

2026-2027 Student Code of Conduct:

A Blueprint for Student Character, Wellness, & Support

CUMBERLAND COUNTY SCHOOLS

STUDENT AND PARENT ACKNOWLEDGMENT PLEDGE

The purpose of this Student Code of Conduct is to state clearly the standards for acceptable conduct of students. The goal of student discipline is not punitive, but rather to maintain safe and caring schools, to teach students to behave in ways that contribute to academic achievement and school success, and to support an exceptional school environment where students and staff are responsible and respectful.

Please review and discuss the Student Code of Conduct with your child, sign below, and return this sheet to your child's school. Should you have any questions when reviewing the Student Code of Conduct, please contact your child's principal. You may access an electronic copy of the handbook on the CCS website: https://www.ccs.k12.nc.us/.

NOTE:

Failure to return this acknowledgment and pledge will not relieve a student or the parent/guardian from being responsible for knowing or complying with the rules contained within the Student Code of Conduct.

PARENT/GUARDIAN:

I have reviewed the Student Code of Conduct and understand the rights and responsibilities contained therein. I will work with my child to ensure that he/she understands and practices proper conduct according to the guidelines outlined in the Student Code of Conduct to help maintain a safe and orderly school environment.

Name (please print): _____

(Parent/Guardian) Signature: _____ Date: _____

STUDENT:

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

Name (please print): _____

(Student) Signature: _____ Date: _____

CUMBERLAND
COUNTY SCHOOLS



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INTRODUCTION

Cumberland County Schools is committed to providing a safe, positive, and rigorous learning environment that prepares lifelong learners to reach their maximum potential. The Code of Conduct provides the blueprint for appropriate student behavior and support that enables us to reach this goal. Our expectation in CCS is that high-quality teaching and learning take place in an environment that is welcoming to all students and free from disruptions that impede learning. The Code outlines our expectations for students, staff, and parents. By clearly defining these expectations, we encourage positive behavior to foster a safe and respectful learning environment.

The Code of Conduct also provides a framework for addressing and resolving conflicts or disciplinary issues when they arise. The Code educates students, staff, parents, and the broader community about the values and expectations of the school system and includes information about rights and responsibilities, consequences for misconduct, and resources for support and intervention. These tools help to maintain a sense of fairness in disciplinary processes and ensure that everyone contributes to a positive school culture. The Code is designed to meet students' social and emotional needs. It teaches values like honesty, respect, responsibility, and empathy so that every student learns how to be a helpful and ethical citizen.

NON-DISCRIMINATION STATEMENT

Cumberland County Schools does not discriminate on the basis of race, color, ethnicity, national origin, religion, sex, genetic information, disability, age, or any other basis prohibited by law with respect to its operations, programs, and activities, and provides equal access to designated youth groups as required by law. Specifically, regarding the prohibition against discrimination on the basis of sex, Cumberland County Schools is committed to ongoing Title IX training and compliance. Inquiries regarding any of Cumberland County Schools' non-discrimination policies, including those related to Title IX, may be directed to the following:

Title IX Coordinator: Kailey Hill

Address: P.O. Box 2357, Fayetteville, NC 28302

Telephone No: (910) 678-2627

Email: titleix@ccs.k12.nc.us

Inquiries may also be referred to the United States Department of Education, Office of Civil Rights.

RESOURCE DIRECTORY

RESOURCES	WEBSITE
988 Suicide and Crisis Lifeline	Dial “988” from any phone
Alongside Student Mental Health App	https://www.ccs.k12.nc.us/alongside
Cape Fear Valley Health (910) 615-4000	CFVH https://www.capefearvalley.com/home/index.aspx
CATCH my Breath (Vaping Prevention)	https://catch.org/program/vaping-prevention/
CCS Mental Health & Wellness Portal	https://www.ccs.k12.nc.us/o/ccs/page/mental-health-and-wellness-portal
Cumberland County Department of Social Services (910) 323-1540	CCDSS https://www.ncdhhs.gov/divisions/social-services/cumberland-county-department-social-services
Cumberland County Dispute Resolution Center	CCDRC https://www.ccdrcnc.org/
Cumberland County Health Department (910) 433-3600	CCHD https://www.co.cumberland.nc.us/departments/public-health-group/public-health
Cumberland County Sheriff's Department (910) 323-1500	CCSD https://ccsonc.org/
Fayetteville Police Department (910) 433-1529	https://www.fayettevillenc.gov/City-Departments/Police-Department
Hope Mills Police Department (910) 425-4103	https://townofhopemills.com/179/Police-Department
National Alliance of Mental Illness Helpline (800)-950-6264	NAMI https://www.nami.org/Home
National Child Traumatic Stress Network	NCTSN https://www.nctsn.org/
See Something Say Something Anonymous Reporting (844)-572-9669	https://www.ccs.k12.nc.us/Page/7766 Reporting Website: http://www.saysomething.net/
Talk it Out NC (Underage Drinking Prevention)	https://www.talkitoutnc.org/
Triple P (Positive Parenting Program)	https://www.cumberlandcountync.gov/departments/public-health-group/public-health/community-services/triple-p

SEEKING SUPPORT & SUPPORTING OTHERS

FOR PARENTS/GUARDIANS:

As a parent or guardian, you play a crucial role in supporting your child through various challenges they may face during their academic journey. We are committed to partnering with you to ensure every child receives the support they need to thrive in any circumstance. Encouraging your child to feel comfortable seeking help from a trusted adult is essential as they face challenges from academic struggles to social issues with friends, mental health concerns, and transitions between grade levels and schools.

To assist you in supporting your child, we've outlined some recommendations for seeking assistance to address your child's needs. Parents may need to take a more active role with elementary students in seeking help on their child's behalf. We encourage secondary students to talk to their parents about their concerns and, when possible, advocate for themselves to get the academic and social support they need. For support with academic, behavioral, or social-emotional challenges, you or your child should contact a school administrator, counselor, school social worker, or exceptional children's case manager during school hours.

Parents may reach out by email, phone, or the school's messaging platform (ClassDojo, Bloomz, or Remind). Inform the staff member of the specific difficulties you need assistance with and the best way for the school to follow up with you. Issues related to social, emotional, or behavioral challenges, bullying, cyberbullying, harassment, intimidation, hazing, or bias should be communicated to the staff as soon as you become aware, so that appropriate measures can be put in place to resolve the situation.

Please also encourage your child to make a report to the teacher or other staff member. If your child is not comfortable with reporting this information, please reach out to the school immediately to inform them of the potential situation so they may follow through with the proper protocols. There are also resources to external agencies and websites listed in the Resource Directory section that can help students and support parents.

FOR MIDDLE & HIGH SCHOOL STUDENTS:

Transitioning to middle and high school can be a daunting experience. It's normal to require assistance with academics, social and emotional matters, or mental health issues during this transition. Everyone needs help sometimes, and facing challenges provides opportunities for learning and growth. The first step is to reach out to your parent/guardian to share your concerns. You may also reach out to a staff member at your school.

Here are some conversation starters you can use:

"I'm having a problem with _____. Can you help me?"

"Can you help me work through this situation"?

"Who can I talk to? I am struggling with..."

Remember, reaching out for help is a positive step toward finding solutions and support for academic, social, emotional, and behavioral challenges. The Resource Directory section has more links to websites and organizations that are here to support you. You can also share these resources with a friend if they are in need of help.

STAKEHOLDER RESPONSIBILITIES

PRINCIPAL:

1. Establish and enforce school-wide behavior expectations and policies.
2. Provide leadership in creating a positive school climate and culture.
3. Ensure that disciplinary actions are fair, consistent, and follow district policies.
4. Support teachers and staff in managing student behavior effectively.
5. Address behavioral issues that impact the overall safety and well-being of the school community.
6. Collaborate with parents, teachers, and students to promote positive behavior and prevent disciplinary problems.
7. Provide professional development opportunities for staff related to behavior management techniques.
8. Implement intervention strategies for students with persistent behavioral challenges.
9. Communicate regularly with parents regarding school-wide behavior initiatives and individual student behavior concerns.
10. Foster a sense of accountability and responsibility among students for their behavior.

TEACHER:

1. Establish clear classroom expectations and rules for behavior.
2. Model positive behavior and enforce classroom rules consistently.
3. Create a supportive classroom environment that encourages positive student interactions.
4. Implement effective behavior management strategies to address individual student needs.
5. Provide appropriate consequences for behavior that violates classroom rules.
6. Communicate behavioral expectations and consequences to students and parents.
7. Collaborate with the school administration and support staff to address persistent behavioral issues.
8. Provide positive reinforcement and praise for students who demonstrate desired behavior.
9. Maintain accurate records of student behavior incidents and interventions.
10. Seek professional development opportunities to enhance skills in behavior management and positive discipline techniques.

PARENT:

1. Support the school's behavior expectations and policies at home.
2. Reinforce positive behavior and values taught at school.
3. Communicate regularly with teachers and school staff regarding their child's behavior and any concerns.
4. Work collaboratively with the school to address behavioral issues and support interventions.
5. Encourage open communication between the child and school regarding behavior-related matters.
6. Attend parent-teacher conferences and other school events related to behavior and discipline.
7. Model appropriate behavior and conflict resolution skills for their child.
8. Support and reinforce consequences for behavior that violates school rules.
9. Encourage their child to take responsibility for their actions and learn from mistakes.
10. Seek resources and support from the school when needed to address behavioral challenges.

STUDENT:

1. Follow school rules and behavior expectations at all times.
2. Treat classmates, teachers, and school staff with respect and kindness.
3. Take responsibility for personal behavior and its impact on others.
4. Resolve conflicts peacefully and seek help from a teacher or adult when needed.
5. Participate actively in school-wide behavior initiatives and programs.
6. Accept consequences for behavior that violates school rules or policies.
7. Use problem-solving skills to address challenges and conflicts constructively.
8. Communicate openly and honestly with teachers and parents about behavior-related concerns.
9. Demonstrate self-control and impulse management in all situations.
10. Strive to contribute positively to the school community and create a safe environment.


PHILIP BROOME
LEGACY
20 22

DISCIPLINARY GUIDELINES FOR STUDENTS WITH DISABILITIES

WHAT EC FAMILIES NEED TO KNOW

(Based on the NC Parents' Rights Handbook)

Students with disabilities are held to the standard identified through the Cumberland County Schools' Code of Conduct, however, there are safeguards and protections under the Individuals with Disabilities Education Act (IDEA), especially when it comes to disciplinary actions like suspensions or removals from school.

