education Page

<https://talkingtreebooks.com/character-education-lesson-plans.html>

Please reach out to Comecya Thomas: Comecya.Thomas@Robeson.k12.nc.us if you have any questions or concerns.

All students are expected to adhere to the Safety Pledge:

Elementary Safety Pledge:

- I want my school to be a place where all students feel safe and treat each other with respect.
- I will not bully, tease or hurt anyone. If I hear or see bullying or teasing, I will tell the person to stop and report it to an adult.
- I will tell an adult right away if I hear anyone threaten another person.
- I will immediately tell an adult if a student brings something to school that could hurt someone.

Secondary Safety Pledge:

Recognizing that every student has the right to a safe environment where everyone is treated with respect:

- I understand that I have an essential role in school safety and violence prevention.
- I will not bully, tease or hurt anyone. If I hear or see bullying or teasing, I will tell the person to stop and report it to an adult.
- I will immediately report any threats of violence, suicide, presence of weapons, explosives or drugs to school administrators, allowing them to investigate and determine the seriousness of the report. I will do all I can to stop harassment of others.
- I will promote the acceptance of individual differences, recognizing that diversity contributes to the strength of my school.

The following list is a starting point for engaging students in the process of setting positive expectations for conduct in an environment of mutual respect and dignity:

1. My words, actions, and attitudes demonstrate respect for myself and others at all times.
2. I demonstrate pride in myself, in my future, and in my school by arriving on time, dressed appropriately, and prepared to focus on my studies.
3. I always seek the most peaceful means of resolving conflict and obtain the assistance of teachers, administrators, or school staff when I am unable to resolve conflicts peacefully on my own.
4. I seek to correct any harm that I have caused to others in the school community.
5. I take pride in promoting a safe and clean learning environment at my school.

Student Standards for Conduct

In general, all students are entitled to enjoy the basic rights of citizenship recognized and protected by law for persons of their age and maturity. The Public Schools of Robeson County shall foster a climate of mutual respect for the rights of others. Each student is expected to respect the rights and privileges of other students, teachers, and district personnel.

Students are expected to:

- | | |
|---|---|
| <ul style="list-style-type: none"> ❖ Abide by the Student Safety Pledge. ❖ Adhere to requirements of the Student Code of Conduct and policies/procedures of the Public Schools of Robeson County. ❖ Behave in a responsible manner at school, on school buses or vehicles owned or operated by the district, and at all school functions on and off campus. ❖ Be well-groomed and dress appropriately. ❖ Cooperate with or assist the school staff in maintaining safety, order, and discipline. ❖ Demonstrate courtesy and respect for others. ❖ Respect the rights and privileges of other students and of teachers and other district staff. ❖ Respect the property of others, including district property and facilities. ❖ Report any acts of bullying. ❖ Report dangerous behaviors and/or situations to school personnel. ❖ Report threats to the safety of students and staff members as well as misconduct on the part of any other students or staff members to the principal designee, a teacher, or another adult. ❖ Report all observed or suspected technology security problems immediately to a teacher. ❖ Know and exercise positive modes of behavior and good manners. ❖ Accept the responsibility for their own actions and the consequences of inappropriate behavior as outlined in the code of conduct. ❖ Respect the rights of others, including the right to secure an education in an environment that is orderly and disciplined. | <ul style="list-style-type: none"> ❖ Attend the entire instructional day, except when ill or otherwise lawfully excused, and be on time to all classes. ❖ Review and acknowledge receipt of the Code of Conduct. ❖ Follow the rules and regulations established by the teacher and the school as stated in the school discipline management plan. ❖ Cooperate with all lawful and reasonable directives issued by school personnel. ❖ Be prepared for each class with assigned work and appropriate materials. ❖ Pursue mastery of the essential knowledge and skills of the curriculum as prescribed by the district and the state. ❖ Establish and maintain an effective working relationship with parents, peers and school personnel. ❖ Refrain from making profane, insulting, threatening or inflammatory remarks. ❖ Make no visits to other PSRC campuses during the school day, except with permission. ❖ Express opinions and ideas in a respectful and courteous manner. ❖ Seek changes in school policies and regulations through approved channels in an orderly and responsible manner. ❖ Strive toward self-discipline, setting individual goals and utilizing good work habits. ❖ Leave campus immediately after dismissal bell unless involved in a school activity. ❖ Assume responsibility for making choices and accept consequences for your behaviors. |
|---|---|

Student Standards for Conduct (cont.)

Students shall not:	
<ul style="list-style-type: none"> ❖ Cause an individual to act through the use of threat or force (coercion). ❖ Commit extortion or blackmail (obtaining money or an object of value from an unwilling person). ❖ Commit or assist in a robbery or theft. ❖ Damage or vandalize property owned by others. ❖ Deface or damage school property—including textbooks, lockers, furniture, and other equipment—with graffiti or by other means. ❖ Disobey rules for conduct on school buses. ❖ Fail to comply with directives given by school personnel (insubordination). ❖ Engage in bullying, harassment, or making hit lists (see glossary for all three terms). ❖ Engage in conduct that constitutes dating violence ❖ (see glossary). ❖ Engage in conduct that constitutes sexual or gender-based harassment or sexual abuse, whether by word, gesture, or any other conduct directed toward another person, including a district student, employee or volunteer. <p><i>(The categories above are prohibited, but not a complete list of consequences resulting in disciplinary action.)</i></p>	<ul style="list-style-type: none"> ❖ Engage in inappropriate or indecent exposure of private body parts. ❖ Engage in inappropriate verbal, physical, or sexual conduct directed toward another person, including a district student, employee, or volunteer. ❖ Fight or scuffle (assault will be handled differently). ❖ Leave school grounds or school-sponsored events without permission. ❖ Participate in gangs or gang-related activities. ❖ Participate in hazing (see glossary). ❖ Record the voice or image of another without the prior consent of the individuals being recorded or in any way that disrupts the educational environment or invades the privacy of others. ❖ Refuse to accept discipline management techniques assigned by a teacher or principal. ❖ Steal from students, staff, or the school. ❖ Threaten a district student, employee, or volunteer, including off school property, if the conduct causes a substantial disruption to the educational environment. ❖ Use profanity or vulgar language or make obscene gestures.

Expected Student Behaviors

I will show respect for:

Myself by:	Others by:
<ul style="list-style-type: none"> ❖ Attending school regularly and being on time. ❖ Following rules and directions of adults. ❖ Doing my schoolwork and homework neatly and completely. ❖ Practicing positive behavior choices. ❖ Remaining on school grounds unless I have permission to leave school. ❖ Not harming myself or stating an intention to harm myself or others. ❖ Learning from consequences of my behavior. ❖ Choosing not to bring tobacco, alcohol, other drugs, or weapons to school. ❖ Dressing in a way that is appropriate for the learning environment. 	<ul style="list-style-type: none"> ❖ Being understanding of other's feelings. ❖ Using positive words with others (no putdowns). ❖ Treating others like I want to be treated. ❖ Not bullying or threatening. ❖ Being honest by telling the truth, and admitting to things I have done. ❖ Working with others in positive ways. ❖ Keeping my hands to myself. ❖ Refraining from using profanity in school. ❖ Working together and/or with adults to manage negative behaviors and emotions. ❖ Using a respectful, positive, and considerate tone of voice and body language when I am speaking to others. ❖ Listening when others are speaking to me.
Learning by:	Property by:
<ul style="list-style-type: none"> ❖ Following school rules and school staff directions. ❖ Keeping focused on my work. ❖ Coming to school prepared to work. ❖ Participating in class activities and discussions. ❖ Completing my own schoolwork and homework. ❖ Keeping my eyes on my own paper when taking quizzes and tests. <p><i>(The categories above are prohibited but not a complete list of consequences resulting in disciplinary action.)</i></p>	<ul style="list-style-type: none"> ❖ Not bringing dangerous or distracting things, such as matches, lighters, weapons, toys, fireworks, alcohol/tobacco/other drugs, medicine not prescribed for me, etc. using school materials or a classmate's materials for their intended purpose. ❖ Using technology devices as directed by adults. ❖ Following rules about safety: ❖ Refraining from touching a fire alarm unless there is an emergency. ❖ Refraining from making threats about bombs, guns or blowing something up. ❖ Using playground equipment in a safe manner. ❖ Taking care of things in my school and on school grounds. ❖ Refraining from defacing or damaging school property.

Multi-Tiered System of Support (MTSS)

The Public Schools of Robeson County utilizes positive behavior interventions and supports (PBIS), a crucial component of the MTSS framework. K-8 schools establish, post, and provide direct instruction on school-wide behavioral expectations to each student at the beginning of each school year and reinforce expectations throughout the school year to ensure fidelity of implementation.

Guiding Students to Positive Behavior

The most critical step to building a safe, respectful, and productive learning environment is establishing a positive school climate where students and adults have strong, positive relationships and students understand what is expected of them as learners at school. Schools should nurture students by providing them with positive behavioral supports and meaningful opportunities for improving social and emotional skills, such as recognizing and managing emotions, developing caring and concern for others, making responsible decisions, establishing positive relationships, and handling challenging situations in a constructive way. School principals and staff members must establish and maintain a positive school climate by effectively communicating, teaching, and modeling the positive behaviors they expect students to exhibit in the classroom and in other parts of the school.

In order to guide students to positive behavior, **all school staff** must follow these steps:

- ❖ Set expectations for positive behavior.
- ❖ Create expectations for positive behavior and predictable routines for students.
- ❖ Post expectations for positive behavior throughout the school.
- ❖ Regularly communicate high expectations for student success by demonstrating positive behavior.
- ❖ Teach positive behavior.
- ❖ Build positive relationships with students.
- ❖ Model positive behavior for students.
- ❖ Explicitly teach students how they can best demonstrate positive behavior and follow expected routines.
 - For example, specifying and modeling expected behavior while learning in the classroom, moving through the hallways, eating in the cafeteria, entering the building, leaving at dismissal, etc.
- ❖ Practice expected behavior with students in all settings.
- ❖ Reinforce positive behavior.
- ❖ Regularly review expectations for positive behavior, re-teaching and allowing practice as needed.
- ❖ Provide frequent feedback to students on their behavior, both appropriate and inappropriate, so they know if and how they are meeting the school's expectations.
- ❖ Praise and reward students for demonstrating positive behavior, especially when it is a new behavior for that student.

By setting expectations, teaching students to meet those expectations, and regularly reinforcing appropriate behaviors, schools will see fewer incidents of inappropriate behavior and more time spent learning.

MTSS: Tiers of Interventions & Supports

A major initiative in the Public Schools of Robeson County is Multi-Tier System of Support (MTSS), which includes proactive strategies for defining, supporting, and teaching appropriate behaviors to create positive learning environments. Attention is focused on sustaining a three-tiered or level system of support to enhance student learning. Students often need encouragement and new skills to improve their behavior and assistance in learning to do so. School staff recognize that maintaining and changing student behaviors involves a continuum of acknowledgements, supports, and interventions.

Behavior/Social & Emotional Learning				
	Environment	Curriculum	Instruction	Data Evaluation
Tier 1 Differentiated Core Behavior: general curriculum enhanced by acknowledgments of positive behaviors and clearly stated expectations that are applied to all students.	Who : All Students /Whole School/Whole Staff-Students who have between 1-3 referrals (including bus incidents) in a nine week period and 1-2 or less office referrals in a nine week period (including bus suspensions) and/or Parental Permission to collect official data if EC. Group Size: Whole class/small group Staff: Teachers, administration, Data Manager, Social Worker, Counselor Where: Staff Meetings, Classrooms When: Beginning of Year-To Go over Expectations and any other time as needed. Frequency: daily	~School-wide behavior matrix ~Second Step ~Student Handbooks ~Flow chart of classroom managed behaviors vs. office managed behaviors ~Data Decision Rules ~Praise ~Brain Breaks	~Explicit teaching of school behavior Matrix-First 2 Weeks of School. ~Continuous modeling of expectations for behavior throughout all parts of the school as needed throughout the school year. ~Teachers use the Second Step Curriculum to deliver evidence-based instruction in Social & Emotional Learning daily for all K-8 students. ~Social & Emotional Learning is integrated into academic core content lessons daily for all K-12 students. ~Teachers and school administrators use the data decision rules that have been established to monitor the behavior and social and emotional learning progress of all students throughout all tiers. ~Positive reinforcements are in place for students to meet established behavioral expectations.	~PLC Notes ~Office Discipline Referrals ~Parent Communication Logs ~Remind/Class Dojo ~ci3t Student Risk Screeners

	Environment	Curriculum	Instruction	Data Evaluation
<p>Tier 2 Supplemental Supports focus on specific interventions for students who do not respond to universal efforts.</p> <p>Students who Targeted groups of students who require more support; these interventions are part of a continuum of behavioral supports.</p>	<p>Who : Students who have 5 classroom actions in a nine week period and/or 3 office referrals in a nine week period (including bus suspensions)and /or Parental Permission to collect official data if EC.</p> <p>Group Size: Individual Students/Small Groups</p> <p>Frequency: 1-2 times per week, Consultative</p> <p>Staff: Admin. team, Social Worker, Guidance Counselor, Teachers, Mentors</p> <p>When: Check in and Check Out Groups, 1-2 times per week</p> <p>Where: Classroom, Counselor's Office, Admin's Office, Mentor's Room's</p>	<p>~School-wide behavior matrix</p> <p>~Processes & Procedures</p> <p>~MTSS Guidebook</p> <p>~Morning Mtgs.</p> <p>~Small Group Lesson Plans</p> <p>~Second Step</p> <p>~Research based intervention</p> <p>~Functional Behavior Assessment</p> <p>~Behavior Intervention Plans</p> <p>~Pre-Referral Intervention manual (PRIM)</p> <p>~Scheduled Cool downs</p> <p>~Frequent Breaks</p> <p>~Take a space/bounce</p> <p>~Individual student contracts</p> <p>~Check In/Check Out List</p>	<p>~Small group session with school counselor</p> <p>~Second Step small group, targeted skill lesson</p> <p>~Check in/Check Out</p> <p>~List goals</p> <p>~Explicit Instruction of appropriate behaviors.</p> <p>~Modeling of appropriate behaviors</p> <p>~Visual Reminders</p> <p>~Cool Down Spaces within classes and school</p> <p>~Go over personal contracts with students and remind them throughout the day.</p> <p>~Progress Monitoring of Data-Data Notebook for student to show them how to monitor is what they are doing is working</p>	<p>~PLC Notes</p> <p>~Functional Behavior Assessment</p> <p>~Check in/Check out notes</p> <p>~BIP Review every 30-45 days</p> <p>~Individual Student contracts</p> <p>~Data Notebooks</p>

	Environment	Curriculum	Instruction	Data Evaluation
<p>Tier 3 Intensive Supports focus on the needs of individual students who exhibit a pattern of problem behaviors.</p> <p>Intensive supports should diminish problem behaviors and increase the student's social skills and functioning.</p> <p>This level of support is typically driven by data collected from conducting functional behavioral assessments (FBAs).</p> <p>FBAs are used to create and implement individual student behavioral intervention plans</p>	<p>Who: Students who have 8 classroom actions and/or 5 or more office referrals in a nine week period (including bus suspensions), along with Tier 2 data.</p> <p>Group Size: Individual Students</p> <p>Staff: Admin. team, Social Worker, Guidance Counselor, Teachers, Mentors</p> <p>Frequency: Daily</p> <p>Where: Classroom, Counselor's Office, Admin's Office, Mentor's Room's</p>	<p>~School-wide behavior matrix</p> <p>~Processes & Procedures</p> <p>~PSRC MTSS Guidebook</p> <p>~Individual student lesson plans</p> <p>~School counselor lesson plans</p> <p>~Second Step Curriculum</p> <p>~Individual Student Check-In/Check-out</p> <p>~Research based intervention-PRIM Manual</p> <p>~Behavior Intervention Plan</p> <p>~Scheduled cool down/breaks</p>	<p>~School counselor whole group, small group, and individual</p> <p>~Second Step-small group</p> <p>~Daily Check in/Check Out</p> <p>~List goals-Explicitly review of goals and rewards with individual student</p> <p>~Explicit Instruction and modeling of appropriate behaviors.</p> <p>~Visual Reminders</p> <p>~Cool Down Spaces within classes and school</p> <p>~Review of personal contracts with students and reminders throughout the day.</p> <p>~EC Consultative Services if required.</p> <p>~One-on-one instruction with identified school personnel</p> <p>~Behavior Intervention Plan (BIP) Implementation and monitoring with EC/Regular Ed. teachers</p> <p>~Progress Monitoring of Data</p> <p>~EC Behavior Goals</p> <p>~Accommodations based on individual student goals</p> <p>~Behavior specialist (PRC 29)</p> <p>~Progress Monitoring of Data</p>	<p>~Behavior Intervention Plan (BIP) Progress Monitoring sheets and review of plan every 30-45 days</p> <p>~Office Discipline Referral data</p> <p>~Tier III Individual Student Problem-Solving Meetings</p> <p>~Collaboration with, and linkages to, community resources, agencies, parent groups</p> <p>~Behavioral Contract</p> <p>~OSS/ISS data</p>

Conduct and Discipline

(See Board of Education Policy 1710/4021/7230 for the complete text of the Prohibition against Discrimination and Harassment Policy)

The Public Schools of Robeson County Board of Education believes that an effective instructional program requires an orderly school environment and that the effectiveness of the educational program is, in part, reflected in the behavior of the students. The emphasis on positive behaviors creates an atmosphere of mutual respect and the appreciation of individual differences among staff, students, and parents for individuals, the district, and community property.

