The Integrated Student Supports Framework for leaders is intended to provide easy access to the full continuum of resources available when supporting students in displaying positive and appropriate behaviors while at school. These supports are rooted in the Hamilton County Schools (HCS) Equity Triangle as part of our equitable support to see that all students thrive and experience a future without limits. This resource includes three parts:

1. **Response to Intervention and Instruction - Behavior (RTI²-B) Framework**
2. **Student Advocacy Framework (Page 45)**
3. **Code of Acceptable Behavior and Discipline (COAB) (Page 1)**

**RTI²-B Framework**
The RTI²-B Framework is a Multi-Tiered System of Supports (MTSS) that offers a powerful, evidence-based approach for meeting the behavioral and social needs of students. This is part of our HCS Equity Triangle as Equity in Proactive Supports. Our RTI²-B Framework is one of several strategies available for schools to support in the creation of a culture of care for students in the building and work to prevent unwanted student behavior before it occurs or escalates. This framework should be considered the foundation for Tier 1, 2 and 3 support for all students to create a school culture that minimizes unwanted student behavior before exclusionary discipline practices may become necessary. This is a multiterried systemic approach designed to create a positive school culture and improve learning environments for all students.

**Student Advocacy Framework**
The Student Advocacy Framework outlines a process put in place to support students and families once a harmful incident, such as bullying, has occurred. This process is part of our HCS Equity Triangle as Equity in Reactive Supports. The goal of the student advocacy framework is to support students and families through the difficulty of navigating any student related incident where school level mediations have been unsuccessful, with the goal of student to school relationships successfully restored and the student thriving in their currently enrolled school.

**Code of Acceptable Behavior**
The Code of Acceptable Behavior is a resource for leaders in schools that sets the standards necessary to foster a school climate conducive to teaching and learning. The purpose of the Code of Acceptable Behavior is to provide consistent guidance for behavior standards and expectations for students, provide information and structures designed to support the safety and welfare of students, and assure due process and equitable treatment for every student, giving each an opportunity to be heard. This resource is a guide for behavior and discipline within all of Hamilton County Schools.
Code of Acceptable Behavior & Discipline - Secondary
2022-2023
Hamilton County Schools
Message from the Superintendent

Dear Hamilton County Schools Family:

The faculty and staff of Hamilton County Schools are committed to providing the best education possible and ensuring all students thrive and reach their full potential. To achieve this goal, we must have a safe and secure learning environment where all students feel welcome and included. In Hamilton County Schools, we expect excellence and have high expectations for how students conduct themselves in the school environment.

The Student Code of Acceptable Behavior and Discipline sets the standards necessary to maintain a school climate conducive to teaching and learning. The Hamilton County Board of Education supports measures that promote a safe, respectful environment where teachers and students can be successful.

Please read this code, discuss it with your child, sign the attached Parental/Student Notification Form, and return it to your child’s school. Students in grades 6-12 are also asked to read the code and sign the attached form before returning it to your school.

We look forward to a great school year as we work with you and the teachers and administrators at your school to support your child’s journey to a future without limits!

Thank you for your support.

Sincerely,

Dr. Justin Robertson, Superintendent
# Code of Acceptable Behavior & Discipline - Secondary

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HCS Integrated Student Supports Framework 2022-23 3
Parental/Student Notification Form

Parent and Student Acknowledgement Required in Grades 6-12

Signatures below acknowledge receipt of the Hamilton County Schools’ Student Code of Acceptable Behavior and Discipline.

If parents/guardians have questions regarding the content of this document, please contact the school that your student(s) attends.

Each school administration shall ensure that the contents are understood by students attending their school.

Students in grades six (6) through twelve (12) shall sign this form. A signature acknowledges that the student understands the content of the code.

Parents/guardians are requested to sign and date this form. Students shall return the below notification form to their school.

I acknowledge that I have read and understand the Hamilton County Schools Student Code of Acceptable Behavior and Conduct (COAB) for the 22-23 school year.

_________________________________________________
Date                  Signature of Parent or Guardian

_________________________________________________
Print Name of Parent or Guardian

_________________________________________________
Date                  Signature of Student (Grades 6-12)

_________________________________________________
Print Name of Student
Context and Overview

The Student Code of Acceptable Behavior and Discipline (COAB) is grounded in the collaborative commitments of a diverse group of stakeholders. It is consistent with State Board policy, state legislation, and the most recent court decisions. It should prove to support the aspirations and goals of everyone involved: students, parents, and school employees. This code is reviewed annually and revised, as necessary, by a committee composed of educators, board members, students, and parents. In essence, the COAB accomplishes the following:

1. It is integrated with the school-wide behavior and whole-child supports to foster a positive and nurturing environment within our schools.
2. It affords each student an uninterrupted opportunity to pursue academic excellence.
3. It provides guidance for behavior standards and expectations for students.
4. It provides information and structures designed to support the safety and welfare of the students.
5. It assures due process and fair treatment for every student, giving each an opportunity to be heard.

This COAB is intended to support the systems and structures of the teachers and school leaders with regard to the maintenance of acceptable conduct and order. This version of the booklet should be used as a reference until another is revised and adopted by Hamilton County Schools.

- An online version can be found at the following link: [https://docs.google.com/document/d/1L-V7nsTXFFpxkOVaE_kV1S6bwuvyfjJfpMx1H8kR6o/edit](https://docs.google.com/document/d/1L-V7nsTXFFpxkOVaE_kV1S6bwuvyfjJfpMx1H8kR6o/edit)
- A Spanish version of the Code of Acceptable Behavior can be found at the following link: [https://docs.google.com/document/d/1dkVu6XjMfzHOc8TvrSRzfUA_0940T14huSgMCqvTStE/edit](https://docs.google.com/document/d/1dkVu6XjMfzHOc8TvrSRzfUA_0940T14huSgMCqvTStE/edit)

A special acknowledgement to Broward County Public Schools (Florida), Richmond County Schools (Georgia), and VirtualSC for serving as excellent examples in developing this Code of Acceptable Behavior and Discipline for Hamilton County Schools.
Extracurricular Programs

In recognition of the honor and responsibility that comes with representing his or her school, all students are expected to model expected behaviors and positive character attributes. Principals may remove students from participating in extracurricular activities if/when the student's conduct creates a substantial disruption to the school climate or when the student uses any type of social media to bully, harass, intimidate and/or threaten other students and/or school personnel, whether this occurs off campus or outside of the calendar season. Representing a school in an extracurricular activity is a privilege that must be maintained through acceptable behavior.

Rights and Responsibilities

Each student has the right to:

1. Have the opportunity for a free education in the most appropriate and safe learning environment;
2. Be secure in his/her person, papers and effects against unreasonable searches and seizures;
3. Expect that the school will be a safe place;
4. Have an appropriate environment conducive to learning;
5. Not be discriminated against on the basis of sex, race, color, creed, religion, national origin or disabilities;
6. Be fully informed of school rules and regulations.

Each student has the responsibility to:

1. Know and adhere to reasonable rules and regulations established by the school and supported by the School Board;
2. Respect the human dignity and worth of every other individual;
3. Refrain from libel, slanderous remarks, and obscenity in verbal and written expression;
4. Achieve their highest academic potential;
5. Be punctual and present in the regular school program;
6. Dress and groom in a manner that meets reasonable standards of health, cleanliness, modesty and safety;
7. Maintain and/or improve the school environment, preserve school and private property, and exercise care while using school facilities;
8. Refrain from behavior which would lead to physical or emotional harm or which could disrupt the educational process;
9. Respect the authority of school administrators, teachers and other authorized personnel in maintaining discipline in the school and at school-sponsored activities;
10. Never consume, possess, or use alcohol, illegal drugs and other unauthorized substances or materials;
11. Bring only those items that are acceptable by Board policy and/or school rules to school and to take responsibility for any articles stored in one's locker or personal vehicle.

References - 1. School Board Policy 6.301, 2. 20 U.S.C. 1703, 3. TCA 49-6-3401
Attendance Policy

Pursuant to Tennessee law, all school-aged students must attend school each day, unless excused for personal illness (up to three days permitted without medical documentation). After three (3) parent/guardian excused personal illness days, parents must provide medical documentation for additional personal illnesses or family illnesses. To avoid student absences being recorded as unexcused, a written statement signed and dated by the parent/guardian and any medical documentation should be presented to the appropriate school official within five (5) days of the student returning to school.

Excused Absences - Conditions for which a student's absence may be excused are:

- **Personal Illness:** Students are excused who are sick and whose attendance would be detrimental to their health and the health of other students. A physician's statement may be required.
- **Death in Immediate Family:** Students may be excused for three (3) days in the event of a death in their immediate families including mother, father, stepparent, brother, sister, or grandparent. Extenuating circumstances may require a longer period of excused absence (contingent on principal approval).
- **Family Illness:** Students having an illness in the family which requires them to give temporary help will be excused from attendance after receipt of a physician's statement concerning the necessity of the student's assistance.
- **Religious Holiday:** Students shall be excused on special or recognized religious holidays regularly observed by that particular faith. Prior approval is required should these days occur while school is in session.
- **Personal:** Students who are absent for a good cause such as a doctor appointment, dental appointment, or court appearance which cannot be scheduled at times other than school hours, etc. may be excused upon proof of appointment. Prior approval by parent or guardian and the principal or his designee is required.
- **etc.** may be excused upon proof of appointment. Prior approval by parent or guardian and the principal or his designee is required.
- **Approved School Sponsored Activities:** Students shall be marked present when participating in a school sponsored activity away from the school building.
- **All other reasons for absence,** including out of school suspensions and failing to report a reason, will be deemed an unexcused absence. Ten (10) consecutive or fifteen (15) total unexcused absences during any semester renders a student ineligible to retain a driver's permit or license, or to obtain such if of age.

District personnel will intervene to address truancy using a *Tiered Attendance Intervention* support structure for students and their families.

**Tier One intervention** will be school-based and may include one or more of the following strategies: verification/documentation of absence, robo call, phone meeting, phone conference with guardian and/or student to review the attendance contract.
**Tier Two intervention** will involve the school attendance specialist conducting a needs assessment with each individual family to identify barriers to school attendance. The results of the needs assessment may result in a referral to the school social worker or a community service agency to provide support to the family.

**Tier Three Intervention** will involve the Learning Community Attendance Review Board to engage additional community partners in addressing the barriers to attendance. Attendance issues that continue beyond the Tier Three intervention will result in a referral to Juvenile Court.

*School Board Policy 6.200*

**Digital Citizenship Statement**

Digital Citizenship is the act of using technology resources responsibly and safely. Teaching principled digital citizenship offers the opportunity for students to unite their daily activities with their choices in a digital society. HCS requires Pre-K through 12th grade learners to demonstrate and exercise the safe, responsible, and legal use of all technology, the internet, and social media that may be accessed for various reasons (i.e. communication, research, etc.). It is our goal to empower every student to become a responsible digital citizen in order to prevent incidents of cyberbullying and other harmful practices associated with technology use.

★ Due to a wide array of curriculum practices, instructional methods, and technological capabilities across the district, each school has the autonomy to establish their own guidelines to ensure safe, responsible, and educationally related activities during the school day and beyond (in school events).

**Student Code of Conduct for Virtual/Online Classes**

Since some classwork may be offered virtually (online), standards of behavior are as important as they are while physically attending school. In other words, our virtual classrooms are real classrooms with real teachers; therefore, appropriate student behavior is expected. To ensure that all Hamilton County Schools (HCS) students understand how to behave in an online environment, we have developed a code of conduct that all students are required to follow. This code of conduct addresses student interaction with HCS faculty, staff, and other HCS students, as well as their individual actions.

