



CODE OF ACCEPTABLE BEHAVIOR & DISCIPLINE- ELEMENTARY

2024-2025



Message from the Superintendent

Dear Hamilton County Schools Family:

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

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

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

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

Thank you for your support.

Sincerely,



Dr. Justin Robertson, Superintendent

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Parental/Student Notification Form

Parent and Student Acknowledgement Required

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

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

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

Students in grades third (3) through twelve (12) shall sign this form. A signature acknowledges that the student understands the content of the code.

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

I acknowledge that I have read and understand the Hamilton County Schools Student Code of Acceptable Behavior and Conduct (COAB) for the 23-24 school year.

Date

Signature of Parent or Guardian

Print Name of Parent or Guardian

Date

Signature of Student (Grades 3-12)

Print Name of Student

Context and Overview

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

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

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

A special acknowledgement to Metro Nashville Public Schools for serving as an excellent example in developing this Code of Acceptable Behavior and Discipline for Hamilton County Schools.

Behavior Responses

Students and staff are expected to demonstrate mutual respect for themselves and others at all times. When students are disruptive or act inappropriately, school staff and principals are expected to respond logically, appropriately, and consistently. The [HCS Behavior Response Table](#) describes five tiers of behavior, increasing in seriousness from a Tier 1 behavior to a Tier 5 behavior. For example, a dress code violation is a Tier 1 behavior, while bringing a firearm to school is a Tier 5 behavior.

The Behavior Response Table also includes five levels of possible responses to inappropriate behavior (Levels A through E) and an additional potential response (Level T) for behavior on the bus. Each behavior is assigned to one or more of these levels of intervention and response. *Principals and school staff may use only the levels provided for each behavior. Only one response letter may be chosen.* Responses and interventions are to be progressive. If a behavior is assigned to two or more levels of response, the lowest level of intervention should be used for the first occurrence of behavior.



When choosing a higher-level response within the range of possible responses, an administrator must consider:

- the student's age, health, disability, decision-making ability and prior intervention history
- the student's willingness to repair the harm
- the seriousness of the act
- the harm caused or the potential to cause harm, including any injuries caused
- the extent of actual disruption to the learning environment

An administrator must clearly document the reasons for using the selected response by citing the factors above in the discipline referral. Documentation in PowerSchool and parent contact is required for all violations requiring administrative action. Discipline for IEP/504 students shall be in accordance with state and federal laws and school board policies. *In each case, HCS administrators and staff will ensure consequences applied will minimize the amount of instructional time lost. Suspensions and expulsions are measures of last resort.* Except for Tier 5 behaviors, law enforcement should not be called to make an arrest for elementary students.

"Informal" suspensions—suspensions that are not documented in PowerSchool—are not advised. A parent should not be called to pick up their student for disciplinary or behavioral reasons unless the incident and the suspension are documented. Parents must be provided a copy of the student's discipline referral when a suspension occurs.

Unless otherwise noted, all behaviors apply to behavior at school, on the bus, or at school sponsored activities.

RTI2-B Interventions and Responses to Student Behavior

HCS is committed to using the RTI2B Framework & Handbook that incorporates positive behavior interventions and supports at the Tier 1 universal level of prevention.

School discipline is best accomplished by preventing misbehavior before it occurs; and using positive, safe, and respectful interventions after it occurs in an effort to promote new, more adaptive skills and prevent future challenging behaviors.

HCS is committed to using the RTI2B Framework & Handbook that incorporates positive behavior interventions and supports at the Tier 1 universal level of prevention.

After challenging behavior warranting disciplinary action occurs, schools should draft and implement individualized behavior intervention plans (BIP), after completing a functional behavior assessment (FBA) (Tier 3).

Suspension and expulsion are never required, except for Tier 5 offenses. Length of in-school suspension (ISS) and out-of-school suspension (OSS) should not exceed the days allowed in this handbook. Please consider a student's age, disability, and developmental stage when choosing the type of suspension.

Student Success Plans

Individualized student success plans can also be used to document interventions for restoring the student back to a classroom setting. Student success plans are individualized plans that include student assets and challenges, to assist in the removal of barriers related to academic and non-academic achievement.

Please contact the SEAD office at (423) 498-6760 for more information on Student Success Plans.

Disciplinary Process & Procedures

Any administrator may suspend any student from school, from any school-related activity on or off campus, from a specific class or classes (i.e., in-school suspension), or from riding a school bus for any misconduct prejudicial to good order and discipline, including, but not limited to, any misconduct or any misconduct that violates the law.

Procedures for Suspensions ²

Unless the student's continued presence in the school, class or school-related activity presents an immediate danger to the student or other persons or property, no principal will suspend any student until that student has been advised of the nature of his/her misconduct, questioned about it and allowed to give an explanation.