The Public Schools of Robeson County Board of Education expects students to conduct themselves, in keeping with their level of maturity, in such a way as to demonstrate proper regard for the rights and welfare of others.

Students are expected to conduct themselves in keeping with the educational purpose underlying all school activities, including the care of school facilities and equipment. The Public Schools of Robeson County Board of Education believes that the standards of student behavior must be set cooperatively by interaction among students, parents/guardians, staff and community producing an atmosphere that encourages students to grow in self-discipline and character development.

1. The Superintendent of Schools shall develop general guidelines for student conduct on school property or while attending school events, trips or contests, and shall direct development of detailed regulations suited to the age level of the students and the physical facilities of the individual schools.
2. The Superintendent of Schools or designee shall provide to students and their parents/guardians the rules of this district regarding student conduct and the sanctions that may be imposed for breach of those rules.
3. All students shall adhere to the rules and regulations established by the Public Schools of Robeson County. Non-compliance will result in disciplinary action.
4. Disciplinary action shall be applied consistently and uniformly with necessary due process in accordance with the regulations of the North Carolina General Statutes. Staff shall comply with the regulations of the North Carolina General Statutes when dealing with discipline and/or suspension of all students.
5. Certain infractions shall be reported to the local law enforcement agency in accordance with the District's Memorandum of Understanding (MOU) which is on file with the Assistant Superintendent of Auxiliary confidentiality shall be protected in accordance with federal and state law.

Application of the Code of Conduct

The disciplinary consequences set forth in the Public Schools of Robeson County Code of Conduct apply to students at all times, while they are on Public Schools of Robeson County property or attending a Public Schools of Robeson County event. Public Schools of Robeson County property means any school or other facility, including grounds owned or operated by the Public Schools of Robeson County, buses and other Public Schools of Robeson County vehicles, and the facility and grounds of any Public Schools of Robeson County activity involving students. Student conduct occurring outside of school hours and away from school property may be subject to disciplinary action if the principal believes reasonably that the conduct threatens the health or safety of students or staff in the school setting or if conduct causes or is reasonably expected to cause substantial disruption or material interference with school activities.

Whenever possible, the disciplinary action will be related to the offenses. If a student has to complete academic

work as part of that action, the goal is to teach something of value that is related to the class the student is taking. It cannot simply be punitive. For example, a teacher cannot assign numerous math problems as a consequence when it is clear that the student already mastered that concept. Rote work also is not allowed as a consequence. A teacher cannot make a student write a sentence over and over or copy material from a dictionary. Writing a paper explaining why the student's actions were wrong is an example of an acceptable academic action.

A student can never be punished with physically strenuous activity. However, school personnel may use reasonable force to break up a fight, prevent violence, or restrain a disruptive student on school premises or during a school-sponsored trip. Grades will never be adjusted as a form of disciplinary action. However, if a student is engaged in academic dishonesty, the teacher may assign a zero.

An entire group of students cannot be disciplined for the actions of some members of the group. For example, if one student disrupts class, the teacher cannot give everyone in the class detention. This rule applies even if the person responsible for the actions is unknown.

Disciplinary Action

Disciplinary action is not just to correct inappropriate behavior. It is also to help students become responsible members of the school community and the larger community in which they live. The district tries to prevent inappropriate behavior before it starts and will intervene to stop this behavior from getting worse before taking disciplinary action. To avoid having to take disciplinary action, the district uses special programs, trained personnel and community resources that are available for students and families to prevent and intervene.

School District Authority and Jurisdiction

The district may impose campus, classroom, or club/organization rules in addition to those found in the Student Code of Conduct. These rules may be listed in student and campus handbooks, posted in classrooms, or published in extracurricular handbooks, state or national organization by-laws, and/or constitutions, and may or may not constitute violations of the Student Code of Conduct. Additional rules or requirements, not part of the Student Code of Conduct, are adopted and approved by the sponsor, campus principal, and/or district administrator.

Sponsors and coaches of extracurricular activities may develop and enforce standards of conduct that are higher than the district's general standards and may condition membership or the student's participation in the activity on adherence to those standards. Extracurricular standards of behavior may take into consideration conduct that occurs at any time, on or off school property. However, no provision of an extracurricular behavioral standard shall have the effect of discriminating on the basis of gender, race, disability, religion, or ethnicity.

Organizational standards of repetitive behavior of an extracurricular activity are independent of the Student Code of Conduct. Violations of these standards of behavior that are also violations of the Student Code of Conduct may result in separate, independent disciplinary actions. A student may be removed from participation in extracurricular activities or may be excluded from school honors or activities for violation of organizational standards of behavior of an extracurricular activity or for violation of the Student Code of Conduct.

All students are expected to maintain the highest level of discipline and decorum at all school functions. Failure to comply with administrative directives promoting order and respect may result in the student being removed from participation in school activities, including, but not limited to, commencement exercises.

Student Searches

School administrators have the authority to conduct reasonable searches and seize materials in accordance with this policy for the purpose of maintaining a safe, orderly environment and for upholding standards of conduct established by the board or school. This policy does not apply to investigations conducted by law enforcement officials or to investigations conducted exclusively for the purpose of criminal prosecution. Any school official carrying out a search or seizure is expected to be knowledgeable about the constitutional rights of students and the appropriate procedures for conducting the search or seizure.

A search of a student is lawful if there are reasonable grounds for suspecting that the search will turn up evidence that the student has violated or is violating a law or a school rule. A search of a student is permissible in scope when measures adopted are reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the student and the nature of the infraction. Reasonable suspicion is not required if a student freely, voluntarily and knowingly consents and agrees to the search of his or her person or personal effects.

If a proper search yields illegal or contraband materials, such findings shall be turned over to proper legal authorities for ultimate disposition.

A student's failure to permit reasonable searches and seizures as provided in this policy will be considered a violation of the expected standard of behavior, and appropriate consequences may be imposed.

Personal Searches

A student's person and/or personal effects (e.g., purse, book bag, etc.) may be searched whenever a school authority has reasonable grounds for suspecting that the search will turn up evidence that the student has violated or is violating a law or a school rule.

If a frisk or "pat down" search of a student's person is conducted, it must be conducted in private by a school official of the same gender and with an adult witness present.

If the school official has reasonable grounds for suspecting that the student has on his or her person an item imminently dangerous to the student or to others, a more intrusive search of the student's person may be conducted. Such a search may be conducted only in private by a school official of the same gender, with an adult witness of the same gender present, and only upon the prior approval of the superintendent or designee, unless the health or safety of students will be endangered by the delay that might be caused by following these procedures.

Use of Metal Detectors

A metal detector may be used to search a student's person and/or personal effects whenever a school official has reasonable grounds for suspecting that the student is in possession of a weapon. The search must be conducted by a school official or the school resource officer under the direction of the school official. The search will be conducted in private.

In view of the escalating presence of weapons in schools, the board authorizes school officials to conduct general searches of students and other persons and their personal effects with a metal detector if the searches are done in a minimally-intrusive, nondiscriminatory manner (e.g., on all students in randomly selected classes; on every third individual entering a school-sponsored extracurricular activity). The search must be conducted in accordance with procedures established by the superintendent or designee and may not be used to single out a particular individual or category of individuals. Prior to conducting general searches, school administrators must:

1. demonstrate to the superintendent the need for general searches based upon a pattern or expectation of violence or disruption; and
2. provide written notice, if feasible, to students and parents of the school policy governing general searches, but not of specific times when or places where searches will be conducted. Any search conducted pursuant to this policy must be conducted by a school official or the school resource officer under the direction of the school official.

A student's failure to permit a metal detector search as provided in this policy is grounds for disciplinary action including possible suspension. A non-student's refusal to permit a metal detector search at a school-sponsored activity will be grounds for denial of entry.

Desk and Locker Searches

Student desks and lockers are school property and remain at all times under the control of the school. However, students are expected to assume full responsibility for the security of their desks and lockers. Student desks and lockers may not be used to store illegal, unauthorized or contraband materials. Inspections of desks and lockers may be conducted by school authorities for any reason consistent with board policies or school rules at any time, without notice, without consent, and without a search warrant. A student's personal effects found in a desk or locker, such as backpacks, gym bags or purses, may be searched only pursuant to guidelines for personal searches described above.

Searches of Motor Vehicles

Students are permitted to park on school premises as a matter of privilege, not of right. School officials have authority to patrol student parking lots and to inspect the exteriors of student automobiles on school property at all times to maintain safety in the parking lots. The interior of a student's motor vehicle parked on the school premises may be searched if a school official has reasonable grounds for suspecting that the search will turn up evidence that the student has violated or is violating a law or a school rule.

Use of Trained Dogs

With the prior approval of the superintendent, school officials may use trained dogs in inspections for illegal materials in school facilities, on school grounds and in school parking lots. All dogs must be accompanied by a qualified and authorized trainer who is responsible for the dog's actions and who is able to verify the dog's reliability and accuracy in sniffing out illegal material. Trained dogs may sniff lockers, student motor vehicles and other inanimate objects. Such inspections are not considered searches and do not require notice or consent. Dogs may not be used for random searches of students or other persons. If a school official has reasonable suspicion that a student possesses illegal material on his or her person, a dog may sniff the air near the student. Such a search will be conducted in private with the school official and an adult witness present. (Policy Code: 4342 Student Searches)

Law Enforcement

Reporting Crimes

A school administrator will report crimes as required by law, including child abuse. A school administrator who suspects that a crime has been committed on campus will call local law enforcement.

False Accusations

Be advised that teachers, administrators, or any district employee falsely accused may file a criminal complaint against any person making a false police report. If any district employee is harmed by a student's false accusation, the victim may seek civil damages from the student/parent/guardian. These are individual rights and do not belong to the school district. Employees shall consult their own attorney for legal advice and counsel in these situations.

School Resource Officers (SROs) and Referrals to Law Enforcement

Law enforcement officials, including School Resource Officers (SROs), may be contacted to keep or restore order at school or at school-related activities. They may also be contacted to conduct their own investigations of alleged criminal conduct on school premises or at school-related activities. Administrators, teachers, students, other district staff and adult volunteers have the ability to contact law enforcement and campus-based SROs for assistance. Law enforcement officials will determine whether students should be arrested and/or issued citations/tickets.

The Public Schools of Robeson County Code of Conduct is intended to provide guidance for PSRC staff in crafting appropriate school-based disciplinary responses to student behavior. These responses necessarily will be informed by, but should be separate and distinct from, any actions by the police or other law enforcement agencies. The PSRC works with local law enforcement agencies to set clear expectations for the roles and responsibilities of school resource officers (SROs) and other law enforcement personnel as important partners in supporting a positive school climate.

In January 2014, the U.S. Department of Education, along with the U.S. Department of Justice, provided important guidance about the roles that SROs should play in school environments:

First and foremost, any school or district using school-based law enforcement officers should clearly define the officers' roles and responsibilities at the school as that of important partners in school safety efforts. This role should be focused on school safety, with the responsibility for addressing and preventing serious, real, and immediate threats to the physical safety of the school and its community. By contrast, school administrators and staff should have the role of maintaining order and handling routine disciplinary matters.

By focusing officers' roles on the critical issue of safety and avoiding inappropriate officer involvement in routine discipline matters, schools have found that they can reduce students' involvement in the juvenile justice system and improve academic outcomes while improving school safety. For school resource officers, their role on campus typically involves three parts: law enforcer, informal counselor, and educator. In their capacity as counselors and educators, SROs can, and should, support positive school-climate goals by developing positive relationships with students and staff and helping to promote a safe, inclusive, and positive learning environment.

Security Cameras

The district utilizes security cameras and video recording devices at the school campuses and other district facilities. These are located in cafeterias, hallways, designated areas, entryways, and parking areas. Information provided by reviewing the videotapes will be utilized, as needed, to help maintain a safe and orderly environment. The district also randomly places video cameras on school buses to record student behavior. The district may view recordings to aid in the investigation of student misconduct and violations of the Code of Conduct.

- ❖ Schools have surveillance cameras, burglar alarm systems and fire alarm systems that are monitored continuously.
- ❖ Entrances to schools will be limited after the beginning of school each day.
- ❖ Video surveillance cameras may be installed on Public Schools of Robeson County buses and located in Public Schools of Robeson County facilities. Facility video is monitored and surveillance records are created and maintained by individual schools/facilities/buildings. Video surveillance may only be available to district administrators for a limited time after the date of the incident. Unless the video becomes an educational record,

surveillance video from a bus or campus may only be viewed by district administrators.

Right to Confidentiality of and Access to Student Records

The Family Educational Rights and Privacy Act (FERPA) guarantees to parents/guardians of students under age 18 and the eligible student (18 and older) the right to:

- inspect and review the educational records of the student.
- request the district to disclose information in the educational records to persons/agencies outside the Public Schools of Robeson County school system.
- request the amendment of the educational records to ensure that the records are not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student.
- file with the US Department of Education a complaint concerning alleged failures by the district to comply with the requirements of *FERPA*.
- obtain a copy of the district's policies on confidentiality.
- School records are maintained and kept by the school office in a secure location. They contain a list of credits, standardized test results, academic portfolios, grade-point averages, behavioral and psychological evaluations, screening and health records, attendance and disciplinary records, directory information, and a list of activities.

In order to inspect, review, or transfer educational records, the eligible student and/or the parent/guardian must make a request to guidance or school administration. Other than school staff, no additional person may inspect, review, or transfer student educational records without:

- the written consent of the eligible student,
- the written consent of the parent/guardian if the student is under 18 years of age, or
- a properly issued court order, except under the conditions specified in FERPA.

Under the provisions of FERPA, the district may release educational records to other school systems, colleges, and universities to which the student intends to enroll or transfer without written consent. The district may also release directory information, including name, date of birth, dates of attendance, current school, participation in school activities and sports, degrees and awards received, and photographs without consent unless the eligible student and/or parent/guardian notifies the student's principal in writing not to release the information included as directory information in the student record.

