# Trask Middle School-Wide Behavior Plan

*School Plan for Management of Student Behavior in conjunction with NHCS School Board Policy 4302
(Last updated September 2026)

# Trask Middle School Mission and Vision Statements




Trask Middle School is committed to providing an equitable and inclusive working and learning environment for all students, families, and staff.

- Trask's mission/vision is posted in every classroom
- Trask's mission/vision is shared each week with families in the family newsletter
- Trask's summer retreat team reviewed the mission in June 2024 and agreed that it remains applicable.
- During the 2024-2025 school year, Trask's SIT team created a vision: At Trask Middle School, all students will thrive academically, socially, and emotionally, becoming well-rounded individuals ready to contribute positively to their communities.

# Morning Announcements

- Guidelines for success: We are respectful, responsible, and safe. It is your responsibility to comply with all school policies. The Guidelines for Success is posted in every classroom.
- A morning joke and a did-you-know fact are included to create a safe environment.
- Daily shout-outs for staff and students are embedded in the announcements. The entire Trask community has access to submit shout-outs.
- Morning Affirmation: Trask staff voted on the words for affirmation. I AM A TRASK BEAR. I belong, I am enough, I am able, I am Just Right! Affirmations are also posted in every classroom and hallway.



# Guidelines For Success

Trask uses STOIC/CHAMPS throughout the school to ensure success for all students and to maximize instructional time. Trask Bears are Respectful, Responsible, and Safe! All items listed below are shared in person, on our website, or through our weekly family newsletter. Our newsletter is shared through email, text, and social media every Sunday at 6:00 PM.

Our guidelines for success include the following:

- Matrix (shared, reviewed, and posted in every classroom) updated 2024
- Student/Teacher/Parent/Admin compact (signed at the open house and sent at the first interim report) updated 2026
- Student/Family Handbook (includes all guidelines for success)
- The first ten days slide deck for expectations
- Quarterly celebrations/social events

Guidelines for success Matrix: Posted in every classroom and reviewed weekly with students. Students are reinforced through our online system using this matrix.

School-Parent Compact: The school community signs this document to outline the expectations for success each school year. This document was updated in July 2026. Link.

Student/Family Handbook: The entire handbook is reviewed with students during the first ten days of school. The handbook is also shared in the weekly newsletter with families and posted on our website. The handbook is updated each school year and was last updated in July 2026. Handbook link.

First 10-day slides are presented to students during the first 10 days of school. They allow students to learn the handbook and discuss how to succeed.

Celebrations: Trask staff schedules a quarterly celebration for students to celebrate their successful behaviors throughout the quarter. All students can attend unless they have significant behaviors impacting their participation.

# STOIC Guidelines

- **S** Structure for success
  - CHAMPS school wide matrix posted in every classroom, reinforced in the main office
  - School-wide meeting schedule
  - CHAMPS breakdowns posted in the building (cafe, bathroom, hallway)
  - CHAMPS posted in every classroom for (independent work, teacher guided, and group work)
- **T** Teach expectations

    - Matrix/Guidelines for success, 10-day slides, weekly review in homeroom slides, reinforcement of positive behavior through STOIC/CHAMPS framework
    - SEL embedded into lesson planning
    - SEL direct instruction weekly
- **O** Observe and monitor
    - Weekly review of ODR data
- **I** Interact positively
    - Beginning and ending routines in lesson plan format PD for all teachers
    - Modeling of positive interactions
    - Required Classroom Norms established first 10 days and posted for all classes
    - SEL embedded throughout the school - SEL specific PD and norm-setting
    - Weekly communication home to parents regarding positive reinforcement and expectations for success.
- **C** Correct fluently
    - Specific schedule for a weekly discussion of students' needs
    - Monthly review for MTSS leadership team

<u>Common area example: Cafeteria expectations</u>

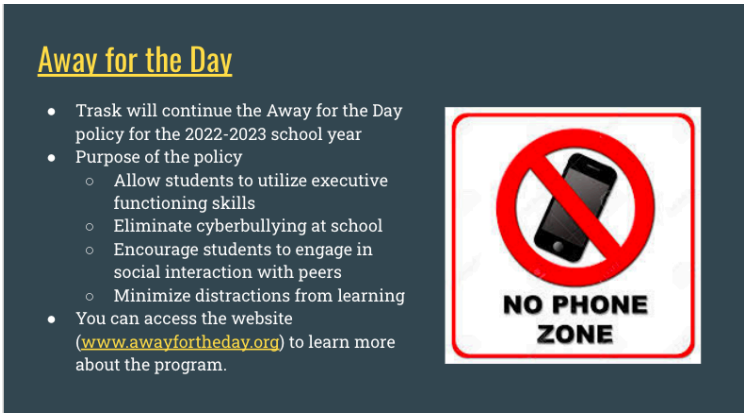
| | **Cafeteria** |
|---|---|
| Respectful | -Follow classroom expectations<br>-Use positive and kind language<br>-Exhibit good table manners<br>-Clean up after yourself<br>-Keep food in the cafeteria<br>-Keep your place in line<br>-Be kind to cafeteria workers |
| Responsible | -Stay in the designated area<br>-Clean up your eating area<br>-Keep your food on your tray<br>-Wait for your teacher to signal to throw trash away<br>-Ask and receive permission to leave your seat<br>-Keep your belongings |
| Safe | -Wait in line for<br>your turn<br>-Keep your hands and feet to yourself<br>-Include others<br>-Arrive on time<br>-Report spills |

