

2022-2023

**Policy Reference
Guide
&
Student Code of Conduct**



**POLICIES ADOPTED BY THE HOKE COUNTY
BOARD OF EDUCATION**

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THIS HANDBOOK IS PROVIDED AS AN INFORMATION SOURCE FOR HOKE COUNTY SCHOOLS STUDENTS AND THEIR FAMILIES. IN THE EVENT OF ANY INCONSISTENCY BETWEEN THIS HANDBOOK AND THE HOKE COUNTY SCHOOLS BOARD OF EDUCATION POLICY MANUAL, THE BOARD OF EDUCATION POLICY MANUAL WILL CONTROL.

Hoke County Schools' Vision Statement

As a trusted community partner, we will ensure an inclusive and supportive environment that provides authentic learning opportunities to prepare future-ready students.

Hoke County Schools' Mission Statement

Hoke County Schools creates a student-focused learning community that fosters high expectations for all stakeholders, promotes lifelong learning, provides individualized support, and prepares students for success.

Hoke County Schools' Core Values

- **Inspiration-** Foster an environment that empowers and influences creative thinking, enthusiasm, and motivation to generate new ideas, goals, and actions.
- **Integrity-** Communicate and act in a trustworthy manner to build genuine relationships, the school community is committed to being self-aware, accountable, transparent, and responsible.
- **Intention-** Act with purpose to achieve desired goals and outcomes; be deliberate and thoughtful with words, actions, decisions, and work to positively influence the school community.
- **Inclusion-** Value people for who they are, nurture diversity, ensure access to opportunities, promote a sense of belonging, and embrace the contributions of all students, families and staff in order to strengthen the school community.
- **Innovation-** Continue to embrace forward thinking and creativity to transform solutions and ideas that will enable responsiveness to the true expectations of the entire school community.
- **Improvement-** Engage in continuous improvement to enhance processes and protocols in order to generate the most effective and efficient organization and ensure long-term success.

HOKE COUNTY SCHOOLS
310 WOOLEY STREET
RAEFORD, N.C. 28376
910-875-4106

August 1, 2022

Dear HCS Students and Families,

The primary purpose of Hoke County Schools is to promote learning for all students. Highly qualified teachers, a safe and orderly learning environment, and regular attendance by students are all necessary to accomplish this purpose. The Hoke County Board of Education has established this Policy Reference Guide and Student Code of Conduct as a reference for students, parents, and staff to promote a proper learning environment and to meet expected standards for student behavior both at school and in attendance at all school sponsored activities. This guide, updated each year, establishes student expectations and promotes guidelines for conduct. The mission and responsibility of the district is to support and guide students in the learning environment and development of positive relationships. The Board of Education and I are grateful for your support of our efforts to provide a safe school environment and for the understanding that expectations and guidelines are essential elements in a productive educational environment.

Rules of behavior exist in our society to ensure that the rights of individuals are protected from interference by other individuals and to ensure that the purposes for which society exists are effectively accomplished. The statement of individual rights embodied in the Board's Student Code of Conduct is provided to establish a common understanding among students, parents, and teachers of the rights and responsibilities of students concerning their behavior in school. The primary objective of this handbook is to ensure that all of our schools are safe and secure places for the students, enabling us to provide the best opportunities for our students to learn and excel.

Please join us in making this a successful academic learning year for all students.

With kindest regards,

Dr. Debra Dowless

Superintendent

GOVERNING PRINCIPLES

The mission of the Hoke County School District, as a diversified community of lifelong learners, is to create a student-focused learning community that fosters high expectations for all stakeholders, promotes life long learning, provides individualized support, and prepares students for success. Policies are the primary means by which the board expresses its vision for the school district. In formulating specific policies, the board is guided by governing principles it considers critical to providing a system of excellent schools where students can succeed. These governing principles are referenced frequently in the board policies and are also set out below.

1. Student success: As its top priority, a system of excellent schools provide opportunities for individual students to succeed and for overall student performance to improve. The board believes that all students can learn according to their abilities. The board believes in high expectations and success for all students through individualized instruction and will provide opportunities for students to become productive citizens in a technological society.
2. Parental Involvement: A system of excellent schools involves parents in decisions regarding their own children, the educational program, and the schools. The board believes that learning is a lifelong endeavor cultivated through the collaborative efforts of the school, home, and community.
3. Safe, orderly, and inviting environment: A system of excellent schools creates and maintains a safe, clean, and orderly environment where staff and students are focused on and excited about learning.
4. School Initiatives: In a system of excellent schools, each school initiates improvements to the educational program and services for students and involves staff, parents, and students in the school-level decision-making processes.
5. Professional Development: A system of excellent schools provides continuous professional development and training to help personnel gain the skills and knowledge needed to meet state and local board expectations, especially as they relate to improving student performance.
6. Removal of barriers: A system of excellent schools prohibits illegal discrimination and harassment of staff and students, encourages tolerance and respect, and seeks to eliminate or lessen other barriers that may impede a student's ability or opportunity to learn, including economic disadvantages, poor nutrition, ill-health, and lack of transportation.
7. Stewardship of resources: A system of excellent school conserves financial and environmental resources and operates in an efficient manner.

STUDENT BEHAVIOR POLICIES

All decisions related to student behavior are guided by the board's educational objective to teach responsibility and respect for cultural and ideological differences and by the board's commitment to creating safe, orderly and inviting schools. Student behavior policies are provided in order to establish (1) expected standards for of student behavior; (2) principles to be followed in managing student behavior; (3) consequences for prohibited behavior or drug/alcohol policy violations; and (4) required procedures for addressing misbehavior.

A. Principles

The reason for managing student behavior are to (1) create an orderly environment in which students can learn; (2) teach expected standards of behavior; (3) help students learn to accept the consequences of their behavior; and (4) provide students with the opportunity to develop self-control. The following principles apply in managing student behavior.

1. Student behavior management strategies will complement other efforts to create a safe, orderly and inviting environment.
2. Positive behavioral interventions will be employed as appropriate to improve student behavior.
3. Responsibility, integrity, civility and other standards of behavior will be integrated into the curriculum.
4. Disruptive behavior in the classroom will not be tolerated.
5. Consequences for unacceptable behavior will be designed to help a student learn to comply with rules, to be respectful, to accept responsibility for his or her behavior and to develop self-control.
6. Strategies and consequences will be age and developmentally appropriate.

B. Communication of Policies

1. Board policies related to student behavior are codified mainly in the 4300 series. The superintendent shall incorporate information from such policies into a Code of Student Conduct that notifies students of the behavior expected of them, conduct that may subject them to discipline and the range of disciplinary measures that may be used by school officials. At the discretion of the superintendent, the Code of Student Conduct may include additional rules needed to implement the board's student behavior policies. Each school shall create a student behavior management plan that will elaborate further on processes for addressing student misbehavior and the use of intervention strategies and consequences (see policy 4302, School

Plan for Management of Student Behavior). The Code of Student Conduct must incorporate by activity;

2. while waiting at any school bus stop;
3. during any school-sponsored activity or extracurricular activity;
4. when subject to the authority of school employees; and
5. at any place or time when the student's behavior has or is reasonably expected to Have a direct and immediate impact on the orderly and efficient operation of the schools or the safety of individuals in the school environment.

C. Consequences for Violations

Violations of the Code of Student Conduct must be dealt with in accordance with the guidelines established in the school's behavior management plan (see policy 4302, School Plan for Management of Student Behavior).

1. Minor Violations

Minor violations of the Code of Student Conduct are those less severe infractions involving a lower degree of dangerousness and harm. Examples of minor violations include the use of inappropriate or disrespectful language, noncompliance with a staff directive, dress code violations and minor physical altercations that do not involve a weapon or an injury. Aggravating circumstances, however, may justify treating an otherwise minor violation as a serious violation.

Minor violations of the Code of Student Conduct may result in disciplinary measures or responses up to and including short-term suspension. Further information regarding the procedures for short-term suspensions is provided policy 4351, Short- Term Suspension. Other disciplinary measures or responses may include, but are not limited to, the following:

a. Parental involvement, such as conferences;

b. isolation or time-out for short periods of time;
reference any additional student behavior standards, prohibited conduct or disciplinary measures identified in individual school behavior plans developed in accordance with policy 4302, provided such measures are consistent with law and board policy. The Code of Student Conduct must not impose mandatory long-term suspension or expulsion for specific violations unless otherwise provided in state or federal law.

At the beginning of each school year, principals shall make available to each

student and parent all of the following: (1) the Code of Student Conduct; (2) any board policies related to behavior that are not part of the Code of Conduct; (3) any related administrative procedures; (4) any additional discipline-related information from the school's student behavior management plan, including behavior standards, prohibited conduct or disciplinary measures; and (5) any other school rules. This information must be available at other times upon request and must be made available to students enrolling during the school year and their parents.

For the purpose of board policies related to student behavior, all references to 'parent' include a parent, a legal guardian, a legal custodian or another caregiver adult authorized to enroll a student under policy 4120, Domicile of Residence Requirements.

D. Applicability

Students must comply with the Code of Student Conduct in the following circumstances:

1. while in any school building or on any school premises before, during or after hours;
2. while on any bus or other vehicle as part of any school
 - a. behavior improvement agreements
 - b. instruction in conflict resolution and anger management
 - c. peer mediation
 - d. individual or small group sessions with the school counselor
 - e. academic intervention
 - f. in-school suspension
 - g. detention before and/or after school or on Saturday
 - h. community service
 - i. exclusion from graduation ceremonies
 - j. exclusion from extracurricular activities
 - k. suspension from bus privileges
 - l. placement in an alternative school

The parent or guardian is responsible for transportation that may be required to carry out a consequence. With the exception of suspension from bus privileges, if a parent or guardian is unable to provide transportation, another consequence will be substituted.

3. Serious Violations

Serious violations of the Code of Student Conduct may result in any of the consequences that may be imposed for minor violations. In addition, serious violations that threaten to substantially disrupt the educational environment may result in long-term suspension, and serious violations that threaten the safety of students, school employees or school visitors may result in long-term suspension or expulsion. Certain violations involving firearms or explosive devices may result in 365-day suspension. Further information regarding the standards and procedures for long-term suspensions, 365-day suspensions and expulsions is provided in policies 4351, Short-Term Suspension, and 4353, Long-Term Suspension, 365-Day Suspension, Expulsion. (See also policy 4333, Weapons, Bomb Threats, Terrorist Threats and Clear Threats to Safety, for information regarding 365-day suspensions for certain violations involving firearms or explosive devices.)

E. Enforcement

The superintendent is responsible for supervising the enforcement of the Code of Student Conduct to ensure that school disciplinary policies are uniformly and fairly applied throughout the school system.

BUS MISBEHAVIOR VIOLATIONS	
First and Repeated Offenses	
K-5	This violation <u>will</u> result in suspension from the school bus and/or disciplinary action deemed appropriate by the principal/assistant principal.
6-12	This violation <u>will</u> result in suspension from the school bus and/or disciplinary action deemed appropriate by the principal/assistant principal.

Bus Misbehavior (PowerSchool Code 37)

Bus misbehavior is the refusal to obey bus rules, and/or any action which creates a safety hazard or distracts the attention of the driver.

MINOR RULE VIOLATIONS

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

* Aggravating circumstances may justify treating an otherwise minor violation as a serious/major violation.

Being in an Unauthorized Area	Inappropriate Items on School Property
Cell Phone Misuse	Inappropriate Language/Disrespect
Cutting Class	Insubordination
Disruptive Behavior	Late to Class
Dress Code Violation	Leaving Class Without Permission
Excessive Display of Affection	Misuse of School Technology
Excessive Tardiness	Other
Falsification of Information	Possession of Counterfeit Items
Gambling	Possession of a Student's Own Prescription Drug
Honor Code Violation	Use of Counterfeit Items
Inappropriate Behavior	

PK-5	<p><u>First Consequence</u> -Warning -May result in assignment of a Tier 1 or 2 behavior intervention (Examples- Review of PBIS matrix rules and expectations, reflection sheet, Student Services consultation, mentoring), in school suspension (ISS), short term suspension (OSS)</p> <p><u>Second consequence</u> -May result in parent conference, assignment of a Tier 1 or 2 behavior intervention, in school suspension, or short term suspension.</p>
6-12	<p><u>First Consequence</u> -Warning -May result in assignment of a Tier 1 or 2 behavior intervention (Examples- Review of PBIS matrix rules and expectations, reflection sheet, Student Services consultation, Check In Check Out, Check and Connect, mentoring), ISS, OSS</p> <p><u>Second consequence</u> -May result in parent conference, assignment of a Tier 1 or 2 behavior intervention, short term suspension, or Alternative Education Placement</p>

<u>MAJOR (SERIOUS) RULE VIOLATIONS</u>	
Behaviors that significantly violate the rights of others or put others at risk of harm.	
Affray	Harassment- Racial
Aggressive Behavior	Harassment- Religious Affiliation
Assault on student w/o weapon & not resulting in serious injury	Harassment- Sexual Orientation
Bullying	Harassment- Verbal
Communicating Threats	Hazing
Cyber-bullying	Leaving School w/o Permission
Disorderly Conduct	Possession of Tobacco
Disrespect of Faculty/Staff	Repeat Offender
False Fire Alarm	Skiping School
Fighting	Under the Influence of Alcohol
Harassment- Disability	Use of Tobacco
PK-5	<p><u>First Consequence</u> - May result in parent conference; Tier I/II interventions; consult Student Support Services staff; (Examples-Review of PBIS matrix rules and expectations, reflection sheet, Student Services consultation, mentoring) or ISS; short term OSS,</p> <p><u>Second Consequence</u> -Repeated Offenses will be Tier II/III interventions; ISS, short term OSS; or long term suspension</p>
6-12	<p><u>First Consequence</u> -Tier II/III interventions; or ISS, short term OSS</p> <p><u>Second Consequence</u> -Long term OSS and/or transition to Turlington School pending disciplinary hearing outcome</p>

Seclusion and Restraint

The use of seclusion and restraint in public schools are not disciplinary incidents. They are consequences provided in order to maintain the safety of the students and staff on a school campus.

