Huntsville City Schools

Student Code of Conduct

A Framework of Progressive Supports for Student Behavior

2025-2026

Student Code of Conduct

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Creating a Positive School Climate

HCS relies on several programs to implement the Positive School Climate Program, including: Positive Behavior Interventions and Supports (called "PBIS"); Restorative Practices; and the Student Code of Conduct. These programs, working together, can help foster a positive school climate:

- **Student Code of Conduct** (this document) describes HCS' progressive disciplinary system and explains how all of HCS' behavioral tools work together.
- **The Elementary and Secondary Behavioral Matrices** describe prohibited behaviors and the recommended progressive disciplinary steps that school staff should use to correct behaviors.
- **PowerSchool** is the software that schools use to monitor student behaviors and school responses.
- **PBIS** gives teachers and administrators guidelines for setting common, school-wide behavioral expectations.
- **PBIS and Restorative Practices** work together to give teachers and administrators comprehensive techniques for helping students achieve behavioral expectations and to reduce misbehaviors.

Stated simply: The Matrices describe expected student behavior, prohibited student conduct, and appropriate responses to misbehavior. Student Code of Conduct details the techniques for changing misbehaviors and reinforcing positive behavior, like PBIS and Restorative Practices, and PowerSchool helps HCS monitor all of this. Studies have shown that using a comprehensive system like this leads to a school environment where students, parents/guardians, and staff work together respectfully to maintain a positive, orderly, and safe learning environment focused on both teacher and student led learning.

Progressive Discipline

Research shows that positive relationships and effective teaching practices help children learn. Students are more likely to succeed when they feel connected to their school and engaged in the classroom. For most students, positive relationships and engaging culturally-relevant instruction will address most behavioral issues. However, when those classroom management strategies are unable to address a student's behavioral issue(s), schools should use a progressive approach to Interventions and Disciplinary Consequences.

So, what is progressive discipline? It is part of HCS' Positive School Climate program, but what does that really mean? Take a look at the following table to see what progressive discipline does, and what it doesn't do:

PROGRESSIVE DISCIPLINE:	PROGRESSIVE DISCIPLINE DOES NOT:
Requires clear and explicit prohibited student behavior.	Stop students from receiving Disciplinary Consequences.
Relies on consistent disciplinary consequences.	Remove teacher and administrator discretion.
Follows a step-by-step response to misbehavior.	Guarantee that students will always behave.
Tries to reduce disparities in discipline by treating similarly situated students alike.	Replace the need for building relationships with students.
Allows students an opportunity to learn from their misbehavior.	Use zero tolerance responses to student misbehavior.
Uses **Interventions** to help correct student misbehavior **over time**.	

The who, what, when, where, why, and how of progressive discipline is discussed in more detail below.

Who Implements Progressive Discipline?

Before defining progressive discipline, it is important to know who is responsible for implementing progressive discipline. The simple answer is that all the staff plays a role in its implementation. Teachers implement it in the classroom while Child Nutrition employees implement it in the lunchroom. The school administrators are responsible for ensuring that HCS' progressive discipline is implemented properly in their schools.

What is Progressive Discipline?

Progressive discipline is responding to student behavior with a set of steps that build in severity and intensity with each step. For most misbehaviors, Disciplinary Consequences that allow students to remain in school (like detention, loss of privileges, and in-school suspension) are used before consequences that remove the student from school (like out-of-school suspension or expulsion). In other words, a teacher or administrator should begin with the lowest level of Disciplinary Consequences and Interventions and if a student's behavior does not change with that level, the teacher or administrator should use the **next level of** Disciplinary Consequence and Intervention. Out-of-school suspension and expulsion/alternative school are reserved for the most severe behaviors and are a last resort for repeated behaviors.

What does progressive discipline look like on paper? Below is a section of the Secondary Behavioral Matrix. Both the Elementary and Secondary Behavioral Matrices contain prohibited student behaviors. Each behavior is assigned to various **Response Levels**. The **Response Levels** are the progressive steps that schools should use to respond to misbehavior. The Elementary Behavioral Matrix has **four** Response Levels while the Secondary Behavioral Matrix has **five** Response Levels.

The Matrix also has a column, located on the left side of the Matrix, that lists the behaviors that the District expects of its students. These expected behaviors are located near a corresponding misbehavior. For example, below you will see the column from the Matrix containing expected behaviors related to Academic Dishonesty.

HCS EXPECTS ITS STUDENTS TO:
Academic Dishonesty
• Act with honesty and integrity • Be prepared for class each day • Take pride in their work, efforts, and assignments

The Matrix also contains prohibited student behavior. In the example below, the misbehaviors are related to Academic Dishonesty. The Matrix also has separate columns, one for each **Response Level**. The **Response Levels** are: **Day-to-Day; Level 1; Level 2; Level 3;** and **Level 4 (Secondary Only).**

WHEN STUDENTS FAIL TO MEET EXPECTATIONS BY:	TEACHER RESPONSES		ADMINISTRATOR RESPONSES		
	Day-to-Day Day-to-day in-class responses by the teacher	**Level 1** Classroom responses, consequences, and Interventions	**Level 2** Administrative responses and in-school consequences	**Level 3** Most intense in-school responses and out-of- school consequences	**Level 4** Long-term removal from school and recommendation for expulsion/ alternative school (**Secondary Only**)
Academic Dishonesty					
Plagiarizing, committing forgery, or cheating on a minor assignment (i.e., a classroom worksheet, a quiz, or classroom test)		●			
Plagiarizing, committing forgery, or cheating on a major assignment (i.e., an end of semester exam or benchmark exam).			●	●	

Each response level has a set of corresponding **Disciplinary Consequences**, **Interventions**, and **Response Strategies**. Brief definitions of **Disciplinary Consequences**, **Interventions**, and **Response Strategies** are included in the table below:

Type of Action	Definition	Examples
Response Strategy	These are the steps that a school employee takes to end a student's misbehavior or defuse a student conflict. **These do not replace Disciplinary Consequences or Interventions.**	● Redirection ● Letting a student take a break to calm down ● De-escalation techniques such as avoiding power struggles
Disciplinary Consequence	These are the consequences for a student's misbehavior. Suspensions and alternative school placements **must also be paired with an Intervention**.	● Detention ● Loss of privileges ● Temporary confiscations ● Parent/Guardian/Student conferences ● Repairing the harm through Restorative Practices ● Suspension ● Expulsion/Alternative School
Interventions	These are the supports that are used to help struggling students. These supports can be designed to help a student with academics, attendance, or behavior. Interventions work best when they are customized for the student's needs. For more information about selecting Interventions, please see page 7	● Behavior Contracts ● Mentoring ● Positive reinforcement with PBIS ● Restorative conversations and circles ● Intervention Plans ● Counseling and mental health ● Problem Solving Team ("PST") Plan ● Reintegration meetings after discipline

The previous table does not include all Disciplinary Consequences, Interventions, and Response Strategies. These are just a small sample. Parents/guardians/students who want to learn more should ask their teachers and administrators. The intensity of the Disciplinary Consequence and Intervention depends on the **Response Level**. To better understand the **Response Levels**, see the table below:

Response Level	Who Handles?	Record Keeping	Office Disciplinary Referral?	Example Disciplinary Consequences	Example Intervention
Day-to-Day	Teacher	Teacher Discretion	No	• Verbal warning • Call home	• Behavior Contract
Level 1	Teacher	PowerSchool	No	• Detention (**secondary**) • Silent lunch • Parent/guardian conference	• Teaching expected behaviors and replacement behaviors • PBIS Rewards
Level 2	Admin	PowerSchool	Yes	• Repair harm • Restorative Circle • In-School Suspension (“ISS”)	• Problem Solving Team Plans • Behavior Plans
Level 3	Admin	PowerSchool	Yes	• Repair harm • Restorative conferences • Out-of-School Suspension (“OSS”)	• Counseling and mental health • Intense, individualized support • School Intervention Plan (“SIP”)
Level 4	Admin	PowerSchool	Yes	• Repair harm • Restorative conferences • Long-term suspension • Restorative Panel • Expulsion/Alternative School **NOTE**: A Level 4 Response will often result in a referral for expulsion/alternative school, but in extenuating circumstances, expulsion/alternative school may not be appropriate.	• Readmission supports and plans following expulsion/alternative school • District Intervention Plan (“DIP”)

School staff are encouraged to limit the use of Disciplinary Consequences that result in the removal of students from instructional time. However, the Behavioral Matrices do allow for the use of exclusionary Disciplinary Consequences when appropriate. For more information about these Disciplinary Consequences, please see the table below:

Disciplinary Consequence	Definition	Limits	Response Level
In-School Suspension ("ISS")	**In-School Learning Center** (ILC) is an alternative classroom placement for students who receive ISS. A student is removed from the regular classroom environment. The student can make up any assignment missed while in ILC, and the student's teacher must visit the student to ensure that he or she can complete the work and to answer questions.	Administrators should start with a small number of periods or days in ILC before slowly increasing the duration.	**Level 2**
Out-of-School Suspension ("OSS")	OSS results in a student being removed from the school environment for a designated period of time. The student can make up any assignment missed while on an OSS, and the student's teachers must allow the student to meet with them to help the student complete the work and to answer questions, as schedules permit. This consequence may be limited by IDEA and/or state law.	When returning from OSS, the administrator will ensure that at least one **Intervention** plan is in place, such as Restorative Practices. For students with an IEP, an IEP team meeting may be necessary. If the student has frequent or repetitive behavior, the student **will** be referred to the PST to develop an appropriate **Intervention** plan. Administrators should start with a small number of days in OSS before slowly increasing the duration. OSS is not appropriate for students who **are tardy, absent, or skip school**. Suspending a student out of school for not being in school is inconsistent with the District's mission.	**Level 3**
Restorative Panel Meeting	The student and his or her parents/guardians will have the opportunity to participate in a restorative conference with HCS' Restorative Panel. If the student chooses to participate in an HCS Restorative Panel, the panel, the offending student(s), the school administrator, and other stakeholder(s), when appropriate, will discuss the harm caused by the behavior, develop a behavioral plan for the student, and discuss access to possible Interventions (e.g., counseling, mental health services). Restorative Panel Meetings are often in lieu of expulsion/alternative school. For Secondary students, failing to follow the Panel's plan may result in a recommendation for expulsion/alternative school.	HCS has identified several categories of behavior as appropriate for Restorative Panel Meeting. These are referenced within the matrices. Recommendation for a Restorative Panel Meeting will often coincide with an OSS and will occur prior to a recommendation for expulsion/alternative school (**secondary only**).	**Level 3 (Elementary) & Levels 3 & 4 (Secondary)**

Expulsion/ Alternative School ***Secondary Only (Except for Elementary incidents that involve a violation of Policy 4.2.1)***	Long-term removal from the normal school and classroom environment unless prohibited by the IDEA and/or state law. All recommendations for expulsion/alternative school are reviewed by a District panel who determines whether or not to move forward with the expulsion/alternative school. If approved, the case will go before the district hearing panel as described in Appendix E.	No student may be expelled without a due process hearing. While awaiting a due process hearing, the student will be assigned ISS or OSS for up to 10 days as appropriate.	**Level 4**

When to Use Progressive Discipline?

Most of the time. There are only a handful of student behaviors that immediately warrant an expulsion/alternative school (usually offenses that physically endanger or significantly harm school personnel or other students). Schools should address all other misbehaviors using progressive Disciplinary Consequences and Interventions.

Where to Apply Progressive Discipline?

HCS Door-to-Door Expectation

It is HCS' goal to ensure that its students are safe from their front door to the schoolhouse gate, and while on the bus, at school property, and at school events. Thus, HCS will not only respond to and provide Disciplinary Consequences for conduct occurring on school property or at school activities, HCS may also provide Disciplinary Consequences for behavior that begins off campus but manifests at school. In addition, Disciplinary Consequences will occur for behavior whether on or off campus where there is an identifiable serious threat of physical harm to HCS, HCS student(s), or HCS employee(s). Consequences may also occur for behavior that threatens another student's ability to make it safely to and from school, regardless of where that behavior occurs.

Why Use Progressive Discipline?

Research shows that the use of progressive Disciplinary Consequences results in better results for all students. When students can make mistakes and schools can support the students in learning from those mistakes, behavioral issues decrease, and academic performance improves. Research has shown that this only works when Disciplinary Consequences **are paired with appropriate supports and Interventions**, so whenever an HCS student receives an exclusionary consequence like in-school or out-of-school suspensions, **the administrator must ensure that it is paired with an appropriate Intervention**.

How to Implement Progressive Discipline Using the Matrix?

When a student misbehaves, the teacher or administrator should find the student's behavior in the Student Code of Conduct Matrix. The behavior will have at least one dot under one of the Response Level columns (labeled as **Day-to-Day, Level 1, Level 2, Level 3, and Level 4 (Secondary Only)**). If the behavior is assigned to **two or more Response Levels**, the **lowest level is used first, unless marked otherwise**. This means that if a behavior is assigned to **Level 1** and **Level 2**, the teacher must try to correct the behavior in class before referring the student to an administrator using an Office Disciplinary Referral. For each new school year, all students begin with a clean slate, so all responses to misbehavior should start with the lowest assigned **Response Level**.

The District has established the following guidelines for all schools:

1. **When determining the appropriate response to a student's behavior, the school should consider the following:**
    a. Why is the behavior unacceptable and what harm did it cause?
    b. Did the student take responsibility for their actions?
    c. Do students understand what they could have done differently in the same situation? **If the student's behavior included possession of a prohibited item and the student voluntarily surrendered the item, Disciplinary Consequences may not be appropriate. *See* "Surrender for Safety" on page 14 for more information.**
    d. Are there social strategies and skills a student could learn to use in the future?
    e. Has the student been made aware that there are more serious consequences if the behavior reoccurs?

2. **The answers to the above questions must be considered before moving up to another Response Level**. Often times, the answers to the above questions are crucial for identifying and implementing supports to help students correct their behavior.

3. **Before moving up to another Response Level, the school must show that it has attempted an appropriate Intervention.** To be clear, Disciplinary Consequences **are not** Interventions. This means that simply showing that a student has been previously punished for the same behavior is not sufficient for progressing between Response Levels.
    a. **Example Interventions**: PBIS coupons, behavior contract, mentor, and access to mental health professionals.
    b. **Not Interventions**: detention, suspension, discipline entries (i.e., PowerSchool), and parental/guardian contact.

4. **Supports should also be considered for the victims of misbehavior.** In fact, when used properly, Restorative Practices focuses as much on supporting the harmed victims as it does on correcting the misbehavior of the student who caused the harm.

How to Know When to Move Up a Level in the Matrix?

Levels	How to Document	Interventions	When to Progress?
Day-to-Day to Level 1	The teacher keeps informal records of his or her attempts to correct the student's behavior. The teacher does not use PowerSchool until the student's behavior rises to **Level 1**.	The teacher should use general classroom management techniques.	After the teacher has attempted to correct the specific behavior (e.g., **for at least two days)**, he or she should document the behavior in PowerSchool and move up to a **Level 1.** *Also, the teacher should call the student's parent/guardian.*
Level 1 to Level 2 ***For more details, see Appendix F.***	The teacher documents his or her Level 1 responses in PowerSchool until the teacher makes an **Office Disciplinary Referral**.	If a student does not respond to general classroom management, the teacher should implement more intensive strategies like behavior contracts and **Restorative Practices** with the student.	After the teacher has attempted to correct the specific behavior, **at least two times**, he or she may complete an **Office Disciplinary Referral**. *Also, the teacher should call the student's parent/guardian.*
Level 2 to Level 3	The school administrator should track all Interventions and Disciplinary Consequences in PowerSchool.	If a student is referred to the office, the administrator should ensure that the behavior warranted a referral. If the behavior does so, the administrator should implement an Intervention, such as Restorative Practices. If the student has repeated **Level 2** behavior, the administrator should ensure that the student has a PST and should work with the PST to develop an Intervention Plan. If the PST Intervention Plan is unsuccessful, administrators should implement a SIP.	The administrator should not move to a **Level 3** unless the student's Intervention Plan has been implemented with fidelity. If the plan proves unsuccessful **and** the administrator believes that no further **Level 2** Intervention will help the student, he or she may move up to a **Level 3**.
Level 3 to Level 4 ***Secondary Only (Except for Elementary incidents that involve a violation of Policy 4.2.1)***	The school administrator should track all Interventions and Disciplinary Consequences in PowerSchool.	For most **Level 3** behaviors, the administrator should ensure that the student has a PST and should work with the PST to develop an Intervention Plan. That plan should include the highest-level Interventions at the school including the use of mental health resources or outside mentoring/counseling.	The administrator should not move up to a **Level 4** unless the student's Intervention Plan has been implemented with fidelity. If the plan proves unsuccessful **and** the administrator believes that no further **Level 3** Intervention will help the student, he or she may move up to a **Level 4**, including recommendation for expulsion/alternative school.
Level 3 without a dot under Level 4 ***Secondary Only***	If the highest response level assigned to a behavior is **Level 3**, the administrator should make every effort to respond to the student's behavior using **Level 3 Responses**. If, however, a student repeats behaviors that require **Level 3 Responses**, the school administrator may consult with the Department of Behavioral Learning about the possibility of responding to the student's behavior with a **Level 4 Response**. However, before recommending expulsion/alternative school pursuant to this exception, administrators will implement the School-Level Intervention Plan. If the School-Level Intervention Plan is not successful, administrators should follow the steps provided in Appendix E.		
Multiple Level 3s for a Single Event ***Secondary Only***	Although comprehensive, the Student Code of Conduct and Matrices does not contain descriptions for how to handle every possible set of student behaviors. When a student's misbehavior for a single event covers offenses assigned to multiple Level 3 Responses, the administrator may respond with a Level 4 Response. The administrator **must seek approval from the Superintendent, or designee, before proceeding with a Level 4 Response. This procedure should be used only in extenuating circumstances.**		

How to Handle When a Student Goes a Long Period Without Misbehaving?