School-wide policy example: Electronic Devices

**Electronic Devices:**
Electronic devices, including cell phones, earbuds, and/or headphones, should not be visible during the school day, including lunch. Students should turn off and secure phones in bookbags for the duration of the day. Phones should not be kept in sweatshirts, jackets, and/or pants pockets. If students have a "smartwatch," the watch should not be used to send or receive messages during the school day. Visible phones will be confiscated until the end of the day. For student safety, devices will be returned at the end of the day to students. For habitual offenders, students' phone privileges will be revoked and students will turn their phones into administration daily for up to 10 days during the school day. Under no circumstances should students use devices to record audio and/or video during the school day. Within the FAQs on Photos and Videos Under FERPA, the U.S. Department of Education provides guidance and examples of situations in which audio recordings, photos, and videos would be considered FERPA-protected education records. **If a student refuses to comply with these expectations or gives their device to staff upon request, they could be suspended until a parent conference is held.**

STOIC Break Down

S- Students should turn off and secure phones in bookbags for the duration of the day.
T- Electronic devices, including cell phones, earbuds, and/or headphones, should not be visible during the school day, including lunch. Discussed the purpose of policy with students: No devices allow students to utilize executive functioning skills, eliminate cyberbullying at school, encourage students to engage in social interaction with peers, and minimize distractions from learning, away for the day.



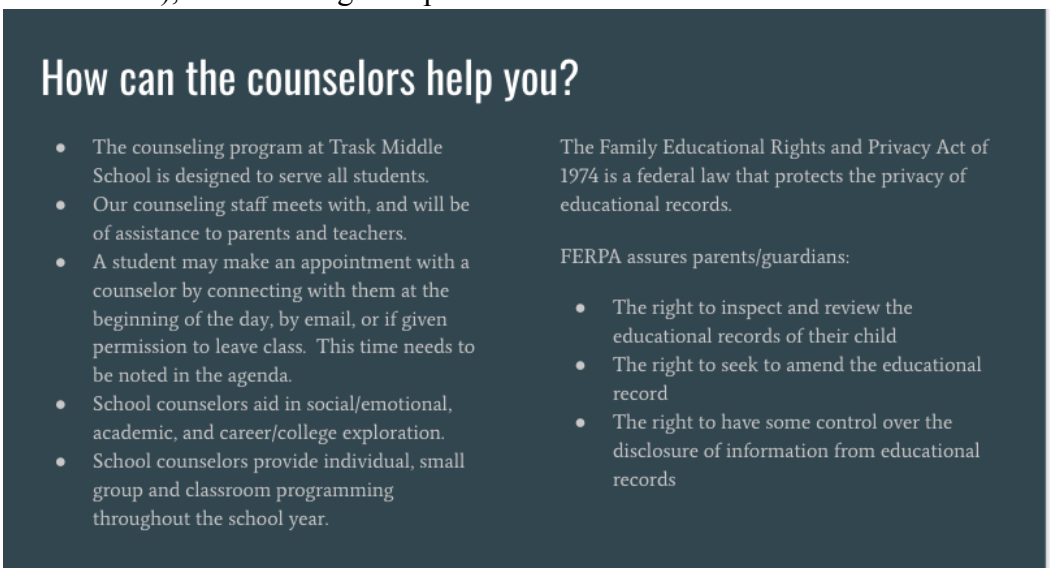

0- Teachers and staff monitor consistently throughout the school day. Visible phones will be confiscated until the end of the day. For student safety, devices will be returned at the end of the day to students.

I- Reinforcement of student discourse in the classroom to encourage students to collaborate. Teachers are not on their phones during the school day, modeling appropriate behavior for students.

C- Visible phones will be confiscated until the end of the day. For student safety, devices will be returned at the end of the day to students. For habitual offenders, students' phone privileges will

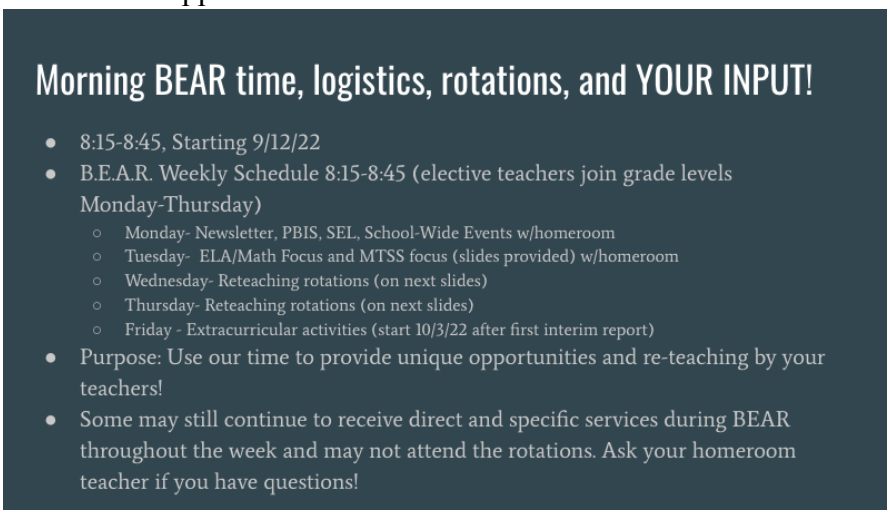
be revoked, and students will turn their phones in to administration daily for up to 10 days during the school day.

