

## Robeson County School Justice Partnership Memorandum of Agreement

### PREAMBLE

**WHEREAS**, we recognize that all Robeson County law enforcement agencies, The Public Schools of Robeson County Board of Education, the Office of the District Attorney, Juvenile Justice and the District Court share responsibility for school safety and must work together with complementary policies and procedures to ensure a safe learning environment for Robeson County students. Collaboration between these major institutions and the professionals who represent them is essential; and

**WHEREAS**, the parties acknowledge and agree that this Agreement is a cooperative effort to establish guidelines for the handling of student misconduct including minor criminal acts which are referred to herein as Focus Acts; and

**WHEREAS**, students should be held accountable for their actions. When appropriate, a graduated response to misconduct that provides a continuum of services and increasingly more severe sanctions for continued misbehavior should be used.

**WHEREAS**, most student misconduct can be best addressed through classroom, in-school, family and community strategies and maintaining a positive climate within schools rather than by involvement of the justice community.

**WHEREAS**, the response to student misconduct should be reasonable, consistent, and fair with appropriate consideration given to relevant factors such as the age of student, the nature and severity of the incident and the impact of the conduct on the learning environment.

**NOW, THEREFORE**, the parties agree to the following principles upon which this agreement is founded.

- A. Students, who do not commit more serious misconduct, should receive appropriate redirection and support from in-school and community resources prior to the consideration of the involvement of law enforcement, or referral to court. This does not excuse compliance with mandatory reporting laws and policies.
- B. Clarifying the responsibilities of school and law enforcement personnel with regard to non-emergency student misconduct at school and school-related events promotes the best interests of the student, the school system, law enforcement and the community at large.

- C. Implementation of this plan will be promoted by regular meetings, multi-disciplinary trainings, annual evaluation of the plan, and an ongoing commitment to fostering the relationships that are the foundation of this agreement. The parties acknowledge that this agreement shall not inhibit, discourage or prevent individual victims of student misconduct from initiating criminal or juvenile charges against students, when they believe it is appropriate to do so, nor shall it affect the prosecution of such charges.
- D. This agreement is primarily focused on criminal or juvenile charges against students and shall not prevent or inhibit the disciplinary reassignment, suspension or expulsion of students, when appropriate, by Principals, the Superintendent of the Public Schools of Robeson County or the Robeson County Board of Education, when they deem it to be appropriate and in accordance with State law and the Policies of the Robeson County Board of Education. It shall not be necessary to implement a graduated response before students may receive a disciplinary reassignment, suspension or expulsion, when appropriate, in the discretion of school officials.
- E. School Resource Officers (SROs) are employees of their respective agency and are not agents of the Public Schools of Robeson County or Robeson Board of Education. Nothing in this agreement shall be construed to make the Robeson County Board of Education, its Board Members, employees or agents, liable for the acts or omissions of any SRO or other law enforcement officer.
- F. To the extent that this agreement conflicts with any applicable law or regulation, the applicable law or regulation shall control.
- G. Violations of this agreement shall not give rise to or be construed as creating a cause of action by any person against any party to this agreement or their employees or agents, nor shall such violations be considered negligence per se.
- H. Nothing in this agreement shall be construed as increasing the common law standard of care owed by the parties, or any of them, to any person. This agreement shall not be construed as to confer any additional benefit or right on students above what is owed to them by the Robeson County Board of Education under the Individuals with Disabilities Education Act (as amended), Section 504 of the Rehabilitation Act or other law or regulation.
- I. No person is a third party beneficiary of this Agreement.

## I. DEFINITIONS

As used in this Agreement, the term:

- A. **“Code of Student Conduct”** means the Public Schools of Robeson County Code of Student Conduct.
- B. **“Exclusionary Discipline Practices”** refers to suspension, expulsion, referral to the juvenile justice system, or initiation of criminal charges.
- C. **“Focus Acts”** are student misconduct that constitutes a criminal offense but will not automatically trigger the filing of a juvenile complaint or a criminal charge when committed by a student on public school property. For purposes of this Agreement, Focus Acts include but are not limited to the following offenses:
  - Affray (not including serious physical injury or weapons and no heightened level of concern)
  - Simple Assault (not involving school personnel and no heightened level of concern)

