2026-2027
SUGGESTED DISCIPLINE
QUICK REFERENCE GUIDE
K-12

GUIDANCE. SUPPORT. EQUITY. SUCCESS.
EVERY STUDENT. EVERY DAY.



SAFE SCHOOLS | STUDENT SUCCESS | STRONG COMMUNITIES

The work of **discipline** is not about exclusion—it is about creating the conditions for every student to be **successful**, every school to be **safe**, and every community to **thrive**.

Suggested Discipline Guidelines Manual

The *Suggested Discipline Guidelines Manual* was created to support schools in building strong, consistent systems around student behavior and school climate. This resource is designed to give schools clear guidance on how to respond to student behavior in a way that is fair, developmentally appropriate, and aligned with district expectations. It also serves as an introduction to the District's Discipline Ecosystem of Support and the roles and responsibilities of the departments that make up Student Support.

Our goal is simple: to ensure that every school has the tools, structures, and partnerships needed to maintain a safe and supportive learning environment. The Discipline Ecosystem brings together Attendance and Discipline, School Counseling, Mental Health and Family Wellness, SEL, RTI^2-B, Exceptional Education, Student Experience, Safety, and Accelerated Education. Each department plays a specific part in helping schools address behavior, strengthen climate, and support students and families with the right interventions at the right time.

This manual outlines classroom expectations, progressive discipline practices, required documentation, and the full range of supports available to schools. It also provides guidance on when to use restorative practices, when to engage the Student Support Team, and how to apply state and district discipline codes with consistency.

The purpose of these guidelines is not to remove students from school, but to help schools respond to behavior in ways that promote ownership, repair harm, and reinforce positive habits. When used well, the Discipline Ecosystem helps schools reduce suspensions, prevent repeated incidents, and ensure that every student has access to the support needed to be successful.

Thank you for your continued commitment to creating positive and productive school environments. The Office of Student Support looks forward to working alongside you as we strengthen our systems together.

-Michael C. Bates, Director II Attendance and Discipline

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Useful Definitions & Clarifications

(Definitions are grouped by content & relevance)

Discipline:	Training that corrects, molds, or perfects the mental faculties or moral character
Social Emotional Learning:	The process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.
ACEs:	Adverse Childhood Experiences
"At-Risk" Students:	For the purpose of this document, "At-Risk" students are those whose trending behavior patterns are most likely to result in negative outcomes, if interventions do not occur. If uninterrupted, these behaviors will ultimately result in academic decline, chronic absenteeism, or severe discipline consequence.
"Minor" behavior:	Results in a low level of disruption to the school environment, little to no physical behavior, is an isolated event (see Categories C, D & E).
"Severe" behavior:	Results in high level of disruption, requires immediate intervention for safety, is persistently continuous, (see Categories A, B, and continuous/severe C). The School Review Team needs to assess.
School Support Team (SST):	Usually consists of the counselor, social worker, teacher(s), etc. to review behavior and identify supports for extreme/intensive student behaviors. Functional behavior assessments are reviewed.
Progressive Discipline:	Gradual, sequential, and strategic responses implemented to deter negative student behavior. Behavior Intervention Plans are often the strongest evidence and indicators of progressive discipline.
Positive Reinforcement:	The act or process of reinforcing/strengthening desired behaviors by utilizing rewards and incentives to deter negative student behavior as opposed to consequence or punishment.
Restorative Practices (Interventions/Supports):	Practices that bear the weight, give assistance, and equip students with the means to reach and maintain success.

(BIP & BSP) Behavior Intervention & Support Plan:	Strategic responses to student behavior. BIPs will accompany a formal Functional Behavior assessment to identify challenging behavior but also detail specific supports that will be implemented to redirect negative behaviors and reinforce positive behaviors. The BSP should be implemented after 5 days of suspension, per state law, and will not require a formal FBA.
Manifestation Meeting:	Meetings held **after a pattern of misbehavior** to determine if the student's behavior is the direct result of their disability or the district's failure to implement the IEP. Students should not be suspended if the behavior is a manifestation of the disability. Category (A) offenses can ***possibly*** result in 45 days of suspension regardless of the manifestation meeting's outcome. DHAs will not be held for **SPED & 504** students who have disabilities, if a manifestation meeting was not held for the behavior that resulted in the suspension.
Detention:	Principal approved act of detaining students after school hours (not to exceed 45 min). Parents should be notified 24 hours prior to detention being assigned. Students who ride the bus will be assigned an alternative to detention or assigned a later detention date in collaboration with parents.
Bus Suspension:	A "local" reported consequence that removes a student's privilege to ride on the bus because of inappropriate behavior on the bus or at the bus stop. Bus services that are assigned through the IEP should not be removed, or they will count against the 10 FRAPE days. Bus suspensions should have a beginning and end date.
Supervised Study:	A "local" reported consequence that is not reported to the state. It is proactive in nature and allows students to remain in the educational environment. (i.e., temporarily placing student in another teacher's class, office, or in ISS for a particular length not to exceed 24 hours). It may also include the school's internal intervention settings (not ISS assignments).
School Intervention Setting:	In some cases, schools may allocate resources to develop and implement a school-wide program that uses supervised study to address identified students with persistent/severe misbehaviors. The school may then assign supervised study to a student that exceeds 24 hours. The setting must be conducive for education, and goals and expectations should be provided to students that award them the opportunity to regain admittance into the normal classroom setting. Students assigned intervention must have additional supports and a very specific BIP that is continuously implemented.

State Reported Offenses:	Consequences (i.e., ISS, OSS, Remands & Expulsions) that the district are required by Tennessee Code Annotated to report to the state annually.
ISS (In-School-Suspension):	State-reported suspensions that allow students to remain in a contained school setting that is conducive for learning for at least 24 hours (does not include abbreviated stays less than 24 hours). The student is recorded as a part of the public-school attendance **(exclusionary for SPED).**
Exclusionary Consequences:	The removal of a student from his/her regular academic program for disciplinary purposes is important. (TN.gov/education)
OSS (Out-of-School Suspension):	State-reported suspensions that place students out of the school building from 1-10 days. These suspensions are counted against the school and district attendance rates and add to chronic absenteeism.
Remands:	Assignment to an alternative school or program as a result of the school's issuance of an expulsion. The student continues to receive educational services.
Expulsions:	Removal from attendance for more than 10 days, without attending the alternative school. Expelled students are those who do not receive educational services. Expelled students should not be dropped from the school record, until students enroll in another educational setting.
"GP" Consequence:	For the purposes of this document, "GP" will be used to denote a complete grading period. Often, grading periods vary in length due to natural breaks within a quarter. Natural breaks should be used when suspending long-term. Irregular suspensions should not be used. (i.e., 11, 14-day exp.).
Chronic Absenteeism:	Missing school for any reason (excused, unexcused, suspended/expelled). Commonly defined as missing 10 percent or more of instructional days, the threshold at which research indicates most students are at risk of negative academic and social consequences. (TN.gov/education)
Truancy:	A legal term that refers only to unexcused absences. A Tennessee student is considered truant at five unexcused absences and may be subject to legal intervention. (TN.gov/education)
Unexcused Absence:	Absences that do not meet the criteria/stipulations outlined in SCS Policy 6014.
Excused Absence:	Absences that are the result of SCS Policy 6014 approved stipulations. Students with excused absences may make up missed work.
ADA (Average Daily Attendance):	The percentage of enrolled students who attend school each day. While the average daily attendance rate has been used for reporting purposes for many years, the use of a single average measure tends to mask significant attendance problems. (TN.gov/education)

Title IX Definitions

(Please see Policy 6046 for a more comprehensive list of definitions and explanations)

Title IX:	Education Amendment of 1972 that prohibits Discrimination and harassment including but not limited to, race, color, religion, ancestry, national origin, sex, sexual orientation, gender identity, and expression, a mental, physical or sensory disability, socio-economic or familial status is strictly prohibited.
Harassment, Intimidation, Bullying, Cyber-bullying:	Negative behaviors intended to frighten or cause discomfort. These may include but are not limited to verbal or written threats or physical harm *(also see Policy 6046).*
Complainant:	An individual who is alleged to be the victim of conduct that could constitute sexual harassment.
Consent:	Provided when an informed individual willingly or voluntarily participates free of force, coercion or manipulation.
Discrimination:	Means unlawful treatment, including harassment and sexual misconduct, toward an individual based on classifications protected by state and federal laws which includes but is not limited to discrimination based on sex, gender identity/expression, sexual orientation, or expressed gender.
Formal Complaint:	A document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the district investigate the allegation of sexual harassment.
Respondent:	Person reported to be the perpetrator of conduct that *could* constitute sexual harassment.
Sexual Harassment:	Unwelcome sexual advances, requests for sexual favors, other physical or verbal conduct or communication of a sexual nature, including gender-based harassment that creates an intimidating, hostile, or offensive educational or work environment. *(Also see p. 40 & Policy 6046).*
Support Measures:	Non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed.

REPORTING for TITLE IX

(Please see the Bullying sections and forms within this document)

Office of General Counsel Title IX Manager 901-416-5417	Principals should contact the Title IX Coordinator, Karla Hankins, at HANKINSKA@scsk12.org or 901-416-5417 when seeking clarity regarding appropriate disciplinary response and investigation protocols for Title IX. *(See Bullying P. 40 for investigation protocols)*
(also review page 48 for mandatory reporting details)	Alleged victims of harassment, intimidation, bullying, or their parents or guardians shall report these incidents immediately to the principal or building level administrator. Any reports made to staff should be forwarded to the principal or building level administrator immediately but no later than 24 hours after the expressed concern. Anonymous reports may be made; however, disciplinary action may not be based solely on an anonymous report. **Formal complaints of sexual harassment should also be filed with the Title IX Coordinator in person, via mail, or electronic mail at the contact information listed below:** • **SCS Title IX Coordinator** • **titleix@scsk12.org** • **901-416-5417** • **160 Glenn Rogers Sr. Street, Memphis, TN 38112**
Grievance Procedure after investigation findings	**Student (Parent/Guardian) Perpetrator: Any student disciplined pursuant to this policy may appeal the decision in accordance with Shelby County Board of Education's disciplinary policies and procedures. Student (Parent/Guardian) Victim (Complainant)**
Complaints that are based on Title IX & Sexual Harassment…outcomes may be appealed by parents/students	**a.** If the complainant is not in agreement with the principal's or his/her designee's decision, the complainant may, within five (5) school days, contact **Michael C. Bates, Director II, Attendance & Discipline** at 160 Glenn Rogers Sr. St., Memphis, Tennessee 38112: Telephone (901) 416-2671. Within five (5) school days the "FRC" or his/her designee will review the investigation of the alleged charges. Upon completion of the review, the "FRC" will meet with and advise the complainant regarding the findings, and whether corrective measures, and/or disciplinary actions were taken.
	b. If the complainant is not in agreement with the findings of the "FRC", an appeal may be made, within five (5) school days, to the Superintendent. Within five (5) school days, the Superintendent will review the investigation and provide a written advisory to the complainant whether corrective measures and/or disciplinary actions were taken.

Social Emotional Learning & Restorative Practices

Social Emotional Learning

Our vision is that every school in Memphis-Shelby County will cultivate an intentional and inclusive environment where all students are equipped with skills to thrive socially and emotionally. We will foster a culture that develops students' abilities to establish and maintain self-management, self-awareness, social-awareness, relationship skills, and responsible decision-making that will lead to an increase in daily school attendance and academic achievement for all students. We will build the capacity of our teachers, staff, families, and communities in supporting the social and emotional needs of students, while reinforcing each day that greatness grows here.

Restorative Practices & Progressive Discipline

A framework for a broad range of restorative approaches that emphasize the importance of positive relationships, proactively building school communities and working toward repairing relationships, is necessary for students when harm has occurred. The true purpose behind restorative practices and disciplining progressively is to correct and mold the mental faculties and moral characters of students. Gradual, sequential, and strategic responses should be implemented to deter negative student behavior. Behavior Intervention/Support Plans are often the strongest evidence and indicators of restorative practices.

