

# HUNTSVILLE CITY SCHOOLS

## *Behavioral Learning Guide* 2021-2022

### **Elementary Matrix**



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

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

## Exclusionary Disciplinary Consequences

Disciplinary Consequence	Definition	Limits	Response Level
<b>In-School Learning Center (ILC)</b>	<p>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.</p>	<p>Administrators should start with a small number of periods or days (<i>e.g.</i>, 1 day) in ILC before increasing the duration.</p>	<b>Level 2</b>
<b>Out-of-School Suspension (OSS)</b>	<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 <b>Intervention</b> 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 <b>will</b> be referred to the PST to develop an appropriate <b>Intervention</b> plan. OSS is not appropriate for students who <b>are tardy, are absent, and skip school</b>. 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 (for example, 1 day) in OSS before slowly increasing the duration.</p>	<b>Level 3</b>
<b>Restorative Panel Meeting “RPM”</b>	<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 (<i>e.g.</i> counseling, mental health services).</p> <p>For more severe behaviors, the RPM will take place at the District office and be led by District personnel. For less severe behaviors, school administrators should lead the Restorative Conversations or Conferences at their schools.</p>	<p>HCS has identified several categories of behavior as appropriate for Restorative Panel Meeting. These are referenced within this matrix.</p> <p>Recommendation for Restorative Panel Meeting will often coincide with an OSS.</p>	<b>Level 3</b>

## The 4 Response Levels

Response Level	Who Handles?	Record Keeping	Office Disciplinary Referral?	Example Discipline	Example Intervention
<b>Day-to-Day</b>	Teacher	Teacher Discretion	No	<ul style="list-style-type: none"> <li>• Changing a student's seat</li> <li>• Call home</li> </ul>	<ul style="list-style-type: none"> <li>• Behavior Contract</li> </ul>
<b>Level 1</b>	Teacher	BLOOM	No	<ul style="list-style-type: none"> <li>• Detention</li> <li>• Parent/guardian conference</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching expected behaviors and replacement behaviors</li> </ul>
<b>Level 2</b>	Admin	BLOOM	Yes	<ul style="list-style-type: none"> <li>• Repair harm</li> <li>• Restorative Circle</li> <li>• In-House Learning Center (ILC)</li> </ul>	<ul style="list-style-type: none"> <li>• Problem Solving Team Plans</li> <li>• Behavior Plan</li> </ul>
<b>Level 3</b>	Admin	BLOOM	Yes	<ul style="list-style-type: none"> <li>• Repair harm</li> <li>• Restorative conferences</li> <li>• Out-of-School Suspension</li> </ul>	<ul style="list-style-type: none"> <li>• Counseling and mental health</li> <li>• Intense, individualized support</li> <li>• School Intervention Plan ("SIP")</li> </ul>

## Progressive Discipline

Levels	How to Document	Interventions	When to Progress?
<b>Day-to-Day to Level 1</b>	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), may move up to a <b>Level 1</b> . Parents should be called.
<b>Level 1 to Level 2</b>	Use BLOOM for Level 1 consequences and Interventions.	The teacher should use strategies like behavior contracts and <b>Restorative Practices</b> .	After attempting to correct the specific behavior <b>at least three times</b> , may complete an <b>ODR</b> . Parents should be called.
<b>Level 2 to Level 3</b>	Use BLOOM for Level 2 consequences and Interventions.	If the behavior warrants an ODR, administrator should implement an Intervention. If the student has repeated <b>the same Level 2</b> behavior, administrator should ensure that the student has a PST Intervention plan in place.	Administrator shouldn't move to a <b>Level 3</b> unless the student's Intervention plan has been implemented with fidelity. If the plan proves unsuccessful <b>and</b> administrator believes that no further <b>Level 2</b> Intervention will help, may move to a <b>Level 3</b> .