**Interactions with HCS Faculty and Staff**

1. Students should address all HCS faculty and staff members as adults with the courtesy expected for education professionals. They are to use both the appropriate title (Mr., Mrs., Ms., or Dr.) and last name only. No other form of address is acceptable.

2. Students should phrase communications with HCS faculty and staff in a polite and courteous manner appropriate for speaking to adults. The tone of emails and phone conversations must be respectful.

3. Since our online environment is a learning environment, students should not use excessive “slang” or language that they might use in other environments. Students must communicate with teachers in complete sentences.

4. Students are not to use obscene, profane, threatening, or disrespectful language or images in any communications with HCS faculty and staff. These actions are prohibited as indicated in the Code of Acceptable Behavior (COAB).
5. Students must use an email address and profile picture that is appropriate for an educational environment. Email addresses that use profanity or may otherwise be construed as offensive shall not be permitted in correspondence with HCS faculty and staff. Profile pictures should be a headshot of the student only and may not be offensive or inappropriate in any manner. The School Administration reserves the right to determine if a student's email address and/or profile picture is inappropriate. Students using an inappropriate email address and/or profile picture will be required to update their user profiles.

6. Students may not “hack” into another student's email, disguise their true identity, or gain access to other students or teachers/school staff members email accounts.

Interactions with Other HCS Users
1. All communications with other students enrolled in Virtual/Online Learning classrooms must be of a course-related nature. Any sending of unsolicited email to other HCS classmates is prohibited.

2. All communications with other students in any forum, course related email, discussion post, etc., must be polite, courteous, and respectful.

3. The integrity and authenticity of student work is something that we take seriously and check using a variety of technologies. Copying the work of others, allowing others to knowingly copy a student's work, and/or misusing content from the Internet could result in removal from these courses with a failing grade. Students are expected to abide by the “Use of Technology” Policy that is accepted as part of enrollment in these type courses.

4. Students must follow teacher instructions when completing assignments. Only when a teacher explicitly allows collaboration, may students share work or assignments. Working together is useful in the traditional classroom, but it is not permitted in our online environment without specific teacher instructions to do so. In addition, parents may not login to a student account and complete coursework on behalf of the student.

5. Students are not to use obscene, profane, threatening, or disrespectful language or images in any communications with other HCS students. These actions are prohibited as indicated in the COAB.

Appropriate Use of the Internet
1. HCS students are subject to all local, state, and federal laws governing the Internet. Consequently, program administrators will cooperate fully with local, state, or federal officials in any investigation related to illegal activities conducted through Internet access.

2. In the event there is a claim that a student has violated this policy, he/she will be notified of the suspected violation and given an opportunity to present an explanation.

3. Any student that violates this policy will be subject to disciplinary action that may result in removal from Virtual/Online course(s), as well as other disciplinary or legal action.
Disciplinary Action
Violations to the Virtual/Online Code of Acceptable Behavior will initiate the following procedure:

1. Upon the violation, the teacher will complete and submit a “Referral” form to the school’s administration.
2. The teacher and/or Administration will notify the student, parent, and sponsor that the student has violated the Virtual Online Code of Acceptable Behavior.
3. Based on the report, the Administration will determine what, if any, disciplinary action must be taken. A violation of the HCS (COAB) will result in a disciplinary action and may result in the withdrawal of the student in the Virtual/Online course(s) or removal of the student from this Virtual/Online program.

Dress and Groom Policy
Hamilton County Schools students must dress and groom in a manner that meets reasonable standards of health, cleanliness, modesty, and safety. School Board Policy 6.301

A student shall not dress, groom, wear or use emblems, insignias, badges, gang symbols or other symbols where the effect thereof is to unreasonably distract the attention of other students or otherwise to cause disruption or interference with the operation of the school. The principal or other duly authorized school official shall determine whether any particular mode of dress, apparel, grooming or use of emblems, insignias, badges or other symbols results in the interference or disruption of the school environment. If there is a disruption to the school environment due to this violation, then all consequences listed under Rules Violations will be followed. The Dress and Grooming Policy must accommodate students whose religious beliefs may be substantially burdened by this policy.

★ Each school has the autonomy to create a school specific dress code policy that meets the safety requirements of the particular school and community. These guidelines and/or restrictions will be published and communicated with parents/guardians and the local school community prior to student registration for the upcoming school year. In no way will the individual school's dress code policy be less restrictive than what is listed in the Code of Acceptable Behavior (COAB).
Zero Tolerance Offenses

According to state and federal law, a student who commits a zero-tolerance offense will be expelled for one calendar year, unless modified by the Superintendent. This includes offenses on any school properties, including buses and at school-sponsored activities. All violations will be reported to local law enforcement officials.

The following are zero tolerance offenses:

- **Weapons and dangerous instruments** - These shall include but are not limited to a firearm or anything manifestly designed, made, or adapted for the purpose of inflicting death or serious bodily injury or anything that in the manner of its use or intended use is capable of causing death or serious bodily injury.

- **Drugs** - Any student who unlawfully possesses or is under the influence of any drug including any controlled substance or legend drug.

- **Assault** - Any student who commits aggravated assault or commits an assault that results in physical contact with any teacher, principal, administrator, and other employee of the school, or school resource officer.

- **Threat by Electronic Device** - Any student who transmits by an electronic device a credible threat to cause bodily injury or death to another student or school employee and the threat causes actual disruptive activity at the school.

*School Board Policy 6.309*

Searches

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

Any principal, or designee, having reasonable suspicion may search any student, place or thing on school property or in the actual or constructive possession of any student during any organized school activity off campus, including buses, vehicles of students or visitors (notice shall be posted in the school parking lot that vehicles parked on school property by students or visitors are subject to search for drugs, drug paraphernalia or dangerous weapons), and containers or packages if the principal or designee receives information which would cause a reasonable belief that the search will lead to the discovery of:

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

*School Board Policy 6.303*
**Locker Use**
The school has the authority and control of the locker and may gain access to it at any time. Any lock to which the school does not have the key or combination will be removed by the school. A student using a locker that is the property of the school system does not have the right of privacy in that locker or to its contents. All lockers or other storage areas provided for student use on school premises remain the property of the school system. These lockers or other storage areas available for student use are subject to inspection, access for maintenance, and search. Notice shall be posted in each school that lockers and other storage areas are school property and are subject to search. *School Board Policy 6.303*

**Student Vehicles on School Property**
Students of driving age are permitted to operate their own vehicles on campus if they have proof of liability insurance coverage and have paid required parking fees. However, a student shall permanently lose the privilege to have a vehicle on school grounds if the student is involved in any manner with drugs or drug paraphernalia, other controlled substances including alcohol, or in possession of a weapon. *School Board Policy 3.403*

**Discrimination/Harassment, Bullying Cyberbullying, Hazing**
*School Board Policy 6.304*

**Discrimination/Harassment.** It shall be a violation of board policy for any student to discriminate against or harass another student on the basis of sex, gender identity, race, ethnicity, disability, or religion.

For purposes of this policy, discrimination and harassment includes words, gestures, threats, or any other conduct that is severe, pervasive, or persistent and that creates a hostile environment that substantially interferes with or limits a student’s ability to participate in or benefit from services, activities, or other opportunities offered by the school.

**Bullying, Cyberbullying, Hazing.** It shall be a violation of this policy for any student to bully, cyberbully, or haze another student whether directly, through a third party, or through the use of electronic devices such as text messages or posts on social media sites.

For purposes of this policy, bullying includes any act that substantially interferes with a student’s educational benefits, opportunities, or performance. Bullying is unwanted, aggressive, repeated behaviors that involve a power imbalance that places a student in reasonable fear and causes a hostile educational environment. Cyberbullying is bullying that takes place using electronic technology. Electronic technology includes devices and equipment such as cell phones, computers, and tablets, as well as communication tools including social media sites, text messages, chat sites, and websites. Examples may include inappropriate text messages or emails, rumors sent by email or posted on social network sites, and embarrassing pictures, videos, websites, or fake profiles. Hazing is any act intended to or reasonably be expected to have the effect of humiliating, intimidating, or demeaning a student or endangering the mental or physical health of the student committed by an individual or group against a student in connection with pledging, being initiated into, affiliating with, holding office in, or maintaining membership in any organization affiliated with any school or program operated by the school district.
If the act occurs on school grounds, at a school sponsored activity, on school sponsored transportation or at a school designated bus stop, it is violation of school board policy if it has the effect of harming a student or damaging his or her property; knowingly placing a student in reasonable fear of harm to the student or to his or her property; causing emotional distress to the student; or creating a hostile educational environment. If the act occurs off school property or outside of any school-sponsored activity, it is nevertheless a violation if it is directed at a specific student or students and has the effect of creating a hostile educational environment or a substantial disruption to the educational environment or the learning process.

Claims of discrimination, harassment, bullying, cyberbullying, or hazing are to be directed to the building administrator for investigation without the fear of reprisal or retaliation. False accusations as a means of reprisal or retaliation will be disciplined in accordance with the district policies, procedures, and agreements. HCS will host annual events for parents to discuss prevention strategies. Dates, times, and locations will be forwarded through the HCS messaging system.

**NOTE:** This Code of Acceptable Behavior will be implemented in compliance with the requirements of applicable federal and state statutes and accompanying regulations governing the appropriate discipline of students suspected or identified as having a disability.

It is the policy of Hamilton County Board of Education not to discriminate on the basis of sex, race, national origin, creed, religion, age, marital status, or disability in its educational programs, activities, or employment policies.

A complaint may be filed by anyone who has a grievance regarding discrimination as set forth in one of the following statutes:

1. The Rehabilitation Act of 1972, Section 504;
2. Title VI of the Civil Rights Act of 1964; or
3. Title IX of the Educational Amendments of 1972
Parent Grievance Procedure

If you or your child encounter a specific problem or concern during the school year, the following step(s) should be taken:

**Step 1** - Contact your child's teacher to schedule a conference.

**Step 2** - If the issue was not resolved in Step 1, call or make an appointment with the Principal.

**Step 3** - If the issue was not resolved in Step 2, call or make an appointment with your child's Learning Community Superintendent.

**Step 4** - After talking with the Community Superintendent, if you feel you need further assistance, contact: **Chief of Equity & Advocacy: Dr. Marsha Drake (423-498-7022)**

**Harrison Bay Learning Community Superintendent: Dr. Timothy “Chip” Dale (423-498-7094)**

**Elementary Schools:** Apison, CSLA, East Brainerd, Harrison, Ooltewah, Snow Hill, Wallace A. Smith, Westview, and Wolftever Creek

**Secondary Schools:** Brown Middle, Central High, CSLA, East Hamilton Middle, East Hamilton High, Graduation Success Program, Harrison Bay Center, Hunter Middle, Ooltewah High, and Ooltewah Middle

**Midtown Learning Community Superintendent: Dr. Watechia Lawless Mitchell (423-498-7147)**

**Elementary Schools:** Calvin Donaldson, Orchard Knob, Hardy, and Woodmore

**Secondary Schools:** Brainerd High, Dalewood Middle, and Orchard Knob Middle

**Missionary Ridge Learning Community Superintendent: Dr. Jason Vance (423-498-7092)**

**Elementary Schools:** Barger Academy, Bess T. Shepherd, Clifton Hills, East Lake, East Ridge, East Side, and Spring Creek

**Secondary Schools:** East Lake Academy Middle, East Ridge High, East Ridge Middle, Howard Connect, The Howard High School, Tyner High, and Tyner Middle

**North River Learning Community Superintendent: Elaine Harper (423-498-7094)**

**Elementary Schools:** Allen, Big Ridge, Daisy, Hixson, McConnell, Middle Valley, North Hamilton, and Soddy

**Secondary Schools:** Hamilton County Collegiate High, Hixson Middle, Hixson High, Loftis Middle, Sale Creek Middle/High, Sequoyah High, Soddy Daisy High, Soddy Daisy Middle, and STEM

**Rock Point Learning Community Superintendent: Dr. Shane Harwood (423-498-7092)**

**Elementary Schools:** Alpine Crest, Battle Academy, CSAS Lower, Dupont, Nolan, Lookout Mountain, Lookout Valley, Red Bank, Rivermont, T. F. Brown Academy, and Thrasher

**Secondary Schools:** Lookout Valley Middle/High, Red Bank High, Red Bank Middle, Signal Mountain Middle/High, Center for Creative Arts (CCA), CSAS Upper, DAWN Program, and Normal Park Magnet
HCS Virtual, Washington Alternative and Grad Success:
Chief Equity and Advocacy Officer: Dr. Marsha Drake (423-498-7022)

Discrimination complaints will be forwarded to the Equity & Advocacy Office to the attention of one of the following:

Dr. Marsha Drake - Race, Ethnicity, Limited English Proficiency, Religion, etc. (Title VI) 423-498-7022

Dr. Marsha Drake - Sex, Gender-based, Gender Identity, etc. (Title IX) 423-498-7022

Gloria Moore - Disability (504) 423-498-7082
Unacceptable Conduct and Consequences

Administration Requirements

- For each consequence that an administrator suspends a student for more than 5 days, (Letters V, X, or HH) approval from the Community Superintendent is required and a Behavior Improvement Plan (Letters G and/or W) must be implemented.