KEY PROTECTIONS FOR EC STUDENTS:

- **Manifestation Determination Review (MDR)**
  If your child is suspended for **more than 10 school days** (consecutively or cumulatively), the school must hold an MDR to determine if the behavior was a result of your child's disability or if the school failed to implement the IEP.
- **Continuing Education Services**
  Even if removed from school, your child has the right to continue receiving services so they can make progress toward their IEP goals.
- **Behavior Intervention Plans (BIP)**
  If behavior becomes a concern, the IEP team must consider developing or updating a BIP to address the behavior positively and proactively.
- **Change of Placement**
  For serious offenses (e.g., weapons, drugs, serious injury), schools may remove a student to an interim setting for up to 45 school days—but must still provide services and conduct an MDR.

KNOW YOUR RIGHTS

You can read more in the **NC Parents' Rights Handbook** available at:

https://www.dpi.nc.gov/districts-schools/classroom-resources/exceptional-children/resources/parents-rights-handbook

If you have questions or need help during a disciplinary process, contact your school's EC case manager or the district EC department.

PROMOTING A POSITIVE SCHOOL CLIMATE AND CULTURE

Our district fosters a positive school environment that equips students with the essential skills to thrive academically and grow in all areas. We prioritize a culture grounded in clear expectations and accountability for all, aimed at nurturing student growth. Central to this effort is the dedication of our staff to guide students' development by teaching and modeling essential skills, behaviors, and mindsets. We take proactive measures to support students through various positive behavioral interventions and meaningful social-emotional learning opportunities.

DISCIPLINARY RESPONSE CYCLE



GENERAL PROVISIONS

Students should recognize their responsibility to know the contents of this Student Code of Conduct and to ask the local school administration or staff for any clarification. All students, regardless of age, are subject to the rules and regulations of Cumberland County Public Schools. Each local school will review the contents of this handbook with its students. All students are expected to comply with all rules governing behavior and conduct. It is the responsibility of the principal/assistant principal to investigate fully the cases of students appropriately referred to his/her office for misbehavior, to ensure fair treatment of such students and protection of their procedural and substantive rights, and to determine what, if any, disciplinary action is warranted. The teacher shall have the responsibility and authority to discipline students, except in those cases requiring the attention of the principal/assistant principal.

Unless otherwise specified, and/or with the exception of a Level 5 violations as later defined, this Code shall apply to all students in the system:

- while at school;
- in any school building;
- on any school premises;
- on any school-owned vehicle or in any other vehicle used to transport students to and from any school or school activities;
- at bus stops;
- off school property at any school-sponsored or school-approved activity, event, or function, including athletics;
- and during any period of time when students are subject to the authority of school personnel; to include conduct which occurs off school property or outside of the school day, which has or is reasonably expected to have a direct and immediate impact on the orderly and efficient operation of the schools or the safety of individuals in the school environment.

The principal/assistant principal of the school to which the student is officially enrolled shall be responsible for imposing any disciplinary action upon the student for rule violations occurring away from the student's home school.

Any student who drives a vehicle onto any Cumberland County Schools' property is responsible for the contents of that vehicle. Before coming onto Cumberland County Schools' property, students should ensure that the vehicle does not contain any contraband, weapons, or other items which would violate the law or any school rule.

Possession shall be defined as the prohibited item being on the person, in the student's personal effects, vehicle, locker, desk, or in the immediate control of the student.

In assigning appropriate disciplinary consequences under this Code of Conduct, eligible students will be given all rights as provided by the IDEA, Section 504 of the 1973 Rehabilitation Act, and the 1990 Americans with Disabilities Act. Procedures on implementing requirements for students with disabilities are found in Policies Governing Services for Children with Disabilities and Section 504 Procedures and Guidelines handbook.

During the period that a student is suspended or disciplinarily reassigned to an alternative program, he/she is prohibited from entering the grounds of any school in the Cumberland County School system or from attending any school-related functions, including graduation, without the express permission of the building principal. During a period in which a student is long-term suspended or disciplinarily reassigned to an alternative program, the student is prohibited from any Cumberland County School system property other than the alternative school/program to which the student has been reassigned.

Violation of Board policies, this Student Code of Conduct, any behavior management plan or regulations issued by the individual school, or any North Carolina General Statutes may result in disciplinary action, including expulsion or suspension of the student from Cumberland County Schools, pursuant to the Due Process Procedures for Cumberland County Schools.

Violations of the Cumberland County Schools' Student Code of Conduct may result in a Disciplinary Reassignment to an alternative education program. If the principal determines that a Disciplinary Reassignment is appropriate, the principal may recommend to the superintendent or his/her designee that the student be reassigned to an alternative educational program.

Disciplinary reassignment of a student to a full-time educational program that meets the academic requirements of the standard course of study established by the State Board of Education and provides the student with the opportunity to make timely progress towards graduation and grade promotion is not a long-term suspension requiring the due process procedures described in Policy 4353 – Long Term Suspension, 365-Day Suspension, Expulsion.

In addition to the compulsory attendance law, if the student fails to enroll in and regularly attend the alternative educational setting as reassigned, or other appropriate school (e.g. private or charter school, North Carolina Virtual Public School, etc.), the disciplinary reassignment will continue until such time as reassignment to the home school is appropriate as determined by the superintendent or his/her designee. A disciplinary reassignment may continue for a period up to and including that which could be imposed for a long-term suspension. In addition, if the offense(s) leading to the disciplinary reassignment occurs during the final quarter of the school year, the reassignment may include a period up to the remainder of the school year in which the offense was committed and the first semester of the following school year.

In the event of any conflict, inconsistency, or omission involving this printed Student Code of Conduct and Board Policies, those policies shall control. Board Policies may be viewed on the CCS website at www.ccs.k12.nc.us and are incorporated in this Student Code of Conduct by reference.



DUE PROCESS

The Board of Education mandates and the law requires that all students be treated fairly and honestly in resolving grievances, complaints, or suspensions/expulsions. Due process will be defined as fair and reasonable notices and approaches to all areas of student governance and discipline on the part of all school officials. The principal shall give full and complete consideration to the defense or excuses, if any, made by the student and dismiss the charges if not satisfied as to the guilt of the student or reduce the punishment if not satisfied as to the reasonableness of the proposed disciplinary action under all the circumstances. Due process procedures will be followed in accordance with Policies 4351, 4353, 4370. A summary of those procedures is provided below. Students and parents should consult the relevant policy for complete information.

When deciding whether to recommend or impose a disciplinary reassignment or long-term suspension, the principal and superintendent may consider the student's intent, disciplinary and academic history, the potential benefits to the student of alternatives to a disciplinary reassignment or a long-term suspension, and other mitigating or aggravating factors.

MITIGATING AND AGGRAVATING FACTORS

When considering the appropriate consequence for specific student misconduct, administrators may consider any relevant mitigating or aggravating factors, including, but not limited to, the student's intent, disciplinary and academic history, and the potential benefits to the student of alternatives to suspension.

Mitigating Factors may include, but are not limited to:

1. The student's age, maturity level, and developmental level
2. No recent disciplinary history
3. Being a passive participant or playing a minor role in the offense
4. Making appropriate restitution
5. Reasonably believing the conduct was allowed
6. Acting under strong provocation
7. Aiding in the investigation
8. Making a full and truthful statement admitting guilt at an early stage in the investigation of the offense
9. Displaying an appropriate attitude and fully cooperating during the investigation and discipline process

Aggravating Factors may include, but are not limited to:

1. Inducing others to take part in the prohibited behavior or occupying a position of leadership or dominance of other participants
2. Attempting to flee or conceal guilt
3. Falsely blaming another individual
4. Receiving money or something of value from the misbehavior

5. A pattern or history of disciplinary infractions
6. School-based interventions were implemented but student's behavior did not improve
7. The misconduct was associated with gang activity
8. The victim of the misconduct is a teacher or other staff member
9. Victimizing a significantly younger or smaller student or a student with a known or obvious mental or physical disability
10. Repetitive blatant disrespect for authority
11. Taking advantage of a position of trust or confidence to commit the offense
12. Committing an offense on other school system property

A. SHORT-TERM SUSPENSIONS (10 DAYS OR LESS) (POLICY 4351)

Students will be given an opportunity for an informal hearing with the principal/assistant principal before a short-term suspension is imposed. Except in the circumstances described below, a student must be provided an opportunity for an informal hearing with the principal/assistant principal before a short-term suspension is imposed. The principal/assistant principal may hold the hearing immediately after giving the student oral or written notice of the charges against him or her. At the informal hearing, the student has the right to be present, to be informed of the charges and the basis for the accusations, and to make statements in defense or mitigation of the charges. Following the hearing, the principal/assistant principal shall provide written notice to the parent of his or her final decision. Initial notice may be by telephone, but it must be followed by written notice no later than two (2) days after the suspension is imposed.

1. TEMPORARY (IMMEDIATE) SUSPENSION

If the principal/assistant principal witnesses or is made aware of serious student misconduct and believes that immediate removal of the student is necessary to restore order or to protect school property or persons on the school grounds, the principal/assistant principal may suspend the student immediately. In such cases, the principal/assistant principal is not required to conduct a full investigation before suspending the student. In all cases, the minimal due process informal hearing for short-term suspensions must be given to the student as soon as is reasonably possible.

2. NOTICE TO PARENT THAT A SHORT-TERM SUSPENSION HAS BEEN IMPOSED

The school administrator will notify the student's parent or guardian in writing that a short-term suspension has been imposed. If English is the second language of the parent, the notice must be provided in English and in the parent's primary language, when the appropriate foreign language resources are readily available. Both versions must be in plain language and easily understandable. The notice will explain why the student has been suspended and will describe the student's misconduct. The notice will be provided on the day of the suspension when reasonably possible, but no later than two days after the suspension is imposed.

3. REVIEW OF SHORT-TERM SUSPENSION

If the parent believes that the principal/assistant principal failed to provide the student with sufficient notice of the charges or opportunity to respond to the charges, then the parent shall have five (5) school days from the date of the principal's/assistant principal's decision to make a written request to the superintendent or his/her designee for a review of the suspension procedure. **There shall be no right to appeal a short-term suspension to the Board of Education.**

B. DISCIPLINARY REASSIGNMENTS (POLICY 4354)

Students may be reassigned to an alternative program or school as a disciplinary consequence. The alternative program or school will meet the requirements of the standard course of study and provide the student the opportunity to make timely progress toward grade promotion and graduation. Assignment to an alternative education program is not considered a long-term suspension and will not be reflected as a long-term suspension in the student's academic records. As applicable, Mitigating and Aggravating Factors as set forth above should be considered before imposing a Disciplinary Reassignment.

