When I make positive behavior choices… I will be successful.”

The English language version is considered the most accurate.
2019-2020
Parent/Guardian
Signature Page
Please return this page within three (3) days to your school.

Parent/Guardian

Acknowledgement of Receipt
Please read and review the Code of Student Conduct ~ Student Rights and Responsibilities and Character Development Handbook with your child and emphasize your child’s role in helping to maintain a safe and orderly school learning environment. Also, this handbook includes important information related to student records, the Family Educational Rights and Privacy Act (FERPA), and other rights and responsibilities. Please sign below to acknowledge that you and your child received this handbook. Then, cut along the dotted line and return to your child’s school as soon as possible. Thank you for your support.

Student Summer School/Program Responsibilities
I affirm that I understand I am responsible for adhering to all rules, regulations, procedures, policies, state, local and federal laws found in the 2018-2019 Code of Student Conduct ~ Student Rights and Responsibilities and Character Development Handbook during the 2018-2019 school year and all summer programs following the 2018-2019 school year. I further understand that I am immediately subject to the Levels of Consequences listed in the 2018-2019 Code of Student Conduct ~ Student Rights and Responsibilities and Character Development Handbook if I am found in violation of any infraction committed during the 2018-2019 school year and all 2019 Robeson County School district summer school/programs.

Public Schools of Robeson County
Safe School Pledge
My individual choices and actions, when multiplied by those of other students throughout the Public Schools of Robeson County will make a difference. By honoring this pledge, I can do my part to make our schools safe and successful.

I believe that I can be a good student. I believe I can show good character. I believe that when I work hard, I will succeed; so I will work hard each day to do my best. I can learn. I will learn. To help keep my school safe, I pledge to adhere to guidelines established within the Code of Student Conduct Student Rights and Responsibilities and Character Development Handbook. I understand that a violation of serious school rules may result in a ten (10) day suspension followed by a district due process hearing. This process may result in additional consequences that may include my expulsion from school or my being assigned to an alternative school/program.

Compulsory Education
I affirm and understand the consequences and penalties for failing to comply with laws of the state of North Carolina regarding Compulsory Education, Student Attendance Protocol and Attendance/Discipline.

Student Name (Please Print) ____________________________________________________________

Student Signature ___________________________ Date ___________________________

Parent/Guardian Signature ___________________________ Date __________________________

Comment:

Please sign, date and return to your child’s homeroom teacher within three (3) days.
# Who should read the Student Code of Conduct?

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

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

Mrs. Melissa Thompson,
Supt. of Administration, Community

Mrs. Jennifer Freeman,
Supt. of Student Support Services

Dwayne Smith
Steve Martin
Craig Lowry
Steve Martin
Dwayne Smith
Loistine DeFreece

Board Chairman
John Campbell

Vice Chairman
James Bullard

District Administration

Assistant Superintendent of Administration, Community
Mrs. Karen Broyles

Assistant Superintendent of Human Resources
Mrs. Melissa Thompson

Assistant Superintendent of Curriculum
Dr. Robert Locklear

Superintendent
Dr. Linda Emanuel

Board Attorney
Mr. Samuel Hunt

**District Mission**

"To create all students by building a foundation for learning in an ever-changing global society..."
A Message from Our Board Chairman

Parents, Students, Educators, and Community Members,

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

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

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

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

Sincerely,

[Signature]

Mr. John Campbell
A Message from Our Superintendent

Dear Parents, Guardians, and Students,

This publication contains the revised Code of Conduct for the Public Schools of Robeson County and is intended to serve as a resource to students, parents, staff, and the Board of Education. The information in this publication is reviewed and revised annually by a committee of parents, students, and district personnel. Student handbooks provide general information regarding district policies, practices, and procedures. The Code of Conduct, which is approved by the Board of Education, specifies the expectations for student behavior, the discipline management techniques that are utilized by teachers and administrators, and the consequences for student misconduct. This document intentionally proposes an approach to school discipline that gives preference to keeping students in school where they can receive the academic and social-emotional supports they need. It is important to emphasize that the Code of Conduct contains suggested guidelines. Principals and other PSRC staff retain discretion to consider the totality of the circumstances as they make discipline decisions. The central office administration and staff will support schools as we transition to this newly revised Code of Conduct. Throughout the 2018–2019 school year, staff will provide professional development opportunities, closely monitor implementation of the new Code of Conduct, evaluate data, and gather feedback from a wide array of stakeholders.

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

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

Sincerely,

Dr. Shanita W. Wooten
Overview

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

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

Philosophy

The District promotes the following beliefs:

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

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

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

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

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

District-Level Discipline Committee

<table>
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<th>Dr. Robert D. Locklear</th>
<th>Melissa Thompson</th>
</tr>
</thead>
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<tr>
<td>Superintendent</td>
<td>Assistant Superintendent</td>
<td>Assistant Superintendent</td>
</tr>
<tr>
<td>Jennifer Freeman</td>
<td>Karen Brooks-Floyd</td>
<td>Jason Suggs</td>
</tr>
<tr>
<td>Assistant Superintendent</td>
<td>Assistant Superintendent</td>
<td>Principal</td>
</tr>
<tr>
<td>Dr. Paul Locklear</td>
<td>Dr. Etta Baldwin</td>
<td>Rikki Bullard</td>
</tr>
<tr>
<td>Principal</td>
<td>School Library Media Supervisor</td>
<td>Behavioral Specialist</td>
</tr>
<tr>
<td>Bobby Locklear</td>
<td>Latonya Burney</td>
<td>Gary Patrick</td>
</tr>
<tr>
<td>Executive Director of Instruction &amp; Accountability</td>
<td>Interim Director for Exceptional Children/504/Title IX</td>
<td>Robeson Early Acceleration Program (REAP) Director</td>
</tr>
<tr>
<td>Jerome Hunt</td>
<td>Amy Haigler</td>
<td>Andrew Davis</td>
</tr>
<tr>
<td>Director of Athletics</td>
<td>Title I Parent Coordinator</td>
<td>Social Studies Supervisor Character Education/REAP</td>
</tr>
<tr>
<td>Angela Jones</td>
<td>Sandra Evans</td>
<td>Stephanie Locklear</td>
</tr>
<tr>
<td>District PowerSchool Coordinator</td>
<td>K-8 Curriculum, Supervisor</td>
<td>Student Health Services Supervisor</td>
</tr>
<tr>
<td>Jadell D. Hawks</td>
<td>Philip Oxendine</td>
<td>Stephanie Burton</td>
</tr>
<tr>
<td>Director of Student Support Services</td>
<td>Multi-Tiered System of Support Coordinator</td>
<td>Technology Integration Supervisor</td>
</tr>
<tr>
<td>Charity Haggins</td>
<td>Robby Pittman</td>
<td>Sergeant Pete Locklear</td>
</tr>
<tr>
<td>Community Schools Coordinator</td>
<td>PSRC Teacher / Safe School Advocacy Council Member</td>
<td>Lumberton Police Department Juvenile Division</td>
</tr>
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PLEASE NOTE: The discipline of students with disabilities who are eligible for services under federal law (Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973) is subject to the provisions of those laws.
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Responsibilities of Adults

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

Board members are expected to:

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

The school staff is expected to:

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

Every parent/guardian is expected to:

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

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

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

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

The purpose of the handbook is four-fold:

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

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

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

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

Character Traits

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

Benefits:

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

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

*Character Education Informational Handbook and Guide, NCDPI

<table>
<thead>
<tr>
<th>Character Trait</th>
<th>Definition</th>
</tr>
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<tbody>
<tr>
<td><strong>Respect, Responsibility and Caring</strong>&lt;br&gt; These are the cornerstones of good character!</td>
<td><strong>Respect</strong>&lt;br&gt; Showing high regard for self, others and property.</td>
</tr>
<tr>
<td><strong>Responsibility</strong>&lt;br&gt; Being accountable for individual behavior.</td>
<td><strong>Honesty</strong>&lt;br&gt; Being truthful in word and action.</td>
</tr>
<tr>
<td><strong>Caring</strong>&lt;br&gt; Showing concern for the well-being of others.</td>
<td><strong>Justice and Fairness</strong>&lt;br&gt; Demonstrating impartial, unbiased and equitable treatment for all.</td>
</tr>
<tr>
<td><strong>Citizenship</strong>&lt;br&gt; Being an informed, responsible and caring participant in the community.</td>
<td><strong>Courage</strong>&lt;br&gt; Doing the right thing in the face of difficulty and following the conscience instead of the crowd.</td>
</tr>
<tr>
<td><strong>Perseverance</strong>&lt;br&gt; Staying the course and not giving up; demonstrating commitment, pride and a positive attitude in completing tasks.</td>
<td><strong>Hope</strong>&lt;br&gt; Believing in success.</td>
</tr>
</tbody>
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Character education: positive traits are developed, encouraged, and reinforced through example, study (history and biography of the great and good) and practice (emulation of what has been observed and learned)

### September 15th - October 15th is National Hispanic Heritage Month.

<table>
<thead>
<tr>
<th>Date</th>
<th>Character</th>
<th>Definition</th>
</tr>
</thead>
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<tr>
<td>August 26, 2019</td>
<td>Leadership</td>
<td>The action of leading a group of people or an organization</td>
</tr>
<tr>
<td>September 2, 2019</td>
<td>Virtue</td>
<td>Behavior showing high moral standards</td>
</tr>
<tr>
<td>September 9, 2019</td>
<td>Justice</td>
<td>The quality of being fair and reasonable</td>
</tr>
<tr>
<td>September 16, 2019</td>
<td>Principle</td>
<td>A rule or belief governing one’s personal behavior</td>
</tr>
<tr>
<td>September 23, 2019</td>
<td>Dedication</td>
<td>Committed to a task or purpose</td>
</tr>
<tr>
<td>September 30 - October 4, 2019</td>
<td>Fairness</td>
<td>Impartial and just treatment</td>
</tr>
</tbody>
</table>

### Respect for others

**October is Bullying Prevention Month.**

<table>
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<th>Date</th>
<th>Character</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 7, 2019</td>
<td>Democracy</td>
<td>Control of a government through elected representatives</td>
</tr>
<tr>
<td>October 14, 2019</td>
<td>Liberty</td>
<td>A right or a privilege</td>
</tr>
<tr>
<td>October 21, 2019</td>
<td>Courage</td>
<td>Doing something despite fear</td>
</tr>
<tr>
<td>October 28 - November 1, 2019</td>
<td>Duty</td>
<td>An action that someone is required to do</td>
</tr>
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**November is Native American Heritage Month.**

<table>
<thead>
<tr>
<th>Date</th>
<th>Character</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 4, 2019</td>
<td>Selflessness</td>
<td>More concern with others’ needs than one’s own</td>
</tr>
<tr>
<td>November 11, 2019</td>
<td>Honor</td>
<td>Adherence to what is right</td>
</tr>
<tr>
<td>November 18 - 27, 2019</td>
<td>Empathy</td>
<td>The ability to understand and share the feelings of another</td>
</tr>
</tbody>
</table>

**December is National Celebration Month.**

<table>
<thead>
<tr>
<th>Date</th>
<th>Character</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>December 2, 2019</td>
<td>Patriotism</td>
<td>Devotion and support for one’s country</td>
</tr>
<tr>
<td>December 9, 2019</td>
<td>Loyalty</td>
<td>Faithful to a person, organization, or country</td>
</tr>
<tr>
<td>December 16, 2019</td>
<td>Service</td>
<td>Willingness to give and share unselfishly time and talents</td>
</tr>
</tbody>
</table>

**January is National Health Month.**

<table>
<thead>
<tr>
<th>Date</th>
<th>Character</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 6, 2020</td>
<td>Self-Control</td>
<td>Controlling actions and emotions</td>
</tr>
<tr>
<td>January 13, 2020</td>
<td>Truthfulness</td>
<td>Being honest and sincere</td>
</tr>
<tr>
<td>January 20, 2020</td>
<td>Conservation</td>
<td>Using materials in a resourceful manner</td>
</tr>
<tr>
<td>January 27, 2020</td>
<td>Frugal</td>
<td>Being economical or thrifty</td>
</tr>
</tbody>
</table>

**February is Black History and Presidents’ Month.**

**Respect for Self**

<table>
<thead>
<tr>
<th>Date</th>
<th>Character</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 3, 2020</td>
<td>Motivation</td>
<td>The desire to move towards a goal</td>
</tr>
<tr>
<td>February 10, 2020</td>
<td>Self-Respect</td>
<td>Pride and belief in oneself and in achievement of one’s potential</td>
</tr>
<tr>
<td>February 17, 2020</td>
<td>Fortitude</td>
<td>Demonstrating endurance</td>
</tr>
<tr>
<td>February 24, 2020</td>
<td>Consideration</td>
<td>Thoughtfulness and sensitivity towards others</td>
</tr>
</tbody>
</table>

**March is Women’s History, National Reading, and Arts Month.**
<table>
<thead>
<tr>
<th>Date</th>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 2, 2020</td>
<td>Equality</td>
<td>Being equal in status, rights, and opportunities</td>
</tr>
<tr>
<td>March 9, 2020</td>
<td>Sympathy</td>
<td>Feelings of sorrow for others’ misfortune</td>
</tr>
<tr>
<td>March 16, 2020</td>
<td>Achievement</td>
<td>Something done successfully through effort, courage, or skill</td>
</tr>
<tr>
<td>March 23, 2020</td>
<td>Collaboration</td>
<td>Working with others to produce or create something</td>
</tr>
<tr>
<td>March 30-April 3, 2020</td>
<td>Responsibility</td>
<td>Demonstrating accountability for oneself or others</td>
</tr>
<tr>
<td>April 6, 2020</td>
<td>Compliance</td>
<td>Doing what is requested or required</td>
</tr>
<tr>
<td>April 20, 2020</td>
<td>Wisdom</td>
<td>Using good judgment to make decisions</td>
</tr>
<tr>
<td>April 27-May 1, 2020</td>
<td>Reliable</td>
<td>Being trustworthy</td>
</tr>
<tr>
<td>May 4, 2020</td>
<td>Capable</td>
<td>The power or ability to do something</td>
</tr>
<tr>
<td>May 11, 2020</td>
<td>Efficacy</td>
<td>The ability to produce a desired or intended result</td>
</tr>
<tr>
<td>May 18, 2020</td>
<td>Respect</td>
<td>Appreciation for the importance of and efforts of others</td>
</tr>
</tbody>
</table>