- The principal of each school shall be responsible for the implementation and administration of the COAB in his/her school and shall apply the Code uniformly and fairly to each student at the school without partiality or discrimination.

- All change of placements and/or suspensions of more than 10 days must be reported to the office of the Chief of Equity & Advocacy, Dr. Marsha Drake (423-498-7022), within 24 hours in order for her office to schedule an appeal hearing for the student.

**NOTE:** The discipline matrix that follows in this document sets forth the guidelines for assessing consequences for violations of school board policies. The school principal has the discretion to deviate from these guidelines by assessing an appropriate consequence other than stated in the matrix if he or she determines in his or her sole discretion that there are mitigating or aggravating circumstances. However, the Learning Community Superintendent must be consulted when this deviation occurs - prior to finalizing the parental notice.
**Acts Against Persons**

The Hamilton County Board of Education is fully committed to providing a safe and orderly learning environment for all students in order for them to achieve academic success. This environment shall be free from discrimination, harassment, sexual harassment, hazing, bullying, or cyberbullying. The Hamilton County Board of Education will not tolerate acts of discrimination, harassment, sexual harassment, hazing, bullying, or cyberbullying toward students by other students or staff. In addition, the Board will not tolerate conduct aimed at defining a student in a sexual manner or conduct impugning the character of a student based on allegations of sexual promiscuity.

If a pupil is determined, via a fair and thorough investigation made by the principal or the principal’s appointed representative, to have acted in self-defense under a reasonable belief that the student, or another to whom the student was coming to the defense of, may have been facing the threat of imminent danger of death or serious bodily injury, which the student honestly believed to be real at that time, then, at the principal’s recommendation, the student may not face any disciplinary action.

<table>
<thead>
<tr>
<th>Incident</th>
<th>1&lt;sup&gt;st&lt;/sup&gt; Consequence</th>
<th>2&lt;sup&gt;nd&lt;/sup&gt; Consequence</th>
<th>3&lt;sup&gt;rd&lt;/sup&gt; Consequence</th>
<th>4&lt;sup&gt;th&lt;/sup&gt; – 10&lt;sup&gt;th&lt;/sup&gt; Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bullying/Cyber-Bullying</td>
<td>A, B, G, Q, U, V, Y, EE, II, JJ</td>
<td>A, V, Y, HH (up to 10 days), II, JJ</td>
<td>A, Y, HH (up to 15 days)</td>
<td>A, HH (up to 20 days), II, JJ</td>
</tr>
<tr>
<td>*Possible Zero Tolerance Offense if investigation determines that it meets criteria.</td>
<td>*X</td>
<td>II, JJ</td>
<td>*X</td>
<td></td>
</tr>
<tr>
<td>Harassment</td>
<td>A, B, G, P, Q, S, T, U, V, Y, EE, II</td>
<td>A, Q, S, U, V, Y, HH (up to 10 days)</td>
<td>A, V, Y, HH (up to 45 days)</td>
<td>A, Y, HH (up to 90 days)</td>
</tr>
<tr>
<td>Fighting- Major * (Mutual Combat)</td>
<td>A, G, T, U, V, W, Y, GG (up to 10 days)</td>
<td>A, Q, R, U, V, W, Y, EE, GG (up to 10 days)</td>
<td>A, V, Y *HH (up to 90 days)</td>
<td>A, Y *HH (up to 180 days)</td>
</tr>
<tr>
<td>*HH (up to 20 days)</td>
<td>*HH (up to 30 days)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hazing</td>
<td>A, F, L, O, P, Q, S, T, U, V, W, Y, EE, GG (up to 10 days), II, LL</td>
<td>A, P, Q, S, T, U, V, Y, GG (up to 10 days), II</td>
<td>A, Q, S, T, U, V, Y *HH (up to 15 days), II</td>
<td>A, F, P, Q, S, T, U, V, Y, HH (up to 20 days)</td>
</tr>
<tr>
<td>False Accusation against school staff</td>
<td>A, B, F, Q, U</td>
<td>A, B, Q, V, EE, GG (up to 10 days)</td>
<td>A, B, V, GG (up to 10 days)</td>
<td>A, B, V, GG (up to 10 days)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*HH (up to 20 days)</td>
<td></td>
<td>*HH (up to 45 days)</td>
</tr>
</tbody>
</table>

*HCS Integrated Student Supports Framework 2022-23*
<table>
<thead>
<tr>
<th>Incident</th>
<th>1st Consequence</th>
<th>2nd Consequence</th>
<th>3rd Consequence</th>
<th>4th – 10th Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assault- Verbal Threat (Low level, non-criminal/no harm, or physical injury)</td>
<td>A, B, F, H, I, N, O, P, LL</td>
<td>A, L, N, O, P, Q, T, EE</td>
<td>A, Q, R, T, U, V, GG (up to 10 days)</td>
<td>A, G, U, V, W, GG (up to 10 days) *HH (up to 15 days)</td>
</tr>
<tr>
<td>Assault- Verbal Threat (High Level) and/or Physical Threat or Physical Contact (Serious Level)</td>
<td>A, C, V, W, X, Y, EE, GG, HH (up to 20 days)</td>
<td>A, C, V, X, Y, GG, HH (up to 30 days)</td>
<td>A, C, V, X, Y, GG (up to 10 days), HH (up to 45 days)</td>
<td>A, C, X, Y, HH (up to 90 days)</td>
</tr>
<tr>
<td>Sexual Harassment**</td>
<td>A, B, F, O, P, Q, T, U, Y, EE, GG (up to 10 days) HH (up to 20 days)</td>
<td>A, O, Q, U, V, Y, EE, GG (up to 10 days) HH (up to 45 days)</td>
<td>A, Q, V, Y, EE, HH (up to 90 days)</td>
<td>A, F, Q, Y, EE, HH (up to 180 days)</td>
</tr>
<tr>
<td>Sexual Misconduct and/or Indecent Exposure**</td>
<td>A, B, F, O, Q, T, U, V, Y, EE, GG (up to 10 days) HH (up to 20 days), JJ</td>
<td>A, F, Q, U, V, W, Y, EE, GG (up to 10 days) HH (up to 45 days), JJ</td>
<td>A, F, V, Y, HH (up to 60 days), JJ</td>
<td>A, F, V, Y, HH (up to 90 days), JJ</td>
</tr>
</tbody>
</table>

*When deciding what disciplinary action should be taken for fighting, the Administrator may consider a different consequence to the involuntary mutual combatant based upon the results of the investigation.

**When deciding what disciplinary action should be taken, the Administrator may consider the severity of the offense and may impose a more severe consequence.
Attendance Incidents
The Hamilton County Board of Education believes in the establishment of a tradition of regular school attendance for each student. Attendance establishes the first step toward a successful academic career culminating in a high school diploma, and this is an essential concept to learn for the job market. Presence in school is a key factor in student achievement, and therefore, students are expected to attend each day that school is in session.

<table>
<thead>
<tr>
<th>Incident</th>
<th>1st Consequence</th>
<th>2nd Consequence</th>
<th>3rd Consequence</th>
<th>4th – 10th Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Cut from School. Not attending the entire day. (Skipping)</td>
<td>A, B, J, L, N, O, P, EE</td>
<td>A, F, J, L, N, O, P</td>
<td>A, F, Q, T, GG (up to 5 days)</td>
<td>A, F, I, Q, GG (up to 10 days)</td>
</tr>
<tr>
<td>Leaving Campus without permission (per semester)</td>
<td>A, B, J, L, N, O, P, EE, KK</td>
<td>A, J, L, O, P, Q, EE, KK</td>
<td>A, J, K, P, Q, T, EE, GG (up to 10 days), KK</td>
<td>A, J, K, O, P, Q, S, U, V, W, EE, GG (up to 10 days), KK</td>
</tr>
<tr>
<td>Tardiness, Habitual (4 in a 9 week/quarter; one particular class/period. On 4th tardy a teacher referral will be submitted to School Administration)</td>
<td>4th Tardy to a Class/Period A, B, I, P</td>
<td>For 5th Tardy to a Class/Period A, B, J, Q, EE</td>
<td>For 6th Tardy to a Class/Period A, J, L, P, T, U</td>
<td>7 or more Tardies to a Class/Period A, G, J, K, L, P, Q, U, V, GG (up to 10 days)</td>
</tr>
<tr>
<td>Truancy/Absentee (3 days unexcused for entire school year)</td>
<td>3 Unexcused Absences: A, B (Parent Contact by recommended robo call)</td>
<td>5 Unexcused Absences: A, B, EE (Parent contact made by sending a letter home) Tier One Intervention</td>
<td>8-10 Unexcused Absences: A, B, F, L, O, P, Q, S, KK Tier Two Intervention</td>
<td>If student continues to accrue Unexcused Absences: A, B, F, L, O, P, Q, S, GG (up to 10 days), KK Tier Three Intervention</td>
</tr>
</tbody>
</table>
Disruptive Incidents

The Hamilton County Board of Education expects all students to treat each other with civility and respect and not to engage in behavior that is disruptive or violent. Hamilton County students are expected to behave in a way that does not interrupt the education of other students. Board policy addresses conduct taking place on school grounds, at any school-sponsored activity, on school-provided transportation, or at any official school bus stop immediately before boarding and immediately following deboarding.