To most effectively use the Student Code of Conduct and the Matrices, administrators must understand which Disciplinary Consequence is appropriate for a student's misbehavior. For the different **Response Levels** to feel progressive, the Disciplinary Consequences **must slowly increase in severity** while the Interventions **slowly increase in intensity**. The goal of this process is to **help students change their behavior and not simply to exclude the students from the school**. As such, the District instructs its teachers and administrators to consider the length of time between a student's misbehavior when determining the appropriate Interventions and consequences.

In practice, this means that when an Intervention has been successful in helping a student meet his or her behavioral expectations for a long period of time, a teacher or administrator should respond to a student's misbehavior with a **lower Response Level** than he or she would if the student's misbehavior had continued over the same period of time. By applying **lower Response Levels** for students who go long periods of time without misbehavior, schools will better help students **change their behaviors without escalating to exclusionary discipline too quickly.**

Interventions: Supporting Our Teachers as They Support Our Students

HCS' progressive discipline system requires both consistent consequences and paired Interventions. These Interventions should be designed to help a student correct their behavior over time. Pairing Interventions with Disciplinary Consequences helps teachers ensure that responses to misbehavior are as much a part of the classroom as academic subjects.

Interventions are not merely a one-size-fits-all support program. In fact, it is critical that the following factors be considered prior to determining the appropriate Intervention:

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

HCS' Behavioral Support Programs: PBIS and Restorative Practices

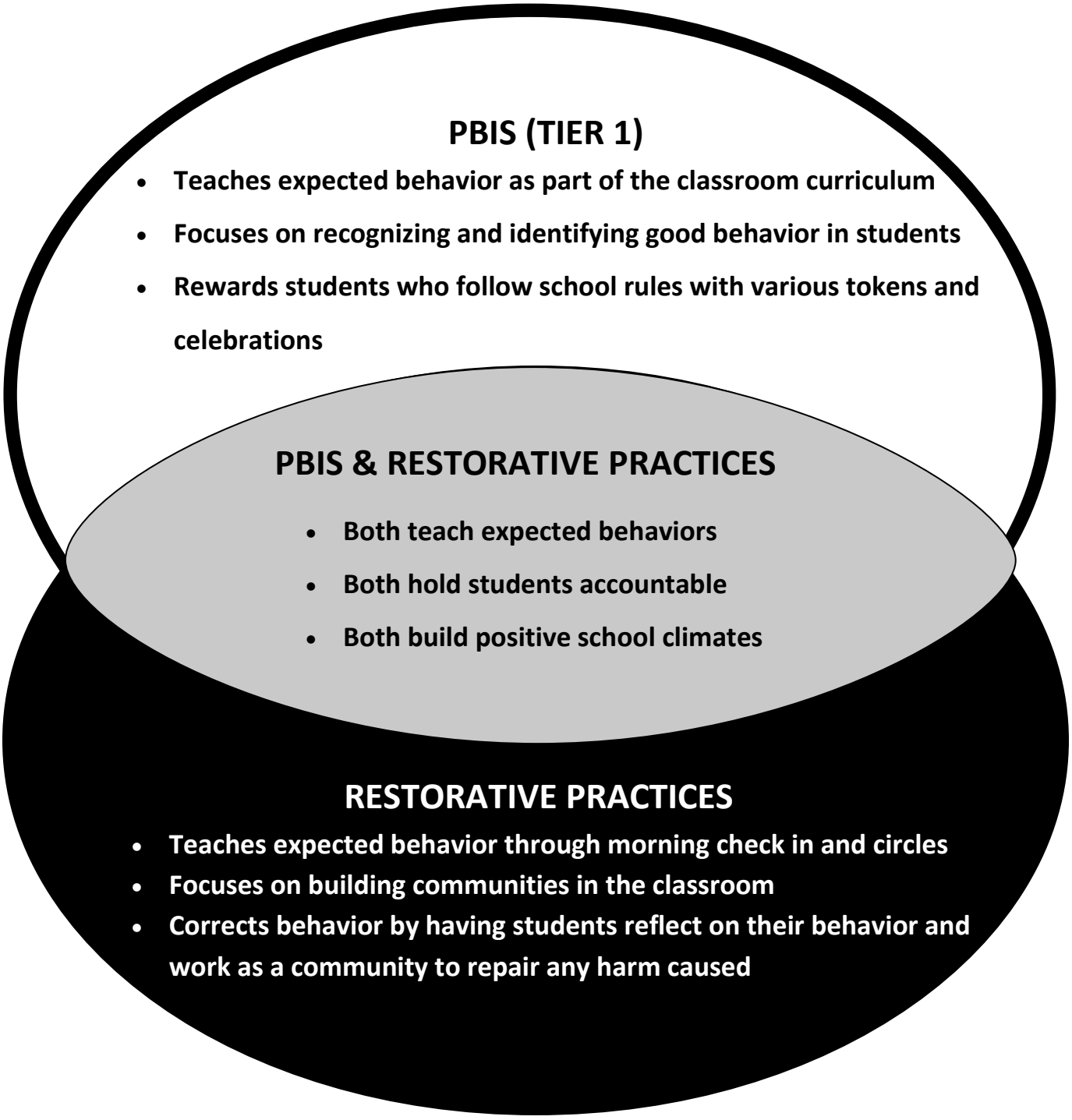
One of purposes of the Student Code of Conduct is to inform all stakeholders about HCS' different behavioral support programs. These programs:

- support our teachers by giving them classroom management techniques;
- support our administrators by giving them tools for helping students learn expected behaviors over time; and
- support our students by giving them skills for improving their behavior.

The two main programs that HCS uses as behavioral support are **PBIS** and **Restorative Practices**, which are described below.

THE MAIN ELEMENTS OF PBIS	
Behavior Expectations	Schools must provide students clear and consistent behavioral expectations such as: be responsible; be respectful; and be safe.
Teaching Expected Behaviors	Schools must actively teach expected behaviors to all students just like schools teach academic subjects. This requires schools to teach the behaviors at the start of school and throughout the year.
Celebrating Positive Behavior	Schools must shift the focus from emphasizing a student's past misconduct to praising the student's performance of the expected behaviors. This does not mean that students are never punished, but it does mean that students who behave well should be praised regardless of any past disciplinary issues.
Responding to Behavior	Schools must be consistent when responding to a student's misbehavior. Schools may select an appropriate Disciplinary Consequence for a student's misbehavior, but for repeat or severe misbehaviors, the school **must implement an Intervention**. Schools must evaluate the effectiveness of the Interventions over time and must alter the Interventions if they are not successful. When using exclusionary Disciplinary Consequences, like out-of-school suspension and alternative school, the school must pair it with an **Intervention Plan**.
Use of Data	Schools must use PowerSchool to track student behavior data. This information should be used to: determine whether an **Intervention** is working for a given student; evaluate the school's implementation of PBIS by checking for reductions in discipline over time; and identify students and teachers who are succeeding/struggling with PBIS. Correct use of data is critical for the success of PBIS.
QUICK SUMMARY OF RESTORATIVE PRACTICES	
What?	Restorative Practices are a subgroup of practices called Restorative Justice. Restorative Practices repair the harm done to relationships and people when a student misbehaves instead of focusing on blame and punishment.
How?	Restorative Practices take many different forms depending on whether the school is reacting to behavior or being proactive. **Reactive** measures include: ● **Restorative Questions** help students think about the effect of their actions by asking questions like: What happened? Who do you think you affected? What needs to happen to make things right? How can we prevent this from happening again? ● **Fair Process** consists of treating students respectfully throughout the disciplinary process, so that students perceive the system as being fair even if they receive a punishment. ● **Restorative Conferences** allow all stakeholders to contribute to the resolution of the harm. **Proactive** measures include: ● **Classroom Circles** which teachers use to lead meaningful, structured classroom discussions to help build a classroom community. ● **Morning** "**Check In**"/**Restorative Practices** which teachers use to check in with their class to ensure that the teacher is aware of possible conflicts between their students.
Who?	When following a student's misbehavior, Restorative Practices involve all of those harmed by the behavior including the teacher, the victim(s), other classmates, and, of course, the offending student. When done proactively, all students in a class should be a part of the community building process.
When?	Restorative Practices happen both before and after a student misbehaves. If after the behavior, the goal is to remedy the harm done for a given misbehavior and to help prevent the reoccurrence of the specific behavior. When implemented before misbehavior occurs, Restorative Practices help teachers and students build trusting relationships.
Why?	If implemented correctly, Restorative Practices help schools build healthy relationships and communities. These relationships help resolve future conflict and misbehavior.

Restorative Practices and PBIS: Seeking the Same Result



Acknowledging Mistakes: Surrender for Safety

Sometimes students make mistakes and may unintentionally bring inappropriate items to school. HCS' desire is for students to learn from these mistakes. If a student voluntarily surrenders possession of a prohibited item to school personnel before being asked about the item, being discovered to be in possession of the item, or using the item, the student will not be subject to Disciplinary Consequences.

Prohibited items include any weapon, other than a firearm as defined by federal law, and any other inappropriate item (for example, other items that were part of potentially dangerous objects such as bullet casings), other than alcohol, controlled substance, or illegal drug. Using an item includes, but is not limited to, threatening any other student, and/or harming another student with a weapon.

Reducing Repeated Misbehavior: The Importance of Data

A common concern that is made to HCS is that there wasn't a way to address repeated behavioral problems. One of the most important goals of the Student Code of Conduct is clarifying that there are processes for addressing repeat student behavior issues. The main tool that HCS has at its disposal for addressing repeat misbehavior is data.

Providing Targeted Supports: Using Data to Support Our Teachers

Periodically school leaders review their students' discipline data. While this data helps identify the needs of a student, it also helps school leaders identify the needs of their teachers. This information helps leaders identify areas for targeted support. Targeted support helps leaders improve their support of teachers by allowing them to select trainings that will be more impactful for their teachers. HCS' focus is on using data to support our teachers and ensure fairness for our students.

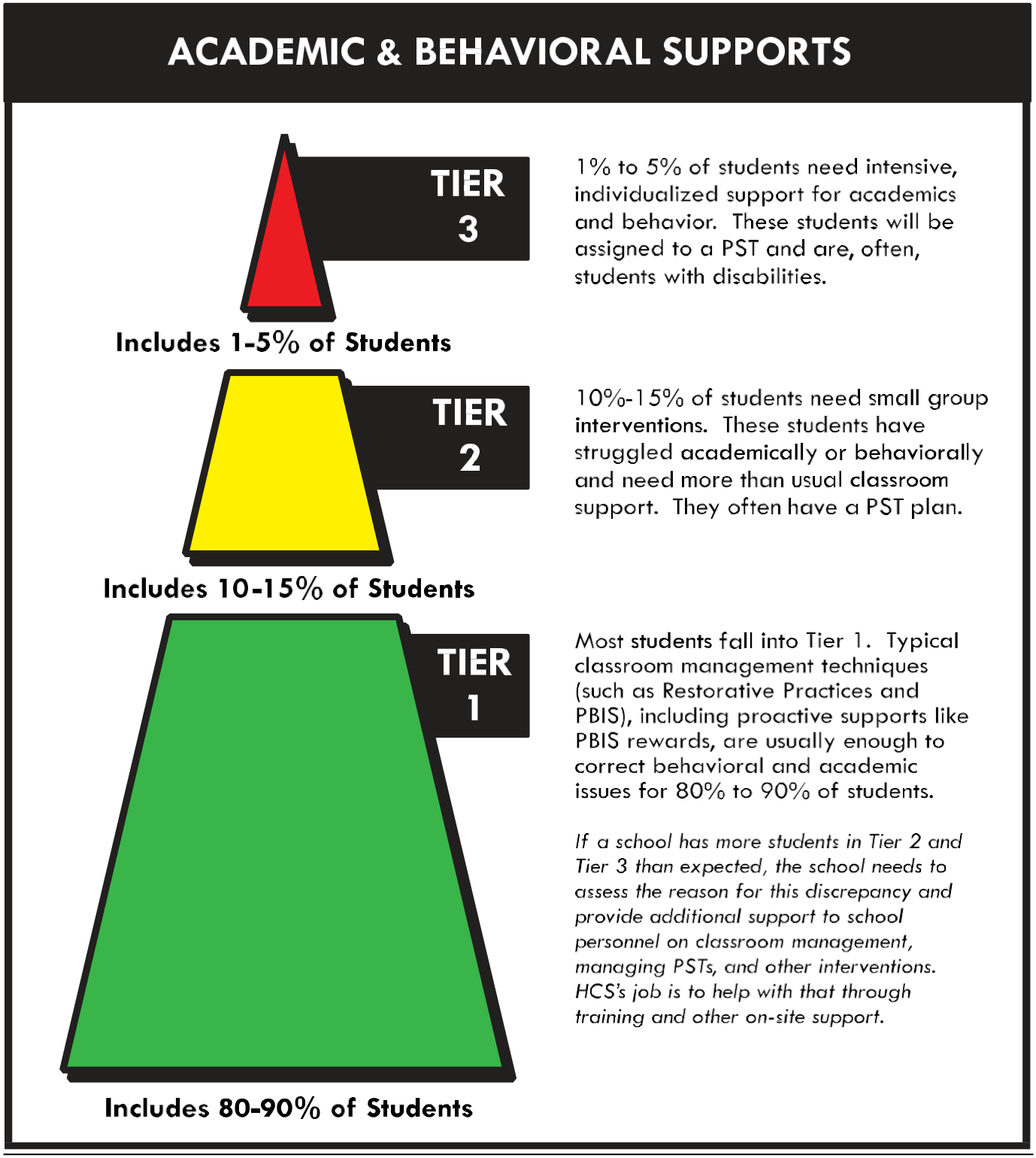
Problem Solving Teams: Using Data to Support Our Students

When a student repeatedly misbehaves or engages in a single severe instance of misbehavior, schools must examine the reason for the behavior. The same is true for students who struggle academically. When that occurs, schools try to identify the root of the problem. To do this, schools have teams of teachers who consider the student's academic, attendance, and behavior data and develop a set of responses and Interventions for the student. These teams are called **Problem Solving Teams** (also called "PSTs").

THE PROBLEM-SOLVING TEAM	
What?	A school-based team of educators who work to develop supports for students with academic and behavioral needs. Examples of PST plan templates can be obtained from your student's administrator or counselor.
Who?	The team consists of an administrator, a guidance counselor, a group of teachers, and the teacher of the student in need of support.
How?	The team reviews the student's data and, if necessary, administers other assessments to determine the student's needs. With that information, the team defines supports and plans to help address the student's needs. Periodically, the team will review the student's progress, and if the plan isn't working, the PST will make changes to the plan.
When?	Most schools' PST meets once a month to review each pending case.
Why?	Many of our students have significant challenges that go beyond what we expect our teachers to be able to address alone. The PST process lets a team of educators use their collective knowledge and experience to resolve tough student issues.

Multi-Tiered Support: The Pyramid

It is important to understand that significant Interventions and supports like referrals to a Problem-Solving Team are likely to be more than most students will need while in school. In fact, most students will progress academically and behave with normal classroom management strategies. These different supports and Interventions are part of a system called **Multi-Tiered Support**, but for the sake of simplicity, it is best to think of this system as a three-tiered pyramid. For more information on this, see the diagram below:



Glossary of Terms

- **Assignment to Alternative School** – The District may offer the student an assignment to alternative school in lieu of expulsion. The alternative school environment should provide students with an opportunity to successfully return to their home school.
- **Bullying –** Any intentional and repeated act of unwanted aggressive or demeaning behavior involving a real or perceived power imbalance that takes place on or off school property, in which one or more people intentionally and repeatedly cause physical or psychological harm to another person. To be considered bullying, the conduct must also place a student in reasonable fear of harm or of damage to property, have the effect of substantially interfering with educational performance or school operation, or create a hostile, intimidating, threatening, or abusive educational environment. For more information, please visit the Bullying Prevention page on HCS website.
- **Disciplinary Consequence** – The consequence, usually involving a specific sanction, for a student's failure to meet HCS' expectations for student behavior.
- **Distribution** - Buying, selling, or participating in the exchange of unauthorized items. Distribution may be inferred by the particular facts including the amount in a student's possession. This applies to the person giving/distributing the item(s) and the receiver, whether the item is purchased or received for free.
- **Drug Paraphernalia** – Any item or device used to measure or consume any prohibited drug, including, but not limited to, a pipe, a bong, or scales.
- **Expulsion** – A long-term removal from the regular school environment. When expelled, students may not attend school or school activities. Federal law may limit the scope of the expulsion (e.g., IDEA, Section 504, etc.).[1]
- **Fight** - A physical altercation between two or more students in which all parties are willingly involved or mutually engaged. A fight includes situations where students agree to fight, whether verbally or through mutual physical escalation, and each participant takes an active role in the conflict. A fight typically involves some degree of anticipation, awareness, or willingness from all involved parties.
- **Gang-Affiliated** – Of or related to gangs, gang culture, or gang signs. This may include certain combinations of colors, symbols, or any other insignia that pertains to a gang or gang activity.
- **Hazing** - Any activity expected of someone in joining or participating in a group that humiliates, degrades, abuses, or endangers them regardless of a person's willingness to participate.
- **Intervention** – A measure or series of measures taken by school staff to address a student's unmet needs. The purpose of these measures is to remedy the cause of a student's academic and behavioral issues.

