



HUNTSVILLE CITY
SCHOOLS
A Legacy of Leading & Learning

**BEHAVIORAL LEARNING GUIDE
2019-2020**

Secondary Matrix

The Secondary Matrix

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

Response Strategies, Disciplinary Consequences, and Interventions

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

| Type of Action | Definition | Examples |
|---------------------------------|---|--|
| <i>Response Strategy</i> | These are the steps that a school employee takes to end a student’s misbehavior or defuse a student conflict. These do not replace Disciplinary Consequences or Interventions. | <ul style="list-style-type: none"> • Redirection • Letting a student take a break to calm down • De-escalation techniques such as avoiding power struggles |
| <i>Disciplinary Consequence</i> | These are the consequences for a student’s misbehavior. Suspensions and expulsions must also be paired with an Intervention | <ul style="list-style-type: none"> • Detention • Loss of privileges • Temporary confiscations • Parent/Guardian/Student conferences • Repairing the harm through Restorative Practices • Suspension • Expulsion |
| <i>Interventions</i> | These are the supports that are used to help struggling students. These supports can be designed to help a student with academics, attendance, or behavior. Interventions work best when they are customized for the student’s needs. | <ul style="list-style-type: none"> • Behavior Contracts • Mentoring • Positive reinforcement with PBIS • Restorative conversations • Restorative circles • Counseling and mental health • Problem Solving Team • Reintegration meetings after discipline |

Exclusionary Disciplinary Consequences

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

The 5 Response Levels

| Response Level | Who Handles? | Record Keeping | Office Disciplinary Referral? | Example Discipline | Example Intervention |
|-------------------|--------------|--------------------|-------------------------------|--|---|
| Day-to-Day | Teacher | Teacher Discretion | No | <ul style="list-style-type: none"> • Changing a student’s seat • Call home | <ul style="list-style-type: none"> • Behavior Contract |
| Level 1 | Teacher | BLOOM | No | <ul style="list-style-type: none"> • Detention • Parent/guardian conference | <ul style="list-style-type: none"> • Teaching expected behaviors and replacement behaviors • PBIS Rewards |
| Level 2 | Admin | BLOOM | Yes | <ul style="list-style-type: none"> • Repair harm • Restorative Circle • In-House Learning Center (ILC) | <ul style="list-style-type: none"> • Problem Solving Team Plans • Behavior Plan |
| Level 3 | Admin | BLOOM | Yes | <ul style="list-style-type: none"> • Repair harm • Restorative conferences • Out-of-School Suspension | <ul style="list-style-type: none"> • Counseling and mental health • Intense, individualized support • School Intervention Plan (“SIP”) |
| Level 4 | Admin | BLOOM | Yes | <ul style="list-style-type: none"> • Repair harm • Restorative conferences • Long-term suspension • Restorative Panel Meeting • Expulsion | <ul style="list-style-type: none"> • Readmission supports and plans following expulsion • District Intervention Plan (“DIP”) |

Progressive Discipline

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

| HCS EXPECTS ITS STUDENTS TO: | WHEN STUDENTS FAIL TO MEET EXPECTATIONS BY: | Day-to-Day | Level 1 | Level 2 | Level 3 | Level 4 |
|--|--|--|---|---|---|---|
| | | Day-to-day in-class responses by the teacher | Classroom responses, consequences and interventions | Administrative responses and in-school consequences | Most intense in-school responses and out-of-school consequences | Long-term removal from school and recommendation for expulsion, District-level supports |
| | | Teacher Responses | | Administrators Responses | | |
| Academic Dishonesty | | | | | | |
| <ul style="list-style-type: none"> Act with honesty and integrity Be prepared for class each day Take pride in their work, efforts, and assignments | Plagiarizing, committing forgery, or cheating on a minor assignment (i.e. a classroom worksheet, a quiz, or classroom test) | ● | ● | | | |
| | Plagiarizing, committing forgery, or cheating on a major assignment (i.e. an end of semester exam or benchmark exam) | | | ● | ● | |
| | Tampering with or assisting another in tampering with the school district’s computer network, systems, exams, or grades (i. e. changing grades in INow) This includes “hacking” any school-issued device | | | | ● | ● |
| Alcohol, Drugs, Inhalants, and Tobacco | | | | | | |
| <ul style="list-style-type: none"> Be law abiding citizens Respect the laws of society dealing with the possession, use or sale of drugs Associate at school only with people who do not use or sell controlled substances Be aware of items in their possession at all times (locker, jacket, car, purse, etc.) | Failing to comply with HCS Medication Policy and Procedure, which students must follow prior to taking drugs of any kind at school. This provision applies to Over the Counter and Non-Prescription Medicine. | | ● | ● | | |
| | Using or possessing tobacco, nicotine inhaler, e-cigarettes, and/or Vape (i.e. Juul). Opportunity for Restorative Panel Meeting in lieu of expulsion. | | | | ● | ● |
| | Being under the influence of any alcoholic beverage or any prohibited drug as defined in the glossary. <i>This provision does not apply to drugs taken in conformance with HCS policy.</i> Opportunity for Restorative Panel Meeting for first offense in lieu of expulsion. | | | | | ● |
| | Using or consuming alcohol or any prohibited drug as defined in the glossary. <i>This provision does not apply to drugs taken in conformance with HCS policy.</i> Opportunity for Restorative Panel Meeting for first offense in lieu of expulsion. | | | | | ● |
| | Having possession of alcohol, prohibited drugs, or drug paraphernalia, as defined in the glossary. <i>This provision does not apply to drugs taken in conformance with HCS policy.</i> Opportunity for Restorative Panel Meeting for first offense in lieu of expulsion. | | | | | ● |
| | | | | | | |