Upon suspension of any student, including an in-school suspension, the principal will make a timely attempt to contact the parent or guardian to inform him or her of the suspension, the reason for the suspension, and any conditions on readmission to the school. The

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

Suspensions for kindergarten children

Any suspensions for a kindergarten student requires collaboration with the **Community Superintendent prior approval**. A suspension for this grade level should be used as a last resort.

Prior to repeated Kindergarten suspensions or modification of a daily schedule, **Kindergarten Thrive** should be contacted through the SEAD department. Hamilton County Schools' integrated three-tiered support should be used to deter negative behaviors and close social, emotional, behavioral gaps that may exist.



Suspensions in excess of five (5) days³

Any suspension in excess of five (5) days, whether in-school or out-of-school, requires the principal to collaborate with the Community Superintendent for approval. Moreover, the principal will **develop a behavior support plan (Gen Ed) or behavior intervention plan (Ex Ed) after completing a functional behavior assessment**. If the student has a disability, the principal shall notify the case manager and collaborate with the student's IEP team or Section 504 committee through a request for support by submitting a ticket on the HELP desk.

Suspensions in excess of ten (10) days⁴

Elementary students should not be suspended for more than 10 days, except for Type 5 Behaviors.

Any suspension in excess of ten (10) days requires the principal to have the approval of the **Community Superintendent**. The principal shall immediately give written or actual notice to the parent or guardian and the student of the right to appeal the decision to suspend for more than ten (10) days. All appeals must be filed, orally or in writing, within five (5) days after receipt of the notice and may be filed by the parent or guardian, the student, or any person holding a teaching license who is employed by the school system if requested by the student. The appeal from this decision shall be to the Executive Director of SEAD or his/her designee or the Director of Schools.

If the suspension occurs during the last ten (10) days of any term or semester, the student shall be permitted to take final examinations or submit required work as necessary to complete the course of instruction for that semester, subject to conditions prescribed by the principal.⁵

Students eligible for exceptional education services shall only be suspended in accordance with Board Policy governing such suspensions.

In-school suspensions (ISS)⁶

For purposes of this code, in-school suspensions include any removal of a student from a regular class or classes and assigning that student to a restricted class, night school, or some other program at the same school.

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

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

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

Informal Removals and Shortened School Days

At any time an administrator determines that a student is to be sent home early, this is considered to be an informal removal unless there is suspension paperwork. **Informal removals are not allowed.** The minimum length of the school day is 6.5 hours for students in first grade through twelfth grade and 4 hours for students in kindergarten as long as they have had access to a Free and Appropriate Public Education (FAPE).

Shortened School Days are only allowed through an IEP Team discussion and recommendation.

Additional guidance is provided in the November 2023 Memo from TDOE.. [Shortened School Days and Informal Removals for Students with Disabilities](#)

Student Disciplinary Appeals

SEAD Department

The SEAD Department will conduct any appeals in regards to K-5 students. The Executive Director or designee will have the authority to determine guilt or innocence of any disciplinary case and, subject to the provisions of T.C.A. § 49-6-3401.

Disciplinary Procedures for Students Receiving Exceptional Education Services

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

[Exceptional Education Suspensions and Discipline.pdf](#)

Suspensions Not to Exceed 10 Days

Administrators may suspend students with disabilities for misconduct just as they would non-disabled students for up to ten (10) days during the course of any given school year. If a student is sent home for any part of the school day, this would count as a day out of school suspension.

At any time an administrator determines that a student with disabilities should be suspended for five (5) days, or if any given suspension, when added to previously imposed suspensions, exceeds the total of five (5) days, the principal shall have the student's case manager convene an IEP team or Section 504 committee meeting within ten days for the purpose of discussing permission for a functional behavior assessment and subsequent behavioral intervention plan (BIP) and, if necessary, revising the IEP or Section 504 plan.²

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

For any given suspension that would exceed ten (10) days, or for any suspension that, when combined with previous suspensions, would exceed a total of ten (10) days for any given school year, the school principal shall immediately contact the Director of Behavior (in the case of a student receiving services under the IDEA) or SEAD Dept. (in the case of a student receiving services under Section 504) to convene a manifestation determination review (MDR) to determine whether the student conduct was a manifestation of his/her disability such that the student cannot be held responsible for his/her actions. The MDR must be held prior to any out of school suspension days that would exceed 10 total out of school suspension days for that school year. The MDR shall operate in accordance with this policy and the requirements of federal law.³

Manifestation determination review (MDR)

The MDR will consist of the parents/guardians of the student, the principal or his/her designee, someone from the Office of Exceptional Education or SEAD Dept., school psychologist and such other members of the IEP team or Section 504 committee as may be appropriate.⁴



The MDR shall occur within ten (10) days of the decision to suspend the student in order to determine whether the behavior was a manifestation of the student's disability. An email should be sent to mdr@hcde.org to request a Behavior Support Team representative at the meeting. The parent must receive a minimum of 24 hours notice.