[1] The Student Code of Conduct and its procedures do not use the same terms as those defined in Alabama Act 2024-262 for consequence classification. For example, the Student Code of Conduct does not use the term "Long-term Suspension" as a student consequence. However, students are provided the same or greater due process for violations of the Student Code of Conduct as required by Alabama Act 2024-262.

- **Intimate parts** – The body parts that are traditionally covered by a bathing suit, including the breasts, buttocks, and genitals.
- **Lewd** – Sexual, in a rude or offensive way.
- **Over the Counter and Non-Prescription Medicine** – Includes all medicine that can be legally obtained without a prescription. Failing to follow HCS' Medication Policy and Procedure regarding Over the Counter and Non-Prescription Medicine may result in Disciplinary Consequences. For more information, please visit the Health Services page of the HCS website.
- **Physical Attack** - An incident in which a student deliberately inflicts physical harm by way of an attack on another student without the student's prior knowledge, consent, or participation. A physical attack typically involves a sudden, unanticipated act of violence toward the victim, who is not engaged in or prepared for a physical confrontation.
- **Policy 4.2.1 –** Please visit the online Policy 4.2.1. page
- **Positive Behavior Interventions and Supports ("PBIS")** – PBIS is a nationally recognized approach designed to assist school personnel in creating a positive school climate for students. PBIS provides school personnel with progressive guidelines of evidence-based behavioral responses and Interventions. The goal of this program is to enhance academic and social behavior outcomes for all students.
- **Possession** – Having on one's person or in one's backpack, locker, purse, vehicle (if on school property or at a school event), or any other storage container owned by the student.
- **Problem Solving Team ("PST")** – An interdisciplinary team of school personnel that uses a student's data and information to develop Interventions to respond to that student's unmet academic or behavioral needs.
- **Prohibited Drugs** – Any medication, drug, or narcotic, other than Over the Counter and Non-Prescription Medicine, that has not been approved to be on campus by an authorized school or HCS employee. If a Vape contains THC, CBD, or any Delta Version (i.e., 8, 9, 10, etc.) then it is classified as a prohibited drug.
- **Response Strategy** – An immediate reaction from school personnel designed to calm a student, end a student's misbehavior, and help a student regain self-control in a dignified manner. Response Strategies may be coupled with a Disciplinary Consequence or Intervention as needed.
- **Restorative Conference** – Unlike the less formal Restorative Conversation, a Restorative Conference is a structured meeting between offenders and, if appropriate, victims and other stakeholders, in which they discuss the consequences of a misbehavior and decide how best to repair the harm caused to the victim, the class, and the school. Restorative Conferences are usually led by a school administrator but can be held at the classroom level as appropriate.
- **Restorative Conversation** – Conversations between students, teachers/administrators, and, if appropriate, victims and other stakeholders to discuss the consequences of a student's misbehavior and decide how best to repair the

harm caused to the victim, the class, and the school. These are less formal than the structured meeting of a Restorative Conference. These conversations typically occur around the time the student's misbehavior, and these types of conversations are typically for less severe behaviors.

- **Restorative Panel Meeting ("RPMs")** – RPMs are opportunities for a student and his or her parents/guardians to participate in a Restorative Conference with HCS' Restorative Panel. If the student chooses to participate in an HCS Restorative Panel, the panel, the offending student(s), the school administrator, and other stakeholder(s), when appropriate, will discuss the harm caused by the behavior, jointly develop a behavioral plan for the student, and discuss access to possible Interventions (e.g., counseling, mental health services). Restorative Panel Meetings are often in lieu of expulsion/alternative school, so for Secondary students, failing to follow the Panel's agreed upon plan may result in a recommendation for expulsion/alternative school.
- **Restorative Practices** – A system designed to help students build better relationships with each other and with school personnel and, when there is a breakdown in those relationships, to help students repair the harm caused by their actions.
- **Student's Identifying Characteristic** – Any characteristic expressly defined and protected by federal, state, or local law, regulation, or ordinance including ancestry, creed, sex, gender identity, gender expression, marital status, national origin, parental/guardian status, pregnancy, race, religion, or sexual orientation. This definition also includes any disability including physical, mental, emotional, or learning disabilities.
- **Synthetic Drugs** – Artificial or man-made drug including synthetic cannabinoids, commonly known as "synthetic marijuana," "K2," or "Spice," and sometimes labeled as "herbal incense" or "potpourri" and synthetic cathinones commonly known as "bath salts" or "jewelry cleaner."
- **Toy Weapons** – Plastic, wooden, or other similar material representation of a weapon, firearm, or gun that does not discharge any projectile other than water. Toy weapons do not include BB guns, AirSoft guns, or pellet guns.
- **Wireless Communication Devices (WCD)** – any portable electronic device that has the capability of exchanging voice, messaging, video, images, or other data communication with another electronic device including, without limitation: cellular telephone; tablet computer; laptop computer; pager; gaming device; smart watch; smart glasses; earphones; and headphones. Please visit the Wireless Communication Devices Policy 6.22
- **Without Consent** – Means by use of force, weapons, threats, coercion, or intimidation; when the recipient is incapable of consent; or where the recipient does not agree to the physical contact or sexual act.

Appendix A: Dress Code

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

As teachers and administrators enforce this dress code, they should be aware of HCS' desire to keep students in the classroom to the maximum extent possible. Therefore, if a student's dress is non-conforming to the dress code but not disruptive to the learning environment, the teacher or administrator should address this issue discreetly with the student in a way that minimizes lost instructional time.

Hat/Head Coverings:

- Hats, visors, and other head coverings (including sunglasses) may not be worn in school buildings

  Exceptions:
  - Head coverings that have religious significance (approved by an administrator)
  - Head coverings worn for medical reasons (approved by an administrator)
  - Special events and/or circumstances that receive administrative approval
- Non-gang related head scarves may be worn as an accessory
- Bandanas are not permitted

- **Shirts, Tops, Blouses, T-Shirts, Hoodies:**
  - Oversized shirts must be tucked in
  - Hoodies and sweatshirts must fit appropriately. Hoods may not be worn in school buildings
  - Shirts may not bare midriffs when arms are raised
  - Halter and spaghetti strap tops and dresses are not permitted, unless covered
  - Undergarments must be completely covered
  - Sleeveless shirts with revealing armholes are not permitted

- **Pants, shorts, skorts, skirts and dresses:**
  - Yoga pants, leggings, or jeggings are permitted. However, the top must cover the student's bottom
  - Hemlines of all shorts, skorts, skirts, and dresses (including slits) must not be higher than the middle of the thigh
  - Pants or jeans that have holes above the middle of the thigh may only be worn if opaque tights, leggings, or shorts are worn beneath. Holes in pants may not reveal the student's hips, bottom, or undergarments
  - Students may not wear pajamas (except for special events and/or circumstances that receive administrative approval)
  - Pant legs may not drag on the floor
  - Pants must be secured at the waist

- **Other:**
    - Clothing that displays illegal behavior is not permitted. Any article of clothing, jewelry, or haircut depicting gangs, violence, sex, drugs, alcohol, mutilation, or language that could be considered obscene or vulgar will not be permitted
    - All clothing should be worn as designed. Examples: belts buckled, no underwear as outerwear, no underwear exposed, suspenders over the shoulders
    - "Slides" or flip flops may not be worn during P.E. House slippers are not permitted during P.E.
    - Jewelry that could be used as a weapon is not permitted

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

Parents/guardians are expected to be our partners by monitoring students' dress. The District will annually re-evaluate the dress code.

Should you wear items that violate the dress code, you may be asked to change into clothing available at the school or wait in ILC while a parent or guardian brings a change of clothes. Disregard for the dress code will lead to disciplinary action, in accordance with the Student Code of Conduct.

Appendix B: Wireless Communication Devices

Wireless Communication Devices ("WCD") have become a common means of communication and information access in today's society. However, these devices have the potential of disrupting the orderly operation of the District's schools. A "Wireless Communication Device" means any portable electronic device that has the capability of exchanging voice, messaging, video, images, or other data communication with another electronic device including, without limitation: a cellular telephone; a tablet computer; a laptop computer; a pager; a gaming device; a smart watch; smart glasses; earphones; and headphones.

A. Possession of Wireless Communication Devices: Students are allowed to bring – but not use or operate – Wireless Communication Devices into school buildings and onto school grounds, subject to the limitations below. The school system is not responsible for the theft, loss, or damage to any wireless communication device brought onto campus.

B. Storage of Devices: During the Instructional Day, students who possess a Wireless Communication Device on any Board campus or in any Board school must turn the Wireless Communication Device off and store the Wireless Communication Device off their person in a locker, car, or other location as authorized by the Superintendent or designee.

The Instructional Day includes when school is open and in session; during class time, lunch, transitions between classes, and any non-instructional periods; any time that students are required to store their Wireless Communication Devices by the Code of Conduct or other school rules; or any time students are instructed to store their devices by school staff. This possession is subject to the exceptions listed in below.

C. Exceptions: Students cannot use, operate, or possess a Wireless Communication Device during the Instructional Day except under the following limited circumstances:

- The use, operation, and/or possession of the device is specifically included in the student's Individualized Education Plan (IEP), 504 Plan, or an Individualized Health Plan;
- The use, operation, and/or possession of the device is for educational or learning purposes under the supervision of school personnel; and
- The use, operation, and/or possession occurs during an emergency threatening the life or safety of the student or another person.

D. Searches: School officials may read, examine, or inspect the contents of any Wireless Communication Device upon reasonable suspicion that the device contains evidence of a violation of law, Board policy, the Code of Conduct, or other school rules, provided that the nature and extent of such reading, examination, or inspection shall be reasonably related and limited to the suspected violation.

Appendix C: Bus Expectation Form

STUDENT CONDUCT REPORT

Student's name: _____ School: _____

Date of incident: _____/_____/_____ Time of incident: _____: _____ AM or PM Bus # _____

Notice to Parents

1. The purpose of this report is to inform you of a disciplinary incident involving the student on the school bus.
2. You are urged to both appreciate the action taken by the driver and/or the monitor and to cooperate with the corrective action initiated today.
3. For repeated, serious, or safety-related failures, a student may lose bus privileges, temporarily or permanently. Additional discipline consequences will be given according to the Student Code of Conduct and the Matrices.

Driver's/Monitor's name: _____

Driver's/Monitor's report:

- **Bullying, Harassment and Threats**
  - ☐ Threatening conduct toward another student or bus driver/monitor
- **Disruptive and Uncooperative Behavior**
  - ☐ Refusing to follow directions of bus driver/monitor
  - ☐ Refusing to sit in assigned seat
  - ☐ Inciting or encouraging a fight
- **Failure to Follow Bus, Field Trip, or Extracurricular Rules**
  - ☐ Not staying in seat
  - ☐ Refusing to be silent at a railroad crossing
  - ☐ Hanging out the bus windows
  - ☐ Taking or obtaining property without permission of owner (___ less than $50) (___ more than $50)
- **Failure to Respect Property of Others**
  - ☐ Damaging, defacing, or destroying property (___ less than $50) (___ more than $50)
- **Inappropriate Language**
  - ☐ Using profanity or inappropriate language to another student
  - ☐ Using profanity or inappropriate language to bus driver/monitor
- **Inappropriate Physical Contact and Aggression**
  - ☐ Pushing, shoving, horseplay
  - ☐ **Fighting**
    Discipline consequences for fighting should be given according to the Student Code of Conduct and the Matrices in addition to the following days suspended from the bus.
    - ☐ 1st offense - 5 days
    - ☐ 2nd offense - 10 days
    - ☐ 3rd offense - 90 days

Driver's/Monitor's comments:

CORRECTIVE ACTION TAKEN – TO BE COMPLETED BY SCHOOL ADMINISTRATOR

- ☐ **1st violation – written warning**
- ☐ **2nd violation – 2-day suspension from bus**
- ☐ **3rd violation – 5-day suspension from bus**
- ☐ **4th violation – 15-day suspension from bus**
- ☐ **5th violation – the student will be suspended from the bus for the remainder of the semester**

Date(s) of suspension: _____/_____/_____ through _____/_____/_____ (if applicable)

Administrator's signature: _____ Date: _____/_____/_____

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Appendix D – Suspension Procedures

In- School Suspension

1. A student **may not be placed in ILC for more than five (5) school days** at any one time, except while awaiting a due process hearing, and **no more than 20 school days in the aggregate during any one (1) school year** (pay particular attention to the note below concerning students with disabilities). To determine the length of the assignment to ILC, the administrator should use the smallest amount of time necessary taking into account the nature, severity, and number of times the student repeated the behavior.
2. The principal will follow HCS policies with reference to student records.
3. Prior to placement in the ILC, the principal/delegate will advise the student of the reason(s) and the student shall have the opportunity to tell what occurred. The principal will investigate the incident.
4. Once the investigation is complete, the administrator will make a reasonable effort to notify the parent and to have a conference by phone or in person. If the parent cannot be reached, the student will be given notice and a copy will be sent to the parent.
5. Principals will ensure that any student placed in ILC has a paired support and will communicate this support to the student's teachers.
6. If the offense has been identified as requiring Restorative Practices, the principal will ensure that this is done and documented.

Out-of-School Suspension

1. A student **may not be suspended for more than ten (10) school days** at any one time and **no more than twenty (20) school days in the aggregate during any one (1) school year** (pay particular attention to the note below concerning students with disabilities). Unless the student's behavior has required multiple **Level 3 Responses** or a single **Level 4 Response**, the student must not receive a full 10-day suspension.
2. When first using Out-of-School Suspension as a **Disciplinary Consequence** for a student, the principal should start with a short-duration suspension (such as 1 to 3 days). If the student repeats the behavior, the principal should gradually increase the length of the suspension each time the student's behavior requires a **Level 3 Response**.
3. The principal will follow HCS policies with reference to student records.
4. The principal/delegate will advise the student of the reason(s), and the student shall have the opportunity to tell what occurred. The principal will investigate the incident.
5. While on Out-of-School Suspension, the student will be permitted to complete work or tests missed during the suspension.
6. Once the investigation is complete and appropriate discipline has been assigned, the administrator will make a reasonable effort to notify the parent and to hold a conference.
7. If the parent cannot be reached prior to the end of the school day, the student will be given a Notice of Suspension stating the reason(s) in writing against the student and requesting a conference with the parent. One copy will be sent to the parent, and the administrator will continue to try to contact the parent. The student shall remain in school, unless in an emergency situation, until the end of the school day or until released to the parent or designee.
8. Principals will ensure that any student placed in OSS has a paired support and will communicate this support to the student's teachers.
9. If the offense has been identified as requiring Restorative Practices or a Reintegration Form, the principal will ensure that this is done and documented. A Reintegration Form is a document that administrators use to track the results of any Restorative Conference or Restorative Conversation following a student's out-of-school suspension.

Suspension Notice Filing and Distribution

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

NOTE: A manifestation determination conference by an IEP or Section 504 team must be provided to students with disabilities prior to such students incurring more than ten (10) cumulative school days of suspension in a school year. If the manifestation determination demonstrates that the student's conduct was a manifestation of his or her disability and in the absence of special circumstances, the IEP team will return the student to the educational placement from which the student was removed, unless the parent and the school otherwise agree to a change of placement. A student with a disability who is subject to a disciplinary change in placement exceeding 10 cumulative school days in a school year must continue to receive educational services. In-school suspensions would not be considered part of the days of suspension for students with disabilities so long as the students are afforded the opportunity to continue to be involved in and make progress in the general education curriculum, receive the instruction and services specified on their IEPs/Section 504 Plan, and participate with nondisabled children to the extent they would have in their current placement. Schools should closely monitor all disciplinary consequences of a student with disabilities to ensure that he or she continues to receive a free and appropriate public education in his or her least restrictive environment. All students, including students with disabilities, who are suspended will be permitted to complete work or tests missed during the suspension.