**April is National Library and National Mathematics Month.**

**May is National Physical Fitness Month.**

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

[http://character.org/more-resources/11-principles/](http://character.org/more-resources/11-principles/)


[https://talkingtreebooks.com/character-education-lesson-plans.html](https://talkingtreebooks.com/character-education-lesson-plans.html)
All students are expected to adhere to the Safety Pledge:

Elementary Safety Pledge:

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

Secondary Safety Pledge:

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

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

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

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

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

<table>
<thead>
<tr>
<th>Students are expected to:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. abide by the Student Safety Pledge.</td>
<td>15. respect the rights of others, including the right to</td>
</tr>
<tr>
<td>2. adhere to requirements of the Student Code of Conduct and policies/procedures of the</td>
<td>secure an education in an environment that is orderly and</td>
</tr>
<tr>
<td>Public Schools of Robeson County.</td>
<td>disciplined.</td>
</tr>
<tr>
<td>3. behave in a responsible manner at school, on school buses or vehicles owned or</td>
<td>16. attend the entire instructional day, except when ill</td>
</tr>
<tr>
<td>operated by the district, and at all school functions on and off campus.</td>
<td>or otherwise lawfully excused, and be on time to all classes.</td>
</tr>
<tr>
<td>4. be well-groomed and dress appropriately.</td>
<td>17. review and acknowledge receipt of the Code of Conduct.</td>
</tr>
<tr>
<td>5. cooperate with or assist the school staff in maintaining safety, order, and discipline.</td>
<td>18. follow the rules and regulations established by the</td>
</tr>
<tr>
<td>6. demonstrate courtesy and respect for others.</td>
<td>teacher and the school as stated in the school discipline</td>
</tr>
<tr>
<td>7. respect the rights and privileges of other students and of teachers and other district</td>
<td>management plan.</td>
</tr>
<tr>
<td>staff.</td>
<td>19. cooperate with all lawful and reasonable directives</td>
</tr>
<tr>
<td>8. respect the property of others, including district property and facilities.</td>
<td>issued by school personnel.</td>
</tr>
<tr>
<td>9. report any acts of bullying.</td>
<td>20. be prepared for each class with assigned work and</td>
</tr>
<tr>
<td>10. report dangerous behaviors and/or situations to school personnel.</td>
<td>appropriate materials.</td>
</tr>
<tr>
<td>11. report threats to the safety of students and staff members as well as misconduct on</td>
<td>21. pursue mastery of the essential knowledge and skills of the</td>
</tr>
<tr>
<td>the part of any other students or staff members to the principal designee, a teacher, or</td>
<td>curriculum as prescribed by the district and the state.</td>
</tr>
<tr>
<td>another adult.</td>
<td>22. establish and maintain an effective working relationship</td>
</tr>
<tr>
<td>12. report all observed or suspected technology security problems immediately to a</td>
<td>with parents, peers and school personnel.</td>
</tr>
<tr>
<td>teacher.</td>
<td>23. refrain from making profane, insulting, threatening or</td>
</tr>
<tr>
<td>13. know and exercise positive modes of behavior and good manners.</td>
<td>inflammatory remarks.</td>
</tr>
<tr>
<td>14. accept the responsibility for their own actions and the consequences of inappropriate</td>
<td>24. make no visits to other PSRC campuses during the school</td>
</tr>
<tr>
<td>behavior as outlined in the code of conduct.</td>
<td>day, except with permission.</td>
</tr>
<tr>
<td>25. express opinions and ideas in a respectful and courteous manner.</td>
<td>26. seek changes in school policies and regulations through</td>
</tr>
<tr>
<td>27. strive toward self-discipline, setting individual goals and utilizing good work</td>
<td>approved channels in an orderly and responsible manner.</td>
</tr>
<tr>
<td>habits.</td>
<td>28. leave campus immediately after dismissal bell unless</td>
</tr>
<tr>
<td>29. assume responsibility for making choices and accept consequences for your behaviors.</td>
<td>involved in a school activity.</td>
</tr>
<tr>
<td></td>
<td>30. make no visits to other PSRC campuses during the school</td>
</tr>
<tr>
<td></td>
<td>day, except with permission.</td>
</tr>
</tbody>
</table>
**Students shall not:**

1. cause an individual to act through the use of threat or force (coercion).
2. commit extortion or blackmail (obtaining money or an object of value from an unwilling person).
3. commit or assist in a robbery or theft.
4. damage or vandalize property owned by others.
5. deface or damage school property—including textbooks, lockers, furniture, and other equipment—with graffiti or by other means.
6. disobey rules for conduct on school buses.
7. fail to comply with directives given by school personnel (insubordination).
8. engage in bullying, harassment, or making hit lists (see glossary for all three terms).
9. engage in conduct that constitutes dating violence (see glossary).
10. engage in conduct that constitutes sexual or gender-based harassment or sexual abuse, whether by word, gesture, or any other conduct directed toward another person, including a district student, employee or volunteer.
11. engage in inappropriate or indecent exposure of private body parts.
12. engage in inappropriate verbal, physical, or sexual conduct directed toward another person, including a district student, employee, or volunteer.
13. fight or scuffle (assault will be handled differently).
14. leave school grounds or school-sponsored events without permission.
15. participate in gangs or gang-related activities.
16. participate in hazing (see glossary).
17. record the voice or image of another without the prior consent of the individuals being recorded or in any way that disrupts the educational environment or invades the privacy of others.
18. refuse to accept discipline management techniques assigned by a teacher or principal.
19. steal from students, staff, or the school.
20. threaten a district student, employee, or volunteer, including off school property, if the conduct causes a substantial disruption to the educational environment.
21. use profanity or vulgar language or make obscene gestures.

*(The categories above are prohibited, but not a complete list of consequences resulting in disciplinary action.)*
# Expected Student Behaviors

## I will show respect for:

**Myself by:**
- attending school regularly and being on time.
- following rules and directions of adults.
- doing my schoolwork and homework neatly and completely.
- practicing positive behavior choices.
- remaining on school grounds unless I have permission to leave school.
- not harming myself or stating an intention to harm myself or others.
- learning from consequences of my behavior.
- choosing not to bring tobacco, alcohol, other drugs, or weapons to school.
- dressing in a way that is appropriate for the learning environment.

**Others by:**
- being understanding of other’s feelings.
- using positive words with others (no putdowns).
- treating others like I want to be treated.
- not bullying or threatening.
- being honest by telling the truth, and admitting to things I have done.
- working with others in positive ways.
- keeping my hands to myself.
- refraining from using profanity in school.
- working together and/or with adults to manage negative behaviors and emotions.
- using a respectful, positive, and considerate tone of voice and body language when I am speaking to others.
- listening when others are speaking to me.

## Learning by:

- following school rules and school staff directions.
- keeping focused on my work.
- coming to school prepared to work.
- participating in class activities and discussions.
- completing my own schoolwork and homework.
- keeping my eyes on my own paper when taking quizzes and tests.

## Property by:

- not bringing dangerous or distracting things, such as matches, lighters, weapons, toys, fireworks, alcohol/tobacco/other drugs, medicine not prescribed for me, etc.
- using school materials or a classmate’s materials for their intended purpose.
  - Using technology devices as directed by adults.
- following rules about safety:
  - Refraining from touching a fire alarm unless there is an emergency.
  - Refraining from making threats about bombs, guns or blowing something up.
  - Using playground equipment in a safe manner.
- taking care of things in my school and on school grounds.
  - Refraining from defacing or damaging school property.

*(The categories above are prohibited but not a complete list of consequences resulting in disciplinary action.)*
Multi-Tiered System of Support (MTSS)

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

Guiding Students to Positive Behavior

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

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

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

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

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

| Tier 1—All Students | Examples: | Reinforcement of Appropriate Behaviors  
 | | Universal (All Students): | Guidance Referral  
 | | Positive Supports | Use of Student Problem-Solving  
 | | Bully Prevention | Activities/Forms  
 | | Positive Action | Seat Change  
 | | Red Ribbon Week | In-Class Time-Out  
 | | Classroom Examples: | Time-Out in Another Classroom  
 | | Classroom Rules | Setting  
 | | Positive Supports in the classroom | Cooperative Discipline  
 | | | Time-Out Office Verbal Warning  
 | | | Teacher-Student Conference  
 | | | Parent-Teacher Conference  

| Tier 2—Targeted Interventions | Examples: | Referral to Student Support Services Staff (school counselor, youth development specialist, peer mediator, social worker)  
 | | Decision Making Rooms— support for minor infractions | Social Skills Groups (anger management, conflict resolution, peer mediation)  
 | | Behavior Support Teams | Behavior Support Teams  
 | | Check in and Check out Support Plan | Check and Connect  
 | | Alternative Teacher | Alternative Teacher  
 | | Social/Emotional Counseling Groups | Social/Emotional Counseling Groups  
 | | Mentoring | Mentoring  
 | | Parent Groups | Parent Groups  

| Tier 3—Intensive Individualized Interventions | Examples: | Behavioral Contract  
 | | Behavioral Intervention Plan (BIP) | Multi-disciplinary comprehensive assessments, such as Functional Behavioral Assessments (FBA)  
 | | Collaboration with, and linkages to, community resources, agencies, parent groups |
Conduct and Discipline

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

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

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

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

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

General Conduct Violations

The code of conduct violations are prohibited at school and all school-related activities, but the list does not include the most serious offenses. In the subsequent sections certain serious offenses and severe offenses that require specific consequences are listed. Any offense, however may be serious enough to result in removal from the regular educational setting and detailed in that section.
Disregard for Authority

Students shall not:

θ fail to comply with directives given by school personnel (insubordination).
θ leave school grounds or school-sponsored events without permission.
θ disobey rules for conduct on school buses.
θ refuse to accept discipline management techniques assigned by a teacher or principal.

Mistreatment of Others

Students shall not:

θ use profanity or vulgar language or make obscene gestures.
θ fight or scuffle.
θ threaten a student, employee, or volunteer, including off school property if the conduct causes a substantial disruption to the educational environment.
θ engage in bullying, harassment, or making hit lists.
θ communicate an intention to harm self or others.
θ engage in conduct that constitutes sexual harassment or sexual abuse, whether by word, gesture, or any other conduct directed toward another person, including a student, employee, or volunteer.
θ engage in conduct that constitutes dating violence, including the intentional use of physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control another person with whom the student has or has had a dating relationship.
θ engage in inappropriate or indecent exposure of private body parts.
θ participate in hazing.
θ cause an individual to act through the use of or threat of force (coercion).
θ commit extortion or blackmail (obtaining money or an object of value from an unwilling person).
θ engage in inappropriate verbal, physical, or sexual conduct directed toward another person, including a district student, employee, or volunteer.
θ record the voice or image of another without the prior consent of the individuals being recorded or in any way that disrupts the educational environment or invades the privacy of others.

Property Offenses

Students shall not:

θ damage or vandalize property owned by others.
θ deface or damage school property—including textbooks, lockers, furniture, and other equipment—with graffiti or by other means.
θ steal from students, staff, or the school.
θ commit or assist in a robbery or theft.
Possession of Prohibited Items

Students shall not:

Possess or use:

- fireworks of any kind, smoke or stink bombs, or any other pyrotechnic device;
- a razor, box cutter, chain, or any other object that could be used in a way that threatens or inflicts bodily injury to another person;
- a “look-alike” weapon;
- an air gun or BB gun;
- ammunition;
- a stun gun;
- a pocketknife or any other small knife;
- mace or pepper spray;
- pornographic material;
- tobacco products;
- matches or a lighter;
- a laser pointer for other than an approved use; or
- any articles not generally considered to be weapons, including school supplies, when the principal or designee determines that a danger exists.

Possession of Telecommunications Devices

Cell phones or other telecommunication device can be used only in accordance to School Board Policy 43:18

Illegal, Prescription, and Over-the-Counter Drugs

Students shall not:

- possess or sell seeds or pieces of marijuana in any amount.
- possess, use, give, or sell paraphernalia related to any prohibited substance.
- possess or sell look-alike drugs, items that resemble the appearance of an illegal substance or attempt to pass items off as drugs or contraband.
- abuse the student’s own prescription drug, give a prescription drug to another student, or possess or be under the influence of another person’s prescription drug on school property or at a school-related event.
- abuse over-the-counter drugs.
- be under the influence of prescription or over-the-counter drugs that cause impairment of the physical or mental faculties.
- have or take prescription drugs or over-the-counter drugs at school other than as provided by district policy.

Misuse of Computers and the Internet

Students shall not:
 violate computer use policies, rules, or agreements signed by the student and/or the student’s parent/guardian.

 attempt to access or circumvent passwords or other security-related information of the district, students, or employees or upload or create computer viruses, including off school property if the conduct causes a substantial disruption to the educational environment.

 attempt to alter, destroy, or disable district computer equipment, district data, the data of others, or other networks connected to the district’s system, including off school property if the conduct causes a substantial disruption to the educational environment.

 use the Internet or other electronic communications to threaten district students, employees, or volunteers, including off school property if the conduct causes a substantial disruption to the educational environment.

 send or post electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another’s reputation, or illegal, including off school property if the conduct causes a substantial disruption to the educational environment.

 use e-mail or web sites at school to encourage illegal behavior or threaten school safety.