- Disorderly Conduct
- Misdemeanor Larceny
- Simple Possession of Marijuana (personal use)
- Possession of Drug Paraphernalia (personal use, related to use of marijuana, and no evidence of sale)
- Possession or smoking cigarettes or nicotine containing products including e-cigarettes or vaping devices, being underage
- Damage to property (real property or personal property, damage less than \$1,000, no heightened level of concern)
- Possession/ use of alcohol
- Communicating threats (not involving school personnel and no heightened level of concern)

- D. **“Graduated Response Model”** is a tool that identifies appropriate interventions and consequences for school misconduct, including Focus Acts. The Robeson County SJP Graduated Response Model is attached to this Agreement as Appendix A.
- E. **“Public School Property”** means the physical premises of all school campuses and properties, active bus stops, all vehicles under the control of Robeson County Public Schools, and the premises of all school-sponsored curricular or extracurricular activities, both on or away from a school campus.
- F. **“Student Misconduct”** means any conduct which subjects a student to discipline, including an act that constitutes an infraction or criminal offense on public school property.
- G. **“School Resource Officer”** (SRO) means a certified law enforcement officer who is permanently assigned to provide coverage to a school or a set of schools.
- H. **“Student”** means a person duly enrolled in the Public Schools of Robeson County, regardless of age.
- I. **“Warning Notice”** means a document used by the SRO to notify a student that he or she has committed a Focus Act and to warn the student of the consequences of continued misconduct.

## II. Terms of the Agreement

### A. Establishment of the Robeson County School Justice Partnership

This Agreement establishes the Robeson County School Justice Partnership, comprised of the following agencies: Public Schools of Robeson County; Robeson County Sheriff’s Office; Lumberton Police Department; Pembroke Police Department; Red Springs Police Department; St. Pauls Police Department; Juvenile Justice; Office of the District Attorney; Robeson County Department of Social Services; and the District Court.

The parties agree to:

1. Convene meetings on a schedule established by the parties.
2. Share this agreement with a copy to all school and law enforcement personnel;
3. Make efforts to provide necessary and regular staff training on implementation of the agreement;
4. Monitor implementation of the agreement;
5. Modify the agreement as appropriate and review at least annually;
6. Collect data and assess the effectiveness of the Agreement.

## B. Key Factors in Making Disciplinary Decisions

When determining consequences for student misconduct, all relevant factors, including but not limited to the following factors, should be considered, if information is available:

1. Age, health, risk, needs and disability or special education status of the student.
2. Intent, context, prior conduct and record of behavior of the student.
3. Previous interventions with the student.
4. Student's willingness to repair the harm.
5. Parent's willingness to address any identified issues.
6. Seriousness of the incident and degree of harm caused.
7. The effect on the educational environment by the student's continued presence in school.

When determining consequences for student misconduct, race/ethnicity, gender, gender identity, sexual orientation, religion and national origin of the student and family will **NOT** be considered.

## C. Graduated Response Model

Each school should utilize the Graduated Response Model that is in the district student code of conduct and attached to this agreement as Appendix A. The goal is to make sure all appropriate interventions, including positive interventions, have been pursued for every student before any involvement of law enforcement will be considered for student misconduct. This chart is to help professionals at each level of intervention understand the type of options available to them. It is understood that when there is serious misconduct, including but not limited to conduct involving weapons, violence, sexual misconduct, or drugs, there may be immediate law enforcement responses that are appropriate. Each school should utilize programs that support Multi-Tier Systems of Support (MTSS).

At each level of intervention it should be assessed whether the student misconduct is due to academic, mental health, or social issues. Note that many student behaviors could be a result of overlapping issues. For example, a student who is behind academically for not completing homework may be frustrated and acting out in class. But there also may be issues at home where the student is responsible for caring for younger siblings that could be addressed to help allow for homework time. Repeated punishments may not be effective if there are significant underlying causes to student misconduct and the student's presence in school is not interfering with the learning environment. When discipline is warranted there should be efforts to make it logical and natural. For example, if a student defaces property they could be required to pay damages. If a student skips class, suspension is not logical since the student will miss even more class time. Instead, making up missed assignments during learning center might be a better option.

Classroom Intervention - The classroom teacher has always played a prominent role in guiding, developing and reinforcing appropriate student conduct and is acknowledged as the first line in implementing the school discipline code and shaping school climate in the classroom. As such, this model begins with a range of classroom management techniques that should be implemented for minor classroom infractions prior to any other sanctions or interventions. Classroom intervention is managed by the teacher for student misconduct that is passive and non-threatening such as dress code violations or minor classroom rules violations. School Resource Officers (SROs) should not be involved at this level. Classroom intervention options might include redirection, re-teaching, school climate initiatives and moving seats. The teacher should initiate parental contact.