HCS EXPECTS ITS STUDENTS TO:	WHEN STUDENTS FAIL TO MEET EXPECTATIONS BY:	Day-to-Day Day-to-day in-class responses by the teacher	Level 1 Classroom responses, consequences and interventions	Level 2 Administrative responses and in-school consequences	Level 3 Most intense in-school responses and out-of-school consequences
		Teacher Responses		Administrators Responses	
<b>Academic Dishonesty</b>					
<ul style="list-style-type: none"> <li>Act with honesty and integrity</li> <li>Be prepared for class each day</li> <li>Take pride in their work, efforts, and assignments</li> </ul>	Plagiarizing, committing forgery, or cheating on a minor assignment (i.e. a classroom worksheet, a quiz, or classroom test).	● (K-2 Only)	●		
	Plagiarizing, committing forgery, or cheating on a major assignment (i.e. an end of semester exam or benchmark exam). In lieu of receiving an exclusionary consequence, an administrator should consider giving the student a failing grade for a first offense. Exclusionary consequences are appropriate for repeat behavior.			●	●
	Tampering with or assisting another in tampering with the school district's computer network, systems, exams, or grades (i.e. changing grades in Student Information System). This includes "hacking" any school-issued device.				●
<b>Alcohol, Drugs, Inhalants, and Tobacco</b>					
<ul style="list-style-type: none"> <li>Be law abiding citizens</li> <li>Respect the laws of society dealing with the possession, use or sale of drugs</li> <li>Associate at school only with people who do not use or sell controlled substances</li> </ul>	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 Conference for first offense and Restorative Panel Meeting for repeat offenders.			●	●
	Being under the influence of any alcoholic beverage or any prohibited drug as defined in the glossary. This provision does not apply to drugs taken in conformance with HCS policy. <b>Opportunity for Restorative Panel Meeting for first offense.</b>				●

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<b>Alcohol, Drugs, Inhalants, and Tobacco (continued)</b>					
<ul style="list-style-type: none"> <li>Be aware of items in their possession at all times (locker, jacket, car, purse, etc.)</li> </ul>	Using or consuming alcohol or any prohibited drug as defined in the glossary. This provision does not apply to drugs taken in conformance with HCS policy. <b>Opportunity for Restorative Panel Meeting for first offense.</b>				●
	Having possession of alcohol, prohibited drugs, or drug paraphernalia as defined in the glossary. This provision does not apply to drugs taken in conformance with HCS policy. <b>Opportunity for Restorative Panel Meeting for first offense.</b>				●
	Buying, selling, or participating in the distribution of an alcoholic beverage or any other prohibited drug or drug paraphernalia, as defined in the glossary, to another student. Distribution may be inferred by the particular facts including the amount of alcohol or drugs in a student's possession. <b>Opportunity for Restorative Panel Meeting for first offense.</b>				●
	Buying, selling, or participating in the distribution of tobacco, nicotine inhaler, e-cigarettes, and/or Vape (i.e. Juul) product to another student. Distribution may be inferred by the particular facts including the amount of prohibited items in a student's possession. <b>Opportunity for Restorative Panel Meeting as a Response to a Level 3.</b>			●	●
	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.  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). <b>Opportunity for Restorative Panel Meeting as a Response to a Level 3.</b>		●	●	●

HCS EXPECTS ITS STUDENTS TO:	WHEN STUDENTS FAIL TO MEET EXPECTATIONS BY:	Day-to-Day	Level 1	Level 2	Level 3
		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
		Teacher Responses	Administrators Responses		
<b>Arson, Fire Setting, Explosives, and Bomb Threats</b>					
<ul style="list-style-type: none"> <li>• Have respect for life, property, and the safety of others</li> <li>• Create safe learning environments for themselves and for other classmates</li> <li>• Support law enforcement agencies and schools to promote the safety of all staff members and students</li> </ul>	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.				•
	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.				•
<b>Bullying, Harassment and Threats</b>					
<ul style="list-style-type: none"> <li>• Show concern for others</li> <li>• Conduct themselves in a cooperative, friendly and respectful manner to staff members and classmates</li> <li>• Project a positive and cooperative</li> </ul>	Threatening conduct (including verbal, written, or electronic communication or physical gestures) directed toward another student, teacher, staff member, administrator, or other person <b>where there is no reasonable expectation of bodily harm.</b>		•	•	
	Acting in a manner that makes another student <b>reasonably believe they are in danger</b> 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 <b>reasonably believes and reports that they are in danger</b> 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.		•	•	•