Appendix E: Due Process Hearing Procedures[2]

(Secondary only, *except for Elementary incidents that involve a violation of Policy 4.2.1*)

General

1. If a student is suspended pending a due process hearing, the school will follow the suspension policy and procedure, and on the Suspension Notice Form will identify that the suspension is pending a due process hearing. See above *NOTE* under "Suspension" as to students with disabilities. A student **may not be suspended for more than ten (10) school days** at any one time, and no more than twenty (20) school days in the aggregate during any one (1) school year.
2. When a student's misbehavior warrants a **Level 4 Response**, the principal immediately must notify the Behavioral Learning Department and, if the student has a disability, Special Education Services Department.
3. If a suspected controlled substance is involved, Huntsville Police Department must be notified.

Superintendent-Initiated

The Superintendent may recommend that a student receive a Level 4 consequence without prior recommendation from the principal. In such cases, the Superintendent will follow the Principal-Initiated procedures below.

Principal-Initiated

The principal/designee will review the allegations and evidence against a student, advise the student of the reason(s), and allow the student to tell what occurred. After doing so, the principal/designee is responsible initially for determining that the behavior warrants a Level 4 consequence and taking reasonable steps to notify the student's parent in accordance with the procedures in this Appendix. The following procedure is applicable to students recommended for expulsion or referred to alternative school.

1. Except for extenuating circumstances, the principal should notify the Behavioral Learning Department by submitting a completed Due Process Packet **within one (1) school day** after the date of the student's suspension out of school.
2. This Due Process Packet shall consist of, at least, the following:
   a) Copy of the completed Suspension Notice, stating the reasons in writing, printed from PowerSchool
   b) Specific description of the student's behavior, including date, time, and place and supporting facts
   c) A written report giving the accused student's version of what occurred (Accused Student Statement Form)
   d) Names, addresses, and telephone numbers of persons involved in the incident: suspect(s), victim(s), and witness(es)
   e) Signed and dated statement(s) of persons involved in the incident, if possible
   f) Paper copy of any contraband

[2] The Student Code of Conduct and its procedures comply with Act 2024-262. The Out-of-School Suspension Procedure and Expulsion/Alternative School Procedure provide the same or greater due process for students as that required by Act 2024-262.

g) Verification of student's receipt of the Student Code of Conduct

h) Current school year disciplinary record

i) Current school year academic record.

j) Details of extenuating circumstances, if any.

k) Date(s) of principal's conference(s) and names of those present.

Procedures for Hearings

Prior to expulsion or referral to the alternative school, students are entitled to a hearing conducted by a hearing panel using the following procedures:

1. The student and parent/guardian will be given verbal and written notice at least 7 days before a hearing that contains:
   a) A statement of the time, date, place, and nature of the hearing;
   b) A short and plain statement detailing the alleged conduct and the provision of the Student Code of Conduct or law allegedly violated;
   c) A statement of the recommended discipline;
   d) A statement of the rights of the student at the hearing, including the following: the right of the student to be represented at the hearing by legal counsel or another advocate of the student's choice at the student's expense; the right to review any audio or video recording of the incident; the right to review information or evidence that may be presented at the hearing consistent with federal and state student record laws and at least five (5) days before the hearing; the right to present a defense, question adverse witnesses who are present at the hearing (excluding student witnesses under 14 years of age), and offer evidence and oral testimony at the hearing (Note, the anonymity of witnesses will be protected, and witnesses may not be compelled to attend or testify in any disciplinary hearing);
2. The hearing panel normally conducts a hearing within 10 school days after the initial suspension from school unless good cause is otherwise shown. The hearing date may be extended for good cause or upon agreement of the parties.
3. The principal or other person assigned by the Behavioral Learning Department shall present the case for expulsion/alternative school placement of the student. The case may be presented through evidence (documentary, audio, video, etc.) and by statements made by witness(es). Witnesses may be notified to be present by the school or the Security Supervisor. Student witnesses, including accusers, may provide evidence by written statement which may be redacted. The decision as to these issues shall rest in the discretion of the hearing panel.
4. At the hearing, the hearing panel shall give the student an opportunity to admit or deny the reason(s).
5. If the student denies the reason(s), the principal/designee will provide an explanation of the evidence, and the student will be given an opportunity to tell what occurred.
6. The student, parent or guardian, or legal counsel or advocate may present a defense, question adverse witnesses who are present at the hearing and offering testimony (excluding students under 14 years of age), and offer evidence, including oral testimony from witnesses, written statements, and other documentary

evidence and audio or video recordings at the hearing. If a witness's testimony is redundant or not relevant, the hearing panel can decide not to hear that witness. Witnesses cannot be compelled to attend or testify in a disciplinary hearing. If witnesses elect to participate, their anonymity will be protected.

7. If the student chooses to have an attorney participate and/or present the student's defense through evidence and examination of witnesses, the principal/designee may also have an attorney present evidence and examine witnesses. The student's parent or guardian must give the hearing panel notice, 24 hours prior to the hearing of the decision to have an attorney; any attorney for the student will be at the parent/guardian or student's expense. Failure to do so may result in the rescheduling of the hearing.
8. After following the above procedures, the hearing panel, on the basis of all facts and evidence presented, shall determine whether the student did or did not commit an offense; what offense, if any, was committed; and whether the principal's discipline recommendation is accepted, modified, or denied. The hearing panel shall prepare a written decision, which shall include:
   a) The basis for the decision, including a reference to the provision of the Student Code of Conduct or state law that the student is accused of violating;
   b) A summary of the evidence presented at the hearing;
   c) The conclusions drawn from the evidence; and, if appropriate, the hearing panel may document any extenuating or mitigating circumstances if they exist
   d) A statement detailing the information that shall be included in the official record of the student; and
   e) A statement detailing the right of the student to appeal the decision and notice of the procedures necessary to file an appeal
9. In the event that a student with disabilities is alleged to have committed an offense expellable under the Student Code of Conduct and the Matrices, the hearing panel determines whether or not the student committed the offense only. The decision regarding an appropriate placement is determined by the IEP Committee.
10. The following persons shall be notified of the hearing decision:
    a) The student's parent/guardian (by certified mail and verbal notification);
    b) The Behavioral Learning Department;
    c) The Principal;
    d) The Special Education Services Department (for students with disabilities); and
    e) The Superintendent.
11. A recording shall be made of the hearing and shall be kept for no less than six (6) months from the date of the hearing.
12. The written record of the hearing shall be kept for two (2) years.

Appeal of Hearing Decision

If the student's parent/guardian is dissatisfied with the decision of the hearing panel in cases in which the hearing panel recommends expulsion or referral to the alternative school, the parent/guardian may file an appeal by using the following procedures:

1. The student's parent/guardian must file a written request for an appeal, but if a parent/guardian has

questions about how to complete a request for an appeal, he or she should contact Behavioral Learning at (256) 963-9805.

2. The written request for an appeal must be addressed to the Superintendent and mailed or given to The Department of Behavioral Learning.
3. The written request for an appeal must be postmarked or hand delivered on a date no more than ten (10) calendar days after:
    - The postmarked date of the written notification of the hearing panel's decision;
    - Date of hand delivery of the written notification of the hearing panel's decision; or
    - Ff the above are not able to occur, then verbal notification of the hearing panel's decision.

   If the written request for an appeal is not made on time, the hearing decision will be final.
4. The Superintendent, upon receipt of a timely filed written request for an appeal, will request the documented evidence of the case including the findings, conclusions, disposition, and tape recording.
5. The Superintendent or designee shall review the case on the basis of the record. No new evidence shall be admissible.
6. Within ten (10) working days after receipt of the appeal, the Superintendent will make a written decision to adopt, modify, or disapprove all or any part of the hearing panel's findings, conclusions, or disposition.
7. A copy of the Superintendent's decision shall be sent to the following persons:
   a) The student's parent/guardian (by certified mail);
   b) The Behavioral Learning Department;
   c) The Principal;
   d) The Special Education Department (for students with disabilities);
   e) The Superintendent's Office; and
   f) The Security Supervisor
8. If the parent/guardian is dissatisfied with the Superintendent's decision to uphold the recommendation for expulsion or placement at the alternative school, the parent/guardian may file an appeal to the Board of Education using procedures described below.

Appeal of Superintendent's Decision for Expulsion/Alternative School Only

If a parent/guardian is dissatisfied with the Superintendent's decision after the appeal, the parent/guardian may file an appeal to the Board of Education using the following procedure:

1. The student's parent/guardian must file a written request for an appeal, but if a parent/guardian has questions about how to complete a request for an appeal, he or she should contact Behavioral Learning at (256) 963-9805.
2. The written request for an appeal must be addressed to and mailed or given to the Board of Education, with a copy to the Superintendent.
3. The written request for an appeal must be postmarked or hand delivered on a date no more than **ten** (**10**) calendar days after the postmarked date or date of hand delivery of the written notification of the Superintendent's decision. **If the written request for an appeal is not made on time, the Superintendent's decision will be final.**

4. Upon receipt of a timely filed written request for an appeal, the Board shall set a hearing date. In order to comply with applicable student privacy laws, the hearings will be closed to the public.
5. The student's parent/guardian must give the Board notice, at least 48 hours prior to the hearing, of the decision to have an attorney. Failure to do so may result in the rescheduling of the appeal hearing, and, if the student's parent/guardian fails to provide notice after a hearing has been rescheduled, the Board may deny the participation of the attorney in the hearing.
6. At the scheduled hearing, the Board will use the following procedures:
    a) A representative of the Superintendent, school, and/or counsel for the Board will present to the Board the information supporting the recommendation for expulsion/alternative school and may examine any witnesses provided by the student or his or her counsel.
    b) The student, or his or her counsel, will be entitled to present evidence in support of his or her position and to examine any witnesses presented at the hearing.
    c) The student, or his or her counsel, may make other arguments in support of their position.
    d) At the conclusion of the evidentiary presentation, the Board may deliberate in executive session prior to voting whether to uphold the recommendation for expulsion/alternative school.
7. The Board shall render a decision based upon the evidence presented.
8. The following persons shall be notified of the Board's decision:
    a) The student's parent/guardian (by certified mail);
    b) The Security Supervisor;
    c) The Principal;
    d) The Behavioral Learning Department;
    e) The Superintendent; and
    f) If applicable, the Special Education Department

Length of Placement

If a student is found to have committed the behavior warranting a Level 4 consequence, the Board may either expel the student for a period of days, as seen below, or offer the student the opportunity to be assigned to the alternative school for the same number of days the student would have otherwise been expelled. The length of the student's expulsion/alternative school placement will be 30, 45, or 90 school days, depending on the student's disciplinary history and severity of the offense.[3] For the following behaviors:

- Possession or use of a firearm;
- Violent assault of another person with injuries; and
- Forcible sexual assault,

or in extenuating circumstances, a student may be expelled or placed at the alternative school for **up to 180 days. For forcible sexual assault and violent assault of another person with injuries, assignment to alternative school is not available in lieu of expulsion, subject to procedures applicable to students receiving services under the Individuals with Disabilities Education Act ("IDEA") and Section 504 of Rehabilitation Act of 1973.**

[3] The Student Code of Conduct and its procedures do not use the same terms as those defined in Alabama Act 2024-262 for consequence classification. For example, the Student Code of Conduct does not use the terms "Long-term Suspension," "Regular School Environment," and "Long-term Alternative School Placement" to describe consequences. Instead, as seen here, the Student Code of Conduct uses the term "expulsion" or "alternative school." However, students are provided the same or greater due process for violations of the Student Code of Conduct as required by Alabama Act 2024-262.

For possession or use of a firearm, Board policy 4.2.1 shall be controlling. Any student that violates Policy 4.2.1 may be expelled for up to one school year, consistent with the requirements of Policy 4.2.1. For elementary students only, the school district will, at least once every 45 days, review the student's expulsion, circumstances, access to educational programming, behavior, and other factors and determine whether continuation of the expulsion is warranted.

Students must begin attending the alternative school within **7 days of being assigned to alternative school. Failure to do so will result in the student being expelled.** While attending alternative school, the Board will count only those days the student attends the alternative school. If a student accepts alternative school in lieu of expulsion, the student must attend for the same number of days the student would have otherwise been expelled; however, the alternative school may create a plan for the student, the successful completion of which will allow the student to complete his or her assignment early.

If a student opts out from Alternative Placement by withdrawing from HCS, when the student re-enrolls into HCS, they must transition for up to 30 days at the Alternative School before returning to their school.

APPENDIX F: Office Disciplinary Referral Procedure

The PowerSchool software helps school personnel track responses to student discipline electronically, and PowerSchool also lets teachers complete Office Disciplinary Referrals using the procedures set out below. There are two different times that are appropriate for a teacher to complete an Office Disciplinary Referral: when a teacher responds to a student's behavior using multiple **Level 1 Responses** without success or when a **Level 2, 3, or 4 Response** is appropriate.

For Referrals Following Repeated Level 1 Responses

1. Behaviors assigned to the **Day-to-Day** and **Level 1 Responses** should be addressed by teachers in the classroom and should not result in an Office Disciplinary Referral upon the first occurrence of the behavior.
2. If a student repeats behaviors that are assigned **Day-to-Day** and **Level 1 Responses**, the teacher should respond with progressive **Disciplinary Consequences** and **Interventions** and should document each **Level 1 Response** in PowerSchool.
    - If the student continues to repeat his or her behavior, the teacher or administrator should determine whether the prior **Level 1 Responses** to the student's behavior and/or the student's particular needs warrant involvement of the Problem-Solving Team. If so, then the teacher or administrator should begin the PST process for the student.
3. If the student's repeated behavior is assigned to a **Level 2 Response and the teacher believes that administrative support is necessary**, the teacher should complete an Office Disciplinary Referral using PowerSchool.
4. When an administrator receives an Office Disciplinary Referral, the administrator will check the teacher's prior documentation.
5. If the teacher has properly documented his or her **Level 1 Responses** and an **Intervention**, the administrator must determine which **Level 2 Disciplinary Consequence** and **Intervention** are appropriate.

For Referrals for Level 2, 3, or 4 Responses

1. If the student's behavior has been assigned a **Level 2, 3, or 4 Response** as the lowest response level, the classroom teacher must determine whether the student's behavior creates a threat to school or class safety.
    - If the student's behavior does not create a threat to school safety, the teacher should complete an Office Disciplinary Referral using PowerSchool and should contact the administrator for support.
    - ***If the student's behavior creates a threat to school safety***, the teacher should immediately contact the school administrator and the Campus Security Officer. If there is a threat to student safety, a teacher or the responding administrator and Campus Security Officer may also contact a School Resource Officer ("SRO"), if available at the school. The SRO, who is a sworn police officer, will refrain from being involved in the enforcement of disciplinary rules that do not constitute violations of law or involve issues of school safety. School principals will ensure that non-criminal and non-safety related student situations remain the responsibility of school staff and not the SRO. Once the threat to school safety is over, the teacher should complete an Office Disciplinary Referral using PowerSchool.

Huntsville City Schools

Student Code of Conduct

2025-2026

Elementary Matrix

The Elementary Matrix

This flipchart contains the Elementary Student Code of Conduct Matrix. The Matrix contains all student misbehaviors and the progressive disciplinary steps assigned to each behavior. As a reminder, progressive discipline is the process of responding to student behavior with a set of steps that build in severity and intensity, both in consequence and support, with each step. For most behaviors, in-school Disciplinary Consequences (e.g., detention, loss of privileges, and in-school suspension) are used before out-of-school consequences (e.g., out-of-school suspension or expulsion). If a student's behavior does not change with the **lowest levels of Disciplinary Consequences and Interventions**, the teacher or administrator should use the **next level of Disciplinary Consequence and Intervention**. Out-of-school suspension and expulsion are reserved for the most severe behaviors and as a last resort for repeated behaviors.

