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Madison Metropolitan School District  
Student Conduct and Discipline Plan

*2014-2015*

# Student Conduct and Discipline Plan

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# Message from the Board of Education

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# Message from the Superintendent

[May include contact person at end]

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# Introduction

In the Madison Metropolitan School District, every student can expect to be educated in a thriving environment that is safe, respectful and welcoming and every staff member can expect to serve the district in an atmosphere of excellence, precision and integrity that maximizes staff performance and, in turn, student learning. To promote this environment, the district is committed to implementing systems and practices that support the development of positive behavior in every student, the capacity of every staff member to foster this development, and the creation of school communities where the contributions of all are valued and respected.

## **Purpose of the Student Conduct and Discipline Plan**

The Student Conduct and Discipline Plan includes both proactive and responsive strategies and provides a continuum of interventions and consequences to address a range of student behaviors. The Student Conduct and Discipline Plan document is intended to accomplish the following purposes:

- To outline the rights and responsibilities as related to student behavior for students, parents/guardians, school administrators, central office administrators and Board of Education members, recognizing that all groups have a collective responsibility to support student behavior;
- To establish an expectation for adults to teach, model and reinforce the skills necessary for students to meet MMSD behavior expectations at all levels;
- To provide clear and explicit universal expectations for student behavior and to identify those behaviors which are inappropriate at school and school-sponsored events;
- To identify a range of reasonable, proportional and equitably applied interventions and consequences to respond to inappropriate behavior and to support positive behavior change in students;
- To ensure students are treated fairly and without discrimination based on the race, ethnicity, socioeconomic status, disability status, gender, sexual orientation, gender identity or religion;
- To *work in partnership with parents/guardians* with the belief that they play an essential role in the behavioral and academic success of students.

## **Scope of the Plan**

The Student Conduct and Discipline Plan applies to all schools and educational programs and placements within the district and will be published and made available to parents and students. Disciplinary consequences may be imposed for behaviors that occur within the reach of the District's disciplinary authority including behavior that occurs while the student is at school during school hours and immediately before and after school, participating in any school-sponsored and supervised activity,

including athletic events and field trips, or under the direct supervision of a district employee or volunteer. Students may also be disciplined for behavior that occurs while using district-provided transportation (i.e. yellow buses). Behavior that occurs outside the school day and off of school property generally will not fall under the Student Conduct and Discipline Plan unless the behavior endangers the property, health or safety of staff and students who are in school or under the supervision of school staff. The Student Conduct and Discipline Plan does not apply to behavior that occurs during activities and programs offered by Madison School & Community Recreation (MSCR).

Proactive interventions, including, but not limited to, restorative practices, parent contacts and meetings and schedule modifications, may be used for behaviors that occur outside of the district's disciplinary authority in order to avoid an escalation of the behavior at school and provide a safe nurturing learning environment for all students.

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# Rights and Responsibilities

## Student Rights & Responsibilities

### ALL STUDENTS HAVE THE RIGHT TO:

- Attend school and be a valued member of the school community.
- Be treated with courtesy, respect and dignity.
- Learn in a safe environment that is free of bullying, harassment and discrimination.
- Maintain personal privacy. Personal belongings can be searched only if the principal has a reasonable suspicion that the student possesses materials that pose a threat to the safety of self or others.
- Receive a written copy and clear explanation of the Student Conduct and Discipline Plan.
- Be informed of the reasons for any disciplinary decisions and be involved in determining which interventions and consequences will be used in response to disciplinary issues.
- Speak with a person in authority if he/she feels that unfair treatment has occurred. All students have the right to receive information about how to appeal disciplinary decisions.
- Be accompanied by a parent or guardian to disciplinary conferences.

### ALL STUDENTS HAVE THE RESPONSIBILITY TO:

- Contribute to a safe learning environment by behaving respectfully and safely and reporting harmful or dangerous situations to an adult.
- Know and follow all school rules and instructions given by school staff.
- Show respect and courtesy to all students, staff and school visitors. This includes respecting property of others.
- Attend school daily, be prepared for class, engage in classroom activities and complete all assignments.
- Bring only those materials to school that are allowed.
- Inform parents of school-related issues and give them any materials sent home by the school or district.

# Parent/Guardian Rights & Responsibilities

## ALL PARENTS HAVE THE RIGHT TO:

- Be treated with courtesy, respect and dignity.
- Receive a written copy and clear explanation of the Student Conduct and Discipline Plan.
- Work in partnership with the staff at the school their child attends. Parents have the right to be promptly notified when their child is removed from the instructional environment due to inappropriate behavior. They have the right to be at the problem solving table when issues of student misconduct are discussed and resolved.
- Receive regular information from school staff regarding their child's academic and behavioral progress in a language they understand.