<b>HCS EXPECTS ITS STUDENTS TO:</b>  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 threats to the proper authorities	<b>WHEN STUDENTS FAIL TO MEET EXPECTATIONS BY:</b>	<b>Day-to-Day</b>  Day-to-day in-class responses by the teacher	<b>Level 1</b>  Classroom responses, consequences and interventions	<b>Level 2</b>  Administrative responses and in-school consequences	<b>Level 3</b>  Most intense in-school responses and out-of-school consequences
		<b>Teacher Responses</b>		<b>Administrators Responses</b>	
<b>Bullying, Harassment and Threats (continued)</b>					
	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"> <li>• <i>Threatening another student</i></li> <li>• <i>Spreading rumors</i></li> <li>• <i>Attacking someone physically or verbally</i></li> <li>• <i>Excluding someone from a group on purpose</i></li> <li>• <i>Hazing</i></li> </ul>			•	•
	Using threats, fear, or force without a weapon to make a person turn over property or take other inappropriate action.			•	•
	Making a threat targeted at the general school population including a school shooting threat or a bomb threat.				•
	Filing a false report of a school safety incident (such as a false report of a shooting or the presence of a gun on campus) in any form, whether anonymous or otherwise. Administrators have the discretion to begin at a <b>Level 2</b> or <b>Level 3</b> depending on the scope of the threat and the disruption to the school environment.			•	•
	Making threats or committing harassment based, in whole or in part, on a student's or school employee's race, ethnicity, disability, religion, sex 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"> <li>• <i>Offensive name-calling based on the student's identifying characteristic</i></li> <li>• <i>Intimidating another student, verbally or non-verbally, based on a student's identifying characteristic</i></li> </ul>			•	•
	Acting in a manner targeted at a school employee that makes them <b>reasonably believe they are in danger of physical harm</b> , including, but not limited to, verbal statements, written statements, non-verbal aggression, and intimidation.			•	•

HCS EXPECTS ITS STUDENTS TO:	WHEN STUDENTS FAIL TO MEET EXPECTATIONS BY:	Day-to-Day Day-to-day in-class responses by the teacher	Level 1 Classroom responses, consequences and interventions	Level 2 Administrative responses and in-school consequences	Level 3 Most intense in-school responses and out-of-school consequences
		Teacher Responses		Administrators Responses	
<b>Disruptive and Uncooperative Behavior</b>					
<ul style="list-style-type: none"> <li>• Show concern for others</li> <li>• Project a positive and cooperative attitude towards staff members and classmates</li> <li>• Demonstrate behavior that is civil, respectful, polite and courteous</li> <li>• Cooperate with school officials to create a positive learning environment</li> <li>• Maintain their self-control at all times</li> <li>• Focus on completing assigned task</li> <li>• Create environments that allow their classmates to work and learn</li> <li>• Follow school rules</li> <li>• Respect the safety of other students in the hall</li> </ul>	<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"> <li>• <i>Speaking out of turn, make inappropriate or humorous comments at inappropriate times</i></li> <li>• <i>Trying to engage others while they are working</i></li> <li>• <i>Dropping things, laughing, or making noises on purpose</i></li> <li>• <i>Bothering other students</i></li> <li>• <i>Being out of seat/walking around class</i></li> <li>• <i>Over socializing</i></li> <li>• <i>Knocking on doors/windows of classrooms</i></li> </ul>	•	•	•	
	<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"> <li>• <i>Refusing to give name or information</i></li> <li>• <i>Giving false name or information</i></li> <li>• <i>Fraudulently representing HCS for personal gain</i></li> <li>• <i>Possessing hall pass without authorization</i></li> <li>• <i>Refusing to follow class instructions and/or do assigned work</i></li> <li>• <i>Refusing to remove/put away items or materials as requested by teacher, staff, or administrator</i></li> <li>• <i>Refusing to sit in assigned seat</i></li> </ul> <p>Level 3 exclusionary discipline is reserved for students with an extensive history of repeated offenses. Before recommending <b>Level 3</b> 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"> <li>• <i>Encouraging students to fight</i></li> <li>• <i>Texting a student to incite a fight</i></li> </ul>		• (K-2 Only)	•	•

