

Greene County Middle School Student Behavior Handbook



2025-2026

**485 Middle School Road
Snow Hill, NC 28580**

252-747-8191

Updated June 2025

Introduction

The 2025-2026 school year focus is to create an environment where you are a thermostat and not a thermometer, with a fresh start and an optimistic mindset about improving behavior school-wide. **ALL Hands On Deck!** We will work collectively and collaboratively to hold students accountable for their actions, and as a staff, remain consistent in how we implement interventions to help students refocus their behavior. Academic excellence, achievement, and growth will improve as behavior in the school building improves. We will continue to implement Positive Behavior Interventions and Supports (PBIS). PBIS is a positive behavior intervention support meant to reward positive behavior, not punish a student for unwanted behaviors. PBIS will offer rewards and fun school events for students with positive behavior. Positive behaviors are based on the RAM Matrix.

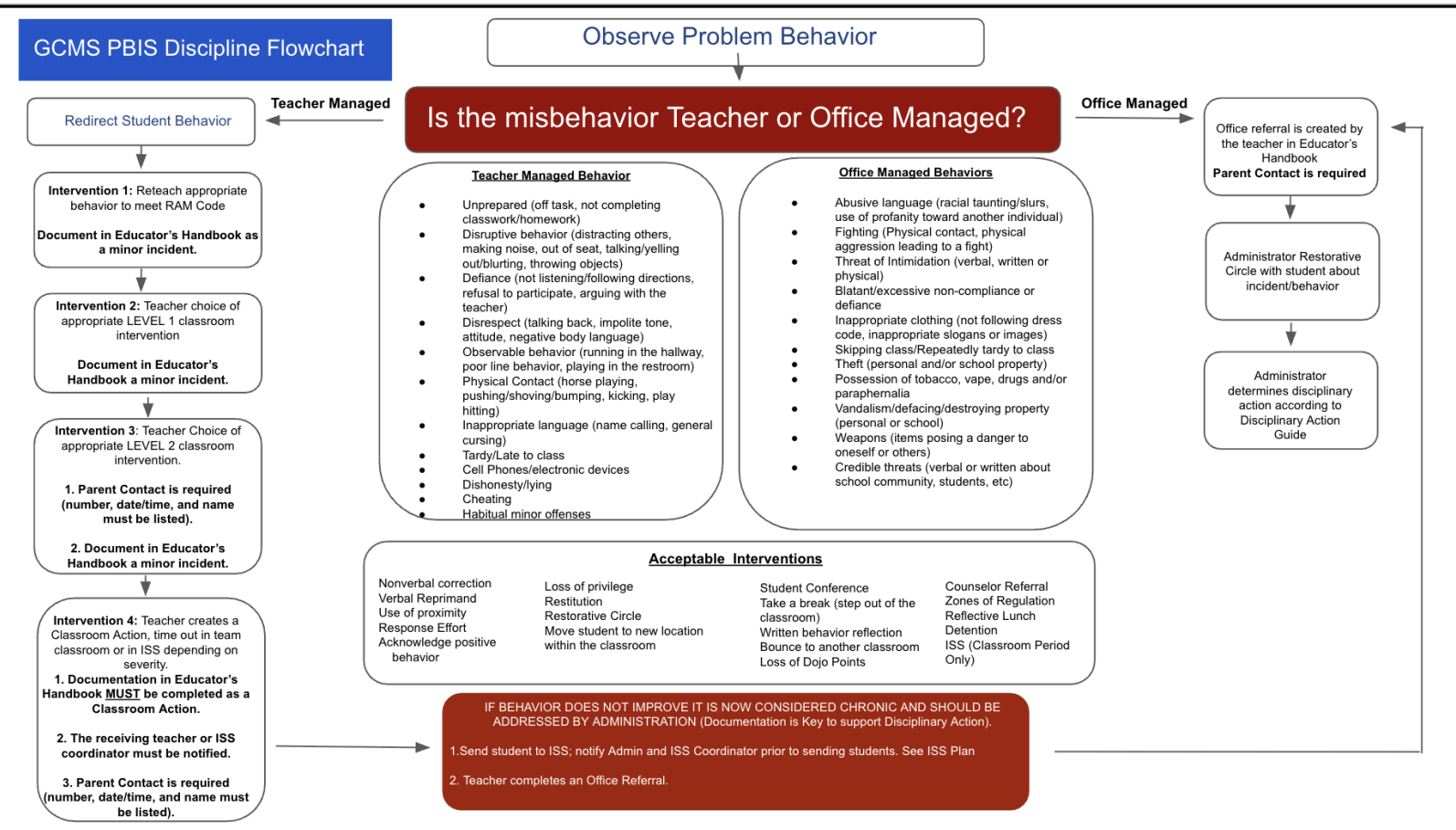
The RAM Code will require all students to know, understand, and be able to do:

BE RESPONSIBLE BE RESPECTFUL BE POSITIVE BE PREPARED

Working collectively and collaboratively promotes positive behavior. We will educate, equip, and inspire students to become college and career-ready, 21st-century learners through engagement in a rigorous curriculum.

	Classroom 	Hallway/ Locker 	Restroom 	Cafeteria 	Gym/Fields 	Bus 	Library 
Be Responsible 	* Bring all necessary materials * Follow class rules and procedures * Complete and turn in assignments * Use technology appropriately	* Keep the hallway clean and clear * Respect others' personal space * Use appropriate locker organization * Leave cellphone/electronics in locker * Have hall pass at all times	* Flush toilets and wash hands * Use paper towels and trash cans * Report any problems or emergencies * Report maintenance issues	* Clean up after yourself * Respect cafeteria staff and rules * Use designated eating areas	* Use equipment safely and properly * Clean up equipment and space * Stay within designated areas	* Stay seated and facing forward * Keep the bus clean and tidy	* Return books and materials on time * Use technology responsibly * Keep designated areas organized
Be Respectful 	* Listen to teacher and peers * Raise your hand to speak * Treat others with kindness and empathy * Use appropriate volume	* Walk quietly and in single file * Hold doors open for others * Use lockers and storage areas appropriately	* Keep the restroom clean and tidy * Respect others' privacy and space * Use quiet voices and be considerate	* Wait patiently in line * Use indoor voices and polite language * Share tables and make space for others	* Follow the teacher's instructions * Play fair and include others in games * Show respect to classmates at all times.	* Follow the bus driver's instructions * Use appropriate language and tone * Respect personal space and belongings	* Use quiet voices and indoor behavior * Follow library rules and guidelines * Show appreciation for library staff
Be Positive 	* Encourage and support classmates * Use positive language and actions * Celebrate successes and progress	* Offer compliments and encouragement * Show appreciation for school staff * Solve conflicts peacefully	* Use polite and positive language * Encourage cleanliness and hygiene	* Use polite manners * Include others in conversations * Show appreciation for healthy food	* Encourage and support teammates * Display good sportsmanship * Celebrate individual and team efforts	* Use positive behavior on the bus * Help others when needed * Use kind words and actions	* Share knowledge and resources * Respect others' need for quiet * Recommend books to classmates
Be Prepared 	* Come to class with completed assignments * Be ready to actively participate * Have necessary tools (pens, books, etc.)	* Have necessary materials and schedule * Move efficiently and without running * Follow directional signs and posters * Know your locker combinations	* Limit time spent in the restroom * Practice good hygiene habits * Use at opportunities provided (Morning arrivals, Lunch, Scheduled Breaks)	* Have lunch number or meal card ready * Dispose of trash properly * Respect seating arrangements	* Wear appropriate gym attire and footwear * Bring a water bottle and stay hydrated * Be prepared for physical activity	* Be on time at the bus stop * Keep belongings secure and organized	* Know your student ID * Know how to use library resources * Have a list of books for research purposes

GCMS PBIS Discipline Flowchart (Teacher Guide)



Effectiveness Approach:

- **Effective teachers focus more on encouraging positive behavior than reacting to misbehavior. They understand that repeated misbehavior usually has a cause and take that into account when deciding how to respond.**
- **Communicating with parents or guardians through Remind, email, or phone calls is just as effective as reaching out to administration for behavioral concerns. Whenever possible, parents and/or guardians should hear from the teacher first.**
- **Consistent classroom management is essential for establishing a structured learning environment that supports student engagement and promotes academic success.**
- **Utilize Dojo Points and other positive incentives throughout the day to encourage and reinforce appropriate student behavior. Be sure to document all Merits in Educator's Handbook and maintain communication with parents/guardians to support student growth and accountability.**
- **[Educator's Training Presentation](#)**

GCMS Disciplinary Action Guide (Administration Guide)

Level 1 Infractions			
Dress Code Disruption Technology Violation Inappropriate Language Mobile Phone Violation		Defiance Cheating/Plagiarism Cutting Class Off-Limits Tardy	
1st Office Referral	2nd Office Referral	3rd Office Referral	4th Office Referral
Up to 1 day ISS	Up to 3 days ISS	Up to 1 day OSS	Up to 3 days OSS
Level 2 Infractions			
Aggressive Behavior (non-physical) Horseplaying/Slapboxing Damage to Property Disrespectful to Faculty/Staff Threats (Verbal)		Leaving Campus without Permission Theft or Knowingly Possessing Stolen Property Tobacco Products, E-cigs/Vapes (See Plan Below) Trespassing Inappropriate Display of Affection	
1st Office Referral	2nd Office Referral	3rd Office Referral	4th Office Referral
Up to 3 days OSS	Up to 5 days OSS	Up to 5 days OSS	Up to 10 days OSS
Level 3 Infractions			
Physical Aggression Alcohol/Drugs Assault (with or without injury/weapon) Bomb Threat Bullying (Bullying Report Documented) False Alarm (setting off the alarm)		Fighting Fire/Arson Gang-related Activity Possession of Incendiary Devices Robbery Sexual Harassment Weapon Possession	
1st Office Referral	2nd Office Referral	3rd Office Referral	4th Office Referral
Up to 5 days OSS	Up to 10 days OSS	Up to 10 days OSS	Up to 10 days OSS

Vape Plan/Disciplinary Action

- 1st Offense: 3 Days OSS/Contract w/ Parent/Guardian & Student
- 2nd Offense: 5 Days OSS
- 3rd Offense: 7 Days OSS/Teen Court Recommendation

Additional Notes on Behavior and Restorative Practices:

- Students who receive OSS (Out-of-School Suspension) will be required to participate in a restorative circle with the administrator who issued the consequence before returning to class.
- These students should report to the front office upon arrival to meet with the appropriate administrator.
- Depending on the situation, a parent and/or guardian meeting may also be required before the student is allowed to return to class.
- All students will be given due process. Once a referral is submitted, the staff should allow administration to manage and follow through with all disciplinary actions.
- Behaviors such as disrespect, inappropriate language, defiance, and insubordination may be interpreted differently by different individuals. Please remain mindful, objective, and consistent when documenting and reporting such behaviors.

Addt'l Minor vs. Office Referral Descriptor Chart Examples
(Teacher's Guide to Educator's Handbook)

Minor Incidents (Teacher/Staff Managed)	Office Referrals (Administrator Managed)
Disrespect/Insubordination/Defiance	
Not working/participating/head down/sleeping Making faces/eye rolling Argue/inappropriate response to the teacher's request Cheating/Lying Unprepared for class Skipping/cutting class	Verbal/written threats, harassment, Abusive language and obscene gestures directed toward staff Communicating Threats/Assault Cyberbullying
Disruptive Behavior	
Making noises (huff/sigh, etc.) Talking/talking out Out of the seat	Teachers cannot teach, students cannot learn, and Out-of-control behavior
Aggressive Behaviors	
Poking Tripping (not resulting in injury) Bumping into another (not resulting in injury) Slap on the back of the neck	Fighting Horseplaying (slap boxing, pushing, throwing down) Punching Bullying
Inappropriate Language	
Negative talk Name-calling Swearing (expression)	Blatant Swearing Offensive/lewd language Excessive use of profanity towards staff
Cell Phones and Inappropriate Use of Technology	
Phone out and in use/texting/using apps Earphones/Beats/Earbuds Usage Inappropriate (non-threatening) use of technology (apps on the device, music in the background, not related to the current lesson, games)	Inappropriate use of technology (i.e., school violence, pornographic material, threatening behaviors toward self or others, cyberbullying)
Dress Code	
See the GCS Student Handbook	Only use for repeated offenses
Attendance	
Tardiness between transitions during the day	Leaving the room without permission