Disciplinary Authority of the School District

School rules and the authority of the district to administer discipline apply whenever the interest of the school is involved on or off school grounds in conjunction with or independent of classes and school-sponsored activities. In order to maintain a safe and orderly environment, school personnel have the authority and responsibility to question students and request a written statement regarding their conduct and conduct of others with or without parent permission or the presence of the parent(s).

The district has disciplinary authority and jurisdiction over a student:

- during the regular school day and while the student is traveling to and from school on school buses or vehicles owned or operated by the district;
- while the student is participating in any activity during the school day on school grounds;
- during lunch periods in which a student is allowed to leave campus;
- while the student is in attendance at any school-related activity, regardless of time or location;

- for any school-related misconduct, regardless of time or location;
- when retaliation against a school employee or volunteer occurs or is threatened, regardless of time or location;
- when the student commits a felony on school property;
- for certain offenses on or off school property as set out in the Student Code of Conduct; and
- when the student is required to register as a sex offender.

The district has the right:

- to **revoke the transfer** of a resident or non-resident for violating the Student Code of Conduct.
- to search a vehicle driven to school by a student and parked on school property whenever there is reasonable cause to believe it contains articles or materials prohibited by the district.
- to search a student's locker or desk when there is reasonable cause to believe it contains articles or materials prohibited by the district.
- to limit a student's participation in **graduation activities** for violating the district's Code of Conduct. Participation might include a speaking role, as established by district policy and procedures.

Authority of the Principal:

The principal is the leader of the school and, in concert with the staff, is responsible for the orderly operation of the school. Principals are granted authority to enforce this Code of Conduct; and in cases of disruptive, disorderly or dangerous conduct not covered in this Code, the principal is authorized to undertake corrective measures which he or she believes to be in the best interest of the students and the school, provided such action does not violate law, or a school board policy or procedure.

Authority of Teachers and Other School Personnel:

The teacher has the authority and responsibility to manage student behavior in the classroom and while students are under his or her supervision. The teacher is expected to implement the student behavior management plan and any other school standards or rules. The teacher may develop other standards or rules consistent with the direction provided by the board and school. Every teacher, student teacher, substitute teacher, voluntary teacher or teacher assistant is required to report to the principal all acts of violence occurring in school, on school grounds, or at any school-sponsored activity. Teachers and other school personnel have the authority to manage or remove disruptive or dangerous students from the classroom and other locations within the school building.

School personnel may use reasonable force to control behavior or to remove a person from the scene in those situations when necessary:

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

Each teacher is authorized by law to remove from his or her class a student who repeatedly or substantially interferes with the teacher's ability to communicate effectively with the students in the class or with the ability of other students to learn, provided the student's behavior is in violation of the student code of conduct and the teacher has previously filed a report with the principal; or if the teacher determines that such behavior poses an immediate threat to the safety of that student or to some other person.

Students must comply with all directions of principals, teachers, substitute teachers, student teachers, teacher assistants, bus drivers and all other school personnel who are authorized to give such directions, during any period of time when they are subject to the authority of such personnel.

The Administrative Discipline Process

It is important for parents/guardians and the community to understand that the Public Schools of Robeson County schools complete what is termed “administrative processes.” These processes are separate and different from what a juvenile or adult court will do when a student breaks the law. To take action, the district has to show only a preponderance of evidence that a student violated the *Student Code of Conduct*. The district does not have to show proof beyond a reasonable doubt.

When a student is charged by law enforcement with a penal code violation, the district will act on that charge. The district continues the administrative discipline process, even if the following occurs:

- The district attorney decides not to prosecute
- The case is non-suited, reduced in severity, or cleared by exception
- The police do not file a report

School-Level Investigations

The board is committed to creating a safe, orderly environment for students and employees. Principals are authorized and responsible for investigating conduct that may violate board policy, school standards, school rules or the Code of Student Conduct. If the principal has sufficient justification to believe that conduct also violates the law, the principal shall immediately contact law enforcement.

School administrators may contact the student alleged to have engaged in the misconduct and potential witnesses to the misconduct. School administrators should take care to question only those students who are reasonably likely to have witnessed the misconduct. School officials should not engage in detailed questioning of students at random without any reasonable cause in attempt to gather information regarding misconduct at school. All employees and students, including students alleged to have engaged in misconduct, are expected to respond fully and truthfully to any questions or issues raised in the course of the investigation and any related proceedings. Any student who has violated a board policy, school standard, school rule, or the Code of Student Conduct must accept the consequences for his or her misbehavior. All consequences must be administered in a fair and nondiscriminatory manner.

The school administrator shall take the following steps in addressing all cases of alleged misbehavior appropriately referred to his or her office:

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

If a violation has occurred, the school administrator shall implement an appropriate consequence in accordance with the school’s plan for managing student behavior, the Code of Student Conduct or applicable board policy. Parents are to be notified and involved in accordance with policy 4341, Parental Involvement in Student Behavior Issues.

When the misbehavior may result in a suspension or an expulsion from school, procedures provided in related board policies will also apply (see policies 4351, Short-Term Suspension, and 4353, Long-Term Suspension, 365-Day Suspension, Expulsion).

A student with disabilities, recognized by Section 504 of the Rehabilitation Act of 1973 or the Individuals with Disabilities Education Act (IDEA), will be accorded all rights granted by federal and state laws and regulations (see policy 4307, Disciplinary Action for Exceptional Children/Students with Disabilities). (Policy Code: 4340 School-Level Investigations)

Parental Involvement in Student Behavior Issues

The board recognizes the need for parents and guardians to work with school employees in helping students to learn and practice acceptable standards of behavior. School employees are to encourage parents to participate in discussions on effective strategies for correcting misbehavior and appropriate consequences for violations of board policy, the Code of Student Conduct, and other school standards or school rules.

School employees are expected, as part of their school's student behavior management plan, to identify strategies that involve parents. At a minimum, the plan must provide for inviting parents to conferences whenever there are repeated violations of board policy, the Code of Student Conduct, school standards or school rules or whenever there is a serious violation that may result in removing the student from his or her regular educational environment for any extended period of time. Parents also have the right to inspect or obtain copies of student records as provided in policy 4700, Student Records.

When the principal decides to impose a short-term suspension, the principal shall:

1. notify the parent of charges and hearing in accordance with Section C of policy 4351, Short-Term Suspension;
2. maintain documents and relevant information he or she receives about the misbehavior for review with the parent, taking into account the rights of other students or staff that may be involved;
3. make reasonable efforts, if appropriate, to meet with the parent before or at the time the student returns to school after any suspension; and
4. make available a copy of this policy, the Code of Student Conduct, and all other applicable board policies, school standards and school rules.

When a short-term suspension has been imposed, the principal shall inform the parent of the student's rights under policy 4351, Short-Term Suspension. When the principal decides to recommend a long-term suspension, a 365-day suspension or an expulsion, the principal shall inform the parent of the student's rights, as outlined in policy 4353, Long-Term Suspension, 365-Day Suspension, Expulsion. If English is the second language of the parent or guardian, the principal shall provide the notice in English as well as in the parent's or guardian's first language when the appropriate foreign language resources are available.

All records of parental contact should be maintained in the student's records and retained at least through the end of the school year. (Policy Code: 4341 Parental Involvement in Student Behavior Issues)

Responding to Inappropriate Student Behavior

The second part of building a safe, respectful, and productive learning environment is effectively addressing inappropriate behavior, if it occurs. All members of the school community should take steps to correct the student's inappropriate behavior, remedy any harm caused, and prevent the same inappropriate behavior from

recurring. **Students, parents/guardians, teachers, and staff** are responsible for reporting inappropriate student behavior to the school principal. The school principal or designee is responsible for assigning the appropriate interventions and consequences to address the inappropriate behavior and must also respect the rights of any student accused of inappropriate behavior. The section below explains the responsibility of each member of the school community when students behave inappropriately.

Students: If you feel unsafe, have a problem with another student that you cannot solve, or see someone hurting or bullying another child, tell your teacher, principal/designee, or another staff member.

Parents/Guardians: If your student feels unsafe, has a conflict with another child, or if you see a student behaving inappropriately, inform the school principal. The following steps will be taken if a student behaves inappropriately and are explained in more detail below. School administrators will (1) redirect to correct behavior; (2) intervene to minimize disruption; (3) investigate; (4) afford due process; (5) assign interventions and/or consequences; (6) complete a social and report; (7) inform parents/guardians of the right to appeal; and (8) take steps to restore the student's participation in the school community.

Teachers and Staff: Actively supervise students at all times, listen to student chatter and investigate rumors of inappropriate behavior. Take every opportunity to correct minor inappropriate behaviors you may observe among students in the classroom and in common areas. Use instructive and corrective consequences to guide students to appropriate behaviors and refrain from calling students out or posting their names for inappropriate behavior. If you see a conflict between students that you cannot resolve, hear an allegation of a student behaving inappropriately, or witness an inappropriate act, inform your administration and intervene as necessary to keep students safe.

Principals and Administrators:

If you learn about a conflict between students, hear an allegation of a student behaving inappropriately, or witness an inappropriate act, follow these steps:

1. Redirect to correct behavior. All adults should redirect students to correct inappropriate behavior and minimize the likelihood of the behavior escalating or recurring.
2. Intervene to minimize disruption, resolve conflict, and as necessary to keep students and staff safe. If a student has been injured, make every reasonable effort to notify the parents/guardians.
3. Investigate by talking to all students, teachers, school staff, or other witnesses to the incident. If a search of the student, his/her locker, desk, or personal belongings needs to be conducted, follow the Board's Policy.
4. Afford due process for the student.
5. Assign interventions or consequences according to the Student Code of Conduct. (The principal has the final authority to assign interventions and consequences based on his/her independent assessment of the best interest of the school community, including available school resources, the needs of any student or staff victim, and the rights of the student engaged in inappropriate behavior.)

Identify the appropriate intervention(s) and/or consequence(s) that best address and correct the student's inappropriate behavior. Before assigning, consider the following:

- The goals of assigning interventions or consequences are to maintain a safe environment, maximize all students' learning, and improve students' behavior skills by addressing the triggers for inappropriate student behavior.
- Use corrective and instructive consequences as much as possible to teach appropriate behavior, including the use of balanced and restorative justice when appropriate and when all parties voluntarily agree to participate.
- Select consequences that are in proportion to the inappropriate behavior.

- Avoid consequences that will remove the student from class and school, if possible. Use out-of-school suspensions as a last resort and only when in-school interventions and consequences are insufficient to address the student's inappropriate behavior. When suspended out of school, students lose instructional time and opportunities for developing emotional skills that could lessen the likelihood of future inappropriate behavior.
- Follow the special procedures, laws, and policies for students with disabilities and students with Section 504 Plans.

Consider these factors when deciding which consequence will be most effective:

- student's age, maturity, and grade,
- student's prior conduct and record of behavior,
- student's willingness to acknowledge the inappropriate behavior,
- student's willingness to make restitution,
- impact of the incident on the overall school community,
- student's intent and the severity of harm caused, and
- parent/guardian's level of cooperation and involvement.

Impose age-appropriate consequences for all Student Code of Conduct inappropriate behaviors. *Students of different grades and ages are at different developmental levels, so the appropriate response to behavior may vary depending on the student. Less severe consequences may be appropriate for lower grade or younger students when compared to higher grade or older students.*

The Student Code of Conduct does not apply to pre-kindergarten and kindergarten students. If a student in kindergarten or younger is exhibiting behaviors that seriously disrupt the classroom, staff should respond with instructive and corrective consequences.

In-school suspension means that the student will attend school but will spend the day away from peers and normally assigned classroom instructional settings while completing assigned instructional tasks. In-school suspension shall not exceed five days. Out-of-school suspension means that the student is removed from class attendance or school attendance. Parents/guardians must be notified for both in-school and out-of-school suspensions.

The parents/guardians have the right to ask the principal to review the consequence assigned and to reconsider the decision.

If a student has been suspended, the parents/guardians may appeal to the principal. The Assistant Superintendent of Auxiliary Services can determine whether any factual errors were made in the principal's investigation, whether the student was charged with the correct inappropriate behavior under the Student Code of Conduct, whether the length of the suspension was commensurate with the student's inappropriate behavior, and in the case of a referral for long term suspension or expulsion, whether the referral was appropriate. The term of a student's suspension or referral for expulsion is not halted by the parent's/guardian's appeal.

Parental Questions or Complaints

When parents/guardians have questions or complaints (also called grievances) regarding consequences, they should talk to the teacher or the campus administrator, as appropriate and in accordance with board policy. Parents/guardians may get a copy of the policy from the principal's office or can be accessed online at www.robeson.k12.nc.us. However, the consequence will not be delayed while waiting for the outcome of a grievance.

- ❖ Restore the student's participation in the school community. After a student serves a consequence, the school counselor, disciplinarian, or other staff member should review with the student the school's expectations for positive behavior, rules, and routines. If the student received an in-school or out-of-school suspension for an incident involving other students or staff, set aside time to implement strategies to restore relationships with those individuals. **Anytime a student is removed from the learning environment, he or she should be welcomed back without bias and given the supportive services necessary for transition back into the school community, and ultimately, social and academic success.**

Student Removal from the Regular Educational Setting

In addition to other discipline management techniques, misconduct may result in removal from the regular educational setting in the form of a routine referral or a formal removal.

Routine Referral

A routine referral occurs when a teacher sends a student to the principal's office as a discipline management technique. The principal may then employ additional techniques.

Formal Removal

A teacher or administrator **may** remove a student from class for a behavior that violates the Code of Conduct to maintain effective discipline in the classroom. A teacher **may** also initiate a formal removal from class if:

1. the student's behavior has been documented by the teacher as repeatedly interfering with the teacher's ability to teach his or her class or with the student's classmates' ability to learn; or
2. the behavior is so unruly, disruptive, or abusive that the teacher cannot teach, and the students in the classroom cannot learn.

A teacher or administrator **must** remove a student from class if the student engages in behavior that, under the law, requires or permits the student to be placed in an alternative education program or expelled. When removing for those reasons, the procedures in the subsequent sections on alternative education programs or expulsion will be followed. Otherwise, within a reasonable timeframe of the formal removal, the appropriate administrator will schedule a conference with the student's parent; the student; the teacher (in the case of removal by a teacher) and any other administrator.

At the conference, the appropriate administrator will inform the student of the misconduct for which he or she is charged and the consequences. The administrator will then give the student an opportunity to give his or her version of the incident.

When a student is removed from the regular classroom by a teacher and a conference is pending, the principal may place the student in:

- ❖ another appropriate classroom;
- ❖ in-school suspension;
- ❖ out-of-school suspension; and/or
- ❖ an alternative education program

Returning Student to Classroom

When a student has been formally removed from class by a teacher for conduct against the teacher containing the elements of assault, aggravated assault, sexual assault, aggravated sexual assault, murder, capital murder, or criminal attempt to commit murder or capital murder, the student may not be returned to the teacher's class without the teacher's consent.

When a student has been formally removed by a teacher for any other conduct, the student may be returned to the teacher's class without the teacher's consent, if it is determined that the teacher's class is the best or only alternative available.

General Rule of Thumb

A student may be immediately removed from a classroom by the teacher and placed in custody of the administrator or designee if the student's behavior prevents the orderly instruction of other pupils, poses an immediate threat to the safety of students or the teacher, or when a student exhibits disrespectful or threatening behavior toward a teacher. If removed, the student shall receive credit for school work missed when it is completed by the student based on its accuracy. Students who are not preventing instruction may be referred to the office, but do not warrant immediate removal.

If a student is preventing the delivery of instruction and is removed from class in kindergarten through grade 5, he/she shall not be permitted to return to class for at least thirty (30) minutes unless agreed to by the teacher. A student removed from class for preventing instruction in grades 6 through 12 shall not be permitted to return to class during the same class period, unless agreed to by the teacher initiating the disciplinary action.