## ALL PARENTS HAVE THE RESPONSIBILITY TO:

- Review the content of the Student Conduct and Discipline Plan with their child.
- Work with the school as a collaborative partner. If student misconduct arises, work with staff to help the child make changes in his/her behavior.
- Inform officials about concerns in a timely and respectful manner.
- Support their child to resolve problems peacefully while at school in order to contribute to a safe and positive school climate. This includes helping the child express anger without verbal attacks or physical violence.
- Show respect and courtesy to all students, staff and school visitors.



# Teacher/Staff Rights and Responsibilities

## ALL TEACHERS/STAFF HAVE THE RIGHT TO:

- Work in a safe environment that maximizes staff performance and student learning.
- Be treated with courtesy, respect and dignity.
- Receive professional development and training to assist in creating and maintaining a thriving classroom environment that is respectful, engaging, vibrant and culturally relevant.
- Receive support for addressing student misconduct when such conduct cannot be handled within the classroom environment (Response Level 2 and above).

## ALL TEACHERS/STAFF HAVE THE RESPONSIBILITY TO:

- Foster on-going, positive relationships with all students and families.
- Show respect and courtesy to all students, staff and school visitors.
- Create a positive classroom and school climate for all students, using effective classroom management strategies that extend to all school environments.
- Teach, acknowledge and reinforce appropriate student behavior. This includes providing corrective feedback and re-teaching behavioral skills when misconduct occurs as well as following the Individual Education Plans and Behavior Intervention Plans of students.
- Implement behavior interventions to respond to recurring student misbehavior, using a progressive system of support.
- Intervene promptly when inappropriate behavior occurs.
- Use Infinite Campus to record and collect student behavior events.
- Teach the district Social Emotional Learning (SEL) standards using MMSD-approved curriculum and materials.
- Apply the Student Conduct and Discipline Plan in a fair, equitable and consistent manner.
- Follow up promptly on reports of bullying as required by Board of Education Policy 4510.
- Follow procedures for student removals from the learning environment.

# School Administrator Rights & Responsibilities

## ALL SCHOOL ADMINISTRATORS HAVE THE RIGHT TO:

- Work in a safe environment that maximizes staff performance and student learning.
- Be supported by the district central office to create and maintain a thriving school environment that is respectful, engaging, vibrant and culturally relevant.
- Be treated with courtesy, respect and dignity.

## ALL SCHOOL ADMINISTRATORS HAVE THE RESPONSIBILITY TO:

- Foster on-going, positive relationships with all students and families.
- Help create a safe and caring school climate that maximizes learning.
- Review the Student Conduct and Discipline Plan with students, staff and parents at the beginning of each school year and revisit it as necessary throughout the year.
- Show respect and courtesy to all students, staff and school visitors.
- Apply the Student Conduct and Discipline Plan in a fair, equitable and consistent manner and accurately record all instances of student misbehavior.
- Guide the School-Based Leadership Team and Student Support and Intervention Team in using and reviewing school-wide behavior data and evaluating the effectiveness of behavioral interventions.
- Ensure that all school staff meet the expectations outlined in the section entitled “Teacher/Staff Responsibilities”.
- Follow procedures for student removals from the learning environment.
- Follow up promptly on reports of bullying as required by Board of Education Policy 4510

# Central Office Rights & Responsibilities

## ALL CENTRAL OFFICE STAFF HAVE THE RIGHT TO:

- Work in a safe environment that maximizes staff performance.
- Be treated with courtesy, respect and dignity.

## ALL CENTRAL OFFICE STAFF HAVE THE RESPONSIBILITY TO:

- Provide schools with the necessary resources, professional development and technical assistance implement the Student Conduct and Discipline Plan.
- Show respect and courtesy to all students, staff and school/district visitors.
- Communicate to all district staff that creating a positive school culture, supporting positive student behavior and developing appropriate student discipline practices are critical district priorities.
- Ensure that appropriate data collection, monitoring and evaluation systems are available and utilized at the school and district levels. This includes using data to determine needs for allocating resources to support student behavior as well as evaluating program and staff effectiveness.
- Engage in on-going monitoring of the implementation of the Student Conduct and Discipline Plan and intervene as needed to ensure that it is enforced in a fair and equitable manner.

# Board of Education Responsibilities

**ALL BOARD OF EDUCATION MEMBERS HAVE THE RESPONSIBILITY TO:**

- Show respect and courtesy to all students, staff and administrators.
- Create policies that promote thriving school environments that are respectful, engaging, vibrant and culturally relevant.
- Annually review and analyze student behavior data to ensure the Student Conduct and Discipline Plan is being implemented in a fair and equitable manner across all schools.