HCS EXPECTS ITS STUDENTS TO:	WHEN STUDENTS FAIL TO MEET EXPECTATIONS BY:	Day-to-Day	Level 1	Level 2	Level 3
		Teacher Responses	Administrators Responses		
<ul style="list-style-type: none"> <li>Attend all classes</li> <li>Be punctual and realize that a punctual person has a greater chance of success in the work-force</li> </ul>	<b>Disruptive and Uncooperative Behavior (continued)</b>				
	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"> <li>Throwing objects such as furniture, laptops, books, etc.</li> <li>Making extreme outbursts</li> <li>Throwing items out of windows</li> </ul>			●	●
	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"> <li>Breaking a window to gain entry</li> <li>Taking an employee's keys and using them to gain entry into a building and/or room</li> </ul> <b>Opportunity for Restorative Panel Meeting for first offense.</b>				●
<b>Explicit, Lewd, Obscene or Sexual Materials and Associated Actions</b>					
<ul style="list-style-type: none"> <li>Share materials that are educationally appropriate</li> <li>Use approved electronic devices responsibly</li> </ul>	Possessing or observing of pornographic materials, including print, electronic, video, and other media.		●	●	●
	Physically displaying one's intimate parts or publicly touching one's private parts, whether over or under one's clothes.		● (K-2 Only)	●	●
<b>Failure to Follow Bus, Field Trip, or Extracurricular Rules</b>					
<ul style="list-style-type: none"> <li>Follow school rules and the instructions of school personnel</li> </ul>	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 Expectations Form found in Appendix C in the Behavioral Learning Guide. Other infractions in this Matrix may apply (i.e. fighting).		● (K-2 Only)	●	
	Failing to follow the instructions of staff, a coach, teacher, or chaperone on a field trip or during an extracurricular or after-school activity or event.	●	●	●	

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<b>Failure to Remain in Class or School</b>					
<ul style="list-style-type: none"> <li>Follow school rules</li> <li>Attend all classes</li> <li>Be punctual and realize that a punctual person has a greater chance of success in the work-force</li> </ul>	Being late to class (being tardy). For repeated tardiness, a teacher may refer a student to the Administrator (Level 2 Response). However, the Administrator's consequence and Intervention should be designed to maximize the student's in-class time.	●	●	●	
	Not being in an assigned class.  Examples: <ul style="list-style-type: none"> <li>Leaving class without permission</li> <li>Being in the hallway without permission</li> <li>Refusing to return to class when asked by teachers, staff, or administration</li> </ul> When selecting consequences for this behavior, Administrators should select those which allow a student maximum in-class time such as lunch time detention. Administrators should not use out of school consequences for this behavior.			●	
	Leaving school campus during scheduled class without permission.  When selecting consequences for this behavior, Administrators should select those which allow a student maximum in-class time such as lunch time detention.			●	
<b>Failure to Respect Property of Others</b>					
<ul style="list-style-type: none"> <li>Show respect for the property of others</li> <li>Report all acts of vandalism to the proper authorities</li> <li>Demonstrate school pride by</li> </ul>	<i>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.</i>  <b>Teachers have discretion to handle minor situations in the classroom.</b>  <i>For Level 2 and Level 3 Responses, the administrator should conduct a Restorative Conversation with the students.</i>			●	●