## Schoolwide and Tier 2 Reinforcement Systems

- Acknowledgment
  - Student and staff shoutouts are announced daily. These are available through our website, staff portal, and family newsletter. Students are also reinforced for their positive behavior daily through our positive interactions. Positive office referrals.
- Recognition
  - Students are recognized through our different programs and celebrations. Students also have point sheets and other reinforcements. We have quarterly homeroom celebrations for academics and attendance, along with a certificate to take home and pictures taken in gym. Here is the link to our slides.
  - Adding a BEAR roll the 26-27 school year. Bringing up Effort Attendance and Responsibility.
- Attention
  - Constant positive communication with families through weekly newsletters. Bear shout-out cards sent home by classroom teachers. Trusted adult conversations and check in/out. We also have started an attendance committee for the 26-27 school year.
- Belonging
  - Morning affirmation, explicit instruction on student support, SEL (student voice/choice), and how to get help.
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- Purpose
  - Learning targets, choice boards, morning homeroom slides, vision boards

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- Competence
  - BEAR time, MTSS, AIG support, teacher PLCs, and school-wide staff focus on collective teacher efficacy.
- Nurturing
  - Extra-curricular Friday, lunch bunch, smart lunch, SEL lunches, student support team active support
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- Stimulation and change
  - BEAR academy, individual support, MTSS interventions, movement breaks, break cards, monthly MTSS discussions, PLC discussion on student needs

## Ratios of Positive Interactions

Trask staff are expected to implement high ratios of positive interventions to support positive interactions school-wide. Our teachers create lessons using the CASEL lesson planning framework and focus on an inclusion activity and optimistic closure. All staff PD are also aligned using this framework. We also have each class create norms and these are posted in the classrooms and referred to throughout the school year.

Rationale

- When adults pay more attention to positive behavior, students are reinforced for positive behavior as opposed to reinforced for the negative. Also, when staff focuses on the positive they stay in a more positive mindset throughout the day, which increases student achievement.

- At Trask, we focus on positive reinforcement and communication throughout the entire building and also when we communicate at home with families. We have specific postcards that are sent home to families and are intentional with our social media platforms. We believe it is important to tell our story and to share our positive stories with our social media followers and community.
- How do we reinforce?
    - Each grade level determine their own way to reinforce positive behaviors. In addition, the media center has their own system (Rappold Bucks). We also reward the staff for their positive interactions as well. We also have our online shout-out program that allows all stakeholders to shout out to our staff and students. We also have a weekly card system that is written by the instructional team.
- Expectations for staff:
    - Staff are expected to send 5 good news cards to families within the first 2 weeks. We also expect staff to reach out to families within the first 30 days of school. We also focus on our websites to ensure two-way communication with families. There is also an open line of communication from our stakeholders directly to the administration. Staff is also expected to use the CASEL framework in their lesson planning and this is included in their lesson plan format (inclusion activity)
    - Staff are also expected to follow our behavior flow chart for those who need re-direction and support. Staff is expected to include parents in the data discussion and intervention process. Here is our flow chart link.

**Extra-Curricular Activities**

Membership drives for activities, organizations, and competitions will take place each quarter. To join a Friday extracurricular group or organization, listen to the announcements for initial meetings and complete forms from homeroom slides. Trask uses NHCS Policy Code: 3620 Extracurricular Activities and Student Organizations for participation guidelines. Some examples are listed below.

- 4-H
- Battle of the Books
- Grizzly Family Book Night
- MathCounts
- Yearbook
- Science Olympiad
- STEAM Nights
- Student Leadership Team

# Welcoming and Orienting New Students, Families, and Staff

- Trask is dedicated to ensuring a smooth transition for all new community members. To help ensure all of our families are up-to-date, we share a weekly newsletter each Sunday. This is shared by email, text, and social media platforms. This is also reviewed throughout the school every Monday.
- For the transition from 5th-6th, we hold an off to middle school night. Rising 6th-grade website. Here is the rising 6th-grade voice-over. This can be used for all grades.
- We have an ambassador program for all new students. A current Trask student provides 1:1 support and a tour for the student.
- All new families meet the student support team when they enroll and we ensure they have access to our newsletter.
- Welcome to Trask!
- Our ESL teacher finds the time to support our families new to the USA and provides individual support and attention.
- Our data manager is always willing to help enroll siblings as we know the importance of families feeling supported when they come to Trask.

- New staff are provided with a Trask care package and New Staff Orientation.
- All beginning teachers are given a mentor and new staff is paired with a buddy.

## Improvement Priority Sequence

- We at Trask meet monthly to discuss our behavior data and in MTSS Leadership. Our success and areas of improvement are discussed and changed based on the data collected. The MTSS team shares any changes needed.
- Each summer, a team of Trask staff review the behavior/discipline plans to ensure their relevance and discuss any needed changes. We use multiple forms of data to drive our changes.
- We established a PLC framework this year with a specific discussion around behavior.
- Our lesson plan format includes MTSS and support needed for our students.
- We have collaborated with our SEL coach and provided direct PD to staff on SEL throughout the school building. Teachers are expected to create class specific norms with the students that align with school process and procedures.

## Safety Policies and Procedures

- Trask follows this Emergency Operation Plan
- We also have specific procedures for emergency situations during the school day. This process is called BEAR TEAM. This is called over the radio and the school is trained on the significance of this team. (Examples, student not responding, student severely injured, medical emergency, and altercation in the classroom).
- Trask also has all documented policies and procedures updated in the school crisis/risk management plan.

**School Safety**

Specific procedures are in place to ensure the safety of all students, staff, and campus visitors in the event of a school crisis. To fully understand these procedures, mandatory drills will be scheduled monthly. Students should take all drills seriously. During a drill, students should follow all staff directives in moving to assigned "safe" areas inside or outside the school buildings. Students are to remain with their class during drills and conduct themselves in an orderly manner by waiting quietly for additional instructions. Talking, running, pushing, or playing is not permitted during a drill. Electronic devices are not to be used during a drill. When the drill is over, students are to return to their class quietly.