**Safety Transgressions**

Students shall not:

 possess published or electronic material that is designed to promote or encourage illegal behavior or that could threaten school safety.

 engage in verbal (oral or written) exchanges that threaten the safety of one’s self, another student, a school employee, or school property.

 make false accusations or perpetrate hoaxes regarding school safety.

 engage in any conduct that school officials might reasonably believe will substantially disrupt the school program or incite violence.

 throw objects that can cause bodily injury or property damage.

 discharge a fire extinguisher without valid cause.

**Miscellaneous Offenses**

Students shall not:

 violate dress and grooming standards as communicated in the student handbook.

 cheat or copy the work of another (including internet plagiarism).

 gamble.

 falsify records, passes, or other school-related documents.

 engage in actions or demonstrations that substantially disrupt or materially interfere with school activities.

 repeatedly violate other communicated campus or classroom standards of conduct.

**Important:** Schools may have campus or classroom rules in addition to those found in the Code of Conduct. These rules may be posted in the hallway or classrooms and may not constitute violations of the Code of Conduct.
**Integrity and Civility**

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

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

1. cheating, including the actual giving or receiving of any unauthorized assistance or the actual giving or receiving of an unfair advantage on any form of academic work;
2. plagiarizing, including copying the language, structure, idea and/or thought of another and representing it as one’s own original work;
3. violating copyright laws, including the unauthorized reproduction, duplication and/or use of printed or electronic work, computer software, or other copyrighted material;
4. cursing or using vulgar, abusive or demeaning language towards another person; and
5. hazing or playing abusive or dangerous tricks or otherwise subjecting a student or employee to personal indignity. (Policy Code: 4310 Integrity and Civility)

**Dress Code**

While most students dress appropriately and safely for school, the School Board and school staff rely on students and parents to exercise judgment in promoting modesty, decency, and a sense of decorum so as not to disrupt the learning environment. School climate has a direct influence on student achievement, and the manner in which students dress is a significant factor in school climate. This dress code will assist parents and students as they make decisions regarding daily attire that contribute to an appropriate, safe, and secure learning environment for all students. Students must dress modestly and in a manner that neither distracts from nor substantially disrupts the learning environment. The board prohibits appearance or clothing that does the following:

1. violates the standards established in this policy or a reasonable dress code adopted and publicized by the school;
2. is substantially disruptive;
3. is provocative or obscene:
4. endangers the health or safety of the student or others; or
5. violates policy 4328, Gang-Related Activity.

All students must adhere to the following standards.

1. Shoes or sandals must be worn at all times during the school day. Flip-flop style shoes are not permitted.
2. Sunglasses, hats, caps, head scarves or head covers of any description worn inside a
school building are not permissible unless authorized by the school principal or his or
her designee.
3. Students may not wear attire with messages or illustrations that are lewd, indecent,
obscene or vulgar or that advertise any product or service not permitted by law to
minors.
4. Students may not wear sleeveless shirts, tops or dresses that do not cover the top of the
shoulder (i.e. tank tops, spaghetti straps, halter tops, tube tops, strapless tops,
etc.). Shirts and tops may not be low-cut and must be long enough to meet the
waistband of pants, shorts or skirts at all times. No midriffs, cleavage or
undergarments shall be visible at any time. Clothing that is transparent or noticeably
tight or that has excessive holes is prohibited.
5. Belts, if worn, must be kept on and tied or buckled at all times.
6. All pants, shorts and skirts must be worn fastened above the hips around the waist. In
particular, the dress style known as “sagging” is prohibited.
7. Shorts, skirts and dresses must be of sufficient length. When the student stands up
straight with arms and fingers fully extended by his or her sides, the bottom of shorts,
skirt or dress should extend at least as far as the extended fingers.
8. Adornments or accessories, such as chains or spikes, that could reasonably be perceived
as or used as a weapon are prohibited.
9. Clothing or accessories worn inappropriately or not as they were made to be worn,
such as items worn inside out, backwards, unfastened or untied, is not permitted.
10. Face paint is prohibited.

Principals shall display the student dress code in at
least one visible location at the school. Copies of
the dress code shall be made available to parents
and students at the beginning of the school year
and shall be included in all school handbooks.
Principals shall maintain guidelines
to assist students in determining appropriate dress
and appearance for school.

The principal or designee shall make reasonable
accommodations on the basis of students’
religious beliefs or medical conditions. The
principal or designee may also make reasonable
accommodations for students involved in school-
approved special duties, activities or projects, such
as athletics and vocational classes, as necessary.

In support of the Student Code of Conduct, a student’s appearance that is disruptive, distracting,
or hazardous is prohibited. The administration of each elementary, middle, and high school has
the authority to notify students and parents of modifications to the dress code for spirit days and
other school celebrations, as particular items pose a disruption, or as other circumstances warrant.
(Policy Code: 4316 Student Dress Code)
Special Note:

Board-designated military academies and other JROTC programs may enforce standards of conduct and intervention or consequences that are consistent with the military nature of programs, in addition to the standards of conduct and intervention or consequences described in this Code of Conduct.

Disruptive Behavior

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

Principals and teachers have full authority as provided by law to establish and enforce standards and rules as necessary to create orderly schools and classrooms.

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

1. intentional verbal or physical acts that result or have the potential to result in blocking access to school functions or facilities or preventing the convening or continuation of school-related functions;
2. appearance or clothing that (1) violates a reasonable dress code adopted and publicized by the school; (2) is substantially disruptive; (3) is provocative or obscene; or (4) endangers the health or safety of the student or others (see policy 4316, Student Dress Code);
3. possessing or distributing literature or illustrations that significantly disrupt the educational process or that are obscene or unlawful;
4. engaging in behavior that is immoral, indecent, lewd, disreputable, or of an overly sexual nature in the school setting;
5. failing to observe established safety rules, standards and regulations, including on buses and in hallways; and interfering with the operation of school buses, including delaying the bus schedule, throwing objects inside the bus or from the bus, tampering with the bus, refusing to obey the driver’s instructions, getting off at an unauthorized stop, and willfully trespassing upon a school bus. (Policy Code: 4315 Disruptive Behavior)

Offensive Language

It is the position of the Public Schools of Robeson County that the use of offensive language in the school environment is unacceptable and
tends to create a hostile work and educational environment. Such language includes, but is not limited to, the use of slurs or offensive language related to race, ethnicity, gender and/or gender orientation, disability and religious beliefs. In order to maintain a safe and appropriate educational environment for students and employees, all district employees are required to report such violations of the Code of Conduct to the appropriate campus administrator.

**Bullying**

A safe and civil environment is needed for students to learn and attain high academic standards and to promote healthy human relationships. The purpose of this policy is to assist the district in its goal of preventing and responding to acts of bullying, intimidation, violence, and other similar disruptive behavior. An act of bullying, by either an individual student or a group of students, is expressly prohibited on district property or at school-related functions. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student’s act of bullying.

**BULLYING PROHIBITED**

The District prohibits bullying as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of district policy.

The District prohibits the bullying of any student:

1. during any educational program or activity conducted by the district;
2. during any school-related or school-sponsored program or activity or on a school bus;
3. through the use of any electronic device or data while on school grounds; a school bus; or through the use of computer software that is accessed through a computer, computer system, or computer network of the district. The physical location or time of access of a computer-related incident cannot be raised as a defense in any disciplinary action initiated under this section; or
4. through threats, using any of the above methods, to be carried out on school grounds. This includes threats made outside of school hours that are intended to be carried out during any school-related or school-sponsored program or activity or on a school bus.

Though an incident of alleged bullying may occur off campus and may not entail threats of acts to occur during school hours, if a student’s ability to receive an education or a school’s ability to provide an education is significantly impaired, as determined by the district administration, disciplinary sanctions may be imposed.

Such behavior is considered harassment or bullying whether it takes place on or off school property, at any school-sponsored function, or in a school vehicle.

A student or witness may file a complaint following the same procedures for bullying against a student that occur at a bus stop or en route to and from school. The school shall investigate
and/or provide assistance and intervention as the principal or designee deems appropriate, which may include the use of any local law enforcement agency.

The following definitions shall apply for purposes of this policy:

**Bullying** means systematically and chronically inflicting physical hurt or psychological distress on one or more students. Bullying of a student may include hazing, threats, taunting, teasing, confinement, assault, demands for money, extortion, destruction of property, theft of valued possessions, ridicule, name-calling, rumor spreading, slurs, jokes, innuendos, demeaning comments, and ostracism of the person or another.

It is further defined as any unwanted purposeful gesture or written, verbal, graphic, or physical act, including electronically transmitted acts (i.e., internet, cell phone, personal digital assistant (PDA), or wireless hand-held device), that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race; ethnicity, color; religion; ancestry, national origin; gender; sex; sexual orientation; gender identity and expression; marital status; socio-economic background; social/family background; linguistic preference; political beliefs; or a mental, physical, or sensory disability, difference, or impairment; or by any other distinguishing characteristic or because of one’s association with a particular person or group of persons. Bullying also includes, but is not limited to, any threatening, insulting, or dehumanizing gesture, by a student that has the potential to create an intimidating, hostile, or offensive educational environment or cause long-term damage, cause discomfort or humiliation, or unreasonably interfere with the individual’s school performance or participation, or is carried out repeatedly and is often characterized by an imbalance of power.

Bullying may involve, but is not limited to:

- **Verbal:** hurtful name-calling, teasing, gossiping, making threats, making rude noises, or spreading hurtful rumors.
- **Nonverbal:** posturing, making gang signs, leering, staring, stalking, destroying property, using graffiti or graphic images, or exhibiting inappropriate and/or threatening gestures or actions.
- **Physical:** hitting, punching, pushing, shoving, poking, kicking, tripping, strangling, hair pulling, fighting, beating, biting, spitting, or destroying property.
- **Emotional (psychological):** rejecting, terrorizing, extorting, defaming, intimidating, humiliating, blackmailing, manipulating friendships, isolating, ostracizing, using peer pressure, or rating or ranking personal characteristics.
Bullying occurs when a student or a group of students engages in written or verbal expression or physical conduct that:

- will have the effect of physically harming a student, damaging a student’s property, or placing a student in reasonable fear of harm to the student’s person or of damage to the student’s property.
- is so sufficiently severe, persistent, or pervasive that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.
- has the effect of substantially negatively impacting a student’s emotional or mental well-being.

Cyberbullying is defined as willful harassment and intimidation of a person through the use of digital technologies, including, but not limited to, e-mail, blogs, texting on cell phones, social websites (e.g., Instagram, Facebook, Twitter, and the like), chat rooms, “sexting,” instant messaging, or video voyeurism, by accessing or knowingly and willingly causing or providing access to data or computer software through a computer, computer system, or computer network within the scope of the district network system.

Cyberstalking means to engage in a course of conduct to communicate, or to cause to be communicated, words, images, or language by or through the use of electronic mail or electronic communication, directed at or about a specific person, causing substantial emotional distress to that person and serving no legitimate purpose.

Prohibited Harassment includes, but is not limited to, oral, written, psychological, physical (both climate and contact), and other demonstrative actions with regard to race, creed, ethnic origin, religious preference, gender, disability, or sexual orientation that is harassing.

Accused is defined as any district student in the school or outside the school, at school-sponsored events, on school buses, or at training facilities or training programs sponsored by the district who is reported to have committed an act of bullying, whether formally or informally, verbally, or in writing.

Complainant is defined as any individual who has a complaint or concern.

Victim is defined as any district student who is reported to have been the target of an act of bullying during any educational program or activity.

Reporting Procedures

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to promptly report may impair the district’s ability to investigate and address the prohibited conduct. Any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, counselor, principal, or other district employee.
**District Action**

If the results of an investigation indicate that bullying occurred, the campus principal shall promptly respond by taking appropriate disciplinary or corrective action reasonably calculated to address the conduct in accordance with the District’s *Student Code of Conduct*. The principal shall convene the MTSS team for the purpose of developing a plan of action/interventions for the victim and/or perpetrator, even if the district concludes that the conduct did not rise to the level of bullying under this policy. Victims of bullying may be offered services. Consequences and appropriate remedial actions for a student who commits one or more acts of harassment or bullying may range from positive behavioral interventions up to and including suspension or expulsion. Consequences for a student who commits an act of harassment or bullying shall be unique to the individual incident and shall vary in method and severity according to the nature of the behavior, the developmental age of the student, and the student’s history of problem behaviors and performance. The consequences must also be consistent with the District’s *Student Code of Conduct*. The district may take action based on the results of an investigation, even if the district concludes that the conduct did not rise to the level of bullying under this policy.

**Confidentiality**

To the greatest extent possible, the district shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.

**Appeal**

A parent, legal guardian, or adult student who is dissatisfied with the outcome of the investigation or plan of action may appeal beginning at the appropriate level.

**Criminal Behavior**

Criminal or other illegal behavior is prohibited. Any student who the principal reasonably believes has engaged in criminal behavior on school premises or at school activities will be subject to appropriate disciplinary action, as stated in applicable board policies, and also may be criminally prosecuted.

School officials shall cooperate fully with any criminal investigation and prosecution. School officials shall independently investigate any criminal behavior that also violates school rules or board policy.