For behavior that is a manifestation:⁵

If the MDR is unable to rule out a known or suspected disability as a cause or a direct and substantial factor in the student's misconduct, then the team shall take appropriate steps to address the educational needs of the student, including discussing an FBA (unless the MDR determines that a recent FBA is adequate), developing or refining of a BIP, and amending the IEP or 504 plan.

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

For behavior that is not a manifestation:⁶

If the MDR can rule out a known or suspected disability as a cause or direct and substantial factor in the student's misconduct, then the MDR shall adjourn. The student may be disciplined as would any student without disabilities.

In the case of a student receiving services under the IDEA, the case manager will coordinate with the SEAD Department to ensure that the student will continue to receive all services required by the IEP during the time of his/her suspension. The case manager shall convene an IEP team meeting to discuss if a change of placement is necessary to provide a free appropriate public education.

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

Exceptions to "stay-put":⁷

Exceptions to stay put are outlined in the Procedural Safeguards under Special Circumstances and are in accordance with IDEA.

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

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

impairment of the function of a bodily member, organ or mental faculty, while on school property or at a school function.

An interim alternative educational placement shall not automatically be forty-five (45) days but shall be in conformity with consequences imposed on students without disabilities. The case manager shall coordinate with the Executive Director of SEAD or his/her designee to provide services to any students assigned to an interim alternative educational placement.

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|----------------------------------|------------------------------|---------------------------|------------------------------|
| 1. 34 C.F.R. § 300.530(b)(1) | 2. T.C.A. § 49-6-3401(c)(3) | 3. 34 C.F.R. § 300.530(e) | 4. 34 C.F.R. § 300.530(e)(1) |
| 5. 34 C.F.R § 300.530(e) and (f) | 6. 34 C.F.R. § 300.530(d)(1) | 7. 34 C.F.R. § 300.530(g) | 8. 34 C.F.R. § 300.532 |

Behavior Response Table

Descriptions of response levels can be found below the discipline tables.

DISCIPLINE TABLES: [Type 1](#) | [Type 2](#) | [Type 3](#) | [Type 4](#) | [Type 5](#)

RESPONSE LEVELS: [Level A](#) | [Level B](#) | [Level C](#) | [Level D](#) | [Level E](#) | [Level F](#) | [Level T](#)

Tier 1 Behaviors

Behavior	Definition	Response K-2nd	Response 3rd-5th
Agitating Other Students	Unwanted and/or unreciprocated picking on or bothering other students.	A	A
Dress Code Violation	Wearing clothing that does not comply with the school's Standard School Attire policy or requirements for appropriate dress.	A	A
Noncompliance With a Reasonable Request	Not following the reasonable request of a teacher, administrator or staff member.	A	A
Possession of Fireworks	Knowingly possessing fireworks. Fireworks will be confiscated and not returned.	A	A
Profane or Indecent Language	Using profane or indecent language, such as cursing. If directed at teacher, staff member or administrator, see (Profane Language Towards Teacher or Staff.)	A	A
Tardy to School, Bus or Class	Arriving late to school, bus, class or activity.	A	A

Tier 2 Behaviors

Behavior	Definition	Response K-2nd	Response 3rd-5th * OSS in excess of 5 days must have Learning Community Superintendent prior approval
Cutting Class/ Skipping Class	While on school property, failing to attend a scheduled class or activity without authorization. If a student is not attending any classes while in the building for the entire school day for five days, truancy protocol should be triggered.	A, B	A , B
Disruption of Classroom	Continuously and intentionally disrupting the classroom learning environment to the extent that the learning of other students or the routine functioning of the class is significantly impaired. The discipline referral must describe the significant impairment to the learning or routine functioning of the class.	A, B	A , B
Drug Paraphernalia	Possessing any material used to produce or consume illegal drugs. Drug paraphernalia includes, but is not limited to, bongs, roach clips, miniature spoons and pipes used to consume illegal drugs. All items will be confiscated and not returned.	A, B, T	A , B , C, D, E, F, T
Cell Phones and/or Electronic Devices Cell Phone Policy School Board Policy 6.311	Using a cell phone, electronic device, or the internet for non-educational purposes or without the permission of the classroom teacher or school administrator.	A, B, T	A , B ,
Gambling	Betting on games or activities for money or things of value.	A, B, T	A , B , T



Inappropriate Physical Contact with Other Students	Engaging in unwanted minor physical contact with another student such as pushing, bumping or touching	A, B, T	A , B , I
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Tier 3 Behaviors