| HCS EXPECTS ITS STUDENTS TO: | WHEN STUDENTS FAIL TO MEET EXPECTATIONS BY: | Day-to-Day | Level 1 | Level 2 | Level 3 | Level 4 |
|---|--|--|---|---|---|---|
| | | Day-to-day in-class responses by the teacher | Classroom responses, consequences and interventions | Administrative responses and in-school consequences | Most intense in-school responses and out-of-school consequences | Long-term removal from school and recommendation for expulsion, District-level supports |
| | | Teacher Responses | | Administrators Responses | | |
| Alcohol, Drugs, Inhalants, and Tobacco (continued) | | | | | | |
| | <p>Buying, selling, or participating in the distribution of an alcoholic beverage, tobacco, nicotine inhaler, e-cigarettes, and/or Vape (i.e. Juul), or any prohibited drug or drug paraphernalia, as defined in the glossary, to another student. Distribution may be inferred by the particular facts including the amount of alcohol or drugs in a student's possession.</p> <p>Level 3 Disciplinary Consequences are only available for students who buy, sell, or participate in the distribution of tobacco, nicotine inhaler, e-cigarettes, and/or Vape (i.e. Juul).</p> | | | | • | • |
| | <p>Buying, selling, or participating in the distribution of Over the Counter and Non-Prescription Medicine, as defined in the glossary, to another student. Distribution may be inferred by the particular facts including the amount of the drugs in a student's possession.</p> <p>When assigning Disciplinary Consequences for behaviors involving Over the Counter and Non-Prescription Medicine, the school administrator should consider the intent of the student (i.e. helping a student with a headache as opposed to trying to make money off the sale of the medicine).</p> <p>Opportunity for Restorative Panel Meeting as a Response to a Level 4.</p> | | | • | • | • |
| Arson, Fire Setting, Explosives, and Bomb Threats | | | | | | |
| <ul style="list-style-type: none"> • Have respect for life, property and the safety of others • Create safe learning environments for themselves and for other classmates <p>Support law enforcement agencies and schools to promote the safety of all staff members and students</p> | Setting or attempting to set a fire or helping others set a fire | | | | | • |
| | Activating a building's fire or other alarm systems, including reporting a fire or emergency when none exists or making a false alarm call to 911 | | | | | • |
| | Having possession of fireworks, MACE, pepper spray, stink bombs, smoke bombs, or any other inherently dangerous substance or object | | | • | • | |
| | Selling or distributing fireworks, MACE, pepper spray, stink bombs, smoke bombs, or any other inherently dangerous substance or object. | | | | • | • |
| | Detonating or threatening detonation of fireworks, MACE, pepper spray, stink bombs, smoke bombs | | | | | • |

| HCS EXPECTS ITS STUDENTS TO: | WHEN STUDENTS FAIL TO MEET EXPECTATIONS BY: | Day-to-Day | Level 1 | Level 2 | Level 3 | Level 4 |
|---|---|--|---|---|---|---|
| | | Day-to-day in-class responses by the teacher | Classroom responses, consequences and interventions | Administrative responses and in-school consequences | Most intense in-school responses and out-of-school consequences | Long-term removal from school and recommendation for expulsion, District-level supports |
| | | Teacher Responses | | Administrators Responses | | |
| Arson, Fire Setting, Explosives, and Bomb Threats (continued) | | | | | | |
| | Threatening to detonate an explosive device without actual possession of the explosive device | | | | | ● |
| | Having possession or detonation of any explosive device not specifically listed in this document | | | | | ● |
| Bullying, Harassment and Threats | | | | | | |
| <ul style="list-style-type: none"> • Show concern for others • Conduct themselves in a cooperative, friendly and respectful manner to staff members and classmates • Project a positive and cooperative attitude towards staff members and classmates • Seek guidance from trusted adults for assistance and direction • Encourage classmates to participate in school functions • Accept people based on their individual merits • Report all acts of violence, harassment or | Threatening conduct (including verbal, written, or electronic communication or physical gestures) directed toward another student, teacher, staff member, administrator, or other person where there is no reasonable expectation of bodily harm. | | ● | ● | | |
| | Acting in a manner that makes another student reasonably believe they are in danger of physical harm, including, but not limited to, verbal statements, written statements, non-verbal aggression and intimidation | | | ● | ● | |
| | Making threats of weapon violence towards another student where the student reasonably believes and reports that they are in danger of physical harm, including, but not limited to, verbal statements, written statements, pictures and messages on social media and other emails, chat, and text applications. | | | | ● | ● |
| | Bullying, which is unwanted, aggressive behavior among school-age children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. The bully and victim may have serious, lasting problems, such as depression or anxiety. Examples: <ul style="list-style-type: none"> • <i>Threatening another student</i> • <i>Spreading rumors</i> • <i>Attacking someone physically or verbally</i> • <i>Excluding someone from a group on purpose</i> | | | | ● | |