Board policy also addresses any conduct taking place off school property or outside of the school sponsored activity if this conduct is directed at a specific student or students and has the effect of either creating a hostile educational environment or substantially disrupting the educational environment or learning process. *School Board Policy 6.304*

<table>
<thead>
<tr>
<th>Incident</th>
<th>1&lt;sup&gt;st&lt;/sup&gt; Consequence</th>
<th>2&lt;sup&gt;nd&lt;/sup&gt; Consequence</th>
<th>3&lt;sup&gt;rd&lt;/sup&gt; Consequence</th>
<th>4&lt;sup&gt;th&lt;/sup&gt; – 10&lt;sup&gt;th&lt;/sup&gt; Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disobedience-Insubordination</td>
<td>A, B, O, P, L, T</td>
<td>A, L, O, Q, S, U, EE</td>
<td>A, G, Q, U, V, GG (up to 10 days)</td>
<td>A, G, Q, V, GG (up to 10 days)</td>
</tr>
<tr>
<td>Disruption on Campus-Major/Substantial</td>
<td>A, B, O, Q, S, U, V, Y, GG (up to 10 days), HH (up to 20 days)</td>
<td>A, Q, U, V, Y, EE, GG (up to 10 days), HH (up to 30 days)</td>
<td>A, F, Q, U, V, Y, GG (up to 10 days), HH (up to 45 days)</td>
<td>A, F, Q, U, V, Y, HH (4&lt;sup&gt;th&lt;/sup&gt;-up to 90 days, 5&lt;sup&gt;th&lt;/sup&gt;-180 days, 6&lt;sup&gt;th&lt;/sup&gt;-365 days)</td>
</tr>
<tr>
<td>False Bomb/Shooter Threat</td>
<td>A, B, F, O, Q, U, V, Y, GG (up to 10 days), *HH (up to 20 days)</td>
<td>A, V, Y, EE, GG (up to 10 days), *HH (up to 30 days)</td>
<td>A, Y, GG, (up to 10 days), *HH (up to 45 days)</td>
<td>A, Y *HH (up to 90 days)</td>
</tr>
<tr>
<td>False Fire Alarm/911</td>
<td>A, B, F, U, Y, GG (up to 10 days)</td>
<td>A, V, Y, EE, GG (up to 10 days), *HH (up to 15 days)</td>
<td>A, Y, GG (up to 10 days), *HH (up to 30 days)</td>
<td>A, Y *HH (up to 45 days)</td>
</tr>
<tr>
<td>Incident</td>
<td>1st Consequence</td>
<td>2nd Consequence</td>
<td>3rd Consequence</td>
<td>4th – 10th Consequence</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
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<td>------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Gang Activity</td>
<td>A, B, Q, U, Y</td>
<td>A, G, V, W, Y, EE, GG (up to 10 days)</td>
<td>A, G, Y, HH (up to 20 days)</td>
<td>A, Y, HH (4th- up to 45 days, 5th- 60 days, 6th- 90 days, 7th- 180 days)</td>
</tr>
<tr>
<td>Inciting a disturbance</td>
<td>A, B, L, P, Q, T, U, V, Y, GG (up to 10 days), *HH (up to 20 days)</td>
<td>A, F, P, Q, U, V, Y, EE, GG (up to 10 days), *HH (up to 30 days)</td>
<td>A, V, Y, GG (up to 10 days), *HH (up to 45 days)</td>
<td>A, U, V, Y, GG (up to 10 days), *HH (up to 90 days)</td>
</tr>
<tr>
<td>Profanity- Directed towards a Staff Member</td>
<td>A, B, G, Q, T, V, W, Y, GG (up to 10 days)</td>
<td>A, EE, U, Y, GG</td>
<td>A, U, GG (up to 10 days), HH (up to 15 days)</td>
<td>A, Y, HH (up to 45 days)</td>
</tr>
<tr>
<td>Trespassing</td>
<td>A, H, L, P, T</td>
<td>A, F, Q, T, U, W, Y, EE</td>
<td>A, G, Q, U, V, Y, GG (up to 10 days)</td>
<td>A, Q, V, Y, GG (up to 10 days), HH (up to 20 days)</td>
</tr>
</tbody>
</table>
Property Incidents
A student will be held responsible for the cost of replacing any materials or property which is lost or damaged, including textbooks, library books, equipment, and buildings. All money collected shall be placed in the system-wide school fund.

<table>
<thead>
<tr>
<th>Incident</th>
<th>1st Consequence</th>
<th>2nd Consequence</th>
<th>3rd Consequence</th>
<th>4th – 10th Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arson-Starting a fire on campus</td>
<td>A, B, D, F, G, R, U, V, Y, EE, GG (up to 10 days), HH (up to 20 days)</td>
<td>A, B, D, G, V, W, Y, GG (up to 10 days), HH (up to 45 days)</td>
<td>A, D, V, Y, HH (up to 90 days)</td>
<td>A, D, Y, HH (4th-up to 180 days, 5th-up to 365 days)</td>
</tr>
<tr>
<td>Burglary- Unlawful breaking/entering into a school facility or property</td>
<td>A, B, D, O, R, S, U, V, Y, EE, GG (up to 10 days), HH (up to 20 days), KK</td>
<td>A, D, F, O, S, V, Y, GG (up to 10 days), HH (up to 45 days), KK</td>
<td>A, D, V, Y, HH (up to 60 days), KK</td>
<td>A, D, V, Y, HH (4th-up to 90 days, 5th-up to 120 days, 6th-up to 180 days)</td>
</tr>
<tr>
<td>Technology- Inappropriate Use</td>
<td>A, B, L, N, O, P, Q, T, U, V, Y, GG (up to 10 days), II</td>
<td>A, B, F, L, O, P, Q, T, U, V, EE, GG (up to 10 days)</td>
<td>A, P, Q, U, V, GG (up to 10 days)</td>
<td>A, U, V, HH (4th-up to 20 days, 5th-up to 30 days, 6th-up to 45 days, 7th-up to 90 days)</td>
</tr>
<tr>
<td>Technology- Illegal use (Computers and/or Network)</td>
<td>A, B, D, O, S, V, W, Y, GG (up to 10 days), HH (up to 20 days)</td>
<td>A, B, S, V, W, Y, EE, GG (up to 10 days), HH (up to 30 days)</td>
<td>A, V, Y, HH (up to 45 days)</td>
<td>A, V, Y, HH (4th-up to 90 days, 5th-up to 180 days)</td>
</tr>
<tr>
<td>Theft-Minor Less than $100</td>
<td>A, B, D, L, P, T, U, V, Y</td>
<td>A, B, D, F, Q, U, V, Y, EE</td>
<td>A, B, D, Q, V, Y</td>
<td>A, B, D, Q, V, W, Y, GG (up to 10 days)</td>
</tr>
<tr>
<td>Theft- Moderate $101-$500</td>
<td>A, B, D, Q, U, V, Y, GG (up to 10 days)</td>
<td>A, B, D, F, Q, V, Y, EE, GG (up to 10 days)</td>
<td>A, B, D, Q, V, W, Y, GG (up to 10 days)</td>
<td>A, D, V, W, Y, GG</td>
</tr>
<tr>
<td>Theft- Grand More than $500</td>
<td>A, B, D, F, G, O, Q, V, W, Y, EE, GG (up to 10 days), HH (up to 30 days)</td>
<td>A, D, Q, V, Y, EE, GG (up to 10 days), HH (up to 45 days)</td>
<td>A, D, Q, V, Y, GG (up to 10 days), HH (up to 60 days)</td>
<td>A, D, V, Y, HH (up to 50 days)</td>
</tr>
<tr>
<td>Theft/Motor Vehicle</td>
<td>A, B, D, O, Y, EE, HH (up to 45 days), KK</td>
<td>A, Y, HH (up to 90 days), KK</td>
<td>A, Y, HH (up to 180 days), KK</td>
<td>A, Y, HH (up to 365 days), KK</td>
</tr>
<tr>
<td>Vandalism Less than $100</td>
<td>A, B, D, L, O, N, P, Y, EE</td>
<td>A, B, D, F, Q, T, Y, EE</td>
<td>A, D, Q, U, Y, EE</td>
<td>A, D, V, Y, EE, GG (no more than 10 days), HH (up to 20 days)</td>
</tr>
<tr>
<td>Incident</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; Consequence</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; Consequence</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt; Consequence</td>
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</tr>
<tr>
<td>Vandalism/Damage to Property $101- $1000</td>
<td>A, B, D, F, O, Q, U, V, Y, EE, GG (up to 10 days)</td>
<td>A, B, D, V, Y EE, GG (up to 10 days), HH (up to 15 days)</td>
<td>A, D, V, Y EE, GG (up to 10 days), HH (up to 30 days)</td>
<td>A, D, V, Y EE, HH (up to 45 days)</td>
</tr>
<tr>
<td>Vandalism/Damage to property More than $1000</td>
<td>A, B, D, F, O, V, Y EE, GG (up to 10 days), HH (up to 20 days)</td>
<td>A, D, F, V, Y EE, GG (up to 10 days), HH (up to 45 days)</td>
<td>A, D, Y EE, GG (up to 10 days), HH (up to 90 days)</td>
<td>A, D, Y, EE, HH (up to 180 days)</td>
</tr>
</tbody>
</table>

**Rule Violation Incidents**

<table>
<thead>
<tr>
<th>Incident</th>
<th>1&lt;sup&gt;st&lt;/sup&gt; Consequence</th>
<th>2&lt;sup&gt;nd&lt;/sup&gt; Consequence</th>
<th>3&lt;sup&gt;rd&lt;/sup&gt; Consequence</th>
<th>4&lt;sup&gt;th&lt;/sup&gt; – 10&lt;sup&gt;th&lt;/sup&gt; Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cell Phone Violation</td>
<td>A, C, H</td>
<td>A, C, EE</td>
<td>A, C, P</td>
<td>A, C, T, U (@ 5 or more)</td>
</tr>
<tr>
<td></td>
<td>(If parent is unable to pick up, then school holds for three days)</td>
<td>(School confiscates for 5 school days)</td>
<td>(School confiscates for 10 school days)</td>
<td>(4th-School confiscates 20 school days &amp; 3-5 days ISS);</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>U (5th-10th School confiscates for 45 school days)</td>
</tr>
<tr>
<td>Cell Phone/Electronic Devices Violation</td>
<td>A, C, G, N, O, S, U, V, Y, GG (up to 10 days)</td>
<td>A, C, G, S, V, Y, EE, GG (up to 10 days), HH (up to 10 days)</td>
<td>A, C, V, Y, GG (up to 10 days), HH (up to 15 days)</td>
<td>A, C, U, V, X, Y, HH (up to 20 days)</td>
</tr>
<tr>
<td>(Offensive/unlawful use or publication)</td>
<td>(School/law enforcement confiscates until deemed appropriate to give back to parent/guardian)</td>
<td>(School/law enforcement confiscates until deemed appropriate to give back to parent/guardian)</td>
<td>(School/law enforcement confiscates until deemed appropriate to give back to parent/guardian)</td>
<td>(School/law enforcement confiscates until deemed appropriate to give back to parent/guardian)</td>
</tr>
<tr>
<td>Cheating/Plagiarism (A zero may be given)</td>
<td>A, EE</td>
<td>A, J, L, P, EE</td>
<td>A, K, O, P, Q, EE</td>
<td>A, G, Q, T, U, V, EE, GG (up to 10 days)</td>
</tr>
<tr>
<td>Detention- Unserved (1 chance to make up day)</td>
<td>A, EE</td>
<td>A, J, EE</td>
<td>A, P, EE</td>
<td>A, Q, T, U, V, GG (up to 10 days), EE</td>
</tr>
<tr>
<td>Saturday School- Unserved (1 chance to make up day)</td>
<td>A, P, E</td>
<td>A, O, P, EE</td>
<td>A, Q, S, EE</td>
<td>A, Q, S, T, U, V, EE, GG (up to 10 days)</td>
</tr>
</tbody>
</table>

*Correct the issue (i.e.: take off jacket, hoodie, tuck in shirt, etc.). If the school has a clothes closet, provide clothes so the student can get into the dress code. Call parent/guardian and have them bring correct clothing. ISS will be used as a last resort after repeated violations.
**School Bus Behavior Incidents**

By law, school bus transportation is a privilege and not a right. A student shall be prevented from using bus transportation if his/her behavior physically endangers other riders, causes problems on the school bus, or when he/she breaks state and/or local rules and regulations pertaining to school bus transportation. All bus referrals need to be documented in PowerSchool and kept on file at the school. School Administrators need to ensure that all bus infractions/referrals and consequences are reported to the District Transportation Director in a timely and appropriate manner.