1. Before recommending a student for a disciplinary reassignment, the student will be provided the due process procedures applicable to short-term suspensions, described above.
2. The principal/assistant principal will provide the student with the due process procedures applicable for short-term suspensions.
3. If the principal recommends a disciplinary reassignment, he/she shall submit such recommendation to the Associate Superintendent, Student Support Services, for approval/disapproval.
4. A student attending school under a disciplinary reassignment is not eligible for athletic participation and is not permitted on his/her home school campus without prior permission from the principal.
5. The parent shall be provided an opportunity to present any further information to the District Hearing Officer located in Student Support Services, regarding the proposed disciplinary reassignment through a Request for a Review of a Disciplinary Reassignment form provided by the principal. The form must be submitted to the Cumberland County Schools' Student Assignment Office within two (2) school days of the school administrative hearing in order to schedule a Review Hearing. It is recommended that the student on whose behalf the Review Hearing has been requested be present at the hearing in order to provide information related to the underlying incident(s). While attending the Review Hearing the student will not be considered in violation of any accompanying no-trespass directive.
6. A student is not entitled to appeal a decision to impose a disciplinary reassignment to the local Board of Education.
7. In addition to the compulsory attendance law, if the student fails to enroll and regularly attend the alternative educational setting as reassigned, or other appropriate school (e.g. private or charter school, North Carolina Virtual Public School, etc.), the disciplinary reassignment will continue until such time as reassignment to the home school is appropriate as determined by the superintendent or his/her designee. A disciplinary reassignment may continue for a period up to and including that which could be imposed for a long-term suspension. In addition, if the offense(s) leading to the disciplinary reassignment occurs during the final quarter of the school year, the reassignment may include a period up to the remainder of the school year in which the offense was committed and the first semester of the following school year.

C. LONG-TERM SUSPENSION, 365-DAY SUSPENSION, EXPULSION (POLICY 4353)

As applicable, Mitigating and Aggravating Factors as set forth above should be considered before imposing a Long-term Suspension, 365-day Suspension, or Expulsion.

1. Long-term suspension, 365-Day suspension, and expulsion procedures will be followed in accordance with Policy 4353. These procedures include the right to written notice of the proposed discipline and the right to request a full hearing before the disciplinary penalty is imposed.

2. The school administrative hearing shall be held not less than two (2) school days from the date the Notice of Charges and Hearing was mailed or hand-delivered to the parent or legal custodian.
3. A principal may recommend to the superintendent the long-term suspension of any student who willfully engages in conduct that violates a provision of the Student Code of Conduct that authorizes long-term suspension. Only the superintendent or his/her designee has the authority to long-term suspend a student.

Students subject to Long-term Suspension, 365-day Suspension, or Expulsion possess Board appeal and hearing rights pursuant to Policy 4353(B)(4), which may be viewed on the CCS website at: www.ccs.k12.nc.us

Short-Term Suspension	An out-of-school suspension for up to ten (10) school days.
Long-Term Suspension	Suspension can be for the remainder of the school year or 365 days in specific circumstances.
Disciplinary Reassignment	Placement in an alternative school or program. Allows the student to remain in school in a smaller supervised environment.
Expulsion	The student cannot return to any CCS property for the duration of the expulsion unless otherwise dictated by the school board.


BARBARA PARK
Junie B., First Grader
(at last!)
First Grade Journal

RIGHTS OF STUDENTS

Students shall have the right to:

1. Pursue a successful education in a safe environment without disruption
2. Receive fair treatment without discrimination in every aspect of the educational system
3. Be treated respectfully and as an individual
4. Be informed of their rights, responsibilities, and discipline policies

RIGHTS OF PARENT/GUARDIANS

Parents shall have the right to:

1. Receive regular official reports of their child's academic progress via access to the Student Information System's Parent Portal
2. Receive an explanation for the basis of any grade given by the teacher when requested
3. Request a conference with the teacher and/or principal
4. Receive a prompt report of their child's attendance to class or school via access to the Student Information System's Parent Portal
5. Bring, or have the District provide, an interpreter during disciplinary conferences or hearings, when a parent or student has limited English proficiency and the parent or student requests an interpreter or the school observes that a parent or student's limited English proficiency would deny them an opportunity to meaningfully participate in the conference or hearing

TYPES OF VIOLATIONS

Violations of the Student Code of Conduct shall be dealt with in accordance with the guidelines established in the school's behavior management plan (see Policy 4302 - School Plan for Management of Student Behavior).

MINOR VIOLATIONS

Minor violations of the Student Code of Conduct are those less severe infractions which involve a lower degree of danger and harm. Examples of minor violations include the use of inappropriate or disrespectful language, noncompliance with a staff directive, dress code violations and minor physical altercations that do not involve weapons or injury. Aggravating circumstances, however, may justify treating an otherwise minor violation as a serious violation. Minor violations of the Student Code of Conduct may result in disciplinary measures or responses up to and including short-term suspension. Further information regarding the procedures for short-term suspensions is provided in Policy 4351 - Short-Term Suspension.

SERIOUS VIOLATIONS

Serious violations of the Student Code of Conduct may result in disciplinary reassignment or any of the other consequences which may be imposed for minor violations. In addition, serious violations that either (1) threaten the safety of students, staff or school visitors or (2) threaten to substantially disrupt the educational environment may result in long-term suspension or expulsion. Certain violations

involving firearms or explosive devices may result in a 365-day suspension. Further information about the procedures for disciplinary reassignments is provided in Policy 4354 - Disciplinary Reassignments.

Information regarding the standards and procedures for long-term suspensions, 365-day suspensions and expulsions is provided in Policies 4351 - Short-Term Suspension and 4353 - Long-Term Suspension, 365-Day Suspension, Expulsion. (See also Policy 4333 - Weapons, Bomb Threats, Terrorist Threats and Clear Threats to Safety, for information regarding 365-day suspensions for certain firearms violations.)

SCHOOL BUS BEHAVIOR

School transportation service is a privilege and not a right. The school bus, including bus stops, is an extension of the school. Therefore, the Student Code of Conduct is applicable to incidents occurring on the school bus and at the bus stop area. While riding a school bus, students shall at all times comply with the directives of the school bus driver and all other rules outlined in this code of conduct. Failure to follow directives will result in suspension from riding the bus as determined by the principal/assistant principal.

Discipline on the school bus is the responsibility of the principal/assistant principal of the school where the student is assigned. The principal/assistant principal has authority over students on the bus and at designated bus stops. This authority is delegated to the bus driver. The bus driver has the responsibility and authority for the safe operation of the bus and will refer all students who violate any directives or rules to the principal/assistant principal.

1. Students shall not attempt to ride a bus unless assigned to it by the principal/assistant principal.
2. Students shall not board or disembark the bus unless it is their assigned stop.
3. When students enter the school bus, they shall take their assigned seats quickly, remain seated, and face the front at all times.
4. Students shall not rush to get off the bus.
5. Students shall not loiter or play near a stopped bus but shall walk quickly away from the bus to the school building or home.
6. The following is a nonexclusive list of specific prohibited bus behaviors:
    a. Putting any part of the body outside of the bus;
    b. Throwing objects about the bus or out the windows;
    c. Striking matches or lighting cigarette lighters;
    d. Piling books, musical instruments, lunch boxes, or other objects in the bus aisle;
    e. Using profane and indecent language, tobacco, vaping devices, alcoholic beverages, illegal drugs or substances that mimic the effects of illegal drugs while riding in a bus;
    f. Taking pets or other animals on the school bus;
    g. Making loud or boisterous noises that have the potential of distracting the driver's attention;
    h. Fighting, playing or scuffling on the school bus;
    i. Tampering with the emergency door or any other part of the bus;
    j. Marring or defacing the bus in any way;
    k. Tampering with the fire extinguishers or first aid supplies;
    l. Harassing or assaulting other students, the driver or bus monitor;
    m. Making obscene gestures;
    n. Leaving trash or discarded items behind on the school bus or at the bus stop.

Please note that Policy Code: 4318 Student Use of Cell Phones and Other Personal Wireless Communication Devices applies to school buses as well:
"Although use is generally permitted before and after school, use of personal devices may be regulated or prohibited on school buses by transportation or school staff when such devices interfere with the safe operation of the buses. Audio should be played only with headphones or earbuds and at a reasonable volume so as not to disturb other students or distract the driver. Students should still be able to hear directions from the driver or district staff while using headphones or earbuds."

BUS MISBEHAVIOR VIOLATIONS

K-12
This violation will result in suspension from the school bus and/or disciplinary action deemed appropriate by the principal/assistant principal.

****Please be reminded that only authorized school personnel and students are permitted on school buses. Unauthorized individuals, including parents/guardians will face criminal charges for trespassing or impeding the operation of a school bus.**

If you have concerns or issues, we strongly encourage you to contact your child's school administrator, who is equipped to help resolve these matters effectively and safely.

BEHAVIOR INTERVENTION DISCIPLINARY RESPONSE LEVELS

Cumberland County Schools (CCS) recognizes the value of a layered approach to student behavior that includes positive behavior interventions and supports (PBIS), restorative practices, and progressive disciplinary measures. These strategies represent a shift from punitive responses to more supportive and educational approaches. Rather than simply punishing students, these interventions are designed to help them understand the impact of their actions, repair harm, and successfully reintegrate into the school community—while holding students accountable. Ongoing progress monitoring ensures that interventions are effective and responsive to students' needs.

The categories outlined below provide a framework for educators and administrators across all grade levels to implement progressive and developmentally appropriate interventions. This tiered system is intended to teach, support, and motivate students toward positive behaviors, while addressing the root causes of misconduct, promoting strong, respectful relationships, and tracking improvement over time.

* **Additional interventions for each level may be determined by the school administrator.**

LEVEL 1: Interventions and Responses

These interventions aim to teach correct or alternative behavior so students can learn and demonstrate safe and respectful behavior.