Students Come Complete with ACEs

Addressing Adverse Childhood Experiences in Tennessee and Shelby County, chronic childhood trauma, or what experts call adverse childhood experiences (ACEs), can affect a child's brain-building process. ACEs are toxic to brain development and can compromise the brain's structural integrity. Left unaddressed, ACEs and their effects make it more difficult for a child to succeed in school, live a healthy life and contribute to the state's future communities, workforce, and civic life. Schools that build cultures of understanding and support can be extraordinarily protective factors in the lives of students coping with trauma, many of whom spend more hours at school than they do at home.

(CASEL) Collaborative for Academic, Social, and Emotional

What is CASEL? The Collaborative for Academic, Social, and Emotional Learning Framework
CASEL is the leading organization advancing SEL in education. Their framework identifies five core competencies that support student success in school and life:

1. Self-Awareness
The ability to recognize one's emotions, thoughts, and values and understand how they influence behavior.
2. Self-Management
The ability to regulate emotions, thoughts, and behaviors in different situations.
3. Social Awareness
The ability to understand and empathize with others from diverse backgrounds and cultures.
4. Relationship Skills
The ability to establish and maintain healthy and rewarding relationships.
5. Responsible Decision-Making
The ability to make caring and constructive choices about personal and social behavior.



What is Social and Emotional Learning?

Social and Emotional Learning (SEL) is the process through which individuals develop the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain healthy relationships, and make responsible decisions. Memphis-Shelby County Schools is implementing the 7 Mindsets as the district's K-12 SEL curriculum.

The 7 Mindsets curriculum is a social-emotional learning curriculum designed to help students build the skills, habits, and mindsets they need to be successful in school and in life. K-12 students and teachers will engage with the curriculum at a minimum of 30 minutes a week. It is not just about behavior, it is about helping students and adults believe in themselves, set goals, build positive relationships, and make responsible decisions.



The curriculum is structured around following seven key mindsets:

1. **Everything is Possible** – Encourages students to dream big and believe in their potential.
2. **Passion First** – Helps students identify their unique talents and interests.
3. **We Are Connected** – Promotes empathy, respect, and the importance of strong relationships.
4. **100% Accountable** – Reinforces personal responsibility and making positive choices.
5. **Attitude of Gratitude** – Cultivates appreciation and a focus on the good in life.
6. **Live to Give** – Inspires service, generosity, and contributing to others.
7. **The Time is Now** – Teaches the importance of being present and taking purposeful action.

Each mindset is tied to specific lessons and activities that can be used weekly in classrooms, morning meetings, or exploratory time. This program is grounded in research and is used to create a schoolwide culture that supports both student well-being and academic success.

DIVISION OF STUDENT SUPPORT SERVICES

RTI²-B

Response to Instruction & Intervention for Behavior

SUPPORTING POSITIVE BEHAVIOR · STRENGTHENING SCHOOL CULTURE · IMPROVING STUDENT OUTCOMES

WHAT IS RTI²-B?

RTI²-B (Response to Instruction & Intervention for Behavior) is a schoolwide, data-driven framework that proactively supports student behavior, social-emotional learning, and positive school climate.

RTI²-B focuses on prevention, early intervention, and consistency so all students receive the behavioral support needed for academic and social success.

RTI²-B is:
- Proactive, not reactive
- Data-informed
- Focused on the whole child
- Implemented schoolwide

EFFECTIVE RTI²-B IMPLEMENTATION LEADS TO:

- Fewer office discipline referrals and suspensions
- Improved student engagement and attendance
- Stronger teacher-student relationships
- Increased instructional time
- Consistent and equitable practices
- A safer, more positive school climate

RTI²-B shifts schools from punishment to prevention.

BEHAVIOR IMPACT: THE THREE TIERS

Tier I – Universal Supports (All Students)
- Clear schoolwide expectations
- Explicit behavior instruction
- Positive reinforcement
- Consistent routines

Tier II – Targeted Supports (Some Students)
- Small-group interventions
- Check-In/Check-Out (CICO)
- Social skills instruction
- Progress monitoring

Tier III – Intensive Supports (Few Students)
- Individualized behavior plans (BIPs)
- Functional Behavior Assessments (FBAs)
- Family and wraparound supports

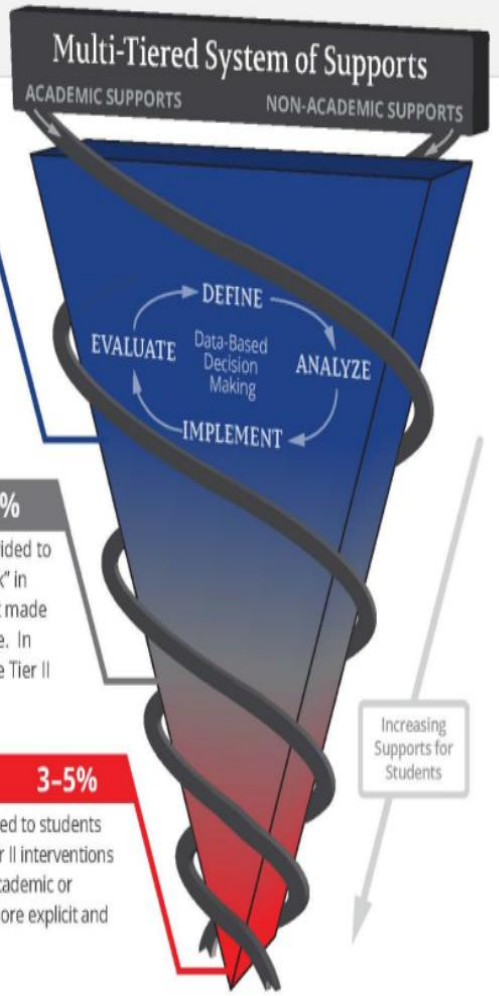
TEACHER TIPS FOR RTI²-B SUCCESS

- Teach expectations explicitly – model and practice
- Be consistent – use common language and routines
- Reinforce positive behavior frequently
- Use behavior data to guide decisions
- Build strong relationships
- Seek Tier II support early

Tennessee MTSS Model

Guiding Principles

Leadership • Culture of Collaboration • Prevention & Early Intervention



TIER I All 80–85%

ALL students receive research-based, high-quality, instruction using Tennessee State Standards in a positive behavior environment that incorporates ongoing universal screening and ongoing assessment to inform instruction. In general, 80–85 percent of students will have their needs met by Tier I supports.

TIER II Some 10–15%

In ADDITION to Tier I, extra support is provided to students who have been identified as "at risk" in academic or non-academic skills or have not made adequate progress with Tier I supports alone. In general, 10-15 percent of student will receive Tier II interventions.

TIER III Few 3–5%

In ADDITION to Tier I, extra support is provided to students who have not made significant progress in Tier II interventions or who are significantly below grade level in academic or nonacademic skills. Tier III interventions are more explicit and more intensive than Tier II interventions.

TN Department of Education



Ecosystem Supports

The ecosystem represents the collaboration of multiple departments working together to support schools and students in the areas of attendance and discipline. It integrates attendance, discipline, mental health, family engagement, accelerated education, exceptional education, student experience, safety, and professional school counseling services. Through this collective approach, the ecosystem strategically implements prevention, intervention, and accountability strategies to strengthen support for schools, students, parents, and the community.

The Discipline Ecosystem:

- Aligns how schools and the district respond to student behavior.
- Reduces overreliance on suspensions by strengthening Tier 1 and Tier 2 supports.
- Identifies the root causes behind discipline trends and implement sustainable solutions.
- Promote consistency, so referrals reflect meaningful intervention — not frustration or classroom removal.
- Provides an overabundance of resources to schools to strengthen supports and strategies around attendance and discipline.
- Serves as accountability partners and walk alongside school level MTSS/ecosystem teams to monitor and adjust strategies while creating a strong TIER 1 environment for all.
- Ensures that adequate options and resources are made readily available and impactful universal strategies are implemented for Tier II and Tier III students (e.g., 7 Mindsets Momentum Curriculum, SEL Academy, Support Student behavior and re-entry plans.)

Discipline Ecosystem Goals:

- Reduce Discipline Rates by 5%
- Reduce Chronic Absenteeism by 5%
- Reduce Truancy Rates by 5%
- Increase Attendance by 5%

ALL schools are expected to implement a school-wide discipline plan that reflects the unique DNA of each individual school. These plans include outlined proactive and responsive practices that support a positive school climate and promote consistent expectations across all areas of the campus.

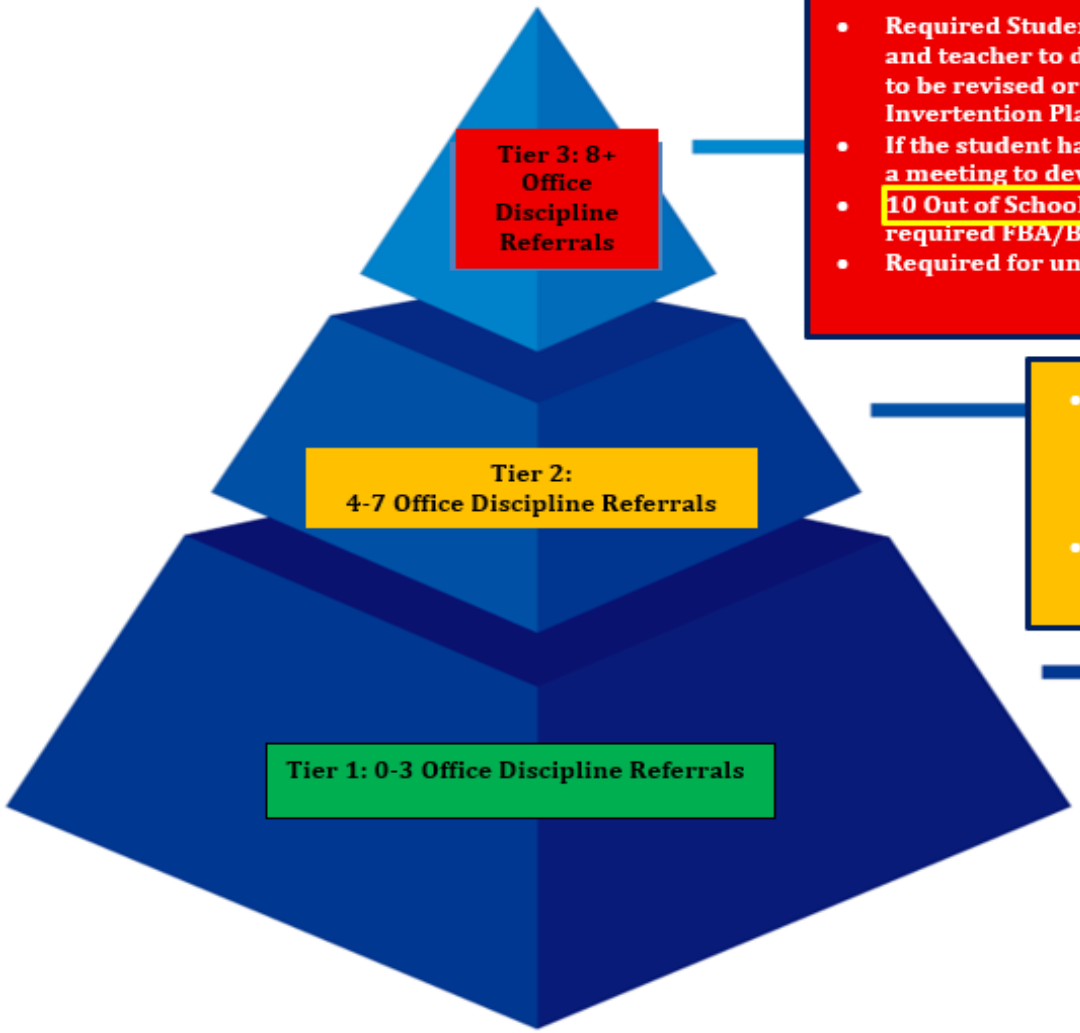
The implementation and monitoring of this plan including data tracking, identifying strategies and next steps, and ensuring overall compliance is the responsibility of the school-level MTSS (Multi-Tiered System of Support) team.

MTSS is a student-centered framework built on interconnected components that support academic, social-emotional, and behavioral growth. Through the integration of RTI^2-B, schools work to reduce disciplinary incidents, enhance climate, and culture, and equip students with lifelong behavioral and social-emotional skills.