HCS EXPECTS ITS STUDENTS TO:	WHEN STUDENTS FAIL TO MEET EXPECTATIONS BY:	Day-to-Day	Level 1	Level 2	Level 3
		Teacher Responses	Administrators Responses		
being active participants in protecting and maintaining the school campus • Return lost property to its owner or to appropriate school officials.	<b>Failure to Respect Property of Others (continued)</b>				
	Physically taking or obtaining property from another's person without consent. This behavior does not include horseplay where the student taking or obtaining the property has no intent to keep the property. Examples: <ul style="list-style-type: none"> <li>• <i>Picking another student's pocket</i></li> <li>• <i>Taking a wallet from someone's pocket</i></li> <li>• <i>Taking something from a purse or book bag while it is being worn</i></li> </ul>			•	•
<b>Gambling</b>					
• 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).		•	•	
<b>Inappropriate Clothing</b>					
• Adhere to the school dress code • Associate with people who promote a positive and friendly school climate	Violating Dress Code ( <b>See BLG Appendix A</b> ). 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, <b>Level 2 Interventions</b> , 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.			•	
<b>Inappropriate Language</b>					
• Project a positive and cooperative attitude towards staff members and classmates	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 <b>directed at another student</b> .		•	•	

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<b>Inappropriate Language (continued)</b>					
<ul style="list-style-type: none"> <li>• Demonstrate behavior that is civil, respectful, polite, and courteous</li> <li>• Maintain their self-control at all times</li> <li>• Respect other students' decisions concerning their bodies</li> </ul>	<p>Using profanity or offensive language or making inappropriate or offensive gestures, verbal or written comments, or symbols <b>directed at school personnel</b>.</p> <p>For students in grades 3 through 6, teachers have the discretion to address the first occurrence of this behavior in the classroom. For students who repeatedly use direct profanity at school personnel, the school will conduct a Restorative Conversation or Conference to resolve the issue. The Student may also have the opportunity for a Restorative Panel Meeting for repeated offenses. Before recommending Level 3 exclusionary discipline, the student must have been referred to a Problem-Solving Team and have a School Intervention Plan ("SIP") in place.</p>		● (K-2 Only)	●	●
	<p>Making unwelcome sexual advances, requesting sexual acts or favors, or other inappropriate verbal, written, or physical conduct of a sexual nature. Due to the nature of the behavior and age of the students, Administrators should hold a parent/guardian conference with the student, his or her family, and the teacher.</p>			●	●
<b>Inappropriate Physical Contact and Aggression</b>					
<ul style="list-style-type: none"> <li>• Seek to resolve issues before they escalate</li> <li>• Project a positive and cooperative attitude towards staff members and classmates</li> <li>• Use conflict management skills to resolve disagreements</li> </ul>	<p>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>		●	●	
	<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>For students who engage in large, severe fights or who fight repeatedly, the Administrator should recommend a <b>Restorative Panel Meeting</b> to develop an Intervention plan for the student.</p>		● (K-2 Only)	●	●