Mechanical Restraint (PowerSchool Code 111)- The use of any device or equipment to restrict a student’s freedom of movement.

Physical Restraint (PowerSchool Code 112)- the personal restriction that immobilizes or reduces the ability of a student to move his or her torso, arms, legs, or head freely.

Seclusion (PowerSchool Code 113)- The involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving

**MAJOR (SERIOUS) RULE
VIOLATIONS**

Behaviors that significantly violate the rights of others or put others at risk of harm and may potentially involve law enforcement, particularly in grades 6-12.

Assault on Student	Robbery w/o a Weapon
Assault- Other	Theft
Extortion	Threat of Physical Attack with a Firearm
Gang Activity	Threat of Physical Attack with a Weapon
Harassment- Sexual	Threat of Physical Attack w/o a Weapon
Indecent Exposure	Under the Influence of Controlled Substances
Mutual Sexual Contact Between Two Students	Unlawfully Setting a Fire
Possession of chemical or drug Paraphernalia	Violent Assault not Resulting in Serious Injury
Property Damage	
PK-5	<p><u>First Consequence</u> - Parent Conference; Tier I/II interventions; consult Student Support Services staff; (Examples-Review of PBIS matrix rules and expectations, reflection sheet, Student Services consultation, mentoring) or ISS; short term OSS</p> <p><u>Second Consequence</u> -Repeated Offenses will be Tier II/III interventions; ISS, short term OSS; or long term suspension -Restitution</p>
6-12	<p><u>First Consequence</u> - Tier II/III interventions; or ISS, short term OSS</p> <p><u>Second Consequence</u> - Long term OSS and/or transition to Turlington School pending disciplinary hearing outcome - Restitution - Possible Law Enforcement Involvement</p>

PERSISTENTLY DANGEROUS AND REPORTABLE OFFENSES

Principals are required by law to report to the NC Department of Public Instruction and/or police those crimes specified in NC General Statute 115C-288(g).

Assault Involving the Use of a Weapon	Possession of a Firearm or Powerful Explosive
Alcohol Possession	Possession of a Weapon (Excluding Firearms and Powerful Explosives)
Assault Resulting in Serious Injury	Rape
Assault on School Personnel not Resulting In Serious Injury	Robbery with a Dangerous Weapon
Bomb Threat	Robbery with a Firearm or Explosive Device
Burning of a School Building	Sale of Controlled Substance in of Law- Cocaine
Distribution of a Prescription Drug	Sale of a Controlled Substance in Violation of Law- Marijuana
Homicide	Sale of a Controlled Substance in Violation of Law- Other
Kidnapping	Sale of a Controlled Substance in Violation of Law- Ritalin
Physical Attack with a Firearm or Explosive Device	Sexual Offense
Possession of Another Person's Prescription Drug	Sexual Assault not Involving Rape
Possession of a Controlled Substance in Violation of Law- Cocaine	Taking Indecent Liberties with a Minor
Possession of a Controlled Substance in Violation of Law- Marijuana	Use of Alcoholic Beverages
Possession of a Controlled Substance in Violation of Law- Other	Use of Controlled Substances
Possession of a Controlled Substance in Violation of Law- Ritalin	Use of Narcotics

Offenses That Must be Reported to Law Enforcement (Reporting Criminal Behavior)

A school employee is permitted to report of law enforcement an assault by a student on a school employee. Principals or other supervisors shall not, by threats or in any other manner, intimidate, or attempt to intimidate the school employee from doing so.

Principals must immediately report to law enforcement the following acts when they have personal knowledge or actual notice from school personnel that such acts have occurred on school property, regardless of the age or grade of the perpetrator or victim: (1) assault resulting in serious personal injury; (2) sexual assault; (3) sexual offense; (4) rape; (5) kidnapping; (6) indecent liberties with a minor; (7) assault involving the use of a weapon; (8) possession of a firearm in violation of the law; (9) possession of a weapon in violation of the law; and (10) possession of a controlled substance in violation of the law. A principal who willfully fails to make a required report to law enforcement will be subject to disciplinary action; up to and including dismissal.

(Note: Actual student disciplinary consequences or recommended consequences are always subject to the sound discretion and judgment of the building principal/designee, local Board policy, and applicable law, including without limitation, N.C. Session Law 2011-282/House Bill 736.)

Clear Threats to Safety of Students or Staff; Expulsion; Sex Offenders

“Upon recommendation of the Superintendent, a local Board of Education may expel any student 14 years of age or older whose continued presence in school in school constitutes a clear threat to the safety of other students or school staff. Prior to the expulsion of any student, the local constitutes a clear threat...based on clear and convincing evidence.”

Students subject to sex offender registration are subject to expulsion pursuant to G.S.14-208.18

Self-harm Behaviors

Self-harm is behavior that is self-directed and deliberately results in injury or the potential for injury to oneself. This type of behavior can be categorized as either non-suicidal or suicidal. If this incident occurs on school campuses, the following action will be implemented.

- . A Risk Assessment will be conducted by the school mental health coordinator or a designed school student support services team member.
- . Parents/Guardians will be informed immediately if their child’s intent is to engage in self-harm behavior(s) and referred to a mental health provider.

DEFINITIONS OF MINOR VIOLATIONS

Being in an Unauthorized Area (PowerSchool Code 59)- Student deliberately goes in an area that they are not allowed such as walking around the school building with or without a pass to a specific area where they do not have permission to be, such as having permission to go to the restroom and being found in the media center.

Cell Phone Misuse (PowerSchool Code 60)- Interruptions of classroom instruction due to student use of cell phone.

Cutting Class (PowerSchool Code 74)- Cutting class involves attending school but not going to class (student remains on campus).

Disruptive Behavior (PowerSchool Code 42)- Student engages in low-intensity behaviors that are distracting to others or briefly interrupt instruction or cause instruction to cease. Inciting or participating in student disorder that has the purpose of disruption of school business or significantly affects the educational process.

Dress Code Violation (PowerSchool Code 31)- Student wears clothing that is not within the dress code guidelines defined by the school/district. Dress code violation is defined as appearance or clothing which is disruptive, provocative, indecent, vulgar, obscene, or which advertises illegal drugs or displays obnoxious or indecent signs, symbols or drawings, or which endangers the health or safety of the student or others. Articles of clothing, which are offensive to race, creed, color, or sex will not be permitted.

Excessive Display of Affection (PowerSchool Code 63)- Student engages in inappropriate contact of a physical (excessive hugging or kissing) or sexual nature to another student/adult, either consensual or non-consensual.

Excessive Tardiness (PowerSchool Code 64)- Failure to be in place of instruction or reporting to class at the required starting time. More than 8 instances of being late to class (see code UB 078- Late to class).

Falsification of Information (PowerSchool Code 35)- Student delivers message that is untrue. Student has signed a person's name without the person's permission or used an electronic device to manipulate or change a document. (If student changes grades- please see Honor Code Violation Section).

Gambling (PowerSchool Code 34)- Student is playing games of chance for money; making a bet.

Honor Code Violation (PowerSchool Code 28)- **Plagiarism:** Portrayal of another's work or ideas as one's own.

Cheating: Using unauthorized notes or study aides, allowing another party to do one's work/exam as one's own, or submitting the same or similar work in more than one class without permission from the instructor.

Fabrication: Falsification of data, research, or resources. Altering a graded work without the prior consent of the instructor.

Aid of Academic Dishonesty: Intentionally facilitating plagiarism, cheating or fabrication.

Lying: Deliberate falsification with the intent to deceive in written or verbal form as it applies to an academic submission.

Bribery: Providing, offering, or taking rewards in exchange for a grade, assignment, or the aid of academic dishonesty.

Threat: An attempt to intimidate a student, staff, or faculty member for the purpose of receiving an unearned grade or in an effort to prevent the reporting of an Honor Code violation.

Inappropriate Behavior (PowerSchool Code 114)- Student has engaged in behavior that is not within the bounds of what is considered appropriate or socially acceptable that substantially or repeatedly interferes with the conduct of the class. This excludes Physical Aggression, Object Aggression, Verbal Aggression and Bullying/Intimidation. **(Only use this code if no other code explains the behavior.)**

Inappropriate Items on School Property (PowerSchool Code 40)- Possession of any object that could disrupt the normal order of school. Student is in possession of substances/objects readily capable of causing bodily harm and/ or property damage.

Inappropriate Language/Disrespect (PowerSchool Code 32)- Student engages in low intensity instance of inappropriate language not necessarily directed at another person (student using inappropriate language in conversation). Verbal messages that include profanity, name calling or use of words in an inappropriate way directed to someone, or about someone, that demonstrate disrespect toward another person. Inappropriate language is defined vulgar or abusive spoken language or written language, such as profanity. It does not necessarily have to be directed at a person to be considered as such.

Insubordination (PowerSchool Code 33)- Refusing to follow directions by talking back or verbally arguing with a staff member or engaging in passive non-compliance (ignoring) for a specific behavior (talking back, not following directions, ignoring a staff directive). Repetition (3 or more) of minor defiance, or defiant behavior that severely disrupts the learning environment and/or poses a safety issue. Insubordination is defined as refusing to follow a reasonable request to a specific direction/instruction of an adult through disobedience, defiance, unruliness, or noncompliance. This can include, but is not limited to, walking away when an adult is speaking to you, talking back to an adult, refusal to work in class, refusal to report to the office, refusal to allow a search.

Leaving Class Without Permission (PowerSchool Code 66)- The student walks away from their class location without approval from their teacher.

Late to Class (PowerSchool Code 78)- Failure to be in place of instruction at the assigned time without a valid excuse. For more than 8 instances, use code Excessive Tardiness UB 064.

Misuse of School Technology (PowerSchool Code 91)- Student intentionally misuses school technology in a manner that does cause or may cause harm or injury to, property, services, and people, regardless of whether such consequence was intended.

Other (PowerSchool Code 69)- Student engages in any other minor problem behaviors that do not fall within the other definitions of behavior.

Other School Defined Offense (PowerSchool Code 58)- This behavior code may be used when the behavior of the offender is not found to fall under the definitions of the available behavior. This behavior may be used when disciplinary action is take on a student for conduct that occurred off school grounds, not on school property, and not on a school related or sponsored trip that is in violation of the student code of conduct.

Possession of Counterfeit Items (PowerSchool Code 46)- Counterfeit item means any goods, components of goods, or services made, produced, knowingly sold or knowingly distributed that use or display a counterfeit mark.

Possession of a Student's Own Prescription Drug (PowerSchool Code 86)- Student has possession of prescription in school, on school grounds, on school bus, or at any school function that is not specified in a student's health care plan.

“Actual” Possession: This is where the person physically has control over the substance. In most cases, this means that they are carrying it and have the ability to control it.

“Constructive” Possession: This may occur when the substance is not actually physically on the person, but is found on or around the person's property.

Truancy (PowerSchool Code 30)- A student has excessive, unexcused absences from school.

Use of Counterfeit Items (PowerSchool Code 47)- Use of any counterfeit goods, components of goods, or services made, produced, knowingly sold, or knowingly distributed that use or display a counterfeit mark.

**DEFINITIONS OF MAJOR (SERIOUS) VIOLATIONS TO INCLUDE THOSE
POSSIBLY INVOLVING LAW ENFORCEMENT**

Affray (PowerSchool Code 21)- Fighting of one or more persons in a public place (this may include unlawful assembly or riot).

Aggressive Behavior (PowerSchool Code 27)- Student engages in non-serious, but inappropriate physical contact. Physical aggression can occur between two individuals or be a one-sided incident in which students are engaging in minor physical contact, not resulting in an injury, with at least one person demonstrating anger.

Assault on Non-Student w/o Weapon and Not Resulting in Serious Injury (PowerSchool Code 71)- Assault occurred on a non-student victim, the assault resulted in minor injuries, the offender did not use a weapon or firearm and the assault does not meet the definition for the reportable offense of “Assault on School Personnel.”

Assault on Student (PowerSchool Code 44)- Assault on a student causing injury of any kind to a student while a student is at any school sponsored function on or off campus during or after regular school hours.

Assault on Student w/o Weapon and Not Resulting in Serious Injury (PowerSchool Code 72)- An assault is viewed as one person physically attacking another when there is a clear victim. Unlawful threatening or any physical force or violence, to include tearing clothes, striking, or threatening to seize or strike another person either alone or in combination with another student(s).

Assault- Other (PowerSchool Code 45)- Actions involving serious physical contact where minor injury may occur.

Bullying (PowerSchool Code 52)- Bullying is defined as repeated, willful, and deliberately direct or indirect behaviors intended to physically or psychologically intimidate or distress with negative intent. The victim is in a less powerful position than the bully.

Communicating Threats (PowerSchool Code 19)- Student makes a threat to harm another person.

Continuation of Disciplinary Action from Previous School Year (PowerSchool Code 121)- Student discipline carries over from one school year into the next school year.