School Administration Intervention - Classroom interventions must be supported by school administrators who address more serious or repetitive student classroom misconduct and misconduct in school but outside

the classroom. Examples of student misconduct at this level include repetitive patterns, defacing school property, truancy, threats, and minor misconduct in hallways, bathrooms, courtyards and school buses. Administration intervention options might include, but are not necessarily limited to, time in the office, in-school suspension, redirection, loss of privilege, reparation, and/or parent conference. Referral to appropriate school or district social services may be justified.

School Based Team - When the behavior and needs of the student warrant, an assessment process and intervention with the use of school and community services may be appropriate. The intervention is managed by the school administrator with a school based team. The team should consist of individuals knowledgeable about the student including one or more teachers, administrators, support personnel, and when appropriate, family, the student and community members. Repetitive truancy or disobedience of school rules, and misconduct that interferes with others such as vandalism or harassment belong at this level, as well as misbehaving students who would benefit from service provision. Assessment and service intervention options should include any Classroom or School Administration interventions and might include referral to community service or a community based program, in-school suspension, expulsion or referral to court. Truant behavior should not lead to an out-of-school option. School Resource Officers can be involved in their role on the school based team.

Law Enforcement Intervention - Only when classroom, school, family and community options have been found ineffective (or in case of serious misconduct or an emergency) should the school involve law enforcement, including the SRO. Involvement of law enforcement does not necessarily mean arrest and referral to court. This intervention is managed by law enforcement. Misconduct at this level must be violations of criminal law. Law enforcement options may include verbal warning; written warning; conference with the student, parents, teachers and/or others; community agencies; community service; and criminal or juvenile charges.

#### D. Law Enforcement (non SRO) Activity at Schools

Non-SRO law enforcement officers should follow certain protocols when on school grounds in non-emergency circumstances as follows:

1. Law enforcement will endeavor to act through school administrators whenever they plan any activity on school grounds, when appropriate.
2. Law enforcement officers entering school grounds will be aware of the potential disruption of the educational process that law enforcement presence may cause.
3. Prior to entering a school to conduct an investigation, arrest or search, law enforcement officers will consider the necessity of such actions based on:
  - a. The potential danger to persons;
  - b. The likelihood of destruction of evidence or other property;
  - c. The ability to conduct the investigation, arrest or search elsewhere;
  - d. Other factors relevant to law enforcement and public safety.
4. When taking a student into custody:
  - a. Law enforcement officers should make reasonable efforts to avoid making arrests or taking students into custody on the school premises, when appropriate.
  - b. Whenever possible and appropriate, students should be taken into custody out of sight and sound of other students.
  - c. The safety of persons is the paramount concern and law enforcement officers shall not be limited by this agreement, if in their professional judgement, students should be taken into custody on school premises or in the sight or sound of other students.

## E. Role of the School Resource Officer (SRO)

The mission of the SRO is to improve school safety and the educational climate at the school, not to enforce minor incidents of school discipline or punish students. The SRO's presence on school campus is desirable to reduce the likelihood of weapons, drugs, and persons with the intent to commit harm from entering upon the campus or to attempt to disable persons with intent to harm and confiscate weapons and drugs that enter campus premises. This primary safety concern could be compromised when SROs are removed from campus to transport students on Focus Acts or when distracted on campus by students committing Focus Acts. Except in case of a real and immediate threat to students, teachers or other school officials and in situations described herein where SRO intervention is deemed appropriate, school administrators shall handle student misconduct. School administrators should not direct SROs to act contrary to the terms or spirit of this Agreement.