- Academic Conference
- Behavior Contract
- Calm Corner
- Contact Parent via Telephone, Email or Text
- Daily Progress Sheet on Behavior
- Detention (Before or After school)
- Mentoring
- Parent/Guardian & Student Conference
- Reminders and Redirection
- Review School-Wide Expectations
- Reteach Expected Behaviors
- Seat Change
- Targeted Social-Emotional Learning (SEL) Lesson
- Tutoring

LEVEL 2: Supplemental Support and Interventions

Administration focuses on in-school interventions that address the impact of a student's behavior, though suspension remains and option should a temporary removal from the environment be required.

- Academic Conference
- Accountability Project
- Behavior Contract
- Check-in/Check-out
- Community Service
- Completion of a Functional Behavioral Assessment (FBA) and/or Development of a Behavior Intervention Plan (BIP)
- Conflict Resolution/Mediation/Restorative Conference
- Detention (Before or After School)
- Family Support Drug Awareness Referral
- Mentoring
- Parent or Guardian Notification
- Re-Teach School-Wide Expectations
- Referral to Appropriate Team (SST, IEP, 504)
- Referral to Care Review Team
- Referral to School Counselor
- Tutoring

LEVEL 3: Intensive Support and Interventions

To ensure students learn and demonstrate respectful behavior, these interventions involve targeted instruction on alternative actions, supplemented by suspension when necessary to address the severity of the behavior.

- Behavior Contract
- Character Academy (9–12)
- Check-in/Check-out
- Completion of a Functional Behavioral Assessment (FBA) and/or development of a Behavior Intervention Plan (BIP)
- DayTreatment Referral (K–8)
- Dispute Resolution (6-12)
- Family Support Drug Awareness Referral (9-12)
- Individual & Visual Schedules
- Parent or Guardian Notification
- Re-Teach School-Wide Expectations
- Referral to Care Review Team
- Referral to School Counselor
- School Behavior Health (At Designated Locations)
- Teen Court (6–12)

LEVELS OF SCHOOL BEHAVIORAL VIOLATIONS & CONSEQUENCES

The tables below summarize the range of consequences for each level of behavior violation.

LEVEL 1

Behaviors that do not significantly violate the rights of others and do not appear to be chronic.

Dress Code Violation
Honor Code Violation
Inappropriate Language/ Disrespect
Falsification of Information
Insubordination
Medication
Gambling
Inappropriate Items on School Property/Use
Unauthorized Use of Cell Phones & Personal Devices
Truancy*
**Maximum two-day suspension for each offense.*

GRADE	FIRST VIOLATION	SUBSEQUENT VIOLATION
PK-5	This violation may result in disciplinary measures and interventions.	This violation will result in interventions and may include short-term suspension not to exceed 5 days.
6-12	This violation may result in disciplinary measures and interventions and/or assignment to the Restorative Justice Center.	This violation will result in interventions and may include assignment to the Restorative Justice Center or short-term suspension not to exceed 5 days.



LEVEL 2

Behaviors that significantly violate the rights of others or put others at risk of harm.

Bullying

Disorderly Conduct

Harassment-Verbal

Possession of Chemical/Drug Paraphernalia

Property Damage-Less than $1,000

Communicating Threats to a Student

Disruptive Behavior

Hazing

Possession of Counterfeit Items

Theft-Value Less than $1,000

Cyber Bullying

Extortion

Possession of Alcohol

Possession/Use of Tobacco and Vaping

Use of Counterfeit Items

GRADE	FIRST VIOLATION	SECOND VIOLATION	SUBSEQUENT VIOLATIONS
PK-5	This violation may result in short-term suspension and other interventions.	This violation may result in short-term suspension and other interventions.	This violation may result in short-term suspension and other interventions.
6-12	This violation may result in assignment to the Restorative Justice Center, short- term suspension, and other interventions.	This violation may result in assignment to the Restorative Justice Center, short-term suspension, and/or disciplinary reassignment not to exceed 45 days, and other interventions.	This violation may result in short-term suspension, and/or disciplinary reassignment or long-term suspension and other interventions.



LEVEL 3

Behaviors that significantly violate the rights of others, put others at risk of harm, and violate CCS policy or NC policies or laws.

- Adult Taking Indecent Liberties with Minor
- Assault Involving Use of a Weapon (except firearms)
- Assault on Student
- Breaking/Entering a School Building/Property
- Communicating Threats of Mass Violence
- Gang Activity
- Harassment-Sexual
- Possession of a Weapon
- Rape
- Sexual Assault/Sexual Battery
- Theft-Value More than $1,000
- Use of Controlled Substance
- Affray
- Assault Resulting in Serious Injury
- Assault/Other
- Burning of a School Building
- False Fire Alarm
- Harassment-Gender Based
- Kidnapping
- Possession of Controlled Substance/Selling
- Robbery With a Dangerous Weapon
- Sexual Misconduct
- Unlawfully Setting a Fire
- Aggressive Behavior
- Assault on School Personnel
- Bomb Threats (dynamite, cartridge, bomb, grenade, mine, or powerful explosive)
- Communicating Threats to an Adult
- Fighting
- Harassment-Other Prohibited Bases
- Off-Campus Consumption of Alcohol/Controlled Substances
- Property Damage-More than $1,000
- Robbery Without a Dangerous Weapon
- Sexual Offense
- Use of and/or Distribution of Alcoholic Beverage

GRADE	FIRST AND SUBSEQUENT VIOLATION(S)
PK-5	This violation may result in short-term suspension.
6-8	This violation may result in short-term suspension and/or disciplinary reassignment to an alternative program or long-term suspension depending on the severity of the offense.
9-12	This violation may result in short-term suspension and/or disciplinary reassignment to an alternative program or long-term suspension or expulsion.

LEVEL 4

Possession of a Firearm or Destructive Device (a 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, or any firearm muffler or firearm silencer. The term shall not include an inoperable antique firearm, a BB gun, stun gun, air rifle, or air pistol.)

ALL GRADES	This violation may result in a 365-calendar day suspension. The superintendent may modify the consequence pursuant to Policy 4353 - Long-Term Suspension, 365-Day Suspension, or Expulsion, or pursuant to Policy 4354 – Disciplinary Reassignment to an Alternative Program.

LEVEL 5

Behavior indicates that the student's continued presence in school constitutes a clear threat to the safety of other students or school personnel. This includes any student subject to sex offender registration pursuant to N.C.G.S. §14-208.18.

GRADES 9-12	PENALTY
In accordance with NC General Statute 115C-390.11(a), a local board of education may, upon recommendation of the principal and superintendent, expel any student who is 14 years of age or older whose behavior indicates that the student's continued presence in school constitutes a clear threat to the safety of other students or school personnel. In accordance with N.C.G.S. §115C-390.11(a)(2), a local board of education may expel any student subject to sex offender registration pursuant to N.C.G.S. §14-208.18. Death by Other Than Natural Causes	Expulsion in accordance with 115C-390.11(a) The local Board of Education shall consider whether there is an alternative program that may be offered by the local school administrative unit to provide educational services.

DEFINITIONS OF LEVEL 1 VIOLATIONS

DRESS CODE VIOLATION

Cumberland County Schools prohibits appearance or clothing which violates a reasonable dress code adopted and publicized by an individual school, is substantially disruptive, is provocative or obscene, endangers the health or safety of the student or others, or promotes products or activities that are illegal for use by minors (Policy 4316 – Student Dress Code). Clothing that reveals undergarments, chest, breasts, navel, buttocks, or any private body part will be considered inappropriate for the school setting. Please refer to Regulation 4316-R4-Systemwide Guidelines for Application and Content of Student Dress Codes for additional information.

FALSIFICATION OF INFORMATION

Falsification of information is a false written or verbal statement meant to deceive or give a wrong impression.

GAMBLING

Gambling means to bet money or wager anything on the outcome of a game, contest, or other event.

HONOR CODE VIOLATION

Cheating, plagiarism (to include the unauthorized or unattributed use of Artificial Intelligence), dishonesty, falsification of assignments and signatures, violation of software regulations or copyright laws, and inappropriate computer access are considered honor code violations. Also, selling merchandise, magazines, newspapers, or other property on school grounds, unless the same is an approved school activity, is considered private enterprise and an honor code violation.

INAPPROPRIATE LANGUAGE/DISRESPECT

Any communication used to degrade, disrespect, or that is abusive in nature, whether by signs, symbols, or gestures, is prohibited in the school environment.

INAPPROPRIATE ITEMS ON SCHOOL PROPERTY/USE

Any device disruptive to the school environment to include electronic devices, including but not limited to cell phones, tablets, digital cameras, and laser devices, will not be displayed or utilized while on the school bus or on school premises during the school day unless utilized for educational purposes as approved by the school administration.

INSUBORDINATION

Refusal to comply with all appropriate or reasonable directions of Cumberland County Schools personnel (or those under contract with Cumberland County Schools, to include School Resource Officers, substitutes, etc.) who are authorized to give such directions during any period of time when students are subject to the authority of such school personnel.

MEDICATION

Unauthorized possession of any prescription or non-prescription drugs in violation of medication protocol. Please refer to Policy 6125 and Regulation 6125-R for information on the medication protocol.

TRUANCY

Each student is expected to follow their assigned school schedule and attend all classes daily. Failure to attend class without an approved excuse from the principal or authorized school staff may be considered truancy.

UNAUTHORIZED USE OF CELL PHONES & OTHER PERSONAL DEVICES

Unauthorized use of cell phones and other personal devices shall generally be treated as a Level 1 Violation; however, due to pending legislation at the time of publication, Board Policy 4318, including any future revisions, should be consulted.

DEFINITIONS OF LEVEL 2 VIOLATIONS

BULLYING

Bullying is a form of harassment. Bullying means the one-sided, repeated intimidation of others by the real or threatened infliction of physical, verbal, written, electronically transmitted, or emotional abuse, or through destruction or theft of the property of another. Bullying may include, but is not limited to, verbal taunts, name-calling and put downs, rumor spreading, extortion of money or possessions, implied or stated threats, and exclusion from peer groups.

COMMUNICATING THREATS TO A STUDENT

Threatening actions include language that reasonably threatens force of violence and any sign or action that reasonably constitutes a threat of force or violence toward another student. For purposes of this rule, intent is irrelevant, and examples of covered forms of communication include any oral or written communication, posts on any social media or online platform, creation of documents, drawings or images, threatening or symbolic gestures, or threatening, distracting, or provoking behavior concerning, directed toward, or in the presence of any person.