Response Strategies, Disciplinary Consequences, and Interventions

In the Matrix, each behavior is assigned to one of four **Response Levels**. The four **Response Levels** are the progressive steps that schools should use to respond to misbehavior. Each response level has a set of corresponding **Disciplinary Consequences**, **Interventions**, and **Response Strategies**. Brief definitions of **Disciplinary Consequences**, **Interventions**, and **Response Strategies** are listed below:

Type of Action	Definition	Examples
Response Strategy	These are the steps that a school employee takes to end a student's misbehavior or defuse a student conflict. **These do not replace Disciplinary Consequences or Interventions.**	• Redirection • Letting a student take a break to calm down • De-escalation techniques such as avoiding power struggles
Disciplinary Consequence	These are the consequences for a student's misbehavior. Suspensions **must also be paired with an Intervention**.	• Detention • Loss of privileges • Temporary confiscations • Parent/Guardian/Student conferences • Repairing the harm through Restorative Practices • Suspension • Expulsion (Policy 4.2)
Interventions	These are the supports that are used to help struggling students. These supports can be designed to help a student with academics, attendance, or behavior. Interventions work best when they are customized for the student's needs.	• Behavior Contracts • Mentoring • Positive reinforcement with PBIS • Restorative conversations • Restorative circles • Counseling and mental health • Problem Solving Team • Reintegration meetings after discipline

Exclusionary Disciplinary Consequences

Disciplinary Consequence	Definition	Limits	Response Level
In-School Learning Center ("ILC")	ILC is an alternative classroom placement for students. A student is removed from the regular classroom environment. The student can make up any assignment missed while in ILC, and the student's teacher must visit the student to ensure that he or she can complete the work and to answer questions.	Administrators should start with a small number of periods or days (*e.g.*, 1 day) in ILC before increasing the duration.	**Level 2**
Out-of-School Suspension ("OSS")	OSS results in a student being removed from the school environment for a designated period of time. The student can make up any assignment missed while on an OSS, and the student's teachers must allow the student to meet with them to help the student complete work and to answer questions, as schedules permit. This consequence may be limited by the IDEA and/or state law.	When returning from OSS, the administrator will ensure that at least one **Intervention** plan is in place, such as Restorative Practices. For students with an IEP, an IEP team meeting may be necessary. If the student has frequent or repetitive behavior, the student **will** be referred to the PST to develop an appropriate **Intervention** plan. OSS is not appropriate for students who **are tardy, absent, or skip school**. Suspending a student out of school for not being in school is inconsistent with the District's mission. Administrators should start with a small number of days (for example, 1 day) in OSS before slowly increasing the duration.	**Level 3**
Restorative Panel Meeting ("RPM")	The student and his or her parents/guardians will have the opportunity to participate in a restorative conference with HCS' Restorative Panel. If the student chooses to participate in an HCS Restorative Panel, the panel, the offending student(s), the school administrator, and other stakeholder(s), when appropriate, will discuss the harm caused by the behavior, develop a behavioral plan for the student, and discuss access to possible interventions (e.g., counseling, mental health services).	HCS has identified several categories of behavior as appropriate for Restorative Panel Meeting. These are referenced within this matrix. Recommendation for Restorative Panel Meeting will often coincide with an OSS.	**Level 3**

The 4 Response Levels

Response Level	Who Handles?	Record Keeping	Office Disciplinary Referral?	Example Discipline	Example Intervention
Day-to-Day	Teacher	Teacher Discretion	No	• Changing a student's seat • Call home	• Behavior Contract
Level 1	Teacher	PowerSchool	No	• Detention • Parent/guardian conference	• Teaching expected behaviors and replacement behaviors
Level 2	Admin	PowerSchool	Yes	• Repair harm • Restorative Circle • In-School Suspension ("ISS")	• Problem Solving Team Plans • Behavior Plan
Level 3	Admin	PowerSchool	Yes	• Repair harm • Restorative conferences • Out-of-School Suspension ("OSS")	• Counseling and mental health • Intense, individualized support • School Intervention Plan ("SIP")

Progressive Discipline

Levels	How to Document	Interventions	When to Progress?
Day-to-Day to Level 1	Use PowerSchool when student's behavior rises to Level 1.	The teacher should use general classroom management techniques.	After attempting to correct the specific behavior (e.g., for at least two days), may move up to a **Level 1.** Parents should be called.
Level 1 to Level 2	Use PowerSchool for Level 1 consequences and Interventions.	The teacher should use strategies like behavior contracts and **Restorative Practices**.	After attempting to correct the specific behavior **at least two times**, may complete an **Office Disciplinary Referral ("ODR")**. Parents should be called.
Level 2 to Level 3	Use PowerSchool for Level 2 consequences and Interventions.	If the behavior warrants an ODR, administrator should implement an Intervention. If the student has repeated **the same Level 2** behavior, administrator should ensure that the student has a PST Intervention plan in place.	Administrator shouldn't move to a **Level 3** unless the student's Intervention plan has been implemented with fidelity. If the plan proves unsuccessful **and** administrator believes that no further **Level 2** Intervention will help, may move to a **Level 3**.

HCS EXPECTS ITS STUDENTS TO:	WHEN STUDENTS FAIL TO MEET EXPECTATIONS BY:	**Day-to-Day** Day-to-day in-class responses by the teacher	**Level 1** Classroom responses, consequences and interventions	**Level 2** Administrative responses and in-school consequences	**Level 3** Most intense in-school responses and out-of-school consequences
		Teacher Responses		**Administrators Responses**	
Academic Dishonesty					
• Act with honesty and integrity • Be prepared for class each day • Take pride in their work, efforts, and assignments	Plagiarizing, committing forgery, or cheating on a minor assignment (i.e., a classroom worksheet, a quiz, or classroom test based on weight of assignment).	● (K-2 Only)	●		
	Plagiarizing, committing forgery, or cheating on a major assignment (i.e., an end of semester exam, benchmark exam, classroom test (based on weight of assignment), or state assessment). In lieu of receiving an exclusionary consequence, an administrator should consider giving the student a failing grade for a first offense. Exclusionary consequences are appropriate for repeat behavior.			●	●
	Tampering with or assisting another in tampering with the school district's computer network, systems, exams, or grades (i.e., changing grades in Student Information System). This includes "hacking" any school-issued device.				●
Alcohol, Drugs, Inhalants, and Tobacco					
• Be law abiding citizens • Respect the laws of society dealing with the possession, use, or sale of drugs • Associate at school only with people who do not use or sell controlled substances • Be aware of items in their possession at all times (locker, jacket, car, purse, etc.)	Failing to comply with HCS Medication Policy and Procedure, which students must follow prior to taking drugs of any kind at school. This provision applies to Over the Counter and Non-Prescription Medicine.		●	●	
	Using or possessing tobacco, nicotine inhaler, e-cigarettes, and/or Vape (i.e., Juul). If the Vape, inhaler, or device contains THC, CBD, or any Delta Various (i.e., 8. 9, 10, etc.) then it is considered a prohibited drug. **Use prohibited drug infractions if this is the case.** **Opportunity for Restorative Conference for first offense and Restorative Panel Meeting for repeat offenders.**			●	●
	Being under the influence of any alcoholic beverage or any prohibited drug as defined in the glossary. This provision does not apply to drugs taken in conformance with HCS policy. **Opportunity for Restorative Panel Meeting for first offense.**				●

HCS EXPECTS ITS STUDENTS TO:	WHEN STUDENTS FAIL TO MEET EXPECTATIONS BY:	Day-to-Day Day-to-day in-class responses by the teacher	Level 1 Classroom responses, consequences and interventions	Level 2 Administrative responses and in-school consequences	Level 3 Most intense in-school responses and out-of-school consequences
		Teacher Responses		Administrators Responses	
	Alcohol, Drugs, Inhalants, and Tobacco (continued)				
	Using or consuming alcohol or any prohibited drug as defined in the glossary. This provision does not apply to drugs taken in conformance with HCS policy. **Opportunity for Restorative Panel Meeting for first offense.**				●
	Having possession of alcohol, prohibited drugs, or drug paraphernalia as defined in the glossary. This provision does not apply to drugs taken in conformance with HCS policy. **Opportunity for Restorative Panel Meeting for first offense.**				●
	Buying an alcoholic beverage or any other prohibited drug or drug paraphernalia, as defined in the glossary, from another student. Distribution may be inferred by the particular facts including the amount of alcohol or drugs in a student's possession. If the Vape, inhaler, or device contains THC, CBD, or any Delta Various (i.e., 8. 9, 10, etc.) then it is considered a prohibited drug. **Opportunity for Restorative Panel Meeting for first offense.**				●
	Selling an alcoholic beverage or any other prohibited drug or drug paraphernalia, as defined in the glossary, to another student. Distribution may be inferred by the particular facts including the amount of alcohol or drugs in a student's possession. If the Vape, inhaler, or device contains THC, CBD, or any Delta Various (i.e., 8. 9, 10, etc.) then it is considered a prohibited drug. **Opportunity for Restorative Panel Meeting for first offense.**				●
	Participating in the distribution of an alcoholic beverage or any other prohibited drug or drug paraphernalia, as defined in the glossary, with another student. Distribution may be inferred by the particular facts including the amount of alcohol or drugs in a student's possession. If the Vape, inhaler, or device contains THC, CBD, or any Delta Various (i.e., 8. 9, 10, etc.) then it is considered a prohibited drug. **Opportunity for Restorative Panel Meeting for first offense.**				●

HCS EXPECTS ITS STUDENTS TO:	WHEN STUDENTS FAIL TO MEET EXPECTATIONS BY:	Day-to-Day Day-to-day in-class responses by the teacher	Level 1 Classroom responses, consequences and interventions	Level 2 Administrative responses and in-school consequences	Level 3 Most intense in-school responses and out-of-school consequences
		Teacher Responses		Administrators Responses	
	Alcohol, Drugs, Inhalants, and Tobacco (continued)				
	Buying tobacco, nicotine inhaler, e-cigarettes, and/or Vape (i.e., Juul) product from another student. Distribution may be inferred by the particular facts including the amount of prohibited items in a student's possession. **Opportunity for Restorative Panel Meeting as a Response to a Level 3.**			●	●
	Selling tobacco, nicotine inhaler, e-cigarettes, and/or Vape (i.e., Juul) product to another student. Distribution may be inferred by the particular facts including the amount of prohibited items in a student's possession. **Opportunity for Restorative Panel Meeting as a Response to a Level 3.**			●	●
	Participating in the distribution of tobacco, nicotine inhaler, e-cigarettes, and/or Vape (i.e., Juul) product with another student. Distribution may be inferred by the particular facts including the amount of prohibited items in a student's possession. **Opportunity for Restorative Panel Meeting as a Response to a Level 3.**			●	●
	Buying Over the Counter and Non-Prescription Medicine, as defined in the glossary, from another student. Distribution may be inferred by the particular facts including the amount of the drugs in a student's possession. When assigning Disciplinary Consequences for behaviors involving Over the Counter and Non-Prescription Medicine, the school administrator should consider the student's intent (i.e., helping a student with a headache as opposed to trying to make money off the sale of the medicine). **Opportunity for Restorative Panel Meeting as a Response to a Level 3.**		●	●	●

HCS EXPECTS ITS STUDENTS TO:	WHEN STUDENTS FAIL TO MEET EXPECTATIONS BY:	Day-to-Day Day-to-day in-class responses by the teacher	Level 1 Classroom responses, consequences and interventions	Level 2 Administrative responses and in-school consequences	Level 3 Most intense in-school responses and out-of-school consequences
		Teacher Responses		Administrators Responses	
Alcohol, Drugs, Inhalants, and Tobacco (continued)					
	Selling Over the Counter and Non-Prescription Medicine, as defined in the glossary, to another student. Distribution may be inferred by the particular facts including the amount of the drugs in a student's possession. When assigning Disciplinary Consequences for behaviors involving Over the Counter and Non-Prescription Medicine, the school administrator should consider the student's intent (i.e., helping a student with a headache as opposed to trying to make money off the sale of the medicine). **Opportunity for Restorative Panel Meeting as a Response to a Level 3.**		●	●	●
	Participating in the distribution of Over the Counter and Non-Prescription Medicine, as defined in the glossary, with another student. Distribution may be inferred by the particular facts including the amount of the drugs in a student's possession. When assigning Disciplinary Consequences for behaviors involving Over the Counter and Non-Prescription Medicine, the school administrator should consider the student's intent (i.e., helping a student with a headache as opposed to trying to make money off the sale of the medicine). **Opportunity for Restorative Panel Meeting as a Response to a Level 3.**		●	●	●
Arson, Fire Setting, Explosives, and Bomb Threats					
• Have respect for life, property, and the safety of others • Create safe learning environments for themselves and for other classmates	Setting or attempting to set a fire or helping others set a fire.				●
	Activating a building's fire or other alarm systems, including reporting a fire or emergency when none exists or making a false alarm call to 911.				●
	Having possession of fireworks, MACE, pepper spray, stink bombs, smoke bombs, or any other inherently dangerous substance or object.			●	
	Selling or distributing fireworks, MACE, pepper spray, stink bombs, smoke bombs, or any other inherently dangerous substance or object.			●	●

HCS EXPECTS ITS STUDENTS TO:	WHEN STUDENTS FAIL TO MEET EXPECTATIONS BY:	Day-to-Day Day-to-day in-class responses by the teacher	Level 1 Classroom responses, consequences and interventions	Level 2 Administrative responses and in-school consequences	Level 3 Most intense in-school responses and out-of-school consequences
		Teacher Responses		Administrators Responses	
• Support law enforcement agencies and schools to promote the safety of all staff members and students	**Arson, Fire Setting, Explosives, and Bomb Threats (continued)**				
	Detonating or threatening detonation of fireworks, MACE, pepper spray, or smoke bombs.				●
	Detonating or threatening detonation of stink bombs.			●	●
	Threatening to detonate an explosive device without actual possession of the explosive device.				●
	Having possession or detonation of any explosive device not specifically listed in this document.				●
Bullying, Harassment and Threats					
• Show concern for others • Conduct themselves in a cooperative, friendly, and respectful manner to staff members and classmates • Project a positive and cooperative attitude towards staff members and classmates • Seek guidance from trusted adults for assistance and direction • Encourage classmates to participate in school functions • Accept people based on their individual merits	Threatening conduct (including verbal, written, or electronic communication, or physical gestures) directed toward another student, teacher, staff member, administrator, or other person **where there is no reasonable expectation of bodily harm.**		●	●	
	Acting in a manner that makes another student **reasonably believe they are in danger** of physical harm, including, but not limited to, verbal statements, written statements, non-verbal aggression, and intimidation.			●	●
	Making threats of weapon violence towards another student where the student **reasonably believes and reports that they are in danger** of physical harm, including, but not limited to, verbal statements, written statements, pictures and messages on social media and other emails, chat, and text applications.		● (K-2 Only)	●	●
	Bullying, which is unwanted, aggressive behavior among school-age children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. The bully and victim may have serious, lasting problems, such as depression or anxiety. Examples: • *Threatening another student* • *Spreading rumors* • *Attacking someone physically or verbally* • *Excluding someone from a group on purpose* • *Hazing*			●	●

HCS EXPECTS ITS STUDENTS TO:	WHEN STUDENTS FAIL TO MEET EXPECTATIONS BY:	Day-to-Day Day-to-day in-class responses by the teacher	Level 1 Classroom responses, consequences and interventions	Level 2 Administrative responses and in-school consequences	Level 3 Most intense in-school responses and out-of-school consequences
		Teacher Responses		Administrators Responses	
• Report all acts of violence, harassment, or threats to the proper authorities	**Bullying, Harassment and Threats (continued)**				
	Using threats, fear, or force without a weapon to make a person turn over property or take other inappropriate action.			●	●
	Making a threat targeted at the general school population including a school shooting threat or a bomb threat.				●
	Filing a false report of a school safety incident (such as a false report of a shooting or the presence of a gun on campus) in any form, whether anonymous or otherwise. Administrators have the discretion to begin at a **Level 2** or **Level 3** depending on the scope of the threat and the disruption to the school environment.			●	●
	Making threats or committing harassment based, in whole or in part, on a student's or school employee's race, ethnicity, disability, religion, sex, gender identity, sexual orientation, or other identifying characteristics. This behavior does not have to rise to the level of bullying, defined above. Examples: • *Offensive name-calling based on the student's or school employee's identifying characteristic* • *Intimidating another student or school employee, verbally or non-verbally, based on a student's or school employee's identifying characteristic*			●	●
	Acting in a manner targeted at a school employee that makes them **reasonably believe they are in danger of physical harm**, including, but not limited to, verbal statements, written statements, non-verbal aggression, and intimidation.			●	●

HCS EXPECTS ITS STUDENTS TO:	WHEN STUDENTS FAIL TO MEET EXPECTATIONS BY:	**Day-to-Day** Day-to-day in-class responses by the teacher	**Level 1** Classroom responses, consequences and interventions	**Level 2** Administrative responses and in-school consequences	**Level 3** Most intense in-school responses and out-of-school consequences
		Teacher Responses		**Administrators Responses**	
Disruptive and Uncooperative Behavior					
• Show concern for others • Project a positive and cooperative attitude towards staff members and classmates • Demonstrate behavior that is civil, respectful, polite, and courteous • Cooperate with school officials to create a positive learning environment • Always maintain their self-control • Focus on completing assigned task • Create environments that allow their classmates to work and learn • Follow school rules • Respect the safety of other students in the hall	Disrupting instruction and the learning of other students in the classroom. Disruption does not include occasionally engaging with instruction in a manner that is not aligned with classroom expectations (i.e., occasionally blurting something out or having a side conversation with another student). Examples: • *Speaking out of turn, making inappropriate or humorous comments at inappropriate times* • *Trying to engage others while they are working* • *Dropping things, laughing, or making noises on purpose* • *Bothering other students* • *Being out of seat/walking around class* • *Over socializing* • *Knocking on doors/windows of classrooms*	●	●	●	
	Refusing to follow directions or truthfully respond to questions or requests of teachers, staff, or administrators. Examples: • *Refusing to give name or information* • *Giving false name or information* • *Fraudulently representing HCS for personal gain* • *Possessing hall pass without authorization* • *Refusing to follow class instructions and/or do assigned work* • *Refusing to remove/put away items or materials as requested by teacher, staff, or* • *administrator* • *Refusing to sit in assigned seat* Level 3 exclusionary discipline is reserved for students with an extensive history of repeated offenses. Before recommending **Level 3** exclusionary discipline, the student must have been referred to a Problem-Solving Team and have a School Intervention Plan ("SIP") in place.	●	●	●	●
	Inciting or encouraging a fight, including taunting, baiting, or organizing disruptive activities with or without the use of electronic devices. Examples: • *Encouraging students to fight* • *Texting a student to incite a fight*		● (K-2 Only)	●	●