| threats to the proper authorities HCS EXPECTS ITS STUDENTS TO: | WHEN STUDENTS FAIL TO MEET EXPECTATIONS BY: | Day-to-Day Day-to-day in-class responses by the teacher | Level 1 Classroom responses, consequences and interventions | Level 2 Administrative responses and in-school consequences | Level 3 Most intense in-school responses and out-of-school consequences | Level 4 Long-term removal from school and recommendation for expulsion, District-level supports |
|--|--|---|---|---|---|---|
| | | Teacher Responses | | Administrators Responses | | |
| Bullying, Harassment and Threats (continued) | | | | | | |
| | Using threats, fear, or force without a weapon to make a person turn over property or take other inappropriate action | | | | ● | ● |
| | Making a threat targeted at the general school population including a school shooting threat or a bomb threat. Administrators have the discretion to begin at a Level 3 or Level 4 depending on the scope of the threat and the disruption to the school environment. | | | | ● | ● |
| | Filing a false report of a school safety incident (such as a false report of a shooting or the presence of a gun on campus) in any form, whether anonymous or otherwise. Administrators have the discretion to begin at a Level 3 or Level 4 depending on the scope of the threat and the disruption to the school environment. | | | | ● | ● |
| | Making threats or committing harassment based, in whole or in part, on a student's race, ethnicity, disability, religion, sex or other identifying characteristics. This behavior does not have to rise to the level of bullying, defined above. Examples <ul style="list-style-type: none"> ● <i>Offensive name-calling based on the student's identifying characteristic</i> ● <i>Intimidating another student, verbally or non-verbally, based on a student's identifying characteristic</i> | | | | ● | ● |
| | Acting in a manner targeted at a school employee that makes them reasonably believe they are in danger of physical harm, including, but not limited to, verbal statements, written statements, non-verbal aggression and intimidation. | | | | ● | ● |

| HCS EXPECTS ITS STUDENTS TO: | WHEN STUDENTS FAIL TO MEET EXPECTATIONS BY: | Day-to-Day | Level 1 | Level 2 | Level 3 | Level 4 |
|--|---|--|---|---|---|---|
| | | Day-to-day in-class responses by the teacher | Classroom responses, consequences and interventions | Administrative responses and in-school consequences | Most intense in-school responses and out-of-school consequences | Long-term removal from school and recommendation for expulsion, District-level supports |
| | | Teacher Responses | | Administrators Responses | | |
| Disruptive and Uncooperative Behavior | | | | | | |
| <ul style="list-style-type: none"> Show concern for others Project a positive and cooperative attitude towards staff members and classmates Demonstrate behavior that is civil, respectful, polite and courteous Cooperate with school officials to create a positive learning environment Maintain their self-control at all times Focus on completing assigned task Create environments that allow their classmates to work and learn Follow school rules Respect the safety of other students in the hall Attend all classes Be punctual and realize that a punctual person has a greater chance of success in the workforce | <p>Disrupting instruction and the learning of other students in the classroom. Disruption does not include occasionally engaging with instruction in a manner that is not aligned with classroom expectations (i.e. occasionally blurting something out or having a side conversation with another student)</p> <p>Examples:</p> <ul style="list-style-type: none"> Speaking out of turn, make inappropriate or humorous comments at inappropriate times Trying to engage others while they are working Dropping things, laughing, or making noises on purpose Bothering other students Being out of seat/walking around class Over socializing Knocking on doors/windows of classrooms | • | • | • | | |
| | <p>Refusing to follow directions or truthfully respond to questions or requests of teachers, staff, or administrators</p> <p>Example:</p> <ul style="list-style-type: none"> Refusing to give name or information Giving false name or information Fraudulently representing HCS for personal gain Possessing hall pass without authorization Refusing to follow class instructions and/or do assigned work Refusing to remove/put away items or materials as requested by teacher, staff, or administrator Refusing to sit in assigned seat <p>Level 3 exclusionary discipline is reserved for students with an extensive history of repeated offenses. Before recommending Level 3 exclusionary discipline, the student must have been referred to a Problem Solving Team and have a School Intervention Plan (“SIP”) in place.</p> | | • | • | • | |
| | <p>Inciting or encouraging a fight, including taunting, baiting, or organizing disruptive activities with or without the use of electronic devices</p> <p>Examples:</p> <ul style="list-style-type: none"> Encouraging other students to fight Texting a student to incite a fight | | | | • | • |