Upon the student being removed from class and sent to the principal's office, the principal or designee shall advise the student of the particular misconduct of which he is accused as well as the basis for such accusation, and the student shall be given an opportunity to explain his version of the facts (due process). The principal shall conduct a counseling session with the student to discuss the particular misconduct and establish a course of action. If the principal determines that the removal of the student from class was warranted, the student shall not be readmitted to the classroom until the principal has implemented the appropriate disciplinary intervention(s).

When a student has been removed from a classroom, the teacher may require the parent or legal guardian of the student to have a conference with the teacher in the presence of the principal or his or her designee before the pupil is readmitted. Upon the student's third removal from the same classroom, the teacher and principal shall discuss the student's disruptive behavior and contemplated disciplinary measures to be taken before the principal implements such measures.

If appropriate, a referral of the matter may be made to the MTSS team. In addition, a conference between the teacher or other appropriate school employee and the student's parent or guardian shall be required prior to the student being readmitted. If the disruptive behavior persists, the teacher may request that the principal transfer the student into another setting.

Students who are suspended and/or expelled from school may not be on any school campus, school bus, or school event during the term of the suspension and/or expulsion.

Discipline assignments take precedence over all school activities (athletic events, band practice, field trips, etc.) Students suspended and/or expelled may not attend, participate or represent the school in any school activity during the terms of that exclusion or removal. **Students returned to campus after a recommended expulsion may continue to be prohibited from extracurricular activities.**

When a student transfers from one school to another within the Public Schools of Robeson County, the student's discipline/attendance records for that school year will also be transferred. The student will continue at the

appropriate step in the discipline process at the new school. Additionally, if a student exits to another school or district or enters from another school or district, discipline reports will be requested and reviewed.

Police Notification Guidelines

When a student engages in illegal activity or poses a danger to the health or safety of others, it may be necessary for school staff to contact local law enforcement to seek their assistance.

School administrators have the discretion to call 9-1-1 in emergency situations if students or staff members are in danger.

The inappropriate behaviors that are violations of criminal law and require school officials to notify law enforcement agencies are identified in the discipline matrix*. School officials must assess the situation before determining whether or not to contact law enforcement. School officials should consider factors including:

- ❖ whether the student presents a danger to the health, safety, or welfare of others,
- ❖ whether the student intends to cause others physical harm, and
- ❖ the student's age.

Once school staff members contact law enforcement, the responding police officers ultimately will determine whether or not to investigate, arrest, and/or take any other steps in response. **School principals and staff do not have the authority to decide whether a student will be arrested. Moreover, responding police officers do not have the authority to decide whether a student will receive interventions or consequences at school.** The school principal will use the Student Code of Conduct to determine the appropriate intervention(s) and/or consequence(s) to address a student's behavior.

Discipline Matrix

Levels of Interventions and Consequences for Violations of the Code of Student Conduct

What is the Discipline Matrix?

The Discipline Matrix is a tool for administrators to respond appropriately when students have committed serious violations, per the Student Code of Conduct. This tool is designed to offer consistency at all levels across the district. The following disciplinary charts provide behavior infractions and the suggested interventions that will be applied.

As with any incident of student behavior, school administrators must exercise informed judgment as to whether a student's actions constitute a violation of the Board policy and/ or the Code of Student Conduct. Each infraction will be investigated by a principal or his designee to validate that the behavior infraction was committed and determine the appropriate action. The seriousness of the offense, academic placement, attitude, age, pattern of misconduct, degree of cooperation of the student, and any other aggravating or mitigating circumstances will be considered in determining which actions should be taken. The process is intended to be instructional and corrective, not punitive.

The levels, shown on the following pages, guide administrators to use *progressive interventions* to change student behaviors. **The administrator always has the option to use an intervention from a lower level as long as one from the prescribed level is also employed.** Moreover, if a behavior is deemed a criminal offense by local authorities and such offense is not identified in this *Code of Student Conduct*, the consequence may be expulsion from the Public Schools of Robeson County. Restitution for loss or damage will be required in addition to any other prescribed consequences. Levels of consequences and options for progressive interventions follow. **Repeated chronic or cumulative offenses may require higher levels of interventions/consequences.** For serious violations, interventions/consequences may begin at a higher level.

Please Note: The discipline of students with disabilities who are eligible for services under federal law (Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973) is subject to the provisions of those laws.

Overview of Discipline Process: Any student who violates board policy or school standards or rules must accept the consequences for the misbehavior. In administering consequences, all students are to be treated in accordance with accepted standards of fairness and constitutional rights. The school administrator will take the following steps in addressing all cases of alleged misbehavior appropriately referred to his or her office:

1. **investigate** the facts and circumstances related to the alleged misbehavior;
2. offer the student an **opportunity to be heard** on the matter;
3. determine whether **board policy or school standards or rules have been violated**; and
4. **assign consequence**, intervention, or provide behavioral support

CLASS I VIOLATIONS

Behaviors that do not significantly violate the rights of others, and do not appear chronic.

31 - UB: Dress Code Violation		40 – UB: Inappropriate Items on School Property/ Use
35 – UB: Falsification of Information		32 – UB: Inappropriate Language/ Disrespect
34 – UB: Gambling		86 – UB: Medication
28 – UB: Honor Code Violation		75 – UB: Skipping on campus* * <i>Maximum of two (2) days suspension for each offense per General Statue.</i>
33 – UB: Insubordination		64 – UB: Excessive Tardies* * <i>Maximum of two (2) days suspension for each offense per General Statue.</i>
Grade	First Offense	Second & Subsequent Offense(s)
PreK- 5	This violation <u>will</u> result in disciplinary action as determined proper by the building principal to include documentation of notification to the parent/ guardian.	This violation <u>may</u> result in disciplinary action as determined necessary by the building principal which may include short-term suspension not to exceed 5 days.
6-8	This violation <u>will</u> result in disciplinary action as determined necessary by the building principal to include documentation of notification to the parent/ guardian and/ or In-School Suspension.	This violation <u>may</u> result in assignment to In-School Suspension and/ or short-term suspension not to exceed 5 days.
9-12	This violation <u>will</u> result in disciplinary action as determined necessary by the building principal up to and including documentation of notification to the parent/ guardian and/ or In-School Suspension.	This violation <u>may</u> result in assignment to In-School Suspension and/ or short-term suspension not to exceed 5 days.

Dress Code Violation

The Public Schools of Robeson County prohibit appearance of clothing which violates a reasonable dress code adopted and publicized by an individual school, is substantially disruptive, is provocative or obscene, endangers the health or safety of the student or others, or promotes products or activities that are illegal for use by minors (Policy 4316 - Student Dress Code). Clothing that reveals undergarments, chest, breasts, navel, buttocks or any private body part will be considered inappropriate for the school setting. Please refer to Policy 4316.

Falsification of Information

Falsification of information is a false statement meant to deceive or give a wrong impression.

Gambling

Gambling means to bet money or wager anything on the outcome of a game, contest, or other event.

Honor Code Violation

Cheating, plagiarism, dishonesty, falsification of assignments and signatures, violation of software regulations or copyright laws and inappropriate computer access are considered honor code violations. Also, selling merchandise, magazines, newspapers or other property on school grounds, unless the same is an approved school activity, is considered private enterprise and an honor code violation.

Insubordination

Refusal to comply with all appropriate or reasonable directions of principals, teachers, School Resource Officers, substitute teachers, student teachers, teacher assistants, bus drivers, volunteers and all other school personnel who are authorized to give such directions during any period of time when students are subject to the authority of such school personnel.

Inappropriate Items on School Property/ Use

Any device disruptive to the school environment to include electronic devices, including but not limited to cell phones, tablets, digital cameras, and laser devices, will not be displayed or utilized while on the school bus or on school premises during the school day unless utilized for educational purposes as approved by the school administration.

Inappropriate Language/ Disrespect

Any communication used to degrade, disrespect, or that is abusive in nature, whether by signs, symbols, or gestures is prohibited in the school environment.

Medication

Unauthorized possession of any prescription or non-prescription drugs in violation of medication protocol.

CLASS II VIOLATIONS

Behaviors that significantly violate the rights of others or put others at risk of harm.

52 – UB: Bullying		46 – UB: Possession of Counterfeit Items	
19 – UB: Communication of Threats to another Student		20 – RO: Possession of Alcohol	
94 – UB: Cyber Bullying		41 – UB: Possession of Tobacco	
22 – UB: Disorderly Conduct		70 – UB: Use of Tobacco	
42 – UB: Disruptive Behavior		116 – UB: Possession of Vaping Device	
23 – UB: Extortion		117 – UB: Use of Vaping Device	
26 – UB: Hazing		39- UB: Property Damage – Less than \$1,000	
58 - UB: Possession of Pornographic, Profane and/or Violent Materials		36 – UB: Theft – Value Less than \$1,000	
51- UB: Possession of Chemical/Drug Paraphernalia		47 – UB: Use of Counterfeit Items	
		67 – UB: Skipping off Campus	
Grade	First Offense	Second Offense	Third and Subsequent Offense(s)
PreK-5	This violation <u>may</u> result in short-term suspension not to exceed 3 days or other disciplinary measures as deemed necessary by the building principal.	This violation <u>may</u> result in short-term suspension up to 5 days.	This violation <u>may</u> result in short-term suspension up to 10 days.
6-8	This violation <u>may</u> result in assignment to In-School Suspension and/ or short-term suspension not to exceed 3 days, with behavior contract (depending on severity).	This violation <u>may</u> result in In-School Suspension, short-term suspension not to exceed 5 days.	This violation <u>may</u> result in short-term suspension up to 10 days and/or disciplinary reassignment to an alternative program or long-term suspension
9-12	This violation <u>may</u> result in assignment to In-School Suspension and/ or short-term suspension not to exceed 3 days, with behavior contract (depending on severity).	This violation <u>may</u> result in short-term suspension not to exceed 5 days.	This violation <u>may</u> result in short-term suspension up to 10 days and/ or disciplinary reassignment to an alternative program or long-term suspension.

Bullying

Bullying is a form of harassment. Bullying means the one-sided, repeated intimidation of others by the real or threatened infliction of physical, verbal, written, electronically transmitted or emotional abuse or through destruction or theft of property of another. Bullying may include but is not limited to, verbal taunts, name-calling and put downs, rumor spreading, extortion of money or possessions, implied or stated threats, and exclusion from peer groups.

Communication of Threats to another Student

Threatening actions include language that reasonably threatens force of violence and any sign or action that reasonably constitutes a threat of force or violence toward another student.

Cyber Bullying

Cyber bullying includes but is not limited to the following misuses of any school or non-school technology resources or networks: harassing, threatening, teasing, intimidating, humiliating, embarrassing, terrorizing another student or school employee by sending or posting such inappropriate or hurtful email messages, instant messages, text messages, text/digital pictures or images, through social media websites and blogs. Cyberbullying may exist where there is only one post which can be shared multiple times resulting in the bullying of an

individual. This definition can include the sharing of personal or private information about another person causing embarrassment or humiliation.

Disorderly Conduct

Disorderly conduct is any action that disrupts the peace and order of the school. Trespassing/ Loitering is also included as a part of disorderly conduct. Trespassing to include loitering is the presence of any student on the campus of another school within the Public Schools of Robeson County without the knowledge and consent of the officials of the school he/she is visiting. Any student who has been suspended from school will be considered trespassing if he/she appears on school property during the suspension period without the express permission of the principal.

Disruptive Behavior

- Disruptive behavior constitutes any physical or verbal action which reasonably could or does substantially disrupt, disturb, or interfere with the peace, order and/or discipline within the learning environment or during any school-related activity.
- Disruptive behavior also constitutes any verbal, physical, or visual forms (including cell phone and/or other digital images/ recordings/ sexting) of a sexual nature that create a hostile or abusive educational environment for other students.
- Disruptive behavior also includes the unauthorized photographing and audio and/or video recording of student voices and/or images by cell phone, digital camera, video recorder, or other device on school property or at a school-related activity that is disruptive to the school environment.
- Disruptive behavior is also any action, comments, postings or written messages to social media intended to cause others to fight or which might reasonably be expected to result in a fight.
- Disruptive behavior also includes distribution of over the counter medications.
- No student shall possess or wear any clothing, jewelry, emblems, badges, symbols, signs or other items, which indicate a student's membership or desired membership or affiliation with a gang.
- No student shall possess pyrotechnics and incendiary devices or materials intended to result in an explosion and/or fire on school property, any school-sponsored event, or any activity representing the Public Schools of Robeson County. Pyrotechnics and incendiary devices include, but are not limited to: lighters, explosive caps for toy pistols, fireworks, snake and glow works, smoke devices, trick noisemakers, wire sparklers, and other sparkling devices.

Extortion

Extortion is the use of one's position or power to obtain property, funds, or patronage.

Harassment- Verbal

Verbal harassment means to worry, torment, trouble, verbally attack, or irritate persistently any student, school employee, or any other person.

Hazing

Hazing is defined as a condition or precondition of gaining acceptance, membership, office or other status in a group. It consists of any action that is abusive and designed to frighten, scold, humiliate, degrade, endanger, harass or to subject an individual to personal indignity, regardless of a person's willingness to participate.

Possession of Pornographic Materials

A student shall not have in his/her possession or distribute any pornographic material, including but not limited to pictures, magazines, CD's, DVD's, cassettes or computer generated sexually explicit or graphically violent materials (i.e. instructions/documentation concerning the creation of or the use of weapons)

Possession of Chemical/Drug Paraphernalia

Possession or delivery of drug paraphernalia or any other item used for inhaling/ingesting any controlled substance, narcotic, alcohol or chemical. Possession shall be defined as the item being on the person, in the student's personal effects, vehicle, locker or desk or in the immediate control of the student in any amount or in any form.

Possession of Counterfeit Items

Possessing any false item, which, without authorization, bears a trademark, trade name, or other identifying marks, imprint, number or device to include currency, is prohibited. Possession shall be defined as the item being on the person, in the student's personal effects, vehicle, locker or desk or in the immediate control of the student in any amount or in any form.

Possession of Alcohol

Any student possessing any malt beverages, fortified or unfortified wine, or spirituous liquor, in any amount or form to include any alcoholic beverage on school property owned or leased by the local Board of Education, school bus stop or at any school-sponsored event is prohibited. Possession shall be defined as the substance being on the person, in the student's personal effects, vehicle, locker or desk or in the immediate control of the student in any amount or in any form.

Possession/Use of Tobacco or Vaping Device

The term "tobacco product" means any product that contains or is made or derived from tobacco and is intended for human consumption, including all lighted and smokeless tobacco products, as well as electronic cigarettes, vaporizers, pens, and other electronic smoking devices even if they do not contain tobacco or nicotine. Possession shall be defined as the substance or item being on the person, in the student's personal effects, vehicle, locker or desk or in the immediate control of the student in any amount or in any form.

Property Damage- Less Than \$1,000

Damage is intentionally damaging, or attempting to damage, any school property or private property while under school jurisdiction.

Use of Counterfeit Items

Use of any counterfeit item, which the person thereof obtains, or attempts to obtain, money, property, services, or something of value is prohibited.

Skippping off Campus

No student shall leave campus without following proper procedures.

CLASS III VIOLATIONS

Behaviors that significantly violate the rights of others or put others at risk of harm, and violate PSRC policies, or North Carolina policies or laws.