HCS EXPECTS ITS STUDENTS TO:	WHEN STUDENTS FAIL TO MEET EXPECTATIONS BY:	Day-to-Day Day-to-day in-class responses by the teacher	Level 1 Classroom responses, consequences and interventions	Level 2 Administrative responses and in-school consequences	Level 3 Most intense in-school responses and out-of-school consequences
		Teacher Responses		Administrators Responses	
	Disruptive and Uncooperative Behavior (continued)				
	Preventing instruction for a significant time or acting in a way that significantly disrupts class, school, or a school sponsored activity. Examples: • *Throwing objects such as furniture, laptops, books, etc.* • *Making extreme outbursts* • *Throwing items out of windows*			●	●
	Using force or some other means to gain entry to a secure or locked school facility without permission. Examples: • *Breaking a window to gain entry* • *Taking an employee's keys and using them to gain entry into a building and/or room* **Opportunity for Restorative Panel Meeting for first offense.**				●
Explicit, Lewd, Obscene, or Sexual Materials and Associated Actions					
• Share materials that are educationally appropriate • Use approved electronic devices responsibly	Possessing, requesting, or observing pornographic materials, including print, electronic, video, and other media.		●	●	●
	Spying on or inappropriately observing an individual in the bathroom. (ex., peering over a bathroom stall to spy on a student using the restroom)			●	●
	Making unwelcome sexual advances, requesting sexual acts or favors, or other inappropriate verbal, written, or physical conduct of a sexual nature. Due to the nature of the behavior and age of the students, Administrators should hold a parent/guardian conference with the student, his or her family, and the teacher.			●	●
	Physically displaying one's intimate parts or publicly touching one's private parts, whether over or under one's clothes. Examples: • "Flashing" • "Pantsing"		● (K-2 Only)	●	●

HCS EXPECTS ITS STUDENTS TO:	WHEN STUDENTS FAIL TO MEET EXPECTATIONS BY:	**Day-to-Day** Day-to-day in-class responses by the teacher	**Level 1** Classroom responses, consequences and interventions	**Level 2** Administrative responses and in-school consequences	**Level 3** Most intense in-school responses and out-of-school consequences
		Teacher Responses		**Administrators Responses**	
Failure to Follow Bus, Field Trip, or Extracurricular Rules					
• Follow school rules and the instructions of school personnel	Failing to follow bus rules or the instructions of the bus driver. For minor or occasional failures to follow bus rules, the student may lose school activity privileges; however, for repeated, serious, or safety-related failures, a student may lose bus privileges, temporarily or permanently. Please reference the HCS Bus Expectations Form found in Appendix C in the Student Code of Conduct Guide. Other infractions in this Matrix may apply (i.e., fighting).		● (K-2 Only)	●	
	Failing to follow the instructions of staff, a coach, teacher, or chaperone on a field trip or during an extracurricular or after-school activity or event.		●	●	
Failure to Remain in Class or School					
• Follow school rules • Attend all classes • Be punctual and realize that a punctual person has a greater chance of success in the workforce	Being late to class (being tardy). For repeated tardiness, a teacher may refer a student to the Administrator (Level 2 Response). However, the Administrator's consequence and Intervention should be designed to maximize the student's in-class time.	●	●	●	
	Not being in an assigned class. Examples: • *Leaving class without permission* • *Being in the hallway without permission* • *Refusing to return to class when asked by teachers, staff, or administration* When selecting consequences for this behavior, Administrators should select those which allow a student maximum in-class time such as lunch time detention. Administrators should not use out of school consequences for this behavior.			●	
	Leaving school campus during scheduled class without permission. When selecting consequences for this behavior, Administrators should select those which allow a student maximum in-class time such as lunch time detention.			●	

HCS EXPECTS ITS STUDENTS TO:	WHEN STUDENTS FAIL TO MEET EXPECTATIONS BY:	Day-to-Day Day-to-day in-class responses by the teacher	Level 1 Classroom responses, consequences and interventions	Level 2 Administrative responses and in-school consequences	Level 3 Most intense in-school responses and out-of-school consequences
		Teacher Responses		Administrators Responses	
Failure to Respect Property of Others					
• Show respect for the property of others • Report all acts of vandalism to the proper authorities • Demonstrate school pride by being active participants in protecting and maintaining the school campus • Return lost property to its owner or to appropriate school officials	Damaging, defacing, destroying, or taking property that belongs to another person or the District. This behavior does include school prank(s). It does not include horseplay where the student taking or obtaining the property has no intent to keep the property. **Teachers have discretion to handle minor situations in the classroom**. For Level 2 and Level 3 Responses, the administrator should conduct a Restorative Conversation with the students. An administrator has the discretion to start with a Level 3 **Response** if the student acted intentionally causing severe injury, extensive cleaning, or significant damage. Examples: • *Destroying school property that has more than a nominal value and must be replaced, such as a sink or carpet* • *Damaging another student's bike, which causes the student to wreck and need medical attention* • *Defacing the exterior walls of the school with spray paint so that the District must then remove or repaint such walls*			●	●
	Physically taking or obtaining property from another's person without consent. This behavior does not include horseplay where the student taking or obtaining the property has no intent to keep the property. Examples: • *Picking another student's pocket* • *Taking a wallet from someone's pocket* • *Taking something from a purse or book bag while it is being worn*			●	●
Gambling					
• Be law-abiding citizens	Engaging in a game of chance requiring the use of money or the exchanging of goods (i.e., poker or dice).		●	●	

HCS EXPECTS ITS STUDENTS TO:	WHEN STUDENTS FAIL TO MEET EXPECTATIONS BY:	**Day-to-Day** Day-to-day in-class responses by the teacher	**Level 1** Classroom responses, consequences and interventions	**Level 2** Administrative responses and in-school consequences	**Level 3** Most intense in-school responses and out-of-school consequences
		Teacher Responses		**Administrators Responses**	
Inappropriate Clothing					
• Adhere to the school dress code • Associate with people who promote a positive and friendly school climate	Violating Dress Code (***See* Student Code of Conduct Appendix A**). In keeping with the District's goal to keep students in the classroom, Level 2 Disciplinary Consequences are not generally appropriate for this behavior; however, **Level 2 Interventions**, such as referral to PST, may be appropriate for addressing repeated instances of this behavior.	●	●	●	
	Dressing in a lewd manner or in gang-affiliated attire.			●	
Inappropriate Language					
• Project a positive and cooperative attitude towards staff members and classmates • Demonstrate behavior that is civil, respectful, polite, and courteous • Maintain their self-control at all times • Respect other students' decisions concerning their bodies	Using non-directed profanity or offensive language or making inappropriate or offensive gestures, verbal or written comments, or symbols.	●	●	●	
	Using profanity or offensive language or making inappropriate or offensive gestures, verbal or written comments, or symbols **directed at another student.**		●	●	
	Using profanity or offensive language or making inappropriate or offensive gestures, verbal or written comments, or symbols **directed at school personnel**. For students in grades 3 through 6, teachers have the discretion to address the first occurrence of this behavior in the classroom. For students who repeatedly use direct profanity at school personnel, the school will conduct a Restorative Conversation or Conference to resolve the issue. The student may also have the opportunity for a Restorative Panel Meeting for repeated offenses. Before recommending Level 3 exclusionary discipline, the student must have been referred to a Problem-Solving Team and have a SIP in place.		● (K-2 Only)	●	●

HCS EXPECTS ITS STUDENTS TO:	WHEN STUDENTS FAIL TO MEET EXPECTATIONS BY:	Day-to-Day Day-to-day in-class responses by the teacher	Level 1 Classroom responses, consequences and interventions	Level 2 Administrative responses and in-school consequences	Level 3 Most intense in-school responses and out-of-school consequences
		Teacher Responses		**Administrators Responses**	
Inappropriate Physical Contact and Aggression					
• Seek to resolve issues before they escalate • Project a positive and cooperative attitude towards staff members and classmates • Use conflict management skills to resolve disagreements • Demonstrate behavior that is civil, respectful, polite, and courteous • Maintain their self-control at all times	Initiating an inappropriate physical act directed at another student that does not rise to the level of a fight or physical attack, such as pushing, shoving, or horseplay.		●	●	
	Fighting with another student. The Administrator has discretion to determine the appropriate Response Level based on, at least, each student's actions, the length of the fight, the number of participants, the students' actions leading up to the fight, and the damage both to the school and the people involved. If a student is defending themselves, the Administrator may select a lesser Disciplinary Consequence, including no consequence when appropriate. For students who engage in large, severe fights or who fight repeatedly, the Administrator should recommend a **Restorative Panel Meeting** to develop an Intervention plan for the student.		● (K-2 Only)	●	●
	Physically attacking another student. The Administrator has discretion to begin with a **Level 3 Response** if warranted by the severity of the assault. The Administrator should consider, at least, the participants' actions leading up to the assault, the number of participants, and the physical harm caused to the victim before starting at a **Level 3**. For students who engage in severe assaults or who repeatedly assault others, the Administrator should recommend a **Restorative Panel Meeting** to develop an Intervention plan for the student.			●	●
	Physically harming an HCS employee or other adult, including throwing an object at or striking an adult who is intervening in a fight. The Administrator has the discretion to start with any Response Level, and should consider the following: • Whether the student intended to cause the harm • The severity of the injury caused *An administrator has the discretion to begin with a **Level 3 Response** if the student acted intentionally or caused severe injury, such as requiring medical attention.* Administrators should recommend a **Restorative Panel Meeting** to develop an Intervention plan for the student.			●	●

HCS EXPECTS ITS STUDENTS TO:	WHEN STUDENTS FAIL TO MEET EXPECTATIONS BY:	Day-to-Day Day-to-day in-class responses by the teacher	Level 1 Classroom responses, consequences and interventions	Level 2 Administrative responses and in-school consequences	Level 3 Most intense in-school responses and out-of-school consequences
		Teacher Responses		**Administrators Responses**	
Inappropriate Touching					
• Have respect for life, property, and the safety of others • Support law enforcement agencies and schools to promote the safety of all staff members and students • Respect other students' decisions concerning their bodies	Engaging in an activity or horseplay that includes touching another person's private parts without his or her permission. **Due to the nature of the behavior and age of the students, administrators should hold a parent/guardian conference with the student, his or her family, and the teacher**.		● (K-2 Only with Administrator Support)	●	●
	Touching another person's private parts with permission or letting another person touch your private parts, including public display of affection (making out). **Due to the nature of the behavior and age of the students, administrators should hold a parent/guardian conference with the student, his or her family, and the teacher.**		● (K-2 Only with Administrator Support)	●	●
	Intentionally touching another person's private parts without consent as defined in the glossary. Due to the nature of the behavior and age of the students, administrators should hold a parent/guardian conference with the student, his or her family, and the teacher.				●
Inappropriate Use of Technology					
• Use approved wireless devices responsibly • Put away devices when asked to do so by staff or Administrators • Use of approved wireless devices at appropriate times • Use the school network for educational communication and purposes	Failing to follow the Wireless Communication Devices (WCD) policy outlined in the Student Code of Conduct at Appendix B. Example: • *Using any WCD in class for calling, texting, playing games, browsing the internet, using apps, or listening to music without teacher approval* Temporary confiscation may be used as an additional consequence. Long-term confiscation or loss of privileges may be used as an additional consequence for students with repeat offenses. Other infractions in this Matrix may apply (i.e., Recording & Transmission).		●	●	
	Committing minor, inappropriate uses of technology. Examples: • *Using computer for games, messaging services, chat rooms, and other non-school related activities* • *Using computer to download, store, or create non-school related files that don't cause damage to the device, such as videos, music, apps, data, or other programs* • *Using computer to transmit personal information such as home telephone number over the internet*		●	●	●

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		Teacher Responses		Administrators Responses	
• Treat school-issued devices, the school network, and online school resources with respect and care • Use their school-issued devices in conformity with federal, state, and local law • Operate their devices without bypassing District content and security filters	**Inappropriate Use of Technology (continued)**				
	Committing major, inappropriate uses of technology. Examples: • *Changing a school-issued device's settings/configurations* • *Deleting, examining, copying, or modifying files, data, or device settings of another user* • *Using computer to download, store, or create non-school related files that cause damage to the device* • *Sending unauthorized anonymous and/or false communications using applications such as, but not limited to, Google Chat, MSN Messenger, and Yahoo Messenger* • *Bypassing the District's web filter through a web proxy*			●	●
	Committing the most significant inappropriate uses of technology. Examples: • *Performing any activity that voids the device, service agreement, software license or warranty such as, but not limited to, jail breaking or rooting (i.e., hacking the device to bypass digital rights management software)* • *Using a school-issued device or the District's internet/network for non-educational financial or personal gain* • *Using a school-issued device or the District's internet/network for illegal activity, including uses that violate federal, state, or local laws or regulations*				●
	Making unauthorized changes to program settings or engaging in any behavior or activity that damages or disrupts network performance on school devices. This includes a denial-of-service attack.				●

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		Teacher Responses		**Administrators Responses**	
Recordings & Transmissions					
• Obtain permission before recording any other person	Recording a subject, using photos, audio, and/or video, without the subject's or school's permission.	●	●		
	Recording a subject, using photos, or video, while the subject is in a nude or partially nude state. Examples: • *Recording an individual in the restroom or locker room* • *Recording exposure of body parts (i.e., mooning, flashing, etc.)* **Opportunity for Restorative Panel Meeting for repeated offense.**		● (K-2 Only)	●	●
	Sending, transmitting, uploading, downloading, or distributing a recording of a subject, including other students, staff, teacher, administrator, or other person, without the subject's approval and with intent to harm or demean the subject.			●	●
	Sending, transmitting, uploading, downloading, or distributing obscene, threatening, harassing, pornographic, sexually explicit, or racist materials. Examples: • *Nude or partially nude "selfies"* • *Memes, GIFs, screenshots, other digital images* If students or school personnel are the subject of the transmitted material, the Administrator should recommend a **Restorative Panel Meeting** to develop an Intervention plan for the student.			● (K-2 Only)	●
Use/Possession/Distribution of Unauthorized Items					
• Understand and follow school rules • Be law abiding citizens • Respect the laws of society dealing with the possession of U.S. currency	Using or possessing any items that disrupts the learning environment. Examples: • *Possessing or igniting a lighter* • *Throwing water balloons*	●	●		
	Unauthorized selling or distributing of goods not otherwise included in this document.	●	●		
	Knowingly using, possessing, or participating in the distribution of counterfeit money.			●	
	Paying another student to do any behavior that is prohibited by the Student Code of Conduct Elementary Matrix. **The Response Level for this behavior should correspond with the Response Levels assigned to the prohibited behavior.**	See prohibited behavior for Response Level.			

HCS EXPECTS ITS STUDENTS TO:	WHEN STUDENTS FAIL TO MEET EXPECTATIONS BY:	Day-to-Day Day-to-day in-class responses by the teacher	Level 1 Classroom responses, consequences and interventions	Level 2 Administrative responses and in-school consequences	Level 3 Most intense in-school responses and out-of-school consequences
		Teacher Responses		Administrators Responses	
Weapons/Firearms					
• Be law abiding citizens • Support law enforcement agencies and schools to promote the safety of all staff members and students • Be aware of items in their possession at all times (locker, jacket, car, purse, etc.) • Have respect for life, property, and the safety of others	Possessing shell casing(s).			●	.
	Possessing a toy weapon where the toy weapon is not used to threaten, intimidate, harm, or cause a disruption. AirSoft guns, BB guns, and air rifles are not considered toy weapons.		●	●	
	Possessing a toy weapon where the toy weapon is used to threaten, intimidate, harm, or cause a disruption.			●	●
	Possessing a weapon, other than a firearm as defined below. This includes, but is not limited to, bullets, pocketknives, switchblade knives, box cutters, swords, daggers, tasers, metal knuckles, BB guns, pellet guns, flare guns, air rifles, Airsoft Rifles, and firearm and weapon parts (excluding shell casings) or anything deemed a weapon by a school official. For this to apply, the student must not have demonstrated any intent to use the weapon.			●	●
	Possessing and attempting or threatening the use of a weapon except a firearm against another person or to cause disruption. **Opportunity for Restorative Panel Meeting for first offense. Any violation of Policy 4.2 may result in expulsion for up to one school year.**				●
	Possessing a firearm, which is defined as any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of any such weapon; any firearm muffler or firearm silencer; or any destructive device. Such term does not include an antique firearm, and the definition of this term is subject to the terms of 18 U.S.C. 921. **Any violation of Policy 4.2 may result in expulsion for up to one school year.**				●

Huntsville City Schools

Student Code of Conduct

2025-2026

Secondary Matrix

The Secondary Matrix

This flipchart contains the Secondary Student Code of Conduct Matrix. The Matrix contains all student misbehaviors and the progressive disciplinary steps assigned to each behavior. As a reminder, progressive discipline is the process of responding to student behavior with a set of steps that build in severity and intensity, both in consequence and support, with each step. For most behaviors, in-school Disciplinary Consequences (*e.g.*, detention, loss of privileges, and in-school suspension) are used before out-of-school consequences (*e.g.*, out-of-school suspension or expulsion). If a student's behavior does not change with the **lowest levels of Disciplinary Consequences and Interventions**, the teacher or administrator should use the **next level of Disciplinary Consequence and Intervention**. Out-of-school suspension, alternative school placement, and expulsion are reserved for the most severe behaviors and as a last resort for repeated behaviors.