**A. Students Charged with or Convicted of Criminal Behavior**

If necessary, the superintendent and principal may take reasonable measures to preserve a safe, orderly environment when a student has been charged with or convicted of a serious crime, regardless of whether the alleged offense was committed on school grounds or related to school
activities. Depending upon the circumstances, including the nature of the alleged crime, the child’s age, and the publicity within the school community, reasonable efforts may include changing a student’s classroom assignment or transferring the student to another school. Transfer to an alternative school may be made in accordance with the criteria established in policy 3470/4305, Alternative Learning Programs/Schools. The student will continue to be provided with educational opportunities unless and until the student is found to have violated board policy or school rules and is suspended or expelled in accordance with procedures established in board policy.

B. Reporting Criminal Behavior

Principals shall report to law enforcement all criminal offenses that occur on school property when the principal has personal knowledge or actual notice of their occurrence, as required by State Board of Education Policy HRS-A-000. It is a criminal misdemeanor for a principal to fail to report immediately to law enforcement officers the following acts when the principal has personal knowledge or actual notice from school personnel that such acts have occurred on school property, regardless of the age or grade of the perpetrator or victim: (1) assault resulting in serious personal injury (see assault, threats, and harassment); (2) sexual assault; (3) sexual offense; (4) rape; (5) kidnapping; (6) indecent liberties with a minor; (7) assault involving the use of a weapon; (8) possession of a firearm in violation of the law; (9) possession of a weapon in violation of the law; and (10) possession of a controlled substance in violation of the law.

The principal or designee shall notify the superintendent or designee in writing or by e-mail of any report made to law enforcement. Such notice must occur by the end of the workday in which the incident occurred, when reasonably possible, but not later than the end of the following workday. The superintendent must inform the board of any such reports. In addition, the principal or designee must notify the parents or guardians of students who are alleged to be victims of any reported offenses. (Policy Code: 4335 Criminal Behavior)

Assaults, Threats and Harassment

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

Assault

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

Assault Resulting in Serious Personal Injury: Students are prohibited from making an intentional offer or attempt by force or violence to do injury to the person of another that causes reasonable apprehension of immediate bodily harm resulting in one of the following: (1) substantial risk of death, (2) serious permanent disfigurement, (3) a coma, (4) a permanent or protracted condition that causes extreme pain, (5) permanent or protracted loss or impairment of the function of any bodily member or organ, or (6) that results in prolonged hospitalization. If an offender used a weapon in an assault resulting in serious injury, report both Assault Resulting in Serious Injury and Assault Involving Use of a Weapon.
**Threatening Acts**

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

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

**Harassment**

Students are prohibited from engaging in or encouraging any form of harassment, including bullying of students, employees or other individuals on school grounds or at school-related functions. Harassment is unwanted, unwelcome and uninvited behavior that demeans, threatens or offends the victim and results in a hostile environment for the victim. The hostile environment may be created through pervasive or persistent misbehavior or a single incident if sufficiently severe. Harassment and bullying are further defined in policy 1710/4021/7230, Prohibition Against Discrimination, Harassment and Bullying. Complaints of harassment will be investigated pursuant to policy 1720/4015/7225, Discrimination, Harassment and Bullying Complaint Procedure. For incidents of misbehavior that do not rise to the level of harassment, see policy 4310, Integrity and Civility, which establishes the expectation that students will demonstrate civility and integrity in their interactions with others. (Policy Code: 4331 Assaults, Threats and Harassment)

**Gang-Related Activity**

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

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

1. wearing, possessing, using, distributing, displaying or selling any clothing, jewelry, emblems, badges, symbols, signs or other items with the intent to convey membership or affiliation in a gang;
2. communicating either verbally or non-verbally (gestures, handshakes, slogans, drawings, etc.) with the intent to convey membership or affiliation in a gang;
3. tagging, or otherwise defacing school or personal property with symbols or slogans intended to convey membership or affiliation in a gang (see policy 4330, Theft, Trespass and Damage to Property);
4. requiring payment of protection, insurance or otherwise intimidating or threatening any person related to gang activity (see policy 4331, Assaults, Threats and Harassment);
5. inciting others to intimidate or to act with physical violence upon any other person related to gang activity (see policy 4331);
6. soliciting others for gang membership; and
7. committing any other illegal act or other violation of school system policies in connection with gang-related activity.

The superintendent or designee shall regularly consult with law enforcement officials to maintain current examples of gang-related activities including, but not limited to, gang names and particularized examples of potential gang indicators including symbols, hand signals, graffiti, clothing, accessories and behaviors. Each principal shall maintain a list of current examples of gang-related activities to assist students, parents and teachers in identifying gang symbols and practices. The list shall be available in an easily accessible location in the main office of the school. Parents, students and school employees may, upon request, access the list, which shall include a warning that wearing or displaying clothing, hand signs or symbols identified in the list with the intent to convey membership or affiliation in any gang may subject a student to discipline under this policy.

In addition, the Code of Student Conduct and all student handbooks (or such other similar materials distributed to parents and students in lieu of a student handbook) shall contain notice that (1) current information on gang-related activities is maintained in the main office at each school; (2) information on gang-related activities is subject to change and the principal should be consulted for updates; and (3) wearing or displaying clothing, hand signs or symbols identified in the list with the intent to convey membership or affiliation in any gang may subject a student to discipline under this policy. The Code of Student Conduct and student handbook (or such other similar materials) also shall provide the addresses of websites that contain additional information identifying gang signs, symbols, clothing and other gang indicators.

In providing this information for students and parents, the board acknowledges that not all potential gang indicators connote actual membership in a gang.

Before being punished for a violation of a subsection above, a student shall receive an individualized warning as to what item or conduct is in violation of this policy and shall be permitted to immediately change or remove any prohibited items. A student may be punished only if he or she previously received notice that the specific item or conduct is prohibited. In a situation where a student has violated this policy or is otherwise suspected of gang affiliation through other circumstantial evidence, the principal shall conduct an intervention involving the principal and/or assistant principal, the student and the student’s parent. Such intervention also may include the school resource officer and others, as appropriate. The purpose of an intervention
This policy shall be applied in a non-discriminatory manner based on the objective characteristics of the student’s conduct in light of the surrounding circumstances.

Campus administrators may ban such dress or behaviors from school that are gang related. Appropriate discipline will be assigned to students refusing to comply with this policy or administrative directives related to it. Any attempt to violate the provision of these guidelines will result in disciplinary action consistent with the district discipline policy and state law. (Policy Code: 4328 Gang-Related Activity)

**Tobacco Products – Students**

The board is committed to creating safe, orderly, clean and inviting schools for all students and staff. To this end, the board supports state laws that prohibit the sale or distribution of tobacco products to minors and that prohibit the use of tobacco products by minors. The board also supports state and federal laws that prohibit the use of tobacco products in school buildings, on school campuses, and in or on any other school property owned or operated by the school board. For the purposes of this policy, the term “tobacco product” means any product that contains or is made or derived from tobacco and is intended for human consumption, including electronic cigarettes and all lighted and smokeless tobacco products.

In support of the board’s commitments and state and federal law, students are prohibited from using or possessing any tobacco product or paraphernalia, including matches, lighters, pouches, rolling papers and pipes, (1) in any school building, on any school campus, and in or on any other school property owned or operated by the school board, including school vehicles; (2) at any school-related activity, including athletic events; or (3) at any time when the student is subject to the supervision of school personnel, including during school trips.

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

The administration shall consult with the county health department and other appropriate organizations to provide students with information and access to support systems and programs to encourage students to abstain from the use of tobacco products. The school system may, from time to time, provide free non-smoking programs and services to its students. (Policy Code: 4320 Tobacco Products – Students)
Drugs and Alcohol

No student shall possess, use, distribute, sell, possess with intent to distribute or sell, conspire or attempt to distribute or sell, or be under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, anabolic steroid, other controlled substance, alcoholic beverage, malt beverage, fortified wine, other intoxicating liquor, drug paraphernalia, counterfeit substance, unauthorized prescription drug, or any other chemicals or products with the intention of bringing about a state of exhilaration, euphoria, or of otherwise altering the student’s mood or behavior. For the purpose of the Code of Student Conduct, the following definitions apply:

1. Possess: having the power or intent to control a prohibited substance that shall include, but is not necessarily limited to the possession of a prohibited substance in a student’s automobile, locker, book bag, or desk, or on a student’s person
2. Use: the consumption, injection, inhalation or absorption of a prohibited substance into a student’s body by any means or the resemblance of a prohibited substance
3. Under the influence: the use of any prohibited substance at any time or place when the prohibited substance would influence a student’s mood, behavior, or learning to any degree
4. Sell: the exchange of a prohibited substance for money, property, or any other benefit or item of value
5. Distribute: to give, share, or pass a prohibited substance or the resemblance of a prohibited substance
6. Possess with intent to distribute/sell: intent to distribute or sell may be determined from the amount of the prohibited substance found, the manner in which it was packaged, the presence of packaging materials such as scales, baggies or other containers, or from statements or actions of the student that demonstrate an intent to distribute or sell
7. Counterfeit Substance: any substance that is described or presented with the intention of deceiving another into believing that it is a substance prohibited under this policy
8. Unauthorized Prescription Drug: Any drug or medication that has not been prescribed for the student

Students are also prohibited from possessing, using, transmitting, or selling drug paraphernalia or counterfeit (fake) drugs. In all circumstances in which students must comply with student behavior policies, students may not in any way participate in the selling or transmitting of prohibited substances, regardless of whether the sale or transmission ultimately occurs on school property. Prescription and over the counter drugs are not in violation of this policy if possessed and used in accordance with Policy 6125, Administering Medicines to Students.

The principal may authorize other lawful uses of substances otherwise prohibited by this policy, such as for approved school projects.

As required by policy 4335, Criminal Behavior, the principal must report to the appropriate law enforcement agency any student who has used or possessed prohibited substances in violation of this policy. (Policy Code: 4325 Drugs and Alcohol)

Note: Principals in the elementary grades are expected to use good judgment and reasonable discretion in applying board policies and in determining the appropriate consequences for violation of board policies, school standards or rules.
Theft, Trespass and Damage to Property

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

Theft

Students are prohibited from stealing or attempting to steal school or private property and/or from knowingly being in possession of stolen property.

Damage to Property

Students are prohibited from damaging or attempting to damage school or private property.

Trespass

Students are prohibited from trespassing on school property. A student will be considered a trespasser and may be criminally prosecuted in any of the following circumstances:

a. the student is on the campus of a school to which he or she is not assigned during the school day without the knowledge and consent of the officials of that school;
b. the student is loitering at any school after the close of the school day without any specific need or supervision; or
c. the student has been suspended from school but is on the property of any school during the suspension period without the express permission of the principal. (Policy Code: 4330 Theft, Trespass and Damage to Property)

Weapons, Bomb Threats, Terrorist Threats and Clear Threats to Safety

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

Weapons and Weapon-Like Items

Students are prohibited from possessing, handling, using or transmitting, whether concealed or open, any weapon or any instrument that reasonably looks like a weapon or could be used as a weapon.

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

**Bomb Threats**

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

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

**Terrorist Threats**

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

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

**Clear Threats to Student and Employee Safety**

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

1. the intentional and malicious burning of any structure or personal property, including vehicles;
2. an attack, or threatened attack, by a student against another person wherein the student uses a weapon or displays it in a manner found threatening to that person;
3. an attack by a student on any employee, adult volunteer, or another student which does not result in serious injury but which is intended to cause or reasonably could cause serious injury;
4. an attack by a student upon another person whereby the victim suffers obvious severe or aggravated bodily injury such as broken bones, loss of teeth, possible internal injuries, laceration requiring stitches, loss of consciousness, significant bruising or pain, or the victim requires hospitalization or treatment at a hospital emergency room as a result of the attack
5. any intentional, highly reckless or negligent act that results in the death of another person;
6. confining, restraining, or removing another person from one place to another, without the victim's consent, or the consent of the victim's parents, for the purpose of committing a
felony, or for the purpose of holding the victim as a hostage or for ransom or for use as a
shield;
g. possession of a weapon on any school property, including in vehicles;
h. the taking or attempting to take anything of value from the care, custody or control of
another person or persons, by force, threat of force, or violence, or by putting the victim
in fear;
i. any unauthorized and unwanted intentional touching, or attempt to touch, by one person
of the sex organ of another, including the breasts of the female and the genital areas of
the male and female;
j. the possession, manufacture, sale, or delivery, or any attempted sale or delivery, of a
controlled substance in violation of Chapter 90 of the General Statutes;
k. any behavior resulting in a felony conviction on a weapons, drug, assault or other charge
that implicates the safety of other persons; and
l. any other behavior that demonstrates a clear threat to the safety of others in the school
environment. (Policy Code: 4333 Weapons, Bomb Threats, Terrorist Threats and Clear
Threats to Safety)

The Discipline Process

**Discipline**-Discipline means to instruct, to train in accordance with the rules, an
activity or exercise to improve a skill.

Application of the Code of Conduct

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

**Disciplinary Action**

Disciplinary action is not just to correct
inappropriate behavior. It is also to help students
become responsible members of the school
community and the larger community in which
they live. The district tries to prevent inappropriate
behavior before it starts and will intervene to stop
this behavior from getting worse before taking
disciplinary action. To avoid having to take
disciplinary action, the district uses special
programs, trained personnel and community
resources that are available for students and
families to prevent and intervene.
to the offenses. If a student has to complete academic work as part of that action, the goal is to teach something of value that is related to the class the student is taking. It cannot simply be punitive. For example, a teacher cannot assign numerous math problems as a consequence when it is clear that the student already mastered that concept. Rote work also is not allowed as a consequence. A teacher cannot make a student write a sentence over and over or copy from a dictionary. Writing a paper explaining why the student’s actions were wrong is an example of an acceptable academic action.