Cyber-bullying (PowerSchool Code 94)- The use of information and communication technologies such as email, cell phone and pager text messages, instant messaging, social media, and defamatory personal polling websites to intentionally harm others.

Discrimination (PowerSchool Code 80)- The unfairly or unjust treatment of a person (or group) based on certain characteristics. These characteristics include race, color, national origin, sex, religion, or disability.

Disorderly Conduct (PowerSchool Code 22)- A person who recklessly, knowingly, or intentionally: engages in tumultuous conduct, makes unreasonable noise (noise that causes instruction to cease) and continues to do so after being asked to stop, or disrupts a lawful assembly of persons.

Disrespect of Faculty/Staff (PowerSchool Code 61)- Student engages in brief or low-intensity failure to respond to adult requests. Student engages in use of profanity directed at a staff member/teacher in verbal or written form and continuing to argue after multiple redirections.

Extortion (PowerSchool Code 23)- Extortion involves obtaining money, property, services, or anything of value from a person, entity, or institution, through coercion or intimidation. The actual obtainment of money or property is not required to commit the consequence.

False Fire Alarm (PowerSchool Code 29)- An emergency alarm, such as a fire alarm that is set off unnecessarily. It may also include a signal or warning that is groundless.

Fighting (PowerSchool Code 24)- Fighting can occur when two individuals willfully engage in major physical contact, that may or may not result in injury, including, but not limited to hitting, slapping, punching, kicking with the intent to harm.

Gang Activity (PowerSchool Code 79)- A gang is any ongoing organization, association, or group of three or more persons, whether formal or informal, having as its primary activities the commission of criminal acts and having a common name, identifying sign, colors or symbols.

Harassment- Disability (PowerSchool Code 102)- Disability harassment is defined as a bias based on physical or mental impairments, challenges, temporary or permanent, congenital or hereditarily acquired, accident, injury, advanced age or illness.

Harassment- Racial (PowerSchool Code 101)- Ethnicity/National Origin harassment is defined as a bias toward a group of persons of the same race or national origin who share common or similar traits, languages, customs, and traditions.

Harassment- Religious Affiliation (PowerSchool Code 110)- Religious harassment is defined as a bias toward a group of persons who share the same religious beliefs regarding the origin and purpose of the universe and the existence or non-existence of a supreme being.

Harassment- Sexual (PowerSchool Code 38)- Sexual harassment refers to unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature. Harassment is sufficiently severe, persistent or pervasive that it has the purpose or effect of unreasonably interfering with a student's educational performance; limiting a student's ability to participate in or benefit from an educational program or environment; or creating an abusive, intimidating, hostile, or offensive work or educational environment.

Harassment- Sexual Orientation (PowerSchool Code 109)- Harassment toward a group of persons based on their sexual attraction toward and responsiveness to members of the opposite or

same sex.

Harassment- Verbal (PowerSchool Code 25)- Student delivers disrespectful messages (verbal or gesture) or threats and intimidation to another person.

Hazing (PowerSchool Code 26)- Hazing is any action or situation, with or without the consent of the participants, which recklessly, intentionally, or unintentionally endangers the mental, physical, or academic health or safety of a student.

Indecent Exposure (PowerSchool Code 115)- Intentionally showing one's sexual organs in public.

Leaving School Without Permission (PowerSchool Code 67)- The student leaves the school building without approval from school staff but remains on school grounds.

Mutual Sexual Contact Between Two Students (PowerSchool Code 68)- Sexual activity involving willing participants on school property or during a school function.

Possession of Chemical or Drug Paraphernalia (PowerSchool Code 51)- Student has items in their possession that can be used for chemical or drug intake. Anything that can be hinged on the determination of 'primary use. Chemicals to make, cultivate, or manufacture drugs including equipment.

Possession of Tobacco (PowerSchool Code 41)- Possessing, or attempting to possess, any tobacco related substance (including e-cigarettes or vaping products).

Possession of Vaping Device (PowerSchool Code 116)- An offender is found to possess a vapor product such as an electronic cigarette, electronic cigar, electronic cigarillo, or electronic pipe.

Property Damage (PowerSchool Code 39)- Student deliberately impairs the usefulness of property. Student participates in an activity that results in substantial destruction or disfigurement of property.

Repeat Offender (PowerSchool Code 92)- Student has already been referred to the office for the same behavior (3 or more times) and has been caught again for committing the same infraction.

Robbery Without a Weapon (PowerSchool Code 93)- The taking of money or goods that are in the possession of another person or entity by force or intimidation (value exceeds \$100).

Skipping School (PowerSchool Code 75)- Student leaves campus without permission for any length of time.

Theft (PowerSchool Code 36)- Student is in possession of, having passed on or being responsible for removing someone else's property.

Threat of Physical Attack with a Firearm (PowerSchool Code 105)- Threat of physical attack with a firearm is defined as any unprovoked aggressive action toward another person while indicating use of a firearm.

Threat of Physical Attack with a Weapon (PowerSchool Code 106)- Threat of physical attack with a weapon as any unprovoked aggressive action toward another person.

Threat of Physical Attack w/o a Weapon (PowerSchool Code 107)- Imminent threat of physical attack without a weapon as any unprovoked aggressive action toward another person.

Under the Influence of Alcohol (PowerSchool Code 95)- Drinking (under influence) any alcoholic beverage in school, on school grounds, to and from school, and on school bus or at any school function, or coming to school or school activities after consumption.

Under the Influence of Controlled Substances (PowerSchool Code 96)- Using (or under the influence) of any narcotic, illegal or controlled drug, anabolic steroid or any illegal substance, on school grounds, to and from school, on school bus, or at any school function, or coming to school or school activities after consumption.

Unlawfully Setting a Fire (PowerSchool Code 18)- Student plans and/or participates in malicious burning of property.

Use of Tobacco (PowerSchool Code 70)- Smoking, dipping or possession of tobacco products, including e-cigarettes and vaping products on school property or at a school event.

Use of Vaping Device (PowerSchool Code 117)- An offender is found to use a vapor product such as an electronic cigarette, electronic cigar, electronic cigarillo, or electronic pipe.

Violent Assault not Resulting in Serious Injury (PowerSchool Code 90)- An assault is viewed as one person physically attacking another when there is a clear victim and using excessive force. The victim usually has not retaliated beyond a possible action attempting to get the assailant to stop the assault (not mutual fighting). Unlawful threatening or any physical force or violence, either alone or in combination with other student(s). Examples could be tearing clothes, striking, or threatening to seize or strike another student

PERSISTENTLY DANGEROUS AND REPORTABLE OFFENSE BEHAVIOR DEFINITIONS

Alcohol Possession (PowerSchool Code 20)- Ownership of an alcoholic beverage in any amount or form on school property owned or leased by the local Board of Education, school bus stop or at any school-sponsored event is prohibited.

Assault Involving the Use of a Weapon (PowerSchool Code 2)- An attack or threatened attack by a student against another person wherein the student uses a weapon or displays a weapon in a manner found threatening to that person. Weapon has been defined as any loaded or unloaded firearm including guns, pistols, and rifles; destructive devices including explosives, such as dynamite cartridges, bombs, grenades, and mines; knives, including pocket bowie switchblades, dirks and daggers; slingshots, leaded canes, blackjacks; metal knuckles; BB guns; air rifles and air pistols; stun guns and other electric shock weapons, such as tasers; icepicks; razors and razor blades (except those designed and used solely for shaving); fireworks, gun powder, ammunition, or bullets; and any sharp pointed or edged instruments except unaltered nail files, and clips and tools used solely for preparation of food, instruction, and maintenance.

Assault on School Personnel not Resulting in Serious Injury (PowerSchool Code 3)- An attack or attempted attack by a student on any employee, adult volunteer, or other staff that does not result in serious injury but that is intended to cause or reasonably could cause serious injury.

Assault Resulting in Serious Injury (PowerSchool Code 1)- An attack by a student on another person whereby the victim suffers obvious severe or aggravated bodily injury, such as broken bones, loss of teeth, possible internal injuries, laceration requiring stitches, loss of consciousness, or significant bruising or pain; or whereby the victim requires hospitalization or treatment in a hospital emergency room as a result of the attack.

Bomb Threat (PowerSchool Code 43)- A person who, with intent to perpetrate a hoax, conceals, places, or displays in or at a public building any device, machine, instrument, or artifact, so as to cause any person reasonably to believe the same to be a bomb or other device capable of causing injury to persons or property. This offense includes when a person communicates a bomb threat by any means.

Burning of a School Building PowerSchool Code 53)- A person who willfully sets fire to, burns, causes to be burned, or aids, counsels, or procures the burning of any schoolhouse or building owned, leased, or used by any public school, private school, college, or educational institution.

Distribution of a Prescription Drug (PowerSchool Code 88)- This offense includes possession, distribution or sale by a student of a controlled substance of the N.C. Controlled Substances Act or any counterfeit controlled substance. This includes, but is not limited to, any edible product containing a psychoactive compound or illegal substance as an ingredient, marijuana, synthetic marijuana (Spice or similar product), MDPV and mephedrone (e.g. bath salts) cocaine, methamphetamine, barbiturate, heroin, mescaline, LSD, codeine, opium, ecstasy,

vicodin, percocet, oxycontin (or generic derivatives) or any other hallucinogenic drug. Possession shall be defined as the substance being on the person, in the student's personal effects, vehicle, locker or desk or in the immediate control of the student in any amount or in any form. This offense also includes the unauthorized distribution of any prescription drug.

Homicide (PowerSchool Code 4)- The killing of a living person done by another person including, but not limited to, murder, manslaughter and death by vehicle.

Kidnapping (PowerSchool Code 7)- Confining, restraining or removing from one place to another a person, without his/her or the victim's or a minor victim's parents' consent, for the purpose of committing a felony; or holding a victim as hostage or for ransom, or for use as a shield. A parent taking a child in violation of a court order, although it may be a crime, is not kidnapping for this purpose.

Physical Attack with a Firearm or Explosive Device (PowerSchool Code 104)- Using a firearm or destructive device on another person on educational property or to a school-sponsored event off of educational property, including a starter gun, which will or is designed to or may readily be converted to expel a projectile by the action of an explosive, the frame or receiver of any such weapon, or any firearm muffler or firearm silencer. A destructive device is a bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine, device similar to those above. The term shall not include an inoperable antique firearm, a BB gun, stun gun, air rifle, or air pistol.

Possession of Another Person's Prescription Drug (PowerSchool Code 87)- Student is in possession of another's prescription drug in school, on school grounds, on school bus, or at any school function that is not specified in a student's health care plan.

“Actual” Possession: This is where the person physically has control over the substance. In most cases, this means that they are carrying it and have the ability to control it.

“Constructive” Possession: This may occur when the substance is not actually physically on the person, but is found on or around the person's property.

Possession of a Controlled Substance in Violation of Law- Cocaine (PowerSchool Code 5)- Student has possession of a controlled substance including cocaine Controlled Substance defined by NCGS Article 5: a substance which has a stimulant, depressant, or hallucinogenic effect on the central nervous system.

Possession of a Controlled Substance in Violation of Law- Marijuana (PowerSchool Code 6)- Student has possession of a controlled substance including marijuana.

Possession of a Controlled Substance in Violation of Law- Opioid (PowerSchool Code 118)- A person possesses or has in their immediate control a drug or substance containing opioids.

Possession of a Controlled Substance in Violation of Law- Other (PowerSchool Code 17)- This offense includes possession, distribution or sale by a student of a controlled substance of the N.C. Controlled Substances Act or any counterfeit controlled substance. This includes, but is not limited to, any edible product containing a psychoactive compound or illegal substance as an

ingredient, synthetic marijuana (Spice or similar product), MDPV and mephedrone (e.g. bath salts), methamphetamine, barbiturate, heroin, mescaline, LSD, codeine, opium, ecstasy, vicodin, percocet, oxycontin (or generic derivatives) or any other hallucinogenic drug. Possession shall be defined as the substance being on the person, in the student's personal effects, vehicle, locker or desk or in the immediate control of the student in any amount or in any form.

Possession of a Controlled Substance in Violation of Law- Ritalin (PowerSchool Code 56)-

Student has possession of the prescription substance Ritalin.

Possession of a Firearm or Powerful Explosive (PowerSchool Code 9)- Bringing or possessing a firearm or destructive device on educational property or to a school-sponsored event off of educational property, including a starter gun, which will or is designed to or may readily be converted to expel a projectile by the action of an explosive, the frame or receiver of any such weapon, or any firearm muffler or firearm silencer. A destructive device is a bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine, device similar to those above. The term shall not include an inoperable antique firearm, a BB gun, stun gun, air rifle, or air pistol.

Possession of a Weapon Excluding Firearms and Explosives (PowerSchool Code 8)-

Possessing, handling or transferring, whether openly or concealed, without educational permission or consent, any facsimile of a gun, knife, ice pick, dagger, slingshot, loaded cane, loaded cane, sword cane, machete, switchblade knife, blackjack, metallic knuckles, razors, razor blades, box cutters, pepper spray, mace, ammunition, chemicals, or any other object that can reasonably be considered a weapon or dangerous instrument. Possession shall be defined as the item being on the person, in the student's personal effects, vehicle, locker or desk or in the immediate control of the student in any amount or in any form.