*Any incident/offense which takes place on a school bus and/or school transportation will result in the same consequence as if this offense happened on school grounds or at a school function. The following bus consequences are in addition to any other consequences that apply to the Code of Acceptable Behavior (COAB).*

<table>
<thead>
<tr>
<th>Incident</th>
<th>1st Consequence</th>
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<th>3rd Consequence</th>
<th>4th – 10th Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level One Violation</strong>&lt;br&gt;1. Eating, drinking on the bus.&lt;br&gt;2. Failure to sit as assigned by the bus driver.&lt;br&gt;3. Attempting to board the wrong bus or getting on or off at the wrong stop.</td>
<td>A, B, AA</td>
<td>A, F, G, EE</td>
<td>A, BB</td>
<td>A, W, BB, CC, FF</td>
</tr>
<tr>
<td><strong>Level Two Violation</strong>&lt;br&gt;1. Disrupting, distracting, and disobeying the bus driver.&lt;br&gt;2. Failure to utilize required safety equipment.&lt;br&gt;3. Getting out of the seat while the bus is in motion.&lt;br&gt;4. Loud talking, spitting, and/or inappropriate remarks at students, pedestrians, and motorists.&lt;br&gt;5. Placing body parts out of the window.</td>
<td>A, B</td>
<td>A, F, G, BB, EE</td>
<td>A, W, BB, CC</td>
<td>A, W, BB, CC, DD, FF</td>
</tr>
<tr>
<td>Incident</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; Consequence</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; Consequence</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt; Consequence</td>
<td>4&lt;sup&gt;th&lt;/sup&gt; – 10&lt;sup&gt;th&lt;/sup&gt; Consequence</td>
</tr>
<tr>
<td>----------</td>
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<td>----------------------------------</td>
</tr>
<tr>
<td><strong>Level Three Violation</strong></td>
<td></td>
<td></td>
<td></td>
<td>Not applicable</td>
</tr>
<tr>
<td>2. Threats against the driver, attendant or passengers.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Profanity directed at the bus driver or bus attendant.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>4. Fighting or smoking.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>5. Throwing objects out of the bus window or at the bus.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>6. Vandalism of seats or other bus equipment.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Sexual harassment, behavior, and/or conduct.</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Substance Abuse/Drug Incidents

Students will not possess, distribute or be under the influence of illegal drugs or alcoholic beverages in school buildings or on school grounds, in school vehicles or buses, or at any school-sponsored activity at any time, whether on or off school grounds. Students will not market or distribute any substance which is represented to be or is substantially similar in color, shape, size or markings to a controlled substance in school buildings or on school grounds, in school vehicles or buses, or at any school-sponsored activity at any time, whether on or off school grounds.

<table>
<thead>
<tr>
<th>Incident</th>
<th>1st Consequence</th>
<th>2nd Consequence</th>
<th>3rd Consequence</th>
<th>4th – 10th Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alcohol Sale- attempted sale, Transmittal</td>
<td>A, B, C, E, Y, EE, HH (up to 20 days), KK, MM (parent contacted)</td>
<td>A, B, C, E, G, Y, EE, HH (up to 30 days), KK, MM (parent meeting required)</td>
<td>A, B, C, E, Y, EE, HH (up to 45 days), KK, MM (parent and student both required to complete)</td>
<td>A, B, C, E, Y, EE, HH (up to 60 days), KK, MM (parent and student both required to complete)</td>
</tr>
<tr>
<td>Alcohol- use, possession, under the influence</td>
<td>A, B, C, E, G, Y, EE, HH (up to 30 days), KK, MM (parent contacted)</td>
<td>A, B, C, E, G, W, Y, EE, HH (up to 45 days), KK, MM (parent meeting required)</td>
<td>A, B, C, E, Y, EE, HH (up to 90 days), KK, MM (parent and student both required to complete)</td>
<td>A, B, C, E, Y, EE, HH (up to 180 days), KK, MM (parent and student both required to complete)</td>
</tr>
<tr>
<td>Drug Paraphernalia- Possession</td>
<td>A, B, C, E, F, G, R, W, Y, EE, HH (up to 20 days), KK, MM (parent contacted)</td>
<td>A, B, C, E, Y, HH (up to 30 days), KK, MM (parent meeting required)</td>
<td>A, B, C, E, Y, HH (up to 45 days), KK, MM (parent and student both required to complete)</td>
<td>A, B, C, E, Y, HH (up to 60 days), KK, MM (parent and student both required to complete)</td>
</tr>
<tr>
<td>Incident</td>
<td>1st Consequence</td>
<td>2nd Consequence</td>
<td>3rd Consequence</td>
<td>4th – 10th Consequence</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Over-the-counter Medication- sale, attempted sale, transmittal</td>
<td>A, B, C, H, Q, EE, MM (parent contacted)</td>
<td>A, B, C, F, G, H, O, Q, R, U, EE, MM (parent meeting required)</td>
<td>A, B, C, S, V, W, GG (no more than 10 days), MM (parent and student both required to complete)</td>
<td>A, B, C, GG (no more than 10 days), HH (up to 20 days), MM (parent and student both required to complete)</td>
</tr>
<tr>
<td>Vape- use, possession, sale, transmittal</td>
<td>A, B, C, H, I, P (education/counseling can take place), Y, MM (parent contacted)</td>
<td>A, B, E, J, N, O, Q, T, Y, MM (parent meeting required)</td>
<td>A, V, Y, GG (no more than 10 days), MM (parent and student both required to complete)</td>
<td>A, Y, HH (up to 20 days), MM (parent and student both required to complete)</td>
</tr>
</tbody>
</table>

* Possible Zero Tolerance Offense if it is determined the student is under the influence of an illegal drug, and/or if the contents of the device have a concentration of more than 0.3% of THC or any other “Scheduled Drug” as defined by Tennessee state law.
# Other Unlawful Incidents

<table>
<thead>
<tr>
<th>Incident</th>
<th>1&lt;sup&gt;st&lt;/sup&gt; Consequence</th>
<th>2&lt;sup&gt;nd&lt;/sup&gt; Consequence</th>
<th>3&lt;sup&gt;rd&lt;/sup&gt; Consequence</th>
<th>4&lt;sup&gt;th&lt;/sup&gt; – 10&lt;sup&gt;th&lt;/sup&gt; Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extortion</td>
<td>A, B, D, G, R, V, Y, GG, HH (up to 20 days)</td>
<td>A, Y, HH (up to 45 days)</td>
<td>A, X, Y, HH (up to 60 days)</td>
<td>A, X, Y, HH (up to 90 days)</td>
</tr>
<tr>
<td>Other Serious Incident/Delinquent Act</td>
<td>A, B, D, G, R, W, Y, GG, HH (up to 20 days)</td>
<td>A, B, D, R, Y, HH (up to 45 days)</td>
<td>A, B, D, R, Y, HH (up to 60 days)</td>
<td>A, B, D, R, Y, HH (up to 90 days)</td>
</tr>
<tr>
<td>Robbery or Attempted Robbery</td>
<td>A, B, D, G, R, W, X, Y, HH (up to 45 days)</td>
<td>A, D, Y, HH (up to 90 days)</td>
<td>A, D, Y, HH (up to 180 days)</td>
<td>A, D, Y, HH (up to 365 days)</td>
</tr>
</tbody>
</table>

Homicide, Kidnapping or Abduction, Robbery (Armed) or attempted armed robbery, and/or Sexual Battery/Rape (Actual or Attempted), must be reported immediately to local law enforcement, Learning Community Superintendent, Chief School Officer, and Chief of Operations.

<table>
<thead>
<tr>
<th>Incident</th>
<th>1&lt;sup&gt;st&lt;/sup&gt; Consequence</th>
<th>2&lt;sup&gt;nd&lt;/sup&gt; Consequence</th>
<th>3&lt;sup&gt;rd&lt;/sup&gt; Consequence</th>
<th>4&lt;sup&gt;th&lt;/sup&gt; – 10&lt;sup&gt;th&lt;/sup&gt; Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homicide</td>
<td>A, X, Y</td>
<td>Not Applicable</td>
<td>Not Applicable</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Kidnapping or Abduction</td>
<td>A, X, Y</td>
<td>Not Applicable</td>
<td>Not Applicable</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Robbery (Armed) or attempted armed robbery *Zero Tolerance Offense</td>
<td>A, X, Y</td>
<td>Not Applicable</td>
<td>Not Applicable</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Sexual Battery/Rape (Actual or Attempted)</td>
<td>A, X, Y</td>
<td>Not Applicable</td>
<td>Not Applicable</td>
<td>Not Applicable</td>
</tr>
</tbody>
</table>

*Off-campus criminal behavior that results in the student being legally charged with an offense that would be classified as a felony if the student was charged as an adult or if adjudicated delinquent for an offense that would be classified as a felony if the student was an adult, or if the student was convicted of a felony, and the student's continued presence in school poses a danger to persons or property or disrupts the educational process. TCA 49-6-3401. If an offense happened on school campus or at a school-sponsored event, then Law Enforcement and the District Office must be notified.
# Glossary

*These terms and definitions are to be used solely to guide the interpretation of the offense's ranges.*