| HCS EXPECTS ITS STUDENTS TO: | WHEN STUDENTS FAIL TO MEET EXPECTATIONS BY: | Day-to-Day | Level 1 | Level 2 | Level 3 | Level 4 |
|--|--|--|---|---|---|---|
| | | Day-to-day in-class responses by the teacher | Classroom responses, consequences and interventions | Administrative responses and in-school consequences | Most intense in-school responses and out-of-school consequences | Long-term removal from school and recommendation for expulsion, District-level supports |
| | | Teacher Responses | | Administrators Responses | | |
| Disruptive and Uncooperative Behavior (continued) | | | | | | |
| | Preventing instruction for a significant time or acting in a way that significantly disrupts class, school, or a school sponsored activity. Examples: <ul style="list-style-type: none"> • <i>Throwing objects such as furniture, laptops, books, etc.</i> • <i>Making extreme outbursts</i> • <i>Throwing items out of windows</i> • <i>Encouraging other students to cut class</i> | | | • | • | |
| | Using force or some other means to gain entry to a secure or locked school facility without permission Examples: <ul style="list-style-type: none"> • <i>Breaking a window to gain entry</i> • <i>Taking an employee's keys and using them to gain entry into a building and/or room</i> | | | | • | • |
| Explicit, Lewd, Obscene or Sexual Materials and Associated Actions | | | | | | |
| <ul style="list-style-type: none"> • Share materials that are educationally appropriate • Use approved electronic devices responsibly | Possessing or observing of pornographic materials, including print, electronic, video, and other media | | | • | • | |
| | Intentionally physically displaying one's intimate parts or publicly touching one's private parts, whether over or under one's clothes. | | | | • | • |
| Failure to Follow Bus, Field Trip, or Extracurricular Rules | | | | | | |
| <ul style="list-style-type: none"> • Follow school rules and the instructions of school personnel • Follow school rules for parking and driving • Drive safely at all times | Failing to follow bus rules or the instructions of the bus driver. For minor or occasional failures to follow bus rules, the student may lose school activity privileges; however, for repeated or serious or safety-related failures, a student may lose bus privileges, temporarily or permanently. Please reference the HCS Bus Expectation Form found in Appendix C in the BLG. Other in-fractions in this Matrix may apply (i.e. fighting.) | | | • | | |
| | Failure to follow school parking and driving rules | | | • | | |
| | Failing to follow the instructions of staff, a coach, teacher, or chaperone on a field trip or during an extracurricular or after-school activity or event | | • | • | | |

| HCS EXPECTS ITS STUDENTS TO: | WHEN STUDENTS FAIL TO MEET EXPECTATIONS BY: | Day-to-Day | Level 1 | Level 2 | Level 3 | Level 4 |
|--|---|--|---|---|---|---|
| | | Day-to-day in-class responses by the teacher | Classroom responses, consequences and interventions | Administrative responses and in-school consequences | Most intense in-school responses and out-of-school consequences | Long-term removal from school and recommendation for expulsion, District-level supports |
| | | Teacher Responses | | Administrators Responses | | |
| Failure to Remain in Class or School | | | | | | |
| <ul style="list-style-type: none"> Follow school rules Attend all classes Be punctual and realize that a punctual person has a greater chance of success in the workforce | <p>Being late to class (being tardy). For repeated tardiness, a teacher may refer a student to the Administrator (Level 2 Response). However, the Administrator's consequence and intervention should be designed to maximize the student's in-class time.</p> <p>Administrators should use a school-level Restorative Conversation or Conference for students, and their parents/guardians, who require a Level 3 Response for repeated conduct.</p> | • | • | • | • | |
| | <p>Not being in an assigned class.</p> <p>Examples:</p> <ul style="list-style-type: none"> Leaving class without permission Being in the hallway without permission Refusing to return to class when asked by teachers, staff, or administration <p>When selecting consequences for this behavior, Administrators should select those which allow a student maximum in-class time such as lunch time detention or detention during Power Hour. Administrators should not use out of school consequences for this behavior, but, instead, should use a school-level Restorative Conversation or Conference for students, and their parents/guardians, who require a Level 3 Response for repeated conduct.</p> | | | • | • | |
| | <p>Leaving school campus during scheduled class without permission.</p> <p>When selecting consequences for this behavior, Administrators should select those which allow a student maximum in-class time such as lunch time detention or detention during Power Hour. Administrators should use a school-level Restorative Conversation or Conference for students, and their parents/guardians, who require a Level 3 Response for repeated conduct. Because of the potential safety hazard this behavior causes, an Administrator may use OSS for repeated behavior, but only if other interventions have not been successful. Please reference HCS's "Door-to-Door" expectations in the BLG.</p> | | | • | • | |