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

Robbery with a Dangerous Weapon (PowerSchool Code 10)- This includes theft or attempted theft of anything of value from the person of another, or from the area under the immediate bodily control of the other, by using a dangerous weapon or by an act threatening use of a dangerous weapon. A dangerous weapon is any article, instrument or substance that is likely to produce death or great bodily harm. Forcible theft or attempted theft from a person without the use of a dangerous weapon should be reported under Robbery Without a Dangerous Weapon.

Robbery with a Firearm or Explosive Device (PowerSchool Code 103)- Any person or persons who engage or attempt to; threaten, attack or threaten an attack using any firearms or explosive device, in order to attempt to take or take anything of value from the care, custody, control of another person or persons by force, threat of force, or violence, or by putting the victim in fear.

Sale of Controlled Substance in Violation of Law- Cocaine (PowerSchool Code 54)- Student

has made a sale of a controlled substance including cocaine Controlled Substance defined by NCGS Article 5: a substance which has a stimulant, depressant, or hallucinogenic effect on the central nervous system.

Sale of Controlled Substance in Violation of Law- Marijuana (PowerSchool Code 55)-

Student has made a sale of a controlled substance including marijuana.

Sale of a Controlled Substance in Violation of Law- Opioid (PowerSchool Code 119)-

Student has made a sale of a drug or substance containing opioids.

Sale of Controlled Substance in Violation of Law- Other (PowerSchool Code 57)- This offense includes sale by a student of a controlled substance of the N.C. Controlled Substances Act or any counterfeit controlled substance. This includes, but is not limited to, any edible product containing a psychoactive compound or illegal substance as an ingredient, synthetic marijuana (Spice or similar product), MDPV and mephedrone (e.g. bath salts), methamphetamine, barbiturate, heroin, mescaline, LSD, codeine, opium, ecstasy, vicodin, percocet, oxycontin (or generic derivatives) or any other hallucinogenic drug. Possession shall be defined as the substance being on the person, in the student's personal effects, vehicle, locker or desk or in the immediate control of the student in any amount or in any form.

Sale of Controlled Substance in Violation of Law- Ritalin (PowerSchool Code 56)- Student has made a sale of the prescription substance Ritalin.

Sexual Activity/Pretext Medical Treatment (PowerSchool Code 122)- Unless the conduct is covered under some other provision of law providing greater punishment, a person who undertakes medical treatment of a patient is guilty if the person represents to the patient that sexual contact or sexual penetration is necessary. They are also guilty if they engage in sexual contact or sexual penetration with the patient while the patient is incapacitated.

Sexual Assault not Involving Rape or Sexual Offense (PowerSchool Code 14)- A sexual act toward another person or persons that involves forcible and intentional touching without penetration.

Sexual Offense (PowerSchool Code 13)- First-degree sexual consequence: A person is guilty of a sexual consequence in the first degree if the person engages in a sexual act with (1) a victim who is a child under the age of 15 years and the defendant is at least 12 years old and is at least four years older than the victim, or (2) with another person by force and against the will of the other person, and (a) employs or displays a dangerous or deadly weapon or an article which the person reasonably believes to be a dangerous or deadly weapon, (b) inflicts serious personal injury upon the victim or another person, or (c) the person commits the consequence aided and abetted by one or more other persons. **Sexual consequence with a child (adult offender):** A person is guilty of sexual consequence with a child if the person is at least 18 years of age and engages in a sexual act with a victim who is a child and under the age of 15 years. A person is guilty of a **sexual consequence in the second degree** if the person engages in a sexual act with another person by force and against the will of the other person, or a person who is mentally disabled,

mentally incapacitated, or physically helpless, and the person performing the act knows or should reasonably know that the other person is mentally disabled, mentally incapacitated, or physically helpless. **Statutory rape or sexual consequence of person who is 13, 14, or 15 years old:** A person is guilty if he/she engages in vaginal intercourse or a sexual act with another person who is 13, 14, or 15 years old and the person committing the act is at least six years older than the person, except when the person committing the act is lawfully married to the other person.

Taking Indecent Liberties with a Minor (PowerSchool Code 15)- A person is guilty of taking indecent liberties with a child if, being 16 years of age or more and at least five years older than the child in question, he/she either: (1) willfully takes or attempts to take any immoral, improper, or indecent liberties with any child of either sex under the age of 16 years for the purpose of arousing or gratifying sexual desire, or (2) willfully commits or attempts to commit any lewd or lascivious act upon or with the body or any part or member of the body of any child of either sex under the age of 16 years. A “lewd and lascivious act” is defined as an act that is obscene, lustful, or indecent, or tending to deprave the morals with respect to sexual relations.

Use of Alcoholic Beverages (PowerSchool Code 48)- Consumption and/or distribution of an alcoholic beverage in any amount or form on school property owned or leased by the local Board of Education, school bus stop or at any school-sponsored event is prohibited.

Use of Controlled Substances (PowerSchool Code 49) and Use of Narcotics (PowerSchool Code 50)- This offense includes the use of, but not limited to, marijuana, synthetic marijuana (Spice or similar product), MDPV and mephedrone (e.g. bath salts), cocaine, methamphetamine, barbiturate, heroin, mescaline, LSD, codeine, opium, ecstasy, vicodin, percocet, oxycontin (or generic derivatives) hallucinogenic drug or any other chemical or product that may bring about a state of exhilaration or euphoria or otherwise alter the student’s mood or behavior while on school property owned or leased by the local Board of Education, school bus stop, or at any school- sponsored event.

SCHOOL-LEVEL INVESTIGATIONS

The board is committed to creating a safe, orderly environment for students and employees. Principals are authorized and responsible for investigating conduct that may violate a board policy, school standard, school rule, or the Code of Student Conduct, unless that authority and duty is conferred on another school administrator under a particular board policy.

All employees and students, including students alleged to have engaged in misconduct, are expected to respond fully and truthfully to any questions or issues raised in the course of an investigation and any related proceedings. Employees and students may be subject to disciplinary action for knowingly making false statements or knowingly submitting false information during an investigation or any related proceedings.

Any student who has violated a board policy, school standard, school rule, or the Code of Student Conduct must accept the consequence for his or her misbehavior. All consequences must be administered in a fair and nondiscriminatory manner.

The school administrator shall take the following steps in addressing all cases of alleged misbehavior appropriately referred to his or her office except when a particular board policy provides for a more specific response.

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

If a violation has occurred, the school administrator shall implement an appropriate consequence in accordance with the school's plan for managing student behavior, Code of Student Conduct, or applicable board policy. Parents are to be notified and involved in accordance with policy 4321, Parental Involvement in Student Behavior issues.

When the misbehavior may result in a suspension or an expulsion from school, procedures provided in related board policies also will apply. See policy 4351, Short-Term Suspension, and policy 4353, Long-Term Suspension, 265-Day Suspension, Expulsion.

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

JW Turlington School

JW Turlington is an alternative school created to serve 6th grade-12 grade students who commit infractions of the Student Code of Conduct that warrant a separation from their assigned schools. Assignment to JW Turlington is determined through the disciplinary hearing process and final assignment to JW Turlington School by the superintendent of Hoke County Schools. The purpose of JWT is to provide academic, counseling and therapeutic services to students who are most in need, ensure students make progress toward graduation and/or grade level promotion and support college or career options beyond high school (i.e. post-secondary opportunities). The goal is for students to return to their home school equipped with the necessary academic, behavior, and social skills to be successful. With small class sizes, students will receive much more individual help than they had in their previous schools. Teachers will engage students using a competency-based approach with an emphasis on academic behaviors and coping, literacy and numeracy skill development. This approach will ensure students develop skills necessary for success in college, career and life.

Remote Learning Expectations

The standards for behavior and classroom expectations for the online classroom environment are as important as a classroom environment in our traditional settings. The virtual classrooms are real classrooms with real teachers, therefore, appropriate student behavior is the expectation.

The following standards and rules, although not intend it to be all inclusive, govern these expectations and must be followed:

1. When students are in front of the camera on their device, they must be in appropriate dress as outlined in the school board policy 4316 Student Dress Code and School Board policy 4300 Student Behavior Policies.
2. Students may not use any communication that will degrade, disrespect, or that is abusive in nature, whether by signs, symbols, or gestures in the classroom environment. Any form of profanity/vulgarity is prohibited.
3. Students should demonstrate respect toward all other students, faculty and staff members.
4. Students are expected to log in to their student account and individually complete classroom work.
5. Students should work remotely from home in an area free from distractions and where the learning of others is not disrupted by visuals in the room.

SHORT-TERM SUSPENSIONS

A short-term suspension is the disciplinary exclusion of a student from attending his or her assigned school for up to 10 school days. A short-term suspension does not include (1) the removal of student from class by the classroom teacher, the principal, or other authorized school personnel for the remainder of the subject period or for less than one-half of the school day, (2) the changing of a student's location to another room or place on the school premises, or (3) a student's absence under G. S 130A-440 (for failure to submit a school health assessment form within 30 days of entering school). A student who is placed on a short-term suspension will not be permitted to be on school property or to take part in any school function during the period of suspension without prior approval from the principal.

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

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

A. Pre-Suspension Rights of the Student

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

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

B. Student Rights during the Suspension

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

1. the opportunity to take textbooks home for the duration of the

- suspension;
2. upon request, the right to receive all missed assignments and, to the extent practicable, the materials distributed to students in connections with such assignments; and
 3. the opportunity to take any quarterly, semester, or grading period examinations missed during the suspension period.

C. Notice to Parent or Guardian

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

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

LONG-TERM SUSPENSIONS

A long-term suspension is the disciplinary exclusion of a student from attending his or her assigned school for more than 10 school days. Disciplinary reassignment of a student to a full-time educational program that meets the academic requirements of the standard course of study established by the State Board of Education and that provides the student with the opportunity to make timely progress toward graduation and grade promotion is not a long-term suspension requiring the due process procedures set out in this policy, nor is an absence under G.S. 130A-440 (for failure to submit a school health assessment form within 30 days of entering school).

Upon the recommendation of the principal, the superintendent may impose a long-term suspension on a student who willfully engages in a serious violation of the Code of Student Conduct and the violation either (1) threatens the safety of students, staff, or school visitors, or

(2) threatens to substantially disrupt the educational environment. The principal may recommend long-term suspension for a minor violation if aggravating circumstances justify treating the student's behavior as a serious violation.

If the offense leading to the long-term suspension occurred before the final quarter of the

school year, the exclusion must be no longer than the remainder of the school year in which the offense was committed. If the offense leading to the long-term suspension occurred during the final quarter of the school year, the exclusion may include a period up to the remainder of the school year in which the offense was committed and the first semester of the following school year.

1. 365 Day Suspension

A 365-day suspension is the disciplinary exclusion of a student from attending his or her assigned school for 365 calendar days. The superintendent may impose a 365-day suspension only for certain firearm and destructive device violations, as identified in policy 4333, Weapons, Bomb Threats, Terrorist Threats, and Clear Threats to Safety.

2. Expulsion

An expulsion is the indefinite exclusion of a student from school enrollment for disciplinary purposes. Upon the recommendation of the superintendent, the board may expel a student who is 14 years of age or older for certain types of Trespass, and Damage to Property, policy 4325, Drugs and Alcohol, policy 4330, Theft, Trespass, and Damage to Property, policy 4331, Assaults, Threats, and Harassment, and policy 4333, Weapons, Bomb Threats, Terrorist Threats, and Clear Threats to Safety, if the student's continued presence in school constitutes a clear threat to the safety of other students or employees. Additionally, a student who is subject to policy 4260, Student Sex Offenders, may be expelled if the student's continued presence in school constitutes a clear threat to the safety of other students or employees. During the expulsion, the student is not entitled to be present on educational property and is not considered a student of the school system.

A. Determination of Appropriate Consequence

1. Principal's Recommendation

The principal may impose a short-term suspension or any other consequence that is consistent with policy 4321, Short-Term Suspension, policy 4302, School Plan for Management of Student Behavior, and the Code of Student Conduct. If the principal determines that a suspension of more than 10 days (either long-term or 365-day) or an expulsion is an appropriate consequence, the principal shall propose the disciplinary penalty based upon a review of the student's culpability and dangerousness and the harm caused by the student, plus any other mitigating or aggravating factors the principal finds relevant.

a. Culpability of Student-In assessing the culpability of the student for his or her

behavior, the principal may consider criteria such as:

- 1) the student's age;
 - 2) the student's ability to form the intent to cause the harm that occurred or could have occurred; and
 - 3) evidence of the student's intent when engaging in the conduct.
- b. Dangerousness of the Student-In assessing the dangerousness of the student, the principal may consider criteria such as;
- 1) the student's disciplinary or criminal record related to anti-social behavior or drugs and alcohol;
 - 2) whether a weapon was involved in the incident and if a weapon was involved, whether the student had the ability to inflict serious injury or death with the weapon;
 - 3) evidence of the student's ability to cause the harm that was intended or that occurred; and
 - 4) whether the student is subject to policy 4260, Student Sex Offenders.
- c. Harm Caused by the Student-In assessing the severity of the harm caused by the student, the principal may consider criteria such as whether any of the following occurred:
- 1) someone was physically injured or killed;
 - 2) someone was directly threatened or property was extorted through the use of a weapon;
 - 3) someone was directly harmed, either emotionally or psychologically;
 - 4) educational property or others' property was damaged; or
 - 5) students, school employees, or parents were aware of the presence of a weapon or of dangerous behavior on the part of the perpetrator.

After considering the above factors, the principal shall make a recommendation to the superintendent, stating the nature of the offense, the substance of the evidence involved, and the length of suspension recommended. The principal also must consider and make a recommendation as to whether any alternative education services, counseling, or other programs should be part of the consequence for

violating board policy, the Code of Student Conduct, school standards, or school rules.