<table>
<thead>
<tr>
<th>Word/Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arson</td>
<td>The criminal act of deliberately setting fire to property.</td>
</tr>
<tr>
<td>Assault</td>
<td>Intentionally, knowingly, or recklessly causes bodily injury to another; Intentionally or knowingly causes another to reasonably fear imminent bodily injury; or intentionally or knowingly causes physical contact with another and a reasonable person would regard the contact as extremely offensive or provocative. (TCA 39-13-101)</td>
</tr>
<tr>
<td>Bullying</td>
<td>Unwanted, aggressive, repeated behavior that involves a power imbalance and places a student in reasonable fear and causes a hostile educational environment.</td>
</tr>
<tr>
<td>Burglary</td>
<td>Entry to a building illegally with intent to commit a crime, especially theft.</td>
</tr>
<tr>
<td>Cheating/Plagiarism</td>
<td>Cheating is any act of dishonesty, deception, or unfairness in order to gain an advantage in classwork and/or tests. Plagiarism is the practice of taking someone else's work or ideas and passing them off as one's own</td>
</tr>
<tr>
<td>Controlled Substance</td>
<td>Generally, a drug or chemical whose manufacture, possession, or use is regulated by a government, such as illicitly used drugs or prescription medications that are designated by law.</td>
</tr>
<tr>
<td>Cyberbullying</td>
<td>Bullying that takes place using electronic technology. Electronic technology includes devices and equipment such as cell phones, computers, and tablets, as well as communication tools including social media sites, text messages, chat sites, and websites. Examples may include mean text messages or emails, or rumors sent by email or posted on social network sites, and embarrassing pictures, videos, websites, or fake profiles.</td>
</tr>
<tr>
<td>Detention</td>
<td>The punishment of being kept in school after regular hours.</td>
</tr>
<tr>
<td>Disruption (Minor)</td>
<td>Disturbance or problems which interrupt an event, activity, or process in a small setting. (Classroom, etc.)</td>
</tr>
<tr>
<td>Disruption (Major/Substantial)</td>
<td>An incident which results in the temporary suspension of the educational process due to a school evacuation, interference with learning activities/educational process, and/or requires the intervention of outside agencies such as the police or fire department.</td>
</tr>
<tr>
<td>Dress Code</td>
<td>The formal imposed standards of dress at a particular school.</td>
</tr>
<tr>
<td>Word/Term</td>
<td>Definition</td>
</tr>
<tr>
<td>-------------------------------</td>
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</tr>
<tr>
<td>Drug Paraphernalia</td>
<td>Equipment, products, and materials of any kind which are used, intended for use, or designed for use in planting, propagating, cultivating, growing, harvesting, manufacturing, compounding, converting, producing, processing, preparing, testing, analyzing, packaging, repackaging, storing, concealing, containing, injecting, ingesting, inhaling, or otherwise introducing into the human body a controlled substance.</td>
</tr>
<tr>
<td>Drugs</td>
<td>A medicine or other substance which has a physiological effect when ingested or otherwise introduced into the body.</td>
</tr>
<tr>
<td>E-Cig, Juul, Vape</td>
<td>A cigarette-replacement device containing a nicotine-base liquid that is vaporized and inhaled.</td>
</tr>
<tr>
<td>Evening School</td>
<td>The placement of a student at school after regular hours in lieu of attending classes during the regular school day.</td>
</tr>
<tr>
<td>Expulsion</td>
<td>A long term, complete exclusion from school and activities, from 11 days to 365 days.</td>
</tr>
<tr>
<td>Extortion</td>
<td>The practice of obtaining something, especially money, through force or threats.</td>
</tr>
<tr>
<td>Felony</td>
<td>A crime, typically one involving violence, regarded as more serious than a misdemeanor, and usually punishable by imprisonment for more than one year or by death.</td>
</tr>
<tr>
<td>Fighting Major (Mutual Combat)</td>
<td>When two or more persons participate in a hostile, physical encounter/altercation involving serious force/violence that results in injury requiring professional medical attention and/or brings about a major campus disruption.</td>
</tr>
<tr>
<td>Firearm</td>
<td>A rifle, pistol, or other portable gun.</td>
</tr>
<tr>
<td>Forgery</td>
<td>Produce a copy or imitation of a document, signature, banknote, or work of art for the purpose of deception.</td>
</tr>
<tr>
<td>Gambling</td>
<td>Playing games of chance for money or something that has monetary or social value.</td>
</tr>
<tr>
<td>Gang Activity</td>
<td>An activity that involves an organized group of criminals.</td>
</tr>
<tr>
<td>Harassment</td>
<td>(Sexual, racial, ethnic, religious) Includes words, gestures, threats, or any other conduct that is severe, pervasive, or persistent and creates a hostile environment that interferes with or limits a student's ability to participate in or benefit from services, activities, or opportunities offered by the school.</td>
</tr>
<tr>
<td>Hazing</td>
<td>Any act intended to or reasonably be expected to have the effect of humiliating, intimidating, or demeaning a student or endangering the mental or physical health of the student committed by an individual or group against a student in connection with pledging, being initiated into, affiliating with, holding office in, or maintaining membership in any organization affiliated with any school or program operated by the school district.</td>
</tr>
<tr>
<td>Word/Term</td>
<td>Definition</td>
</tr>
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</tr>
<tr>
<td>Inciting a Disturbance</td>
<td>The encouragement of confrontations, fights, disruptions, and/or any violation of the Code of Acceptable Behavior (COAB), that are reasonably foreseeable to negatively impact the school community and/or cause substantial disruption on school campus or during a school-sponsored event. Encouragement includes but is not limited to knowingly using: 1) an electronic device/social media to incite a disturbance 2) racial slurs/epithets of any kind or any form of discrimination.</td>
</tr>
<tr>
<td>In-School Suspension</td>
<td>The punishment of being at school during regular school hours in a specific classroom and/or area designated for discipline infractions.</td>
</tr>
<tr>
<td>Insubordination</td>
<td>Defiance of authority; refusal to obey orders from a school employee.</td>
</tr>
<tr>
<td>Legend Drug</td>
<td>Drugs that are approved by the US Food and Drug Administration (FDA) and that are required by federal or state law to be dispensed to the public only by prescription of a licensed physician or other licensed provider.</td>
</tr>
<tr>
<td>Over the Counter Medication</td>
<td>Medicines sold directly to a consumer without a prescription from a health care professional.</td>
</tr>
<tr>
<td>Profanity</td>
<td>Blasphemous, indecent, or obscene language.</td>
</tr>
<tr>
<td>Robbery</td>
<td>Taking another person's possession or money by force or fear.</td>
</tr>
<tr>
<td>Saturday School</td>
<td>The placement of a student for a punishment on a Saturday for an allotted amount of time.</td>
</tr>
<tr>
<td>Sexual Battery</td>
<td>The act of intentionally or recklessly engaging in or causing offensive or unwanted sexual contact with a person's body. An unwanted form of sexual contact with an intimate part of someone's body.</td>
</tr>
<tr>
<td>Sexual Harassment</td>
<td>Behavior characterized by the making of unwelcome and inappropriate sexual remarks or physical advances in a school, workplace, or other professional or social situation.</td>
</tr>
<tr>
<td>Skipping</td>
<td>Attending school and then not going to a scheduled or required class and/or leaving home and not arriving at school for an entire class or day.</td>
</tr>
<tr>
<td>Stealing</td>
<td>Taking another person's property without their permission or knowledge.</td>
</tr>
<tr>
<td>Suspension</td>
<td>A temporary, complete exclusion from school and activities from 1-10 days.</td>
</tr>
<tr>
<td>Tardy</td>
<td>Not being in a designated place or area at the designated scheduled time.</td>
</tr>
<tr>
<td>Word/Term</td>
<td>Definition</td>
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</tr>
<tr>
<td>Theft</td>
<td>The action or crime of stealing.</td>
</tr>
<tr>
<td>Threats</td>
<td>Threatening a person with the intent to take their money or property or causing them to do anything against their will. Any threat to do harm to self or others will be taken seriously.</td>
</tr>
<tr>
<td>Trespassing</td>
<td>Unlawfully entering a public school, grounds, or school bus.</td>
</tr>
<tr>
<td>Truancy</td>
<td>Any intentional, unjustified, unauthorized, or illegal absence from compulsory education. It is an absence caused by students of their own free will and usually does not refer to legitimate excused absences, such as the ones related to medical conditions.</td>
</tr>
<tr>
<td>Vandalism</td>
<td>Action involving deliberate destruction of or damage to public or private property.</td>
</tr>
<tr>
<td>Weapon</td>
<td>Anything designed or used for inflicting bodily harm or physical damage.</td>
</tr>
<tr>
<td>Zero Tolerance Offenses</td>
<td>Any of the following offenses are considered to be Zero Tolerance (ZT) Offenses. In accordance with state law, any student who commits a ZT Offense will be expelled for a period of not less than one (1) calendar year. The Director of Schools will have the authority to modify this expulsion requirement on a case-by-case basis. Students shall be held accountable while in school buildings, or on school grounds at any time, or in school vehicles and/or buses, or off the school grounds at a school-sponsored activity, function, or event. Offenses: (1) A student shall not possess, handle, transmit, use, or attempt to use any dangerous weapon (dangerous weapons for the purpose of this policy shall include but are not limited to a firearm or anything manifestly designed, made, or adapted for the purpose of inflicting death or serious injury, or anything that in a manner of its use or intended use is capable of causing death or serious bodily injury. (2) A student who unlawfully possesses or is under the influence of any drug, including any controlled substance or legend drug. (3) Any student who commits aggravated assault or commits an assault that results in physical contact with any teacher, principal, administrator, any other employee of the school, or school resource/security officer (SRO, SSO). (4) Any student who transmits by an electronic device a credible threat to cause bodily injury or death to another student or school employee and the threat causes actual disruptive activity at the school.</td>
</tr>
</tbody>
</table>
Student Disciplinary Procedures

Any administrator may suspend any student from school, from any school-related activity on or off campus, from a specific class or classes (i.e., in-school suspension), or from riding a school bus for any misconduct prejudicial to good order and discipline, including, but not limited to, any misconduct described more particularly in the Board's Code of Acceptable Behavior or Zero Tolerance policies, or any misconduct that violates the law.¹ School Board Policies 6.302 and 6.3021.

Procedures for suspensions²

Unless the student’s continued presence in the school, class or school-related activity presents an immediate danger to the student or other persons or property, no principal shall suspend any student until that student has been afforded his/her due process rights, including the right to notice (being advised of the alleged nature of his/her misconduct) and a fair hearing (being allowed to tell his/her side of what happened).

Upon suspension of any student, including an in-school suspension, the principal shall make an immediate attempt to contact the parent or guardian to inform him or her of the suspension, the reason for the suspension, and any conditions on readmission to the school. Within twenty-four (24) hours, the principal shall provide this same information in writing to the Chief Operations Officer (COO).

The student shall not be sent home before the end of the school day unless the parent or guardian has been contacted.

Suspensions in excess of five (5) days³

For any suspension in excess of five (5) days, whether in-school or out-of-school, the principal shall conference with and gain approval from their Community Superintendent and develop a behavioral intervention plan. If the student has a disability, the principal shall notify the case manager and collaborate with the student’s IEP team or Section 504 committee.

Suspensions in excess of ten (10) days⁴

If at the time of the suspension the principal determines that an offense has been committed which, in the judgment of the principal with the approval of the Learning Community Superintendent, would justify a suspension for more than ten (10) days, he/she may suspend the student for a specified period of time or upon such terms and conditions as are deemed reasonable.

The principal shall immediately give written or actual notice to the parent or guardian and the student of the right to appeal the decision to suspend for more than ten (10) days. All appeals must be filed, orally or in writing, within five (5) days after receipt of the notice and may be filed by the parent or guardian, the student, or any person holding a teaching license who is employed by the school system if requested by the student. The appeal from this decision shall be to the disciplinary hearing authority per Board Policy No. 6.3022.
If the suspension occurs during the last ten (10) days of any term or semester, the student shall be permitted to take final examinations or submit required work as necessary to complete the course of instruction for that semester, subject to conditions prescribed by the principal.\(^5\)

Students found to be eligible for special education shall only be suspended in accordance with Board Policy No. 6.3023 governing such suspensions.

**In-school suspensions\(^6\)**
For purposes of this Code, in-school suspensions include any removal of a student from a regular class or classes and assigning that student to a restricted class, night school, or some other program at the same school.

Students assigned to in-school suspension shall attend either special classes designated only for students being disciplined for misconduct or be placed in an isolated area appropriate for study.

Personnel responsible for in-school suspension will see that each student is supervised at all times and has textbooks and classwork assignments from his/her regular teachers. Students given in-school suspension shall be required to complete academic assignments and shall receive credit for work completed.

1. T.C.A. § 49-6-3401(a) and (b)
2. T.C.A. § 49-6-3401(c)
3. T.C.A. § 49-6-3401(c)(3)
4. T.C.A. § 49-6-3401(c)(4)
5. T.C.A. § 49-6-3401(d)
6. T.C.A. § 49-6-3401(b)

**Student Disciplinary Appeals**

**Disciplinary hearing authority\(^1\)**
A disciplinary hearing authority (DHA) will conduct hearings for students who have been suspended for more than ten (10) school days. The DHA will have the authority to determine guilt or innocence of any disciplinary case and, subject to the provisions of T.C.A. § 49-6-3401 and Board Policy Nos. 6.302 and 6.3021, appropriate consequences.

**Constitution of the DHA**
The DHA will operate under the office of the Chief Equity and Advocacy Officer (CEAO). Each year in July, the Board will appoint up to nine (9) licensed employees to serve on the DHA. Three members of the DHA will constitute a quorum for the hearing of any case.

The CEAO shall appoint a chair of the DHA from the members appointed by the Board. The chair will be trained appropriately in the conduct of disciplinary hearings.

The chair shall schedule a hearing within forty-eight (48) hours of the timely request of a student, parent, guardian, or teacher acting on the student's behalf. In no event will the hearing be scheduled more than ten (10) days after the commencement of the suspension.
The chair shall assign members of the DHA to sit as the panel hearing each case. The chair is responsible for having the hearing recorded or transcribed.