Behavior	Definition	Response K-2nd *OSS must have approval from Learning Community Superintendent prior to the suspension	Response 3rd-5th * OSS in excess of 5 days must have Learning Community Superintendent prior approval
Alcohol or Drug-Like Substance: Use or Possession, Under the Influence	Possessing, using or being under the influence of substances that have the potential to intoxicate. A collaborative referral may be required.	A, B, C, D, T, F	A, B, C , I , F
Falsifying School Records	Falsifying or altering school records, including, but not limited to, written, electronic or digital school records. This does not include cheating.	A, B, C, F	A, B , C , F
Fighting	Mutual participation in an incident involving physical violence.	A, B, C, F, T	A, B , C , D, E , I
Gang Activity: Recruitment, Display or Possession of Symbols or Paraphernalia	Displaying gang symbols, gang paraphernalia or participating in the recruitment/initiation of a student into a gang (violent or disruptive group).	A, B, C, F, T	A, B , C , E , I
Inappropriate Sexual Behavior	<p>Engaging in mutual activity of a sexual nature that does not meet the criteria of harassment or sexual assault. First offense for sexual intercourse should range between 2-4 days of OSS including a Restorative Conference with guardians upon returning to school.</p> <p><i>*A referral to DCS will be made. Elementary OSS may only be used to allow time to create a safety plan to meet the needs of the students involved.</i></p>	A, B, C, F, T	A, B , C , D , E , I

Behavior	Definition	Response K-2nd	Response 3rd-5th
		*OSS must have approval from Learning Community Superintendent prior to the suspension	* OSS in excess of 5 days must have Learning Community Superintendent prior approval
Inappropriate Use of Electronic Devices	Viewing or distribution of sexually explicit images/videos and/or fights (i.e., airdrop, social media post, etc.) If a student's rights are perceived to be violated, this may rise to the level of a Title IX investigation/incident. and standard Title IX procedures should be followed.	A,B, C, F, T	A, B , C , F, I
Indecent Exposure	Intentionally exposing body parts generally considered private. For shirts exposing cleavage, use Dress Code.	A, B, C, F, T	A, B , C , F, I
Leaving School Grounds or Bus Without Authorization	Leaving school grounds without the permission of school officials. Exiting the bus at an unauthorized stop or jumping from exit doors or windows	A, B, F, T	A, B , C , F, T
Noncompliance With an Administrative Directive or an Assigned Disciplinary Response	Repeatedly refusing to follow an administrative directive or to comply with an assigned disciplinary response. Repeated could be defined as repeated defiance happening in one event or multiple incidents over a period of time.	A, B, C, F, T	A, B , C , F, T
Offensive Touching	Engaging in unwanted or offensive touching of areas generally considered private.	A, B, C, F, T	A, B , C , D, E, F, T
Possession of a Non-Lethal Weapon or Replica of a Lethal Weapon	Possessing a non-lethal weapon, including but not limited to weapon replica, stun gun, BB gun, air gun, airsoft gun, pellet gun, cap gun, Orbitz gun, realistic toy gun, etc. Water guns are excluded, but not encouraged to have on school campus.	A, B, C, F, T	A, B , C , D , E , I

Behavior	Definition	Response K-2nd *OSS must have approval from Learning Community Superintendent prior to the suspension	Response 3rd-5th * OSS in excess of 5 days must have Learning Community Superintendent prior approval
Possession of Other Weapons	<p>Possessing an instrument capable of causing serious bodily injury, including but not limited to ammunition, knife, taser, and/or pepper spray. Weapons will be confiscated and turned over to the appropriate authorities.</p> <p>Use of taser and/or pepper spray may result in higher level codes (i.e. Extreme Disruption or Reckless Endangerment)</p>	A, B, C, D, F T	A, B, C , D , E , I
Theft Under \$500	<p>Taking the property of another individual or the school without permission, with the intent of depriving the owner of the property. The value of the property taken is under \$1000. A child's willingness to return or replace items taken or make restitution will be taken into account in determining the appropriate level of response.</p>	A, B, C, F, T	A, B , C , F, I
Threats, Class 1	<p>A threat to cause harm to students, staff or school in which no plan exists to carry out the threat. The threat must be one that would cause a person to reasonably fear bodily injury.</p> <p>A Building Level Threat Assessment must be completed.</p>	A, B, C, F, T	A, B , C , F, T
Trespassing on School Grounds	<p>Entering and remaining on school property or during school-sponsored activities without authorization. Parents will be called. If a</p>	A, B	A, B , C



	student remains on campus, law enforcement may be contacted.		
Use of Tobacco Products	Using any tobacco products, including but not limited to, cigarettes, cigars, vapor or e-cigarettes, or chewing tobacco. For the first offense, a B response will be used. All items will be confiscated and not returned.	A, B, C, F, T	A, B , C , E , I

Tier 4 Behaviors

Behavior	Definition	Response K-2nd	Response 3rd-5th
Harassment of School Staff	Repeated incidents of intentional verbal, electronic, sexual, or physical harassment or intimidation directed at teachers, administrators or school staff. Documentation of incidents must be included in the referral.	A, B, C, D, F, T	A, B, C , D , E , E , T
Assault of a Student	<p>Intentionally, knowingly or recklessly committing an unprovoked physical attack on another student. Minor physical contact, such as pushing or shoving, does not constitute assault. Students may not receive the same disciplinary consequences for their involvement in an altercation if the school administrator determines they acted in self-defense to protect themselves from physical harm (TCA 49-6-3401).</p> <p><i>Response E may be used if the assault or the resulting injuries are severe. When response E is used, evidence documenting the incident's severity and any resulting injuries must be included in the discipline referral.</i></p>	A, B, C, D, F, T	A, B, C, D , E , E , T