If the principal recommends a 365-day suspension, he or she must identify the type of firearm or destructive device involved and the evidence substantiating that the student brought it to school grounds or to a school activity or possessed it on school grounds or at a school activity.

If the principal recommends an expulsion, he or she shall identify the basis for determining that there is clear and convincing evidence that the student's continued presence in school constitutes a clear threat to the safety of other students or employees.

2. Notice to the Student's Parent

The principal must provide to the student's parent written notice of the recommendation for long-term suspension, 365 day-suspension or expulsion is recommended when reasonably possible or as soon thereafter as practicable. The notice must be written in plain English and, when appropriate language resources are readily available, also in the parent's native language. The notice must contain the following 10 elements:

- a. the notice type, i.e., notice of long-term suspension, 365-day suspension, or expulsion;*
- b. a description of the incident and the student's conduct that led to the recommendation;
- c. the specific provision(s) of the Code of Student Conduct that the student allegedly violated;
- d. the specific process by which the parent may request a hearing to contest the decision and the deadline for making the request;*
- e. the process by which the hearing will be held, including all due process rights to be accorded the student during the hearing;
- f. notice of the right to retain an attorney to represent the student in the hearing process;
- g. notice that an advocate, instead of an attorney, may accompany the student to assist in the presentation of the appeal;
- h. notice of the right to review and obtain copies of the student's educational records prior to the hearing;
- i. a reference to policy 4345, Student Discipline Records,

regarding the expungement of disciplinary records; and

- j. the identity and phone number of a school employee whom the parent may call to obtain assistance in receiving a Spanish translation of the English language information included in the document.*

*This information must be provided on the notice in both English and Spanish.

INTEGRITY AND CIVILITY

All students are expected to demonstrate integrity, civility, responsibility and self-control. This expectation is directly related to the board's educational objectives for students to learn to be responsible for and accept the consequences of their behavior and for students to respect cultural diversity and ideological differences. Integrity, civility, responsibility and self-control also are critical for establishing and maintaining a safe, orderly and inviting environment.

A. Prohibited Behavior

In addition to any standards or rules established by the schools, the following behaviors are in violation of the standards of integrity and civility and are specifically prohibited:

1. cheating, including the actual giving or receiving of any unauthorized assistance or the actual giving or receiving of an unfair advantage on any form of academic work;
2. plagiarizing, including copying the language, structure, idea and/or thought of another and representing it as one's own original work;
3. violating copyright laws, including the unauthorized reproduction, duplication and/or use of printed or electronic work, computer software, or other copyrighted material;
4. cursing or using vulgar, abusive or demeaning language toward another person; and
5. playing abusive or dangerous tricks or otherwise subjecting a student or an employee to personal indignity.

B. Consequences

The disciplinary consequences for violations of this policy shall be consistent with Section D of policy 4300, Student Behavior Policies. The superintendent or designee shall list in the Student Code of Conduct the specific range of consequences that may be imposed on a student for violations of this policy.

Disruptive Behaviors

An orderly school environment is necessary for teachers to be able to teach and for students to be able to learn. Students are encouraged to participate in efforts to create a safe, orderly, and inviting school environment. Students also are entitled to exercise their constitutional right to free speech as part of a stimulating, inviting educational environment. A student's right to free speech will not be infringed upon; however, school officials may place reasonable, constitutional restrictions on time, place and manner in order to preserve a safe, orderly environment.

A. Prohibited Behavior

Students are prohibited from disrupting teaching, the orderly conduct of school activities, or any other lawful function of the school or school system. The following conduct is illustrative of disruptive behavior and is prohibited.

1. intentional verbal or physical acts that result or have the potential to result in blocking access to school functions or facilities or preventing the convening or continuation of school-related functions;
2. appearance or clothing that (1) violates a reasonable dress code adopted and publicized by the school; (2) is substantially disruptive; (3) is provocative or obscene; or (4) endangers the health or safety of the student or others (see policy 4316, Student Dress Code);
3. possessing or distributing literature or illustrations that significantly disrupt the educational process or that are obscene or unlawful;
4. engaging in behavior that is immoral, indecent, lewd, disreputable or of an overly sexual nature in the school setting.
5. failing to observe established safety rules, standards and regulations, including on buses and in hallways; and
6. interfering with the operation of school buses, including delaying the bus schedule, getting off at an unauthorized stop, and willfully trespassing upon a school bus.

B. Consequences

The disciplinary consequences for violations of this policy shall be consistent with Section D of policy 4300, Student Behavior Policies. The superintendent or designee shall list in the Code of Student Conduct the specific range of consequences that may be imposed on a student for violations of this policy.

Misconduct on a School Vehicle

School transportation service is a privilege, not a right. Students at all times while riding a school bus or other school vehicle shall observe the directives of the bus or vehicle driver. The following conduct is specifically prohibited:

- stopping, impeding, delaying or detaining a bus or school vehicle;
- disturbing the peace, order or discipline on a bus or school vehicle;
- refusing to obey the driver's instructions;
- tampering with or willfully damaging the bus or school vehicle;
- getting off a bus at an unauthorized stop;
- distracting the driver's attention by participating in disruptive behavior while the vehicle is in operation;
- failing to observe established safety rules and regulations;
- willfully trespassing upon a school bus or school vehicle; and
- fighting, smoking, using profanity, possession or using drugs or intoxicating beverages, or otherwise violating any other board policy or school rule while on a school bus or other school vehicle

CONSEQUENCES

Consequences for engaging in prohibited behavior may result in temporary or permanent suspension from school transportation services and/or school, in addition to other consequences for violating other student behavior policies. Other consequences may be provided in accordance with the school's student behavior management plan (see board policy 4302, School Plan for Management of Student Behavior). In addition, it is a criminal offense to unlawfully and willfully stop, impede, delay or detain a school or activity bus or to disturb the peace, order or discipline on a school or activity bus. Students who engage in such activities may be subject to criminal charges.

GANGS AND GANG-RELATED ACTIVITIES

The board strives to create a safe, orderly, caring and inviting school environment. Gangs and gang-related activities have proven contrary to that mission and are prohibited within the schools. A gang is any ongoing organization, association or group of three or more persons, whether formal or informal, having as one of its primary activities the commission of criminal acts and having a common name or common identifying sign, colors or symbols. The violence and crime that accompany gangs pose a serious threat to the safety of students and employees of the school system. Even absent acts of violence or crime, the existence of gang-related activity within the schools creates an atmosphere of fear and hostility that obstructs student learning and achievement. Thus, the board condemns the existence of gangs and will not tolerate gang-related activity in the school system.

A. PROHIBITED BEHAVIOR

Gang-related activity is strictly prohibited within the schools. For the purposes of this policy, "gang-related activity" means: (1) any conduct that is prohibited by another board policy and is engaged in by a student on behalf of an identified gang or as a result of the student's gang membership; or (2) any conduct engaged in by a student to perpetuate, proliferate or display the existence of any identified gang.

Conduct prohibited by this policy includes:

1. wearing, possessing, using, distributing, displaying or selling any clothing, jewelry, emblems, badges, symbols, signs or other items with the intent to convey membership or affiliation in a gang;
2. communicating either verbally or non-verbally (gestures, handshakes, slogans, drawings, etc.) with the intent to convey membership or affiliation in a gang;
3. tagging, or otherwise defacing school or personal property with symbols or slogans intended to convey membership or affiliation in a gang (see policy 4330, Theft, Trespass and Damage to Property);

4. requiring payment of protection, insurance or otherwise intimidating or threatening any person related to gang activity (see policy 4331, Assaults, Threats and Harassment);
5. wearing, possessing, using, distributing, displaying or selling any clothing, jewelry, emblems, badges, symbols, signs or other items with the intent to convey membership or affiliation in a gang;
6. communicating either verbally or non-verbally (gestures, handshakes, slogans, drawings, etc.) with the intent to convey membership or affiliation in a gang;
7. inciting others to intimidate or to act with physical violence upon any other person related to gang activity (see policy 4331);
8. soliciting others for gang membership; and
9. committing any other illegal act or other violation of school system policies in connection with gang-related activity.

CONSEQUENCES

Violations of subsections A.3, A.4, A.5 and A.7, above, are violations of both this policy and other board policies. Disciplinary consequences for such violations shall be consistent with Section D of policy 4300 and the specific range of consequences listed in the Code of Student Conduct for the other board policy violated. That the violation was gang-related shall be an aggravating factor when determining the appropriate consequences.

In a situation where a student has violated this policy or is otherwise suspected of gang affiliation through other circumstantial evidence, the principal shall conduct an intervention involving the principal and/or assistant principal, the student and the student's parent. Such intervention also may include the school resource officer and others as appropriate. The purpose of an intervention is to discuss school officials' observations and concerns and to offer the student and his or her parents information and an opportunity to ask questions or provide other information to the school officials.

This policy shall be applied in a non-discriminatory manner based on the objective characteristics of the student's conduct in light of the surrounding circumstances.

Theft, Trespass and Damage to Property

The board will not tolerate theft, trespass or damage to property by any student. Any student engaging in such behavior will be removed from the classroom or school environment for as long as necessary to provide a safe and orderly environment for learning.

A. PROHIBITED BEHAVIOR

1. **Theft**
Students are prohibited from stealing or attempting to steal school or private property and/or from knowingly being in possession of stolen property.
2. **Damage to Property**
Students are prohibited from damaging or attempting to damage school or private property.
3. **Trespass**
Students are prohibited from trespassing on school property. A student will be considered a trespasser and may be criminally prosecuted in any of the following circumstances.
 - a. the student is on the campus of a school to which he or she is not assigned during the school day without the knowledge and consent of the officials of that school;
 - b. the student is loitering at any school after the close of the school day without any specific need or supervision; or
 - c. the student has been suspended from school but is on the property of any school during the suspension period without the express permission of the principal.

B. CONSEQUENCES

The disciplinary consequences for violations of this policy shall be consistent with Section D of policy 4300, Student Behavior Policies. The superintendent or designee shall list in the Student Code of Conduct the specific range of consequences that may be imposed on a student for violations of this policy.

ASSAULTS, THREATS, HARASSMENT AND BULLYING

The board will not tolerate assaults or threats from any student. Any student engaging in such behavior will be removed from the classroom or school environment for as long as is necessary to provide a safe and orderly environment for learning.

A. PROHIBITED BEHAVIOR

1. Assault

Students are prohibited from assaulting, physically injuring, attempting to injure, or intentionally behaving in such a way as could reasonably cause injury to any other person. Assault includes engaging in a fight.

2. Threatening Acts

Students are prohibited from directing toward any other person any language that threatens force, violence or disruption, or any sign or act that constitutes a threat of force, violence, or disruption.

Bomb and terrorist threats are also addressed in policy 4333, Weapons, Bomb Threats, Terrorist Threats, and Clear Threats to Safety.

3. Harassment

Students are prohibited from engaging in or encouraging any form of harassment, including bullying and cyberbullying of students, employees or other individuals on school grounds, at school-related functions, and at any time or place when the behavior has a direct and immediate effect on maintaining order and discipline in the schools. Harassment is unwanted, unwelcome and uninvited behavior that demeans, threatens, or offends the victim and results in a hostile environment for the victim. The hostile environment may be created through pervasive or persistent misbehavior or a single incident if sufficiently severe.

Harassment and bullying are further defined in policy 1710/4021/7230, Prohibition Against Discrimination, Harassment and Bullying.

Complaints of harassment will be investigated pursuant to policy 1720/4015/7225, Discrimination, Harassment and Bullying Complaint Procedure. For incidents of misbehavior that do not rise to the level of harassment, see policy 4310, Integrity and Civility, which establishes the expectation that students will demonstrate civility and integrity in their interactions with others.

B. CONSEQUENCES

The disciplinary consequences for violations of this policy shall be consistent with Section D of policy 4300, Student Behavior Policies. The superintendent or designee shall list in the Code of Student Conduct the specific range of consequences that may be imposed on a student for violations of this policy.

A student who is long-term suspended or reassigned to alternative education services as a result of assaulting or injuring a teacher shall not return to that teacher's classroom without the teacher's consent.

PROHIBITION AGAINST DISCRIMINATION, HARASSMENT, AND BULLYING

The board acknowledges the dignity and worth of all students and employees and strives to create a safe, orderly, caring and inviting school environment to facilitate student learning and achievement. The board prohibits discrimination on the basis of race, color, national origin, sex, disability or age and will provide equal access to the Boy Scouts and other designated youth groups as required by law. The board will not tolerate any form of unlawful discrimination, harassment or bullying in any of its educational or employment activities or programs.

A. PROHIBITED BEHAVIORS AND CONSEQUENCES

1. Discrimination, Harassment and Bullying

Students, school system employees, volunteers and visitors are expected to behave in a civil and respectful manner. The board expressly prohibits unlawful discrimination, harassment and bullying.

Students are expected to comply with the behavior standards established by board policy and the Code of Student Conduct. Employees are expected to comply with board policy and school system regulations. Volunteers and visitors on school property also are expected to comply with board policy and established school rules and procedures.

Any violation of this policy is serious and school officials shall promptly take appropriate action. Students will be disciplined in accordance with the school's student behavior management plan (see policy 4302, School Plan for Management of Student Behavior). Based on the nature and severity of the offense and the circumstances surrounding the incident, the student will be subject to appropriate consequences and remedial actions ranging from positive behavioral interventions up to, and including, expulsion.