| HCS EXPECTS ITS STUDENTS TO: | WHEN STUDENTS FAIL TO MEET EXPECTATIONS BY: | Day-to-Day | Level 1 | Level 2 | Level 3 | Level 4 |
|---|---|--|---|---|---|---|
| | | Day-to-day in-class responses by the teacher | Classroom responses, consequences and interventions | Administrative responses and in-school consequences | Most intense in-school responses and out-of-school consequences | Long-term removal from school and recommendation for expulsion, District-level supports |
| | | Teacher Responses | | Administrators Responses | | |
| Failure to Respect Property of Others | | | | | | |
| <ul style="list-style-type: none"> • Show respect for the property of others • Report all acts of vandalism to the proper authorities • Demonstrate school pride by being active participants in protecting and maintaining the school campus • Return lost property to its owner or to appropriate school officials. | <p>Damaging, defacing, destroying, or taking property that belongs to another person or the District. This behavior does include school prank(s). It does not include horseplay where the student taking or obtaining the property has no intent to keep the property.</p> <p>Teachers have discretion to handle minor situations in the classroom.</p> <p>For Level 2 and Level 3 Responses, the administrator should conduct a Restorative Conversation with the students Taking or obtaining property valued at \$50 or more in value without the permission of the owner</p> | | | • | • | |
| | <p>Physically taking or obtaining property from another's person without consent. This behavior does not include horseplay where the student taking or obtaining the property has no intent to keep the property.</p> <p>Examples:</p> <ul style="list-style-type: none"> • <i>Picking another student's pocket</i> • <i>Taking a wallet from someone's pocket</i> <p><i>Taking something from a purse or book bag while it is being worn</i></p> | | | | • | • |
| | Physically taking or obtaining another person's vehicle without permission | | | | | • |
| Gambling | | | | | | |
| <ul style="list-style-type: none"> • Be law-abiding citizens | Engaging in a game of chance requiring the use of money or the exchanging of goods (i.e. poker or dice) | | • | • | | |

| HCS EXPECTS ITS STUDENTS TO: | WHEN STUDENTS FAIL TO MEET EXPECTATIONS BY: | Day-to-Day | Level 1 | Level 2 | Level 3 | Level 4 | |
|---|---|--|---|---|---|---|--|
| | | Day-to-day in-class responses by the teacher | Classroom responses, consequences and interventions | Administrative responses and in-school consequences | Most intense in-school responses and out-of-school consequences | Long-term removal from school and recommendation for expulsion, District-level supports | |
| | | Teacher Responses | | Administrators Responses | | | |
| Inappropriate Clothing | | | | | | | |
| <ul style="list-style-type: none"> Adhere to the school dress code Associate with people who promote a positive and friendly school climate | Violating Dress Code (See BLG Appendix A). In keeping with the District’s goal to keep students in the classroom, Level 2 Disciplinary Consequences are not generally appropriate for this behavior; however, Level 2 Interventions, such as referral to PST, may be appropriate for addressing repeated instances of this behavior. | ● | ● | ● | | | |
| | Dressing in a lewd manner or in gang-affiliated attire | | | ● | | | |
| Inappropriate Language | | | | | | | |
| <ul style="list-style-type: none"> Project a positive and cooperative attitude towards staff members and classmates Demonstrate behavior that is civil, respectful, polite and courteous Maintain their self-control at all times Respect other students’ decisions concerning their bodies | Using profanity or offensive language or making inappropriate or offensive gestures, verbal or written comments, or symbols | | ● | ● | | | |
| | Using profanity or offensive language or making inappropriate or offensive gestures, verbal or written comments, or symbols directed at another student | | ● | ● | | | |
| | Using profanity or offensive language or making inappropriate or offensive gestures, verbal or written comments, or symbols directed at school personnel . Teachers have the discretion to address the first occurrence of this behavior in the classroom. Out of school consequences are appropriate only if Interventions have not been successful. Prior to assigning a student to OSS for this conduct, the administrator should use a school-level Restorative Conversation or Conference for students, and their parents/guardians. Opportunity for Restorative Panel Meeting for repeated offenses. | | | | ● | ● | |
| | Making unwelcome sexual advances, requesting sexual acts or favors, or other inappropriate verbal, written, or physical conduct of a sexual nature | | | | ● | ● | |

| HCS EXPECTS ITS STUDENTS TO: | WHEN STUDENTS FAIL TO MEET EXPECTATIONS BY: | Day-to-Day Day-to-day in-class responses by the teacher | Level 1 Classroom responses, conse- quences and interventions | Level 2 Administrative responses and in-school consequences | Level 3 Most intense in-school responses and out-of-school consequences | Level 4 Long-term removal from school and rec- ommendation for expulsion, District-level supports |
|--|--|---|---|---|--|--|
| | | Teacher Responses | | Administrators Responses | | |
| Inappropriate Physical Contact and Aggression | | | | | | |
| <ul style="list-style-type: none"> • Seek to resolve issues before they escalate • Project a positive and cooperative attitude towards staff members and classmates • Use conflict management skills to resolve disagreements • Demonstrate behavior that is civil, respectful, polite and courteous • Maintain their self-control at all times | Initiating an inappropriate physical act directed at another student that does not rise to the level of a fight or physical attack, such as pushing, shoving or horseplay | | • | • | | |
| | <p>Fighting with another student. The Administrator has discretion to determine the appropriate Response Level based on, at least, each student’s actions, the length of the fight, the number of participants, the students’ actions leading up to the fight, and the damage both to the school and the people involved. If a student is defending themselves, the Administrator may select a lesser Disciplinary Consequence, including no consequence when appropriate.</p> <p>Except in the most egregious circumstances, before an Administrator recommends an expulsion for a Level 4 fight, the Administrator should recommend a Restorative Panel Meeting to develop an Intervention plan for the students involved.</p> | | | • | • | • |
| | <p>Physically attacking another student. The Administrator has discretion to begin with a Level 4 Response if warranted by the severity of the assault. The Administrator should consider, at least, the participants’ actions leading up to the assault, the number of participants, and the physical harm caused to the victim before starting at a Level 4.</p> <p>Except in the most egregious circumstances, if an Administrator begins with a Level 4 Response, he or she must recommend a Restorative Panel Meeting to develop an Intervention Plan before recommending the student for expulsion.</p> | | | | • | • |
| | <p>Physically harming an HCS employee or other adult, including throwing an object at or striking an adult who is intervening in a fight. The Administrator has the discretion to start with any Response Level, and should consider the following:</p> <ul style="list-style-type: none"> • Whether the student intended to cause the harm • The severity of the injury caused <p><i>An administrator has the discretion to begin with a Level 4 Response if the student acted intentionally or caused severe injury, such as requiring medical attention.</i></p> | | | | • | • |