CYBERBULLYING

Cyberbullying includes but is not limited to the following misuses of any school or non-school technology resources or networks within the learning environment or during any school-related activity: harassing, threatening, teasing, intimidating, humiliating, embarrassing, terrorizing another student or school employee by sending or posting such inappropriate or hurtful email messages, instant messages, text messages, text/digital pictures or images (including AI Deep Fake images), or through social media websites and blogs. Cyberbullying may exist where there is only one post that can be shared multiple times, resulting in the bullying of an individual. This definition can include the sharing of personal or private information about another person, causing embarrassment or humiliation.

DISORDERLY CONDUCT

Disorderly conduct is any action not included under Disruptive Behavior that disrupts, disturbs, or interferes with the teaching of students, to include, but not limited to, trespassing/ loitering. Trespassing/loitering includes the presence of student(s) on a campus, from which they are suspended or not assigned.

DISRUPTIVE BEHAVIOR

- Disruptive behavior constitutes any physical or verbal action which reasonably could or does substantially disrupt, disturb, or interfere with the peace, order, and/or discipline within the learning environment or during any school-related activity.
- Disruptive behavior also constitutes any verbal, physical, or visual forms (including cell phone and/or other digital images/recordings/sexting) of a sexual nature that create a hostile or abusive educational environment for other students.

- Disruptive behavior also includes the unauthorized photographing and audio and/or video recording of student voices and/or images by cell phone, digital camera, video recorder, or other device on school property or at a school-related activity that is disruptive to the school environment.
- Disruptive behavior is also any action, comments, postings or written messages including to social media intended to cause others to fight or which might reasonably be expected to result in a fight.
- Disruptive behavior also includes distribution of over the counter medications.
- No student shall possess or wear any clothing, jewelry, emblems, badges, symbols, signs or other items, which indicate a student's membership or desired membership or affiliation with a gang.
- No student shall possess pyrotechnics and incendiary devices or materials intended to result in an explosion and/or fire on school property, any school-sponsored event, or any activity representing Cumberland County schools. Pyrotechnics and incendiary devices include, but are not limited to: matches, lighters, explosive caps for toy pistols, fireworks, snake and glow works, smoke devices, trick noisemakers, wire sparklers, and other sparkling devices.

EXTORTION

Extortion is the use of one's position or power to obtain property, funds, or patronage.

HARASSMENT-VERBAL

Verbal harassment means to worry, torment, trouble, verbally attack, or irritate persistently any student, school employee, or any other person.

HAZING

Hazing is defined as a condition or precondition of gaining acceptance, membership, office, or other status in a group. It consists of any action that is abusive and designed to frighten, scold, humiliate, degrade, endanger, harass, or subject an individual to personal indignity, regardless of a person's willingness to participate.

POSSESSION OF ALCOHOL

Any student possessing any malt beverages, fortified or unfortified wine, or spirituous liquor, in any amount or form to include any alcoholic beverage, on school property owned or leased by the local Board of Education, school bus stop, or at any school-sponsored event is prohibited. Possession shall be defined as the substance being on the person, in the student's personal effects, vehicle, locker, or desk, or in the immediate control of the student in any amount or in any form.

POSSESSION OF CHEMICAL AND DRUG PARAPHERNALIA

Possession or delivery of drug paraphernalia or any other item used for inhaling/ingesting any controlled substance, narcotic, alcohol, or chemical. Possession shall be defined as the item being on the person, in the student's personal effects, vehicle, locker, or desk, or in the immediate control of the student in any amount or in any form.

POSSESSION OF COUNTERFEIT ITEMS

Possessing any false item, which, without authorization, bears a trademark, tradename, or other identifying marks, imprint, number, or device to include currency, is prohibited. Possession shall be defined as the item being on the person, in the student's personal effects, vehicle, locker, or desk, or in the immediate control of the student in any amount or in any form.

POSSESSION/USE OF TOBACCO OR VAPING

The term "tobacco product" means any product that contains or is made or derived from tobacco and is intended for human consumption, including all lighted and smokeless tobacco products, as well as electronic cigarettes, vaporizers, pens, and other electronic smoking devices even if they do not contain tobacco or nicotine. Possession shall be defined as the substance or item being on the person, in the student's personal effects, vehicle, locker or desk or in the immediate control of the student in any amount or in any form.

PROPERTY DAMAGE - LESS THAN $1,000

Property damage is intentionally damaging, or attempting to damage, any school property or private property while under school jurisdiction.

THEFT - VALUE LESS THAN $1,000

Theft is stealing, attempting to steal, or possessing stolen property having reason to know it was stolen.

USE OF COUNTERFEIT ITEMS

Use of any counterfeit item, for which the person thereof obtains, or attempts to obtain, money, property, services, or something of value is prohibited.

DEFINITIONS OF LEVEL VIOLATIONS

ADULT TAKING INDECENT LIBERTIES WITH A MINOR

Committing a sexual act with or in the presence of a child under the age of 16 years, by a person at least age 16 and at least five years older than the child, for sexual gratification, regardless of whether force was used, or whether the victim consented.

AFFRAY

An affray is a fight between three or more students on school property or at a school-related activity. It includes actions that cause fear or terror to be experienced by other people in a public setting.

AGGRESSIVE BEHAVIOR

This occurs when a student behaves in such a manner as could reasonably cause physical injury to any student or staff member. This definition also includes the accidental striking of an adult while the adult is attempting to break up a fight.

ASSAULT INVOLVING USE OF A WEAPON

Assault with a weapon or other object that could reasonably be considered a weapon. A weapon includes any incendiary device defined under Level 2, or any weapon or dangerous instrument defined in Level 3, or any firearm(s) or explosive device defined in Level 4.

ASSAULT RESULTING IN SERIOUS INJURY

An intentional act by force or violence to do injury to the person of another that causes reasonable apprehension of immediate bodily harm resulting in one of the following: (1) substantial risk of death, (2) serious permanent disfigurement, (3) a coma, (4) a permanent or protracted condition that causes extreme pain, (5) permanent or protracted loss or impairment of the function of any bodily member or organ, or (6) that results in prolonged hospitalization.

ASSAULT ON SCHOOL PERSONNEL

Actual hitting, striking, emitting bodily fluids, biting, utilizing any foreign substance, or other use of force upon a school official, employee, or school volunteer who is not a student.

ASSAULT ON STUDENT

Actual hitting, striking, emitting bodily fluids, biting, utilizing any foreign substance, or other use of force upon a student.

ASSAULT / OTHER

Actual hitting, striking, emitting bodily fluids, biting, utilizing any foreign substance, or other use of force upon a non-student or non-school employee.

BOMB THREATS (dynamite, cartridge, bomb, grenade, mine, or powerful explosive)

Communicating a report, while knowing or having reason to know the report is false, that there is located on any school premises a device designed to cause damage or destruction by explosion, blasting, or burning. Placing on any school premises with the intent of perpetrating a hoax, any device that would appear to a reasonable person to be a bomb or similar instrument capable of causing injury and/or damage. (G.S. 14.69.1 et. seq. or G.S. 14-69.2)

BREAKING / ENTERING OF A SCHOOL BUILDING / PROPERTY

The wrongful breaking or entering of any school building, school-owned vehicle, or secured property of the Cumberland County Board of Education at any time is prohibited. This includes the CCS network, computers, systems, and programs.

BURNING OF A SCHOOL BUILDING

Any person who maliciously and willfully sets fire to, burns, or causes to be burned, i.e., aids, directs, or procures the burning of any school building owned, leased, or used by the public schools.

COMMUNICATING THREATS OF MASS VIOLENCE

It is a Class III Violation for any student to, by means of any form of communication, share, state, spread, or circulate any sort of threat that an act of mass violence may or will occur on educational property or at any curricular or extracurricular activity sponsored by a school. For purposes of this rule, intent is irrelevant, and examples of covered forms of communication include any oral or written communication, posts on any social media or online platform, creation of documents, drawings or images, threatening or symbolic gestures, or threatening, distracting, or provoking behavior concerning, directed toward, or in the presence of any person. Additional examples of prohibited forms of communication that violate this rule include creation or dissemination of a “hit list,” a list of “people to kill,” a list of “people to shoot,” or any statement referencing bringing a weapon to school for any reason. Any communication of a threat of this nature shall be investigated thoroughly, and school consequences may be assigned accordingly, regardless of the time and/or location of the threat.

COMMUNICATING THREATS TO AN ADULT

Threatening actions include language that reasonably threatens force of violence and any sign or action that reasonably constitutes a threat of force or violence toward any school employee or any other adult. For purposes of this rule, intent is irrelevant, and examples of covered forms of communication include

any oral or written communication, posts on any social media or online platform, creation of documents, drawings, or images, threatening or symbolic gestures, or threatening, distracting, or provoking behavior concerning, directed toward, or in the presence of any person.

FALSE FIRE ALARM

The intentional activation of a fire alarm when no fire or emergency exists, or knowingly reporting a false fire or emergency to the school staff.

FIGHTING

Fighting is the act of two or more persons involved in a physical conflict, such as hitting or kicking another student or other person. A student who is attacked may use reasonable force in self-defense, but only to the extent to free himself/herself from the attack and notify proper school authorities. A student who exceeds this reasonable force may be disciplined even though he/she may not have provoked the fight.

GANG ACTIVITY

Gang activity shall be defined as any act(s) that further promotes gangs or gang-related activities or which threatens or intimidates another person or disrupts the educational environment on school premises or during any school-sponsored activity which includes, but is not limited to: (1) communicating either verbally or non-verbally (hand signs, gestures, handshakes, slogans, drawings, etc.), to convey membership or affiliation with a gang; (2) defacing school or personal property with gang-related graffiti, symbols or slogans; (3) requiring payment of protection, insurance, or otherwise intimidating or threatening any person related to gang activity; (4) inciting other students to intimidate or to act with physical violence upon any other person related to gang activity; (5) soliciting others for gang membership; ( ) committing any other illegal act or other violation of the Cumberland County Schools' policies that relate to gang activity e.g. gang-related assault on student.