## F. Responding to Student Misconduct

1. Focus Acts are considered school discipline issues to be handled by school officials and generally do not warrant the filing of a juvenile petition or criminal charge unless the student has committed at least two (2) separate prior Focus Acts within the same school calendar year as documented using the Warning Notice.
2. The Warning Notice is a discretionary tool that is not required unless the SRO deems it just and appropriate. The SRO should take into consideration factors that include, but are not limited to, the student's overall discipline record, academic record, nature of the offense, display of remorse, attitude toward others, and disciplinary action taken by the school administrator. A Warning Notice should not be issued without first consulting with an administrator to ascertain the disciplinary response of the administrator. The administrator's disciplinary response shall be given greater weight in mitigation of issuing a Warning Notice unless the nature of the act combined with the needs of the student warrant additional action and/or services. The decision to issue a warning notice shall be made on a case by case basis using SRO discretion as described above. School administrators should not direct the SRO to issue a Warning Notice, cite or arrest a student, or file a juvenile petition. The SRO may use verbal admonishments or counsel in lieu of a Warning Notice.
3. Commission of at least two (2) Focus Acts in the same school year may result in a referral to a graduated program made available by the school, juvenile court, or community. The SROs are not required to make a referral and may admonish and counsel or give another warning using the Warning Notice, or defer to the disciplinary action taken by the school administrator.
4. A referral is made using the Warning Notice and forwarded to the School Based Team. If it is serious enough to warrant juvenile justice intervention or criminal charges, the SRO follows appropriate procedures.
5. The commission of the third Focus Act in the same school year may result in the filing of a juvenile petition, or criminal charge but is not mandated by this Agreement. The SRO has discretion to take other action that includes deferral to the administrator's disciplinary action, admonishment and counsel, or a referral to a graduated response program.

### III. SPECIAL CONSIDERATIONS

#### A. Exigent Circumstances

There may be situations that warrant removal of a student from the campus to maintain safety of other students and school staff or to prevent or stop disruptions to the learning environment. The SRO and school administrator shall always utilize least restrictive measures appropriate to the circumstances to remove a student from campus beginning with parental contact to retrieve their child. Arrest and detention of student shall only take place in accordance with existing North Carolina law.

#### B. Probation Exception

A juvenile complaint or criminal process should not be filed on a student who is serving probation under the supervision of the juvenile court without consulting Juvenile Justice. If an SRO has knowledge that a student is on adult probation, the SRO should make every effort to contact probation before initiating charges.

#### C. Special Education Prerequisites

A juvenile petition or criminal charge should not be filed against a student with an Individualized Education Program (IEP) without first considering the student's IEP and determining what actions are required under the IEP to remedy the behavior or if the IEP should be modified to assess the behavior giving rise to the conduct. If the SRO believes that a juvenile petition or adult citation or warrant is appropriate and the student has an IEP, the SRO shall act immediately to bring the matter to the attention of the school administrator to take appropriate steps in accordance with the Individuals with Disabilities Act (IDEA) and for the protection of the student's rights, and the rights of others, under the law.

#### D. Bullying

Student misconduct that involves bullying should be handled in accordance with the written policies that already exist in The Public Schools of Robeson County Student Code of Conduct for response to bullying, consistent with the Safe Schools Act.

#### E. Felony Offenses

Some felony offenses may not warrant court action due to the nature of the offense (e.g. no physical injury) coupled with the discretionary factors described above and the needs of the student, especially involving students diagnosed with Learning Disabilities (LD) and Emotional Behavioral Disorder (EBD). SROs are not mandated to refer a student to court just because the allegations are felonious. The SRO shall have the discretion to make the determination in consultation with the school administrator and juvenile court intake.

The parties have acknowledged that it is in the best interest of the student to be diverted from the criminal justice system, when warranted, to avoid the stigmatization of criminality. When possible, it is also desirable for SROs to avoid filings that might unnecessarily minimize SRO visibility and presence on the school campus and diminish the effectiveness of the positive student engagement model supported by the parties.

#### F. Arrest and Detention

No student accused in a court action shall be placed in a secure facility unless approved by a juvenile court intake officer and District Court Judge. If a student meets the criteria for filing of a juvenile petition, it is presumed that the student will be released to his parent, guardian, custodian, or relative to be returned to his legal caretaker.

In accordance with the law, a judge or designee shall not detain a child unless the statutory factors for secure custody have been evaluated. The juvenile court employs a Detention Assessment Tool to determine the risk of reoffending on acts resulting in serious bodily injury, theft and property destruction.

In the case of criminal charges, citations should be used unless safety and risk factors necessitate arrest and an initial appearance before the magistrate.

#### G. Treatment of Elementary Age Students

Elementary age students are not subject to the conditions of this agreement and shall be handled in accordance with their age and state of mind.

#### H. Parents, Guardians and Private Service Providers

Parties to this Agreement encourage parents, guardians and private service providers to involve schools in the treatment plan of students. Wrap-around services that address the whole child model are more effective when all of the professionals and service providers that work with a student share relevant information.