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

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

**School District Authority and Jurisdiction**

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

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

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

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

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

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

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

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

Personal Searches

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

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

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

Use of Metal Detectors

A metal detector may be used to search a student’s person and/or personal effects whenever a school official has reasonable grounds for suspecting that the student is in possession of a weapon. The search must be conducted by a school official or the school resource officer under the direction of the school official. The search will be conducted in private.
In view of the escalating presence of weapons in schools, the board authorizes school officials to conduct general searches of students and other persons and their personal effects with a metal detector if the searches are done in a minimally-intrusive, nondiscriminatory manner (e.g., on all students in randomly selected classes; on every third individual entering a school-sponsored extracurricular activity). The search must be conducted in accordance with procedures established by the superintendent or designee and may not be used to single out a particular individual or category of individuals. Prior to conducting general searches, school administrators must: (1) demonstrate to the superintendent the need for general searches based upon a pattern or expectation of violence or disruption; and (2) provide written notice, if feasible, to students and parents of the school policy governing general searches, but not of specific times when or places where searches will be conducted. Any search conducted pursuant to this policy must be conducted by a school official or the school resource officer under the direction of the school official.

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

Desk and Locker Searches

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

Searches of Motor Vehicles

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

Use of Trained Dogs

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

**Law Enforcement**

**Reporting Crimes**

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

**False Accusations**

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

**School Resource Officers (SROs) and Referrals to Law Enforcement**

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

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

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

*First and foremost, any school or district using school-based law enforcement officers should clearly define the officers’ roles and responsibilities at the school as that of important partners in school safety efforts. This role should be focused on school safety, with the responsibility for addressing and preventing serious, real, and immediate threats to the physical safety of the school and its community. By contrast, school administrators and staff should have the role of maintaining order and handling routine disciplinary matters.*
By focusing officers’ roles on the critical issue of safety and avoiding inappropriate officer involvement in routine discipline matters, schools have found that they can reduce students’ involvement in the juvenile justice system and improve academic outcomes while improving school safety. For school resource officers, their role on campus typically involves three parts: law enforcer, informal counselor, and educator. In their capacity as counselors and educators, SROs can, and should, support positive school-climate goals by developing positive relationships with students and staff and helping to promote a safe, inclusive, and positive learning environment.

Security Cameras

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

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

Right to Confidentiality of and Access to Student Records

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

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

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

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

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

**Media Opt-In**

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

Adopted: August 2014

**Disciplinary Authority of the School District**

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

**The district has disciplinary authority and jurisdiction over a student:**

1. during the regular school day and while the student is traveling to and from school on school buses or vehicles owned or operated by the district;
2. while the student is participating in any activity during the school day on school grounds;
3. during lunch periods in which a student is allowed to leave campus;
4. while the student is in attendance at any school-related activity, regardless of time or location;
5. for any school-related misconduct, regardless of time or location;
6. when retaliation against a school employee or volunteer occurs or is threatened, regardless of time or location;
7. when the student commits a felony on school property;
8. for certain offenses on or off school property as set out in the Student Code of Conduct; and
9. when the student is required to register as a sex offender.

The district has the right:

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

Seniors

Graduating students who violate Board policies on possession, consumption, or distribution of alcoholic beverages, controlled dangerous substances, counterfeited controlled dangerous substances, non-controlled substances, or other intoxicants, at any time during the last nine weeks of school prior to the last scheduled day for graduating students, or during the time between the last scheduled day and the graduation ceremony, whether the activity takes place on school buses, within a school building or upon any school property, or during any school, school-related, or Board-sponsored activity, whether held on school property or at locations off school property, including private clubs, businesses, or commercial establishments, shall be prohibited from participation in all senior activities, including proms, award ceremonies, and graduation ceremonies.

Other disruptive behavior by senior students during the last nine weeks of school will jeopardize the privilege of participating in graduation ceremonies.

Authority of the Principal:

The principal is the leader of the school and, in concert with the staff, is responsible for the orderly operation of the school. Principals are granted authority to enforce this Code of Conduct; and in cases of disruptive, disorderly or dangerous conduct not covered in this Code, the principal is authorized to undertake corrective measures which he or she believes to be in the best interest of the students and the school, provided such action does not violate law, or a school board policy or procedure.
Authority of Teachers and Other School Personnel:
The teacher has the authority and responsibility to manage student behavior in the classroom and while students are under his or her supervision. The teacher is expected to implement the student behavior management plan and any other school standards or rules. The teacher may develop other standards or rules consistent with the direction provided by the board and school. Every teacher, student teacher, substitute teacher, voluntary teacher or teacher assistant is required to report to the principal all acts of violence occurring in school, on school grounds, or at any school-sponsored activity. Teachers and other school personnel have the authority to manage or remove disruptive or dangerous students from the classroom and other locations within the school building.

School personnel may use reasonable force to control behavior or to remove a person from the scene in those situations when necessary: 1. to quell a disturbance threatening injury to others; 2. to obtain possession of a weapon or other dangerous object on the person, or within the control of a student; 3. for self-defense; 4. for the protection of persons or property; or 5. to maintain order on school property, in the classroom, or at a school-related activity on or off school property.

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

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

Types of Consequences

When students do not show respect for others, whether they are causing problems that disrupt learning or put safety at risk, they are subject to disciplinary action. In other words, when students break the Student Code of Conduct, there will be consequences.

Consequences-A consequence is the relation of a result to its cause. Every day thousands of consequences occur at school — a class is acknowledged for being ready to work when the bell rings, a teacher banters with a student who disrupts instruction, a staff member corrects (or fails to correct) a student who is out of dress code. In order to effectively respond to human behavior — both staff and student — it is critical to possess a clear understanding of how consequences work, how to apply them with intention, and how to evaluate their effectiveness. It is also important to understand that “consequences” and “interventions” are not synonyms.
There are four types of consequences:

**Penalty** to LOSE something DESIRED  
**Punishment** to RECEIVE something UNDESIRABLE  
**Negative Reinforcement** to AVOID something DESIRED  
**Positive Reinforcement** to GAIN something DESIRED

The Administrative Discipline Process

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

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

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

School-Level Investigations

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

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

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

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

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

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

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

Parental Involvement in Student Behavior Issues

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

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

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

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

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

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

Responding to Inappropriate Student Behavior

The second part of building a safe, respectful, and productive learning environment is effectively addressing inappropriate behavior, if it occurs. All members of the school community should take steps to correct the student’s inappropriate behavior, remedy any harm caused, and prevent the same inappropriate behavior from recurring. **Students, parents/guardians, teachers, and staff** are responsible for reporting inappropriate student behavior to the school principal. The school principal or designee is responsible for assigning the appropriate interventions and consequences to address the inappropriate behavior and must also respect the rights of any student accused of inappropriate behavior. The section below explains the responsibility of each member of the school community when students behave inappropriately.

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

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

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

**Principals and Administrators:**

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

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

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

The goals of assigning interventions or consequences are to maintain a safe environment, maximize all students’ learning, and improve students’ behavior skills by addressing the triggers for inappropriate student behavior.

Use corrective and instructive consequences as much as possible to teach appropriate behavior, including the use of balanced and restorative justice when appropriate and when all parties voluntarily agree to participate.

Select consequences that are in proportion to the inappropriate behavior.

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

Follow the special procedures, laws, and policies for students with disabilities and students with Section 504 Plans.

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

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

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

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

If a student is suspended, the principal or his/her designee may choose to give the student a combination of out-of-school and in-school suspension days. The out-of-school suspension must be served first.

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

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

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

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

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

Student Removal from the Regular Educational Setting

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

**Routine Referral**

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

**Formal Removal**

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

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

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

At the conference, the appropriate administrator will inform the student of the misconduct for which he or she is charged and the consequences. The administrator will then give the student an opportunity to give his or her version of the incident.
When a student is removed from the regular classroom by a teacher and a conference is pending, the principal may place the student in:

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

Returning Student to Classroom

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

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

General Rule of Thumb

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

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

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

When a student has been removed from a classroom, the teacher may require the parent or legal guardian of the student to have a conference with the teacher in the presence of the principal or his or her designee before the pupil is readmitted. Upon the students third removal from the same classroom, the teacher and principal shall discuss the student’s disruptive behavior and contemplated disciplinary measures to be taken before the principal implements such measures.
If appropriate, a referral of the matter may be made to the MTSS team. In addition, a conference between the teacher or other appropriate school employee and the student’s parent or guardian shall be required prior to the student being readmitted. If the disruptive behavior persists, the teacher may request that the principal transfer the student into another setting.

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

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

When a student transfers from one school to another within the Public Schools of Robeson County, the student's discipline/attendance records for that school year will also be transferred. The student will continue at the appropriate step in the discipline process at the new school. Additionally, if a student exits to another school or district or enters from another school or district, discipline reports will be requested and reviewed.

**Police Notification Guidelines**

When a student engages in illegal activity or poses a danger to the health or safety of others, it may be necessary for school staff to contact local law enforcement to seek their assistance. School administrators have the discretion to call 9-1-1 in emergency situations if students or staff members are in danger.

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

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

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

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

What is the Discipline Matrix?

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Disciplinary Action</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1-Conference, Intervention</td>
<td>MTSS team will use these interventions to help the students change behavior in the classroom.</td>
<td></td>
<td>Appropriate when Level 1 intervention &amp; consequence has been ineffective</td>
<td>Appropriate when Level 2 interventions &amp; consequence has been ineffective</td>
<td>Appropriate when Level 3 interventions &amp; consequence has been ineffective</td>
</tr>
<tr>
<td>Level 2-Intervention, Suspension (1-5 days)</td>
<td></td>
<td>Classroom Level interventions &amp; consequences</td>
<td>If these interventions are successful, referral to the school administrator may not be necessary.</td>
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</tr>
<tr>
<td>Level 3- Suspension (6-9 days)</td>
<td></td>
<td>Appropriate when Level 1 intervention &amp; consequence has been ineffective</td>
<td>In some cases, referral to the school administrator may not be necessary.</td>
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</tr>
<tr>
<td>Level 4- Suspension (10 days)</td>
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<td>Appropriate when Level 2 interventions &amp; consequence has been ineffective</td>
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<td></td>
</tr>
<tr>
<td>Level 5- Long Term Suspension/Expulsion</td>
<td></td>
<td>Appropriate when Level 3 interventions &amp; consequence has been ineffective</td>
<td></td>
<td></td>
<td>Appropriate when Level 4 interventions &amp; consequence has been ineffective</td>
</tr>
</tbody>
</table>

- **Level 1**: Conference, Intervention
- **Level 2**: Conference, Intervention, Suspension (1-5 days)
- **Level 3**: Conference, Intervention, Suspension (6-9 days)
- **Level 4**: Conference, Intervention, Suspension (10 days)
- **Level 5**: Conference, Intervention, Suspension (10+ days)

### Disciplinary Action

- **Warning**
- **Letter of apology**
- **Use of Student Problem-Solving worksheet**
- **Seat change**
- **Parent outreach**
- **Teacher conference with student**
- **Mentoring**
- **In-class time-out**
- **Time-out in another classroom setting**
- **Restitution**
- **Restorative Practices**
- **Reinforcement of appropriate behaviors**
- **Written reflection about incident**
- **Before or after school detention (HS)**
- **Behavior contract**
- **Loss or suspension of privileges**
- **Informal and/or preventative school-based mentoring**
- **Parent/guardian involvement**
- **Phone call/letter to parent or guardian**
- **Confiscation of item**
- **Supervised time-out outside of classroom**
- **Conference with parent or guardian**
- **Detention**
- **Alternative school-based program**
- **Behavior contract**
- **Teacher and/or administrator conference with student and/or parent**
- **Restitution**
- **Restorative Practices**
- **Parent contract**
- **Parent or guardian accompany student to school or classes**
- **Peer mediation**
- **Class or schedule change**
- **Warning notification on car (HS)**
- **Loss or suspension of privileges**
- **Temporary removal from class**
- **Informal and/or preventative school-based mentoring**
- **School-based or outside facilitated conflict resolution**
- **Office referral required (except*)**
- **Parent/guardian notification required**
- **Restitution**
- **Restorative Practices**
- **Community Conferencing**
- **In-school intervention**
- **In-school suspension**
- **Alternative school-based program (HS)**
- **Decision-making room**
- **Community Service (Volunteer work for any non-profit organization, public or private, as a form of restitution)**
- **Alternative Programs (Teen Court, Palmer Drug Prevention, etc.)**
- **Learning lab**
- **Loss or suspension of privileges**
- **Temporary removal from class**
- **Informal and/or preventative school-based mentoring**
- **School-based or outside facilitated conflict resolution**
- **Referral to MTSS team**

### Level 3

- **Office referral required (except*)**
- **Parent/guardian notification required**
- **Restitution**
- **Restorative Practices**
- **Modified school day**
- **Alternative school-based program (8-12) school required attire**
- **Referral to Alternative Learning Program**
- **Adjustment transfer to another school**
- **Loss of parking privileges/car towed**
- **Loss or suspension of privileges**
- **Temporary removal from class**
- **School-based or outside facilitated conflict resolution**
- **Referral to MTSS team**