Employees who violate this policy will be subject to disciplinary action, up to, and including, dismissal. Volunteers and visitors who violate this policy will be directed to leave school property and/or reported to law enforcement, as appropriate, in accordance with policy 5020, Visitors to the Schools. When considering if a response beyond the individual level is appropriate, school administrators should consider the nature and severity of the misconduct to determine whether a classroom, school-wide or school system-wide response is necessary. Such classroom, school-wide or school system-wide responses may include staff training, harassment and bullying prevention programs and other measures deemed appropriate by the superintendent to address the behavior.

2. Retaliation

The board prohibits reprisal or retaliation against any person for reporting or intending to report violations of this policy, supporting someone for reporting or intending to report a violation of this policy or participating in the investigation of reported violations of this policy.

After consideration of the nature and circumstances of the reprisal or retaliation and in accordance with applicable federal, state or local laws, policies and regulations, the superintendent or designee shall determine the consequences and remedial action for a person found to have engaged in reprisal or retaliation.

B. APPLICATION OF POLICY

This policy prohibits unlawful discrimination, harassment and bullying by students, employees, volunteers and visitors. "Visitors" includes persons, agencies, vendors, contractors and organizations doing business with or performing services for the school system.

This policy applies to behavior that takes place:

1. in any school building or on any school premises before, during or after school hours;
2. on any bus or other vehicle as part of any school activity;
3. at any bus stop;
4. during any school-sponsored activity or extracurricular activity;
5. at any time or place when the individual is subject to the authority of

school personnel; and

6. at any time or place when the behavior has a direct and immediate effect on maintaining order and discipline in the schools.

C. DEFINITIONS

For purposes of this policy, the following definitions apply;

1. Discrimination

Discrimination means any act or failure to act that unreasonably and unfavorably differentiates treatment of others based solely on their membership in a socially distinct group or category, such as race, ethnicity, sex, pregnancy, religion, age or disability. Discrimination may be intentional or unintentional.

2. Harassment and Bullying

a. Harassment or bullying behavior is any pattern of gestures or written, electronic or verbal communication, or any physical act or any threatening communication that:

- 1) places a student or school employee in actual and reasonable fear of harm to his or her person or damage to his or her property; or
- 2) creates or is certain to create a hostile environment by substantially interfering with or impairing a student's educational performance, opportunities or benefits.

“Hostile environment” means that the victim subjectively views the conduct as harassment or bullying and that the conduct is objectively severe or pervasive enough that a reasonable person would agree that it is harassment or bullying. A hostile environment may be created through pervasive or persistent misbehavior or a single incident, if sufficiently severe.

Harassment and bullying include, but are not limited to, behavior described above that is reasonably perceived as being motivated by any actual or perceived differentiating characteristic or motivated by an individual's association with a person who has or is perceived to have a differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, socioeconomic status, academic

status, gender identity, physical appearance, sexual orientation, or mental, physical, developmental or sensory disability. Examples of behavior that may constitute bullying or harassment include, but are not limited to, verbal taunts, name-calling and put-downs, epithets, derogatory comments or slurs, lewd propositions, exclusion from peer groups, extortion of money or possessions, implied or stated threats, assault, impeding or blocking movement, offensive touching or any physical interference with normal work or movement, and visual insults, such as derogatory posters or cartoons. Legitimate age-appropriate pedagogical techniques are not considered harassment or bullying.

It is possible for harassment, including sexual or gender-based harassment, to occur in various situations. For example, harassment may occur between fellow students or co-workers, between supervisors and subordinates, between employees and students, or between non-employees, including visitors, and employees or students. Harassment may occur between members of the opposite sex or the same sex.

- b. Sexual harassment is one type of harassment. Unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature constitute sexual harassment when:
 - 1) submission to the conduct is made, either explicitly or implicitly, a term or condition of an individual's employment, academic progress or completion of a school-related activity;
 - 2) submission to or rejection of such conduct is used as a basis for employment decisions affecting the individual, or in case of a student, submission to or rejection of such conduct is used in evaluating the student's performance within a course of study or other school-related activity; or
 - 3) such conduct is sufficiently severe, persistent or pervasive that it has the purpose or effect of unreasonably interfering with an employee's work or performance or a student's educational performance, limiting a student's ability to participate in or benefit from an educational program or environment, or creating an abusive, intimidating, hostile or offensive work or educational environment.

Sexually harassing conduct includes, but is not limited to, deliberate, unwelcome touching that has sexual connotations or is of a sexual nature, suggestions or demands for sexual involvement accompanied

by implied or overt promises of preferential treatment or threats, pressure for sexual activity, continued or repeated offensive sexual flirtations, advances or propositions, continued or repeated verbal remarks about an individual's body, sexually degrading words used toward an individual or to describe an individual, or the display of sexually suggestive drawings, objects, pictures or written materials. Acts of verbal, nonverbal or physical aggression, intimidation or hostility based on sex, but not involving sexual activity or language, may be combined with incidents of sexually harassing conduct to determine if the incidents of sexually harassing conduct are sufficiently serious to create a sexually hostile environment.

- c. Gender-based harassment is also a type of harassment. Gender-based harassment may include acts of verbal, nonverbal or physical aggression, intimidation or hostility based on sex or sex-stereotyping but not involving conduct of a sexual nature.

D. REPORTING AND INVESTIGATING COMPLAINTS OF DISCRIMINATION, HARASSMENT OR BULLYING

Employees are required to report any actual or suspected violations of this policy. Students, parents, volunteers, visitors or others are also strongly encouraged to report any actual or suspected incidents of discrimination, harassment or bullying. All reports should be made in accordance with policy 1720/4015/7225, Discrimination, Harassment and Bullying Complaint Procedure, and reported to one of the school officials identified in that policy.

Reports may be made anonymously, and all reports shall be investigated in accordance with that policy.

E. TRAINING AND PROGRAMS

The board directs the superintendent to establish training and other programs that are designed to help eliminate unlawful discrimination, harassment and bullying and to foster an environment of understanding and respect for all members of the school community. Information about this policy and the related complaint procedure must be included in the training plan.

As funds are available, the board will provide additional training for students, employees and volunteers who have significant contact with students regarding the board's efforts to address discrimination, harassment and bullying and will create programs to address these issues. The training or programs should (1) provide examples of behavior that constitutes discrimination, harassment or bullying; (2) teach employees to identify groups that may be the target of discrimination, harassment or bullying; and (3) train school employees to be alert to locations where such behavior may occur, including locations within school buildings, at school bus stops, on cell phones and on the Internet.

F. NOTICE

The superintendent is responsible for providing effective notice to students, parents and employees of the procedures for reporting and investigating complaints of discrimination, harassment and bullying. This policy must be posted on the school system website, and copies of the policy must be readily available in the principal's office, the media center at each school and the superintendent's office. Notice of this policy must appear in all student and employee handbooks and in any school system publication that sets forth the comprehensive rules, procedures and standards of conduct for students and employees.

G. COORDINATORS

The superintendent or designee shall appoint one or more individuals to coordinate the school system's efforts to comply with and carry out its responsibilities under federal non-discrimination laws. These responsibilities include investigating any complaints communicated to school officials alleging noncompliance with Title VI or Title IX of the Civil Rights Act, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act (ADA), the Age Discrimination Act and/or the Boy Scouts Act, or alleging actions which would be prohibited by those laws. The superintendent or designee shall publish the name(s), office address(es) and phone number(s) of the compliance coordinator(s) in a manner intended to ensure that students, employees, applicants, parents and other individuals who participate in the school system's programs are aware of the coordinator(s).

H. RECORDS AND REPORTING

The superintendent or designee shall maintain confidential records of complaints or reports of discrimination, harassment or bullying. The records must identify the names of all individuals accused of such offenses and the resolution of such complaints or reports. The superintendent also shall maintain records of training conducted and corrective action(s) or other steps taken by the school system to provide an environment free of discrimination, harassment and bullying.

The superintendent shall report to the State Board of Education all verified cases of discrimination, harassment or bullying. The report must be made through the Discipline Data Collection Report or through other means required by the State Board.

I. EVALUATION

The superintendent shall evaluate the effectiveness of efforts to correct or prevent discrimination, harassment and bullying and shall share these evaluations periodically with the board.

WEAPONS, BOMB THREATS, TERRORIST THREATS, AND CLEAR THREATS TO SAFETY

The board will not tolerate the presence of weapons or destructive devices, bomb or terrorist threats, or actions that constitute a clear threat to the safety of students or employees. Any student who violates this policy will be removed from the classroom or school environment for as long as is necessary to provide a safe and orderly environment for learning.

A. PROHIBITED BEHAVIOR

1. Weapons and Weapon-Like Items

Students are prohibited from possessing, handling, using or transmitting, whether concealed or open, any weapon or any instrument that reasonably looks like a weapon or could be used as a weapon. Weapons include, but are not limited to the following:

- a. loaded and unloaded firearms, including guns, pistols, and rifles;
- b. destructive devices, as described in subsection B.2 of this policy, including explosives, such as dynamite cartridges, bombs, grenades, and mines;
- c. knives, including pocket knives, bowie knives, switchblades, dirks, and daggers;
- d. slingshots and slingshots;
- e. leaded canes;
- f. blackjacks;
- g. metal knuckles;
- h. BB guns;
- i. air rifles and air pistols;
- j. stun guns and other electric shock weapons, such as tasers;
- k. icepicks;
- l. razors and razor blades (except those designed and used solely for personal shaving);
- m. fireworks;
- n. gun powder, ammunition, or bullets; and
- o. any sharp pointed or edged instruments except unaltered nail files and clips and tools used solely for preparation of food, instruction, and maintenance.

Examples of other objects that may be considered weapons are box cutters and other types of utility blades and blowguns.

No student may knowingly or willfully cause, encourage, or aid another student to possess, handle, or use any of the weapons or weapon-like items listed above. A student who finds a weapon or weapon-like item, who witnesses another student or other person with such an item, or who becomes aware that another student or other person intends to possess, handle, or use such an item must notify a teacher or the principal immediately.

This section does not apply to board-approved and -authorized activities for which the board has adopted appropriate safeguards to protect student safety.

2. Bomb Threats

Students are prohibited from making, aiding, and/or abetting in making a bomb threat or perpetrating a bomb hoax against school system property by making a false report that a device designed to cause damage or destruction by explosion, blasting, or burning is located on school property.

No student may knowingly or willfully cause, encourage, or aid another student to make a bomb threat or perpetrate a bomb hoax. Any student who becomes aware that another student or other person intends to use a bomb, make a bomb threat, or perpetrate a bomb hoax must notify a teacher or the principal immediately.

3. Terrorist Threats

Students are prohibited from making, aiding, conspiring, and/or abetting in making a terrorist threat or perpetrating a terrorist hoax against school system property by making a false report that a device, substance, or material designed to cause harmful or life-threatening injury to another person is located on school property or at a school event.

No student may knowingly or willfully cause, encourage, or aid another student to make a terrorist threat or perpetrate a terrorist hoax. Any student who becomes aware that another student or other person intends to use a device, substance, or material designed to cause harmful or life-threatening illness or injury to another person, make a terrorist threat, or perpetrate a terrorist hoax must notify a teacher or the principal immediately.

4. Clear Threats to Student and Employee Safety

Students are prohibited from engaging in behavior that constitutes a clear threat to the safety of other students or employees. Behavior constituting a clear threat to the safety of others includes, but is not limited to:

- a. theft or attempted theft by a student from another person by using or threatening to use a weapon;
- b. the intentional and malicious burning of any structure or personal property, including to use a weapon;
- c. an attack or threatened attack by a student against another person wherein the student uses a weapon or displays a weapon in a manner found threatening to that person;
- d. an attack by a student on any employee, adult volunteer, or other student that does not result in serious injury but that is intended to cause or reasonably could cause serious injury;
- e. an attack by a student on another person whereby the victim suffers obvious severe or aggravated bodily injury, such as broken bones, loss of teeth, possible internal injuries, laceration requiring stitches, loss of consciousness, or significant bruising or pain; or whereby the victim requires hospitalization or treatment in a hospital emergency room as a result of the attack;
- f. any intentional, highly reckless, or negligent act that results in the death of another person;
- g. confining, restraining, or removing another person from one place to another, without the victim's consent or the consent of the victim's parent, for the purpose of committing a felony or for the purpose of holding the victim as a hostage, for ransom, or for use as a shield;
- h. the possession of a weapon on any school property, including in a vehicle, with the intent to use or transmit for another's use or possession in a reckless manner so that harm is reasonably foreseeable;
- i. taking or attempting to take anything of value from the care, custody, or control of another person or persons, by force threat of force, or violence, or by putting the victim in fear;
- j. any unauthorized and unwanted intentional touching, or attempt to touch, by one person of the sex organ of another, including the breasts of the female and genital areas of the male and female;
- k. any behavior resulting in a felony conviction on a weapons, drug,

assault, or other charge that implicates the safety of other persons;
and

1. any other behavior that demonstrates a clear threat to the safety of others in the school environment.

B. CONSEQUENCES

1. General Consequences

The disciplinary consequences for violations of this policy shall be consistent with Section D of policy 4300, Student Behavior Policies. The superintendent or designee shall list in the Code of Student Conduct the specific range of consequences that may be imposed on a student for violations of this policy.