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		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
		Teacher Responses		Administrators Responses	
<b>Inappropriate Physical Contact and Aggression (continued)</b>					
<ul style="list-style-type: none"> <li>• Demonstrate behavior that is civil, respectful, polite, and courteous</li> <li>• Maintain their self-control at all times</li> </ul>	<p>Physically attacking another student. The Administrator has discretion to begin with a <b>Level 3 Response</b> 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 <b>Level 3</b>.</p> <p>For students who engage in severe assaults or who repeatedly assault others, the Administrator should recommend a <b>Restorative Panel Meeting</b> to develop an Intervention plan for the student.</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"> <li>• Whether the student intended to cause the harm</li> <li>• The severity of the injury caused</li> </ul> <p><i>An administrator has the discretion to begin with a <b>Level 3 Response</b> if the student acted intentionally or caused severe injury, such as requiring medical attention. Administrators should recommend a <b>Restorative Panel Meeting</b> to develop an Intervention plan for the student.</i></p>			•	•
<b>Inappropriate Touching</b>					
<ul style="list-style-type: none"> <li>• Have respect for life, property, and the safety of others</li> <li>• Support law enforcement agencies and schools to promote the safety of all staff members and students</li> <li>• Respect other students' decisions concerning their bodies</li> </ul>	<p>Engaging in an activity or horseplay that includes touching another student's private parts without his or her permission. <b>Due to the nature of the behavior and age of the students, administrators should hold a parent/guardian conference with the student, his or her family, and the teacher.</b></p>		• (K-2 Only with Administrator Support)	•	•
	<p>Touching another student's private parts with permission or letting another student touch your private parts, including public display of affection (making out). <b>Due to the nature of the behavior and age of the students, administrators should hold a parent/guardian conference with the student, his or her family, and the teacher.</b></p>		• (K-2 Only with Administrator Support)	•	•
	<p>Intentionally touching another student's private parts without consent as defined in the glossary. Due to the nature of the behavior and age of the students, administrators should hold a parent/guardian conference with the student, his or her family, and the teacher.</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
		Teacher Responses		Administrators Responses	
<b>Inappropriate Use of Technology</b>					
<ul style="list-style-type: none"> <li>• Use approved electronic devices responsibly</li> <li>• Put away devices when asked to do so by Staff or Administrators</li> <li>• Use of approved electronic devices at appropriate times</li> <li>• Use the school network for educational communication and purposes</li> <li>• Treat school-issued devices, the school network, and online school resources with respect and care</li> <li>• Use their school-issued devices in conformity with federal, state, and local law</li> <li>• Operate their devices without bypassing District content and security filters</li> </ul>	<p>Failing to follow the Personal Electronic Device policy outlined in the BLG at Appendix B.</p> <p>Example:</p> <ul style="list-style-type: none"> <li>• <i>Using any PED in class for calling, texting, playing games, browsing the internet, using apps, or listening to music without teacher approval</i></li> </ul> <p>Temporary confiscation may be used as an additional consequence. Long-term confiscation or loss of privileges may be used as an additional consequence for students with repeat offenses. Other infractions in this Matrix may apply (i.e. Recording &amp; Transmission).</p>		•	•	
	<p>Committing minor, inappropriate uses of technology.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• <i>Using computer for games, messaging services, chat rooms, and other non-school related activities</i></li> <li>• <i>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</i></li> <li>• <i>Using computer to transmit personal information such as home telephone number over the internet</i></li> </ul>		•	•	
	<p>Committing major, inappropriate uses of technology.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• <i>Changing a school-issued device's settings/configurations</i></li> <li>• <i>Deleting, examining, copying, or modifying files, data, or device settings of another user</i></li> <li>• <i>Using computer to download, store, or create non-school related files that cause damage to the device</i></li> <li>• <i>Sending unauthorized anonymous and/or false communications using applications such as, but not limited to, Google Chat, MSN Messenger, and Yahoo Messenger</i></li> <li>• <i>Bypassing the District's web filter through a web proxy</i></li> </ul>			•	•