**School Resource Officer**

The School Resource Officer (SRO) is an employee of the New Hanover County Sheriff's Department. The SRO also serves as a resource teacher in areas of Law Enforcement Education and can at times function as a counselor, by listening and assisting students with various problems. This approach enables the SRO to be a positive Law Enforcement role model and use proactive prevention by exposing the human qualities of law enforcement to our youth. The SRO will be responsible for diverting minor law infractions through school disciplinary avenues and parent counseling as opposed to sending the offender into the criminal court system.

**Camera System**

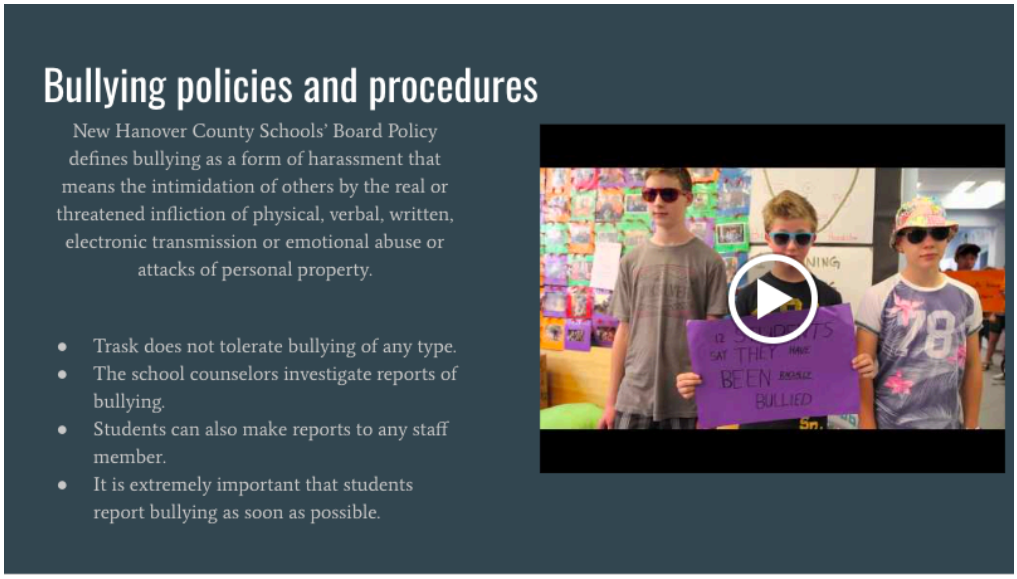
Trask was recently equipped with cameras through the interior and exterior of the bullying.

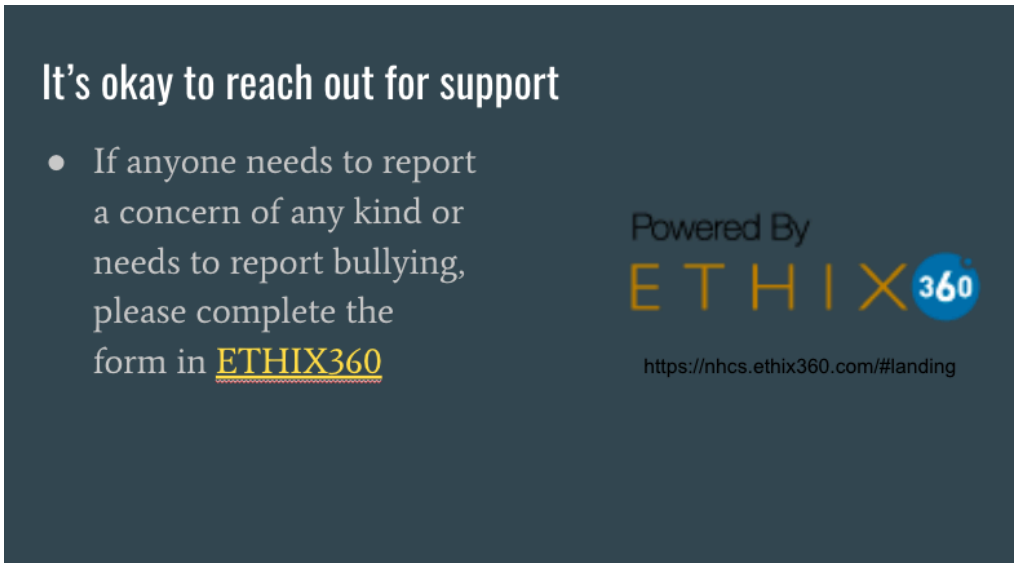
## Common Area Policies and Schoolwide Policies

# Antibullying Policy

New Hanover County Schools' Board Policy defines bullying as a form of harassment that means the intimidation of others by the real or threatened infliction of physical, verbal, written, electronic transmission, or emotional abuse or attacks of personal property.

- Trask does not tolerate bullying of any type.
- The school counselors investigate reports of bullying.
- Students can also make reports to any staff member.
- It is extremely important that students report bullying as soon as possible.
- If anyone needs to report a concern of any kind or needs to report bullying, please complete the form in ETHIX360
- Students review all procedures in opening week slides (see below)
- ETHIX360 is linked to the family newsletter weekly.
- Students are encouraged to be UPSTANDERS!
- School-wide bullying prevention month
- School-wide kindness week
- Staff PD put forward by student equity team






## Attendance Policy

Trask follow NHCS Attendance Policy and also implements specific Trask Attendance procedures. This is reviewed with students within the first two weeks of school and reinforced to families in the weekly newsletter.