15 – PD: Adult Taking Indecent Liberties with Minor	Harassment <ul style="list-style-type: none"> • 102 – UB: Disability • 101 – UB: Racial • 110 – UB: Religious Affiliation • 38 - UB: Sexual • 109 – UB: Sexual Orientation • 25 – UB: Verbal
21 – UB: Affray	16 – PD: Kidnapping
27 – UB: Aggressive Behavior	95 – UB: Under the Influence of Alcohol
2 – PD: Assault involving the use of a weapon	Possession of Controlled Substance <ul style="list-style-type: none"> • 5 – RO: Cocaine • 6 – RO: Marijuana • 118 – RO: Opioid • 17 – RO: Other • 7 – RO: Ritalin
1 – PD: Assault resulting in a serious injury	Sale of Controlled Substance <ul style="list-style-type: none"> • 54 – RO: Cocaine • 55 – RO: Marijuana • 119 – RO: Opioid • 57 – RO: Other • 56 – RO: Ritalin
03 – RO: Assault on School Personnel	8 – RO: Possession of Weapon (Not a Gun)
44 – UB: Assault on Student	39 – UB: Property Damage – More than \$1,000
45 – UB: Assault – Other	12 – PD: Rape
43 – RO: Bomb Threats	10 – PD: Robbery With a Dangerous Weapon
39 - UB: Breaking/Entering a School Building/Property/Vandalism	93 – UB: Robbery Without a Dangerous Weapon
18 – UB: Burning of a School Building	14 – PD: Sexual Assault/Sexual Battery
105 – UB: Threat of physical attack with a firearm	63 – UB: Sexual Misconduct
106 – UB: Threat of physical attack with a weapon	36 – UB: Theft – Value More than \$1,000
107 – UB: Threat of physical attack without a weapon	18 – UB: Unlawfully Setting a Fire
29 – UB: False Fire Alarm	96 – UB: Under the influence of Controlled Substance
24 – UB: Fighting	79 - UB: Gang Activity

<i>Multiple offenses of Class I & II (Must have documentation of intervention strategies to address behaviors)</i>	
Grade	First and Subsequent Offense(s)
PreK-5	This violation <u>may</u> result in short-term suspension for up to 10 days.
6-8	This violation <u>may</u> result in short-term suspension for up to 10 days and/or disciplinary reassignment to an alternative program or long-term suspension depending on the severity of the offense.
9-12	This violation <u>may</u> result in short-term suspension and/ or disciplinary reassignment to an alternative program or long-term suspension or expulsion.

Adult Taking Indecent Liberties with a Minor

Committing a sexual act with or in the presence of a child under the age of 16 years, by a person at least age 16 and at least five years older than the child, for sexual gratification, regardless of whether force was used, or whether the victim consented.

Affray

An affray is a fight between three or more students on school property or at a school-related activity. It includes actions which cause fear or terror to be experienced by other people in a public setting.

Aggressive Behavior

This attempted assault occurs when a student behaves in such a manner as could reasonably cause physical injury to any student or staff member. This definition also includes the accidental striking of an adult while attempting to break up a fight.

Assault Involving the use of a Weapon (except firearms)

Assault with a weapon or other object that could reasonably be considered a weapon. A weapon includes any incendiary device defined under Class II, or any weapon or dangerous instrument defined in Class III, or any firearms or explosive device defined in Class IV.

Assault Resulting in Serious Injury

An intentional act or attempt by force or violence to do injury to the person of another that causes reasonable apprehension of immediate bodily harm resulting in one of the following: (1) substantial risk of death, (2) serious permanent disfigurement, (3) a coma, (4) a permanent or protracted condition that causes extreme pain, (5) permanent or protracted loss or impairment of the function of any bodily member or organ, or (6) that results in prolonged hospitalization.

Assault on School Personnel

Attempted or actual hitting, striking, emitting bodily fluids, utilizing any foreign substance, or other use of force upon a school official, employee or school volunteer who is not a student.

Assault on Student

Attempted or actual hitting, striking, emitting bodily fluids, utilizing any foreign substance, or other use of force upon a student.

Assault-Other

Attempted or actual hitting, striking, emitting bodily fluids, utilizing any foreign substance, or other use of force upon a non-student or non-school employee.

Bomb Threats (dynamite, cartridge, bomb, grenade, mine, or powerful explosive)

Communicating a report, while knowing or having reason to know the report is false, that there is located on any school premises a device designed to cause damage or destruction by explosion, blasting, or burning. Placing on

any school premises with the intent of perpetrating a hoax, any device that would appear to a reasonable person to be a bomb or similar instrument capable of causing injury and/or damage. (G.S. 14.69.1 et.seq. or G.S. 14-69.2)

Breaking / Entering of a School Building / Property

The wrongful breaking or entering of any school building, school-owned vehicle, or secured property of the Public Schools of Robeson County at any time is prohibited. This includes the Public Schools of Robeson County network, computers, systems, and programs.

Burning of a School Building

Any person who maliciously and willfully sets fire to, burns or causes to be burned i.e. aids, directs or procures the burning of any school building owned, leased or used by the public schools.

Threat of physical attack with a firearm, weapon or without a weapon

It is a violation for any student to, by means of any form of communication, share, state, spread or circulate any sort of threat that an act of physical violence may or will occur on educational property or at any curricular or extracurricular activity sponsored by a school. For purposes of this rule, intent is irrelevant, and examples of covered forms of communication include any oral or written communication, posts on any social media or online platform, creation of documents, drawings or images, threatening or symbolic gestures, or threatening, distracting, or provoking behavior concerning, directed toward, or in the presence of any person. Additional examples of prohibited forms of communication which violate this rule include creation or dissemination of a "hit list," list of "people to kill," list of "people to shoot," or any statement referencing bringing a weapon to school in order to harm people. Any communication of a threat of this nature shall be investigated thoroughly and school consequences may be assigned accordingly regardless of the time and/or location of the threat.

False Fire Alarm

Students will not initiate a false fire alarm on any school premises.

Harassment

- **Disability**
- **Racial**
- **Religious Affiliation**
- **Sexual-** Sexual harassment may consist of unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature. Sexually harassing conduct includes, but is not limited to, deliberate, unwelcome touching that has sexual connotations or is of a sexual nature, suggestions or demands for sexual involvement accompanied by implied or overt promises of preferential treatment or threats, pressure for sexual activity, **continued or repeated** offensive sexual flirtations, advances or propositions, **continued or repeated** verbal remarks about an individual's body, sexually degrading words used toward an individual or to describe an individual, sexual assault, sexual violence, or the display of sexually suggestive drawings, objects, pictures or written materials. Acts of verbal, nonverbal or physical aggression, intimidation or hostility based on sex, but not involving sexual activity or language, may be combined with incidents of sexually harassing conduct to determine if the incidents of sexually harassing conduct are sufficiently serious to create a sexually hostile environment.
- **Sexual Orientation-** Gender-based harassment is also a type of harassment. Gender-based harassment may include acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex or sex-stereotyping but not involving conduct of a sexual nature.
- **Verbal**

Kidnapping

Confining, restraining or removing from one place to another a person, without his/her or the victim's or a minor victim's parents' consent, for the purpose of committing a felony; or holding a victim as hostage or for ransom,

or for use as a shield. A parent taking a child in violation of a court order, although it may be a crime, is not kidnapping for this purpose.

Possession of Controlled Substance

- Cocaine
- Marijuana
- Opioid
- Other
- Ritalin

Sale of Controlled Substance

- Cocaine
- Marijuana
- Opioid
- Other
- Ritalin

Possession of a Weapon (Not a Gun)

Possessing, handling, transferring, bringing, or storing whether openly or concealed, without educational permission or consent, any BB gun, stun gun, air rifle, air pistol, splat gun, facsimile of a gun, ammunition, knife, ice pick, dagger, slingshot, leaded cane, loaded cane, sword cane, machete, switchblade knife, blackjack, metallic knuckles, razors and razor blades, or any other object that can reasonably be considered a weapon or dangerous instrument.

Property Damage- More Than \$1,000

Damage is intentionally damaging, or attempting to damage, any school property or private property while under school jurisdiction.

Rape

Rape may be statutory or forcible. Forcible Rape is committed by force and without the consent of the victim, regardless of age. Statutory Rape is committed on a child under the age of 16 by a person who is at least 12 years old and at least four years older than the victim, regardless of whether the victim consented.

Robbery With a Dangerous Weapon

This includes theft or attempted theft of anything of value from the person of another, or from the area under the immediate bodily control of the other, by using a dangerous weapon or by an act threatening use of a dangerous weapon. A dangerous weapon is any article, instrument or substance that is likely to produce death or great bodily harm. Forcible theft or attempted theft from a person without the use of a dangerous weapon should be reported under Robbery Without a Dangerous Weapon.

Robbery Without a Dangerous Weapon

The taking or attempting to take anything of value from another's person, by force, or by an act threatening force or violence, which puts a victim in fear, without the use of a weapon. The stealing of someone's property without the use of force or from a source other than the victim's person is not included in this offense. If the taking from the person involves use of a dangerous weapon the incident is reported under Robbery With a Dangerous Weapon.

Sexual Assault/ Sexual Battery

A person is guilty of sexual battery if he/she, for the purpose of sexual arousal, sexual gratification, or sexual abuse, engages in sexual contact with another person by force and against the will of the other person, or if the person being assaulted is mentally disabled, mentally incapacitated, or physically helpless and the person performing the act knows or should reasonably know that the other person is mentally disabled, mentally incapacitated, or physically helpless.

Sexual Misconduct

No student shall engage in behavior, which is indecent, disreputable, or of a sexual nature to include consensual sex and/or sexual acts.

Theft- Value More than \$1,000

Theft is stealing, attempting to steal, or possessing stolen property having reason to know it was stolen.

Unlawfully Setting a Fire

Intentionally starting a fire or attempting to start a fire or aiding and abetting in the starting or attempting to start a fire without educational permission or consent is prohibited.

Fighting

Fighting is the act of two or more persons involved in a physical conflict such as hitting or kicking another student or other person. A student who is attacked may use reasonable force in self-defense, but only to the extent to free himself/herself from the attack and notify proper school authorities. A student who exceeds this reasonable force may be disciplined even though he/she may not have provoked the fight.

Gang Activity

Gang activity shall be defined as any act(s) that further promotes gangs or gang- related activities or which threatens or intimidates another person or disrupts the educational environment on school premises or during any school-sponsored activity which includes, but is not limited to: (1) communicating either verbally or non-verbally (hand signs, gestures, handshakes, slogans, drawings, etc.), to convey membership or affiliation with a gang; (2) defacing school or personal property with gang-related graffiti, symbols or slogans; (3) requiring payment of protection, insurance, or otherwise intimidating or threatening any person related to gang activity; (4) inciting other students to intimidate or to act with physical violence upon any other person related to gang activity; (5) soliciting others for gang membership; (6) committing any other illegal act or other violation of the Public Schools of Robeson County's policies that relate to gang activity e.g. gang-related assault on student.

CLASS IV VIOLATION

Possession of Firearm or Destructive Device (a weapon, including a starter gun, which will or is designed to or may readily be converted to expel a projectile by the action of an explosive, the frame or receiver of any such weapon, or any firearm muffler or firearm silencer. The term shall not include an inoperable antique firearm, a BB gun, stun gun, air rifle, or air pistol.)

9 – RO: Possession of a firearm or powerful explosive.

Grade	Penalty
All Grades	This violation may result in a 365- calendar day suspension. The superintendent may modify the consequence pursuant to Policy 4353 - Long- Term Suspension, 365- Day Suspension, or Expulsion or pursuant to Policy 4354- Disciplinary Reassignment to an Alternative Program.

Possession of a firearm or powerful explosive

Bringing or possessing a firearm or destructive device on educational property or to a school-sponsored event off of educational property, including a starter gun, which will or is designed to or may readily be converted to expel a projectile by the action of an explosive, the frame or receiver of any such weapon, or any firearm muffler or firearm silencer. A destructive device is a bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine, device similar to those above. The term shall not include an inoperable antique firearm, a BB gun, stun gun, air rifle, or air pistol.

CLASS V VIOLATIONS

Behavior indicates that the student's continued presence in school constitutes a clear threat to the safety of other students or school personnel. This includes any student subject to sex offender registration pursuant to N.C.G.S. § 14-208.18.

Grades 9-12

Penalty

In accordance with NC General Statute 115C-390.11(a), a local board of education may, upon recommendation of the principal and superintendent, expel any student who is 14 years of age or older whose behavior indicates that the student's continued presence in school constitutes a clear threat to the safety of other students or school personnel. In accordance with N.C.G.S. §115C390.11(a)(2), a local board of education may expel any student subject to sex offender registration pursuant to N.C.G.S. §14-208.18.18.

Death By Other Than Natural Causes

Expulsion in accordance with 115C-390.11(a)

The local Board of Education shall consider whether there is an alternative program that may be offered by the local school Administrative unit to provide educational services.

Disciplinary Interventions, Responses and Definitions

The Public Schools of Robeson County uses a continuum of instructional strategies and disciplinary responses to support teaching and learning. The following chart provides a written description of the disciplinary interventions (consequences) that may be assigned to a student that commits a behavior infraction. This list is not exhaustive.

Behavior Assessment Plan- A student specific plan that is aimed at improving problem behavior. Parents, students and school staff work together to develop and implement this plan.

Behavioral Contract- Correcting inappropriate or disruptive student behavior through a formal plan designed by school staff to offer positive behavioral interventions, strategies, and supports.

Check-in/Check-out with School Counselor/Resource Specialists- Student is prompted by school staff to have an informal check-in with a school counselor, resource teacher, school psychologist, school social worker, or coach who has a relationship with the student.

Classroom-based Responses- Prompting a student to reflect on his/her behavior using classroom strategies such as time-out, teacher–student conference, reflection chair, redirection (e.g., role play), seat change, call home, loss of classroom privilege, or apology letter.

Community Service- Allowing students to participate in an activity that serves and benefits the community (e.g., working at a soup kitchen, cleaning up public spaces, or helping at a facility for the elderly).

Confiscation-For electronics:

1st Violation: 5 School Days

2nd Violation: Remainder of Year Confiscation. The parent must pick up the item on the last day of school for students. All items not picked up by the last day of school will be donated to charity or discarded by the principal.

For all other items (i.e. toys, games): at the principal’s discretion

Conflict Resolution- Strategies to assist students in taking responsibility for resolving conflicts peacefully. Students, parents, guardians, teachers, school staff, and/or principals engage in activities that promote problem-solving skills and techniques, such as conflict and anger management, active listening, and effective communication.

Expulsion-The exclusion of a student for a period exceeding 10 school days. Expulsions may be permanent or may be for a specified period of time.

Functional Behavioral Assessment and Behavioral Intervention Plan- Gathers information about a student’s inappropriate or disruptive behavior and determines approaches that school staff should take to correct or manage that behavior. The information is then used to develop a Behavioral Intervention Plan for the student. A Behavioral Intervention Plan offers positive behavioral interventions, strategies, and supports designed by school staff to correct inappropriate or disruptive school behavior.

In-school Intervention- Removing a student within the school building from his or her regular education program, but the student is still afforded the opportunity to continue to—

1. appropriately progress in the general curriculum;
2. receive the special education and related services specified in the student’s IEP, if the student is a student with a disability in accordance with the law;

3. receive instruction commensurate with the program afforded to the student in the regular classroom; and
4. participate with peers as they would in their current education program to the extent appropriate.

In-School Suspension (ISS)-The removal within the school building of a student from the student's current education program for disciplinary reasons by the school principal, with notice to the parent/legal guardian.

The removal of a student from his/her regular instruction for a period, a half day or whole day. The student will be with a staff member who will present and coordinate meaningful activities which teach students appropriate replacement behaviors. Students who are assigned ISS will be marked present and are allowed to complete missed class work/tests for full credit.

Mentoring Program- Pairing students with mentors (e.g., counselor, teacher, fellow student, or community member) who help their personal, academic, and social development.

Parent Outreach- Informing parents/guardians of their children's behavior and seeking their assistance in correcting inappropriate or disruptive behavior.

Parent/Guardian and Student/Teacher Contact or Conference- Involving students, parents, guardians, teachers, school staff, and/or principals in discussion about the student's behavior and potential solutions that address social, academic, and personal issues related to the behavior. (Examples include: phone calls, notes home, letters, meetings with parents, automated calls, emails, etc.)