Administration Expectations

Transitions/Duty

- Please be at your duty stations on time and ready to actively monitor students. Punctuality sets the tone for a structured and safe environment, helping students begin and end their day on a positive note. Your presence makes a difference!
- All staff are required to be visible and actively monitor hallways during class transitions.
- Administration and support staff will also be present to assist.
- Only one student should be out of the classroom at a time—**no buddy system is permitted.**
- Please use the provided or purchased hall passes only; **handwritten notes are NOT allowed.**
- During morning duty or outside classroom doors, please avoid allowing students to linger for extended periods.

Restrooms

- Staff will take students to the restroom as a class. Strategically, create a schedule per grade level and share it with the admin team.
 - Actively monitor students.
 - There will be three scheduled opportunities. Ensure the teams have spaced out their restroom transitions to eliminate overlaps.
 - ONLY one student at a time is allowed to use the restroom in the event of an emergency. Utilize hall passes created or purchased. Use your discretion to determine if it is an emergency.

Encore

- All teachers need to walk their students completely down to their encore class. Do not send them once you get to the office; continue to walk with students to their classes.
- Develop a system to place teachers during transitions strategically.
- At no time should the teachers stop at the front office and congregate while students transition to their classes.
- Encore teachers also need to walk down the hallways to help clear the hallways and get students back to their classes.

Hallways

- Hall passes are REQUIRED. Utilize provided or purchased hall passes.
- Handwritten notes are NOT allowed.
- At no time should students be wandering the halls. Please take class attendance to ensure all students are present.
- All staff members are to ask students where they are going politely if they do not see an official hall pass. Handwritten notes are NOT allowed.
- Students are to walk on the right side of the hallway.

GCMS Tardy Expectations

GCMS students should arrive inside the classroom before the start of the class period. A student not inside the classroom at the scheduled start of class is considered tardy for that class period (unless excused or absent from school). Teachers will mark students tardy for their respective class periods. The consequences will be as follows:

1st Offense-Warning

2nd Offense-“Minor” in Educator’s Handbook, Loss of Privilege (or Reflective Lunch, Student Conference), Parent Contact

3rd Offense- “Office Referral” in Educator’s Handbook and Parent/Guardian contact.

4th Offense- “Office Referral” in Educator’s Handbook and Parent/Guardian contact.

*Any incident afterward will result in a referral. Parent conferences with contracts will likely be created once we get to this point.

ISS Expectation

Teachers do NOT assign ISS; only the administration can assign this consequence. Teachers are expected to communicate with and provide Mrs. Russell with the necessary information and resources she will need to help students with assignments while they are serving ISS.

TEACHERS ARE EXPECTED TO VISIT THEIR STUDENTS IN ISS DURING PLANNING. Students need to have access to their teacher. This builds relationships and trust. This is a non-negotiable! A log will be kept for teachers to document their time helping students in ISS.

If ISS is used as an Intervention (**Intervention #4 on the PBIS Disciplinary Flowchart**)

- Depending on severity (Staff will need to specify why admin is needed), notify ISS to receive students.
- The ISS Coordinator Will Radio the Admin team to the Classroom to retrieve the Student and escort them to ISS (Room 813).
 - Teachers should only send students to ISS with an Admin/SRO Escort.
- ISS Coordinator Will Radio the Admin team/SRO to escort the Student.