This cohesive system, supported at both the school level and within Central Office teams, reflects MSCS's commitment to a whole-child, whole-school approach. When each component aligns, the emphasis shifts from reacting to behavior to proactively fostering student success and well-being.

Social & Emotional Learning/ RTI²B Supports and Expectations

A Student Support Team can be requested at any time by school staff or parent to address the individual needs of a student. However, the following steps are required based on criteria:



- Required Student Support Team meeting with social worker, counselor, and teacher to determine supports and if the Behavior Support Plan needs to be revised or if a Functional Behavior Assessment (FBA) and Behavior Invertention Plan (BIP) is needed with parent consent.
- If the student has a 504 or SPED services, the 504 or IEP team must conduct a meeting to develop a plan to address concerns.
- 10 Out of School suspension days (Admin will inform School Social Worker) required FBA/BIP for student with parent consent.
- Required for unique circumstances for Tier III support and interventions

- The MTSS team will serve as lead members of the Student Support Team to determine supports and if a Behavior Plan is needed. If a student receives 504 or SPED services, the 504 or IEP team should conduct a meeting to determine if additional supports are needed.
- Suspensions that are 6 or more days must follow the 5 days out of school suspension protocol.

- Classroom managed behaviors
- School-wide RTI²B supports
- Supports will be documented in the SIP platform

Move directly to Tier 3 if:

- Transitioning from inpatient care
- Assessed high risk for suicide
- Non-Suicidal Self-Injury
- Positive Trauma Screening (CPSS or UCLA)

Determining Suspension Lengths

Progressive Discipline

Progressive Discipline does not equate to different variations of exclusionary consequences but instead represents a plethora of creative support taken prior to suspension.

Note: when determining the appropriate number of days to suspend a student, principals should consider the following:

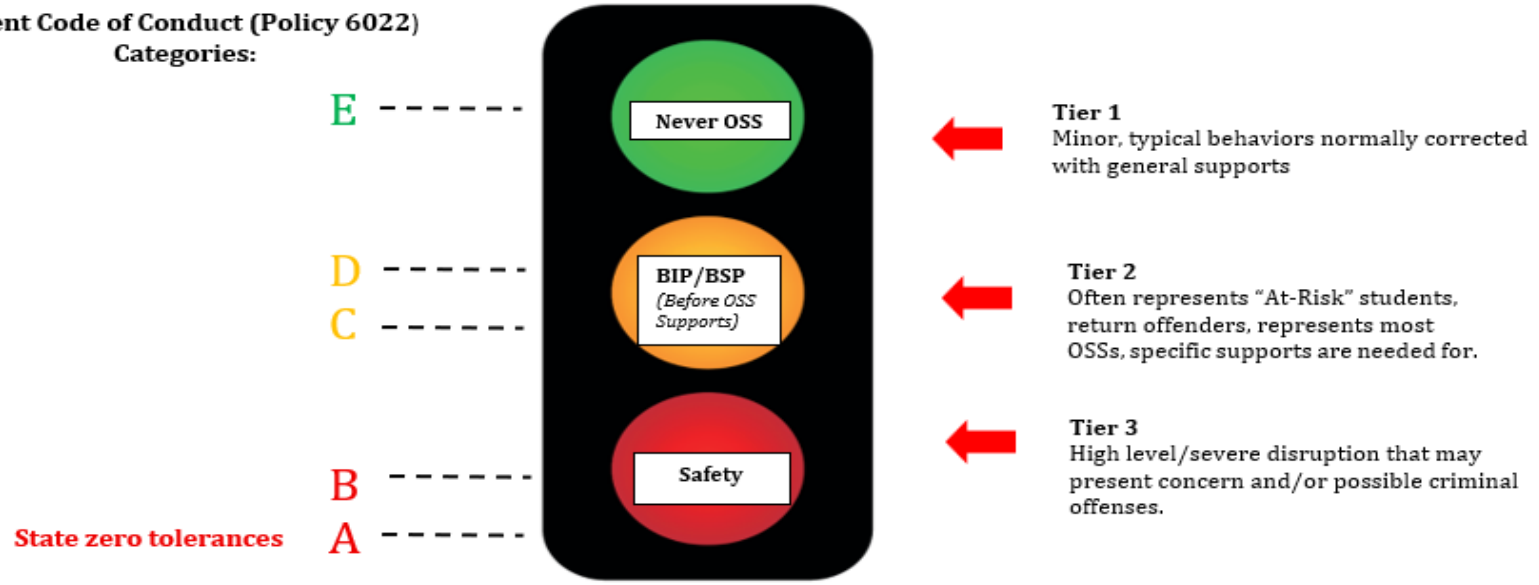
- Shelby County Schools Policy & Tennessee Code Annotated
- Special Education/504 Services/suspected disabilities status
- Age and intent of the student
- Level of disruption
- Past Behavior of the Student
- Fidelity of Behavior Plans/interventions/supports

For additional clarity or conclusive resolve regarding discipline matters, please contact any of the District Hearing Officials. See Appendix for Regional Assignments and phone numbers.

A manifestation meeting is required for any child with a disability for suspensions that exceed 10 days, once a pattern of misbehavior occurs. If it is determined during the manifestation meeting that the behavior is not a manifestation of the student's disability and the IEP has been appropriately implemented, the student is subject to the same consequences as that of his/her nondisabled peer(s). Special Education Advisors/Supervisors should be contacted regarding manifestation meetings.

- School administrators should notify law enforcement for possible criminal offenses and DCS for possible abuse or neglect.
- Expulsions will not be permitted for minor Category (C) or Category (D) and (E) offenses.
- Irregular expulsions *(i.e., 11-, 14-, 20-day increments)* are not supported.

Student Code of Conduct (Policy 6022) Categories:



Progressive Discipline Interventions (Elementary)

TIER 1 DISCIPLINE (MINOR) – Implementation of 7 Mindsets is the districtwide Tier 1 intervention curriculum and does not have to be documented in TN Pulse.

Classroom Intervention/Response
Every intervention and response should be documented in TN. Pulse

1. Nonverbal cues for redirection
2. Verbal warning
3. Give student a break
4. Revisit, clarify, and reinforce expectations/ agreements
5. Give clear and concise directions
6. Provide explicit instructions
7. Modify expectations if accommodation is needed
8. Use positive reinforcement for expected behavior
9. Meditation and journal reflection (written or recorded)
10. Partner with a student for accountability support
11. Partner with another teacher for short-term reflection
12. Student meditation period with a follow-up impromptu restorative conversation if applicable.
13. Student choice of pre-selected consequences
14. Problem solving process using affective language
15. Problem solving circle if trained.
16. Restorative conversation if trained.
17. Teacher/student conference
18. Teacher/student/parent conference
19. Teacher/student/counselor conference

Administrative Intervention/Response Every administrative action taken should be documented in Power School via "Incidents".

1. Partner student with another staff for short term reflection teacher/student/administrator conference.
2. Documentation of written warning
3. Student video or paper of steps to self-correct behavior and needed support.
4. Quiet reflection period with administrator, followed by affective dialogue and notice of correction.
5. ReSet Room referral *(if applicable)*.

TIER 2 DISCIPLINE (INTERMEDIATE-MODERATE)

Teacher Intervention/Response
Every intervention and response should be documented in TN Pulse.

1. Affective language
2. Review expectations
3. Confiscate item of disturbance for a limited amount of time and allow student to journal reflection on expectations and why item was confiscated using affective language impacted by actions.
4. Written reflection
5. Change seating with review of expectations and partner with a buddy for accountability and support
6. Visit to cool down zone/safe space/peace center for a designated period
7. Conflict resolution with affective questions
8. Mediation (student-student)
9. Referral to counselor
10. Referral to social worker
11. Referral to administrator

Administrative Intervention/Response
Every administrative action taken should be documented in Power School via "Incidents".

1. Temporary removal from class and facilitate an impromptu restorative conversation if trained.
2. Adult mentor (10-30 days check-in and support)
3. Adult pairing check-in/check-out (10 days)
4. Allow the student to take accountability for actions and decide how to make amends using a graphic representation
5. Lunch detention
6. Lunch duty
7. Behavioral contract
8. Removal of school privilege with ability to reinstate after agreed upon amends
9. Change classrooms with review of expectations and partner with new classroom buddy for accountability and support
10. Assignment of school duty (administrator choice)
11. Mediation (teacher-student)
12. Restorative conference
13. Restorative problem solving
14. Silent lunch (Lunch Detention)
15. Small group instruction (teaching pro-social behaviors)

Progressive Discipline Interventions (Elementary) *cont.*

TIER 3 DISCIPLINE (SERIOUS)

Teacher Intervention/Response Every intervention and response should be documented in TN Pulse.	**Administrative Intervention/Response** Every administrative action taken should be documented in a school-level/PBIS tracking system.	
1. Administrative referral	1. Mental Health referral 2. Counselor referral 3. Restorative circle if trained 4. Restorative conference if trained 5. Formal restorative conference (if trained)	6. Removal of privileges for a period, until restoration or repair/restitution is achieved 7. Detention 8. Supervised Study

Progressive Discipline Interventions (Middle & High School)

TIER 1 DISCIPLINE (MINOR) - Implementation of 7 Mindsets is the districtwide Tier 1 intervention curriculum and does not have to be documented in TN Pulse.

Classroom Intervention/Response Every intervention and response should be documented in TN Pulse.		**Administrative Intervention/Response** Every administrative action taken should be documented in Power School via "Incidents".
1. Nonverbal cues for redirection 2. Verbal warning 3. Give student a break 4. Revisit, clarify, and reinforce expectations/ agreements 5. Give clear and concise directions 6. Provide explicit instructions 7. Modify expectations if accommodation is needed 8. Use positive reinforcement for expected behavior 9. Meditation and journal reflection (written or recorded) 10. Partner with another student for accountability support	11. Partner with another teacher for short-term reflection 12. Student meditation period with a follow-up impromptu restorative conversation if trained 13. Student choice of pre-selected consequences 14. Problem solving process using affective language 15. Problem solving circle if trained. 16. Restorative conversation if trained. 17. Teacher/student conference 18. Teacher/student/parent conference 19. Teacher/student/counselor conference	1. Partner student with another staff member for short term reflection teacher/student/administrator conference 2. Documentation of written warning 3. Student video or paper of steps to self-correct behavior and needed supports 4. Quiet reflection period with administrator, followed by affective dialogue and notice of correction

Progressive Discipline Interventions (Middle & High School) *cont.*

TIER 2 DISCIPLINE (INTERMEDIATE-MODERATE)

Teacher Intervention/Response Every intervention and response should be documented in a school-level/PBIS tracking system, and students should journal their response or understanding of the process and the intervention.		**Administrative Intervention/Response** Every administrative action taken should be documented in a school-level/ PSIS tracking system.	
1. Affective language 2. Review expectations 3. Confiscate item of disturbance for a limited amount of time and allow student to journal reflection on expectations and why item was confiscated using affective language 4. Written reflection	6. Change seating with review of expectations and partner with a buddy for accountability and support 7. Visit to cool down zone/ safe space/peace center for a designated period 8. Conflict resolution with affective questions 9. Mediation (student- student) 10. Referral to counselor 11. Referral to social worker 12. Referral to administrator	1. Temporary removal from class and facilitate an impromptu restorative conversation if trained. 2. Adult mentor (10-30 days check-in and support) 3. Adult pairing check-in/check-out (10 days) 4. Lunch detention 5. Lunch duty 6. Behavioral contract 7. Removal of school privilege with ability to reinstate after agreed upon amends	9. Reflection "Think Sheet" with restorative questions if trained. 10. Change classrooms with review of expectations and partner with new classroom buddy for accountability and support if applicable. 11. Assignment of school duty (administrator choice) 12. Written correction with consequences detailed for recurrence. 13. ReSet referral *(if applicable)*. 14. Mediation (teacher-student) 15. After School Detention 16. Silent lunch (lunch detention)

TIER 3 DISCIPLINE (SERIOUS)

Classroom Intervention/Response Every intervention and response should be documented in TN. Pulse.	**Administrative Intervention/Response** Every administrative action taken should be documented in Power School via "Incidents".	
1. Referral to administrator	1. Mental Health referral 2. Restorative circle if trained. 3. Restorative conference if trained. 4. Formal restorative conference if trained. 5. Removal of privileges for a period, until restoration or repair/restitution is achieved	6. Removal from clubs, teams and organizations for a period, until restoration or repair/ restitution is achieved 7. Threat assessment if applicable.