Peer Mediation- Employing a form of conflict resolution in which trained students serve as mediators and help their peers deal with and develop solutions to conflicts.

Use of Physical Restraint- Any district employee may, within the scope of the employee's duties, use physical restraint with a student if the employee reasonably believes it is necessary in order to:

- ❖ protect a person from physical injury;
- ❖ obtain possession of a weapon or other dangerous objects;
- ❖ protect property from serious damage; and/or
- ❖ remove from a specific location a student refusing a lawful request of a school employee, including removal from a classroom or other school property to restore order or to impose disciplinary measures or control an irrational student.

Recommend for Further Action- Recommending a student to building administrator(s) for long-term suspension, expulsion, referral to alternative education, or contact with law enforcement.

Referral to School Counselor or Mental Health Professional- School-based counseling or mental health services aimed at improving student behavior. Written parental consent is required for mental health services.

MTSS Team Response- When behavior appears to be the area of concern the MTSS team is informed and the problem solving process begins. The student and parent will be invited to participate as the team assesses each individual situation to uncover the root of the problem behavior and provide appropriate interventions to prevent further problem behavior.

In consultation with principal or designee, bringing together a MTSS team that may include school counselors, pupil personnel workers, teachers, principals, social workers, health services, mental health clinicians, school psychologists, and external agency representatives under a case manager to help develop prevention and intervention techniques and alternative strategies designed to improve student outcomes. If the behavior does not improve after implementation of the plan created by the MTSS team, the team may request a placement review for alternative placement, conducted by the local school system.

Referral to Alternative Education- Recommending a student to building administrator(s) for placement in an alternative education school, alternative education program, or alternative education placement. Students may be recommended for removal to alternative programs on offenses that result in suspension. This may be a result of habitual violations of school rules, or for other serious one-time infractions.

Referral to Appropriate Substance Abuse Counseling Services- In consultation with principal or designee, referring students to services, both in and out of school, such as a local health department or a community-based service for counseling related to substance abuse.

Referral to Community-Based Organizations- In consultation with principal or designee, referring students for a variety of services, including after-school programming, individual or group counseling, leadership development, conflict resolution, and/or tutoring.

Referral to Health/ Mental Health Services- In consultation with principal or designee, referring students to school-based or community-based health and mental health clinics or other social services for the purpose of providing counseling and assessments to students in need. Students are encouraged to privately share issues or concerns that lead to inappropriate or disruptive behavior or negatively affect academic success, and discuss goals and learn techniques that help them overcome personal challenges. These services may include anger-management classes and formal or informal behavior coaching.

Removal from Extracurricular Activities/Loss of Privileges- Revoking a student's privilege to participate in extracurricular activities, including sports and clubs, or revoking a student's privilege to participate in school events or activities, such as attending a field trip or participating in a school dance.

If the behavior warrants this consequence, any monies paid by the student for the missed activity should be refunded, if possible.

With approval of the central office leadership and the school principal, sponsors and coaches of extracurricular activities may develop and enforce standards of conduct that are higher than the district-developed Student Code of Conduct and may establish and maintain membership and eligibility for participation in activities on adherence to those standards. These organizational standards of behavior are independent of the Student Code of Conduct, and violations may result in independent disciplinary action by the school.

Students shall be informed of any extracurricular behavior standards for the organization in conjunction with tryout, practice, or acceptance/induction into membership. Students and their parents/guardians shall sign and return to the sponsor or coach a statement acknowledging recognition of the extracurricular behavior standards and consent to abide by them as a condition of membership or participation in the activity.

In order to participate in extracurricular/co-curricular activities or athletic programs, students must adhere to school board policies, school-based criteria, and applicable law. It is important for students to understand that the behavioral expectations placed upon them by the school can extend beyond the classroom and school campus. Pursuant to North Carolina law, the school board has the authority to withhold participation privileges from students. The Juvenile Justice System has committed to working in conjunction with school officials toward maintaining standards of behavior for all students including those who participate in extracurricular/ co-curricular activities and athletics.

A student may be removed from membership or participation in extracurricular activities or may be excluded from school honors for violation of organizational standards of behavior or for violations of the Student Code of Conduct. The higher standards may take into account conduct that occurs at any time, on or off school property. No provision of the extracurricular behavioral standard shall have the effect of discriminating on the basis of sex, race, disability, religion, or ethnicity.

Restitution or Repair- Requiring a student to compensate others for any loss, damage, or injury that has resulted because of a student's behavior. Compensation may be made monetarily or by a student's assignment to a schoolwork project, or both.

Restorative Practices- Used proactively to establish and maintain a positive school climate and establish a structured approach to teaching appropriate social skills. Employing interventions, responses, and practices designed to identify and address the harm caused by an incident, including harm to a victim, and to develop a plan for the student who caused the harm to heal and correct the situation.

School-based Conferencing- Bringing together students, school staff, and others involved in a conflict to discuss the topic, resolve issues, and propose solutions (e.g., "Daily Rap," "Morning Meetings").

School Specific Interventions- behavior infractions. They may include things like cafeteria duty, community service or lunch detention. Interventions that vary from school to school that are used for certain infractions.

Out of School Suspension (Maximum of 10 days)- The student is suspended home for a period of time. This intervention is not to be used until and after other available consequences have been exhausted and upon recommendation of the MTSS team and only in the most extreme cases (weapons, fights, drugs). The student is marked absent (excused absences). The student may complete assignments and shall receive either partial or full credit for such work if it is completed satisfactorily and timely. No student will be readmitted to school without a parent conference. Parent or legal guardian of child must physically return the child to school. The exclusion of a student from a student's regular school program, with notice to the parent/legal guardian, may occur only under the following circumstances:

The superintendent of schools or designated representative has determined that the student has engaged in chronic and extreme disruption of the educational process that has created a substantial barrier to learning for other students across the school day and other available and appropriate behavioral and disciplinary interventions have been exhausted.

The superintendent of schools or designated representative limits the duration of the exclusion to the shortest period practicable.

The school system provides the excluded student with comparable educational services and appropriate behavioral support services to promote a successful return to the student's regular academic program.

Temporary Removal from Class- Removing a student within the school building from his/her regular education program for up to, but not more than, one class period.

Zero on Assignment- Applies only when a student cheats on a test or steals a test. State testing security policy will apply for state-mandated tests.

Short-Term Suspensions

A short-term suspension is the disciplinary exclusion of a student from attending his or her assigned school for up to 10 school days. A short-term suspension does not include (1) the removal of a student from class by the classroom teacher, the principal or other authorized school personnel for the remainder of the subject period or for less than one-half of the school day or (2) the changing of a student's location to another room or place on the school premises. A student who is placed on a short-term suspension will not be permitted to be on school property or to take part in any school function during the period of suspension without prior approval from the principal.

The principal or designee has the authority to determine when a short-term suspension is an appropriate consequence and to impose the suspension, so long as all relevant board policies are followed.

In accordance with G.S. 115C-390.6(e) and 115C-45(c)(1), a student is not entitled to appeal the principal's decision to impose a short-term suspension to either the superintendent or the board unless it is appealable on some other basis.

A. Short-Term Rights of the Student

Except in the circumstances described below, a student must be provided with an opportunity for an informal hearing with the principal before a short-term suspension is imposed. The principal may hold the hearing immediately after giving the student oral or written notice of the charges against him or her. At the informal hearing, the student has the right to be present, to be informed of the charges and the basis for the accusations against him or her, and to make statements in defense or mitigation of the charges.

The principal may impose a short-term suspension without first providing the student with an opportunity for a hearing if the presence of the student (1) creates a direct and immediate threat to the safety of other students or staff or (2) substantially disrupts or interferes with the education of other students or the maintenance of discipline at the school. In such cases, the principal shall give the student notice of the charges and an opportunity for an informal hearing as soon as practicable.

B. Student Rights during the Suspension

A student under a short-term suspension must be provided with the following:

1. the opportunity to take textbooks home for the duration of the suspension;
2. upon request, the right to receive all missed assignments and, to the extent practicable, the materials distributed to students in connection with such assignments; and
3. the opportunity to take any quarterly, semester or grading period examinations missed during the suspension period.

The initial notice may be by telephone, but it must be followed by timely written notice. The written notice must include all of the information listed above and may be sent by fax, e-mail or any other method reasonably designed to give actual notice. School officials also shall maintain a copy of the written notice in the student's educational record.

C. Notice to Parent or Guardian

When imposing a short-term suspension, the principal or designee shall provide the student's parent or guardian with notice that includes the reason for the suspension and a description of the student conduct upon which the suspension is based. The principal or designee must give this notice by the end of the workday during which the suspension is imposed when reasonably possible, but in no event more than two days after the suspension is imposed. If English is the second language of the parent, the notice must be provided in English and in the parent's primary language, when the appropriate foreign language resources are readily available. Both versions must be in plain language and easily understandable.

The initial notice may be by telephone, but it must be followed by timely written notice. The written notice must include all of the information listed above and may be sent by fax, e-mail or any other method reasonably designed to give actual notice. School officials also shall maintain a copy of the written notice in the student's educational record.

D. Appeals

Refer to Policy Code 4351 Short Term Suspension

Multiple short-term suspensions for a student with disabilities will be addressed in accordance with the *Policies Governing Services for Children with Disabilities* and other applicable state and federal law. (Policy Code: 4351 Short-Term Suspension)

Removal of Student During the Day

The principal is authorized to impose out-of-school short-term suspensions in accordance with board policy.

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

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

If none of these circumstances exists, the suspension will begin on the next school day. (Policy Code: 4352 Removal of Student During the Day)

Alternative Education Program Placement

In deciding whether to order placement in an Alternative Education Program, the district will take into consideration:

1. self-defense;
2. intent or lack of intent at the time the student engaged in the conduct, and
3. the student's disciplinary history.

A student may be placed in an Alternative Education Program for behaviors prohibited in this Code of Conduct. A student may be placed in an Alternative Education Program if the Superintendent or the Superintendent's designee has concern that the student's presence in the regular classroom may threaten the safety of other students or teachers or will be detrimental to the educational process*.

In an emergency, the principal or the principal's designee may order the immediate placement of a student in an Alternative Education Program for any reason for which placement in an Alternative Education Program may be made on a nonemergency basis.

*Placement to an Alternative Education Program will be made by the principal.

Safeguards: Protecting the Rights of Students and Parents or Guardians

Safe Harbor Provision

A student may approach a school official and voluntarily surrender an object, the possession of which is prohibited by the *Student Code of Conduct*. Unless an investigation by school officials regarding the possession of this particular object has already commenced, if a student approaches a school official and voluntarily surrenders such an object, then the student will not be subject to disciplinary action. The student's parent/guardian will make arrangements to pick up the object from the school, if applicable.

If a student discovers an illegal item such as drugs, a weapon, or other contraband on school property, including on a school bus, the student may approach a school official and report the discovery. A student shall not be in violation of the *Code of Student Conduct* solely by making such a report. School officials shall adhere to policies and procedures concerning further investigation of the report.

Factors Impacting Discipline Decisions

Public Schools of Robeson County staff shall make discipline decisions using clear, developmentally appropriate criteria, ensuring that consequences applied are proportional and consistent. In evaluating the totality of the circumstances, school staff should consider the following criteria relating to the discipline of students:

- ❖ the student's age (In Pre-K–3, suspension and expulsion generally should not be used);
- ❖ previous serious disciplinary infractions (including the nature of any prior misconduct, the number of prior instances of misconduct, and the progressive disciplinary measures implemented for such misconduct);
- ❖ cultural or linguistic factors that may provide context to understand student behavior;
- ❖ the circumstances surrounding the incident; and
- ❖ other mitigating or aggravating circumstances

Self-Defense

Under the Student Code of Conduct, self-defense is defined as, “the use of force against another to the degree a person reasonably believes the force is immediately necessary to protect himself or herself.” The circumstances will be taken into account during disciplinary actions.

Due Process in the Disciplinary Process

(This is a suggested list of due process procedures)

Every student must be afforded due process in the disciplinary process. Procedural due process is essentially based on the concept of "fundamental fairness". It includes an individual's right to be adequately notified of charges or proceedings, and the opportunity to be heard at these proceedings. When a student has been written up and presents to the office, the following must occur:

1. The student must be told what he is accused of and by whom (faculty member).
2. The student must be given an opportunity to tell his version of the facts.
3. The student must be allowed to provide any witnesses to the event.
4. The student must be informed of the administrator's action on the infraction
5. (consequence).
6. Parents must be notified by a personal phone call at the numbers provided if the disposition is one of the following: In School Suspension, Saturday Intervention, Alternative to Suspension, Out of School Suspension (a letter must be mailed to home address on file), and Recommended Expulsion (a certified letter must be sent to address on file).
7. Parents are not present during the principal's investigation or interviewing of the student.

Students with Disabilities

The discipline of students with disabilities is subject to applicable state and federal law in addition to the Student Code of Conduct. To the extent any conflict exists, state and/or federal law will prevail. For questions concerning the disciplining of students served under Section 504 of the Rehabilitation Act contact the 504 coordinator at your child's school. For discipline questions concerning students with an IEP or in the referral process contact the exceptional children's teacher at your child's school.

Rights to Continued Access to Instruction

Students who are absent as a result of a disciplinary action are provided the opportunity to keep on track with classroom work, as is reasonably possible, as follows:

1. Each student shall receive daily classwork and assignments from each teacher, which shall be reviewed and corrected by teachers on a weekly basis (minimally) and returned to the student.
2. Each principal shall assign a school staff person to be the liaison between the teachers and the various students absent from school due to disciplinary action to communicate weekly about classwork assignments and school-related issues by phone or e-mail with those out-of-school suspended/expelled students and their parents.

Other:

All corrective strategies used by school-site administrators must be in compliance with School Board rules and policies. Inherent in these rules and policies is the philosophy of fairness and consideration for actions that are in the best interest of students.

Students shall not be subjected to any corrective strategies for using a language other than English or because of a disability.

School administrators should communicate with parents/guardians when corrective strategies must be taken against a student.

Bus Safety

The purpose of school transportation is to safely transport students to and from school. **School transportation is a privilege and not a state requirement.** The slightest distraction to the driver may have significant student safety consequences. Appropriate student behavior is essential to the safe operation of the school bus. Therefore, school bus safety regulations must be followed.

Campus administrators are responsible for the students while on the bus and reserve the right to resolve discipline problems that occur between home and campus. It is the duty of the principal, not the driver, to exclude a child from riding a school bus. The principal shall take steps to maintain acceptable student conduct while riding school buses, including the discretion to deny the privilege of school bus transportation. This privilege may be temporarily denied or permanently revoked, if misconduct jeopardizes the safe operation of the school bus or the safety of students riding the bus.

Students should be aware that the bus is an extension of the school. Therefore, all Code of Conduct offenses are subject to the same disciplinary actions and consequences while riding transportation provided by the Public Schools of Robeson County.

Bus misconduct includes, but is not limited to, the following:

- ❖ failure to remain seated when directed or when the bus is moving;
- ❖ failure to wear a seat belt when directed or when the bus is moving (if the bus is equipped with seat belts);
- ❖ extending any part of a student's body, clothing, or any other article outside a bus window;
- ❖ throwing, pitching, or shooting objects inside or out of the bus; and
- ❖ failure to remain in an assigned seat directed by the driver.

Stay Safe On The Bus

- 1.** Speak quietly so you don't distract the driver or bother anyone else.
- 2.** Don't stick your head, hands, or feet out the windows.
- 3.** Don't throw things on the bus or out the windows.
- 4.** Stay in your seat and sit up straight so you don't fall if the bus makes a sudden stop.
- 5.** Don't fight with others on the bus...or anywhere!

ACTIVITY: Put an X on the four children who are not following bus safety rules. Circle the two children who are behaving like School Bus Safety Super Stars.