HARASSMENT – SEXUAL

Sexual harassment may consist of unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature. Sexually harassing conduct includes, but is not limited to, deliberate, unwelcome touching that has sexual connotations or is of a sexual nature, suggestions or demands for sexual involvement accompanied by implied or overt promises of preferential treatment or threats, pressure for sexual activity, continued or repeated offensive sexual flirtations, advances or propositions, continued or repeated verbal remarks about an individual's body, sexually degrading words used toward an individual or to describe an individual, sexual assault, sexual violence, or the display of sexually suggestive drawings, objects, pictures or written materials. Acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex, but not involving sexual activity or language, may be combined with incidents of sexually harassing conduct to determine if the incidents of sexually harassing conduct are sufficiently serious to create a sexually hostile environment.

HARASSMENT – GENDER-BASED

Gender-based harassment is also a type of harassment. Gender-based harassment may include acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex or sex-stereotyping but not involving conduct of a sexual nature.

HARASSMENT □ OTHER PROHIBITED BASES

Harassment may include, but is not limited to, harassing behavior that is reasonably perceived as being motivated by any actual or perceived differentiating characteristic or motivated by an individual's association with a person who has or is perceived to have a differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, socioeconomic status, academic status, gender identity, physical appearance, sexual orientation, or mental, physical, developmental, or sensory disability.

KIDNAPPING

Confining, restraining, or removing from one place to another a person, without his/her or the victim's or a minor victim's parents' consent, for the purpose of committing a felony; or holding a victim as hostage or for ransom, or for use as a shield. A parent taking a child in violation of a court order, although it may be a crime, is not kidnapping for this purpose.

OFF□CAMPUS CONSUMPTION OF ALCOHOL/CONTROLLED SUBSTANCES

The rule is violated when a student consumes any amount of alcohol or prohibited substance off-campus and then presents him or herself on school property owned or leased by the local Board of Education, school bus stop, or at any school-sponsored event and a school official detects the physical characteristics of, e.g., odor, slurred speech, erratic behavior, bloodshot/glassy eyes, etc., the student's consumption of alcohol or prohibited substance.

POSSESSION OF A WEAPON

Possessing, handling or transferring, whether openly or concealed, without educational permission or consent, any BB gun, stun gun, air rifle, air pistol, facsimile of a gun, knife, ice pick, dagger, slingshot, leaded cane, loaded cane, sword cane, machete, switchblade knife, blackjack, metallic knuckles, razors, razor blades, box cutters, pepper spray, mace, ammunition [ammunition shall be defined to include cartridge cases or "shells", primers, bullets or propellant (gun) powder, etc.], explosives, explosive-making material, chemicals, or any other object that can reasonably be considered a weapon or dangerous instrument. Possession shall be defined as the item being on the person, in the student's personal effects, vehicle, locker, or desk, or in the immediate control of the student in any amount or in any form.

POSSESSION OF CONTROLLED SUBSTANCES / SELLING

This offense includes possession, distribution, or sale by a student of a controlled substance in the N.C. Controlled Substances Act or any counterfeit controlled substance. This includes, but is not limited to, any edible product containing a psychoactive compound or illegal substance as an ingredient, marijuana, synthetic marijuana (Spice or similar product), MDPV and mephedrone (e.g. bath salts) cocaine, methamphetamine, barbiturate, heroin, mescaline, LSD, codeine, opium, ecstasy, Vicodin, Percocet, OxyContin (or generic derivatives) or any other hallucinogenic drug. Possession shall be defined as the substance being on the person, in the student's personal effects, vehicle, locker, or desk, or in the immediate control of the student in any amount or in any form. This offense also includes the unauthorized distribution of any prescription drug.

PROPERTY DAMAGE □ MORE THAN □1,000

Property damage is intentionally damaging or attempting to damage any school property or private property while under school jurisdiction.

RAPE

Rape may be statutory or forcible. Forcible Rape is committed by force and without the consent of the victim, regardless of age. Statutory Rape is committed on a child under the age of 16 by a person who is at least 12 years old and at least four years older than the victim, regardless of whether the victim consented.

ROBBERY WITH A DANGEROUS WEAPON

This includes theft or attempted theft of anything of value from the person of another, or from the area under the immediate bodily control of the other, by using a dangerous weapon or by an act threatening use of a dangerous weapon. A dangerous weapon is any article, instrument or substance that is likely to produce death or great bodily harm. Forcible theft or attempted theft from a person without the use of a dangerous weapon should be reported under Robbery Without a Dangerous Weapon.

ROBBERY WITHOUT A DANGEROUS WEAPON

The taking or attempting to take anything of value from another's person, by force, or by an act threatening force or violence, which puts a victim in fear, without the use of a weapon. The stealing of someone's property without the use of force or from a source other than the victim's person is not included in this offense. If the taking from the person involves the use of a dangerous weapon, the incident is reported under Robbery With a Dangerous Weapon.

SEXUAL ASSAULT/SEXUAL BATTERY

A person is guilty of sexual battery if he/she, for the purpose of sexual arousal, sexual gratification, or sexual abuse, engages in sexual contact with another person by force and against the will of the other person, or if the person being assaulted is mentally disabled, mentally incapacitated, or physically helpless and the person performing the act knows or should reasonably know that the other person is mentally disabled, mentally incapacitated, or physically helpless.

SEXUAL MISCONDUCT

No student shall engage in behavior which is indecent, disreputable, or of a sexual nature to include consensual sex and/or sexual acts.

SEXUAL OFFENSE

Sexual Offense may be forcible or statutory. Forcible Sexual Offense is committed by force and without the consent of the victim. Statutory Sexual Offense is a sexual act committed on a child under the age of 16 by a person who is at least 12 years old and more than four years older than the victim, regardless of whether the victim consented. Statutory Sexual Offense is also sexual acts committed on a person who is mentally handicapped or incapacitated, or physically helpless, regardless of whether the victim consented.

THEFT □ VALUE MORE THAN □1,000

Theft is stealing, attempting to steal, or possessing stolen property having reason to know it was stolen.

UNLAWFULLY SETTING A FIRE

Intentionally starting a fire or attempting to start a fire, or aiding and abetting in the starting or attempting to start a fire without educational permission or consent, is prohibited.

USE OF AND/OR DISTRIBUTION OF ALCOHOLIC BEVERAGES

Consumption and/or distribution of an alcoholic beverage in any amount or form on school property owned or leased by the local Board of Education, school bus stop or at any school-sponsored event is prohibited.

USE OF CONTROLLED SUBSTANCES

This offense includes the use of, but not limited to, marijuana, synthetic marijuana (Spice or similar product), MDPV and mephedrone (e.g. bath salts), cocaine, methamphetamine, barbiturate, heroin, mescaline, LSD, codeine, opium, ecstasy, vicodin, percocet, oxycontin (or generic derivatives) hallucinogenic drug or any other chemical or product that may bring about a state of exhilaration or euphoria or otherwise alter the student's mood or behavior while on school property owned or leased by the local Board of Education, school bus stop, or at any school-sponsored event.

DEFINITION OF LEVEL 4 VIOLATION

POSSESSION OF A FIREARM OR DESTRUCTIVE DEVICE

Bringing or possessing a firearm or destructive device on educational property or to a school-sponsored event off of educational property, 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, or any firearm muffler or firearm silencer. A destructive device is a bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine, device similar to those above. The term shall not include an inoperable antique firearm, a BB gun, stun gun, air rifle, or air pistol.

DEFINITION OF LEVEL 5 VIOLATIONS

Behavior indicates that the student's continued presence in school constitutes a clear threat to the safety of other students or school personnel. This includes any student subject to sex offender registration pursuant to N.C.G.S. §14-208.18.

DEATH BY OTHER THAN NATURAL CAUSES – Death by other than natural causes is the killing of a living person done by another person including, but not limited to, murder, manslaughter and death by vehicle.

CUMBERLAND COUNTY INTERSCHOLASTIC ATHLETICS

Participation in interscholastic sports is an important part of the educational experience in Cumberland County Schools (CCS). Education-based athletics serve as an extension of the classroom and help teach students character and self-discipline skills that will enable them to develop to their highest potential.

As role models for their peers and younger students, those who participate in athletics are held to the highest standards of CCS at all times. Because of the public nature of the athletic programs sponsored by CCS, participating students are representatives of the school system and are expected to conduct themselves in a manner that will reflect the high standards and ideals of their school and community.

All participating students should follow the Student and Athletic Codes of Conduct upon the students' first day of school and through graduation from high school. These codes remain in effect at all times during the calendar year, including summer months, whether on or off campus.

Student athletes are expected to follow all rules in the CCS Code of Conduct, Cumberland County Athletic Code of Conduct, NCHSAA Handbook, and individual school rules at all times.

All rules contained in these handbooks are minimum standards. The coaches, athletic directors, and principals maintain the discretion to require additional expectations.

PROVISIONS FOR ENFORCEMENT

A. TEMPORARY SUSPENSION

The principal/assistant principal may impose a temporary suspension for the shortest time practicable, but in no circumstances to exceed three days, prior to a hearing if the presence of the student creates a direct and immediate threat to the safety of other students or staff, or substantially disrupts or interferes with the education of other students or the maintenance of discipline at the school. In such cases, the principal shall give notice of the charges and an opportunity for an informal hearing as soon as practicable.

B. SHORT-TERM SUSPENSION

The exclusion of a student from school attendance for disciplinary purposes for up to 10 school days from the school to which the student was assigned at the time of the disciplinary action. A short-term suspension does not include the removal of a student from class by the classroom teacher, principal or other authorized school personnel for the remainder of the subject period or one-half of a school day and/ or changing the student's location to another room or place on the school premises. A student subject to short-term suspension shall be provided the following:

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

C. LONG-TERM SUSPENSION

Suspension from school, school activities, and school grounds in excess of 10 school days but not exceeding the time remaining in the school year except as provided in G.S. 115C-390.1(b)(7). This long- term suspension must have the approval of the superintendent or his/her designee (Policy 4353).

D. LONG-TERM SUSPENSION – 365 DAYS

Suspension from school, school activities, and school grounds for a period of 365 days as specified in G.S. 115C-390.10 Gun Possession. This long-term suspension must have the approval of the superintendent or his/her designee (Policy 4353).

E. EXPULSION

Indefinite exclusion from the Cumberland County School system of a student (1) who is 14 years of age or older and (2) whose behavior indicates that the student's continued presence in school constitutes a clear threat to the safety of employees or other students. Also, in accordance with N.C.G.S. §115C-390.11(a)(2), a local Board of Education may expel any student subject to sex offender registration pursuant to N.C.G.S. §14-208.18. Expulsion can only be authorized by the Board of Education, upon the recommendation of the principal and the superintendent (Policy 4353).