6 OR MORE DAYS OSS SUSPENSION PROCESS

IMPORTANT: The suspending school will enter the requested number of OSS days into PowerSchool.

1	**STEP 1 – SUBMIT SUSPENSION REVIEW REQUEST** After the incident takes place and the leader decides to exceed 5 days of OSS, a school must complete the suspension review link. The review link is routed to: • Regional Superintendent • District Hearing Official • Building Principal • Truancy Manager • Director of Attendance and Discipline *The suspension review form is located on the Academic landing page under Frequently Used Links.*
2	**STEP 2 – PARENT NOTIFICATION (24 HOURS)** Within 24 hours of the incident, the parent must be notified and provided the Official Notice of Suspension from PowerSchool.
3	**STEP 3 – HEARING OFFICIAL REVIEW (72 HOURS)** The District Hearing Official has 72 hours to give a decision to uphold or modify the suspension.
4	**STEP 4 – DECISION & INTERVENTIONS** Reason for decision and suggested interventions or supports provided when decision is given or upon request.
5	**STEP 5 – NOTIFICATION OF DECISION** Hearing Official notifies school, parent, and Regional Superintendent of the decision rendered.

Conduct Categories with Discipline Codes

Category A ***STATE ZERO TOLERANCE OFFENSES – T.C.A. § 49-6-4216***

- **Aggravated Assault resulting in serious bodily injury upon any teacher, principal, administrator, school resource officer, or any other school employee.**
- **Unlawful possession, sale, or evidence of use of drugs/narcotics at school or at a school-sponsored activity.**
- **Unauthorized possession of a firearm or explosive device on school property or at a school-sponsored activity.**
- **Threats of mass school violence.**

PENALTY: STUDENTS FOUND GUILTY OF A *CATEGORY A* OFFENSE SHALL BE SUSPENDED FOR 180 DAYS. NOTIFICATION WILL BE MADE TO LAW ENFORCEMENT. MODIFICATION OF THIS PENALTY CAN ONLY BE MADE BY THE SUPERINTENDENT.

NOTE:

Only the superintendent reserves the right to reduce Category (A) 180-day offenses. Per the Alcohol & Drug Use Policy 6056, the superintendent shall develop a plan and programs to address the needs of students surrounding drugs and alcohol. Completion of an appropriate rehabilitation program may also be recommended after appealing to the superintendent/his designee.

Please Contact 416-1631 or 416-8484 for Alcohol and Drug Counseling support (provided through the alternative school setting). To appeal call 416-9240.

TN CODE	OFFENSE	STATE DEFINITION	SUGGESTED CONSEQUENCE
	DRUGS	***Unlawful use, cultivation, manufacture, distribution, sale, solicitation, purchase, possession, transportation, or importation of any controlled drug (e.g., Demerol, morphine) or narcotic substance. This incident is always Zero Tolerance.***	
17	**Illegal Drug(s)**	**Sell/Use/Possession/distribution of illegal drugs on MSCS property or school function. This includes prescription drugs not assigned to the student.**	• 180 days OSS • Notify Law Enforcement & Relevant Others • Refer to Alternative School
	Possession of	**With intent to distribute/sell/use or evidence that**	• 180 days OSS

	student's own prescription with intent	**it has been shared (i.e., student gives/sells another student(s) the meds that are only legally prescribed to him/her).**	• Notify Law Enforcement & Relevant Others • Refer to Alternative School
	FIREARMS	***The weapon involved was a handgun or pistol. This incident is always Zero Tolerance.***	
18	**HANDGUN (NOT BB guns or bullets)**	**Any handgun or long gun capable of firing a projectile by use of an explosive propellant, in possession of a student on MSCS property or school function.**	• 180 days OSS • Notify Law Enforcement & Relevant Others • Refer to Alternative School
19	**RIFLE/ SHOTGUN Rifle/Shotgun (NOT BB guns or bullets)**	**A student is in possession of a gun (possession includes a locker, car on campus, backpack, etc.)**	• 180 days OSS • Notify Law Enforcement & Relevant Others • Refer to Alternative School
20	**EXPLOSIVE Explosives (NOT Fireworks)**	**Homemade bombs, grenades, or chemicals capable of harming masses.** **Any destructive device, which includes: * Any explosive, incendiary. (e.g., bomb, grenade, rocket/missile, mine), or poison gas.** ***Note: See Code (24) Violation of School Rules for fireworks***	• 180 days OSS • Notify Law Enforcement & Relevant Others • Refer to Alternative School
	THREATS OF MASS SCHOOL VIOLENCE	**Intentionally making a false report of potential harm from a bomb, dynamite, explosive, or arson-causing device.**	**Be sequential & progressive when policy allows** *GP=Grading Period (suggested maximum for severe cases)*
27	**Severe Bomb Threat**	**Bomb threat that is substantiated (evidence of plans, materials etc.) constitutes a threat of mass violence.** ***Note: If the actual bomb is in the student's possession, see Code (20) Explosives, which is a***	• 180 days OSS • Notify Law Enforcement & Relevant Others • Notify Threat Assessment Team • Refer to Alternative School

		state mandated 180-day suspension. Possible Felony Offense	
	False Bomb Report	**Making a threat, including a false report to use bomb dynamite or other explosive device (no substantial evidence).** **(i.e., *may* include situations where students make claims but there is no real intent. Harsher consequences may be given to students depending upon the level of disruption and other relevant factors.** ***Note: Possible Felony Offense (Also see Code (28) Other Threat***	***State mandated 180 Zero Tolerance***
	AGG. ASSAULT STAFF	**A person commits aggravated assault who:** **a) Intentionally or knowingly commits an assault as defined in T.C.A. § 39-13-101, and the assault:** **Results in serious bodily injury to another.** **Results in the death of another.** **Involved the use or display of a deadly weapon; or** **Was intended to cause bodily injury to another by strangulation or bodily injury by strangulation was attempted; or** **b) Recklessly commits an assault as defined in** **Results in serious bodily injury to another.** **Results in the death of another; or** **Involved the use or display of a deadly weapon.** **T.C.A. § 39-13-101(a)(1), and the assault:** **[T.C.A. § 39-13-102]** **This incident is a zero-tolerance offense pursuant to T.C.A. § 49-6-3401.**	
35	**Aggravated Assault to Staff resulting in Bodily Injury**	**Student purposefully or recklessly makes physical contact with staff or uses a weapon which results in bruises, scratches, cuts, or severe pain etc. to the adult.**	• 180 days OSS • Notify Law Enforcement & Relevant Others
	ATTEMPTED HOMICIDE	**Attempting to kill a human being.**	

37	**Attempted Murder**	**Student attempts/plans to take the life of any person while on school grounds.** ***IMMEDIATE Notification to Law Enforcement - Notify Threat Assessment Team at 901-416-7113 or 901-416-6395.***	• 180 days OSS

Category B

1. **Possession of a knife or any potentially lethal weapon,** Taser, or explosive on school property or at a school-sponsored activity.
2. Evidence of **drinking or possession of alcoholic beverages** in school or at a school-sponsored activity.
3. **Off-campus criminal behavior resulting in a felony charge** when the behavior poses a danger to persons or property or disrupts the educational process.
4. **Gang activities** - Activity that is threatening and/or intimidating, harassing in nature or recruiting; gang notebooks with gang pledges, codes and symbols that are used in communication such as threats and warnings and recruiting; gang related fights, and all types of violent acts; gang graffiti especially drawn on school property (bathrooms, lockers and hall walls); electronic devices such as cell phones with recognized gang text, with gang symbols, signs and language that is threatening and or intimidating;
5. Evidence of **use or possession of drug paraphernalia,** substances for huffing, any substance under guise of it being a controlled substance or prescription drug, and/or medical preparations without proper medical authorization.
6. Possession use or distribution of **counterfeit money** on school property or at any school-sponsored activity.
7. **Assault upon any** teacher, principal, administrator, school resource officer, or any other school **employee**.
8. Continuous and/or severe Category C Offenses

PENALTY for *Category B* Offenses:

- Out-of- School Suspension (7-10 days)
- Expulsion for Continuous and Severe Cases (11-180 day)
- "Over 5 Day Suspension Protocol" REQUIRED

TN CODE	OFFENSE	STATE DEFINITION	SUGGESTED CONSEQUENCE
	DRUGS	***Unlawful use, cultivation, manufacture, distribution, sale, solicitation, purchase, possession, transportation, or importation of any controlled drug (e.g., Demerol, morphine) or narcotic substance.***	

17	**Possession of a concocted substance/ material used under the guise as a drug**	**Student is found to be in possession of drug concocted with unidentified substances or using such a substance in the manner that an illegal substance would be used (i.e., smoking spice, liquid concoctions with mixed over the counter drugs/chemicals etc.)** ***Note Code (24) Violation of school Rules-not state mandated but recommended alcohol and drug counseling***	• 7 days up to GP OSS • Notify Law Enforcement & Relevant Others • Referral to Drug and Alcohol Counselors
	No Possession but arrived under the influence	**Student is under the influence but is not found in possession while on campus.** **Supervised study may replace OSS.** ***Note Code (24) Violation of school Rules-not state mandated but recommended alcohol and drug counseling.*** **WELLNESS CENTERS & SHAPE PROGRAM HIGHLY RECOMMENDED!** **Schools that have SHAPE should use SHAPE (416-6529)**	1st) SHAPE or Referral to Alcohol & Drug Counselors 2nd) 7-10 days OSS
	NON-LETHAL FIREARM	**Other Object** **The weapon involved was another known object (e.g., stun gun, BB, air, pellet, cap, or toy gun).**	**Be sequential & progressive when policy allows.** GP=Grading Period *(suggested maximum for severe cases)*
21	**BB Gun(s) With intent**	**Possession on campus with intent to defend or harm (i.e., student brings BB gun to settle conflict)**	• 1 day up to 10 OSS
	Pellet Guns	**Possession on campus with or without intent to defend or harm (pellet guns can be lethal and differ from bb guns - usually having a rifled barrel and pellets which deform the target)**	• 7 days up to 10 OSS
	OTHER WEAPON	**Other: The incident involved a weapon other than those described above (e.g., chain, nunchakus, brass knuckle, Billy club, electrical weapon, or device).**	**Be sequential & progressive when policy allows** GP=Grading Period *(suggested maximum for severe cases)*
22	**Bullets with intent to harm**	**Possession on MSCS property/activity with intent to harm (i.e., reasonable evidence of threats to shoot, or kill and only bullet(s) are**	• 7 days up to GP OSS • Notify Law Enforcement & Relevant Others

		found, or bullet(s) are used as an explosive or with the intent to ignite or evidence is found that the bullets were brought for the purpose of shooting)	• Refer to Alternative School
	Weapon with intent (knife, shank, brass knuckles, etc.)	**Possession on MSCS property or school activity when intent is to arm himself/herself with a weapon to defend themselves or harm someone.** ***Note: Simple possession of mace/disabling sprays is a Category (D) offense. However, when used as a means to harm (actually sprayed) it should be classified as a weapon.***	• GP up to 180 days • Notify Law Enforcement & Relevant Others • Refer to Alternative School
	Item regularly recognized as a weapon with no discoverable negative intent (Knife, disabling sprays, etc.)	**Possession on MSCS property or school activity with no discoverable intent to use as a weapon.** ***(i.e., a teenager is found with a steak knife in his backpack, admin's investigation does not reveal negative intent, so the history, age, level of disruption, exceptional services etc. should be considered to determine suspension length- conferences with parents and students should be immediate)***	• 1 up to 10 days OSS • Confiscation of Item • Notify Law Enforcement & Relevant Others (if applicable).
	ALCOHOL	**Violation of laws or ordinances prohibiting the manufacture, sale, purchase, transportation, possession, or consumption of intoxicating alcoholic beverages or substances represented as alcohol.** **Suspicion of being under the influence of alcohol may be included if it results in disciplinary action.**	**Be sequential & progressive when policy allows** GP=Grading Period *(suggested maximum for severe cases)*
23	**Alcohol (i.e., beers, whiskey, wine coolers, Nyquil, gels)**	**Sell, use, possession, under influence of alcohol on MSCS property or MSCS function (See policy 6056).** **Please contact 416-1631 or 416-8484 for Alcohol and Drug Counseling support. The preferred method for referrals is email:** SCS-MentalHealthandFamilyWellnessCenter@scsk12.org	• 7-10 days OSS • Notify Law Enforcement & Relevant Others • Refer to Drug & Alcohol Counselors