Behavior	Definition	Response K-2nd	Response 3rd-5th
Under the Influence of Illegal Drugs	<p>Being under the influence of any illegal drug(s) while on school grounds or at school-sponsored activities.</p> <ul style="list-style-type: none"> • 1st offense: Mandatory collaborative referral for substance abuse will be made for any student found in violation of this code up to 1-2 days suspension for elementary school. • 2nd offense: Required to attend Counseling and up to 5 days suspension for elementary. If a student does not attend, the student may be expelled. • 3rd offense: Level E response option 	<p>A, B, C, D, F, T</p> <p><i>*OSS must have approval from Learning Community Superintendent prior to the suspension</i></p>	<p>A, B, C, D, E, F, T</p> <p><i>* OSS in excess of 5 days must have Learning Community Superintendent prior approval</i></p>
Threats, Class 2	<p>A threat to cause harm to students, staff or school. The threat must be verbal or written and include a detailed plan. Evidence must support that the threat is actually or potentially harmful or lethal to the safety of other students in the student's school as determined by the results of a Building Level Threat Assessment. The Building Level Threat Assessment must be completed within 24 school-day hours from when school administrators are made aware and the student returns to school. A District Level Threat Assessment can be conducted with the support from the SEAD department.</p> <p>In determining whether an E response should be used, a threat assessment must be conducted to determine whether the threat is credible.</p>	<p>A, B, C, D, F, T</p>	<p>A, B, C, D, E, F, T</p>



Behavior	Definition	Response K-2nd	Response 3rd-5th
Threats by Electronic Transmission	<p>A student who transmits, by an electronic device, a credible threat to cause bodily injury or death to another student or school employee and creates actual disruptive activity at the school that requires administrative intervention.</p> <p>The Building Level Threat Assessment must be completed within 24 school-day hours from when the school administrator is made aware and the student returns to school.</p>	A, B, C, D, F, T	<p>* OSS in excess of 5 days must have Learning Community Superintendent prior approval</p> <p>A, B, C, D, E, F, T</p>
Bullying/Hazing	<p>Any intentional act that is severe, persistent, or pervasive and substantially interferes with a student's educational benefits, opportunities or performance, and has the effect of:</p> <ul style="list-style-type: none"> ● Physically harming a student or damaging a student's property ● Knowingly placing a student(s) in reasonable fear of physical harm or damage to the student's property ● Causing emotional distress to a student(s) ● Creating a hostile educational environment <p>Bullying incidents must be reviewed for civil rights violations. If bullying is repeated over time and persists after documented administrative intervention, expulsion may result.</p> <p><i>*Elementary student OSS only if repeated over time and persists after documented administrative intervention.</i></p>	A, B, C, D, F, T	A, B, C , D , E , F , T

	Hazing is an intentional or reckless act on or off HCS property, by one student acting alone or with others, directed against any other student, that endangers the mental or physical health or safety of that student, or that induces or coerces a student to endanger that student's mental or physical health or safety. Hazing does not include physical contact associated with athletic events, training or with competition conducted under a coach's or sponsor's supervision.		
Cyberbullying	Using technology, including, but not limited to email, cell phones, voicemails, texts, photos, video messages, instant messaging, defamatory websites, social networking sites, online personal polling sites or journals to bully another student. See the definition of bullying above. <i>*Elementary OSS only if repeated over time and persists after documented administrative intervention.</i>	A, B, C, D, F, T	A, B, C , D , E , F , T

Harassment

Based on a student's real or perceived race, color, religion, national origin, disability or ancestry, sex, sexual orientation, gender identity, gender expression or appearance.

Harassment is misconduct that:

1. May be perceived or described as bullying, hazing, or cyberbullying, discrimination or intimidation
2. Is based on a student's real or perceived race, color, religion, national origin, disability, or ancestry, and
3. Creates a hostile environment when the conduct is sufficiently severe, pervasive or persistent to interfere or limit a student's ability to participate in school services, activities, or opportunities. Harassment does not have to include intent to harm, be directed at a specific target, or involve repeated incidents.