| HCS EXPECTS ITS STUDENTS TO: | WHEN STUDENTS FAIL TO MEET EXPECTATIONS BY: | Day-to-Day Day-to-day in-class responses by the teacher | Level 1 Classroom responses, consequences and interventions | Level 2 Administrative responses and in-school consequences | Level 3 Most intense in-school responses and out-of-school consequences | Level 4 Long-term removal from school and recommendation for expulsion, District-level supports | |
|---|---|--|--|--|--|--|---|
| | | Teacher Responses | | Administrators Responses | | | |
| Inappropriate Touching and Sexual Conduct | | | | | | | |
| <ul style="list-style-type: none"> • Have respect for life, property and the safety of others • Support law enforcement agencies and schools to promote the safety of all staff members and students • Respect other students' decisions concerning their bodies | Participating in consensual sexual contact (excluding oral or intercourse) on school property or during school-sponsored events. This includes engaging in any activity or horseplay such as intentionally touching the intimate parts of another person with any body part or object, with the consent of the other person. | | | • | • | | |
| | Non-consensual sexual contact on school property or during school-sponsored events. This includes engaging in activity or horseplay such as intentionally touching, including through clothing, the intimate parts of another person with any body part or object, with the consent of the other person. Examples: <ul style="list-style-type: none"> • Popping a bra strap • Slapping another's buttocks • Groping Repeated offenses will result in a Level 4 Response. | | | | • | | |
| | Participating in consensual sexual intercourse, including oral, on school property or during school-sponsored events. Opportunity for Restorative Panel Meeting for first offense in lieu of expulsion. | | | | | | • |
| | Non-consensual sexual intercourse, including oral, on school property or during school-sponsored events. | | | | | | • |
| Inappropriate Use of Technology | | | | | | | |
| <ul style="list-style-type: none"> • Use approved electronic devices responsibly • Put away devices when asked to do so by Staff or Administrators • Use of approved electronic devices at appropriate times | Failing to follow the Personal Electronic Device policy outlined in the BLG at Appendix B. Example: <ul style="list-style-type: none"> • Using any PED in class for calling, texting, playing games, browsing the internet, using apps, or listening to music without teacher approval Temporary confiscation may be used as an additional consequence. Long-term confiscation or loss of privileged may be used as an additional consequence for students with repeat offenses. Other infractions in this Matrix may apply (i.e. Recording & Transmission). | | • | • | | | |

| HCS EXPECTS ITS STUDENTS TO: | WHEN STUDENTS FAIL TO MEET EXPECTATIONS BY: | Day-to-Day | Level 1 | Level 2 | Level 3 | Level 4 |
|--|---|--|---|---|---|---|
| | | Day-to-day in-class responses by the teacher | Classroom responses, consequences and interventions | Administrative responses and in-school consequences | Most intense in-school responses and out-of-school consequences | Long-term removal from school and recommendation for expulsion, District-level supports |
| | | Teacher Responses | Administrators Responses | | | |
| Inappropriate Use of Technology (continued) | | | | | | |
| <ul style="list-style-type: none"> Use the school network for educational communication and purposes Treat school-issued devices, the school network, and online school resources with respect and care Use their school-issued devices in conformity with federal, state, and local law Operate their devices without bypassing District content and security filters | Committing minor, inappropriate uses of technology. Examples: <ul style="list-style-type: none"> Using computer for games, messaging services, chat rooms, and other non-school related activities Using computer to download, store, or create non-school related files that don't cause damage to the device, such as videos, music, apps, data or other programs Using computer to transmit personal information such as home telephone number over the internet | | ● | ● | | |
| | Committing major, inappropriate uses of technology. Examples: <ul style="list-style-type: none"> Changing a school-issued device's settings/configurations Deleting, examining, copying, or modifying files, data, or device settings of another user Using computer to download, store, or create non-school related files that cause damage to the device Sending unauthorized anonymous and/or false communications using applications such as, but not limited to, Google Chat, MSN Messenger, and Yahoo Messenger Bypassing the District's web filter through a web proxy | | | ● | ● | |
| | Committing the most significant inappropriate uses of technology. Examples: <ul style="list-style-type: none"> Performing any activity that voids the device, service agreement, software license or warranty such as, but not limited to, jail breaking or rooting (hacking the device to bypass digital rights management software) Using a school-issued device or the District's internet/network for non-educational financial or personal gain Using a school-issued device or the District's internet/network for illegal activity, including uses that violate federal, state, or local laws or regulations | | | | ● | ● |
| | Making unauthorized changes to program settings or engaging in any behavior or activity that damages or disrupts network performance on school devices. This includes a denial of service attack. | | | | | ● |