RULES VIOLATION		**This category comprises misbehavior that violates school policy. Problem behaviors could include attendance related, immunization, dress code violations, running in the halls, possession of contraband, cheating, lying to authorities, or falsifying records, etc.** **Note:** **Please report this code as specifically as possible. A list of reportable offenses that will automatically be connected to the state as code (24) Rules Violation have been listed in your PowerSchool log entry "action taken for local reporting" section. When reporting these offenses, choose one of the specific offense titles below. Only choose the broader term "Rules Violation" when the behavior cannot be described in the list below.**	**Be sequential & progressive when policy allows** GP=Grading Period *(suggested maximum for severe cases)*
		(24) Arson (24) Cell phone violations (24) Cheating, plagiarism, Forgery (24) Class Cutting (24)Discrimination -Sex/ Race/ Religious/ Ethnicity (24) Disruptive Behavior (24) Drug Paraphernalia (24) Leaving Campus W/O Permission (24) Obscene/Immoral/Ind/Off Mat/Beh/Lang (24) Poss/Use Match/Lighters/Fireworks (24) Tobacco-Possession/Use (24) Trespassing or Loitering	(24) Unauthorized Use of Internet/Comp (24) Uniform/Dress Code Violation (24) Arriving Under Influence (24) Hitting /Kicking *(includes biting)* (24) Pushing/Shoving (24) Brawls/Group Fights (24) Counterfeit Money (24) Excessive Tardies/Absences (24) Felony (24) Gambling (24) Gang-Related Activities (24) Insolent/ Insubordination-Refuse Punish
24	**Arson**	**A student deliberately sets fire to any object with the intention of creating a fire, especially as a malicious act.** **Example: A student is upset about receiving a consequence from the administration. As a result, the student breaks into the school and sets a book in the library on fire resulting in a major fire.** ***Consult with the Office of Risk Management (901-416-5515) to inquire about fiscal responsibilities of parents.*** ***May result in criminal offenses and can also be considered an extreme safety threat.***	• 5 Days up to 180 days OSS • Referral to MSCS Mental Health Center • Notify Law Enforcement/ MFD

	Drug Paraphernalia	**Pipes, rolling papers, syringes, etc. (found without the actual drugs)** **This is NOT a mandatory 180-day offense, and SHAPE may be utilized in lieu of suspension, *if available.***	1st) Confiscate the item. 2nd) Parent Conference 3rd) 1 to 5 days ISS 4th) 3 to 7 days OSS
	Off Campus Felony Charges	**Evidence or notification from law enforcement of a felony charge and criminal behavior poses a danger to students or could disrupt the educational process at school.** **Note: If the courts determine that there is no longer a felony charge and the charge is expunged, the student may return to school immediately. If the court acknowledges and then lessens the charge, the suspension may remain. This does not include minor neighborhood situations (i.e., minor fights, etc.) that are misdemeanors or less. *Seek insight and advisement from your regionally assigned Hearing Official before assigning expulsion.* This is NOT a mandatory 180-day offense and SHAPE may be utilized in lieu of suspension.**	• GP-180 days OSS • Notify Law Enforcement & Relevant Others
	Arriving Under the influence of Drugs	**Student appears to be under the influence and shows physical traits/characteristics of impairment that are different from their usual state, but no drug substances are possessed/found by the school (i.e., slurred speech, red eyes, impaired walking, unusual odor in clothes/pores, etc.)** ***Note: MPD/Sheriff's deputies have the authority to determine conclusively if a student appears to be "under the influence."*** **This is NOT a mandatory 180-day offense, and SHAPE is encouraged in lieu of suspension.**	• Minimum: assignment to SHAPE/Alcohol-Drug Program • 1 day up to10 days OSS • Notify Law Enforcement
	Gang Activity	**Gang initiation; recruiting; gang graffiti on school property; intimidation, threatening behavior, or violence. A student's gang affiliation alone is not**	1st) Consultation prior to suspension. 2nd) 1 to 3 days ISS 3rd) 1 to 10 days OSS

		sufficient to classify an incident as gang-related; the incident itself must demonstrate gang-related behavior or motivation. ***Note: Office of Student Safety must be contacted for assessment prior to suspension. (416-6295).***	4th) 11 days up to grading period (for severe cases)
	Gang Related Communication	**Student is found in possession of drawings; symbols; codes; text; sign language etc. (i.e., *Minor*- student throws a hand gesture or gang symbol is found in belongings. This is observed by staff, but there is minimal disruption.)** ***This example should result in Intervention prior to OSS.*** **(i.e., *Severe*- student throws a hand gesture that results in mobs of alternate gangs responding (gesturing, yelling, taunting) violently during a fight/brawl/threatened violence situation or several students have been found with documents as a result of constant recruiting/pledging while on campus)** ***This example may result in OSS.*** **A student's gang affiliation alone is not sufficient to classify an incident as gang-related; the incident itself must demonstrate gang-related behavior or motivation.** ****Note: Office of Student Safety must be contacted for assessment prior to suspension. (416-6295)***	• 1 day up to 5 days ISS • 1 day up to 4 days OSS • 5 days up to 10 days OSS for severe cases
	Pornographic Materials (of students/ staff) **Title IX Reporting Required**	**Student is found in possession of nude pictures/videos of student(s) or other minors.** ***(i.e., student sends a video of another student's body via cell phone or there is evidence that a social media post was taken or created on school grounds or at a school event or student finds compromising pics of a staff member through technological means and emails them***	• 7 up to GP days OSS • Notify Law Enforcement & Relevant Others (i.e., DCS)

	Karla Hankins 901-416-5417 hankinska@scsk12.org	***to other students)*** ****Note: possible felony offense*** **Do not make copies of pictures or send pictures by use of media devices.**	
	ASSAULT OF STAFF **(Also see "aggravated" assault of staff - Code 36)** **Note: Threats to Staff are found under Code (28)**	**A person commits assault who:** a) **Intentionally, knowingly, or recklessly causes bodily injury to another;** b) **Intentionally or knowingly causes another to reasonably fear imminent bodily injury; or** c) **Intentionally or knowingly causes physical contact with another, and a reasonable person would regard the contact as extremely offensive or provocative. [T.C.A. § 39-13- 101]** **This incident is NOT a zero-tolerance offense pursuant to T.C.A. § 49-6-3401.**	**Be sequential & progressive when policy allows** GP=Grading Period *(suggested maximum for severe cases)*
32	**Intentional/ reckless**	**Assault of staff by a student without severe injury to staff but purposely or recklessly done.** ***(i.e., student is engaged in a physical altercation with another student, sees the teacher approaching and makes the conscious decision to continue fighting due to anger. As a result, the teacher is recklessly elbowed in the nose by the student)***	• 7 days up to GP days OSS • Notify Law Enforcement
	Unintentional	**Assault of staff by a student that was clearly unintentional, and student is remorseful.** ***(i.e., student unintentionally elbows a teacher in the nose while joking around with another classmate but is immediately remorseful and does not have a history of violent behavior)***	• Minimum ISS • 1-10 days OSS • Notify Law Enforcement
	SEXUAL ASSAULT	**Oral, anal, or vaginal penetration forcibly or against the person's will or where the victim is incapable of giving consent. Includes rape, fondling, indecent liberties, child molestation, and sodomy.**	

34	**Sexual Assault** **Title IX Reporting Required** **Karla Hankins** **901-416-5417** **hankinska@scsk12.org**	**Student sexually assaults another student. The victim communicates that the act was not consensual or wanted.** ***Note: for Consensual Sexual Activity see code (24) Obscene/Immoral/Disreputable conduct for Sexual Harassment see code (43) & (44)*** **Law enforcement makes determinations and conducts investigations regarding sexual assault.**	• 180 days OSS • Notify Law Enforcement & DCS

Category C

1. Threatening bodily harm to school personnel, including transmitting by an electronic device any communication containing a credible threat to cause bodily injury or death to a school employee and the transmission of such threat creates actual disruptive activity at the school that requires administrative intervention;
2. False accusations against school personnel
3. Making a threat, including a false report, to use a bomb, dynamite, any other deadly explosive, or destructive device, including chemical weapons, on school property or at a school sponsored event;
4. Smoking and/or the possession of tobacco products by students while in or on school properties, or under school's jurisdiction during school hours or while participating in a school-sponsored event;
5. Gang activities - any gang related activity not specified in Category B;
6. One (1) or more students initiating a physical attack on an individual student on school property or at a school-sponsored activity;
7. Malicious destruction of or damage to school property, including electronic media, or the property of any person attending or assigned to the school;
8. Stealing or misappropriation of school or personal property (regardless of intent to return);
9. Immoral or disreputable conduct
10. Continuous and/or severe Category D Offenses

PENALTY for Category C Offenses:

• In-School Suspension
• Out-of- School Suspension (5-7 days)

Subject to review of "Over 5 Day Protocol"

When appropriate, notification will be made to law enforcement authorities.

TN CODE	OFFENSE	STATE DEFINITION	SUGGESTED CONSEQUENCE
	OTHER WEAPON	**Other: The incident involved a weapon other than those described above (e.g., chain, nunchakus, brass knuckle, Billy club, electrical weapon, or device).**	**Be sequential & progressive when policy allows** GP=Grading Period *(suggested maximum for severe cases)*
22	**Item that can be construed as a tool (i.e., screwdriver, survival kit, shears etc.)**	**Possession on MSCS property or MSCS activity with a clear intent for the item to be a tool, not a weapon. There is no negative intent.** ***(i.e., student brings knife to work on a class project and has no intention to conceal or hide it from the teacher or use it as a weapon. Student is completely unaware of the severity and has no intent to harm)***	1st) Conf./ detention/ ISS 2nd) ISS/ supervised study 3rd) 1 day up to 7 days OSS **Notify Law Enforcement & Relevant Others** *Possible Category B due to the level of severity.*
	RULES VIOLATION	**This category comprises misbehavior that violates school policy. Problem behaviors could include attendance related, immunization, dress code violations, running in the halls, possession of contraband, cheating, lying to authorities, or falsifying records, etc.** **Note:** **Please report this code as specifically as possible. A list of reportable offenses that will automatically be connected to the state as code (24) Rules Violation have been listed in your PowerSchool log entry "action taken for local reporting" section. When reporting these offenses, choose one of the specific offense titles below. Only choose the broader term "Rules Violation" when the behavior cannot be described in the list below.**	**Be sequential & progressive when policy allows** GP=Grading Period *(suggested maximum for severe cases)*
24	**Cigarette/ Electronic Cigarettes/ Vapes/ tobacco products**	**Possession/use (i.e., cigarettes, *Black & Mild (cigar)*, chewing tobacco, nicotine devices, etc.)** ***Note: If the device or oils do not include illegal substances (THC).*** ***Vape oils that include THC will follow the illegal substance protocols described in Category (A).***	1st) ISS 2nd) 1-5 days OSS