#### I. Suicide, Child Abuse, and Self-Injurious Behavior

If a student expresses suicidal thoughts or there is evidence or reports of child abuse, neglect or self-injurious behavior, those incidents should be reported immediately in accordance with The Public Schools of Robeson County Policy and North Carolina law.

### **IV. Data Sharing, Data Collection, and Progress Monitoring**

#### A. Data Collection

The parties agree that they will provide baseline data for comparison purposes and regularly collect, share, monitor and report data resulting from the implementation of this agreement. On an annual basis, the following information will be collected: No identifying data should be included in the report to protect student privacy and confidentiality.

School - Number and type of disciplinary actions; numbers and demographics of students involved; referrals to law enforcement. Information will be exported for each school-based disciplinary incident report out of PowerSchool.

Law Enforcement - Number and type of school incidents for which law enforcement incident reports are written; law enforcement actions on incidents.

Support Services - Number and type of referrals; interventions/programs; outcomes.



## B. Data Sharing

On a regular basis that should not exceed a month, any agency (school, law enforcement, social services, mental health, other services) that refers a student to another agency should request follow-up information to determine what actions have occurred. Information sharing agreements (Consent to Release/Exchange Forms) should be requested from the parents so private agencies can also share information with the schools. Regular follow-up and data sharing is required for monitoring of individual student progress and determination of service needs.

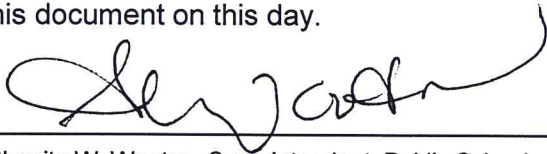
## C. Progress Monitoring

On a regular basis, the parties will meet to provide oversight of the Agreement and review relevant data and analysis. At least annually, the parties will review activities and make recommendations for improvements to the agreement and/or its implementation.

**V. Duration and Modification of Agreement**

This agreement shall become effective December 1, 2019 and shall remain in full force and effect for three years from this date. The agreement may be modified or extended at any time by amendment to the agreement.

In witness whereof, the parties hereto, intending to cooperate with one another, have set their signatures to this document on this day.



Dr. Shanita W. Wooten, Superintendent, Public Schools of Robeson County

11/25/19

Date



John Campbell, Chairman, Public Schools of Robeson County Board

11/26/19

Date



Judith M. Daniels, Chief District Court Judge for Robeson County

11-25-19

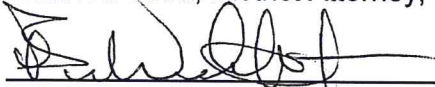
Date



Matthew Scott, District Attorney, Robeson County

25 Nov 19

Date



Burnis Wilkins, Sheriff, Robeson County

11-25-19

Date



Mike McNeill, Chief of Police, Lumberton

11-25-2019

Date



Ed Locklear, Chief of Police, Pembroke

11-25-2019

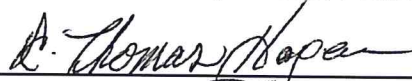
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Ronnie Patterson, Chief of Police, Red Springs

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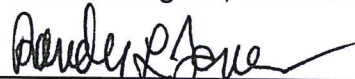
Date



R. Thomas Hagens, Chief of Police, St. Pauls

11-25-19

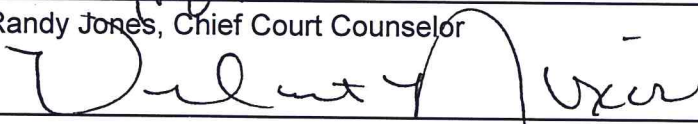
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Randy Jones, Chief Court Counselor