**Conduct of the hearing**

During the hearing, the chair will announce on the record the purpose of the hearing, including the nature of the offense, the date the offense occurred, and the date the appeal was logged. The chair will ask each member of the DHA to introduce himself/herself on the record and will then ask the administrators and the student to introduce themselves as well. The chair will then describe the process the DHA will observe during the course of the hearing.

The administration will set forth the basis for its belief that the student engaged in misconduct warranting a suspension in excess of ten (10) days. This explanation may consist of a summary of any investigation presented by the charging administrator, or it may consist of one or more witnesses as the administration deems appropriate. The DHA may ask such questions as it deems necessary to ensure a clear understanding of the case. Neither the student nor his parents/guardians may cross-examine the administration or the administration’s witnesses.

After the administration has presented the violations of the COAB and the DHA has questioned the administrators and their witnesses to their satisfaction, the student may respond. The student may speak on his/her behalf and may call such witnesses as are willing to speak for the student. The DHA may question the student and anyone speaking on the student's behalf. The administration may not cross-examine the student, parents, and/or any witnesses speaking on behalf of the student.

While the student may have counsel present during the hearing, counsel may not examine or cross-examine any witnesses, nor may counsel advocate on behalf of the student.²

After the administration and the student have both explained their respective positions, the DHA shall retire to deliberate off the record and make a decision. The first issue for the DHA to decide is whether the student engaged in the alleged misconduct. If the DHA confirms the violation, then, except in the case of a zero-tolerance offense set forth in Board Policy No. 6.309, the DHA has the authority to decide the appropriate consequence within the scope set forth in Board Policy No. 6.302.

Upon reaching a decision, the DHA shall reconvene on the record and shall announce one of the following decisions:³  

1. To affirm the decision of the school principal;  
2. To order removal of the suspension unconditionally;  
3. To order removal of the suspension upon such terms and conditions as it deems reasonable;  
4. To remand the student to an alternative placement; or  
5. To suspend the student for a specified period of time.
The DHA shall provide the student, parent/guardian, and administration its written decision no later than five (5) days of the hearing. As part of this notice, the DHA shall explain the right of the parties to appeal to the CEAO, as the designee of the director of schools, and the Board. In the case of a zero-tolerance offense, the notice shall indicate that the CEAO, as the director of schools' designee, has the sole discretion whether to modify the statutory 365-day suspension.

**Appeal to the Chief Equity and Advocacy Officer**
Any student, parent/guardian, or administrator who is dissatisfied with the decision of the DHA has the right to lodge an appeal with the CEAO, who shall serve as the designee of the director of schools. He/she shall have broad discretion to decide a student's culpability and appropriate consequences. He/she shall have sole discretion to modify 365-day suspensions established by state law and Board policy.

**Appeal to the Board of Education**
If the student, parent/guardian, or administrator is dissatisfied with the decision of the CEAO, he/she may request the Board review the decision. As part of any such review, the CEAO and the chair of the DHA shall prepare the record, a summary of the proceedings and explanation of any decision, and a summary of the position of the administration and the student or parent/guardian and submit these to the Board under seal.

The Board, at its next regular meeting, shall vote whether to sustain the decision on the record, to reverse or modify the decision on the record, or to grant a new hearing. The Board does not have the jurisdiction to modify the consequences for a zero-tolerance offense.

If the Board votes to grant a new hearing, any such hearing shall be closed to the public unless the student or parent/guardian, within five (5) days, requests that the hearing be open. Any such hearing shall operate as would any DHA hearing except that, in the event of an open hearing, the Board shall not retire to deliberate. At the conclusion, the Board may affirm the decision of the CEAO or modify the decision of the CEAO, to include the imposition of a more severe consequence.

**Oversight of the student disciplinary process**
The Chief Equity and Advocacy Officer shall establish procedures pursuant to which all cases of discipline are overseen by his/her office. These procedures will include means whereby principals report any suspension, including in-school suspensions, to his/her office; forms whereby parents/guardians are aware of their student's suspension and their rights to appeal; and a process whereby the panels of the DHA are aware of similar cases within the district that might serve as precedent to ensure consistent application of the Board's Code of Acceptable Behavior and other Board policies.

1. T.C.A. § 49-6-3401(c)(4) and (5)  
2. Newsome v. Batavia Local School District, 842 F.2d 920 (6th Cir. 1988)  
3. T.C.A. § 49-6-3401(6)  
4. T.C.A. § 49-6-3401(6)  
5. T.C.A. § 49-6-3401(6)
Disciplinary Procedures for Students Receiving Special Education

The purpose of board policy is to inform students, parents/guardians, and educators in general terms of the procedures governing the discipline of students with disabilities under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act (Section 504). In the event of an apparent conflict between board policy and the provisions of federal law, federal law shall control.

Limits on suspensions

Administrators may suspend students with disabilities for misconduct just as they would non-disabled students for up to ten (10) days during the course of any given school year. At any time an administrator determines that a student with disabilities should be suspended for five (5) days, or if any given suspension, when added to previously imposed suspensions, exceeds the total of five (5) days, the principal shall have the student's case manager convene an IEP team or Section 504 committee meeting as soon as practicable for the purpose of developing a behavioral intervention plan (BIP) and, if necessary, revising the IEP or Section 504 plan.

The team must consider whether the IEP or Section 504 is appropriate to the student's needs and if so, whether it is being implemented appropriately. It is the Board's intention that the school administration and the IEP team or Section 504 committee will collaborate to develop appropriate interventions aimed to reduce the need for further disciplinary measures.

For any given suspension that would exceed ten (10) days, or for any suspension that, when combined with previous suspensions, would exceed a total of ten (10) days for any given school year, the school principal shall immediately ask the Office of Exceptional Education (in the case of a student receiving services under the IDEA) or Student Services (in the case of a student receiving services under Section 504) to convene a manifestation determination review (MDR) to determine whether the student conduct was a manifestation of his/her disability such that the student cannot be held responsible for his/her actions. The MDR shall operate in accordance with this policy and the requirements of federal law.

Manifestation Determination Review (MDR)

The MDR will consist of the parents/guardians of the student, the principal or his/her designee, an authorized administrator from the Office of Exceptional Education or Student Services, and such other members of the IEP team or Section 504 committee as may be appropriate.

The MDR shall meet within ten (10) days of the decision to suspend the student to determine whether the behavior was a manifestation of the student's disability. The MDR shall consider all relevant information, including the IEP, teacher observations, and the most current evaluations of the student. The MDR shall also consider any functional behavioral assessment (FBA) and any behavioral intervention plan (BIP). The MDR shall also consider whether the student's behavior might be a manifestation of any suspected disability voiced by any parent/guardian or considered by any member of the IEP team or Section 504 committee.
For behavior that is a manifestation:5
If the MDR is unable to rule out a known or suspected disability as a cause of or a direct and substantial factor in the student’s misconduct, then it shall take appropriate steps to address the educational needs of the student, including conducting an Functional Behavioral Assessment (FBA) (unless the MDR determines that any recent FBA is adequate), the developments or the refining of a BIP, and the revision of any IEP or 504 plan.

Except as set forth below, the student may not be suspended or removed from the existing educational placement but must "stay put" in that placement unless the IEP team or Section 504 committee, including the parents/guardians, agree that a more restrictive placement is appropriate for the implementation of the BIP so that the student may receive a free appropriate public education.

For behavior that is not a manifestation:6
If the MDR can rule out a known or suspected disability as a cause or direct and substantial factor in the student's misconduct, then the MDR shall adjourn. The student may be disciplined as would any student without disabilities per Board Policy Nos. 6.300 and 6.302.

In the case of a student receiving services under the Individuals with Disabilities Education Act (IDEA), the case manager will coordinate with the Chief Equity and Advocacy Officer (CEAO) to ensure that the student will continue to receive any services required by the IEP during the time of his/her suspension. The case manager shall convene an IEP team meeting to discuss the change of placement if such a meeting is necessary to provide a free appropriate public education.

In the case of a student receiving services under Section 504, services will cease during the period of any out-of-school suspension. If the student is remanded to an alternative educational setting and services are required to enable the student to participate in the program, the case manager will coordinate these services with the CEAO.

Exceptions to "stay-put"7
Irrespective of whether a student's conduct may be a manifestation of his/her disability, a student may be suspended to an interim alternative educational placement for up to forty-five (45) days for:

- Carrying or possessing a dangerous weapon as defined in 18 U.S.C. § 930 on school property or at a school function; or
- Knowingly using or possessing or selling or soliciting the sale of illegal drugs on school property or at a school function; or
- Inflicting serious bodily injury, meaning an injury with a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ, or mental faculty, while on school property, or at a school function.

Any interim alternative educational placement shall not automatically be forty-five (45) days but shall be in conformity with consequences imposed on students without disabilities. The case manager shall coordinate with the CEAO how to provide services to any students assigned to an interim alternative educational placement.
Appeal rights for students with disabilities

Any student or parent/guardian who disputes that the student violated the Code of Acceptable Behavior, Board policy, or state law; or who disagrees with the decision of the Manifestation Determination Review (MDR) that the student's behavior was not a manifestation of a known or suspected disability; or who objects to the consequences imposed by the administrator may request a hearing before the Disciplinary Hearing Authority (DHA), the Chief Equity and Advocacy Officer (CEAO), and the Board of Education pursuant to Board Policy No. 6.3022.

Alternatively, a student or parent/guardian may request a due process hearing before an administrative law judge. 8

1. 34 C.F.R. § 300.530(b)(1)
2. T.C.A. § 49-6-3401(c)(3)
3. 34 C.F.R. § 300.530(e)
4. 34 C.F.R. § 300.530(e)(1)
5. 34 C.F.R § 300.530(e)
6. 34 C.F.R. § 300.530(d)(1)
7. 34 C.F.R. § 300.530(g)

Alternative Education Setting

Operation

The Board shall operate an alternative school program for students in grades six through twelve (6-12) who have been suspended from regular school programs. 1

Alternative school programs shall be operated in accordance with state law and the Rules of the State Board of Education, and instruction shall proceed as nearly as practicable in accordance with the instructional programs at the student's home school. 2

The director of schools shall develop procedures that provide appropriate educational opportunities for all students assigned to an alternative educational program. These educational opportunities shall utilize Tennessee's academic standards, incorporate innovative teaching strategies, deliver research-based instructional techniques, and provide the resources necessary to foster student learning and achievement. 3

Annually, the director of schools or his/her designee shall submit the following information to the Department of Education: 3

1. Alternative school(s) or program(s) currently in operation in the district;
2. Number and grade level of students served in an alternative education program;
3. Primary reason for student assignment to an alternative education program; and
4. Number of faculty and staff serving each alternative education program.
Assignment
Placement in an alternative educational setting shall be reserved for students who have been suspended from attending regular school programs for disciplinary reasons. Subject to more specific requirements of state and federal law and taking into consideration the impact of exclusionary discipline practices, the director of schools and/or the disciplinary hearing authority (DHA) have authority to remand suspended students to an alternative educational setting.\(^4\)

Prior to the assignment of the student to an alternative educational setting, the director of schools or the DHA shall provide written notice to the student's parent/guardian stating the reason for the student's placement. Attendance in an alternative educational setting shall be mandatory for students in grades 7-12 who have been suspended for more than 10 days unless they have committed a zero-tolerance offense, in which case attendance in an alternative educational setting shall be in the discretion of the director of schools.\(^5\)

If a student has an IEP, a Section 504 plan, or is suspected of having a disability, all state and federal laws, rules, and regulations related to special education shall be followed. The director of schools or his/her designee shall monitor and regularly evaluate the academic progress of each student enrolled in an alternative education program.