	Use of Fireworks	**Igniting fireworks at school or school function using materials designed to ignite with flame (firecrackers/works, bottle rockets, roman candles, etc.)** ***Note: Not intended for small handheld poppers/noise makers that do not produce significant flames.**	• 5 days up to 10 days • Notify Law Enforcement/ MFD • Refer to Alternative School *Possible Category B due to the level of severity.*
	Profane or Vulgar remarks or actions (towards adults)	**Student uses profanity or vulgarity towards an adult and makes derogatory statements directly to the adult (no threats) Example: Student make remarks about the size of a teacher's physical attributes etc. Continued behavior of this nature can result in more severe consequences (see all harassment and title IX sections).**	• Minimum: 3 days ISS • 1 day up to 6 days OSS
	Pornographic Materials (manufactured)	**Pictures/videos of non-student(s)** ***(i.e., student is found in possession of adult pornographic movies that have been mass manufactured by a company – NOT videos of actual students/minors)*** ***Note: possible felony offense*** **Do not make copies of pictures or send pictures by use of media devices**	• 1st Minimum 3 days ISS • 1 day up to 6 days OSS (if repeated) • Notify Law Enforcement & Relevant Others (i.e., DCS) *Possible Category B due to the level of severity and history.*
	Sexual Activity at School (consensual) **Title IX Reporting Required** **Karla Hankins** **901-416-5417** **hankinska@scsk12.org**	**Sexual intercourse (of any kind). Student(s) admit that the acts were consensual.** (Oral, anal, vaginal penetration, or masturbation) *Not to be confused with over the clothing touching and patting or fondling inappropriate displays of affections.* ***Note: Use "Obscene / Immoral/ Disreputable" Code (24)*** ***Also review Codes 43,44 & 34.***	• 5 days up to 10 days OSS • SHAPE referral • Notify Law Enforcement & Relevant Others. *Possible Category B due to the level of severity.*
	THEFT	**The taking of, or attempting to take, anything of value that is owned by another person or organization under confrontational circumstances by force or threat of force or**	**Be sequential & progressive when policy allows.** GP=Grading Period *(suggested maximum for severe cases)*

		violence and/or by putting the victim in fear. A key difference between robbery and theft is that the threat of physical harm or actual physical harm is involved in a robbery.	
25	**More than $500**	**Stealing or misappropriation of school or personal property (regardless of the intent to return).** **(i.e., students take expensive electronics, vehicles, etc.)** ***Consult with the Office of Risk (901-416-5515)*** ***Management to inquire about fiscal responsibilities of parent.***	• 5 days up to 10 days OSS • Notify Law Enforcement & Relevant Others *Possible Category B due to the level of severity.*
	Less than $500	**Stealing or misappropriation of school or personal property (regardless of the intent to return).** ***NOTE:** pattern of behavior and level of disruption will determine the severity of the consequence (i.e., student steals another student's snacks, personal items, etc.)* ***Consult with the Office of Risk (901-416-5515)*** ***Management to inquire about fiscal responsibilities of parents.***	• Minimum: Detention/ Supervised Study/ ISS • 1 day up to 5 days OSS
	VANDALISM	**Willful destruction of defacement of school or personal property.**	**Be sequential & progressive when policy allows.** GP=Grading Period *(suggested maximum for severe cases)*
26	**Severe Damage**	**Results in damage that exceeds $1000 or that causes extreme levels of disruption to the school environment *(i.e., student spray paints several walls and breaks windows or damages multiple computers)*** **Can include Arson that results in damage (see Code 24 Arson).** ***Consult with the Office of Risk (901-416-5515)*** ***Management to inquire about fiscal responsibilities of parents.***	• 7 days up to GP days OSS • Notify Law Enforcement & Relevant Others *Possible Category B due to the level of severity.*
	Minimal Damage	**Does not exceed $1,000 and causes little to no disruption to the learning environment.** ***(i.e., Student tares a page from a book)*** ***Consult with the Office of Risk (901-416-5515)*** ***Management to inquire about fiscal responsibilities of parents.***	• Minimum: ISS to 1 day up to 6 days OSS

	Vandalism – Damage of Property SERIOUS TECHNOLOGY MISCONDUCT/ COMPUTER HACKING	**Student is hacking district accounts or servers, stealing passwords/data, altering grades, disabling security software, spreading malware, AI-generated bomb threats, network disruption, accessing confidential student/staff information, coordinated cyber-attacks.**	• 7 days up to GP days OSS • Notify Law Enforcement & Relevant Others *Possible Category B due to the level of severity.*
	OTHER THREAT	**School Threat (Threat of Destruction or Harm). Any threat (verbal, written, or electronic) by a person to use other substances or devices for the purpose of exploding, burning, causing damage to a school building or school property, or to harm students or staff.**	**Be sequential & progressive when policy allows** GP=Grading Period *(suggested maximum for severe cases)*
28	**Off & On Campus Threats (Severe/ specific)**	**Substantial evidence to support a specific or viable threat made to school property, staff, or students –including threats made via social media (specific in nature) …especially specific threats made on another's life or designs to execute mass shootings.** ***(i.e., Facebook page that reads, "I am going to kill Michael during 5th period or I'm bringing my gun to school to shoot Michael and the student is holding a picture of an actual gun while making the post") or (i.e., Principal finds a letter from a student detailing the unusually specific processes that will be taken to shoot-up the campus and or murder individuals)*** ****Note: Must reflect a clear and specific nexus to the school environment and immediate danger.*** ***Also see Code (24) "Minor vs. Severe Verbal Threats & Bullying Codes (40-46)"***	• 1 day up to 6 days OSS • Notify Law Enforcement & Relevant Others • Notify Threat Assessment Team
	Threat to Staff (Severe/ Sincere)	**Intentionally directed threat such as posture, verbal, or written text to cause specific harm to staff. (Severe level of disruption)** ***(i.e., Student angrily threatens to harm teacher while attempting to physically carry through on the threat or posturing in such a way that other adults must intervene. The incident results in an extreme disruption and exceeds what could normally be construed as general surliness.)***	• 1 day up to GP days OSS • Notify Law Enforcement & Relevant Others • Refer to Alternative School *Possible Category B due to the level of severity.*

		Also see Code (24) "Minor Verbal Threats"	
	Threat to Staff (minor)	**Indirect threat to staff, usually verbal but includes written. (Minimal level of disruption)** ***(i.e., High schooler mumbles under his breath that he wants to smack his teacher and does not intend for the teacher to hear the statement (or writes a note not intended to be found). Few to no other individuals are aware of the comment.) The context of the situation is mostly "insubordinate" as opposed to "threatening."*** **Also see Code (24) "Minor Verbal Threats"*	1st) Supervised Study /ISS 2nd) 1 day up to 6 days OSS • Notify Threat Assessment Team • Notify Law Enforcement
	FIGHTING	**Mutual participation in an incident involving physical violence, where there is no major injury.**	**Be sequential & progressive when policy allows.** GP=Grading Period *(suggested maximum for severe cases)*
30	**Group Fights (Brawls) Gang Fights**	**3 or more students fight, and the fight has some or all of the characteristics of a "severe" fight as listed above.** ***(i.e., includes multiple students jumping one student who retaliates during the conflict, and individuals as opposing groups or teams)*** **Note: A fight should be classified as a gang-related fight if there is evidence indicating that it stemmed from a gang conflict or if gang-related behavior was displayed during or after the incident (e.g., verbally claiming gang affiliation or using gang hand signs). A student's gang affiliation alone is not sufficient to classify an incident as gang-related; the incident itself must demonstrate gang-related behavior or motivation.** **Office of Student Safety must be contacted for assessment prior to suspension. (416-6295)**	• 5 days up to GP days OSS • Notify Law Enforcement *Possible Category B due to the level of severity.*
	ASSAULT OF STUDENT	**A person commits assault who:** a) **Intentionally, knowingly, or recklessly causes bodily injury to another;** b) **Intentionally or knowingly causes another to reasonably fear imminent bodily injury; or** c) **Intentionally or knowingly causes physical contact**	**Be sequential & progressive when policy allows.** GP=Grading Period *(suggested maximum for severe cases)*

		with another, and a reasonable person would regard the contact as extremely offensive or provocative. [T.C.A. § 39-13- 101] **This incident is NOT a zero-tolerance offense pursuant to T.C.A. § 49-6-3401.**	
33	**Student attacks another (severe disruption)**	**Student attacks another student and police charge student with assault, while the other student is considered a victim. The victim does not retaliate. (May result in minor bodily injury or can be identified as a clear imbalance of power.)** ***NOTE: Students with aggressive behaviors require SST review, interventions/supports prior to expulsion.*** **Example of Severe incident- Victim is attacked and has to immediately be taken by paramedics and is in critical or serious condition that removes their ability to return. Culprit not remorseful.**	• 1st 3 days OSS • Continuous 5-10 days OSS *Possible Category B (up to GP days) due to the level of severity.*
	Student attacks another (minor disruption)	**Isolated incident, no injuries, and low level of disruption *(i.e., other student is not able or does not retaliate and the fight obviously has only 1 aggressor, but the situation does not rise to a level that requires law enforcements for de-escalation)*** ***NOTE: Students with aggressive behaviors require SST review, interventions/supports prior to expulsion.***	• 1st) 1-3 days ISS • 2nd) 3-5 days OSS
	AGG. ASSAULT STUDENT	**Touching or striking another person against his or her will or intentionally causing serious bodily harm to an individual.**	**Be sequential & progressive when policy allows.** GP=Grading Period *(suggested maximum for severe cases)*
36	**Bodily Injury**	**One student attacks another student and police charge student with aggravated assault, while the other student is considered a victim. The victim does not or cannot retaliate. (Results in severe bodily injury or disfigurement.)**	• 7 to 10 days OSS • 10-180 days OSS *Possible Category B due to the level of severity.*

Category D

1. Open or continued **defiant attitude** or **willful disobedience toward** a member of school **staff;**
2. Vulgar, profane, immoral/disreputable, or **rude remarks** or **non-verbal action to staff** member or fellow student;
3. Physical or verbal **intimidation or threats to other students**, including hazing;
4. **Threatening bodily harm to another student**, including transmitting by an electronic device any communication containing a credible threat to cause bodily injury or death to a student and the transmission of such threat creates actual disruptive activity at the school that requires administrative intervention;
5. **Fighting** in or on school property unless, in accordance with state law, the principal recommends no disciplinary action for a student who is deemed to have acted in self-defense or defense of another;
6. **Possession of** mace or **disabling sprays**;
7. **Inappropriate use of electronic media**, including, but not limited to, all calls (land line, cellular or computer generated), instant messaging, text messaging, video/audio recording devices, iPods, MP3s or any type of electronic music or entertainment device, cameras and camera phones;
8. Sexual, racial, ethnic, or religious harassment/**discrimination**;
9. **Bullying/cyberbullying, intimidation, and harassment;**
10. **Refusal to produce an object** identified by metal detectors;
11. **Inciting, advising or counseling of others to engage in any acts in Categories A, B or C** using any means to send or receive spoken or written messages, including, but not limited to, notes, letters, texts, online or in-person group chats or conferencing, electronic messaging, audio messaging, video messaging, social media posts/streams, or other similar forms of communication;
12. **Continuous** and/or **severe Category E** Offenses*.