Radio Codes for Incidents

- In the event of an incident, please use the appropriate code to alert the Admin team/SRO for timely and effective intervention.
 - **Level 1:**Minor Disruption/Student Conflict
 - Example: cell phone issue/eating in the classroom
 - **Level 2:**Major Disruption
 - Example: throwing items across the classroom/verbal altercation
 - **Level 3:**Safety Threat/Fight/Medical Emergency

Cell Phone Expectations

All GCMS students must place their cell phones on silent and in their book bags.

If phones are seen, the following steps will be taken:

1st Offense: Warning

2nd Offense: Phone confiscated, returned to student at dismissal. The teacher must contact the parent/guardian and document it in Educator's Handbook as a minor.

3rd Offense: Phone confiscated, turned into the office, and returned to the student at dismissal. The teacher must contact the parent/guardian and document it in Educator's Handbook as a minor.

4th Offense: Phone confiscated, turned into the office (logged), a loss of privileges, and Parent/guardian pick up. The teacher must contact the parent/guardian and document it in Educator's Handbook as an office referral.

Any offense after will result in the parent/guardian picking up and disciplinary action provided by the administration.

Staff Reminders:

- After confiscating a phone, please bring it to the front office and hand it to a front office staff member, where it will be placed in an envelope with the student's name on it.
- Document in Educator's Handbook each time there is a phone violation.
- If the phone is not turned in, the staff will be responsible for the loss or theft of the phone.
- The teacher provides a loss of privileges until the 4th offense, and then it becomes an administrative decision. **Examples include loss of privilege**-loss of PBIS event, lunch detention, loss of after-school attendance of event (non-athlete), and violation of a signed parent-student cell phone school agreement.
- At the Teacher's discretion: Please remind and redirect them if they keep their cell phones with them. If they have them in their pocket and not in use, please use discretion when redirecting students or confiscation of device.

Student Name _____ Student ID # _____

Parent-Student Cell Phone School Agreement

All Greene County Middle School students should complete and return a cell phone contract.

- A student's cell phone device is to be silent and in their book bags between 8:00 am and 3:00 pm.
- Misuse includes but is not limited to:
 - Cell phone use in the hallways, cafeteria, and classrooms without permission.
 - Recording students and/or faculty.
 - Sending or seeking to receive messages that contain inappropriate content.
 - Browsing, posting, or uploading content on social media during the school day.
 - Responding to calls or texts.
 - Sending messages or videos about students and/or faculty.
 - The use of cell phones causes distraction in the learning environment or in the hallways.
 - Harassing and/or bullying students or faculty.
 - Use during Classroom Assessments, NC Check-ins, and/or State Tests.
- Students can not use cell phone devices to photograph or videotape other students or staff on school property, including but not limited to buses.
- **Disciplinary Action:**
 - **1st Offense:** Warning
 - **2nd Offense:** Phone confiscated, and returned to student at dismissal. Parent/guardian contact and document it in Educator's Handbook.
 - **3rd Offense:** Phone confiscated, turned into the office, and returned to the student at dismissal. Parent/guardian contact and document it in Educator's Handbook.
 - **4th Offense:** Phone confiscated, turned into the office, a loss of privileges, and Parent/guardian pick up. The teacher must contact the parent/guardian and document it in Educator's Handbook.

Please sign and return this form to Greene County Middle School

I read and agree to comply with the terms of the cell phone policy. I understand that any violations of this policy will result in disciplinary action outlined in the policy.

Student Signature _____ Date _____

Parent Signature _____ Date _____

*Cell phone policies and disciplinary actions for violations apply regardless of a signed contract. The policies apply to the number of incidents per student and do not start over with a different phone.

Additional Resources

("In developing this policy, we conducted comprehensive research and consulted various resources.)

Level 1 Positive Interactions

- Greet students in the hall or at the door
- Ask students how they are doing
- Shake hands
- Offer high fives

Level 1 Behavior Issues

Level 1 Infractions are minor misbehaviors that can be corrected by reminding students of school-wide expectations using positive language. (ex. "Please walk"-when a student is running. These behaviors can be adequately corrected by the observing staff members in the setting.