F. DISCIPLINARY REASSIGNMENTS

Reassignment to an alternative program.

G. CALCULATION OF DAYS

Number of days refers to days when schools are in session for students except for reference to a 365-day suspension, which refers to calendar days.

H. MANDATORY OFFENSES REPORTABLE TO LAW ENFORCEMENT

When the principal has personal knowledge, a reasonable belief, or actual notice from school personnel that an act listed below has occurred on school property, regardless of the age or grade of the perpetrator or victim, the school principal must immediately report to law enforcement officials and the Safety/ Security Director. The principal shall also notify the superintendent or his/her designee (Safety/Security Director) in writing or by electronic mail regarding any report made to law enforcement under this section. The superintendent or his/her designee shall provide the information to the local Board of Education. The mandatory reportable offenses are as follows:

1. Assault resulting in serious personal injury
2. Assault involving use of a weapon
3. Kidnapping
4. Possession of controlled substance in violation of the law
5. Possession of a firearm in violation of the law
6. Possession of a weapon in violation of the law
7. Rape
8. Sexual assault (not involving rape or sexual offense)
9. Sexual offense
10. Taking indecent liberties with a minor

I. MANDATORY REPORTING OF OTHER SERIOUS VIOLATIONS

In addition to the 10 reportable offenses listed above any Class III, IV, or V violation must be immediately reported to the Safety/Security Director.

J. AUTHORITY TO SEARCH

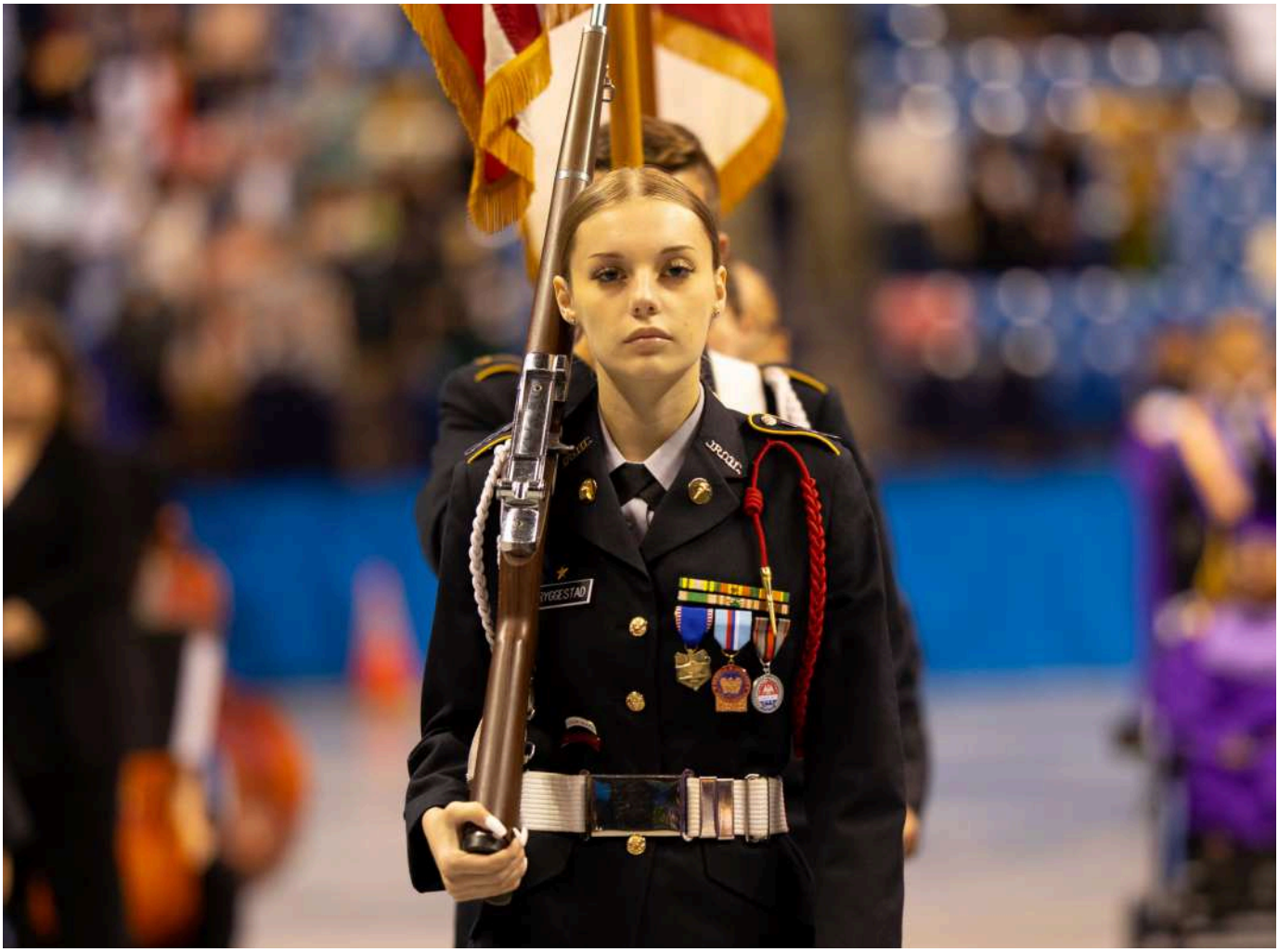
School officials have authority to conduct reasonable searches and seizures in accordance with CCS' Board Policy 4342 for the purpose of maintaining a safe, orderly environment and of upholding standards of conduct established by the Board or school.

K. QUESTIONING OF STUDENTS BY SCHOOL PERSONNEL

District administrators or the principal of each school, or his/her authorized representative(s), possess legal authority to question students in any reasonable manner in order to investigate possible student misconduct, student health, safety or academic issues, possible child abuse, neglect, or dependency, or possible violations of Board of Education policy.

L. QUESTIONING OF STUDENTS BY LAW ENFORCEMENT, DSS, OR HEALTH DEPARTMENT PERSONNEL

Law Enforcement, Department of Social Services, or Health Department personnel may question students in order to discharge their official duties, with or without parents present as allowed by law, and those personnel are responsible for protecting the constitutional rights of the students who are questioned. Parents are advised that authorities may question students in a variety of situations, including when a student is suspected of committing a crime, when a student may have been a victim of a crime or child abuse or neglect, or dependency, or when a student may possess information regarding criminal activities.



STUDENT ADMISSIONS

In accordance with G.S. 115C-366:

(a4) When a student transfers into the public schools of a local school administrative unit, that local Board of Education shall require the student's parent, guardian, or custodian to provide a statement made under oath of affirmation before a qualified official indicating whether the student is, at the time, under suspension or expulsion from attendance at a private or public school in this or any other state or has been convicted of a felony in this or any other state. This subsection does not apply to the enrollment of a student who has never been enrolled in or attended a private or public school in this or any other state.

(a5) Notwithstanding any other law, a local Board of Education may deny admission to or place reasonable conditions on the admission of a student who has been suspended from a school under G.S. 115C-390.5 through G.S. 115C-390.10 or who has been suspended from a school for conduct that could have led to a suspension from a school within the local school administrative unit where the student is seeking admission until the period of suspension has expired. Also, a local Board of Education may deny admission to or place reasonable conditions on the admission of a student who has been expelled from a school under G.S. 115C-390.11 or who has been expelled from a school for behavior that indicated the student's continued presence in school constituted a clear threat to the safety of other students or staff as found by clear and convincing evidence, or who has been convicted of a felony in this or any other state. If the local Board of Education denies admission to a student who has been expelled or convicted of a felony, the student may request the local Board of Education to reconsider that decision in accordance with G.S. 115C-390.12.

STUDENT READMISSIONS

In accordance with G.S. 115C-390.12 and Policy 4362 - Requests for Readmission of Students Suspended for 365 Days or Expelled, all students suspended for 365 days or expelled may, after 180 calendar days from the date of the beginning of the student's suspension or expulsion, request in writing readmission to Cumberland County Schools.

STUDENT DRESS CODE

The Cumberland County Board of Education (Board) believes that the dress and personal appearance of students greatly affect their academic performance and their interaction with other students subject to Policies 4316/4302/4315 and Regulation 4316-R4. The Board requests that parents outfit students in clothing that will be conducive to learning. Generally, dress and grooming standards as determined by the student and his or her parents will be deemed acceptable. However, the Board prohibits appearance or clothing that does the following:

- violates a reasonable dress code adopted and publicized by the school, including a uniform dress code approved by the Board;
- is substantially disruptive;
- is provocative or obscene;

- endangers the health or safety of the student or others;
- promotes products or activities that are illegal for use by minors

Each local school will establish and publish a dress code applicable to that school. A student who is not in compliance with these policies or a school dress code will be given a reasonable period of time to make adjustments so that he or she will be in compliance. Examples of prohibited clothing include without limitation attire that depicts, promotes, or advertises gang affiliation, offensive words or designs, illegal activity, or the sale, possession, or consumption of illegal drugs, alcoholic beverages or tobacco products, sagging pants, or clothing which contains messages or images which cause, contribute to, or constitute sexual harassment.

Although individual school dress codes may contain certain restrictions on head coverings, consistent with Board of Education Policies 1710, 1730, 3510 and 3515, the Cumberland County Schools will allow students to wear head coverings if they are an expression of a sincerely held religious belief or to reasonably accommodate medical or disability-related issues.

Notwithstanding any other provision of an individual school dress code or this Student Code of Conduct, NO student will receive an out-of-school suspension SOLELY on the basis of a dress code violation.

In the event of any conflict between this Student Code of Conduct and an individual school dress code, this Student Code of Conduct shall control.

The Wearing of Medical or Surgical Grade Masks for the Purpose of Preventing the Spread of Contagious Disease

Any masks worn in schools in order to prevent the spread of contagious disease should be medical or surgical grade masks, and may not contain or depict messages or images that would otherwise be prohibited under Policy Code 4316, "Student Dress Code." Examples of prohibited messages or images are those which are provocative or obscene, substantially disruptive, or which promote or depict illegal activity.

EXPECTATIONS FOR VIRTUAL LEARNING

To maintain an Exceptional Environment, virtual classrooms are held to the same high standards as traditional settings; the Student Code of Conduct applies to the virtual environment just as it does within a traditional school building. Students are expected to log in daily to their own accounts and complete work independently.