### Level 4

- **Office referral required**
- **Parent/guardian notification required**
- **Restitution**
- **Restorative Practices**
- **Suspension (4–10 days)**
- **Extended Suspension (10+ days)**
- **Referral to Alternative Learning Program**
- **Expulsion (to be considered only in the most extreme cases)**
- **Student re-entry or success plan**
- **Referral to MTSS team**
<table>
<thead>
<tr>
<th>Offense/Violation</th>
<th>Level of Consequence</th>
<th>Major Incident Report</th>
<th>School Official to Contact</th>
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</thead>
<tbody>
<tr>
<td>Absence (unlawful)Excessive absences may result in</td>
<td></td>
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<td>For guidance, contact the School Social Worker</td>
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<tr>
<td>recommendation for retention</td>
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<tr>
<td>Alcohol and Other Drugs (Possession • Consumption •</td>
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<tr>
<td>Distribution Possession w/intent to distribute</td>
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<tr>
<td>Ammunition</td>
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<tr>
<td>Arson/Fire</td>
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<tr>
<td>Attack:</td>
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<tr>
<td>...on Students</td>
<td>Category I</td>
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<tr>
<td>...on Staff</td>
<td>Category II</td>
<td></td>
<td>SRO</td>
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<tr>
<td>...on Others</td>
<td>Category III</td>
<td></td>
<td>SRO</td>
</tr>
<tr>
<td>Bias Behavior: (See Harassment and Intimidation)</td>
<td>Category IV</td>
<td></td>
<td>SRO</td>
</tr>
<tr>
<td>Bias Behavior</td>
<td>(First Offense)</td>
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<td>MTSS Team/SSA</td>
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<tr>
<td>(Further Offenses)</td>
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<td>MTSS Team/SSA</td>
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<tr>
<td>Bomb Threat</td>
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<td>Bullying</td>
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<td>Cyberbullying</td>
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<td>Cheating</td>
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<tr>
<td>Computer Misuse:</td>
<td>Category I</td>
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<tr>
<td>Counterfeit Currency (Money)</td>
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<tr>
<td>Destruction of Property/Vandalism</td>
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<td>MTSS Team/SSA</td>
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<tr>
<td>Disrespect Toward Others</td>
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<td>MTSS Team/SSA</td>
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<tr>
<td>Disruption to Classroom/School</td>
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<td>MTSS Team/SSA</td>
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<tr>
<td>Disruptive Clothing or Appearance</td>
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<tr>
<td>Inappropriate Use of Personal Electronics</td>
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<tr>
<td>Extortion/Strong Arming/Blackmail</td>
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<tr>
<td>False Fire Alarm</td>
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<tr>
<td>False Information/Accusations</td>
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<tr>
<td>Fighting: Physical</td>
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<tr>
<td>Fighting: Verbal</td>
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<tr>
<td>Fireworks/Explosives</td>
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<tr>
<td>Forgery</td>
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<tr>
<td>Gambling</td>
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<tr>
<td>Gang-Related Activity</td>
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<tr>
<td>Harassment/Intimidation (See Bias Behavior)</td>
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<tr>
<td>Hazing</td>
<td></td>
<td></td>
<td>SRO/ For guidance, contact the School Counselor</td>
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<tr>
<td>Inappropriate Language (Students/Adults)</td>
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<tr>
<td>Swearing at or in Response to Adults</td>
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<tr>
<td>Improper Physical Contact</td>
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<tr>
<td>Insubordination</td>
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<tr>
<td>Leaving an Area and/or Leaving Class and/or School</td>
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<tr>
<td>Grounds without Permission</td>
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<tr>
<td>Matches/Lighter(s):</td>
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<tr>
<td>Matches and Lighter(s)</td>
<td>Possession of</td>
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<td></td>
<td>Use of</td>
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<tr>
<td>Misuse of Social Media</td>
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<tr>
<td>Putting substances in another person’s food or drink or on a person’s body</td>
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<tr>
<td>Sexual Activity</td>
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<tr>
<td>Sexual Harassment</td>
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<tr>
<td>Stealing and/or Theft</td>
<td>SRO as appropriate</td>
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<tr>
<td>Tardiness/Excessive Tardiness</td>
<td>For guidance, contact the School Social</td>
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<tr>
<td>Tobacco:</td>
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<tr>
<td>Possession, Distribution, and/or Use</td>
<td>First Offense</td>
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<tr>
<td></td>
<td>Further Offenses</td>
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<tr>
<td>Trespassing</td>
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<tr>
<td>Unsafe Action(s)</td>
<td>SRO as appropriate</td>
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<tr>
<td>Weapons: (including look-a-like guns)</td>
<td>SRO as appropriate</td>
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<tr>
<td>Possession of</td>
<td>SRO</td>
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<tr>
<td>Firearm</td>
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<tr>
<td>Other Weapons (includes knives and look-a-like guns)</td>
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<tr>
<td>Weapons-Used to Cause or Attempt to Cause Bodily Harm/Injury</td>
<td>SRO</td>
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</tbody>
</table>

**Please Note:** The discipline of students with disabilities who are eligible for services under federal law (Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973) is subject to the provisions of those laws in addition to the Student Code of Conduct. To the extent any conflict exists, state and/or federal law will prevail.

In deciding whether to order suspension, placement in an alternative education program, or expulsion, the district will take into consideration a disability that substantially impairs the student’s capacity to appreciate the wrongfulness of the student’s conduct.

**Discipline Management Techniques**

Discipline will be designed to improve conduct and to encourage students to adhere to their responsibilities as members of the school community. Disciplinary action will draw on the professional judgment of teachers and administrators and on a range of discipline management techniques. Discipline will be correlated to the seriousness of the offense, the student’s age and grade level, the frequency of misbehavior, the student’s attitude, the effect of the misconduct on the school environment, and statutory requirements.

Because of these factors, discipline for a particular offense (unless otherwise specified by law) may bring into consideration varying techniques and responses.
# Consequences for Secondary Students (6-13)

<table>
<thead>
<tr>
<th>Offense/Violation</th>
<th>Level of Consequence</th>
<th>Major Incident Report</th>
<th>School will Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Absence (unlawful)</strong></td>
<td></td>
<td></td>
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<tr>
<td><strong>Academic Dishonesty (Cheating &amp; Plagiarism)</strong></td>
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<tr>
<td>(May fail or not receive a zero credit for assignment or course)</td>
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<tr>
<td><strong>Alcohol and Other Drugs</strong></td>
<td>Possession</td>
<td></td>
<td>SRO</td>
</tr>
<tr>
<td><strong>First Offense:</strong></td>
<td>Consumption</td>
<td></td>
<td>SRO</td>
</tr>
<tr>
<td>Suspension &amp; Referral to Outside Agency</td>
<td>Distribution</td>
<td></td>
<td>SRO</td>
</tr>
<tr>
<td><strong>Second Offense:</strong></td>
<td>Possession w/intent to distribute</td>
<td></td>
<td>SRO</td>
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<tr>
<td><strong>Ammunition</strong></td>
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<tr>
<td><strong>Arson/Fire</strong></td>
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<td></td>
<td>SRO</td>
</tr>
<tr>
<td><strong>Attack:</strong></td>
<td>Category I</td>
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<td><strong>Bias Behavior (See Harassment and Intimidation)</strong></td>
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<td><strong>Bias Behavior</strong></td>
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<td>(Further Offenses)</td>
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<td><strong>Bomb Threat</strong></td>
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<td><strong>Bullying</strong></td>
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<tr>
<td><strong>Cyberbullying</strong></td>
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<tr>
<td><strong>Cheating</strong></td>
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<tr>
<td>(May fail or not receive a zero credit for assignment or course)</td>
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<tr>
<td><strong>Class Cutting/Skipping</strong></td>
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<tr>
<td><strong>Computer Misuse:</strong></td>
<td>Category I</td>
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<td>Computer Misuse</td>
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<td></td>
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<tr>
<td><strong>Counterfeit Currency (Money)</strong></td>
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<tr>
<td><strong>Demonstration and Mass Protest</strong></td>
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<td></td>
<td>MTSS Team/SSA</td>
</tr>
<tr>
<td><strong>Destruction of Property/Vandalism</strong></td>
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<td>MTSS Team/SSA</td>
</tr>
<tr>
<td><strong>Disrespect Toward Others</strong></td>
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<td>MTSS Team/SSA</td>
</tr>
<tr>
<td><strong>Disruption to Classroom/School</strong></td>
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<td>MTSS Team/SSA</td>
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<tr>
<td><strong>Disruptive Clothing or Appearance</strong></td>
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<td><strong>Inappropriate Use of Personal Electronics</strong></td>
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<td><strong>Extortion/Strong Arming/Blackmail</strong></td>
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<td>SRO</td>
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<td><strong>False Fire Alarm</strong></td>
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<td><strong>False Information/Accusations</strong></td>
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<td><strong>Fighting: Physical</strong></td>
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<td><strong>Fighting: Verbal</strong></td>
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<td><strong>Fireworks/Explosives</strong></td>
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<td>Description</td>
<td>Handling</td>
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<td>Forgery</td>
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<td>Gambling</td>
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<td>Gang-Related Activity</td>
<td>MTSS Team/SSA</td>
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<td>Harassment/Intimidation (See Bias Behavior)</td>
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<td>Hazing</td>
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<td>Inappropriate Language (Students/Adults)</td>
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<td>Swearing at or in Response to Adults</td>
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<td>Improper Physical Contact</td>
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<td>Inciting or Participating in a School Disturbance</td>
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<td>Insubordination (Level 5 for noncompliance only)</td>
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<td>Leaving an Area and/or Leaving Class and/or School Grounds without Permission</td>
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<td>Matches/Lighter(s):</td>
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<td>Matches and Lighter(s)</td>
<td>Possession of</td>
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<td>Use of (see Arson/Fire)</td>
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<td>Misuse of Social Media</td>
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<td>Putting substances in another person’s food or drink or on a person’s body</td>
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<td>Sexual Activity</td>
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<td>Sexual Assault</td>
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<td>Sexual Harassment</td>
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<td>Stealing and/or Theft</td>
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<td>Tardiness/Excessive Tardiness</td>
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<td>Tobacco:</td>
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<td>Possession, Distribution, and/or Use</td>
<td>First Offense</td>
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<td>Further Offenses</td>
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<td>Trespassing</td>
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<td>Unsafe Action(s)</td>
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<td>Weapons: (including look-a-like guns)</td>
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<tr>
<td>Possession of Firearm</td>
<td>SRO</td>
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<tr>
<td>Other Weapons (includes knives and look-a-like guns)</td>
<td>SRO</td>
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<tr>
<td>Weapons-Used to Cause or Attempt to Cause Bodily Harm/Injury</td>
<td>SRO</td>
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Please Note: The discipline of students with disabilities who are eligible for services under federal law (Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973) is subject to the provisions of those laws in addition to the Student Code of Conduct. To the extent any conflict exists, state and/or federal law will prevail.

In deciding whether to order suspension, placement in an alternative education program, or expulsion, the district will take into consideration a disability that substantially impairs the student’s capacity to appreciate the wrongfulness of the student’s conduct.

**Discipline Management Techniques**

Discipline will be designed to improve conduct and to encourage students to adhere to their responsibilities as members of the school community. Disciplinary action will draw on the professional judgment of teachers and administrators and on a range of discipline management techniques. Discipline will be correlated to the seriousness of the offense, the student’s age and grade level, the frequency of misbehavior, the student’s attitude, the effect of the misconduct on the school environment, and statutory requirements.

Because of these factors, discipline for a particular offense (unless otherwise specified by law) may bring into consideration varying techniques and responses.
Disciplinary Interventions, Responses and Definitions

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

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

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

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

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

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

**Confiscation**- For electronics:

1st Violation: 5 School Days

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

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

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

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

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

**In-school Intervention**- Removing a student within the school building from his or her regular education
program, but the student is still afforded the opportunity to continue to—
1. appropriately progress in the general curriculum;
2. receive the special education and related services specified in the student’s IEP, if the student is a student with a disability in accordance with the law;
3. receive instruction commensurate with the program afforded to the student in the regular classroom; and
4. participate with peers as they would in their current education program to the extent appropriate.

In-School Suspension (ISS)-The removal within the school building of a student from the student’s current education program for disciplinary reasons by the school principal, with notice to the parent/legal guardian. The removal of a student from his/her regular instruction for a period, a half day or whole day. The student will be with a staff member who will present and coordinate meaningful activities which teach students appropriate replacement behaviors. Students who are assigned ISS will be marked present and are allowed to complete missed class work/tests for full credit.

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

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

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

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

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

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

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

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

Referral to MTSS team- A referral to this multidisciplinary team is suggested to initiate a problem solving process. The student and parent will be invited to participate as the team assesses each individual situation to uncover the root of the problem behavior and provide appropriate interventions to prevent further problem behavior.
In consultation with principal or designee, bringing together a MTSS team that may include school counselors, pupil personnel workers, teachers, principals, social workers, health services, mental health clinicians, school psychologists, and external agency representatives under a case manager to help develop prevention and intervention techniques and alternative strategies designed to improve student outcomes. If the behavior does not improve after implementation of the plan created by the MTSS team, the team may request a placement review for alternative placement, conducted by the local school system.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

A. Short-Term Rights of the Student

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

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

B. Student Rights during the Suspension

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

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

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

C. Notice to Parent or Guardian

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

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

D. Appeals

Refer to Policy Code 4351 Short Term Suspension

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

Removal of Student During the Day

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

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

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

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

Alternative Education Program Placement

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

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

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

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

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

**Safeguards: Protecting the Rights of Students and Parents or Guardians**

**Safe Harbor Provision**

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

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

**Factors Impacting Discipline Decisions**

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

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

**Self-Defense**

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

**Due Process in the Disciplinary Process**

*(This is a suggested list of due process procedures)*

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

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

Students with Disabilities

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

Rights to Continued Access to Instruction

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

1. Each student shall receive daily classwork and assignments from each teacher, which shall be reviewed and corrected by teachers on a weekly basis (minimally) and returned to the student.

2. Each principal shall assign a school staff person to be the liaison between the teachers and the various students absent from school due to disciplinary action to communicate weekly about classwork assignments and school-related issues by phone or e-mail with those out-of-school suspended/expelled students and their parents.