**Elementary OSS is an option only if repeated over time and persists after documented administrative intervention.*

Behavior	Definition	Response K-2nd	Response 3rd-5th
Assault of a Teacher or Staff	Any act, intentional or unintentional, that causes or has the potential to cause physical injury to a teacher or school staff. An assault is more than incidental contact.	A, B, C, D, F, T *OSS must have approval from Learning Community Superintendent prior to the suspension	A, B, C, D , E , F , T * OSS in excess of 5 days must have Learning Community Superintendent prior approval
Extreme Disruption of the School Environment or Bus	Disrupting the school environment or bus to the extent that the safety of other students is at risk. The discipline referral must include evidence of actual disruption and actual risk of harm. Starting a fire or igniting fireworks constitutes extreme disruption. Using technology to access and alter student records or electronically tampering with HCS technology systems and services (including but not limited to electronic records, databases, networks, and cloud services) in a manner that impairs normal school functioning constitutes extreme disruption. <i>*Elementary administrators should use a crisis response team.</i>	A, B, C, D, F, T	A, B, C , D , E , F , T
Fighting: Repeated	An elementary student who participates in multiple fights during the current year should receive progressive consequences for their actions. A single suspension should not exceed 5 days and for any student who has participated in more than 3 fights a conference should be held with the RTI2B team and SEAD office to consider other support and options.	A, B, C, D, F, T	A, B, C, D , E , F
Gang Intimidation	A gang-involved student behaving in a way that would reasonably be expected to cause physical injury to any person. Evidence must be provided in the referral showing that a student is gang-involved and intimidation is gang-related.	A, B, C, D, F, T	A, B, C , D , E , F , T

Group Fighting	Three or more students engaging in a physical altercation. The altercation may include more students against a few students or multiple one on one fights.	A, B, C, D, F, T	A, B, C, <u>D</u> , E, F, T
Behavior	Definition	Response K-2nd	Response 3rd-5th
		*OSS must have approval from Learning Community Superintendent prior to the suspension	* OSS in excess of 5 days must have Learning Community Superintendent prior approval
Harassment Based on Race, Color, National Origin, Religion or Creed, Gender, Gender-Identity, Sexual Orientation, or Disability	See definition above.	A, B, C, D, F, T	A, B, <u>C</u> , <u>D</u> , <u>E</u> , <u>E</u> , T
Off Campus Behavior: <i>For a felony charge under T.C.A 49-6-3051(b) OR An act committed against a member of the student's school community that poses a threat to the safety of the school</i>	Students may be subject to disciplinary action for off-campus behavior when: <ul style="list-style-type: none"> The student's behavior results in a felony charge under T.C.A. 49-6-3051(b): murder, rape, aggravated robbery, kidnapping, aggravated assault, felony reckless endangerment and aggravated sexual battery and the student poses a threat to the safety of other students or staff. When a student commits an act against a member of the student's school community that poses a threat to the safety of other students or school staff in the student's school as determined by the results of a Building Level Threat Assessment. The referral must include a specific description of the safety threat posed to students or staff. 	A, B, C, D, F, T	A, B, <u>C</u> , <u>D</u> , <u>E</u> , <u>E</u> , T

Reckless Endangerment	A reckless action in which the behavior causes serious injury or may potentially cause serious injury. The potential harm must be foreseeable by a reasonable person. <i>* Elementary students may receive up to 8 days OSS.</i>	A, B, C, D, F, T	A, B, C, D , E , T
Behavior	Definition	Response K-2nd *OSS must have approval from Learning Community Superintendent prior to the suspension	Response 3rd-5th * OSS in excess of 5 days must have Learning Community Superintendent prior approval
Refusing or Fleeing Drug or Weapon Search	A student who refuses to submit to a drug or weapon search when requested is in violation of this behavior.	A, B, C, D, F, T	A, B, C , D , E , T
Repeated Violations	Repeated Violations of a Pattern of Same Type 3 Behavior (minimum of 3 within one quarter). Must be evidence of multiple implemented interventions. Interventions must be documented in the referral and PowerSchool.	A, B, C, D, F, T	A, B, C , D , E , E , T
Robbery	Intentionally or knowingly taking the property of another person by use of violence or with the use of a weapon.	A, B, C, D, F, T	A, B, C, D , E , E , T
Sexual Assault	Unwanted sexual contact with the use of force against a person's will or when the victim is unable to give consent that poses physical, emotional or psychological distress or injury upon the victim.	A, B, C, D, F, T	A, B, C, D , E , E , T
Sexual Harassment	See definition above.	A, B, C, D, F, T	A, B, C , D , E , E , T
Theft Over \$1000	Taking the property of another individual or of the school without permission with the intent of depriving the owner of the property. The value of the property is over \$1000. A child's willingness to return or replace an item taken or make restitution will be taken into account in determining the appropriate level of response.	A, B, C, D, F, T	A, B, C, D , F, T

Vandalism Over \$1000	Willfully destroying or defacing school or personal property. The damage caused is over \$1000. A child's willingness to repair the damage or make restitution will be taken into account in determining the appropriate level of response.	A, B, C, D, F, T	A, B, C, <u>D</u> , F, T
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Tier 5 Behaviors

Zero Tolerance Offenses

A Zero Tolerance (ZT) Offense requires an expulsion of not less than one calendar year (180 school days) under Tennessee State Law. However, the Director of Schools or the designee may modify the length of the expulsion on a case-by-case basis through the appeals process or through a request for modification. The following are Zero Tolerance offenses under Tennessee Law.