Bus Behavior Expectations & Safety Requirements for All Students

Riding the school bus is a privilege. This privilege may be temporarily denied or permanently revoked if misconduct jeopardizes the safe operation of the school bus or the safety of students riding the bus. School suspension is a possible sanction. Students are expected to observe the following rules for safety and courtesy on the bus. Parents are responsible for the supervision and safety of students from home until they board the bus, and from the bus stop to home.

1. At the Bus Stop

- Exercise safe pedestrian practices while on the way to the waiting area for the bus stop.
- Arrive at the waiting area for the bus stop ten minutes before bus pickup.
- Wait in a quiet and orderly manner.
- Stay on your side of the roadway controlled by the bus warning lights.
- Where same side service is provided, you should not cross the roadway for any reason. Please remain at the designated school bus stop on the same side of the road where you live.
- Be aware, cautious, and respectful of traffic.
- Wait in a safe place, clear of traffic, and away from where the bus stops.
- Respect private property.

2. When the Bus Arrives

- Remain at the waiting area until the bus comes to complete stop.
- Check traffic from all directions, then check again.
- Before walking from the waiting area to the entrance of the bus, be certain that the bus warning lights are activated and that all traffic in all directions has stopped.
- When safe to board, do so promptly.
- When boarding, be aware of and avoid the “danger zone,” the twelve-foot area immediately surrounding the stopped school bus.
- Be sure that you can see the bus driver’s eyes when in the vicinity of the school bus.
- If crossing a street controlled by bus warning lights is necessary, cross promptly after checking that all traffic in all directions has stopped. Cross only in front of the bus.
- Upon entering the bus, proceed directly to an available or assigned seat.

3. On the Bus

- Follow instructions of bus personnel.
- Be respectful of all people, including all bus personnel.
- Use language appropriate for the school setting.
- Keep the bus neat and clean; do not eat or drink.
- Talk quietly and politely.
- Students must sit in their assigned seat, if one has been assigned by school bus personnel or school staff.
- Stay seated while the bus is in motion; keep aisles and exits clear.
- Carry-on items are limited to those that can be held in your lap only (including some musical instruments).
- No hazardous materials, nuisance items, or animals are permitted on the bus.
- Be respectful of the rights and safety of others.
- Do not extend head, arms, or objects out of bus windows.
- Cell phone usage is prohibited (off and out of sight).
- Remember that school rules apply to the school bus.

For example, use or possession of tobacco, alcohol, and other drugs is not allowed.

4. Exiting the Bus

- Remain seated until the bus comes to a complete stop.
- Exit the bus at the bus stop area in an orderly manner.
- Exit at your designated bus stop.
- Check traffic from all directions, then check again.
- Before exiting the bus, be certain that all traffic in all directions has stopped.
- When safe to exit, do so promptly.
- Be aware of and avoid the “danger zone,” the twelve-foot area immediately surrounding the stopped school bus.
- Be sure that you can see the bus driver’s eyes while in the vicinity of the school bus.
- If crossing a street controlled by bus warning lights, cross promptly after checking that all traffic in all directions has stopped. **Only cross in front of the bus.**
- Exercise safe pedestrian practices while on the way from the bus stop to your home.

Consequences for Violations Related to Transportation

In accordance with the General Statutes of North Carolina, the Public Schools of Robeson County provides transportation to all eligible students. It is the position of the district that such transportation will be provided safely and efficiently. Ensuring this policy and preventing disciplinary action or suspension of school bus privileges, takes a combined effort on the part of students, parents, and school administrators.

A school bus driver has complete authority over and responsibility for maintaining order and appropriate conduct on the bus. A driver does not have the power to punish or suspend a student's riding privilege. The driver, upon observing an infraction of the code, makes a written report to the principal. A principal or their representatives are authorized to take the needed disciplinary action.

The offenses and consequences listed on the subsequent pages are designed to accomplish the safety objectives of the code. These offenses and consequences are minimal and not intended to be all-inclusive. They are however; absolute in that strict adherence is required to retain the privilege of riding school buses in the Public Schools of Robeson County. A school administrator will issue the final consequence:

1 st Offense	2 nd Offense	3 rd Offense	4 th Offense	5 th Offense	6 th Offense
Driver Warning or Administrative Conference (Appropriate Action required) <ul style="list-style-type: none"> • Student Conference • Seat change on bus • Bus or School Suspension commensurate with offense Code of Student Conduct implemented as appropriate 	Referral to Principal-- Parent Conference or Contact Required (Appropriate Action required) <ul style="list-style-type: none"> • Student Conference • Seat change on bus • Bus or School Suspension commensurate with offense Code of Student Conduct implemented as appropriate 	Bus Suspension* recommended (up to five days) 3-5 days	Bus Suspension* recommended (up to ten days) 5-10 days	Bus Suspension* recommended (up to fifteen days) 10-15 days	Bus Suspension* recommended (remainder of present year) permanent suspension of bus riding privileges
<p style="text-align: center;"><i>Appropriate Action Required</i></p> <ul style="list-style-type: none"> ➤ <i>Additional Bus or School Suspension commensurate with offense</i> ➤ <i>Implement Code of Conduct as Appropriate</i> ➤ <i>Riding the school bus is a privilege. *This privilege may be temporarily denied or permanently revoked if misconduct jeopardizes the safe operation of the school bus or the safety of students riding the bus. School suspension is a possible sanction.</i> 					

**A suspension of school bus privileges does not imply suspension from school and attending classes unless deemed necessary by the principal. Therefore, any student suspended from the bus who does not attend school during those days will be subjected to the provision of the North Carolina Compulsory School Attendance Law.*

Behavior or activity jeopardizing the safe operation of the school bus or interfering with the welfare of other vehicle occupants is prohibited. The school bus operator will promptly report in writing to the appropriate administrative staff any conduct appearing to require disciplinary action. After administrative staff evaluation,

appropriate disciplinary action will follow. Generally, misconduct on a school bus will not deny a student access to the classroom. School suspension, including expulsion, will occur only in special cases of misconduct that warrant this type of action.

Bus discipline is divided into two categories. Category I deals with general misconduct and Category II deals with severe misconduct. Consequences for students who are guilty of Category II misconduct will be administered beginning with the fourth infraction listed above.

Video/Digital Cameras and Audio Recording Devices

Many school buses are now equipped with video/digital cameras and audio recording devices. These tools monitor the passenger area of the bus. The objective is to provide an important additional tool to assist the driver and administration in managing student conduct on school buses, an important safety consideration that benefits all. The principal or his/her designee will review videotape of an incident on the bus. Video coverage of a reported incident is not a requirement for the principal to take disciplinary action.

Complaints against a driver or the operation of a bus should be directed to the principal of the school, Assistant Director of Transportation, or Director of Transportation. **Any unauthorized person who boards a school bus to settle a problem is trespassing. A report will be made to law enforcement by the district.**

Technology Acceptable Use

Technological resources, including computers, other electronic devices, programs, networks and the Internet, provide opportunities to enhance instruction, appeal to different learning styles and meet the educational goals of the board. Through the school system's technological resources, users can observe events as they occur around the world, interact with others on a variety of subjects, and acquire access to current and in-depth information.

Use of technological resources should be integrated into the educational program. Technological resources should be used in teaching the North Carolina Standard Course of Study and in meeting the educational goals of the board. The curriculum committee should provide suggestions for using technological resources in the curriculum guides as provided in policy 3115, Curriculum and Instructional Guides. Teachers are encouraged to further incorporate the use of technological resources into their lesson plans.

The superintendent shall ensure that school system computers with Internet access comply with federal requirements regarding filtering software, Internet monitoring and Internet safety policies. The superintendent shall develop any regulations and submit any certifications necessary to meet such requirements.

A. Requirements for use of Technological Resources

The use of school system technological resources, such as computers and other electronic devices, networks, and the Internet, is a privilege, not a right. Before using the Internet, all students must be trained about appropriate online behavior. Such training must cover topics such as cyberbullying and interacting with others on social networking websites and in chat rooms.

Anyone who uses school system computers or electronic devices or who accesses the school network or the Internet at an educational site must comply with the requirements listed below. All students and employees must receive a copy of this policy annually. Before using school system technological resources, students and employees must sign a statement indicating that they understand and will strictly comply with these requirements. Failure to adhere to these requirements will result in disciplinary action, including revocation of user privileges. Willful misuses may result in disciplinary action and/or criminal prosecution under applicable state and federal law.



- School system technological resources are provided for school-related purposes only. Acceptable uses of such technological resources are limited to activities that support learning and teaching. Use of school system technological resources for non-

- school-related purposes, such as for commercial gain or profit or for political lobbying, is prohibited.
- Under no circumstance may software purchased by the school system be copied for personal use.
- Students and employees must comply with all applicable board policies, administrative regulations, and school standards and rules in using technological resources. All applicable laws, including those relating to copyrights and trademarks, confidential information, and public records, apply to technological resource use. Any use that violates state or federal law is strictly prohibited.
- No user of technological resources, including a person sending or receiving electronic communications, may engage in creating, intentionally accessing, downloading, storing, printing or transmitting images, graphics (including still or moving pictures), sound files, text files, documents, messages or other material that is obscene, defamatory, profane, pornographic, harassing or considered to be harmful to minors.
- Users of technological resources may not send electronic communications fraudulently (i.e., by misrepresenting the identity of the sender).
- Users must respect the privacy of others. When using e-mail, chat rooms, blogs or other forms of electronic communication, students must not reveal personally identifiable, private or confidential information, such as the home address or telephone number of themselves or fellow students. In addition, school employees must not disclose on the Internet or on school system websites or web pages any personally identifiable information concerning students (including names, addresses or pictures) without the written permission of a parent or guardian or an eligible student, except as otherwise permitted by the Family Educational Rights and Privacy Act (FERPA) or policy 4700, Student Records. Users also may not forward or post personal communications without the author's prior consent.
- Users may not intentionally or negligently damage computers, computer systems, electronic devices, software or computer networks. Users may not knowingly or negligently transmit computer viruses or self-replicating messages or deliberately try to degrade or disrupt system performance. Users must scan any downloaded files for viruses.
- Users may not create or introduce games, network communications programs or any foreign program or software onto any school system computer, electronic device or network without the express permission of the technology director or designee.
- Users are prohibited from engaging in unauthorized or unlawful activities, such as "hacking" or using the computer network to gain or attempt to gain unauthorized or unlawful access to other computers, computer systems or accounts.
- Users are prohibited from using or attempting to use another individual's computer account without written permission from that individual. Users may not read, alter, change, execute or delete files belonging to another user without the owner's express prior permission.
- If a user identifies a security problem on a technological resource, he or she must immediately notify a system administrator or the district Internet coordinator. Users must not demonstrate the problem to other users. Any user identified as a security risk will be denied access.
- Teachers shall make reasonable efforts to supervise a student's use of the Internet during instructional time.
- Views may be expressed as representing the view of the school system or part of the school system only with prior approval by the superintendent or designee.

B. Restricted Material on the Internet

Before a student may use the Internet for any purpose, the student's parent must be made aware of the possibility that the student could obtain access to inappropriate material. The parent and student must sign a consent form acknowledging that the student user is responsible for appropriate use of the Internet and consenting to monitoring by school system personnel of the student's e-mail communication and use of the Internet.

The board is aware that there is information on the Internet that is not related to the educational program. The board also is aware that the Internet may provide information and opportunities to communicate on subjects that are not suitable for school-age children and that many parents would find objectionable. School system personnel shall take reasonable precautions to prevent students from having access to inappropriate materials, such as violence, nudity, obscenity or graphic language that does not serve a legitimate pedagogical purpose. The superintendent shall ensure that the Internet service provider or technology personnel have installed a technology protection measure that blocks or filters Internet access to audio or visual depictions that are obscene, that are considered pornography or that are harmful to minors. School officials may disable such filters for an adult who uses a school-owned computer for bona fide research or another lawful educational purpose. School system personnel may not restrict Internet access to ideas, perspectives or viewpoints if the restriction is motivated solely by disapproval of the ideas involved.

C. Privacy

No right of privacy exists in the use of technological resources. School system administrators or individuals designated by the superintendent may review files, monitor all communication, and intercept e-mail messages to maintain system integrity and to ensure compliance with board policy and applicable laws and regulations. School system personnel shall monitor on-line activities of individuals who access the Internet via a school-owned computer.

D. Personal Websites

The superintendent may use any means available to request the removal of personal websites that substantially disrupt the school environment or that utilize school system or individual school names, logos or trademarks without permission.

Students

Though school personnel generally do not monitor students' Internet activity conducted on non-school system computers during non-school hours, when the student's on-line behavior has a direct and immediate effect on school safety or maintaining order and discipline in the schools, the student may be disciplined in accordance with board policy

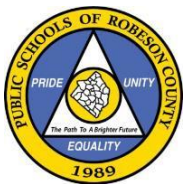
Employees

All employees must use the school system network when communicating with students about any school-related matters. Thus, employees may not use personal websites or on-line networking profiles to post information in an attempt to communicate with students about school-related matters.

Employees are to maintain an appropriate relationship with students at all times. Employees are encouraged to block students from viewing personal information on employee personal websites or on-line networking profiles in order to prevent the possibility that students could view materials that are not age-appropriate. If an employee creates and/or posts inappropriate content on a website or profile and it has a negative impact on the employee's ability to perform his or her job as it relates to working with students, the employee will be subject to discipline up to and including dismissal. This section applies to all employees, volunteers and student teachers working in the school system.

E. Disclaimer

The board makes no warranties of any kind, whether express or implied, for the service it is providing. The school system will not be responsible for any damages suffered by any user. Such damages include, but are not limited to, loss of data resulting from delays, non-deliveries, mis-deliveries or service interruptions, whether caused by the school system's or the user's negligence, errors or omissions. Use of any information obtained via the Internet is at the risk of the user. The school system specifically disclaims any responsibility for the accuracy or quality of information obtained through its Internet services. (Policy Code: 3225/4312/7320 Technology Acceptable Use)



Relevant Board Policies

All Board policies are currently in a review process and transition to a new coding system. In this handbook, policies are referred to by their existing number codes. Please be advised that the Board of Education may revise or create policies over the course of the school year. Policies and regulations referred to in this handbook are available on the district website at www.robeson.k12.nc.us or in each public school office. State laws, State Board of Education Bylaws, and Public Schools of Robeson County Board of Education Policies and Regulations that are enacted after the publication of this document shall supersede those statements and references contained in this publication.