Penalty for *Category D Offenses*

- Parent-Principal Conference; or
- Before/After School Detention/Saturday School; or
- In-School Suspension; or
- Out-of-School Suspension (1-4 days)

TN CODE	OFFENSE	STATE DEFINITION	SUGGESTED CONSEQUENCE
	DRUGS	***Unlawful use, cultivation, manufacture, distribution, sale, solicitation, purchase, possession, transportation, or importation of any controlled drug (e.g., Demerol, morphine) or narcotic substance.***	

17	**Possession of student's own prescription**	**Without evidence of intent to distribute/sell ("disobedience" if not used illegally) (i.e., student fails to turn in prescribed meds into the front office-no negative intent discovered)** ***Note Code (24) Violation of school Rules-not state mandated 180-day suspension***	1st) Conf./detention 2nd) 1 - 4 days ISS
	NON-LETHAL FIREARM	**Other Object The weapon involved was another known object (e.g., stun gun, BB, air, pellet, cap, or toy gun).**	**Be sequential & progressive when policy allows.** GP=Grading Period *(suggested maximum for severe cases)*
21	**BB Gun(s) Without intent**	**Possession on campus with no intent to defend or harm Note: (i.e., A student who has no history of violence would receive the most minor consequence, but a student who has a history of violence may receive more severe consequences).**	• Minimum 3 Days ISS • 1 day up to 4-days OSS
	RULES VIOLATION	**This category comprises misbehavior that violates school policy. Problem behaviors could include attendance related, immunization, dress code violations, running in the halls, possession of contraband, cheating, lying to authorities, or falsifying records, etc.**	**Be sequential & progressive when policy allows.** GP=Grading Period *(suggested maximum for severe cases)*
24	**Firework Possession**	**Possession of fireworks at school or school function (not using/lighting)**	1st) Minimum: Detention/ Supervised Study/ ISS 2nd) 1 - 3 days OSS
	Cell Phones (Policy 6024)	**Student is in possession of cell phone (cell phone out and visible in an authorized area).** **Refusal to surrender a device upon request will result in disciplinary action for insubordination and may include revocation of the privilege to possess a PWCD (personal on school grounds.**	• First Violation: Verbal warning and device returned to the student at the end of the day. • Second Violation: Device confiscated and returned only to a parent/guardian after a mandatory conference. • Third Violation: Device held for one school day and possible additional disciplinary action. • Fourth and Subsequent Violations: Device held for up to three school days, possible suspension, and loss of

			privilege to bring any PWCD on campus.
	Gambling	**Student gambling, which results in the exchange of money. (i.e., uses cards, dice, marbles etc.)** ***Note: Gambling can be entered into the database as "Rules Violation Code 24-Gambling" It is considered disreputable conduct, which makes it a category (D&C) offense.***	1st) Minimum: Detention/ Supervised Study/ISS 2nd) 1-5 days OSS
	Profanity (towards students)	**Student uses profanity toward another student and is not aware or attentive of an adult's presence (no threats).**	1st) Minimum: Parent/Teacher/Admin Conference 2nd) 1 day up to 4 days ISS
	Profane or Vulgarity (near adults)	**Student uses profanity toward a student and purposefully disregards the presence of an adult (no threats).**	1st) Minimum: 2 days ISS 2nd) 1 day up to 4 days OSS
	OTHER THREAT	**School Threat (Threat of Destruction or Harm). Any threat (verbal, written, or electronic) by a person to use other substances or devices for the purpose of exploding, burning, causing damage to a school building or school property, or to harm students or staff.**	**Be sequential & progressive when policy allows.** GP=Grading Period *(suggested maximum for severe cases)*
28	**Verbal Threats to <u>students</u> (Minor)**	**Towards other students (i.e., mumbling, shouting, threatened violence that results in minimal disruption)** ***Also see Code (28)***	1st) Minimum: Detention/Supervised Study/ISS 2nd) 1-3 days OSS • Notify Law Enforcement
	Reckless Safety threat ***(not malicious in nature)*** ***Especially pulling fire alarms****	**A student's reckless behavior presents a major safety concern to students, staff, or the entire environment. The administration can clearly describe/identify the threat and communicate what occurred beyond assumption.** ***(i.e., lighting objects on fire but without the intent to vandalize or destroy (playing with fire), pulling the fire alarm, creating hazardous situations spreading oils, nails on surfaces etc.)*** ***Also see Code (24) "Minor and Major Threats" and "Arson" for intentionally setting fires***	• Min. 3 days ISS • 1 day up to 6 days OSS *Possible Category C due to the level of severity.*

	<u>OFF</u> Campus Threats (Minor/ Non-Specific)	**Isolated incident NOT previously attached to any bullying claims/investigations. Evidence via social media or from community stakeholders (parent, officer, etc.) that a student has threatened to harm another student. All communication is held OFF campus, and the information does not include specifics or proof that a violation was committed on school grounds or at a school sponsored event.** ***(i.e., Facebook page that reads, "I am going to fight Michael.")*** *<u>If it appears to be conflict between both parties as opposed to bullying.</u>* ***Note: Also See Bullying Code 29 if the behavior has created a hostile school environment***	• Admin/ Parent conference • Notify Law Enforcement & Relevant Others • Implement Intervention Plan (Stay-Away-Agreements etc.)
	Threat to Student/ Staff AUDIO RECORDING	**Student is viewed with cellphone recording a physical altercation. and post the recording on social media or share it with other students, creation of fake AI images/videos of students or staff, unauthorized account access attempts, bypassing filters/VPNs, inappropriate messaging, impersonation using AI tools.**	• 1 day up to GP days OSS • Notify Relevant Others • Refer to Alternative School *Possible Category B due to the level of severity.*
	FIGHTING	**Mutual participation in an incident involving physical violence, where there is no major injury.**	**Be sequential & progressive when policy allows.** GP=Grading Period *(suggested maximum for severe cases)*
30	**Minor Fights**	**Student consciously engages in a physical altercation, but there is little to no physical injury, and the incident is easily quelled with minimal disruption (this includes retaliation). Student is cooperative and remorseful. (i.e., may result in minimal bruises/scratches). Also see Code (24) Pushing, hitting, kicking & shoving for extremely minor squabbles.**	• Minimum: 2 days of ISS • Sup. Study • 1-4 days of OSS
	Serious Fights	**Student consciously engages in a physical altercation that results in physical injury (i.e., bruises, swelling etc.) law enforcement may be required for de-escalation; high level of disruption to education environment student slothfully de-escalates or fails to de-escalate. Students maliciously**	• 1-10 days of OSS • Notify Law Enforcement

		continue to attempt to harm and disregard the presence of adults.	

Category E

1. Habitual and/or excessive tardiness
2. Class cutting;
3. Intentional disturbance of class;
4. Leaving school grounds without permission;
5. Being in an unauthorized area without permission;
6. Tampering with grades or report cards;
7. Possession of lighters or matches;
8. Possession of and access to beepers, cellular phones, or other electronic communication devices during school hours without permission of the principal;
9. Inciting, advising or counseling others to engage in any acts in Category D using any means to send or receive spoken or written messages, including, but not limited to, notes, letters, texts, online or in-person group chats or conferencing, electronic messaging, audio messaging, video messaging, social media posts/streams, or other similar forms of communication;
10. Dress code violation.

Penalty for *Category E* Offenses**:**

- Parent-Principal Conference; or
- Before/After School Detention/Saturday School; or
- In-School Suspension

NO OSS

TN CODE	OFFENSE	STATE DEFINITION	SUGGESTED CONSEQUENCE
	NON-LETHAL FIREARM	**Other Object** **The weapon involved was another known object (e.g., stun gun, BB, air, pellet, cap, or toy gun).**	**Be sequential & progressive when policy allows.** GP=Grading Period *(suggested maximum for severe cases)*

21	**Toy Guns**	**Possession on campus, but it is clearly an item created for children to play with. IF the student was using it under the guise of a weapon, it may carry severe category (B) penalties (i.e., painting toy gun black to rob others)** ***Note: Toys should be coded as "Violation of School Rules code (24) if they were not used under the guise of a weapon.***	• Confiscation of item(s) • Parent/Teacher/ Admin Conference
	OTHER WEAPON	**Other: The incident involved a weapon other than those described above (e.g., chain, nunchakus, brass knuckle, Billy club, electrical weapon, or device).**	**Be sequential & progressive when policy allows** GP=Grading Period *(suggested maximum for severe cases)*
22	**Bullets without intent to harm (simple possession)**	**Possession of Bullets without intent (i.e., student finds bullet while walking to school, places it in his pocket but there is no evidence of negative intent)** ***Note: Code as Rules Violation code (24) NOT as a Weapon**	• Confiscation of item(s) • Parent/Teacher/ Admin Conference/ detention
	RULES VIOLATION	**This category comprises misbehavior that violates school policy. Problem behaviors could include attendance related, immunization, dress code violations, running in the halls, possession of contraband, cheating, lying to authorities, or falsifying records, etc.**	**Be sequential & progressive when policy allows.** GP=Grading Period *(suggested maximum for severe cases)*
24	**Disruptive Behavior**	**Frequent talking, playing or jovial off task behavior that persists after redirection. Behavior that is traditionally perceived as typical/minor misbehavior and is outlined in category (E)** ***Note: Implement BIP & support with fidelity**	• Parent/Teacher/ Admin Conference/ • Detention/ supervised study
	Dress Code Violation	**Sagging pants, visible under clothes, failure to wear school uniform; other specifications listed in the school rules/notifications that the principal has identified to be distracting to the educational process.**	• Parent Conf./ Detention • Not to exceed 5 days ISS
	Cutting Class	**Student intentionally misses class beyond the reasonable length (determined by the principal) or leaves the school grounds for any time period without permission.**	• Parent Conf./Detention/ Supervised Study/ISS

		Note: Per state law, Category (E) attendance-related offenses CANNOT result in in-school suspension or out-of- school suspension. (TCA § 49-6-3009(e)(1).) **Behavior Intervention Plans should be implemented with fidelity (i.e., trackers, conferences, monitors, etc.)**	
	Pinching/ Pushing/ Kicking, etc.	**Though students become physical, the altercation is minor at most and is not considered to be a full fight, or the actions are one sided and deliberately done to another student with the intent to irritate. This may also involve "horse playing".**	• Parent Conf./Detention/ Supervised Study • ISS
	Unauthorized Use of Internet/ Computer – TECHNOLOGY/ COMPUTER MISUSE	**Student engages in low-level misuse of electronic devices or technology that causes limited disruption and does not involve malicious intent, threats, or damage to systems. Student is cooperative and behavior is easily corrected, recording students without permission, minor misuse of AI for classwork assistance, sharing passwords with friends.**	1st) Student-Parent Conference 2nd) 1 to 3 days of ISS 3rd) 1 to 2 days of OSS
	FIGHTING	**Mutual participation in an incident involving physical violence, where there is no major injury.**	**Be sequential & progressive when policy allows.** GP=Grading Period *(suggested maximum for severe cases)*
30	**Self-Defense**	**Student only becomes physically involved to escape or remove themselves/others from the conflict. Their intent is not to engage but to disengage.** **Note: Also see Code (33) Assault of Student**	**No Consequence**

Newly Revised State Codes: Bullying & Harassment			
40	Harassment or bullying- disability	Intimidation or abusive behavior toward a student based on actual or perceived disability	Follow Bullying and Title IX Mandates
41	Harassment or bullying- race, color, or national origin	Intimidation or abusive behavior toward a student based on actual or perceived race, color, or national origin. Cont.…	
42	Harassment or bullying- Religion	Intimidation or abusive behavior toward a student based on actual or perceived religion.	
43	Harassment or bullying- Sex	Harassment or bullying on the basis of sex includes sexual harassment and harassment or bullying based on sex-stereotyping. Sexual harassment in unwelcome conduct of a sexual nature, such as unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Harassment or bullying based on sex stereotyping includes acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex or sex stereotyping, but not involving conduct of a sexual nature. Both male and female students can be victims of harassment or bullying on the basis of sex, and the harasser or bully and the victim can be of the same sex. Bullying on the basis of sex constitutes sexual harassment.	
44	Harassment or bullying - Sex Orientation	Intimidation or abusive behavior toward a student based on actual or perceived sexual orientation.	
45	Harassment or bullying Physical Appearance	Intimidation or abusive behavior toward a student based on physical appearance such as height, weight, or other physical characteristics that are unrelated to actual or perceived disability, race, color, national origin.	
46	Harassment or bullying - Other	Intimidation or abusive behavior toward a student based on factors that are unrelated to actual or perceived disability, race, color, national origin, religion, sex, sex orientation, and physical	