Behavior	Definition	Response K-2nd	Response 3rd-5th
Aggravated Assault of Teacher, School Staff or a School Resource Officer (SRO)	Intentionally or knowingly <ol style="list-style-type: none"> 1. Causing serious bodily injury or 2. Committing an assault with a deadly weapon of a teacher, school staff, or SRO. <p>"Serious bodily injury" is an injury that requires more than basic first aid. A "deadly weapon" is a weapon, such as a firearm or knife, that is designed to inflict serious bodily injury.</p>	A, B, C, D, E, F, T	A, B, C, D, <u>E, E</u> , T
Attempted Homicide	Attempting to kill another person.	A, B, C, D, E, F, T	<u>E</u>

Drugs	<p>Unlawful possession, use or distribution of drugs on school grounds, including any controlled substance or legend drug (prescription drug).</p> <p>Distribution of drugs is defined as the intentional transfer of any prohibited drug for money or other benefit.</p> <p>A collaborative referral for substance abuse will be made for any student found in violation of this behavior.</p>	C, D, E, F, T	<u>E</u>
Explosives	<p>Possession of any destructive device, which includes any explosive, incendiary device or poison gas, including bombs, grenades, rockets, missiles, mines and similar devices. Possession of fireworks altered or modified to constitute an explosive may be considered a Zero Tolerance offense only if the altered fireworks are identified as an explosive by law enforcement officials. Fireworks are not considered an explosive.</p>	A, B, C, D, F, T	A, B, C, D, <u>E, E</u> , T
Firearm	<p>Possession of a firearm or bringing a firearm to school. This includes, but is not limited to, handguns, rifles and shotguns. As required by state and federal law, any student who brings a weapon to school will be referred to law enforcement.</p>	A, B, C, D, F, T	<u>E</u>
Homicide	<p>Killing another person.</p>	E	<u>E</u>
Rape	<p>Committing oral, anal or vaginal penetration with use of force, against a person's will or when the victim is unable to give consent.</p>	E	<u>E</u>
Threats of Mass Violence	<p>Any student who makes threats of mass violence towards two or more students, on school property or at a school-related activity. TN Code § 39-16-517</p>	A, B, C, D, F, T	<u>E</u>

Response Levels

Level A: teacher, student, parent, school staff

1. All relevant stakeholders (the teacher, student(s), or any other adult) involved in the behavior incident share their perspective on what happened and how they were impacted. The intent is to achieve resolution through mutual understanding and respect. Classroom expectations should be discussed and reiterated at this time.
2. The teacher will check-in with the student periodically to ensure the relationship has been restored and to encourage continual relationship building
3. Parent(s) should be notified to:
 - Alert them of the infraction
 - Get parental perspective on solutions (parent voice)
 - Share the outcome of the restorative intervention
 - To encourage at home support for the identified classroom expectation
 - To discuss, if necessary, the need for additional supports for the student (ex: social worker, 504 Team, restorative assistant, counselor, psychologist, or support team)
 - Additional supports may also be needed to support the classroom environment and/or teacher
4. Interventions will be documented in PowerSchool.

Level B: Administrative Referral

1. Administrator will hear the student's side of the story and provide an opportunity to write a statement or have a staff member write the statement on behalf of the student.
2. The administrator will provide the student an opportunity to right the wrong and repair the harm.
3. A formal plan will be created to support the students' needs through providing interventions and support. Staff determines whether to involve a school social worker, nurse, school guidance counselor, psychologist, behavioral analyst, 504 Team, IEP Team, or support team.
4. If school-based resources are unable to address the student's needs, a Collaborative Referral is created.
5. All interventions should be documented in PowerSchool and provided to the parent or guardian.
6. The Administrator should have a conversation with the parent or guardian to discuss the student's needs and how to best support the student.
7. If necessary, up to four (4) days ISS or Connect Class may be used for elementary students. ISS or the Connect Classroom does not take the place of Collaborative Referral.

Level C: In School Suspension Option

1. Steps one through five are repeated from Level B.
2. If necessary, administrator may:
 - Give elementary students up to five (5) days ISS. –A formal restorative conference must occur upon return from (ISS placement)-with all necessary parties to establish or modify the student's Plan of Support. Restorative conferences/re-entry meetings must be documented in PowerSchool. Parents/guardians, student, teacher(s), relevant support staff and community support must be invited.