**Attendance**

School attendance and success in school are directly related. After an absence, a parent must send a note to the homeroom teacher explaining the reason for the absence. If a student fails to bring a note from his or her parent/guardian, the absence will be coded unexcused. Students who fail to bring written notes from parents/guardians or have excessive absences will be reported to the school social worker. North Carolina State law allows parents to be prosecuted for their child's truancy.

**Check-In Policy**

- Students arriving after 8:10 will report to the main office to check-in. A parent must accompany the student to the main office to check-in.
- If the student does not report to homeroom, he/she will be counted absent, and the caller system will notify the parent.
- Students checking out before 11:45 a.m. or checking in after 11:45 a.m. will be considered absent for the day.

**Check-Out Policy**

Parents/guardians must list the name(s) of individuals authorized to pick up their child from school when completing the beginning of year paperwork (https://nhcsncc.scriborder.com**).** Parents/guardians can add/remove people from this list during the school year. Please allow a 24-hour processing time for changes to be transitioned to PowerSchool. In the event that a student must leave school early, the parent/guardian or designee, must report to the main office and request to sign the student out of school early. A reason for the check-out will be needed. The adult checking out the student must have a valid picture ID to ensure the safety of our students. **Individual check-outs after 3:00 p.m. will not be permitted.**

**Student Arrival**

When reporting to school in the morning, students should report to the cafeteria, media center, or gym. Students are not permitted in the hallway prior to school starting. To ensure adequate supervision and student safety, please do not drop your child off at school prior to 7:45 a.m. Prior to 7:45 a.m., there is no direct supervision for students.

**Student Dismissal**

Students will be dismissed at 3:20 p.m. We will dismiss walkers first so that students can leave campus before we dismiss car riders. When we dismiss car riders, students will report to the cafeteria. We will have staff members with a radio outside and in the cafeteria to call individual students so that they are released as their parents arrive. Band students have a pass to get their instruments. Students should not be visiting other classrooms during dismissal. Students should not be on campus after 4:00 unless they are being directly supervised by a staff member for tutoring, clubs, or athletics. Students in violation of this may lose the opportunity to stay after school for any reason. If a student is continually loitering on campus after school hours, an investigation by the school social worker will be initiated.

**Tardies to School/Class**

It is imperative that students be in the habit of arriving at school and all classes on time to avoid missing instruction and interrupting the learning process. Tardies will be counted per classroom teacher. Tardies will be included in the student discipline policy. Students who are habitually late to school will be referred to the School Social Worker for a conference with the parent. Tardies received due to a late bus are excused and will not fall under this policy.



# Check In / Check Out Policy

**Check-In Policy:**

- Students arriving ***after 8:10*** will report to the main office to check-in. A parent must accompany the student to the main office to check-in.
- If the student does not report to homeroom he/she will be counted absent, and the caller system will notify the parent.
- Students checking out before 11:45 a.m. or checking in after 11:45 a.m. will be considered absent for the day.

**Check-Out Policy**

- Parents/guardians must file the name(s) of individuals authorized to pick up their child from school with school officials.
- In the event that a student must leave school early, the parent/guardian, or designee must report to the main office and request to sign the student out of school early.
- A reason for the check-out will be needed. The adult checking out the student must have a valid picture ID to ensure the safety of our students.

**No individual check-outs after 3:00 p.m. will be permitted.**

# Student Arrival and Dismissal

**ARRIVAL:**

When arriving to school in the morning, students should report to one of the following areas:

- Cafeteria
- Gym (no food allowed)
- Media Center (no food allowed)

Students are **not permitted** in the hallway prior to school starting

Please do not get dropped off at school before 7:35 a.m. as there is no direct supervision of students

**DISMISSAL:**

Students will be dismissed at 3:20 p.m.

Students **should not** be on campus after 4:00 unless they are being directly supervised by a staff member for tutoring, clubs, or athletics.

Students in violation of this may lose the opportunity to stay after school for any reason. Students continually found at school after school hours will result in an investigation by the school social worker.

# Dismissal continued....

- Stay in your room until your transportation has been called or put on the slides
- WALK in the hallways and to the bus
- If you are a walker, you need to leave when called and go straight home
- Avoid entering the front office unless for emergency to ensure communication is clear
- Students are only combined in other classrooms when teachers have a afternoon duty.
- Do not take advantage of a substitute or other teacher covering.
- Car riders holding locations
  - 6th Media 7th Flex 8th Cafe
- Phones not allowed until you leave the building.

## Tardies to School / Class

It is imperative that you arrive to school and all classes on time to avoid missing instruction and interrupting the learning process.

- Tardies will be counted per each classroom teacher and will count as a Level I Violation in the student discipline policy.
- Students who are habitually late to school will be referred to the School Social Worker.
- Tardies received due to a late bus are excused and will not fall under this policy.




# Trask Middle Personal Device Policy

Expectation:
During the school day (arrival to school through when the student exits the building), students are expected to keep their personal devices turned off and secured in their book bags unless there is a documented accommodation for a student. (IEP, EAP, 504). Visible devices will be confiscated until the end of the day. For student safety, devices will be returned to students at the end of the day. For habitual offenders, students' phone privileges will be revoked, and students will turn their phones in for up to 10 days during the school day. Under no circumstances should students use devices to record audio and/or video during the school day. Within the FAQs on Photos and Videos Under FERPA, the U.S. Department of Education provides guidance and examples of situations in which audio recordings, photos, and videos would be considered FERPA-protected education records. **If a student refuses to comply with these expectations or refuses to give their device to staff upon request, they could be suspended until a family conference is held. All other consequences for misuse are outlined on page 2 (matrix).**

Why?:
When students are at school, we want them to engage in learning and face-to-face social communication. Personal devices often interfere with education and the learning of those around students. Recently, the US Surgeon General warned that children and teens using social media can pose a profound risk of harm.