Response Strategies, Disciplinary Consequences, and Interventions

In the Matrix, each behavior is assigned to one of five **Response Levels**. The five **Response Levels** are the progressive steps that schools should use to respond to misbehavior. Each response level has a set of corresponding **Disciplinary Consequences**, **Interventions**, and **Response Strategies**. Brief definitions of **Disciplinary Consequences**, **Interventions**, and **Response Strategies** are listed below:

Type of Action	Definition	Examples
Response Strategy	These are the steps that a school employee takes to end a student's misbehavior or defuse a student conflict. **These do not replace Disciplinary Consequences or Interventions.**	• Redirection • Letting a student take a break to calm down • De-escalation techniques such as avoiding power struggles
Disciplinary Consequence	These are the consequences for a student's misbehavior. Suspensions and alternative school placements **must also be paired with an Intervention.**	• Detention • Loss of privileges • Temporary confiscations • Parent/Guardian/Student conferences • Repairing the harm through Restorative Practices • Suspension • Expulsion/Alternative School
Interventions	These are the supports that are used to help struggling students. These supports can be designed to help a student with academics, attendance, or behavior. Interventions work best when they are customized for the student's needs.	• Behavior Contracts • Mentoring • Positive reinforcement with PBIS • Restorative conversations • Restorative circles • Counseling and mental health • Problem Solving Team • Reintegration meetings after discipline

Exclusionary Disciplinary Consequences

Disciplinary Consequence	Definition	Limits	Response Level
In-School Learning Center ("ILC")	ILC is an alternative classroom placement for students. A student is removed from the regular classroom environment. The student can make up any assignment missed while in ILC, and the student's teacher must visit the student to ensure that he or she can complete the work and to answer questions.	Administrators should start with a small number of periods or days in ILC before increasing the duration.	**Level 2**
Out-of-School Suspension ("OSS")	OSS results in a student being removed from the school environment for a designated period of time. The student can make up any assignment missed while on an OSS, and the student's teachers must allow the student to meet with them to help the student complete work and to answer questions, as schedules permit. This consequence may be limited by the IDEA and/or state law.	When returning from OSS, the administrator will ensure that at least one **Intervention** plan is in place, such as Restorative Practices. For students with an IEP, an IEP team meeting may be necessary. If the student has frequent or repetitive behavior, the student **will** be referred to the PST to develop an appropriate **Intervention** plan. OSS is not appropriate for students who **are tardy, absent, or skip school**. Suspending a student out of school for not being in school is inconsistent with the District's mission. Administrators should start with a small number of days in OSS before slowly increasing the duration.	**Level 3**
Restorative Panel Meeting ("RPM")	The student and his or her parents/guardians will have the opportunity to participate in a restorative conference with HCS' Restorative Panel. If the student chooses to participate in an HCS Restorative Panel, the panel, the offending student(s), the school administrator, and other stakeholder(s), when appropriate, will discuss the harm caused by the behavior, develop a behavioral plan for the student, and discuss access to possible Interventions (e.g., counseling, mental health services). Restorative Panel Meetings are often in lieu of expulsion /alternative school, so for Secondary students, failure to follow the Panel's plan will often result in a recommendation for expulsion/alternative school.	HCS has identified several categories of behavior as appropriate for Restorative Panel Meeting. These are referenced within this matrix. Recommendation for Restorative Panel Meeting will often coincide with an OSS and will occur prior to a recommendation for expulsion/alternative School.	**Level 3 & 4**
Expulsion/ Alternative School ***Secondary Only***	Long-term removal from the normal school and classroom environment unless prohibited by the IDEA and/or state law. All recommendations for expulsion/alternative school are reviewed by a District panel who determines whether or not to move forward with the expulsion/alternative school. If approved, the case will go before the district hearing panel as described in Appendix E of the Code of Conduct.	No student may be placed expelled without a due process hearing. While awaiting a due process hearing, the student will be placed on ISS or OSS for up to 10 days as appropriate.	**Level 4**

The 5 Response Levels

Response Level	Who Handles?	Record Keeping	Office Disciplinary Referral?	Example Discipline	Example Intervention
Day-to-Day	Teacher	Teacher Discretion	No	• Changing a student's seat • Call home	• Behavior Contract
Level 1	Teacher	PowerSchool	No	• Detention • Parent/guardian conference	• Teaching expected behaviors and replacement behaviors • PBIS Rewards
Level 2	Admin	PowerSchool	Yes	• Repair harm • Restorative Circle • ILC	• Problem Solving Team Plans • Behavior Plan
Level 3	Admin	PowerSchool	Yes	• Repair harm • Restorative conferences • OSS	• Counseling and mental health • Intense, individualized support • School Intervention Plan ("SIP")
Level 4	Admin	PowerSchool	Yes	• Repair harm • Restorative conferences • Long-term suspension • Restorative Panel Meeting • Alternative School • Expulsion	• Readmission supports and plans following expulsion or alternative school placement • District Intervention Plan ("DIP")

Progressive Discipline

Levels	How to Document	Interventions	When to Progress?
Day-to-Day to Level 1	Use PowerSchool when student's behavior rises to Level 1.	The teacher should use general classroom management techniques.	After attempting to correct the specific behavior (e.g., for at least two days), may move up to a **Level 1.** Parents should be called.
Level 1 to Level 2	Use PowerSchool for Level 1 consequences and Interventions.	The teacher should use strategies like behavior contracts and **Restorative Practices**.	After attempting to correct the specific behavior **at least two times**, may complete an **Office Disciplinary Referral ("ODR")**. Parents should be called.
Level 2 to Level 3	Use PowerSchool for Level 2 consequences and Interventions.	If the behavior warrants an ODR, administrator should implement an Intervention. If the student has repeated **the same Level 2** behavior, administrator should ensure that the student has a PST Intervention plan in place.	Administrator shouldn't move to a **Level 3** unless the student's Intervention plan has been implemented with fidelity. If the plan proves unsuccessful **and** administrator believes that no further **Level 2** Intervention will help, may move to a **Level 3**.
Level 3 to Level 4	Use PowerSchool for Level 3 & 4 consequences and Interventions.	For most **Level 3** behaviors, administrator should ensure that student has a PST Plan in place. That plan should include the highest-level Interventions at the school including mental health resources or outside mentoring/counseling.	The administrator should not move to a **Level 4** unless the student's Intervention Plan has been implemented with fidelity. If the plan proves unsuccessful **and** the administrator believes that no further **Level 3** Intervention will help the student, may move up to a **Level 4**.
Level 3 without a Level 4 Dot	If the highest response level assigned to a behavior is **Level 3**, administrator should make every effort to respond to the student's behavior using **Level 3 Responses**. If a student repeats behaviors that require **Level 3 Responses**, the school administrator may consult with the Department of Behavioral Learning about the possibility of responding to the student's behavior with a **Level 4 Response**.		

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		Teacher Responses		**Administrators Responses**		
Academic Dishonesty						
• Act with honesty and integrity • Be prepared for class each day • Take pride in their work, efforts, and assignments	Plagiarizing, committing forgery, or cheating on a minor assignment (i.e., a classroom worksheet, a quiz, or classroom test based on weight of assignment).)		●			
	Plagiarizing, committing forgery, or cheating on a major assignment (i.e., an end of semester exam, benchmark exam, classroom test (based on weight of assignment), or state assessment). In lieu of receiving an exclusionary consequence, an administrator should consider giving the student a failing grade for a first offense. Exclusionary consequences are appropriate for repeat behavior.			●	●	
	Tampering with or assisting another in tampering with the school district's computer network, systems, exams, or grades (i.e., changing grades in Student Information System). This includes "hacking" any school-issued device.				●	●
Alcohol, Drugs, Inhalants, and Tobacco						
• Be law abiding citizens • Respect the laws of society dealing with the possession, use, or sale of drugs • Associate at school only with people who do not use or sell controlled substances	Failing to comply with HCS Medication Policy and Procedure, which students must follow prior to taking drugs of any kind at school. This provision applies to Over the Counter and Non-Prescription Medicine.		●	●		
	Using or possessing tobacco, nicotine inhaler, e-cigarettes, and/or Vape (i.e., Juul). **If the Vape, inhaler, or device contains THC, CBD, or any Delta Various (i.e., 8. 9, 10, etc.) then it is considered a prohibited drug. Use prohibited drug infractions if this is the case.** **Opportunity for Restorative Panel Meeting in lieu of expulsion/alternative school.**				●	●
	Being under the influence of any alcoholic beverage or any prohibited drug as defined in the glossary. *This provision does not apply to drugs taken in conformance with HCS policy.* **Opportunity for Restorative Panel Meeting for first offense in lieu of expulsion/alternative school.**					●

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		Teacher Responses		**Administrators Responses**		
• Be aware of items in their possession at all times (locker, jacket, car, purse, etc.)	**Alcohol, Drugs, Inhalants, and Tobacco (continued)**					
	Using or consuming alcohol or any prohibited drug as defined in the glossary. *This provision does not apply to drugs taken in conformance with HCS policy.* **Opportunity for Restorative Panel Meeting for first offense in lieu of expulsion/alternative school.**					●
	Having possession of alcohol, prohibited drugs, or drug paraphernalia, as defined in the glossary. *This provision does not apply to drugs taken in conformance with HCS policy.* **Opportunity for Restorative Panel Meeting for first offense in lieu of expulsion/alternative school.**					●
	Buying tobacco, nicotine inhaler, e-cigarettes, and/or Vape (i.e., Juul) product from another student. Distribution may be inferred by the particular facts including the amount of prohibited items in a student's possession. **Opportunity for Restorative Panel Meeting as a Response to a Level 4.**					●
	Selling tobacco, nicotine inhaler, e-cigarette, and/or Vape (i.e., Juul) product to another student. Distribution may be inferred by the particular facts including the amount of prohibited items in a student's possession. **Opportunity for Restorative Panel Meeting as a Response to a Level 4.**					●
	Participating in the distribution of tobacco, nicotine inhaler, e-cigarettes, and/or Vape (i.e., Juul) product with another student. Distribution may be inferred by the particular facts including the amount of prohibited items in a student's possession. **Opportunity for Restorative Panel Meeting as a Response to a Level 4.**					●
	Buying an alcoholic beverage or any other prohibited drug or drug paraphernalia, as defined in the glossary, from another student. Distribution may be inferred by the particular facts including the amount of alcohol or drugs in a student's possession. If the Vape, inhaler, or device contains THC, CBD, or any Delta Various (i.e., 8. 9, 10, etc.) then it is considered a prohibited drug.					●

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		Teacher Responses		**Administrators Responses**		
	Alcohol, Drugs, Inhalants, and Tobacco (continued)					
	Selling an alcoholic beverage or any other prohibited drug or drug paraphernalia, as defined in the glossary, to another student. Distribution may be inferred by the particular facts including the amount of alcohol or drugs in a student's possession. If the Vape, inhaler, or device contains THC, CBD, or any Delta Various (i.e., 8. 9, 10, etc.) then it is considered a prohibited drug.					●
	Participating in the distribution of an alcoholic beverage or any other prohibited drug or drug paraphernalia, as defined in the glossary, with another student. Distribution may be inferred by the particular facts including the amount of alcohol or drugs in a student's possession. If the Vape, inhaler, or device contains THC, CBD, or any Delta Various (i.e., 8. 9, 10, etc.) then it is considered a prohibited drug.					●
	Buying Over the Counter and Non-Prescription Medicine, as defined in the glossary, from another student. Distribution may be inferred by the particular facts including the amount of the drugs in a student's possession. When assigning Disciplinary Consequences for behaviors involving Over the Counter and Non-Prescription Medicine, the school administrator should consider the student's intent (i.e., helping a student with a headache as opposed to trying to make money off the sale of the medicine). **Opportunity for Restorative Panel Meeting as a Response to a Level 4.**			●	●	●
	Selling Over the Counter and Non-Prescription Medicine, as defined in the glossary, to another student. Distribution may be inferred by the particular facts including the amount of the drugs in a student's possession. When assigning Disciplinary Consequences for behaviors involving Over the Counter and Non-Prescription Medicine, the school administrator should consider the student's intent (i.e., helping a student with a headache as opposed to trying to make money off the sale of the medicine). **Opportunity for Restorative Panel Meeting as a Response to a Level 4.**			●	●	●

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		Teacher Responses		**Administrators Responses**		
	Alcohol, Drugs, Inhalants, and Tobacco (continued)					
	Participating in the distribution of Over the Counter and Non-Prescription Medicine, as defined in the glossary, with another student. Distribution may be inferred by the particular facts including the amount of the drugs in a student's possession. When assigning Disciplinary Consequences for behaviors involving Over the Counter and Non-Prescription Medicine, the school administrator should consider the student's intent (i.e., helping a student with a headache as opposed to trying to make money off the sale of the medicine). **Opportunity for Restorative Panel Meeting as a Response to a Level 4.**			●	●	●
Arson, Fire Setting, Explosives, and Bomb Threats						
• Have respect for life, property, and the safety of others • Create safe learning environments for themselves and for other classmates • Support law enforcement agencies and schools to promote the safety of all staff members and students	Setting or attempting to set a fire or helping others set a fire.					●
	Activating a building's fire or other alarm systems, including reporting a fire or emergency when none exists or making a false alarm call to 911. Where the conduct results in a substantial disruption (i.e., causes a lockdown or evacuation and/or leads to injury or damage to school property), the student shall automatically be subject to Level 4 discipline. For situations where a substantial disruption does not occur, progressive discipline should be used, starting with a Level 3 offense. **Opportunity for a Restorative Panel Meeting in lieu of expulsion/alternative school, at the discretion of school administrators.**				●	●
	Having possession of fireworks, MACE, pepper spray, stink bombs, smoke bombs, or any other inherently dangerous substance or object.			●	●	
	Selling or distributing fireworks, MACE, pepper spray, stink bombs, smoke bombs, or any other inherently dangerous substance or object.				●	●
	Detonating or threatening detonation of fireworks, MACE, pepper spray, or smoke bombs.					●

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		Teacher Responses		**Administrators Responses**		
	Arson, Fire Setting, Explosives, and Bomb Threats (continued)					
	Detonating or threatening detonation of stink bombs.				●	●
	Threatening to detonate an explosive device without actual possession of the explosive device.					●
	Having possession or detonation of any explosive device not specifically listed in this document.					●
Bullying, Harassment and Threats						
• Show concern for others • Conduct themselves in a cooperative, friendly, and respectful manner to staff members and classmates • Project a positive and cooperative attitude towards staff members and classmates • Seek guidance from trusted adults for assistance and direction • Encourage classmates to participate in school functions	Threatening conduct (including verbal, written, or electronic communication or physical gestures) directed toward another student, teacher, staff member, administrator, or other person **where there is no reasonable expectation of bodily harm.**		●	●		
	Acting in a manner that makes another student **reasonably believe they are in danger** of physical harm, including, but not limited to, verbal statements, written statements, non-verbal aggression, and intimidation.			●	●	
	Making threats of weapon violence towards another student where the student **reasonably believes and reports that they are in danger** of physical harm, including, but not limited to, verbal statements, written statements, pictures and messages on social media and other emails, chat, and text applications.				●	●
	Bullying, which is unwanted, aggressive behavior among school-age children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. The bully and victim may have serious, lasting problems, such as depression or anxiety. Examples: • *Threatening another student* • *Excluding someone from a group on purpose* • *Spreading rumors* • *Hazing* • *Attacking someone physically or verbally*				●	

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		Teacher Responses		**Administrators Responses**		
	Bullying, Harassment and Threats (continued)					
• Accept people based on their individual merits • Report all acts of violence, harassment, or threats to the proper authorities	Using threats, fear, or force without a weapon to make a person turn over property or take other inappropriate action.				●	●
	Making a threat targeted at the general school population including a school shooting threat or a bomb threat. Administrators have the discretion to begin at a **Level 3** or **Level 4** depending on the scope of the threat and the disruption to the school environment.				●	●
	Filing a false report of a school safety incident (such as a false report of a shooting or the presence of a gun on campus) in any form, whether anonymous or otherwise. Administrators have the discretion to begin at a **Level 3** or **Level 4** depending on the scope of the threat and the disruption to the school environment.				●	●
	Making threats or committing harassment based, in whole or in part, on a students or school employee's race, ethnicity, disability, religion, sex, gender identity, sexual orientation, or other identifying characteristics. This behavior does not have to rise to the level of bullying, defined above. Examples • Offensive name-calling based on the student's or school employee's identifying characteristic • Intimidating another student or school employee, verbally or non-verbally, based on a student's or school employee's identifying characteristic				●	●
	Acting in a manner targeted at a school employee that makes them reasonably believe they are in danger of physical harm, including, but not limited to, verbal statements, written statements, non-verbal aggression, and intimidation.				●	●