11-25-19

Date



Velvet Nixon, Director, Robeson County Department of Social Services

11-25-19

Date

## APPENDIX A

### The Public Schools of Robeson County Graduated Response Model

Consequences for Secondary Students (6-13)							
Offense/Violation	Level of Consequence					Major Incident Report	School will Contact
	1	2	3	4	5		
Absence (unlawful)							
Academic Dishonesty (Cheating & Plagiarism) (May fail or not receive a zero credit for assignment or course)							
Alcohol and Other Drugs <i>First Offense:</i> Suspension & Referral to Outside Agency <i>Second Offense:</i> May request ext. suspension	Possession						SRO
	Consumption						SRO
	Distribution						SRO
	Possession w/intent to distribute						SRO
Ammunition							
Arson/Fire							SRO
<b>Attack:</b>							
Attack... ...on Students	Category I						
...on Staff	Category II						
...on Others	Category III						
	Category IV						
<b>Bias Behavior:</b> (See Harassment and Intimidation)							
Bias Behavior	(First Offense)						MTSS Team/SSA
	(Further Offenses)						
Bomb Threat							SRO
Bullying							
Cyberbullying							
Cheating (May fail or not receive a zero credit for assignment or course)							
Class Cutting/Skipping							
<b>Computer Misuse:</b>							
Computer Misuse	Category I						
	Category II						
	Category III						
	Category IV						
Counterfeit Currency (Money)							
Demonstration and Mass Protest							
Destruction of Property/Vandalism							
Disrespect Toward Others							MTSS Team/SSA
Disruption to Classroom/School							MTSS Team/SSA
Disruptive Clothing or Appearance							
Inappropriate Use of Personal Electronics							
Extortion/Strong Arming/Blackmail							SRO
False Fire Alarm							
False Information/Accusations							
Fighting: Physical							
Fighting: Verbal							
Fireworks/Explosives							

<b>Forgery</b>							
<b>Gambling</b>							
<b>Gang-Related Activity</b>							SRO
<i>Harassment/Intimidation (See Bias Behavior)</i>							
<b>Hazing</b>							
<b>Inappropriate Language (Students/Adults)</b>							MTSS Team/SSA
<b>Swearing at or in Response to Adults</b>							
<b>Improper Physical Contact</b>							
<b>Inciting or Participating in a School Disturbance</b>							
<b>Insubordination (Level 5 for noncompliance only)</b>							
<b>Leaving an Area and/or Leaving Class and/or School Grounds without Permission</b>							
<b>Matches/Lighter(s):</b>							
Matches and Possession of							
Lighter(s) Use of (see Arson/Fire)							
<b>Misuse of Social Media</b>							
<b>Putting substances in another person's food or drink or on a person's body</b>							
<b>Sexual Activity</b>							
<b>Sexual Assault</b>							
<b>Sexual Harassment</b>							
<b>Stealing and/or Theft</b>							
<b>Tardiness/Excessive Tardiness</b>							
<b>Tobacco:</b>							
Possession, Distribution, and/or Use	First Offense						
	Further Offenses						
<b>Trespassing</b>							
<b>Unsafe Action(s)</b>							
<b>Weapons: (including look-a-like guns)</b>							
Possession of	Firearm						SRO
	Other Weapons (includes knives and look-a-like guns)						SRO
Weapons-Used to Cause or Attempt to Cause Bodily Harm/Injury							SRO

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

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

# Levels of Interventions and Consequences

## Disciplinary Action

Level 1-Conference, Intervention

Level 2-Intervention, Suspension (1-5 days)

Level 3- Suspension (6-9 days)

Level 4- Suspension (10 days)