While on camera, students must adhere to the Student Dress Code and the Student Code of Conduct, outlined in School Board policy 4316 Student Dress Code and School Board policy 4300 Student Code of Conduct. All communication--whether via video, symbols, or email--must be course-related, professional, and free from any language or gestures that are disrespectful, abusive, or distracting to others.

To ensure a productive atmosphere, students should work from a quiet, remote space that respects the privacy and learning rights of their peers. Please note that participation in state-mandated testing will be coordinated by school administration. Failure to meet these behavioral standards may result in disciplinary action or exclusion from the virtual classroom.



SAFE AND CARING SCHOOLS

It is the position of the Cumberland County Board of Education to promote the safety and well-being of all students, staff, and visitors in our schools. To further that position, school personnel may employ appropriate seclusion and restraint techniques with students consistent with N.C.G.S 115C-391.1, state and local policies and procedures. The superintendent or his/her designee will provide copies of N.C.G.S. 115C-391.1 to parents/guardians and school personnel at the beginning of each year through the Cumberland County Schools' website or other appropriate method.

SAFE AND DRUG-FREE SCHOOLS

In an effort to create in each of our schools an environment highly conducive to learning and in compliance with the Safe and Drug-Free Schools Act of 1994 – Title IV, Cumberland County schools provide comprehensive, age-appropriate, developmentally-based drug abuse and violence prevention education for all students from preschool level through grade 12. School-based Student Services teams provide case management, intervention, and referral services and will ensure re-entry into school after treatment for those students who are otherwise entitled to services provided by the Cumberland County Board of Education.

PROHIBITION AGAINST BULLYING AND HARASSMENT

The Board of Education believes that all students can learn better in a safe school environment. Cumberland County Schools is committed to ensuring that our students are free from bullying or harassing behavior while at school. Behavior that infringes on the safety of students will not be tolerated. Students and parents are encouraged to report any incidents to school administration as outlined in our anti-bullying and harassment policies and procedures that may be viewed on the CCS website
Policy Code: 4329/7311

If families experience bullying or harassing behavior outside of school hours or off school grounds, your local law enforcement agency should be contacted for immediate assistance and official reporting.

SAY SOMETHING ANONYMOUS REPORTING SYSTEM

Sandy Hook Promise (SHP), a national nonprofit, developed the Say Something Anonymous Reporting System (SS-ARS), which allows Cumberland County Schools (CCS) youth and adults to securely submit anonymous safety concerns. The system enables school administrators and law enforcement to create effective interventions and to help prevent violence, suicide, bullying, self-harm, and other forms of threatening behavior.

Designed specifically for use by students in grades 6-12, SS-ARS provides three reporting platforms (mobile app, website, and 24/7 phone hotline) for users to submit tips. When credible tips are received, the crisis center will notify school-based representatives. In cases of an imminent threat, the crisis center will contact local 911 dispatch and involve law enforcement.

For more information on Sandy Hook Promise or to make an anonymous report, visit www.saysomething.net or call the reporting hotline at 1-844-572-9669.

GLOSSARY

504 Plan: A formal plan developed under Section 504 of the Rehabilitation Act to ensure that a child with a disability receives accommodations to support academic success and access to the learning environment.

Accountability Project: A program or strategy designed to help students take responsibility for their behavior, often involving goal-setting, reflection, and monitoring progress.

Behavior Intervention Plan (BIP): A written plan that identifies specific behavioral challenges, outlines strategies to address them, and includes positive supports and consequences based on data collected through an FBA.

Behavior Referral: A formal process for documenting and responding to student behavior that violates school rules or expectations.

Calm Corner: A designated space within a classroom where students can go to self-regulate, reflect, and practice calming strategies when experiencing strong emotions.

CARE Review: A meeting or process to review a student's needs and determine appropriate interventions or services; often includes input from multiple stakeholders.

Character Academy: A program focused on building students' character traits such as respect, responsibility, empathy, and integrity through structured lessons and activities.

Check-In/Check-Out (CICO): A behavioral intervention commonly used in schools to support students who need additional structure, accountability, and positive reinforcement throughout the school day.

Consequence: An outcome or result of a student's behavior; can be positive (reinforcement) or negative (disciplinary action) depending on the behavior and context.

Detention: A disciplinary consequence in which a student is required to remain at school during non-instructional time, typically for violating behavioral expectations.

Dispute Resolution: A process used to resolve conflicts or disagreements, often involving mediation or facilitated conversation between the involved parties.

Family Support Drug Awareness Program (FSDA): A program designed to educate students and families about the dangers of drug use and provide support for prevention and intervention efforts.

FBA (Functional Behavior Assessment): A data-driven process for identifying the reasons behind challenging behavior and informing the development of a Behavior Intervention Plan.

Individualized Education Plan (IEP): A legal document developed for students eligible for special education services, outlining specific learning goals, services, accommodations, and progress monitoring.

Individual Problem-Solving Team: A multidisciplinary team that collaborates to support student needs through assessments, interventions, and coordination of services.

Interventions: Strategies or programs used to support students academically, behaviorally, or emotionally; can be proactive or responsive.

Misdemeanor Diversion: A program that offers an alternative to formal court involvement for youth charged with minor offenses, often involving education, service, or counseling.

MTSS Team (Multi-Tiered System of Supports): A collaborative group of educators who meet regularly to analyze student data and develop layered supports across academic, behavioral, and social-emotional areas.

Offense: An action by a student that breaks a school rule or policy, potentially requiring intervention or disciplinary response.

Parent/Guardian: The student's legal caregiver, often involved in planning and decision-making for educational and behavioral support.

Positive Behavioral Interventions & Supports (PBIS): A framework for creating a positive school climate through the teaching and reinforcement of expected behaviors, proactive strategies, and data-based decision-making.

Progress Monitoring: The regular collection and review of data to assess a student's response to interventions and guide instructional or behavioral adjustments.

Proactive: Preventive strategies or actions taken to support positive behavior before issues arise.

Responsive: Interventions or strategies implemented in reaction to a behavior or event, designed to address immediate needs and support change.

Restorative: An approach to discipline that focuses on repairing harm, restoring relationships, and building community through conversation and accountability.

Restorative Justice Center (RJC): A designated space or program where students engage in restorative practices such as mediation, reflection, and reconciliation to resolve conflicts and rebuild trust.

Rules: Established guidelines for behavior and expectations within the school environment that promote safety and respect.

School Function: An event or activity related to school, including assemblies, dances, field trips, and extracurricular programs, where school behavior expectations still apply.

School-Based Mental Health (SBMH): Mental health services provided within the school setting by qualified professionals to support students' emotional and psychological well-being.

Social Emotional Learning (SEL): The process through which students develop self-awareness, self-control, interpersonal skills, and the ability to manage emotions and make responsible decisions.

Stakeholder: Any individual or group invested in the student's success, such as parents, teachers, counselors, administrators, and community members.

Teen Court: A diversion program in which youth offenders are judged by a jury of their peers and receive constructive consequences aimed at accountability and learning.

Transition Meeting: A meeting that occurs when a student is moving between educational settings (e.g., from a BIC to a general classroom or from one school to another), focused on planning for success and continuity of support.

Violation: Breaking a rule, policy, or behavioral expectation set by the school or district.

alongside

a mental health support app

CUMBERLAND COUNTY SCHOOLS



Meet Kiwi: Your child's digital well-being companion

With Alongside, students in grades 6-12 get access to Kiwi the Llama, an AI Chatbot developed by doctoral clinicians, providing 24/7 mental health support. Parental permission is required.

With Alongside, Your Child Gets:

- ✨ Instant Access to 24/7 Mental Health Support
- 🤖 AI-Powered Chatbot for Resilience Building
- 📝 Journaling & Goal Setting Features
- 🔒 Ensured Privacy and Security



Sign up your child today!

1. Parent/guardian completes permission form: bit.ly/ccsalongside
2. On a school device, go to app.alongside.care
3. On a phone or tablet, download the iOS or Android App
4. Login with a student CCS email address
5. Complete the app introduction and explore

Download on the App Store

GET IT ON Google Play

Immediate mental health relief. Get help you can trust, anytime.

Learn more: www.ccs.k12.nc.us/alongside

You deserve to be safe.

No one has the right to abuse you or someone you know.

CUMBERLAND COUNTY SCHOOLS

No child or teen should be:

- Physically hurt by an adult.
- Bullied or called bad names by an adult.
- Scared by violence in their home.
- Forced to go without food in their home.
- Touched by an adult in areas normally covered by underwear except for the purposes of a medical exam by a medical professional.

It's not your fault if you are being treated this way.
It is wrong if you are suffering this pain, fear or sadness.
Some people scare or threaten children so that they won't tell.
If any of these have happened to you or a friend, you do not have to handle this alone.
There are people who care about you and want to help.
When you tell someone, you can get the help you need to stop the abuse or neglect.

Sometimes, but not always, these can be signs that abuse or neglect may be happening:



Physical Abuse
- hitting
- kicking
- choking
- shoving



Emotional Abuse
- ignoring
- mocking
- name-calling
- blaming



Sexual Abuse
- sexual acts between an adult and youth
- forced sexual acts by an older child
- adults touching a youth's body in areas normally covered by underwear



Child Neglect
Parent/Caregiver does not provide care such as:
- clothing, food, and drink
- a safe place to stay
- appropriate treatment for injuries and sickness
- access to school/education



Bullying
- repeated, targeted, aggressive behavior
- use force, threats, or teasing to overpower
- being socially shut out of a group
- can hurt physically, emotionally, or both



Online Abuse
- uncomfortable or sexual conversations
- requests for sexual or revealing photos
- threatening messages
- cyberstalking



If you have concerns about these things in your home or the home of a friend, contact child protective services at:

910-677-2450

Information received by child protective services is kept in the strictest confidence possible to maintain everyone's safety.

In an emergency:
Call 911

To report other safety concerns:

Call:

1-844-572-9669

SAYSOMETHING

North Carolina Department of PUBLIC INSTRUCTION

ACKNOWLEDGMENTS

We would like to take this opportunity to express our deepest gratitude to all students, parents, teachers, school administrators, district-level staff, and community members who contributed to the development of this document. Your ongoing participation and honest feedback remain essential to this process and are deeply valued.

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GXCEL



www.ccs.k12.nc.us

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