How is "personal device" defined?:
Any portable electronic device including, but not limited to, cellular and wireless phones, digital cameras, tablets, e-readers, smartphones, laptops, WiFi-enabled or broadband access devices, and devices that allow a person to record, access, and/or transmit on either a real-time or delayed basis, data, sound, video or still images, text, or other information.

- This includes phones, smart watches, tablets, laptops, headphones, and similar devices not school-issued. If smartwatches are used as phones (not used as a watch), the school will follow the same procedures as a phone.

When are personal devices permitted to be used?

- Students may access personal devices before they enter the school building and when they exit the building for the day.
- When there is a change in after-school activity, an announcement will be made allowing students to temporarily use their phones or a classroom to notify their caretakers.

When are personal devices NOT permitted to be used?

- Students may NOT access personal devices at any time during the school day. (when they enter the building - when they exit the building)

How can families get in touch with their students during the school day?

- Our front office is staffed between 7:45 am and 4:00 pm. Families can call and leave messages for their student(s). Messages will be delivered to the students in a timely manner.
- If students need to call home, they can use the front office phone.

How can families support their students in this area?

- Please support our efforts by not expecting your student to access their phone during the day. If there is an emergency, you can contact them through the school office.
- Consider using parental controls by only allowing the essential apps for communication or instruction during the school day (turn off all other notifications, badges, and alerts)
- If your child does not have a device, consider your ability/willingness to monitor it before purchasing one. There is no school-based need for a smartphone or device.

Resources

- The Case for Making the Classroom Cell Phone Free  Cellphones in School: What to Know
- Get Phones Out of School Now  Does Social Media Use Cause Depression?
- Social media use and depression in Adolescence: a scoping review  Wait Until 8th

Matrix of Consequences for Misuse of Devices

| | **1st Offense** | **2nd Offense** | **3+ Offenses** |
|---|---|---|---|
| **Possession** (*visible*) | Verbal redirection; minor incident entered; family contacted by the teacher; device confiscated; the student can pick up at the end of the day. | Verbal redirection, the family contacted by teacher or office staff; a minor incident entered; phone placed in the front office | Verbal redirection, family contacted; major incident entered; phone placed in front office for family pick up; meeting held to develop a plan moving forward with school and family. Lunch/recess detention assigned. |
| **Active Use** *(impacting a single person - playing a game, viewing social media, checking sports updates,etc.)* | Device confiscated; minor incident entered; teacher notifies family for device pick up. | Device confiscated, major incident entered, family contacted by office, device pick up by family, lunch/recess detention assigned. | Device confiscated; major incident entered; 1-3 Days of ISS assigned; family must come to retrieve device and family meeting held to develop plan moving forward. |
| **Hindrance** (*interfering with the learning environment - videoing someone or something, texting another person, posting on social media - impacting another person in some way*) *(any use* | Device confiscated; major incident entered; family contacted by office; the family must come to the school to retrieve device; family meeting held to develop a plan moving forward; | Device Confiscated; major incident entered; 1-3 days of ISS assigned. | Device confiscated; 1-5 days of OSS assigned; family meeting held; student not permitted to bring device on campus for the duration of the school year. |

| | | | |
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| *in a restroom)* | Lunch/Recess detention assigned. | | |

## Lesson Plans for Teaching Common Area and Schoolwide Policy Expectations

Please see the slide decks for the first two weeks of school. Trask has daily slides that are shared school-wide. To start the year, the homeroom teachers present these school-wide slides. The slides also provide staff with inclusion activities and notes to ensure the topics are taught in each room.

## Job Descriptions for Supervisors

### Administrative Responsibilities

**Principal: Kim Clark**

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| *8th Grade Level Administrator & LEA*<br>Administrative Liaison for:<br>❑ Coaches<br>❑ ELA<br>❑ Math<br>Student Services and office staff<br>Budget & Finance<br>SPED and TA's<br>Curriculum and Instruction Program<br>Fixed Asset Inventory | Fundraising Approval<br>Master Schedule<br>NCEES and Observation Matrix<br>Personnel & Payroll (staff leave/attendance)<br>EVAAS Roster Verification<br>School Improvement Team<br>Beginning teachers<br>AIG<br>Clubs & Advisors<br>PTA |

**Assistant Principal: Lloyd Brown**

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| *6th Grade Level Administrator & LEA*<br>Administrative Liaison for<br>❑ Health & PE<br>❑ Science<br>Accident/ Incident Reports<br>Athletics<br>Custodians<br>Daily note(substitutes/class coverage)<br>Duty Schedule | Discipline - all grade levels<br>Facilities Management & Maintenance<br>Keys<br>Open House<br>School Safety & Drills<br>Testing<br>Transportation & Buses<br>Field Trip Approver - Travel Tracker |

**Assistant Principal: Jessica Heffner**

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| *7th Grade Level Administrator & LEA*<br>Administrative Liaison for<br>❑ Career & Technical Education<br>❑ Fine Arts<br>❑ Social Studies<br>Emergency Lesson Plans | English as a Second Language<br>Property & Furniture<br>TalentEd/Professional Development<br>Textbooks & Furniture/ Equipment Inventory<br>Title 1 Crate<br>Committee lead |

| | |
|---|---|
| Discipline - all grade levels<br>Multi Tiered System of Supports | UNCW PDS Coordinator |

# Discipline Policy and Procedures

**Trask Middle School Disciplinary Program**

Trask students are expected to conduct themselves appropriately in class, on the bus, and at any school activities, on or off campus. Our staff has taken a school-wide approach to teaching appropriate behaviors to optimize each student's academic achievement. We use a systematic approach that establishes and reinforces clear behavioral expectations through Safe and Civil Schools (STOIC/CHAMPS). The STOIC/CHAMPS framework encompasses a variety of methods that help students understand the behavioral expectations for different settings on campus (i.e., classroom, hallway, sidewalk, bus, recess, and cafeteria.). Additionally, we provide alternatives to suspension, support for social-emotional learning, and restorative practices. We teach and encourage our students to be respectful, responsible, and safe.