Level 5- Long Term Suspension/Expulsion

Level 1	Level 2	Level 3	Level 4	Level 5
<p><i>MTSS team will use these interventions to help the students change behavior in the classroom.</i></p>				
<p><b>Classroom Level interventions &amp; consequences</b> If these interventions are successful, referral to the school administrator may not be necessary.</p>	<p><b>Appropriate when Level 1 intervention &amp; consequence has been ineffective</b> In some cases, referral to the school administrator may be necessary.</p>	<p><b>Appropriate when Level 2 interventions &amp; consequence has been ineffective</b></p>	<p><b>Appropriate when Level 3 interventions &amp; consequence has been ineffective</b></p>	<p><b>Appropriate when Level 4 interventions &amp; consequence has been ineffective</b></p>
<p>Warning</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Letter of apology</li> <li><input type="checkbox"/> Use of Student Problem-Solving worksheet</li> <li><input type="checkbox"/> Seat change</li> <li><input type="checkbox"/> Parent outreach</li> <li><input type="checkbox"/> Teacher conference with student</li> <li><input type="checkbox"/> Mentoring</li> <li><input type="checkbox"/> In-class time-out</li> <li><input type="checkbox"/> Time-out in another classroom setting</li> <li><input type="checkbox"/> Restitution</li> <li><input type="checkbox"/> Restorative Practices</li> <li><input type="checkbox"/> Reinforcement of appropriate behaviors</li> <li><input type="checkbox"/> Written reflection about incident</li> <li><input type="checkbox"/> Before or after school detention (HS)</li> <li><input type="checkbox"/> Behavior contract</li> <li><input type="checkbox"/> Loss or suspension of privileges</li> <li><input type="checkbox"/> Informal and/or preventative school-based mentoring</li> </ul> <p><i>(This is not an exhaustive list of offenses. For clarification, refer to the Principal or Designee.)</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Parent/guardian involvement</li> <li><input type="checkbox"/> Phone call/letter to parent or guardian</li> <li><input type="checkbox"/> Confiscation of item</li> <li><input type="checkbox"/> Supervised time-out outside of classroom</li> <li><input type="checkbox"/> Conference with parent or guardian</li> <li><input type="checkbox"/> Detention</li> <li><input type="checkbox"/> Alternative school-based program</li> <li><input type="checkbox"/> Behavior contract</li> <li><input type="checkbox"/> Teacher and/or administrator conference with student and/or parent</li> <li><input type="checkbox"/> Restitution</li> <li><input type="checkbox"/> Restorative Practices</li> <li><input type="checkbox"/> Parent contract</li> <li><input type="checkbox"/> Parent or guardian accompany student to school or classes</li> <li><input type="checkbox"/> Peer mediation</li> <li><input type="checkbox"/> Class or schedule change</li> <li><input type="checkbox"/> Warning notification on car (HS)</li> <li><input type="checkbox"/> Loss or suspension of privileges</li> <li><input type="checkbox"/> Temporary removal from class</li> <li><input type="checkbox"/> Informal and/or preventative school-based mentoring</li> <li><input type="checkbox"/> School-based or outside facilitated conflict resolution</li> </ul>	<p><b>Office referral required (except*)</b> <b>Parent/guardian notification required</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Restitution</li> <li><input type="checkbox"/> Restorative Practices</li> <li><input type="checkbox"/> Community Conferencing</li> <li><input type="checkbox"/> In-school intervention</li> <li><input type="checkbox"/> In-school suspension</li> <li><input type="checkbox"/> Alternative school-based program (HS)</li> <li><input type="checkbox"/> Decision-making room</li> <li><input type="checkbox"/> Community Service (Volunteer work for any non-profit organization, public or private, as a form of restitution)</li> <li><input type="checkbox"/> Alternative Programs (Teen Court, Palmer Drug Prevention, etc.)</li> <li><input type="checkbox"/> Learning lab</li> <li><input type="checkbox"/> Loss or suspension of privileges</li> <li><input type="checkbox"/> Temporary removal from class</li> <li><input type="checkbox"/> Informal and/or preventative school-based mentoring</li> <li><input type="checkbox"/> School-based or outside facilitated conflict resolution</li> <li><input type="checkbox"/> Referral to MTSS team</li> </ul>	<p><b>Office referral required (except*)</b> <b>Parent/guardian notification required</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Restricted activity</li> <li><input type="checkbox"/> Restitution</li> <li><input type="checkbox"/> Restorative Practices</li> <li><input type="checkbox"/> Modified school day</li> <li><input type="checkbox"/> Alternative school-based program (8-12) school required attire</li> <li><input type="checkbox"/> Referral to Alternative Learning Program</li> <li><input type="checkbox"/> Adjustment transfer to another school</li> <li><input type="checkbox"/> Loss of parking privileges/car towed</li> <li><input type="checkbox"/> Loss or suspension of privileges</li> <li><input type="checkbox"/> Temporary removal from class</li> <li><input type="checkbox"/> School-based or outside facilitated conflict resolution</li> <li><input type="checkbox"/> Suspension (1-3 days) except for attendance-related offenses</li> <li><input type="checkbox"/> Student re-entry or success plan</li> <li><input type="checkbox"/> Referral to MTSS team</li> </ul>	<p><b>Office referral required (except*)</b> <b>Parent/guardian notification required</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Office referral required</li> <li><input type="checkbox"/> Parent/guardian notification required</li> <li><input type="checkbox"/> Restitution</li> <li><input type="checkbox"/> Restorative Practices</li> <li><input type="checkbox"/> Suspension (4-10 days)</li> <li><input type="checkbox"/> Extended Suspension (10+ days)</li> <li><input type="checkbox"/> Referral to Alternative Learning Program</li> <li><input type="checkbox"/> Expulsion (to be considered only in the most extreme cases)</li> <li><input type="checkbox"/> Student re-entry or success plan</li> <li><input type="checkbox"/> Referral to MTSS team</li> </ul>