2. Specific Consequences Mandated by Law

As required by law, a student who brings or possesses a firearm or destructive device on school property or at a school-sponsored event must be suspended for 365 days, unless the superintendent modifies, in writing, the required 365-day suspension for an individual student on a case-by-case basis. The superintendent shall not impose a 365-day suspension if the superintendent determines that the student (1) took or received the firearm or destructive device from another person at school or found the firearm or destructive device at school, (2) delivered or reported the firearm or destructive device as soon as practicable to a law enforcement officer or school personnel, and (3) had no intent to use the firearm or destructive device in a harmful or threatening way.

For the purpose of this subsection, a firearm is (1) a weapon, including a starter gun that will, is designed to, or may readily be converted to expel a projectile by the action of an explosive, (2) the frame or receiver of any such weapon, or (3) any firearm muffler or firearm silencer. A firearm does not include an inoperable antique firearm, a BB gun, a stun gun, an air rifle, or an air pistol. For the purposes of this subsection, a destructive device is an explosive, incendiary, or poison gas (1) bomb, (2) grenade, (3) rocket having a propellant charge of more than four ounces, (4) missile having an explosive or incendiary charge of more than one-quarter ounce, (5) mine, or (6) similar device.

A student may not be suspended for 365 days for a weapons violation except in accordance with this subsection.

TOBACCO AND VAPING FREE CAMPUS

The board is committed to creating safe, orderly, clean, and inviting schools for all students and staff. To this end, the board supports state laws that prohibit the sale or distribution of tobacco products to minors and that prohibit the use of tobacco products by minors. The board also supports state and federal laws that prohibit the use of tobacco products in school buildings, on school campuses, and in or on any other school property owned or operated by the school board. For the purposes of this policy, the term “tobacco product” means any product that contains or that is made or derived from tobacco and is intended for human consumption, including all lighted and smokeless tobacco products, as well as electronic cigarettes, vaporizers, and other electronic smoking devices even if they do not contain tobacco or nicotine.

A. Prohibited Behavior

In support of the board’s commitments and state and federal law, students are prohibited from using or possessing any tobacco product (1) in any school building, on any school campus, and in or on any other school property owned or operated by the school board, including school vehicles; (2) at any school-related activity, including athletic events; or at any time when the student is subject to the supervision of school personnel, including during school trips.

Nothing in this policy prohibits the use or possession of tobacco products for an instructional or research activity conducted in a school building, provided that the activity is conducted or supervised by a faculty member and that the activity does not include smoking, chewing, or otherwise ingesting tobacco.

B. Consequences

The disciplinary consequences for violations of this policy shall be consistent with Section D of policy 4300, Student Behavior Policies. The superintendent or designee shall list in the Code of Student Conduct the specific range of consequences that may be imposed on a student for violations of this policy.

In determining appropriate consequences for violations of this policy, school officials are encouraged to identify programs or opportunities that will provide students with a greater understanding of the health hazards of tobacco use, the hazards of secondhand smoke, and the impact of tobacco use on efforts to provide a safe, orderly, clean, and inviting school environment.

C. Service for Students

The administration shall consult with the county health department and other appropriate organizations to provide students with information and access to support systems and programs to encourage students to abstain from the use of tobacco products. The school system may, from time to time, provide free non- smoking programs and services to its students.

D. Notice

Students will be provided with notice of the information in this policy through the Code of Student Conduct, student handbooks or other means identified by the principal. In addition, the principal shall post signs in a manner and at locations that adequately notify students, school personnel, and visitors about prohibitions against the use of tobacco products in all school facilities, on all school grounds, and at all school-sponsored events.

ATHLETICS AND CHEERLEADING

Hoke County High School and SandHoke Early College High School

Hoke County High School and SandHoke Early College High School are members of the North Carolina High School Athletic Association and are bound by their rules and regulations. They are also members of the Sandhills 3A/4A Athletic Conference. Other members of this conference are Pinecrest, Richmond County, Scotland County, Union Pines, Lee County, and Southern Lee County.

A student may participate on more than one athletic team during the same sport's season provide that a dual participation form is on file. Tryouts are a part of the qualification process for a team. When the membership of the team is determined from tryouts, the decision of the head coach is **final**.

Guidelines for Cheerleaders:

Cheerleaders play an important role in creating better relations between opposing supporters and make positive contributions to good spectator reaction at an athletic contest. Cheerleaders are to set the example for all spectators for how they should behave in support of their team. The following are expectations pertaining to cheerleaders at NCHSAA contests:

- A. All cheers shall be positive not antagonizing
- B. Cheerleaders should remain silent when the opponent's cheerleaders are performing and during free throws at basketball contests.
- C. "Battling" between opposing cheerleading squads is never acceptable.

Sportsmanship

THE QUALITY OF RESPONSIBLE BEHAVIOR CHARACTERIZED BY A SPIRIT OF GENEROSITY AND A GENUINE CONCERN FOR OPPONENTS, OFFICIALS AND TEAMMATES

Students and spectators should:

1. realize you represent the school as does a member of a team; therefore, you have an obligation to be a true sportsman, encouraging through this behavior the practice of good sportsmanship by others;
2. recognize that good sportsmanship is more important than victory by approving and applauding good team play, individual skill and outstanding example of sportsmanship and fair play exhibited by either team;
3. remember that the primary purpose of interscholastic athletics is to promote the physical, mental, moral, social and emotional well-being of the players through the medium of contest respect the judgment and integrity of game officials.

A. Definitions

1. Athletic Probation: A student on athletic probation may practice and play games while on probation. The student must meet the requirements of the probation to attend practice and participate. Probation is only for the sport for which the student was playing when placed on probation. Probation may not extend beyond the last regular season game or play-off game for the season of the sport for which the student was playing when placed on probation.
2. Athletic Suspension: A student placed on athletic suspension cannot play in any game while on suspension. The student may or may not be required to attend practice while on suspension. Suspension will carry over from one season to the next.
3. End of Season: The end of a sports season occurs after the last regular season game and any playoff games have been played.

B. Penalties

The following penalties apply in *addition* to other school and district disciplinary actions:

1. Possession of Tobacco and/or Vaping

First Offense

Two week suspension and placement on athletic probation for the remainder of the current sport's season and must attend a tobacco awareness program with school counselor or school social worker.

Second Offense:

Loss of athletic eligibility for the remainder of the current sport's season

Third Offense:

Loss of athletic eligibility for the remainder of school year.

2. Possession of Alcoholic Beverage, Marijuana or Possession of Non-Prescription Drugs

Designed to Alter Mood or Behavior

First Offense:

Suspension from all athletic teams for the remainder of the school year

3. Quitting the Team

Suspension from all athletic teams until coach of the team that the player quits gives his/her permission to play on another team.

4. Being Ejected from a Game by an official

Sportsmanship Ejection Policy

The policy applies to all persons involved in an athletic contest, including student-athletes, coaches, managers and game administrators. The NCHSAA may review video, when available, to invoke ejections or sanctions not reported by game officials. Video clips must be presented to the NCHSAA office for committee review within (2) business days of the contest. The following examples include behavior or conduct which will result in an ejection from a contest.

Sportsmanship/Ejection Policy: This policy applies to all persons involved in an athletic contest, including student-athletes, coaches, managers and game administrators. The NCHSAA may review video, when available, to invoke ejections or sanctions not reported by game officials. Video clips must be presented to the NCHSAA office for committee review within two (2) business days of the contest. The following examples include behavior or conduct which will result in an ejection from a contest:

- (a) Fighting, which includes, but is not limited to, combative acts such as:
 - (1) An altercation between 2 or more parties that includes swinging, hitting, punching and/or kicking;
 - (2) An attempt to strike an opponent with a fist, hands, arms, legs, feet, or equipment;
 - (3) An attempt to punch or kick an opponent, regardless of whether or not contact is made;
 - (4) An attempt to instigate a fight by committing an unsportsmanlike act toward an opponent that causes an opponent to retaliate; and
 - (5) Leaving the bench area and coming onto the playing area during a fight (whether or not they participate in the fight).
- (b) Leaving the bench area -- coming on to the playing area when there is not a fight
- (c) Flagrant contact, which includes, but is not limited to, combative acts such as:
 - (1) Maliciously running over the catcher/fielder without attempt to avoid contact
 - (2) Excessive contact out-of-bounds or away from playing action than is unwarranted and extreme in nature
 - (3) Tackling/taking down a player dangerously in a malicious manner
 - (4) Illegally hitting or cross-checking an opponent in an excessive manner with the stick in lacrosse
- (d) Biting observed or determined by an official
- (e) Taunting, baiting or spitting toward an opponent or official
- (f) Profanity of any kind, inappropriate language, racial or ethnic slurs, sexist or homophobic language (Zero-Tolerance).
- (g) Obscene gestures, including gesturing in such a manner as to intimidate or instigate
- (h) Disrespectfully addressing an official (physically contacting an official is subject to automatic expulsion and can result in ineligibility for remainder of career).

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Sportsmanship/Ejection Policy Penalties for an Ejection:

Ejection during scrimmages:

1. Coach or player is suspended from the remainder of the scrimmage-this is Inclusive of multiple scrimmage events on the same day (jamboree).
2. Player must complete the NFHS “Sportsmanship” course before being eligible to compete in next scrimmage or contest.
3. Coach must complete the NFHS-“Teaching and Modeling Behavior” course for any player or coach ejection during the scrimmage.
4. Football-ejection from the contest, miss the next two contests at that level and all contests in the interim (miss the next two contests for fighting).
5. All other sports-ejection from the contest, miss the next two contests at that level and all contests in the interim (miss the next four contests for fighting).
6. Individuals: Players or coaches receiving two ejections for unacceptable behavior as defined above will be suspended from all sports for the remainder of that sport season.
7. Receiving a third ejection in a school year will result in suspension from athletics for one calendar year (365 days from the date of the third ejection).
8. Teams: Teams in the following situations will not be allowed to participate in the playoffs:
9. A team whose players and coaches accumulate six or more individual ejections.
10. A team whose players and coaches accumulate three or more individual ejections for fighting (note: if a situation occurs where three or more players on one team are ejected during one fighting incident, those three individual ejections will cause the team to lose its playoff).

Note: If any of these actions occur prior to or after an athletic event, Hoke County High School will treat the student as if he/she had been ejected from the game. The coach will impose other less-severe penalties if an official disqualifies a student from a game. A disqualification is not an ejection.

First Offense

Two games or two weeks probation, whichever is longest

Second Offense

Loss of athletic eligibility for the remainder of the school calendar year

Other Behaviors:

Other behaviors may be penalized if they are deemed by the athletic director to be detrimental to the goal of the athletic department to develop dignity, good character, and good sportsmanship among athletes.

A student who forges any documents that pertain to school or any medical documents may lose athletic eligibility for that school year.

- A student may not participate in an athletic event if he/she is not in school unless the principal or athletic director and coach validate the reason for the student not being in school. A student is not allowed to participate in practice or games that day unless he/she has attended school for a minimum of at least one half day (i.e. 8:00–11:30 am or 11:30–3:15 pm).
- Violation of athletic rules listed herein will be cumulative from grades 7-8 in the middle schools and 9-12 at the senior high level.
- If a penalty is not fully administered during a sport's season, the remainder of the penalty will be applied to the next sport's season in which the athlete participates.
- Any student who has been suspended shall not be eligible to attend the athletic banquet for that sport.
- Any athlete suspended from school will not be eligible to participate in practice or a game until the suspension has been lifted.
- A school suspension begins at the moment the student is informed and ends at the beginning of the next school day after the suspension. A suspension includes the transition period at Turlington Alternative School.
- Any athlete assigned to Turlington Alternative School may participate in games and practices at the discretion of the head coach.
- Any athlete charged with a criminal offense may be dismissed from a team or suspended from games or practices, at the discretion of the head coach.

- Any athlete who is in ISS may participate in games and practices but may not be released for any games that require early dismissal.
- Other rules for athletes are listed on the physical form and must be agreed to and signed prior to the first practice. The head coach will determine policies and penalties in other areas in which he/she feels they are needed for their sport.
- Students who play varsity sports may be selected to receive letters, trophies, and awards.
- Eligibility requirements and a complete copy of the rules and regulations may be obtained from the athletic director or by visiting www.nchsaa.org.

Transportation

1. All Transportation should be on vans or buses belonging to Hoke County Schools and driven by the team's coach or someone approved by Hoke County Schools.
2. Students should return from contest on the school provided transportation unless the coach has written permission 24 hours in advance from a parent and the parent picks up the student from the coach.
3. Students should not be a permitted to ride with others unless the principal gives permission prior to leaving for a contest.
4. Conduct while traveling to and from contest should be defined and controlled.
5. Teams should come together, stay together, and leave together at all away contests. Any athlete who comes to a contest by means other than with the team should not play unless given permission by the principal.

ATHLETIC ELIGIBILITY

In order to participate on any athletic team, a student must be both academically and medically eligible. These students are established by the North Carolina High School Athletic Association and Hoke County Public School policies. For more details on eligibility, please refer to the NCHSAA Handbook online at <https://www.nchsa.org/students-and-parents/rules-and-regulations> Reference numbers are located beside the policies below.