Other:

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

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

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

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

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

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

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

1. failure to remain seated when directed or when the bus is moving;
2. failure to wear a seat belt when directed or when the bus is moving (if the bus is equipped with seat belts);
3. extending any part of a student’s body, clothing, or any other article outside a bus window;
4. throwing, pitching, or shooting objects inside or out of the bus; and
5. failure to remain in an assigned seat directed by the driver.
### Bus Behavior Expectations & Safety Requirements for All Students

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

### 1. At the Bus Stop

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

### 2. When the Bus Arrives

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

### 3. On the Bus

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

### 4. Exiting the Bus

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

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

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

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

<table>
<thead>
<tr>
<th>1st Offense</th>
<th>2nd Offense</th>
<th>3rd Offense</th>
<th>4th Offense</th>
<th>5th Offense</th>
<th>6th Offense</th>
</tr>
</thead>
<tbody>
<tr>
<td>Driver Warning or Administrative Conference (Appropriate Action required)</td>
<td>Referral to Principal--Parent Conference or Contact Required (Appropriate Action required)</td>
<td>Bus Suspension* recommended (up to five days) 3-5 days</td>
<td>Bus Suspension* recommended (up to ten days) 5-10 days</td>
<td>Bus Suspension* recommended (up to fifteen days) 10-15 days</td>
<td>Bus Suspension* recommended (remainder of present year) permanent suspension of bus riding privileges</td>
</tr>
<tr>
<td>Θ Student Conference</td>
<td>Θ Student Conference</td>
<td>Θ Bus or School Suspension commensurate with offense</td>
<td>Θ Bus or School Suspension commensurate with offense</td>
<td>Θ Code of Student Conduct implemented as appropriate</td>
<td>Θ Additional Bus or School Suspension commensurate with offense</td>
</tr>
<tr>
<td>Θ Seat change on bus</td>
<td>Θ Seat change on bus</td>
<td>Θ Code of Student Conduct implemented as appropriate</td>
<td>Θ Implement Code of Conduct as Appropriate</td>
<td>Θ Riding the school bus is a privilege. *This privilege may be temporarily denied or permanently revoked if misconduct jeopardizes the safe operation of the school bus or the safety of students riding the bus. School suspension is a possible sanction.</td>
<td></td>
</tr>
</tbody>
</table>

*A suspension of school bus privileges does not imply suspension from school and attending classes unless deemed necessary by the principal. Therefore, any student suspended from the bus who does not attend school during those days will be subjected to the provision of the North Carolina Compulsory School Attendance Law.
Behavior or activity jeopardizing the safe operation of the school bus or interfering with the welfare of other vehicle occupants is prohibited. The school bus operator will promptly report in writing to the appropriate administrative staff any conduct appearing to require disciplinary action. After administrative staff evaluation, appropriate disciplinary action will follow. Generally, misconduct on a school bus will not deny a student access to the classroom. School suspension, including expulsion, will occur only in special cases of misconduct that warrant this type of action.

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

**Video/Digital Cameras and Audio Recording Devices**

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

Complaints against a driver or the operation of a bus should be directed to the principal of the school, Assistant Director of Transportation, or Director of Transportation. **Any unauthorized person who boards a school bus to settle a problem is trespassing. A report will be made to law enforcement by the district.**
<table>
<thead>
<tr>
<th>Category I Offenses: General Misconduct</th>
<th>Category II Offenses: Severe Misconduct</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Bus assignment – Only students assigned to the bus are allowed to ride the bus, and they are to</td>
<td>1. Weapons</td>
</tr>
<tr>
<td>get off at their assigned stop only. Any change must be with a note from a parent/guardian and</td>
<td>2. Controlled substances – No student rider shall possess, use or be under the influence of any</td>
</tr>
<tr>
<td>signed by a school official. The note should be signed by the principal/designee and a copy</td>
<td>illicit drugs on a bus or bus parking area.</td>
</tr>
<tr>
<td>given to the driver.</td>
<td>3. Fighting – No student rider shall provoke or engage in a fight or cause personal injury or</td>
</tr>
<tr>
<td>2. Bus stop behavior – Be on time at the designated bus stop only. Stand a safe distance from the</td>
<td>discomfort to another.</td>
</tr>
<tr>
<td>roadway and wait for the bus to come to a complete stop before attempting to board.</td>
<td>4. Physical intimacy – No student will engage in any type of intimate contact with another.</td>
</tr>
<tr>
<td>3. Boarding and unloading – Students are to board the bus in an orderly manner with no pushing,</td>
<td>5. Gross disrespect – No student shall show disrespect to another student or driver by use of vulgar</td>
</tr>
<tr>
<td>shoving, or breaking in front of another student.</td>
<td>and profane language, indecent exposure, etc.</td>
</tr>
<tr>
<td>4. Driver instruction – Instructions from the driver are to be obeyed the first time they are given.</td>
<td>6. Safety equipment – No student shall tamper with emergency exits, bus equipment, or deface a bus in</td>
</tr>
<tr>
<td>5. Language – Use polite language, speak softly, and maintain respectable conduct while riding the</td>
<td>any manner.</td>
</tr>
<tr>
<td>bus.</td>
<td>7. Willful disobedience – No student shall willfully fail to comply with any request by school</td>
</tr>
<tr>
<td>6. Hands and feet – Passengers should keep their hands and feet inside the bus at all times.</td>
<td>personnel or the driver regarding safety on the bus and the protection of other persons or property.</td>
</tr>
<tr>
<td>– Stay in your seat facing forward with feet on the floor while the bus is in motion.</td>
<td>8. Bus privileges – No student shall ride his/her assigned bus or any other school bus within the</td>
</tr>
<tr>
<td>7. Personal items – Items not authorized in writing to be transported will be taken by the driver and</td>
<td>system after the principal has suspended riding privileges.</td>
</tr>
<tr>
<td>given to the principal or designee.</td>
<td></td>
</tr>
<tr>
<td>8. Food/tobacco – Do not eat, drink, smoke, or use tobacco products on or around the bus or bus</td>
<td></td>
</tr>
<tr>
<td>parking lot.</td>
<td></td>
</tr>
</tbody>
</table>
Technology Acceptable Use

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

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

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

A. Requirements for use of Technological Resources

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

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

1. School system technological resources are provided for school-related purposes only. Acceptable uses of such technological resources are limited to activities that support learning and teaching. Use of school system technological resources for non-
school-related purposes, such as for commercial gain or profit or for political lobbying, is prohibited.

2. Under no circumstance may software purchased by the school system be copied for personal use.

3. Students and employees must comply with all applicable board policies, administrative regulations, and school standards and rules in using technological resources. All applicable laws, including those relating to copyrights and trademarks, confidential information, and public records, apply to technological resource use. Any use that violates state or federal law is strictly prohibited.

4. No user of technological resources, including a person sending or receiving electronic communications, may engage in creating, intentionally accessing, downloading, storing, printing or transmitting images, graphics (including still or moving pictures), sound files, text files, documents, messages or other material that is obscene, defamatory, profane, pornographic, harassing or considered to be harmful to minors.

5. Users of technological resources may not send electronic communications fraudulently (i.e., by misrepresenting the identity of the sender).

6. Users must respect the privacy of others. When using e-mail, chat rooms, blogs or other forms of electronic communication, students must not reveal personally identifiable, private or confidential information, such as the home address or telephone number of themselves or fellow students. In addition, school employees must not disclose on the Internet or on school system websites or web pages any personally identifiable information concerning students (including names, addresses or pictures) without the written permission of a parent or guardian or an eligible student, except as otherwise permitted by the Family Educational Rights and Privacy Act (FERPA) or policy 4700, Student Records. Users also may not forward or post personal communications without the author’s prior consent.

7. Users may not intentionally or negligently damage computers, computer systems, electronic devices, software or computer networks. Users may not knowingly or negligently transmit computer viruses or self-replicating messages or deliberately try to degrade or disrupt system performance. Users must scan any downloaded files for viruses.

8. Users may not create or introduce games, network communications programs or any foreign program or software onto any school system computer, electronic device or network without the express permission of the technology director or designee.

9. Users are prohibited from engaging in unauthorized or unlawful activities, such as “hacking” or using the computer network to gain or attempt to gain unauthorized or unlawful access to other computers, computer systems or accounts.

10. Users are prohibited from using or attempting to use another individual’s computer account without written permission from that individual. Users may not read, alter, change, execute or delete files belonging to another user without the owner’s express prior permission.

11. If a user identifies a security problem on a technological resource, he or she must immediately notify a system administrator or the district Internet coordinator. Users must not demonstrate the problem to other users. Any user identified as a security risk will be denied access.

12. Teachers shall make reasonable efforts to supervise a student’s use of the Internet during instructional time.

13. Views may be expressed as representing the view of the school system or part of the school system only with prior approval by the superintendent or designee.
B. Restricted Material on the Internet

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

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

C. Privacy

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

D. Personal Websites

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

Students

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

Employees

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

E. Disclaimer

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

Use of Wireless Communication Devices

The board recognizes that cellular phones and other wireless communication devices have become an important tool through which parents communicate with their children. Therefore, students are permitted to possess such devices on school property so long as the devices are not activated, used, displayed or visible during the instructional day or as otherwise directed by local school rules or school personnel. Wireless communication devices include, but are not limited to, cellular phones, electronic devices with internet capability, paging devices, two-way radios and similar devices.

A. Authorized Use

Administrators may authorize individual students to use wireless communication devices for personal purposes when there is a reasonable need for such communication. Teachers and administrators may authorize individual students to use the devices for instructional purposes provided that they supervise the students during such use.

Though generally use is permitted before and after school, use of cellular phones and other wireless communication devices may be prohibited on school buses when noise from such devices interferes with the safe operation of the buses. In addition, elementary and middle school students who participate in after-school programs are prohibited from using wireless communication devices for the duration of such programming.

B. Consequences for Unauthorized Use
School employees may immediately confiscate any wireless communication device that is on, used, displayed or visible in violation of this policy. Absent compelling and unusual circumstances, confiscated wireless communication devices will be returned only to the student’s parent.

The following factors should be considered when determining appropriate consequences: whether the wireless communication device was used (1) to reproduce images of tests, obtain unauthorized access to school information or assist students in any aspect of their instructional program in a manner that violates any school board policy, administrative regulation or school rule; (2) to bully or harass other students; (3) to send illicit text messages; (4) to take and/or send illicit photographs; or (5) in any other manner that would make more severe disciplinary consequences appropriate.

C. Search of Wireless Communication Devices

In accordance with policy 4342, Student Searches, a student’s wireless communication device and its content, including, but not limited to, text messages and digital photos, may be searched whenever a school official has reason to believe the search will provide evidence that the student has violated or is violating a law, board policy, the Code of Student Conduct or a school rule. The scope of such searches must be reasonably related to the objectives of the search and not excessively intrusive in light of the nature of the suspected infraction.

D. Liability

Students are personally and solely responsible for the security of their wireless communication devices. The school system is not responsible for the theft, loss or damage of a cellular phone or other personal wireless communication device. (Policy Code: 4318 Use of Wireless Communication Devices)

Individual School Policies for Cellular Phones and Other Information Technology Devices

A principal may allow students to possess cellular phones or other information technology devices by creating a school policy identifying when the items may be authorized, used, and how they must be kept. (A policy may give teachers the authority to allow students to use electronic devices, such as, but not limited to, cell phones, netbooks, iPods, iPads, and/or ebook, for instructional purposes within the confines of the classroom.) However, a principal may also prohibit cellular phones and other information technology devices but allow individual students to possess them for any good cause after considering a written request from a parent/guardian. If a principal denies a parent/guardian’s request, the parent may appeal to the Superintendent or his/her designee. Unless approved by the principal, cellular phones and other information technology devices are not allowed at school.

If an individual campus adopts a policy, it must be clearly communicated to the students and parents prior to implementation. A copy of the policy pertaining to electronic devices must be on file with the Office of Administration, Technology, and Plant Operations.
A. Electronic devices include, but are not limited to: computers, cellular phones used to exchange or access information, pagers, and personal digital assistants or handheld device, that are used to access the Internet, electronic mail or other information sites and that may or may not be physically connected to the network infrastructure.

B. Using any device that permits recording the voice or image of another in any way that either disrupts the educational environment, invades the privacy of others, or is made without the prior consent of the individuals being recorded is prohibited.

C. Use of a cell phone or any other unapproved electronic device during the administration of certain district or state tests will be regarded as cheating, and the student’s test will be invalidated with appropriate disciplinary action to follow.

D. Failure to relinquish the communication device to school personnel when asked to do so or repeated violations may result in additional disciplinary action, including confiscation of the device for a period of time up to the remainder of the school year.

E. Parents are requested not to contact their child during the instructional school day via cell phone. If an emergency occurs and parents need to speak to their child, please contact the school for assistance.

F. Students may not possess items at school that school personnel deem to be a distraction to the general learning environment or the student’s own learning environment. Belongings that might be lost or stolen, such as, but not limited to, cell phones, headphones, cameras, games, iPods, iPads, netbooks, or CD players are the responsibility of the student. District personnel will not assume responsibility for damaged, lost or stolen items.