Level D: Suspension Option

1. Same as Level C, except that administrator may:
 - For elementary students, give up to eight (8) days of OSS. For grades K-2, any suspension **requires the approval of the Community Superintendent**, for grades 3-5, any suspension over five (5) days **requires the approval of the Community Superintendent**.
2. When choosing a higher-level response within the range of possible responses, an administrator must consider:
 - The student's age, health, disability, decision-making ability and prior intervention history.
 - The student's willingness to repair the harm.
 - The seriousness of the act.
 - The harm caused or the potential to cause harm, including any injuries caused.
 - The extent of actual disruption to the learning environment.
 - The schools ability to support a change of behavior.
3. Upon return from suspension, a restorative conference must occur and a collaborative referral must be made. A plan of support for the student must be created.

Level E: Expulsion Option

1. Same as level D. ***Elementary students should not receive more than ten (10) days suspension, except for Type 5 Behaviors. All expulsions must be approved by the Community Superintendent.***
2. Expulsion Documentation: All interventions utilized prior to expulsion must be clearly documented in PowerSchool. All reasons for expelling a student rather than using a lower level of response must be clearly detailed.
3. Upon return from expulsion, a formal restorative conference must be held with appropriate individuals including parent/guardian, student, teacher(s), relevant support staff and community support.

****Expulsion is a measure of last resort. Prior to expulsion, all of the following factors must be considered:**

- the student's age, health, disability, decision-making ability and prior intervention history
- the student's willingness to repair the harm
- the seriousness of the act
- the harm caused or the potential to cause harm, including any injuries caused
- the extent of actual disruption to the learning environment
- whether the act was intentional

Zero Tolerance Offenses as defined by state law require a level E response. All Zero Tolerance offenses require a mandatory expulsion of 180 school days.

Level F: Connect Classroom ([Connect Classroom Guidance](#))

- Connect Classroom is a school-based program intended to provide tier III level support to elementary students who are not yet successful in the standard school day. Connect Classroom can be used with students who either have multiple significant discipline infractions and/or in lieu of expulsion for a non-zero tolerance offense.
- This program is established for K-5th grade students who have repeatedly violated school rules and exhibit medium to severe behaviors. A placement in the Connect Classroom may be considered if quality implementation of tier I, II, and III supports have not been successful.
- A placement in the Connect Classroom is a collaborative decision and should include the sending teacher, Connect Classroom teacher, administrator, Student Support Coach, parent/guardian, and Exceptional Ed. case manager as appropriate. The Connect Classroom operates both in service of students not yet having success in the regular school day, as well as the rest of the school community. The Connect Classroom staff will assist the student to return to regular classrooms after the completion of the "success points" necessary for return. Student's progress will be measured by a system of "success point" accumulation. The criteria for awarding points (by the administrator/teacher) utilizes specific academic and behavior standards. Full Time students placed in the Connect Classroom will be assigned placement based on administration discretion.

Level T: Transportation Suspension Option

For certain behaviors occurring on the bus affecting student safety, a student may be suspended from the bus for a maximum of five (5) days. The T response may only be used for behavior occurring on the bus. When a student is suspended from the bus, they may still attend school but parents are responsible for transportation. If a student receiving exceptional education services is suspended from the bus, the IEP team will need to meet to address the transportation needs of the student in the student's IEP. Recognizing that some students do not have alternate transportation when suspended from the bus, a bus suspension will only be used if the bus driver has not been able to address the student's behavior by reminding the student about behavioral expectations on the bus, having a restorative conversation with the student, changing the student's assigned seat, and calling

a parent/guardian to address the concern. The bus driver will utilize restorative approaches to behavior when the bus is in a safe and secure location prior to initiating a referral to school administration. The driver's discipline referral to the school will include interventions tried prior to referral.

Glossary

Behavior Support Plan (BSP): a document developed to address the individual behavioral needs of a general education student whose behavior interferes with his/her learning or the learning of others.

Behavioral Intervention Plan (BIP): a document developed to address the individual behavioral needs of an exceptional education student whose behavior interferes with his/her learning or the learning of others.

Manifestation Determination Review (MDR): a meeting where parents of a student with an IEP and school staff review relevant information about the child, the relationship between the child's disability and the behavior, and to answer two questions: 1. Was the behavior caused by, or have a direct result and substantial relationship to the child's disability? 2. Was the behavior the direct result of the school's failure to implement the child's IEP?

Integrated Student Supports: can help students succeed by meeting their academic, physical, social-emotional, and mental health needs through a coordination of supports.

RTI²B- Response to Instruction and Intervention-Behavior: A promising framework for prevention and intervention within an integrated, three-tiered approach. Each tier of the framework involves careful reflection on the needs of students, the design of interventions matching those needs, and the collection of data to evaluate progress.

Student Success Plan: an individualized plan that includes student assets and challenges, to assist in the removal of barriers related to academic and non-academic

Tiered Instruction: Tiered instruction describes levels of instructional intensity within a multi-tiered prevention system.

Zero Tolerance Offenses: A Zero Tolerance (ZT) Offense requires an expulsion of not less than one calendar year (180 school days) under Tennessee State Law.



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