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Disruptive and Uncooperative Behavior						
• Show concern for others • Project a positive and cooperative attitude towards staff members and classmates • Demonstrate behavior that is civil, respectful, polite, and courteous	Disrupting instruction and the learning of other students in the classroom. Disruption does not include occasionally engaging with instruction in a manner that is not aligned with classroom expectations (i.e., occasionally blurting something out or having a side conversation with another student). Examples: • *Speaking out of turn, making inappropriate or humorous comments at inappropriate times* • *Trying to engage others while they are working* • *Dropping things, laughing, or making noises on purpose* • *Bothering other students* • *Being out of seat/walking around class* • *Over socializing* • *Knocking on doors/windows of classrooms*	●	●	●		
• Cooperate with school officials to create a positive learning environment • Always maintain their self-control • Focus on completing assigned task • Create environments that allow their classmates to work and learn	Refusing to follow directions or truthfully respond to questions or requests of teachers, staff, or administrators. Examples: • *Refusing to give name or information* • *Giving false name or information* • *Fraudulently representing HCS for personal gain* • *Possessing hall pass without authorization* • *Refusing to follow class instructions and/or do assigned work* • *Refusing to remove/put away items or materials as requested by teacher, staff, or administrator* • *Refusing to sit in assigned seat* Level 3 exclusionary discipline is reserved for students with an extensive history of repeated offenses. Before recommending **Level 3** exclusionary discipline, the student must have been referred to a Problem-Solving Team and have a School Intervention Plan ("SIP") in place.		●	●	●	
• Follow school rules • Respect the safety of other students in the hall	Inciting or encouraging a fight, including taunting, baiting, or organizing disruptive activities with or without the use of electronic devices. Examples: • *Texting a student to incite a fight* • *Encouraging other students to fight*			●	●	●

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	Disruptive and Uncooperative Behavior (continued)					
	Preventing instruction for a significant time or acting in a way that significantly disrupts class, school, or a school sponsored activity. Examples: • *Throwing objects such as furniture, laptops, books, etc.* • *Making extreme outbursts* • *Throwing items out of windows* • *Encouraging other students to cut class*			●	●	
	Using force or some other means to gain entry to a secure or locked school facility without permission. Examples: • *Breaking a window to gain entry* • *Taking an employee's keys and using them to gain entry into a building and/or room*				●	●
Explicit, Lewd, Obscene, or Sexual Materials and Associated Actions						
• Share materials that are educationally appropriate • Use approved electronic devices responsibly	Possessing, requesting, or observing pornographic materials, including print, electronic, video, and other media.			●	●	
	Spying on or inappropriately observing an individual in the bathroom (ex., peering over a bathroom stall to spy on a student using the restroom)			●	●	
	Making unwelcome sexual advances, requesting sexual acts or favors, or other inappropriate verbal, written, or physical conduct of a sexual nature.			●	●	
	Intentionally physically displaying one's intimate parts or publicly touching one's private parts, whether over or under one's clothes. Examples: • "Flashing" • "Pantsing" •				●	●

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Failure to Follow Bus, Field Trip, or Extracurricular Rules						
• Follow school rules and the instructions of school personnel • Follow school rules for parking and driving • Drive safely at all times	Failing to follow bus rules or the instructions of the bus driver. For minor or occasional failures to follow bus rules, the student may lose school activity privileges; however, for repeated, serious, or safety-related failures, a student may lose bus privileges, temporarily or permanently. Please reference the HCS Bus Expectation Form found in Appendix C in the Student Code of Conduct. Other infractions in this Matrix may apply (i.e., fighting.)			●		
	Failure to follow school parking and driving rules.			●		
	Failing to follow the instructions of staff, a coach, teacher, or chaperone on a field trip or during an extracurricular or after-school activity or event.			●	●	
Failure to Remain in Class or School						
• Follow school rules • Attend all classes • Be punctual and realize that a punctual person has a greater chance of success in the workforce	Being late to class (being tardy). For repeated tardiness, a teacher may refer a student to the Administrator (Level 2 Response). However, the Administrator's consequence and Intervention should be designed to maximize the student's in-class time. **Administrators should use a school-level Restorative Conversation or Conference for students, and their parents/guardians, who require a Level 3 Response for repeated conduct.**	●	●	●	●	
	Not being in an assigned class. Examples: • *Leaving class without permission* • *Being in the hallway without permission* • *Refusing to return to class when asked by teachers, staff, or administration* When selecting consequences for this behavior, Administrators should select those which allow a student maximum in-class time such as lunch time detention. Administrators should not use out-of-school consequences for this behavior, but, instead, **should use a school-level Restorative Conversation or Conference for students, and their parents/guardians, who require a Level 3 Response for repeated conduct.**			●	●	

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	Failure to Remain in Class or School (continued)					
	Leaving school campus during scheduled class without permission. When selecting consequences for this behavior, Administrators should select those which allow a student maximum in-class time such as lunch time detention or detention during Power Hour. **Administrators should use a school-level Restorative Conversation or Conference for students, and their parents/guardians, who require a Level 3 Response for repeated conduct.** Because of the potential safety hazard this behavior causes, an Administrator may use OSS for repeated behavior, but only if other Interventions have not been successful. Please reference HCS' "Door-to-Door" expectations in the Student Code of Conduct.			●	●	
Failure to Respect Property of Others						
• Show respect for the property of others • Report all acts of vandalism to the proper authorities • Demonstrate school pride by being active participants in protecting and maintaining the school campus	Damaging, defacing, destroying, or taking property that belongs to another person or the District. This behavior does include school prank(s). It does not include horseplay where the student taking or obtaining the property has no intent to keep the property. **Teachers have discretion to handle minor situations in the classroom**. For Level 2 and Level 3 Responses, the administrator should conduct a Restorative Conversation with the students. An administrator has the discretion to start with a Level 3 **Response** if the student acted intentionally causing severe injury, extensive cleaning, or significant damage. *Examples:* • *Destroying school property that has more than a nominal value and must be replaced, such as a sink or carpet* • *Damaging another student's bike, which causes the student to wreck and need medical attention* • *Defacing the exterior walls of the school with spray paint so that the District must then remove or repaint such walls*			●	●	

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	Failure to Respect Property of Others (continued)					
• Return lost property to its owner or to appropriate school officials	Physically taking or obtaining property from another's person without consent. This behavior does not include horseplay where the student taking or obtaining the property has no intent to keep the property. Examples: • *Picking another student's pocket* • *Taking a wallet from someone's pocket* • *Taking something from a purse or book bag while it is being worn*				●	●
	Physically taking or obtaining another person's vehicle without permission.					●
Gambling						
• Be law-abiding citizens	Engaging in a game of chance requiring the use of money or the exchanging of goods (i.e., poker or dice).		●	●		
Inappropriate Clothing						
• Adhere to the school dress code • Associate with people who promote a positive and friendly school climate	Violating Dress Code (See Student Code of Conduct Appendix A). In keeping with the District's goal to keep students in the classroom, Level 2 Disciplinary Consequences are not generally appropriate for this behavior; however, Level 2 Interventions, such as referral to PST, may be appropriate for addressing repeated instances of this behavior.	●	●	●		
	Dressing in a lewd manner or in gang-affiliated attire.			●		

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Inappropriate Language						
• Project a positive and cooperative attitude towards staff members and classmates • Demonstrate behavior that is civil, respectful, polite, and courteous • Maintain their self-control at all times • Respect other students' decisions concerning their bodies	Using non-directed profanity or offensive language or making inappropriate or offensive gestures, verbal or written comments, or symbols.		●	●		
	Using profanity or offensive language or making inappropriate or offensive gestures, verbal or written comments, or symbols **directed at another student.**		●	●		
	Using profanity or offensive language or making inappropriate or offensive gestures, verbal or written comments, or symbols **directed at school personnel**. Teachers have the discretion to address the first occurrence of this behavior in the classroom. Out of school consequences are appropriate only if Interventions have not been successful. Prior to assigning a student to OSS for this conduct, the administrator should use a school-level Restorative Conversation or Conference for students, and their parents/guardians. **Opportunity for Restorative Panel Meeting for repeated offenses**.			●	●	
Inappropriate Physical Contact and Aggression						
• Seek to resolve issues before they escalate • Project a positive and cooperative attitude towards staff members and classmates • Use conflict management skills to resolve disagreements	Initiating an inappropriate physical act directed at another student that does not rise to the level of a fight or physical attack, such as pushing, shoving or horseplay.		●	●		
	Fighting with another student. The Administrator has discretion to determine the appropriate Response Level based on, at least, each student's actions, the length of the fight, the number of participants, the students' actions leading up to the fight, and the damage both to the school and the people involved. If a student is defending themselves, the Administrator may select a lesser Disciplinary Consequence, including no consequence when appropriate. Except in the most egregious circumstances, before an Administrator recommends an expulsion/alternative school for a **Level 4** fight, the Administrator should recommend a **Restorative Panel Meeting** to develop an Intervention plan for the students involved.			●	●	●

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• Demonstrate behavior that is civil, respectful, polite, and courteous • Maintain their self-control at all times	**Inappropriate Physical Contact and Aggression (continued)**					
	Physically attacking another student. The Administrator has discretion to begin with a **Level 4 Response** if warranted by the severity of the assault. The Administrator should consider, at least, the participants' actions leading up to the assault, the number of participants, and the physical harm caused to the victim before starting at a **Level 4**. Except in the most egregious circumstances, if an Administrator begins with a **Level 4 Response,** he or she must recommend a **Restorative Panel Meeting** to develop an Intervention Plan before recommending the student for expulsion/alternative school.				•	•
	Physically harming an HCS employee or other adult, including throwing an object at or striking an adult who is intervening in a fight. The Administrator has the discretion to start with any Response Level, and should consider the following: • Whether the student intended to cause the harm • The severity of the injury caused *An administrator has the discretion to begin with a **Level 4 Response** if the student acted intentionally or caused severe injury, such as requiring medical attention.*				•	•
Inappropriate Touching and Sexual Conduct						
• Have respect for life, property, and the safety of others • Support law enforcement agencies and schools to promote the safety of all	Participating in consensual but inappropriate touching (excluding intercourse and/or oral sex) on school property or during school-sponsored events. Examples: • Engaging in any activity or horseplay such as intentionally touching the intimate parts of another person with any body part or object, with the consent of the other person • Piercing the body of another student • Tattooing the body of another student			•	•	

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staff members and students • Respect other students' decisions concerning their bodies	**Inappropriate Touching and Sexual Conduct (continued)**					
	Non-consensual sexual contact on school property or during school-sponsored events. This includes engaging in activity or horseplay such as intentionally touching, including through clothing, the intimate parts of another person with any body part or object, without the consent of the other person. Examples: • *Popping a bra strap* • *Slapping another's buttocks* • *Groping* Repeated offenses will result in a Level 4 Response.				●	
	Participating in consensual sexual intercourse, including oral, on school property or during school-sponsored events. **Opportunity for Restorative Panel Meeting for first offense in lieu of expulsion/alternative school.**					●
	Non-consensual sexual intercourse, including oral, on school property or during school-sponsored events.					●
Inappropriate Use of Technology						
• Use approved wireless devices responsibly • Put away devices when asked to do so by staff or Administrators • Use of approved wireless devices at appropriate times	Failing to follow the Wireless Communication Devices (WCD) policy outlined in the Student Code of Conduct at Appendix B. Example: • *Using any WCD in class for calling, texting, playing games, browsing the internet, using apps, or listening to music without teacher approval* Temporary confiscation may be used as an additional consequence. Long-term confiscation or loss of privilege may be used as an additional consequence for students with repeat offenses. Other infractions in this Matrix may apply (i.e., Recording & Transmission).		●	●	●	

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• Use the school network for educational communication and purposes • Use the school network for educational communication and purposes • Treat school-issued devices, the school network, and online school resources with respect and care • Use their school-issued devices in conformity with federal, state, and local law • Operate their devices without bypassing District content and security filters	**Inappropriate Use of Technology (continued)**					
	Committing minor, inappropriate uses of technology. Examples: • *Using computer for games, messaging services, chat rooms, and other non-school related activities* • *Using computer to download, store, or create non-school related files that don't cause damage to the device, such as videos, music, apps, data, or other programs* • *Using computer to transmit personal information such as home telephone number over the internet*			●	●	
	Committing major, inappropriate uses of technology. Examples: • *Changing a school-issued device's settings/configurations* • *Deleting, examining, copying, or modifying files, data, or device settings of another user* • *Using computer to download, store, or create non-school related files that cause damage to the device* • *Sending unauthorized anonymous and/or false communications using applications such as, but not limited to, Google Chat, MSN Messenger, and Yahoo Messenger* • *Bypassing the District's web filter through a web proxy*			●	●	
	Committing the most significant inappropriate uses of technology. Examples: • *Performing any activity that voids the device, service agreement, software license or warranty such as, but not limited to, jail breaking or rooting (i.e., hacking the device to bypass digital rights management software)* • *Using a school-issued device or the District's internet/network for non-educational financial or personal gain* • *Using a school-issued device or the District's internet/network for illegal activity, including uses that violate federal, state, or local laws or regulations*				●	●
	Making unauthorized changes to program settings or engaging in any behavior or activity that damages or disrupts network performance on school devices. This includes a denial-of-service attack.					●

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Recordings & Transmissions						
• Obtain permission before recording any other person	Recording a subject, using photos, audio, and/or video, without the subject's or school's permission.	●	●			
	Recording a subject, using photos, or video, while the subject is in a nude or partially nude state. Examples: • *Recording an individual in the restroom or locker room* • *Recording exposure of body parts (i.e., mooning, flashing, etc.)* **Opportunity for Restorative Panel Meeting for first offense in lieu of expulsion/alternative school.**					●
	Recording a subject performing a sexually explicit act, using photos, audio, and/or video, with or without consent of the subject. The subject(s) performing the sexual act will be subject to the same discipline as the recorder if the subjects acted with knowledge of the recording. **Opportunity for Restorative Panel Meeting for first offense in lieu of expulsion/alternative school.**					●
	Sending, transmitting, uploading, downloading, or distributing a recording of a subject, including other students, staff, teacher, administrator, or other person, without the subject's approval and with intent to harm or demean the subject.				●	●
	Sending, transmitting, uploading, downloading, or distributing obscene, threatening, harassing, pornographic, sexually explicit, or racist materials. Examples: • *Nude or partially nude "selfies"* • *Memes, GIFs, screenshots, other digital images* If students or school personnel are the subject of the transmitted material, begin with a **Level 4 Response,** including an opportunity for a Restorative Panel Meeting for first offense in lieu of expulsion/alternative school**.**				●	●

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Use/Possession/Distribution of Unauthorized Items						
• Understand and follow school rules • Be law abiding citizens • Respect the laws of society dealing with the possession of U.S. currency	Using or possessing any items that disrupts the learning environment. Examples: • *Possessing or igniting a lighter* • *Throwing water balloons*	●	●			
	Unauthorized selling or distributing of goods not otherwise included in this document.	●	●			
	Knowingly using, possessing, or participating in the distribution of counterfeit money.				●	
	Paying another student to do any behavior that is prohibited by the Student Code of Conduct Secondary Matrix. **The Response Level for this behavior should correspond with the Response Levels assigned to the prohibited behavior.**	See prohibited behavior for Response Level.				
Weapons/Firearms						
• Be law abiding citizens • Support law enforcement agencies and schools to promote the safety of all staff members and students	Possessing shell casing(s).			●		
	Possessing a toy weapon where the toy weapon is not used to threaten, intimidate, harm, or cause a disruption. AirSoft guns, BB guns, and air rifles are not considered toy weapons.			●		
	Possessing a toy weapon where the toy weapon is used to threaten, intimidate, harm, or cause a disruption.				●	

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	Weapons/Firearms (continued)					
• Be aware of items in their possession at all times (locker, jacket, car, purse, etc.) • Have respect for life, property, and the safety of others	Possessing a weapon, other than a firearm as defined below. This includes, but is not limited to, bullets, pocket knives, switchblade knives, box cutters, swords, daggers, tasers, metal knuckles, BB guns, pellet guns, flare guns, air rifles, Airsoft Rifles, and firearm and weapon parts (excluding shell casings) or anything deemed a weapon by a school official. For this to apply, the student must not have demonstrated any intent to use the weapon.				●	●
	Possessing and attempting or threatening the use of a weapon except a firearm against another person or to cause disruption.					●
	Possessing a firearm, which is defined as any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of any such weapon; any firearm muffler or firearm silencer; or any destructive device. Such term does not include an antique firearm, and the definition of this term is subject to the terms of 18 U.S.C. 921					●