G. Because cell phones/paging devices are brought at a student’s own risk, the School Resource Officers assigned to the district will not investigate or file theft reports for students or parents for the loss of a cell phone/paging device at school. In addition, the theft of any other item considered prohibited or contraband will not be investigated.
Relevant Board Policies

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

1. Policy Code: 1740/4010 Student and Parent Grievance Procedure
2. Policy Code: 1710/4021/7230 Prohibition Against Discrimination, Harassment and Bullying
3. Policy Code: 1720/4015/7225 Discrimination, Harassment and Bullying Complaint Procedure
4. Policy Code: 3225/4312/7320 Technology Acceptable Use
5. Policy Code: 3320 School Trips
6. Policy Code: 3431 Conflict Resolution
7. Policy Code: 3470/4305 Alternative Learning Programs/Schools
8. Policy Code: 3530 Citizenship and Character Education
9. Policy Code: 3610 Counseling Program
10. Policy Code: 3620 Extracurricular Activities and Student Organizations
11. Policy Code: 1740/4010 Student and Parent Grievance Procedure
12. Policy Code: 4115 Behavior Standards for Transfer Students
13. Policy Code: 1510/4200/7270 School Safety
14. Policy Code: 4210 Release of Students from School
15. Policy Code: 4235/6130 Illness or Injury of a Student at School
17. Policy Code: 4250/5075/7316 North Carolina Address Confidentiality Program
18. Policy Code: 4260 Student Sex Offenders
19. Policy Code: 4300 Student Behavior Policies
20. Policy Code: 4301 Authority of School Personnel
22. Policy Code: 4341 Parental Involvement in Student Behavior Issues
23. Regulation Code: 4302-R Rules for Use of Seclusion and Restraint in Schools
24. Policy Code: 4307 Disciplinary Action for Exceptional Children/Students with Disabilities
25. Policy Code: 4310 Integrity and Civility
26. Policy Code: 4315 Disruptive Behavior
27. Policy Code: 4316 Student Dress Code
28. Policy Code: 4318 Use of Wireless Communication Devices
29. Policy Code: 4320 Tobacco Products – Students
30. Policy Code: 4325 Drugs and Alcohol
31. Policy Code: 4328 Gang-Related Activity
32. Policy Code: 4330 Theft, Trespass and Damage to Property
33. Policy Code: 4331 Assaults, Threats and Harassment
34. Policy Code: 4331 Assaults, Threats and Harassment
35. Policy Code: 4333 Weapons, Bomb Threats, Terrorist Threats and Clear Threats to Safety
36. Policy Code: 4335 Criminal Behavior
37. Policy Code: 4340 School-Level Investigations
38. Policy Code: 4341 Parental Involvement in Student Behavior Issues
39. Policy Code: 4342 Student Searches
40. Policy Code: 4345 Student Discipline Records
41. Policy Code: 4351 Short-Term Suspension
42. Policy Code: 4352 Removal of Student During the Day
43. Policy Code: 4353 Long-Term Suspension, 365-Day Suspension, Expulsion
44. Policy Code: 4362 Requests for Readmission of Students Suspended for 365 Days or Expelled
45. Policy Code: 4370 Student Discipline Hearing Procedures
46. Policy Code: 4400 Attendance
47. Policy Code: 4600 Student Fees
48. Policy Code: 4700 Student Records
49. Policy Code: 5020 Visitors to the Schools
50. Policy Code: 5022 Registered Sex Offenders
51. Policy Code: 6000 Support Services
52. Policy Code: 6305 Safety and Student Transportation Services
The glossary provides legal definitions and locally established definitions and is intended to assist in understanding terms related to the Student Code of Conduct.

**Abuse** is improper or excessive use.

**Arson** is a crime that involves starting a fire or causing an explosion with intent to destroy or damage:
1. any vegetation, fence, or structure on open-space land; or
2. any building, habitation, or vehicle:
   a. knowing that it is within the limits of an incorporated city or town,
   b. knowing that it is insured against damage or destruction,
   c. knowing that it is subject to a mortgage or other security interest,
   d. knowing that it is located on property belonging to another,
   e. knowing that it has located within it property belonging to another, or
   f. when the person starting the fire is reckless about whether the burning or explosion will endanger the life of some individual or the safety of the property of another.

**Assault** is intentionally, knowingly, or recklessly causing bodily injury to another.

**Bullying** is written or oral expression or physical conduct that a school district determines:
1. to have the effect of physically harming a student, damaging a student’s property, or placing a student in reasonable fear of harm to the student’s person or of damage to the student’s property; or
2. to be sufficiently severe, persistent, or pervasive to create an intimidating, threatening, or abusive educational environment for a student.

**Criminal street gang** is three or more persons having a common identifying sign or symbol or an identifiable leadership who continuously or regularly associate in the commission of criminal activities.

**Dating violence** is the intentional use of physical, sexual, verbal, or emotional abuse by a person to harm, threaten, intimidate, or control another person with whom the student has or has had a dating relationship.

**Deadly conduct** occurs when a person recklessly engages in conduct that places another in imminent danger of serious bodily injury, such as knowingly discharging a firearm in the direction of an individual, habitation, building, or vehicle.

**Deferred adjudication** is an alternative to seeking a conviction in court that may be offered to a juvenile for delinquent conduct or conduct indicating a need for supervision.

**Deferred prosecution** may be offered to a juvenile as an alternative to seeking a conviction in court for delinquent conduct or conduct indicating a need for supervision.

**Delinquent conduct** is conduct that violates either state or federal law and is punishable by imprisonment or confinement in jail. It includes conduct that violates certain juvenile court...
orders, including probation orders, but does not include violations of traffic laws. **Discretionary** means that something is left to or regulated by a local decision maker. **Explosive weapon** is any explosive or incendiary bomb, grenade, rocket, or mine and its delivery mechanism that is designed, made, or adapted for the purpose of inflicting serious bodily injury, death, or substantial property damage, or for the principal purpose of causing such a loud report as to cause undue public alarm or terror. **False Alarm or Report** occurs when a person knowingly initiates, communicates, or circulates a report of a present, past, or future bombing, fire, offense, or other emergency that he or she knows is false or baseless and that would ordinarily:

1. cause action by an official or volunteer agency organized to deal with emergencies;
2. place a person in fear of imminent serious bodily injury; or
3. prevent or interrupt the occupation of a building, room, or place of assembly.

**Graffiti** are markings with aerosol paint or an indelible pen or marker on tangible property without the effective consent of the owner. The markings may include inscriptions, slogans, drawings, or paintings. **Harassment** is: Conduct that threatens to cause harm or bodily injury to another student, is sexually intimidating, causes physical damage to the property of another student, subjects another student to physical confinement or restraint, or maliciously and substantially harms another student’s physical or emotional health or safety. **Hazing** is an intentional or reckless act, on or off campus, by one person alone or acting with others, that endangers the mental or physical health or safety of a student for the purpose of pledging, initiation into, affiliation with, holding office in, or maintaining membership in an organization. **Hit list** is a list of people targeted to be harmed, using a firearm, a knife, or any other object with intent to cause bodily harm. **Knuckles** is any instrument consisting of finger rings or guards made of a hard substance and designed or adapted for inflicting serious bodily injury or death by striking a person with a fist enclosed in the knuckles. **Machine gun** is any firearm that is capable of shooting more than two shots automatically, without manual reloading, by a single function of the trigger. **Mandatory** means that something is obligatory or required because of an authority. **Molotov cocktail** also known as a petrol bomb, bottle bomb, poor man's grenade, fire bomb (not to be confused with an actual fire bomb) or just Molotov, commonly shortened as Molly, is a generic name used for a variety of bottle-based improvised incendiary weapons. They are primarily intended to set targets ablaze rather than obliterate them. **Paraphernalia** are devices that can be used for inhaling, ingesting, injecting, or otherwise introducing a controlled substance into a human body. **Persistent misbehavior** is two or more violations of the Code in general or repeated occurrences of the same violation. **Possession** means to have an item on one’s person or in one’s personal property, including but not limited to clothing, purse, or backpack; a private vehicle used for transportation to or from school or school-related activities, including but not limited to an automobile, truck, motorcycle, or bicycle; or any other school property used by the student, including but not limited to a locker or desk. **Reasonable belief** is a determination made by the superintendent or designee using all available information. **Self-defense** is the use of force against another to the degree a person reasonably believes the force is immediately necessary to protect himself or herself.
**Serious offenses** include but are not limited to:

- Murder
- Vandalism
- Robbery or theft
- Extortion, coercion, or blackmail
- Actions or demonstrations that substantially disrupt or materially interfere with school activities
- Hazing
- Insubordination
- Profanity, vulgar language, or obscene gestures
- Fighting, committing physical abuse, or threatening physical abuse
- Possession or distribution of pornographic materials
- Leaving school grounds without permission
- Sexual harassment of a student or district employee
- Possession of or conspiracy to possess any explosive or explosive device
- Falsification of records, passes, or other school-related documents.
- Refusal to accept discipline assigned by the teacher or principal

**Short-barrel firearm** is a rifle with a barrel length of less than 16 inches or a shotgun with a barrel length of less than 18 inches, or any weapon made from a rifle or shotgun that, as altered, has an overall length of less than 26 inches.

**Switchblade** is any knife with a blade that folds, closes, or retracts into the handle or sheath and that opens automatically by pressing a button or by the force of gravity or centrifugal force.

**Terroristic threat** is a threat of violence to any person or property with intent to:

1. cause a reaction of any type by an official or volunteer agency organized to deal with emergencies;
2. place any person in fear of imminent serious bodily injury;
3. prevent or interrupt the occupation or use of a building; room, place of assembly, or place to which the public has access; place of employment or occupation; aircraft, automobile, or other form of conveyance; or other public place;
4. cause impairment or interruption of public communications, public transportation, public water, gas, or power supply or other public service;
5. place the public or a substantial group of the public in fear of serious bodily injury; or
6. influence the conduct or activities of a branch or agency of the federal government, the state, or a political subdivision of the state (including the district).

**Under the influence** means lacking the normal use of mental or physical faculties. Impairment of a person’s physical or mental faculties may be evidenced by a pattern of abnormal or erratic behavior, the presence of physical symptoms of drug or alcohol use, or by admission. A student “under the influence” need not be legally intoxicated to trigger disciplinary action.

**Use** means voluntarily introducing into one’s body, by any means, a prohibited substance.

**Zip gun** is a device or combination of devices, not originally a firearm, but adapted to expel a projectile through a smooth-bore or rifled-bore barrel by using the energy generated by an explosion or burning substance.
Getting Help with a Problem

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

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

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

If You are Being Bullied...

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

If You Know Someone Who is Being Bullied...

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

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

Confidentiality in Counseling

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

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

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

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

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

Personal Problems

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

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

Academic Problems

For help with an academic problem, the student should:

1. See the teacher who teaches the subject. Students may seek out the teachers on a personal basis. Teachers routinely work with individual students who are having academic problems. The teacher may recommend help sessions or mentoring or may make a referral for additional assistance. The teacher may ask for a conference with the student and his/her parents/guardians.
2. If the teacher is unable to help the student resolve the problem to the student’s satisfaction, the student should go next to the department chairperson or lead teacher.
3. Further help can be obtained through the school counselor.
4. For problems that are still not resolved after the student has talked with the school counselor, the student should discuss the matter with his/her parents/guardians and with the principal or assistant principal. Parents/guardians may wish to join the student in discussions with the principal.

5. Solving an academic problem requires the student’s help, along with the help from teachers and sometimes parents/guardians, school counselor, and other school professionals.

**Extracurricular Activities**

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

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

**Group Problems**

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

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

**Peer Mediation**

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

**Where to Get Help**

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

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

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May We Assist You?

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

Step 1:
Bring your concern to the person closest to the problem. For example, if you have a question about something that happened in your child’s classroom, start with the teacher.

Step 2:
The next level will be to discuss your concern with the person who supervises the individual or department in question. In most cases, this is the principal (additional resources: assistant principal, counselor, social worker, peer mediator, student success advocates, and MTSS team).

Step 3:
If you have additional concerns, you may make an appointment to talk with a member of the superintendent’s staff. A grievance may be submitted in specific circumstances such as when a student or parent believes that board policy or law has been misapplied, misinterpreted, or violated. Any claims of discrimination on the basis of race, color, national origin, sex, pregnancy, religion, age, or disability also may be submitted as a grievance. We ask that you work with us to resolve issues by contacting:

Public Schools of Robeson County
4320 Kahn Drive
Lumberton, NC 28358
Telephone: 910-671-6000

Office Hours
8:00 am - 4:30 pm Monday - Thursday
8:00 am - 4:00 pm Fridays

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

Send questions, comments, or suggestions to
webmaster@robeson.k12.nc.us
Student and Parent
Acknowledgement and Pledge

Public Schools of Robeson County

CODE OF STUDENT CONDUCT

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

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

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

Parent: _______________________________ Date: __________________________

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

Student: _______________________________ Date: __________________________

Media Opt-In

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

Adopted: August 2014
I have read the Rules and Regulations regarding the Acceptable Use Policy for Internet and Media in the Public School of Robeson County and I understand that this access is designed for educational purposes only. I also recognize that it is impossible to restrict access to all inappropriate materials. However, I accept full responsibility for my compliance with the above Rules and Regulations and hereby agree to abide and ensure that my child is also in compliance. I further understand that any violation will result in loss of access privileges and is subject to student behavior guidelines of the Public Schools of Robeson County, and local, state, and federal laws.

Please return this card to your child’s teacher and keep the Internet & Media Acceptable Use Policy brochure for your records.

I hereby grant permission for my child for each of the areas.

PLEASE CIRCLE:

YES NO I hereby give permission for my son/daughter to have Internet access privileges.

YES NO I hereby give permission for my son/daughter to have electronic mail privileges for collaboration within the class and any approved electronic pen-pal programs.

YES NO I hereby give permission for my son/daughter’s work samples to be posted on the Public Schools of Robeson County’s website. All work submitted by students for posting will be listed by first name and/or teacher and grade.

Parent Name (Print) Phone

Parent Signature Date

Student Name (Print) Grade

Student Signature Date

Homeroom Teacher

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

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

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