



**437 Goldfloss Street, Winston-Salem, NC 27127
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Student Discipline & Code of Conduct For Student & Family Handbook

1. Our Commitment to a Safe and Supportive School

Carter G. Woodson School 34-D (CGWS) is committed to providing every student with a safe, respectful, and productive learning environment. We believe discipline should teach, guide, protect, and promote student growth, not simply punish.

This **Student Discipline & Code of Conduct** outlines:

- Expectations for student behavior
- Consequences when rules are not followed
- Rights and responsibilities of students and families
- Procedures for suspensions, expulsions, and behavior supports
- Special protection for students with disabilities

This handbook is based on **North Carolina G.S. 115C-218.60, Chapter 115C-Article 27**, and our **Charter Agreement**.

2. Code of Student Conduct (What We Expect)

Our Code of Student Conduct helps all students understand:

- How to behave safely
- How to respect others
- How to participate in a positive learning environment
- What behaviors are not allowed
- What consequences may occur if rules are broken

Rules apply:

- In the school building
- On school buses or transportation
- At school-sponsored events
- Off campus if behavior affects school safety or operations

3. Student Responsibilities

Students are expected to:

- Follow the directions of the school staff
- Attend school regularly and on time
- Complete classwork and assignments
- Use respectful language
- Keep hands, feet, and objects to themselves
- Care for school property
- Report unsafe behavior
- Follow classroom rules and procedures

4. Family Responsibilities

Families are partners in discipline. Parents/guardians are asked to:

- Review this handbook each year
- Support school expectations at home
- Communicate with teachers and administrator and/or principal
- Participate in conferences or meetings related to disciplinary procedures
- Notify the school of changes in behavior or needs

5. Progressive Discipline Approach

We believe discipline should be **fair, consistent, and, when possible, restorative**. School staff use a range of strategies before assigning major consequences.

These may include:

- Student conferences
- Reflection sheets
- Calls to parents
- Restorative conversations
- Behavior contracts
- Counseling support
- Classroom-based interventions

Severe violations may result in suspension or expulsion, in accordance with state law.

6. Types of Disciplinary Measures

The administration and/or principal will exercise discretion in applying appropriate disciplinary measures commensurate with the specific nature of the behavior. For example, some:

- Redirection or warnings
- Loss of privileges
- Parent conferences
- Detention
- After-School Detention (ASD)
- Short-term suspension (1–10 days)
- Long-term suspension (11–365 days)
- Expulsion (By CGWS Board decision)

NOTE: Corporal punishment is not allowed under any circumstances.

7. Procedures for Suspensions and Expulsions

North Carolina state law requires the school to follow specific rules and due process for serious disciplinary matters, short- and long-term suspensions, and expulsions under Article 27 of Chapter 115C of the General Statutes. Carter G. Woodson School will follow these rules in such instances.

Short-Term Suspension (1–10 Days)

Students and families will receive:

- Written notice of the reason for suspension
- An opportunity for the student to tell their side of the story

- Make-up work according to school policy

Long-Term Suspension (11–365 Days)

Families will receive:

- Formal written notice
- Information about the evidence
- An opportunity for a hearing before the CGWS Board or its designee
- A written decision after a hearing

Expulsion

Expulsion may occur only if the CGWS Board determines that a student poses a clear threat to school safety and that no alternative education setting is safe.

8. Students With Disabilities (IDEA & Section 504)

Students with disabilities have special protections:

- If a suspension exceeds **10 days**, a **Manifestation Determination Review (MDR)** is required.
- Students must continue to receive appropriate education services during long-term removals.
- Behavior Intervention Plans (BIPs) may be developed or revised.
- Certain serious offenses (weapons, drugs, serious injury) may result in an alternative setting even if the behavior is a manifestation of the disability.
- CGWS considers any existing federal guidance for the discipline of students with disabilities, as well as other guidance on school discipline practices issued by the United States Department of Education.

9. Annual Distribution & Acknowledgment

This handbook is:

- Distributed annually to all families
- Available on the school website
- Provided in alternate formats upon request

Families must sign an acknowledgment form confirming they have received and reviewed this handbook.

10. Contact Information

For questions about discipline or behavior expectations, please contact:

- **Your child's teacher**
- **School administrator and/or Principal**
- **Exceptional Children (EC) Director**, if your child receives special education services

CGWS 34D- Code of Conduct Matrix (Levels 1–4 Behaviors)

Level 1 – Minor Misconduct (Handled in the Classroom by Teacher)

Examples:

- Off-task behavior
- Talking out of turn
- Minor disrespect
- Not following directions
- Dress code violations
- Tardy to class
- Minor technology misuse

Possible Responses:

- Verbal reminder/redirection
- Seat change
- Reflection activity
- Parent contact
- Classroom-level restitution
- Teacher detention

Level 2 – Moderate Misconduct (Repeated or More Serious – Handled by Administrator/Principal/Classroom Teacher)

Examples:

- Repeated Level 1 behaviors
- Disruptive behavior impacting learning
- Inappropriate language
- Minor property damage
- Horseplay
- Defiance/noncompliance

- Bus misconduct

Possible Responses:

- Parent conference
- Loss of privileges
- Restorative conversation/mediation
- Behavior contract
- Referral to a counselor
- Office referral
- After-School Detention

Level 3 – Serious Misconduct [Handled by Administrator/Principal]

Examples:

- Aggressive behavior or threats
- Bullying or harassment
- Fighting
- Vandalism
- Theft
- Academic dishonesty (major)
- Repeated defiance
- Leaving campus without permission
- Possession of prohibited items

Possible Responses:

- Office referral
- After School Detention or short-term suspension
- Restorative conference
- Parent meeting
- Behavior Intervention Plan (BIP)
- Law enforcement contact when required

Level 4 – Major or Dangerous Misconduct

Examples:

- Weapons possession
- Drug or alcohol possession/use/distribution
- Assault causing injury
- Serious threats to safety
- Sexual misconduct
- Arson
- Major theft
- Any behavior posing imminent danger

Possible Responses:

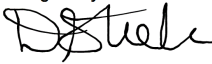
- Immediate administrative referral
- Short-term or long-term suspension
- Expulsion (Board decision)
- Alternative education placement
- Mandatory due-process procedures
- Law enforcement referral (when and if required)

Debra Gaines, Ed.S., Principal

Signed by:

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Darlene Steele, MA, M.S., Senior Executive Director

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