Trask's Student Report Of Concern Form

| *Be Respectful* | *Be Responsible* | *Be Safe* |
|---|---|---|
| -Follow directions and expectations<br>-Use positive and kind language<br>-Demonstrate self-control<br>-Keep hands and feet to self<br>-Accept consequences<br>-Be kind to all people and property<br>-Treat others how you want to be treated | -Accept and encourage positive behavior<br>-Have self-respect and pride<br>-Dispose of trash in appropriate receptacles<br>-Be a good listener -Positively represent TMS<br>-Accept redirection from adults | -Obey emergency procedures<br>-Use equipment correctly<br>-Keep hands and feet to yourself<br>-Report problems<br>-Arrive on time<br>-Be ready to participate<br>-Be an upstander |

**Consequences**

- Consequences for behavior violations can include but are not limited to: administrative conference, detention (after school, before school, lunch, etc.), loss of privileges (field trips, dances, after-school functions, etc.), BEAR Academy, community service, in-school suspension, out-of-school suspension, long-term suspension, expulsion, and restitution.
- *In-school suspension:* A student who is assigned in-school suspension (ISS) may not participate in afterschool activities for the duration of the ISS assignment.
- *BEAR Academy:* 3 or more days assigned to ISS program. Students will be required to complete tasks and all assignments and perform at 75% to earn access to BEAR

Academy. The academy will include SEL lessons, counselor support, vision boards, and other evidence-based interventions. This will be used as a restorative intervention and alternative to OSS.

- *Out-of-school suspension:* The Choices Program CIS WIRE provides an alternative setting for students who are serving a 5- to 10-day short-term suspension from their home school. Additional information can be found at http://www.nhcs.net/roe/
- *Long-term suspension:* A student may be recommended to the Superintendent for a long-term suspension for serious or repeated violations of the student code of conduct. Students on a long-term suspension may be placed in an alternative learning program.
- *Expulsion:* The Board of Education may expel a student who is at least fourteen years old and whose behavior indicates that the student's continued presence in school constitutes a clear threat to the safety of other students or employees.
- Behavior violations that do not fit into our level of consequences will be handled on an individual basis.
- Law enforcement will work in conjunction with the administration when necessary.
- Please be advised that neither this handbook nor the New Hanover County Discipline Handbook is all-inclusive. Incidents cited will be dealt with according to federal, state, and local policies and laws. The NHCS Policy Manual
- Trask staff follow NHCS Regulation Code: 4302-R Rules for Use of Seclusion and Restraint in Schools as a last resort.

**Level I Violations (*Classroom Level)***
Teachers will handle minor violations that occur in the classroom according to classroom rules and expectations, which have been reviewed. These behaviors should be handled by the teacher, and should not be an office referral until there is a pattern of behavior and two-way parent contact has been made.

Inappropriate behaviors include but are not limited to:

- Being in an unauthorized area
- Disruptive behavior (Being out of your seat, horseplay, throwing items, etc.)
- Dress code
- Inappropriate behavior (Off-task, profanity, sleeping, etc.)
- Inappropriate items on school property
- Public Displays of Affection (PDA)
- Tardies to class, excluding homeroom
- Use of unapproved electronic devices during instructional time (phones, SMART watches, etc.)

**Level I Consequences (documented in Educator Handbook as a minor incident)**

**1st: Teacher-directed consequence** (Verbal warning/redirection)
**2nd: Teacher-directed consequence** (Intervention meeting with student)
**3rd: Teacher-directed consequence** Required two-way parental contact (Parent/Teacher/Student Collaboration and problem-solving meeting/discussion)
**4th: Office referral (***Becomes a Level II Violation)* ***Required parent contact***

**Level II Violations**
Violations of the following policies will result in an Office Referral and possible suspension up to ten (10) days. Our best efforts will be made to minimize lost instructional time for disciplinary consequences.

- Fourth referral of a level I violation demonstrating a pattern of behavior
- Academic Integrity
- Inappropriate literature/illustrations/comments
- Symbols of gang affiliation (also confiscated)
- Disrespect of faculty & staff (including profanity)
- Possession of tobacco products, including E-cigarettes (items confiscated)
- Fighting
- Relatailation
- Misuse of technology (May also result in loss of internet privileges at school)

**Level II Administrative Referral Procedures**
The following procedures are used as a *guideline* by the administration and may need to be changed or amended based on each individual situation or individual student plan. See the linked document. (updated 8/2026 using our data)

**Violations of NHCS Board Policies**
Violations of New Hanover County Schools Board Policies may result in out-of-school suspension for up to ten (10) days and possible long-term suspension. Please review individual policies for detailed information. :