| HCS EXPECTS ITS STUDENTS TO: | WHEN STUDENTS FAIL TO MEET EXPECTATIONS BY: | Day-to-Day | Level 1 | Level 2 | Level 3 | Level 4 |
|---|--|--|---|---|---|---|
| | | Day-to-day in-class responses by the teacher | Classroom responses, consequences and interventions | Administrative responses and in-school consequences | Most intense in-school responses and out-of-school consequences | Long-term removal from school and recommendation for expulsion, District-level supports |
| | | Teacher Responses | | Administrators Responses | | |
| Recordings & Transmissions | | | | | | |
| <ul style="list-style-type: none"> Obtain permission before recording any other person | Recording a subject, using photos, audio and/or video, without the subject's or school's permission | ● | ● | | | |
| | Recording a subject, using photos, or video, while the subject is in a nude or partially nude state. Examples: <ul style="list-style-type: none"> Recording an individual in the restroom or locker room Recording exposure of body parts (i.e. mooning, flashing, etc.) Opportunity for Restorative Panel Meeting for first offense in lieu of expulsion. | | | | | ● |
| | Recording a subject performing a sexually explicit act, using photos, audio and/or video, with or without consent of the subject. The subject(s) performing the sexual act will be subject to the same discipline as the recorder if the subjects acted with knowledge of the recording. Opportunity for Restorative Panel Meeting for first offense in lieu of expulsion. | | | | | ● |
| | Sending, transmitting, uploading, downloading, or distributing a recording of a subject, including other students, staff, teacher, administrator, or other person, without the subject's approval and with intent to harm or demean the subject | | | | ● | ● |
| | Sending, transmitting, uploading, downloading, or distributing obscene, threatening, harassing, pornographic, or sexually explicit materials. Example: <ul style="list-style-type: none"> Nude or partially nude "selfies" If students or school personnel are the subject of the transmitted material, begin with a Level 4 Response, including an opportunity for a Restorative Panel Meeting for first offense in lieu of expulsion. | | | | ● | ● |

| HCS EXPECTS ITS STUDENTS TO: | WHEN STUDENTS FAIL TO MEET EXPECTATIONS BY: | Day-to-Day | Level 1 | Level 2 | Level 3 | Level 4 |
|--|--|--|---|---|---|---|
| | | Day-to-day in-class responses by the teacher | Classroom responses, consequences and interventions | Administrative responses and in-school consequences | Most intense in-school responses and out-of-school consequences | Long-term removal from school and recommendation for expulsion, District-level supports |
| | | Teacher Responses | Administrators Responses | | | |
| Use/Possession/Distribution of Unauthorized Items | | | | | | |
| <ul style="list-style-type: none"> Understand and follow school rules | Using any item in a manner that disrupts the learning environment | • | • | | | |
| | Unauthorized selling or distributing of goods not otherwise included in this document | • | • | | | |
| | Knowingly using, possessing, or participating in the distribution of counterfeit money | | | | • | |
| | Paying another student to do any behavior that is prohibited by the Behavioral Learning Guide Secondary Matrix. The Response Level for this behavior should correspond with the Response Levels assigned to the prohibited behavior. | See prohibited behavior for Response Level. | | | | |
| Weapons/Firearms | | | | | | |
| <ul style="list-style-type: none"> Be law abiding citizens Support law enforcement agencies and schools to promote the safety of all staff members and students Be aware of items in their possession at all times (locker, jacket, car, purse, etc.) Have respect for life, property and the safety of others | Possessing shell casing(s) or weapon parts | | | • | | |
| | Possessing a toy weapon where the toy weapon is not used to threaten, intimidate, harm or cause a disruption. AirSoft guns, BB guns, and air rifles are not considered toy weapons. | | • | • | | |
| | Possessing a toy weapon where the toy weapon is used to threaten, intimidate, harm or cause a disruption. | | | | • | |
| | Possessing a weapon, other than a firearm as defined below. This includes, but is not limited to, bullets, pocketknives, switchblade knives, box cutters, swords, daggers, tasers, metal knuckles, BB guns, pellet guns, flare guns, air rifles, and Airsoft Rifles or anything deemed a weapon by a school official. For this to apply, the student must not have demonstrated any intent to use the weapon. | | | | • | • |
| | Possessing and attempting or threatening the use of a weapon except a firearm against another person or to cause disruption | | | | | • |
| | Possessing a firearm, which is defined as any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of any such weapon; any firearm muffler or firearm silencer; or any destructive device. Such term does not include an antique firearm, and the definition of this term is subject to the terms of 18 U.S.C. 921 | | | | | • |