Academic Eligibility

- I. Initial Entry**-A student may participate in athletics at any member school upon initial entry into ninth grade provided they meet applicable

NCHSAA and local Board of Education eligibility requirements
(Reference 1.2.1)

- II. Age-Athlete** must be under 19 years of age on or before August 31, 2020
(Reference 1.2.5)
- III. Attendance**-Must have been in attendance for at least 85% of the previous semester at an approved school (No more than 13.5 days of absence from school). **(Reference 1.2.5)**
- IV. Scholastics**-A student must have passed the minimum course load of work during the Preceding semester in order to be deemed eligible at any time during the present semester. All students must also meet local promotion standards, set by the LEA and/or local. (Ex. Hoke or SandHoke 3/4 passed; if additional courses are taken (i.e. college courses), minimum course load of work passed may change (4/5, 5/6, etc.). **(Reference 1.2.6)**
- V. Eight Semester Rule**-No student may be eligible to participate at the high school level for a period lasting longer than eight (8) consecutive semesters, beginning with the student's first entry into ninth (9th) grade or an overaged seventh (7th) or eighth (8th) grade student's participation on a high school team, whichever occurs first. **(Reference 1.2.7)**

TICKET TO PLAY

Student-Athletes & Parents must complete online registration w/ Final Forms via Hoke County High School Athletics Website. ALL forms will be verified for completion by Athletic Trainer & Athletic Director.

- I.** Valid/Current Pre-Participation Physical Exam
- II.** Concussion Agreement Forms
- III.** Assumption of Risk/Medical Treatment Release
- IV.** Student-Athlete & Parent Pledge Signatures

The Hoke County Student Code of Conduct covers policies approved by the Hoke County Board of Education and House Bill 736. Each principal has the discretion to vary some consequences to meet the individual needs of students.

North Carolina Public School Laws give the principal of each school the authority to provide appropriate consequences for student misbehavior in order to maintain a safe and orderly environment or for concerns for school safety. The principal of each school has the authority to suspend students for incidents of misbehaving for up to ten (10) days.

Suspensions of more than 10 days require the approval of the superintendent. Parents have the right to appeal a long-term suspension. Procedures for appealing a suspension may be found in the Hoke County Board of Education Policy Manual (Policies 4360, 4361, 4362, and 4370). A copy of the appeal form can be obtained from the school's principal and must be filed according to the deadlines established in the policy manual.

PARENT AND FAMILY ENGAGEMENT

TITLE I PARENT INVOLVEMENT

The board of education believes that the education of children is an ongoing cooperative partnership between the home and the school. Parents are their children's first teachers; therefore, the continued involvement of parents in the educational process is most important in fostering and improving educational achievement. School system officials shall strive to support parents and provide parents with the opportunities to become involved in the programs offered by Title I schools. The board encourages parents to participate in the design and implementation of the programs and activities in order to increase the effectiveness of the school system's Title I program in helping students meet state and local achievement standards.

I. DEFINITION OF PARENTAL INVOLVEMENT

For the purposes of this policy and the Title I program, the term "parental involvement" means the participation of parents and guardians in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring the following:

1. that parents play an integral role in assisting their child's learning;
2. that parents are encouraged to be actively involved in their child's education at school.
3. that parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; and
4. that the school system engages in activities to support parental involvement in the Title I programs.

II. PURPOSE AND OPERATION OF TITLE I PROGRAM

The Title I program is a federally supported program that offers assistance to educationally and economically disadvantaged children to help ensure they meet the school system's challenging academic standards. The Title I program provides instructional activities and supportive services to eligible students over and above those provided by the regular school program. When applicable, students must be selected to receive Title I services based on objective criteria that are consistent with federal and state requirements, such as standardized test scores, teacher judgment, and results of preschool screening and home-school surveys.

Qualified Title I schools will operate as a school-wide programs or targeted assisted programs based upon federal eligibility criteria. School-wide programs will utilize a comprehensive school improvement process enabling schools to serve all students in the school. Targeted assistance programs will provide services to eligible students in the school having the greatest need for assistance.

III. ANNUAL MEETING

Each year, Title I parents must be invited to an annual meeting, at which time parental rights will be explained, programs and activities provided with Title I funds will be discussed, and input will be solicited. In addition, all parents will have an opportunity to evaluate the effectiveness of the Title I programs and the parental involvement policies and plans. Data collected from these findings will be used to revise Title I programs and parental involvement plans.

IV. PARENTAL INVOLVEMENT EFFORTS

The board believes that the involvement of Title I parents in the design and implementation of the Title I program will increase the effectiveness of the program and contribute significantly to the success of the children. The Title I staff and all school system personnel shall strive to involve parents in activities throughout the school year.

The superintendent shall ensure that this system-level parental involvement policy is developed with, agreed upon with, and annually distributed to parents of participating students. In addition to the system-level parental involvement policy, each school participating in the Title I program shall jointly develop and

annually distribute to parents a school-level written parental involvement policy that describes the means for carrying out school-level policy, sharing responsibility for student academic achievement, building the capacity of school staff and parents for involvement, and increasing accessibility for participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory children. School-level plans must involve parents in the planning and improvement of Title I activities and must provide for the distribution to parents of information on expected student proficiency levels and the school's academic performance.

School officials will invite appropriate school personnel from private

schools to consult on the design and development of its programs in order to provide equitable services to students enrolled in private schools. The superintendent or designee will establish procedures to achieve timely and meaningful consultation with private school officials in accordance with federal law.

In addition, school system officials and Title I school personnel shall do the following:

1. Involve parents in the joint development of the Title I Program and the process of school review and improvement by including parents on the school advisory committee and committees that review the Title I program;
2. Provide coordination, technical assistance, and other support from various central office departments necessary to assist participating schools in planning and implementing effective parental involvement activities that are designed to improve student academic achievement and school performance;
3. Build the schools' and parents' capacity for strong parental involvement by collecting and disseminating information on effective parental involvement techniques;
4. Coordinate and integrate parental involvement strategies with parental involvement activities in other programs, such as Head Start and similar programs;
5. with the involvement of parents, conduct an annual evaluation of the content and effectiveness of the school system parental involvement policies and program in improving the academic quality of the school;
6. strive to eliminate barriers to parental participation by assisting parents with disabilities and parents who are economically disadvantaged, have limited English proficiency, are migratory, or have other backgrounds or characteristics that may affect participation;
7. provide assistance to parents of participating Title I children in understanding the state's testing standards, the assessments used, Title I requirements, and all community-based meetings, sending information home, newsletters, workshops, and newspaper articles;
8. design a parent-student-school staff compact that sets out respective responsibilities in striving to raise student achievement and explains how an effective home/school partnership will be developed and maintained;
9. with the assistance of parents, ensure that teachers, pupil services personnel, principals, and other staff are educated in the value of

- parents as partners in the educational process and understand how to work with, communicate with, and reach out to parents as equal partners in education;
10. distribute to parents information on expected student proficiency levels for their child and the school's academic performance, and provide materials and training to help parents monitor their child's progress and work with educators to improve achievement through such methods as technology or literacy training;
 11. coordinate and integrate parental involvement programs with pre-school programs and conduct other activities in the community that encourage and support parents to more fully participate in the education of their child;
 12. strengthen the partnership with agencies, businesses, and programs that operate in the community;
 13. ensure that parents are involved in the school's Title I activities; and
 14. provide such other reasonable support for Title I parental involvement activities as requested by parents.

V. NOTICE REQUIREMENTS

School system officials and Title I school personnel shall provide effective notice of the following information as required by law. The notice must be in an understandable and uniform format and, to the extent practicable, in a language the parents can understand.

1. LEP Program
 - a. Each year the principal or designee shall provide notice of the following to parents of limited English proficient (LEP) children identified for participation in a Title I, Part 1-funded language-instruction educational program-
 - i. the reasons for the child's identification;
 - ii. the child's level of English proficiency;
 - iii. methods of instruction;
 - iv. how the program will help the child;
 - v. the exit requirements for the program;
 - vi. if the child has a disability, how the language instruction educational program meets the objectives of the child's individualized educational program (IEP); and
 - vii. any other information necessary to effectively inform the parent of the program and the parental rights regarding enrollment, removal, and selection of an LEP program.
 - b. The principal or designee of a school with a Title I, Part A-funded language instruction program that has failed to make progress on

the annual achievement objectives for LEP students, shall notify the parents of such failure no later than 30 days after the failure occurs.

2. System Report Card and School Progress Review

- a. Each year, school system officials shall disseminate to all parents, schools, and the public a school system report card containing aggregate information, including, but not limited to, student achievement (disaggregated by category), graduation rates, performance of the school system, and teacher qualifications.
- b. Each year, school system officials shall disseminate to all parents, schools, and the community the results of the LEA's yearly progress review of each school.

3. Teacher Qualifications

- a. Each year, school system officials shall notify parents of Title I students of the right to request certain information on the professional qualifications of the student's classroom teacher and paraprofessionals providing services to the child (see policy 7820, Personnel Files).
- b. The principal or designee of a Title I school shall provide timely notice informing parents that their student has been assigned to or has been taught for at least four consecutive weeks by a teacher who is not "highly qualified" as defined in the No Child Left Behind Act.

4. Parental Rights and Opportunities for Involvement

Each year, the principal or designee of a Title I school shall provide notice to parents of the school's written parental policy, parents' right to be involved in their child's school, and opportunities for parents to be involved in the school.

D. WEBSITE NOTIFICATION

When a Title I school is identified for improvement, corrective action, or restructuring the school system will display on its website the following information in a timely manner to ensure that parents have current information regarding supplemental services and public school choice.

1. beginning with data from the 2007-2008 school year and for each subsequent school year, the number of students who were eligible for and the number of students who participated in public school choice;
2. for the current school year, a list of available schools to which students eligible to participate in public school choice may transfer;
3. beginning with data from the 2007-2008 school year and for each subsequent school year, the number of students who were eligible for and the number of students who participated in supplemental educational services; and
4. for the current school year, a list of supplemental educational services providers approved by the state to serve the school system and the locations where services are provided.

The superintendent shall develop administrative procedures to implement the requirements of this policy.

SCHOOL MANAGEMENT PLAN OF STUDENT BEHAVIOR

Each school must have a plan for managing student behavior that incorporates effective strategies consistent with the purposes and principles established in policy 4300, Student Behavior Policies. School officials are encouraged to implement a system of positive behavior support and to seek other positive, innovative and constructive methods of correcting and managing student behavior in an effort to avoid repeated misbehavior and suspension.

A. COMPONENTS OF THE PLAN

The plan should address: (1) the process by which student behavior will be addressed, including any use of a disciplinary committee and the means by which students at risk of repeated disruptive or disorderly conduct are identified, assessed and assisted; (2) positive behavioral interventions and possible consequences that will be used; and (3) parental involvement strategies that address when parents or guardians will be notified or involved in issues related to their child's behavior (see policy 4321, Parental Involvement in Student Behavior Issues).

No school plan for managing student behavior may authorize the use of corporal punishment. Corporal punishment is the intentional infliction of physical pain upon the body of a student as a disciplinary measure. It includes, but is not limited to, spanking, paddling and slapping. The board prohibits corporal punishment, believing that other consequences are more appropriate and effective for teaching self-control. No teacher, substitute teacher, student teacher, bus driver, or other employee, contractor or volunteer may use corporal punishment to discipline any student. Reasonable force that is necessary to protect oneself or others is not considered corporal punishment. (See also policy 4301, Authority of School Personnel.)

Principals shall avoid removing students from the classroom for a long period of time, including in-school or out-of-school suspension, unless necessary to provide a safe, orderly environment that is conducive to learning. The principal is authorized to remove students in accordance with board policies for prohibited or criminal conduct or for other behavior that interferes with a safe, orderly environment.

B. PROCESS FOR DEVELOPING AND EVALUATING THE PLAN

Principals are encouraged to use a team approach in developing and evaluating the school's plan to manage student behavior. On at least an annual basis, the plan should be evaluated based upon data on disciplinary actions taken and the impact on student academic performance. Principals shall report on at least an annual basis to the superintendent and the board on the effectiveness of the plan in minimizing classroom disruptions, referrals to the principal's office and the use of out-of-school suspension. The report also will address the plan's effect on academic performance.

MTSS: Prevention and Intervention of Behavior, Attendance, SEL and Academics

The Multi-tiered System of Supports (MTSS) process is a three-tiered approach to providing quality instruction to meet the individual needs of all students. This model combines a standard system of assessment with high-quality instruction. The framework promotes school improvement through engaging, research-based academic and behavioral practices. Accessing an appropriate educational program should be seamless; the MTSS framework should be flexible to meet the needs of EVERY student.

Tier 1:

All students explicitly teach, model, and re-teach school wide expectations that includes; academic, attendance and behavior. Expectations are posted throughout the school, provided to parents (parent/student handbook), and are modeled school wide by the entire staff. Teachers use literature and other strategies to teach character education and also conduct morning meetings that address the classroom community needs and included in lesson plans. Teachers, principal, social worker, school counselor, etc. work seamlessly together to provide instructional lessons, redirection, re-teaching if needed as well as support to all students.

Tier 2:

Some students need additional support. They receive everything from tier 1 plus tier 2 support. School Counselors, social workers, and classroom teachers work together to provide small group instruction based on the student's needs. They use research based practices and curriculum such as, Second Step to provide social emotional re-teaching. A functional behavior assessment may be completed and the team uses the data to create an individual behavior intervention plan.

Tier 3:

In some cases, students may need intense support and those students are provided support individually. Students receive Tier 1, 2 and 3. School counselors, social workers, classroom teachers, district mental health liaison, and behavior support work together to devise individual behavior intervention plans after a functional behavior assessment is completed. We also work with the parents, outside community agencies if needed, to provide a collaborative school-community-home approach to support the students' needs. Teachers can also seek assistance from their Student Assistance Team for further strategies and make a request for additional testing to determine if the student qualifies for additional services (EC)