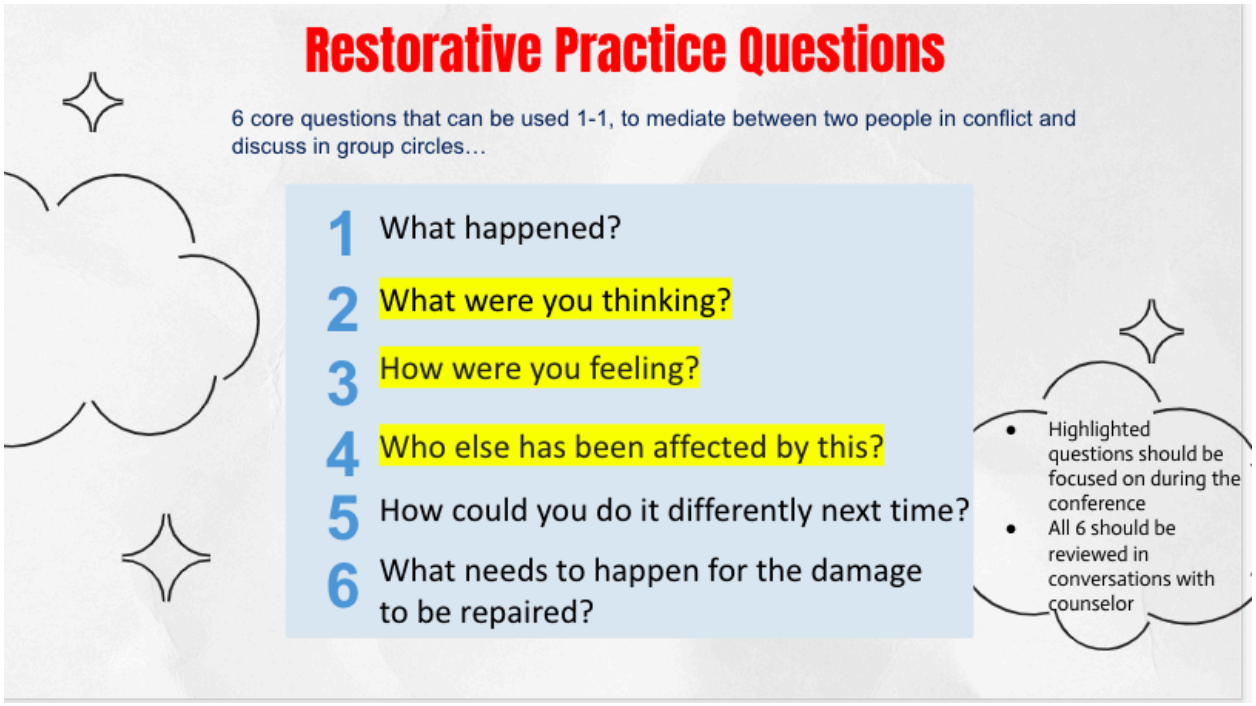
**Policy Numbers - Student Behavior**
4300 - Student Behavior Policies
4301 - Authority of School Personnel
4302 - School Plan for Management of Student Behavior
4302-R - Rules for Use of Seclusion and Restraint in Schools
4303 - Fair and Consistent Discipline Administration
4310 - Integrity and Civility
4312 - Technology Responsible Use
4315 - Disruptive Behavior
4316 - Student Dress Code
4318 - Use of Wireless Communication Devices
4320 - Tobacco Products – Students
4325 - Drugs and Alcohol
4328 - Gang-Related Activity
4329 - Bullying and Harassing Behavior Prohibited
4330 - Theft, Trespass, and Damage to Property
4331 - Assaults and Threats
4333 - Weapons, Bomb Threats, Terrorist Threats, and Clear Threats to Safety
4334 - Use of Unmanned Aircraft (Drones)
4335 - Criminal Behavior
4340 - School-Level Investigations
4341 - Parental Involvement in Student Behavior Issues
4342 - Student Searches
4345 - Student Discipline Records
4351 - Short-Term Suspension
4352 - Removal of Student During the Day
4353 - Long-Term Suspension, 365-Day Suspension, Expulsion

*Behavior violations that do not fit into our level of consequences will be handled on an individual basis. Please be advised that neither this handbook nor the New Hanover County Discipline Handbook is all-inclusive. Incidents cited will be dealt with according to federal, state, and local policies and laws. The NHCS Policy Manual may be found at: https://boardpolicyonline.com/bl/?b=hanover_county_new#&&hs=1016905*

**Front office procedures:**
Office staff and student support ask students to complete reporting form and then determine the level of need based on the student report.

**Guidelines for Disagreeing With Others:**

Trask continues to implement restorative practices when students or staff are in disagreement with one another. See the picture below that is used during restorative practices.




**Statement of Staff Beliefs**

- We are Trask BEARS. We all belong. We are enough. We are able. We are Just Right!
- Our staff also believes in one another to support. We utilize the student support team and other areas listed below to support our students.

**School Mental Health Providers (New Hanover County Health Department)**

A Health Department licensed family therapist is available to provide mental health services such as evaluation and treatment of children and adolescents with moderate to severe behavioral and emotional problems. School-based mental health services (therapy) are available to students and their families here at Trask. All information is strictly confidential. Our therapist, Mr. Keith Montgomery, will never disclose your child's or family's information with school staff unless the parent/guardian gives permission and it is in the child's best interest to help reach therapeutic goals.

**School Counseling Program**

The counseling program at Trask Middle School is designed to serve all students. Our counseling staff meets with and will be of assistance to parents and teachers. We encourage parents/guardians to call and/or arrange conferences with the school counselors throughout the year concerning emotional, social, economic, and educational adjustments. Students may obtain books, pamphlets, and leaflets in the counseling lobby, which may be of help in these areas. A student may make an appointment with a counselor by stopping by the counseling lobby during transitions and leaving a message or dropping a note in the counselor's box.