Title IX Reporting Required	**Isolated Incidents: (non-violent physical behavior)**	**Incidents that have not been ongoing or continuous over a span of days (appears to be an isolated situation) may include a variety of disruptive behaviors that are not limited only to verbal statements. (i.e., tripping students, pulling chairs from beneath them, placing glue/tacks in their seats etc.)** ***Note: All allegations of bullying and harassment should be investigated and documented immediately (see Bullying Harassment & Intimidation section)***	• Minimum: Parent/Teacher/Principal Conference • Detention/Sup. Study • 1 day of ISS *Other proactive responses Category (E)*
Title IX Reporting Required	**Continuous Incidents: Harassment (non-violent physical behavior)**	**Ongoing incidents, which have been occurring over a span of time or multiple days. Incidents may include a variety of disruptive behaviors that are not limited only to verbal statements. (i.e., tripping students, pulling chairs from beneath them, placing glue in their seats etc.)** ***Note: All allegations of bullying and harassment should be investigated and documented immediately (see Bullying Harassment & Intimidation section)***	• Minimum: Parent/Teacher/Principal Conference • Detention/Supervised Study • 1-5 day of ISS • 1 day up to 4 days OSS • *Other proactive responses Category (E/D)*
	Harassment (Verbal only)	**Vulgar, profane, immoral/disreputable or rude remarks to staff or students** ***NOTE: Adults should always redirect derogatory slurs immediately (i.e., checking, ridiculing, persistent joking/connotations at the expense of another).*** ***NON-Physical only***	• Minimum: Sup. Study • 1-3 days of ISS • 1day up to 6 days of OSS *Category (D/C)*
	Bullying Incidents involving (Minor Physical Contact)	**Isolated or ongoing incident that has escalated to physical interaction and is in congruence with harassing behavior (i.e., student is pushed down or kicked in the behind during after a "kick me" sign has been attached.)** ***Note: See Violation of School Rules Code (24) "Pushing/Kicking or fighting" consequence will depend on the extent of the physical contact for more severe physical contact see Codes (30, 33, 36, & revised bullying codes)***	• Minimum: Sup. Study • 1-3 days of ISS • 1-4 days of OSS *Category (D/C)*
	Bullying Incidents involving (Severe/violent Physical Contact)	**Refer to Code (30) Fighting, Code, (33) Assault of Student (if there is a clear imbalance of power from an identified aggressor/bully) or Code (36) Aggravated Assault of Student** ***Also: for Sexual incidents see Codes (43) & (44) Sexual Harassment & Code (34) Sexual Assault*** ***NOTE: Though administration will consequence for the most severe violation that occurred, incidents rooted in bullying must still follow the bullying protocols outlined in the Bullying Section.***	• *5-10 days of OSS* *Category (B/C)*
Title IX Reporting Required	**Cyber-bullying (ON Campus)**	**Incidents using electronic devices to make threats, taunts, defame character etc. The situation has undeniably created a hostile/disruptive educational environment. (i.e., Student takes a picture of another student while on campus and post it on social media with racial slurs or sexual connotations)** ***Note: Also see code (24) & (28) Major/Minor Threats***	• Minimum: Sup. Study • 1-3 days of ISS • 1 day up to 6 days of OSS *Category (D/C)*
Title IX	**Cyber-bullying (OFF Campus)**	**Incidents using electronic devices to make threats, taunts, defame character etc. This situation has undeniably created a hostile/disruptive educational environment. (i.e., Student adds a sex video of a student and sends it to the entire football team on Sunday night before school) Though the behavior is off campus, it appears to be**	• Minimum: Sup. Study • 1-3 days of ISS • 1 day up to 6 days of OSS *Category (D/C)*

Reporting Required		**patterned and ongoing and is specifically targeted to the student while disrupting school.** ***Note: Also see code (24) & (28) Major/Minor Threats***	
	Harassment (Non-Physical)	**An isolated incident that creates a hostile educational environment for student(s or Ongoing incidents which have been occurring over a span of time or multiple days or) *(i.e., sexual remarks/nicknames/ or requests made deliberately at a student, aggression directed towards a student due to their sexual orientation/preference).*** ***Note: All allegations of harassment should be investigated and documented immediately.***	• Minimum: 3 days ISS • 1-6 days OSS • *Other proactive responses* ***Category (C)***
	Involving Minor Physical Contact	**Isolated incidents that may involve an inappropriate touch that does not rise to the definition described under "sexual assault". The consequences will depend on the level of severity.** ***Example:*** *A student touches another student on the backside for a few seconds above the clothing (minor consequences for first time offender) May result in Supervised Study/ISS to short-term OSS. Age and history are important factors to consider.*	• Sup. Study or ISS • 1-5 days OSS • Notification to Law Enforcement/ DCS ***Category (C)***
	Involving Moderate Physical Contact **(See Sexual Assault (34) involving SEVERE physical contact)**	***Example:*** *A student touches another student below clothing/ repeatedly despite being pushed away (moderate/ severe) May result in short-term OSS or* ***Example:*** *A student touches another repeatedly (over a span of days) and has had recent past encounters with the same behavior, despite intervention from school (severe) may result in long-term (as obscene, immoral / disreputable conduct).* ***Note: not to be confused with behaviors descripted in Code (34) Sexual Assault)***	• 6 days up to a GP days OSS • Notification to Law Enforcement/ DCS ***Category (D)*** *Possible Category (C/B)*
Policy 6046	NOTE: HARASSMENT, INTIMIDATION, BULLYING OR CYBERBULLYING will not be tolerated. **STATE required actions involve investigation, reporting, and required responses outlined in your Bullying Guidelines.** ***Please see Policy 6046 and refer to the attached Bullying Section.***		

Please use the Bullying link *(located on the Academic Landing page)* provided to thoroughly document your investigative efforts. This documentation is essential for maintaining transparency, accountability, and alignment with district expectations. Additionally, remember to document all allegations of bullying incidents in Power School, whether it is found or unfounded**.** Should you have any questions or require clarification, please reach out directly to Cory Dickerson at dickersoncl@scsk12.org. For all Title IX Reporting, contact Karla Hankins at 901-416-5417 or via email at hankinska@scsk12.org.

Safety and Security is a viable secondary resource, after the Behavior Specialist, for interventions involving fights, brawls, and similar incidents.



- **The purpose of discipline is to change negative behavior. Emotion should NOT be a factor when deciding consequences.**
- **Discipline is ALWAYS progressive! Lesser consequences (i.e., conferences, detentions, supervised study) should always be utilized prior to OSS.**
- **ALWAYS conduct manifestation meetings for Sped and 504 students when they have displayed a pattern of misbehavior and determine if the behavior is a manifestation of the disability (before exceeding 10 FAPE).**
- **ISS will count as an exclusionary consequence for students with disabilities, if services are not provided.**
- **Policy does NOT support providing exclusionary consequences (i.e., OSS, expulsions etc.) for Attendance related matters.**
- **ALL suspensions must have a beginning and end date. Students cannot be sent home indefinitely or without paperwork.**
- **Though the parents are encouraged and expected to attend readmit conferences for OSS, students cannot be penalized for the parent's failure to comply. Once the suspension has ended, education must continue!**
- **State law requires behavior intervention plans at 5 days (consecutive or at once**).

ADDENDUMS

Restorative Questions:

- **What happened, and what were you thinking at the time?**
- **What have you thought about since?**
- **Who has been affected by what you have done? In what way?**
- **What about this has been hardest for you?**
- **What do you think you need to do to make things as right as possible?**

Proactive and Responsive Circles:

Circles can be used for team building and problem solving. It enables a group to get to know each other, builds inclusion, and allows for the development of mutual respect, trust, sharing, and concern. Circles provide students with opportunities to share their feelings, ideas, and experiences in order to establish relationships and develop social norms on a non-crisis basis. When there is wrongdoing, circles play an active role in addressing the wrong and making things right.

Restorative Meetings/Conferences:

involves those who have acknowledged causing harm meeting with those they have harmed, seeking to understand each other's perspective and coming to a mutual agreement which will repair the harm as much as possible. Often all sides bring supporters, who have usually been affected, and have something to say from a personal perspective.



2026-27 Student Calendar

2026
First Semester-87 days

AUGUST
- 3 — First Day for Students | Beginning of Q1

SEPTEMBER
- 7 — Labor Day (Students Out)
- 10 — Parent/Teacher Conferences (High) (4-7 p.m.)
- 15 — Parent/Teacher Conferences (Middle) (4-7 p.m.)
- 17 — Parent/Teacher Conferences (Elementary) (4-7 p.m.)

OCTOBER
- 9 — End of Q1
- 12-19 — Fall Break (Students Out)
- 20 — Beginning of Q2 (Students Return)

NOVEMBER
- 11 — Veterans Day (Students Out)
- 23-27 — Thanksgiving Break (Students Out)

DECEMBER
- 16-18 — Semester Exams
- 18 — End of Q2/S1
- 21-31 — Winter Break (Students Out)

2027
Second Semester-89 days

JANUARY
- 1-4 — Winter Break (Students Out)
- 5 — Students Return | Beginning of Q3/S2
- 18 — Dr. Martin Luther King Jr. Day (Students Out)
- 21 — Parent/Teacher Conferences (High) (4-7 p.m.)
- 26 — Parent/Teacher Conferences (Middle) (4-7 p.m.)
- 28 — Parent/Teacher Conferences (Elementary) (4-7 p.m.)

FEBRUARY
- 15 — Presidents Day (Students Out)

MARCH
- 12 — End of Q3
- 15-19 — Spring Break (Students Out)
- 22 — Students Return | Beginning of Q4
- 26 & 29 — Spring Break II (Students Out)

MAY
- 18-20 — Semester Exams
- 20 — Last Day for Students | End of Q4/S2

JULY 2026

M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

AUGUST 2026

M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

SEPTEMBER 2026

M	T	W	Th	F
	1	2	3	4
7	8	9	10^{H}	11
14	15^{M}	16	17^{E}	18
21	22	23	24	25
28	29	30		

OCTOBER 2026

M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

NOVEMBER 2026

M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

DECEMBER 2026

M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	[16	17	18]
21	22	23	24	25
28	29	30	31	

JANUARY 2027

M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21^{H}	22
25	26^{M}	27	28^{E}	29

FEBRUARY 2027

M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26

MARCH 2027

M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

APRIL 2027

M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

MAY 2027

M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	[18	19	20]	21
24	25	26	27	28
31				

JUNE 2027

M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

LEGEND: 1st Day of School Students | Students Out (Full Day) | Parent/Teacher Conferences (H = High, M = Middle, E = Elementary) | Start of Quarter | End of Quarter | [ ] Semester Exams

This calendar is pending approval by the Tennessee Department of Education.

	M	E	M	P	H	I	S		S	H	E	L	B	Y		C	O	U	N	T	Y		S	C	H	O	O	L	S			
2026-2027	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	Total
August			1	2	3	4	5			6	7	8	9	10			11	12	13	14	15			16	17	18	19	20			21	21
September	22	23	24	25				26	27	28	29			30	31	32	33	34			35	36	37	38	39			40	41	42		21
October	43	44			45	46	47	48	49											50	51	52	53			54	55	56	57	58		16
November		59	60	61	62	63			64	65		66	67			68	69	70	71	72										73		15
December	74	75	76	77			78	79	80	81	82			83	84	85	86	87														14
January					88	89	90	91			92	93	94	95	96				97	98	99	100			101	102	103	104	105			18
February	106	107	108	109	110			111	112	113	114	115				116	117	118	119			120	121	122	123	124						19
March	125	126	127	128	129			130	131	132	133	134										134	136	137	138					139	140	16
April	141	142			143	144	145	146	147			148	149	150	151	152			153	154	155	156	157			158	159	160	161	162		22
May			163	164	165	166	167			168	169	170	171	172			173	174	175	176												14
																																176

	M	E	M	P	H	I	S		S	H	E	L	B	Y		C	O	U	N	T	Y		S	C	H	O	O	L	S			
2026-2027	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	Total
August			176	175	174	173	172			171	170	169	168	167			166	165	164	163	162			161	160	159	158	157			156	21
September	155	154	153	152				151	150	149	148			147	146	145	144	143			142	141	140	139	138			137	136	135		21
October	134	133			132	131	130	129	128											127	126	125	124			123	122	121	120	119		16
November		118	117	116	115	114			113	112		111	110			109	108	107	106	105										104		15
December	103	102	101	100			99	98	97	96	95			94	93	92	91	90														14
January					89	88	87	86			85	84	83	82	81				80	79	78	77			76	75	74	73	72			18
February	71	70	69	68	67			66	65	64	63	62				61	60	59	58			57	56	55	54	53						19
March	52	51	50	49	48			47	46	45	44	43										42	41	40	39					38	37	16
April	36	35			34	33	32	31	30			29	28	27	26	25			24	23	22	21	20			19	18	17	16	15		22
May			14	13	12	11	10			9	8	7	6	5			4	3	2	1												14
																																176

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www.pbisworld.com (For resources on RTI2-B or positive behavior interventions, please reference this website.)

Suspension Review Form 2026-2027 District Review Form for Suspensions Over 5 Days – Fill out form (Can also be found on the Academic Landing page.)