Sample Behaviors	Possible Interventions
Including, but not limited to: • Excessive talking • Talking out • Inappropriate voice level • Out of the seat • Head down • No materials • Off task • Inappropriate tone of voice • Singing/humming/making noises • Not following directions • Walking on the wrong side of the hall • Congregating/running in the hall • Dress code violation • Tardy to class • Removing food or other items from the cafeteria	• State the desired behavior • Proximity correction • Nonverbal redirection • Wait time after redirection • Praise of appropriate behavior • Planned ignoring of attention-seeking behaviors • Movement breaks • Cool-off in the hallway (no more than 3 minutes with the door open) or other supervised areas to prevent escalated behaviors • Phone call home- Document in EH Possible disciplinary actions for unsuccessful interventions: • Refer to the PBIS Flowchart • Loss of Privilege • Parent/guardian contact • Document as Minor in EH

Restorative Accountability

- Maintain a classroom community where all learners feel safe, respected, and valued.
- Age-appropriate social-emotional skills are taught and reviewed in response to student behavior/needs.
- Continually review school/classroom expectations and re-teach as needed.

- Use restorative practices, re-entry processes, or circles as needed.

Level 2 Positive Interactions

Sample Behavior	Possible Interactions
• Doing well on a test or assignment • Helping students with a problem • Cleaning the room or the cafeteria • Helping a student in need • Random acts of kindness • Other forms of living up to PBIS	• Positive praise • Positive phone call home • Classroom reward • Special task • RAM Bucks

Level 2 Behavior Issues

Level 2 infractions should always involve having the reporting staff member contact the student's parent/guardian; document in Educator's Handbook (EH).

Sample Behaviors	Possible Interventions
Including, but not limited to: • Refusal to comply with redirection/defiance • Disruptive behavior • Failure to keep hands and feet to oneself • Skipping school/class/detention • Throwing objects (paper, pencils, etc.) • Excessive teasing of peers • Disrespecting others • Inappropriate use of technology (cell phones, earbuds, iPads, etc) • Chronic Level 1 infraction	• State the desired behavior • Proximity correction • Nonverbal redirection • Positive verbal redirection • Wait time after redirection • Praise of appropriate behavior • Response Effort of Attention-Seeking Behaviors • Movement breaks • Cool-off in the hallway (no more than 3 minutes with the door open) or other supervised areas to prevent escalated behaviors • Phone call home- Document in EH • Document as Merit in EH Possible Disciplinary action for unsuccessful interventions: • Loss of privilege • Refer to the PBIS Flowchart • Loss of Privilege • Parent/guardian contact • Document as Minor in EH • Referral

Restorative Accountability

- Review/re-teach SEL lessons in response to student behavior/need.
- Guided conversations using restorative questions.
- Restorative Circle for problem-solving to repair relationships.

Level 3 Positive Interactions

Sample Behaviors	Possible Interactions
• Consistently performing well in class • Sustaining positive behavior and effort • Perfect attendance • Maintaining positive relationships with peers and adults	• Team reward • Teacher reward • Honor Roll incentives • Perfect attendance award • Student of the Month award • RAM Bucks • Document as Merit in EH

Level 3 Behavior Issues are serious misbehaviors that require immediate administrative involvement and documentation in Educator's Handbook.

Sample Behaviors	Refer to the PBIS Flowchart
Including, but not limited to: • Profanity that involves disrespect • Possessing, transferring, or using illegal drugs • Possessing or using weapons • Fighting/physical aggression • Stealing • Threatening others • Harassment • Bullying/cyber-bullying • Damaging property • Chronic Level 2 infraction	Document as a referral in Educator's Handbook

Restorative Accountability

- Restorative Practice Plan
- Staff-led mediation for incidents involving equal power between persons
- Family group conference
- Restorative Circle for problem-solving to repair relationships.