- ❖ Policy Code: 1740/4010 Student and Parent Grievance Procedure
- ❖ Policy Code: 1710/4021/7230 Prohibition Against Discrimination, Harassment and Bullying
- ❖ Policy Code: 1720/4015/7225 Discrimination, Harassment and Bullying Complaint Procedure
- ❖ Policy Code: 3225/4312/7320 Technology Acceptable Use
- ❖ Policy Code: 3320 School Trips
- ❖ Policy Code: 3431 Conflict Resolution
- ❖ Policy Code: 3470/4305 Alternative Learning Programs/Schools
- ❖ Policy Code: 3530 Citizenship and Character Education
- ❖ Policy Code: 3610 Counseling Program
- ❖ Policy Code: 3620 Extracurricular Activities and Student Organizations
- ❖ Policy Code: 1740/4010 Student and Parent Grievance Procedure
- ❖ Policy Code: 4115 Behavior Standards for Transfer Students
- ❖ Policy Code: 1510/4200/7270 School Safety
- ❖ Policy Code: 4210 Release of Students from School
- ❖ Policy Code: 4235/6130 Illness or Injury of a Student at School
- ❖ Policy Code: 4240/7312 Child Abuse – Reports and Investigations
- ❖ Policy Code: 4250/5075/7316 North Carolina Address Confidentiality Program
- ❖ Policy Code: 4260 Student Sex Offenders
- ❖ Policy Code: 4300 Student Behavior Policies
- ❖ Policy Code: 4301 Authority of School Personnel
- ❖ Policy Code: 4302 School Plan for Management of Student Behavior
- ❖ Policy Code: 4341 Parental Involvement in Student Behavior Issues
- ❖ Regulation Code: 4302-R Rules for Use of Seclusion and Restraint in Schools
- ❖ Policy Code: 4307 Disciplinary Action for Exceptional Children/Students with Disabilities
- ❖ Policy Code: 4310 Integrity and Civility
- ❖ Policy Code: 4315 Disruptive Behavior
- ❖ Policy Code: 4316 Student Dress Code
- ❖ Policy Code: 4318 Use of Wireless Communication Devices
- ❖ Policy Code: 4320 Tobacco Products – Students
- ❖ Policy Code: 4325 Drugs and Alcohol
- ❖ Policy Code: 4328 Gang-Related Activity
- ❖ Policy Code: 4330 Theft, Trespass and Damage to Property
- ❖ Policy Code: 4331 Assaults, Threats and Harassment
- ❖ Policy Code: 4331 Assaults, Threats and Harassment
- ❖ Policy Code: 4333 Weapons, Bomb Threats, Terrorist Threats and Clear Threats to Safety
- ❖ Policy Code: 4335 Criminal Behavior
- ❖ Policy Code: 4340 School-Level Investigations
- ❖ Policy Code: 4341 Parental Involvement in Student Behavior Issues
- ❖ Policy Code: 4342 Student Searches
- ❖ Policy Code: 4345 Student Discipline Records
- ❖ Policy Code: 4351 Short-Term Suspension
- ❖ Policy Code: 4352 Removal of Student During the Day
- ❖ Policy Code: 4353 Long-Term Suspension, 365-Day Suspension, Expulsion
- ❖ Policy Code: 4362 Requests for Readmission of Students Suspended for 365 Days or Expelled
- ❖ Policy Code: 4370 Student Discipline Hearing Procedures
- ❖ Policy Code: 4400 Attendance
- ❖ Policy Code: 4600 Student Fees
- ❖ Policy Code: 4700 Student Records
- ❖ Policy Code: 5020 Visitors to the Schools
- ❖ Policy Code: 5022 Registered Sex Offenders
- ❖ Policy Code: 6000 Support Services
- ❖ Policy Code: 6305 Safety and Student Transportation Services

Getting Help with a Problem

Bullying, Cyberbullying, Harassment, Intimidation, Hazing, & Bias Behavior

Bullying and cyberbullying, harassment and intimidation, hazing, and bias behaviors— intentional conduct, including verbal, physical, graphic or written conduct or an intentional electronic communication that creates a hostile educational environment by substantially interfering with a student’s educational benefits, opportunities, or performance, or with a student’s physical or psychological wellbeing—are unsafe and do not reflect respect for others as defined by the Code of Student Conduct.

If you or someone you know is a target of one of these behaviors, you can tell a staff member, who will respond quickly and provide a practical, private, and safe place to report.

If You are Being Bullied...

- Tell someone — a parent, a teacher, a counselor.
- Try not to show anger or fear.
- Calmly tell the student to stop...or say nothing and walk away.
- Try to avoid situations where bullying is likely.

If You Know Someone Who is Being Bullied...

- If you feel safe, tell the bully to stop.
- If you don’t feel safe...
 - Say kind words to the student being bullied —*Be a friend!*
 - Don’t encourage the bully by laughing or joining in.
 - Tell other bystanders how to help stop bullying.
 - Tell an adult.
 - Encourage the bullied student to talk to someone.

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

Confidentiality in Counseling

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

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

School Problems

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

1. Tell the nearest teacher or adult staff member. Tell him/her exactly what has happened to the student or what the student has observed happening to someone else. Problems of discipline, security, and personal safety are considered very serious.
2. Talk to the principal or assistant principal right away.
3. Express feelings. It is natural to feel worried and upset. Talk to someone who will listen and understand — perhaps a peer mediator, peer helper, teacher, school counselor, school psychologist, social worker, or an adult mentor. It is important to talk to a trusted adult.
4. Ask to talk to a school counselor, school psychologist, or social worker who can help students learn ways to deal with problems so that they may feel safer and more comfortable when faced with similar problems in the future.
5. In addition to alerting school personnel, a student should tell his/her parents about the problem. They will want to know.

It is important for students to know that when a report is made to the school about an incident of this nature, every effort will be made to keep the information and identity confidential.

Personal Problems

For help with personal problems which may affect a student's school life or activities:

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

Academic Problems

For help with an academic problem, the student should:

1. See the teacher who teaches the subject. Students may seek out the teachers on a personal basis. Teachers routinely work with individual students who are having academic problems. The teacher may recommend help sessions or mentoring or may make a referral for additional assistance. The teacher may ask for a conference with the student and his/her parents/guardians.
2. If the teacher is unable to help the student resolve the problem to the student's satisfaction, the student should go next to the department chairperson or lead teacher.
3. Further help can be obtained through the school counselor.

4. For problems that are still not resolved after the student has talked with the school counselor, the student should discuss the matter with his/her parents/guardians and with the principal or assistant principal. Parents/guardians may wish to join the student in discussions with the principal.
5. Solving an academic problem requires the student's help, along with the help from teachers and sometimes parents/guardians, school counselor, and other school professionals.

Extracurricular Activities

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

1. See the advisor/coach assigned to the activity at a time when he/she can give you his/her undivided attention. Try not to discuss the problem during the activity period itself.
2. If the activity involves athletics or cheerleading, see the athletic director of your school if your matter has not been resolved after speaking to the coach.
3. If the student does not know who is assigned as advisor to the activity, the student should see an administrator.
4. If the student is unable to get help in solving the problem by doing the above, discuss the matter with parents/guardian and with the principal. Parents/guardians may wish to join the student in discussions with the principal.

Group Problems

For help with a group problem related to discipline, security, personal safety, or welfare:

If a group of students feels it shares a common problem, the best way to seek assistance is for the group to send two or three representatives to the teacher or administrator involved and present the group's point of view on the matter. Communication between one or two people and a large group is extremely difficult and is an ineffective approach to problem solving. The most effective approach is one that involves communication between representatives of the groups involved.

Peer Mediation

Peer mediation is a student-based, voluntary process for resolving conflict among students in grades kindergarten through grade 12. School Counselors train and supervise peer mediators. Peer mediators support safe teaching and learning environments by increasing student responsibility for behavior and decreasing time spent on discipline. Currently, several elementary, middle, and high schools offer peer mediation.

Where to Get Help

You may seek assistance through the following staff members or programs, which may be available at schools:

Peer Mediation, Peer Helpers, Natural Helpers, Tutors/Mentors, School Nurses, Teachers, School Counselors, Principals, School Psychologists, Student Personnel Workers, School Resource Officers, School Social Workers, and School Administrators.



Dear PSRC Families:

As a school system, we are committed to creating and sustaining a comprehensive, coordinated effort to improve the overall safety and well-being of our students, educators, and administrators.

To do this, we believe this must involve community-wide programs and initiatives involving parents, teachers, administrators, local law enforcement, mental health & wellness professionals and elected officials to take meaningful action to protect our students.

We are happy to announce the launch of the “Say Something Anonymous Reporting System” (SS-ARS). This program, which fulfills the mandate requirement under 115C-105.51 of NC Law, teaches students, teachers, and administrators how to recognize warning signs and signals, especially within social media, of individuals who may be a threat to themselves or others, and *Say Something* to a trusted adult OR use the anonymous reporting system. Specifically, the program educates participants to:

- Recognize the signs and signals of at-risk behaviors, especially within social media
- Take every sign and signal seriously; act quickly to get help by talking to a trusted adult OR
- Report it anonymously through the SS-ARS 24/7 Crisis Center, mobile app, or website
- Respond to and manage the submitted tip via multi-disciplinary educator and administrator teams
- Sustain the curriculum and awareness via student clubs, in-school activities, and call-to-action weeks

Our students often are aware of the problems their peers are facing, so we must empower them to know the danger signs and give them the tools to help each other with the assistance of trained and caring adults. As you know, most conversations are taking place on social media, therefore it is critical that we teach our students to be looking out for one another as these digital conversations are taking place. SS-ARS teaches them what to look for in text, video and photos while empowering them to act quickly to help a fellow student.



The SS-ARS program is provided by Sandy Hook Promise (SHP), a nation-wide non-profit organization. SHP’s programs are in 50 states – with 14,000+ schools and over 12 million students and adults trained. They have a track record, reputation, and knowledge of how to work effectively with kids, parents, and teachers to improve school safety and culture. The program is age-appropriate and research-based. To date, SS-ARS and other SHP prevention programs have helped stop multiple school shootings, suicides, and gun threats, The program has reduced bullying and cyberbullying, intervened upon cutting, drug use, and other violent acts. We know this program will do the same for our district.

We anticipate that SS-ARS will help stop school shootings, suicides, and gun threats; it will help reduce bullying and cyberbullying; help intervene upon cutting, drug use, racial conflicts, and other violent and victimization acts.

If you have questions or concerns, please do not hesitate to call or email your child’s principal.

PSRC Directory

Department/School	Main Number or Extension	Department/School	Main Number
Board of Education/Central Office	671-6000	Fairgrove Elementary School	628-8290
Superintendent's Office	671-6000	Fairmont High School	628-6727
Academically & Intellectually Gifted	3532	Fairmont Middle School	628-4363
Arts Education	3391	Indian Education Resource Center	521-2054
Athletics/Driver Education	3314	L.G. Carroll Middle School	671-6098
Career Technical Education	735-2066	Littlefield Middle School	671-6065
Child Nutrition	3702	Long Branch Elementary School	739-3864
Community Schools/Primetime	3111	Lumberton High School	671-6050
Curriculum & Instruction	3321	Lumberton Jr. High School	735-2108
Exceptional Children	3381	Magnolia Elementary School	671-6070
Health Services	3550	Orrum Middle School	628-8408
Human Resources	3215	Oxendine Elementary School	843-4243
Indian Education Resource Ctr.	521-2054	Parkton Elementary School	858-3951
K-2 Assessment	3313	Pembroke Elementary School	521-4204
Math/Science	3323/3324	Pembroke Middle School	522-5013
Media Services	3352	Peterson Elementary School	843-4125
Parent Student Center	3560	Piney Grove Elementary School	671-6025
Planetarium and Science Center	3382	Prospect Elementary School	521-4766
Print Shop	3630	Purnell Swett High School	521-3253
Program Services	3301	Red Springs High School	843-4211
PSRC Online	3542	Red Springs Middle School	843-3883
Public Relations	3006	Rex-Rennert Elementary School	843-5298
Social Studies	3512	Robeson County Career Center	671-6095
Student Services	3542	Rosenwald Elementary School	628-4291
Technology Services	671-6038	LAP/RAS	422-3983
Technology Services Help Desk	737-5280	Rowland Norment Elem. School	671-6030
Technology Integration	272-5007	Shining Star (Lumberton)	671-4343
Testing Center	671-4342	Shining Star (Pembroke)	521-0559
TIMS	671-6088	South Robeson Intermediate	422-3987
Title I Early Childhood	3523	St. Pauls Elementary School	865-4103
Title I/Migrant Education	3522	St. Pauls High	865-4177
Transportation	739-4743	St. Pauls Middle School	865-4070
Web Development & Email Services	1332	Tanglewood Elementary School	671-6035
		Townsend Elementary School	844-5086
Deep Branch Elementary School	738-2514	Union Chapel Elementary School	521-4456
Early College High School	737-5232	Union Elementary School	521-4272
East Robeson Elementary School	671-6055	W. H. Knuckles Elementary School	671-6020



May We Assist You?

The Public Schools of Robeson County is committed to providing the best service to our students, parents and community partners. No matter how hard we try, a time may come when something in our district does not work for you, a time when you question why a certain action was taken or not taken. The following procedure will help resolve your issues:

Step 1:

Bring your concern to the person closest to the problem. For example, if you have a question about something that happened in your child's classroom, start with the teacher.

Step 2:

The next level will be to discuss your concern with the person who supervises the individual or department in question. In most cases, this is the principal (additional resources: assistant principal, counselor, social worker, peer mediator, student success advocates, and MTSS team).

Step 3:

If you have additional concerns, you may make an appointment to talk with a member of the superintendent's staff. A grievance may be submitted in specific circumstances such as when a student or parent believes that board policy or law has been misapplied, misinterpreted, or violated. Any claims of discrimination on the basis of race, color, national origin, sex, pregnancy, religion, age, or disability also may be submitted as a grievance. We ask that you work with us to resolve issues by contacting:

Public Schools of Robeson County

100 Hargrave St.
Lumberton, NC 28358
Telephone: 910-671-6000

Office Hours

8:00 am - 4:30 pm Monday - Thursday
8:00 am - 4:00 pm Friday

Mailing Address:

Public Schools of Robeson County
Post Office Drawer 2909
Lumberton, NC 28359-2909

Send questions, comments, or suggestions to webmaster@robeson.k12.nc.us



Student and Parent Acknowledgement and Pledge

Public Schools of Robeson County

CODE OF STUDENT CONDUCT

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

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

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

Parent: _____

Date: _____

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

Student: _____

Date: _____

Media Opt-In

In the event that you **do not want** a photo of your child and/or a video of your child taken on a school bus, on school grounds, in school buildings, at school activities, or school sporting events, released without your prior consent, you must so notify your school's principal, in writing, no later than the end of the 10th school day after the beginning of school, not counting intermediate weekends or holidays. If you do not object to the release of your child's photo and/or a video of your child that is taken on a school bus, on school grounds, in school buildings, at school activities, or at school sporting events by the school, no action is necessary.

Adopted: August 2014

Internet Acceptable Use, Safety Regulation and Google Apps for Education Notification of Children's Online

Privacy Protection Act Form

The Public Schools of Robeson County (PSRC) is providing students with Google Apps for Education (GAFE) accounts. GAFE accounts include free, web-based programs including email, document, spreadsheet, presentation, calendar and collaboration tools for students and teachers. This service is available through an agreement between Google and the PSRC.

Google Apps for Education (GAFE) runs on an Internet domain purchased and owned by the district and is intended for educational use only. This permission form serves to obtain parental consent and notification of the Children's Online Privacy Act (COPPA) described below.

Children's Online Privacy Protection Act (COPPA)

COPPA applies to commercial companies and limits their ability to collect personal information from children under 13. By default, Google advertising is turned off for Google Apps for Education users. No personal student information is collected for commercial purposes. This permission form allows the school to act as an agent for parents in the collection of information within the school context. The school's use of student information is solely for education purposes. For more information about COPPA, please consult <https://www.consumer.ftc.gov/articles/0031-protecting-your-childs-privacy-online>.

The PSRC K-12 Google Apps for Education is available at school and at home via the web. Even though email from known inappropriate sites is blocked, there is always a chance students will be exposed to inappropriate content. School staff will monitor student use of Apps when students are at school. Parents are responsible for monitoring their child's use of Apps when accessing programs from home. Students are responsible for their own behavior at all times.

Student Agreement

Every student, regardless of age, must read and sign below: I have read, understand and agree to abide by the terms of the foregoing Acceptable Use, Internet Safety Regulation, and Google Apps for Education Notification. Should I commit any violation or in any way misuse my access to the PSRC technology resources, I understand and agree that my access privilege may be revoked and School disciplinary action may be taken against me.

If I am signing this Regulation when I am under 18, I understand that when I turn 18, this Regulation will continue to be in full force and effect and agree to abide by this Regulation.

*By typing your name, you are agreeing to and electronically signing the PSRC Internet Acceptable Use & Safety Regulation Form and the Student Digital Learning Pledge for the 2025-26 school year.



: *The Code*

“To educate all students by building a foundation for learning in an ever-changing global society.”



“When I make positive behavior choices, I will be successful.”

“If I do not make positive behavior choices, I will receive interventions to help me learn to make better choices.”