Transition plans
The director of schools or his/her designee shall develop procedures regarding the implementation of transition plans for the integration of students entering and exiting the program.\(^6\)

1. T.C.A. § 49-6-3402(a)  
2. T.C.A. § 49-6-3402(b)  
3. State Board of Education Policy 2.302  
4. T.C.A. § 49-6-3401(c) (5); T.C.A. § 49-6-3401(g) (3)  
5. T.C.A. § 49-6-3402(c)  
6. T.C.A. § 49-6-3402(h)
Action Legend

Administration Guidance

- Documentation in PowerSchool and parent contact are required for all violations requiring administrative action. Discipline for IEP/504 students shall be in accordance with state and federal laws and school board policies.

- **NOTE:** The discipline matrix sets forth the guidelines for assessing consequences for violations of School Board policies. School principals have the discretion to deviate from these guidelines by assessing an appropriate consequence other than stated in the matrix if he or she determines in his or her sole discretion that there are mitigating or aggravating circumstances. The Learning Community Superintendent must be consulted when this deviation occurs, prior to finalizing parental notification.

- Each individual school, depending on the availability of resources and programs, can implement additional/alternative fair and reasonable consequences and/or interventions.

**Parent Contact/Conference (Required for each offense)**

**Action Legend**

A. Parent Contact/Conference (Required for each offense)
B. Counseling
C. Confiscation (When Applicable)
D. Restitution (When Applicable)
E. Referral to Substance Abuse Case Manager
F. Referral to Social Worker
G. Attendance/Behavioral Contract
H. Parent Pick-up
I. Detention
J. Multiple Detentions (2-3)
K. Multiple Detentions (4-5)
L. Saturday School/Extended Day- Before or after school. (Student is allowed to attend classes during the regular school day)
M. Community Service
N. School Specific Consequence
O. Loss of privileges
P. In-School Suspension (1-2 days)
Q. In-School Suspension (3-5 days)
R. Additional Interventions
S. Loss of Extra Curricular Activities
T. Out-of-School Suspension (1-2 days)
U. Out-of-School Suspension (3-5 days)
V. Out-of-School Suspension (6-10 days)
W. Recommendation for Expulsion (Any offense in which the principal deems a one-year expulsion is appropriate)
X. Consultation with Law Enforcement
Y. Alternative to Probationary Contract
Z. Recommendation for Behavior Intervention Program
AA. Bus- Verbal or written reprimand
BB. Bus- 3 days bus school suspension
CC. Bus- 5-10 days bus school suspension
DD. Bus- Expulsion from School Bus for Remainder of School Year
EE. Administrators Conference with student and/or parent
FF. Semester Bus Suspension
GG. Morning/Evening School (Student does not attend school during regular school hours)
   *The maximum number of days given at the school level is 10 days.
HH. Expulsion/Suspension more than 10 days (Discipline Hearing Authority/DHA)
II. Loss of Electronic Device/Phone
JJ. Must Notify Child Protection Services (CPS) 423-697-6300, Department of Children's
   Services (DCS) 423-296-1234 [Child Abuse Hotline: 877-237-0004]
KK. Loss of Driving/Parking Privileges on Campus
LL. Peer Mediation/Conflict Resolution
MM. Substance Abuse Educational Course Completion as assigned by a School Administrator
Student Advocacy Framework
2022-2023
Hamilton County Schools
# Student Advocacy Framework

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Purpose
The Hamilton County Schools (HCS) Student Advocacy Framework is to support students and families through the difficulty of navigating any student related incident where school level mediations have been unsuccessful and/or additional assistance is needed.

Desired Outcome
Families in HCS will feel supported and students will be successfully restored back to their currently enrolled school community setting.

Goal
During the 2022-2023 school year, our goal is that **90% of the students served through the advocacy framework will be successfully restored and thriving in their currently enrolled school.** This will be measured by:

- Student enrollment and attendance measures
- Student involvement in organized school sponsored activity or club
- Results of family satisfaction survey

Structure and Supports
The advocacy team consists of four case managers who will be assigned to student cases when resolution is at an impasse at the school level or assistance is requested at any time during the course of an investigation. The case manager serves as a neutral advocate and support for the district fostering fairness, equity, inclusion, and positive school environment.

The advocacy team will act as a liaison to the student/families and the student's enrolled school to work towards successful restoration for the student back into the school community.
When a Complaint Is Filed

The ultimate aim with any complaint is that systems and structures are in place to allow for the complaint to be fully resolved at the school level. However, we recognize that every situation is unique, and disagreements will sometimes occur. Following the process outlined below when complaints arise, ensures that there are avenues for resolution and restoration.

Investigation Process

1. When a complaint is filed, the school administrator will access and follow the Administrator Flow Chart for Bullying and Harassment Investigations. (Appendix A)
   a. Principals are to serve as the lead in all investigations. If a teacher is informed of a bullying incident, they must report to the principal.

2. Parents of all students involved will be contacted in a timely manner and given the Parent Flow Chart for Bullying and Harassment Investigations (Appendix B) as a resource to inform them of the process that will be taking place.

3. Investigations will be conducted, documentation completed, and the findings of the investigation will be provided to all students/parents involved during a scheduled meeting.

4. Upon investigation completion, all parties have the right to submit a Disagreement Resolution Form (Appendix C) should they believe district level intervention is needed.

5. At any point during the investigation process, parents have the ability to request an appointment with a district advocate (Appendix D).

6. Once an advocate has been assigned to a particular case, the parent and school will be notified and contacted by the advocate for specific direction moving forward.
Appendix A
Administrator Bullying and Harassment Investigation Flow Chart

BULLYING & HARASSMENT INVESTIGATION FLOW CHART

1. Complaint Filed
   Provide Next Steps to Parents

2. Contact Parents of All Involved in a Timely Manner

3. Initiate Investigation & Interim Safety Plan within 24 Hours

4. Conduct Interviews & Gather Written Statements

   - Target
   - Alleged Offender
   - Witnesses

5. Evaluate Evidence & Determine Presence of Reported Behavior

   - Yes
     - Document OCR Violations (504, Title IV & IX) in the Reporting Form
     - Finalize Safety Plan within 20 Days of Reported Complaint
     - Impose Corrective Disciplinary Action to Offender & Follow Up with Target
     - Assess School Climate Trends & Embed Preventative Measures
     - Contact Parents of All Involved to Share the Investigation Outcome
     - Submit Investigation Form to LC Superintendent & Office of Equity
   - No
     - Contact Parents of All Involved to Share the Investigation Outcome
     - Submit Investigation Form to LC Superintendent & Office of Equity

www.hcde.org
Appendix B
Parent Bullying and Harassment Investigation Flow Chart

BULLYING & HARASSMENT INVESTIGATION FLOW CHART

Complaint Filed: Parents of All Involved Contacted

Initiate Investigation & Interim Safety Plan within 24 Hours

Conduct Student Interviews & Gather Written Statements

Evaluate Evidence & Determine Presence of Reported Behavior

Yes

Finalize Safety Plan within 20 Days of Reported Complaint

Determine Corrective Action & Embed Preventative Measures

Contact Parents of All Involved to Share the Investigation Outcome

No

Contact Parents of All Involved to Share the Investigation Outcome

*The willful filing of a false report will itself be considered an incident and will be treated as such.
**Upon investigation completion, all parties have the right to submit a Disagreement Resolution Form should they believe district intervention is needed.
Appendix C

Disagreement Resolution Form

Available as a Google Document

Disagreement Resolution Form

Student’s Name: ________________________________

School: _______________________________________

Name of Disagreeing Member: ____________________

Relationship to Student: _________________________

Contact Information: _____________________________

Reason for the Disagreement

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Desired Resolution

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

(Additional pages may be attached if necessary.)

Signature of Disagreeing Member: ___________________ Date: __________

Please Note: This report must be submitted to the Office of Equity & Advocacy within 15 school
days of the given resolution. This is a local review process and is best done immediately following
the investigation for which you are in disagreement. A representative from the Office of Equity &
Advocacy will contact you within two school days after receiving this report.
Appendix D

Request an Appointment with a District Advocate

Google Form Available Online

Request an Appointment with a District Advocate

District Advocates are here to support students and families through the difficulty of navigating any student related incident. Please let us know how we can best offer our support.

* Required

1. Email *

   

2. Phone Number *

   

3. Name of Individual Completing this Form *

   

4. Student's Name *

   

5. Relationship to Student *

   

6. School *

   

HCS Integrated Student Supports Framework 2022-23 50
7. I have contacted my school principal and the following have been completed: *
   Check all that apply

   Check all that apply.

   □ Parents of all involved have been contacted
   □ Investigation has been initiated & interim safety plan has been started
   □ Student interviews and written statements have been gathered
   □ Presence of behavior has been determined and parents of all involved have been contacted
   □ A Disagreement Resolution Form has been submitted

8. Please describe your reason for requesting an appointment with an advocate. *

   __________________________________________

9. A district representative will follow-up with you as soon as possible. Please indicate times when you are most available.

   Check all that apply.

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<th>Morning (8-11am)</th>
<th>Midday (11am-2pm)</th>
<th>Afternoon (2-4:30pm)</th>
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Appendix E
Written Statements Form

Incident Investigation Form
Student Written Statement

This form is to be completed by students involved in the incident only. Parents or others wishing to provide a statement should contact school administration or send a message via Quick Tip. If needed, students may complete this form with the assistance of an adult.

School: __________________________________________

Date/Time of Incident: _____________________________

Location of Incident: ______________________________

Student Completing Form
Name: ___________________________________________ Grade: _________

Phone Number: ___________________________________

Alleged Role (circle one):    Accused      Target      Witness

Person(s) Involved in the Incident
Name: ___________________________________________ Grade: _________

Name: ___________________________________________ Grade: _________

Name: ___________________________________________ Grade: _________

Witness(es) to the Incident
Name: ___________________________________________ Grade: _________

Name: ___________________________________________ Grade: _________

Name: ___________________________________________ Grade: _________

Describe the Incident
(Additional pages may be attached if necessary.)

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
(Continue on next page)

What is your Desired Outcome for this Incident?

Student Signature: ____________________________  Date: ____________

Administrator Signature: ____________________________  Date: ____________
Appendix F
Student Safety Plan Template

Individual Student Safety Plan
An individual student safety plan, unlike a typical behavior plan, addresses specific behavior that is dangerous to the student and/or others.

Date: ____________________________
Student Name: ____________________ Grade: ____________

Contact Information
Parent/Guardian Name: __________________
Cell Phone: ________________________ Work Phone: ________________________
Email Address: ______________________ Other: ____________________________
Emergency Contact: ________________ Contact Number: ________________

Detailed Description of Unsafe Behaviors
Describe why a student requires a safety plan.

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Response Plan
Steps to implement immediately to prevent and combat the aforementioned behaviors.

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

HCS Integrated Student Supports Framework 2022-23 54
**Additional Response**

*Next steps should unsafe behaviors continue to persist.*

---

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<tr>
<th>Warning Signs/Triggers</th>
<th>Strategies that Work</th>
<th>Strategies that Do Not Work</th>
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**Responsible Staff**

Primary Responder: ____________________________

Secondary Responder: __________________________

---

**Safety Team Supports**

*Team of internal and external collaborators aimed at lessening the likelihood of unsafe behaviors. This team may include staff, student, family, community organizations, etc.*

**Safety Team Members**

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<tr>
<th>Name</th>
<th>Position</th>
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How will the safety team provide support beyond items listed in the Individual Student Safety Plan?

*i.e. supervision, transition plan, transportation to and from school, plan for unstructured time, after school activities, etc.*

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

How will the plan be monitored?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

How and who will determine when and if the plan needs to be terminated?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

**This Safety Plan must be reviewed every 13-20 days**

<table>
<thead>
<tr>
<th>Signature of Reviewer</th>
<th>Date of Review</th>
<th>Action Taken</th>
<th>Follow up notes</th>
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