Glossary of Terms

- **Assignment to Alternative School** – When a student is expelled, the District may offer the student an assignment to alternative school. Assignment to alternative school is a privilege for the student and is offered in lieu of expulsion. The alternative school environment should provide students with an opportunity to successfully return to their home school.
- **Disciplinary Consequence** – The consequence, usually involving a specific sanction, for a student’s failure to meet HCS’ expectations for student behavior.
- **Distribution** - Buying, selling, or participating in the exchange of unauthorized items. Distribution may be inferred by the particular facts including the amount in a student’s possession. This applies to the person giving/distributing the item(s) and the receiver, whether the item is purchased or received for free.
- **Expulsion** – A long-term removal from the regular school environment. When expelled, students may not attend school or school activities. Federal law may limit the scope of the expulsion (e.g. IDEA, Section 504, etc.).
- **Gang-Affiliated** – of or related to gangs, gang culture, or gang signs. This may include certain combinations of colors, symbols, or any other insignia that pertains to a gang or gang activity.
- **Intervention** – A measure or series of measures taken by school staff to address a student’s unmet needs. The purpose of these measures is to remedy the cause of student’s academic and behavioral issues.
- **Intimate parts** – The body parts that are traditionally covered by a bathing suit, including the breasts, buttocks and genitals.
- **Lewd** – sexual, in a rude or offensive way.
- **Personal Electronic Device (“PED”)** – Any device that is not permitted for use as part of a teacher’s instruction or to complete school work, whether electronic or otherwise, including cellular telephones, personal music or video players (e.g. iPods or MP3 Players), hand-held videogame devices (e.g. PSP or Nintendo DS), electronic tablets, cameras and other image, voice, or video recording devices.
- **Positive Behavior Interventions and Supports (“PBIS”)** – PBIS is a nationally recognized approach designed to assist school personnel in creating a positive school climate for students. PBIS provides school personnel with progressive guidelines of evidence-based behavioral responses and Interventions. The goal of this program is to enhance academic and social behavior outcomes for all students.
- **Possession** – Having on one’s person or in one’s backpack, locker, purse, vehicle (if on school property or at a school event), or any other storage container owned by the student.
- **Problem Solving Team (“PST”)** – An interdisciplinary team of school personnel that uses a student’s data and information to develop Interventions to respond to that student’s unmet academic or behavioral needs.
- **Over the Counter and Non-Prescription Medicine** – Includes all medicine that can be legally obtained without a prescription. Failing to follow HCS’s Medication Policy and Procedure regarding Over the Counter and Non-Prescription Medicine may result in Disciplinary Consequences.

- **Prohibited Drugs** – Any medication, drug, or narcotic, other than Over the Counter and Non-Prescription Medicine, that has not been approved to be on campus by an authorized school or HCS employee.
- **Drug Paraphernalia** – any item or device used to measure or consume any prohibited drug, including, but not limited to, a pipe, a bong, or scales.
- **Restorative Conference** – Unlike the less formal Restorative Conversation, a Restorative Conference is a structured meeting between offenders and, if appropriate, victims and other stakeholders, in which they discuss the consequences of a misbehavior and decide how best to repair the harm caused to the victim, the class, and the school. Restorative Conferences are usually led by a school administrator, but can be held at the classroom level as appropriate.
- **Restorative Panel Meeting (RPMs)** – RPMs are opportunities for a student and his or her parents/guardians to participate in a Restorative Conference with HCS’ Restorative Panel. If the student chooses to participate in an HCS Restorative Panel, the panel, the offending student(s), the school administrator, and other stake-holder(s), including the victim, when appropriate, will discuss the harm caused by the behavior, jointly develop a behavioral plan for the student, and discuss access to possible Interventions (e.g. counseling, mental health services). Restorative Panel Meetings are often in lieu of expulsion, so for Secondary students, failing to participate in the Restorative Panel Meeting or to follow the Panel’s agreed upon plan may result in a recommendation for expulsion.
- **Response Strategy** – An immediate reaction from school personnel designed to calm a student, end a student’s misbehavior, and help a student regain self-control in a dignified manner. Response Strategies may be coupled with a Disciplinary Consequence or Intervention as needed.
- **Restorative Practices** – A system designed to help students build better relationships with each other and with school personnel and, when there is a breakdown in those relationships, to help students repair the harm caused by their actions.
- **Student’s Identifying Characteristic** – Any characteristic expressly defined and protected by federal, state or local law, regulation or ordinance including ancestry, creed, gender, gender identity, gender expression, marital status, national origin, parental/guardian status, pregnancy, race, religion, or sexual orientation. This definition also includes any disability including physical, mental, emotional or learning disabilities.
- **Synthetic Drugs** – Artificial or man-made drug including synthetic cannabinoids, commonly known as “synthetic marijuana,” “K2,” or “Spice,” and sometimes labeled as “herbal incense” or “potpourri” and synthetic cathinones commonly known as “bath salts” or “jewelry cleaner”.
- **Toy Weapons** – Plastic, wooden, or other similar material representation of a weapon, firearm, or gun that does not discharge any projectile other than water. Toy weapons do not include BB guns, AirSoft guns, or pellet gun.
- **Without Consent** – means by use of force, weapons, threats, coercion, or intimidation; when the recipient is incapable of consent; or where the recipient does not agree to the physical contact or sexual act.