HCS EXPECTS ITS STUDENTS TO:	WHEN STUDENTS FAIL TO MEET EXPECTATIONS BY:	Day-to-Day	Level 1	Level 2	Level 3
		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
		Teacher Responses		Administrators Responses	
<b>Inappropriate Use of Technology (continued)</b>					
	Committing the most significant inappropriate uses of technology. Examples: <ul style="list-style-type: none"> <li>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)</li> <li>Using a school-issued device or the District's internet/network for non-educational financial or personal gain</li> <li>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</li> </ul>				●
	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				●
<b>Recordings &amp; Transmissions</b>					
<ul style="list-style-type: none"> <li>Obtain permission before recording any other person</li> </ul>	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"> <li>Recording an individual in the restroom or locker room</li> <li>Recording exposure of body parts (i.e. mooning, flashing, etc.)</li> </ul> <b>Opportunity for Restorative Panel Meeting for repeated offense.</b>		● (K-2 Only)	●	●
	Sending, transmitting, uploading, downloading, or distributing a recording of a subject, including other students, staff, teacher, administrator, or other person, without the subject's approval and with intent to harm or demean the subject.				●

HCS EXPECTS ITS STUDENTS TO:	WHEN STUDENTS FAIL TO MEET EXPECTATIONS BY:	Day-to-Day	Level 1	Level 2	Level 3
		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
		Teacher Responses		Administrators Responses	
Recordings & Transmissions (continued)					
	<p>Sending, transmitting, uploading, downloading, or distributing obscene, threatening, harassing, pornographic, sexually explicit, or racist materials.</p> <p>Example:</p> <ul style="list-style-type: none"> <li>• <i>Nude or partially nude “selfies”</i></li> <li>• <i>Memes, GIFs, screenshots, other digital images</i></li> </ul> <p>If students or school personnel are the subject of the transmitted material, the Administrator should recommend a <b>Restorative Panel Meeting</b> to develop an Intervention plan for the student.</p>			• (K-2 Only)	•
Use/Possession/Distribution of Unauthorized Items					
<ul style="list-style-type: none"> <li>• Understand and follow school rules</li> <li>• Be law abiding citizens</li> <li>• Respect the laws of society dealing with the possession of U.S. currency</li> </ul>	<p>Using any items that disrupts the learning environment.</p> <p>Example:</p> <ul style="list-style-type: none"> <li>• <i>Using a lighter</i></li> <li>• <i>Throwing water balloons</i></li> </ul>	•	•		
	<p>Unauthorized selling or distributing of goods not otherwise included in this document.</p>	•	•		
	<p>Knowingly using, possessing, or participating in the distribution of counterfeit money.</p>			•	
	<p>Paying another student to do any behavior that is prohibited by the Behavioral Learning Guide Elementary Matrix. <b>The Response Level for this behavior should correspond with the Response Levels assigned to the prohibited behavior.</b></p>	See prohibited behavior for Response Level.			

HCS EXPECTS ITS STUDENTS TO:	WHEN STUDENTS FAIL TO MEET EXPECTATIONS BY:	Day-to-Day	Level 1	Level 2	Level 3
		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
		Teacher Responses		Administrators Responses	
<b>Weapons/Firearms</b>					
<ul style="list-style-type: none"> <li>• Be law abiding citizens</li> <li>• Support law enforcement agencies and schools to promote the safety of all staff members and students</li> <li>• Be aware of items in their possession at all times (locker, jacket, car, purse, etc.)</li> <li>• Have respect for life, property and the safety of others</li> </ul>	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.
- **Bullying** - Any intentional and repeated act of unwanted aggressive or demeaning behavior involving a real or perceived power imbalance that takes place on or off school property, in which one or more people intentionally and repeatedly cause physical or psychological harm to another person. To be considered bullying, the conduct must also place a student in reasonable fear of harm or of damage to property, have the effect of substantially interfering with educational performance or school operation, or create a hostile, intimidating, threatening, or abusive educational environment. For more information, please visit: <https://www.huntsvillecityschools.org/departments/school-counseling/bullying-prevention-resolution>
- **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.
- **Hazing** - Refers to any activity expected of someone in joining or participating in a group that humiliates, degrades, abuses, or endangers them regardless of a person's willingness to participate.
- **Intervention** – A measure or series of measures taken by school staff to address a student’s unmet needs. The purpose of these measures is to remedy the cause of 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’ 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 stakeholder(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.