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# Positive Behavior Support

Defining behavior expectations and helping students meet them are cornerstones of the Student Conduct and Discipline Plan. All students, staff and school visitors are expected to follow the district-wide expectations as outlined:

## Be Respectful

- Treat others the way you wish to be treated
- Take care of private and public property
- Solve problems peacefully
- Respect the right of others to be different from you
- Respect the right of other to think differently than you

## Be Responsible

- Take ownership for your actions
- Be on time and ready to learn
- Follow classroom and school rules
- Do/Produce your own work
- Be a learner

## Be Safe

- Behave in ways that make the school a positive place
- Report bullying, harassment or unsafe incidents
- Refuse to spread rumors or gossip
- Find trusted adults who can mentor and support you

These expectations are most likely to be met when the behaviors expected from students are clearly defined, taught to all, shaped over time and responded to in ways that encourage students to learn and grow. This requires proactive systems, practices and policies that support the development of positive behavior in every student. This is accomplished through use of the Positive Behavior Support (PBS) framework, a structured yet open-ended model that promotes data-driven decision-making, teaching behavioral expectations to students and celebrating behavioral successes. More information about PBS is available at the following link: **INSERT LINK HERE**

When these expectations are not met, the Student Conduct and Discipline Plan requires that prompt and appropriate interventions are implemented to first restore order and safety in the classroom or school environment with the ultimate goal of assisting students to make appropriate behavioral choices.

# Response to Student Misconduct: Intervention Strategies and/or Discipline

Understanding student misconduct as an opportunity for learning is fundamental to a positive and progressive approach to discipline. The Student Conduct and Discipline Plan progressive responses to misconduct in the form of incremental Intervention Strategies and Discipline to address inappropriate behavior with the ultimate goal of teaching positive behavior. With this approach, students have the space to make mistakes, learn from them and receive support to make changes in their behavior. In the context of this Plan, Intervention Strategies are actions that provide opportunities for instruction, assessment and restoration. Discipline responses are actions that are typically viewed as consequences or punishment.

Every reasonable effort should be made to correct student misbehavior using Intervention Strategies and the least severe Discipline responses possible, reserving more significant Discipline, such as suspension and expulsion, for the most serious situations that warrant removal from the school environment. When staff and administrators use Discipline to respond to student misbehavior, it is expected that the Discipline response will be paired with one or more Intervention Strategies to provide a balanced approach to supporting behavior change in students.

All Intervention Strategies and Discipline should be selected and implemented to help students learn from their mistakes and be supported to:

- Understand why the behavior is unacceptable and the harm it has caused
- Understand what they could have done differently in the same situation
- Take responsibility for their actions
- Learn pro-social strategies and skills to use in the future
- Understand the progression of more stringent consequences if the behavior reoccurs

Because inappropriate behavior may be symptomatic of underlying problems that students are experiencing, it is critical that all staff be sensitive to issues that may influence student behavior and respond in a progressive manner that is most supportive of student needs.

## **Effective Classroom Management**

Foundational to supporting positive behavior in all students is the use of effective classroom management strategies. In many cases, effective classroom management practices will reduce the occurrence of behaviors that require Intervention Strategies and Disciplinary Responses. Examples of

effective classroom management strategies include but are not limited to developing and maintaining positive relationships with students, verbal redirection or correction, changing student seating, re-teaching behavior expectations, speaking privately with students about misbehavior, using nonjudgmental language, reinforcing positive student behavior and listening to students' perspectives about situations that result in misbehavior. When typical classroom management strategies are insufficient to address student misbehavior, Intervention Strategies are essential to supporting students to make meaningful, sustainable changes in their behavior. Given certain circumstances, some misbehaviors warrant the use of Disciplinary Responses in addition to Intervention Strategies.

### **Intervention Strategies**

Intervention Strategies are actions that provide opportunities for instruction, assessment and restoration. Examples of Intervention Strategies include but are not limited to:

- **Behavior Contracts**  
Behavior Contracts create agreements between the student and staff about the expectations and how the student will be supported to meet the expectations. Monitoring of the contract might include student self-charting of behavior, staff feedback about progress after each class period, etc. and include reinforcers for success and consequences for continuing problems.
- **Functional Behavior Assessment/Behavior Intervention Plans**  
Behavior Intervention Plans are developed based on an assessment of the function of the student's misbehavior. The assessment results are used to develop a plan for consistent instruction and intervention to support behavior change.
- **Tier 2 Social Emotional Learning (SEL) Groups**  
SEL Groups provide direct instruction for students on areas of needed growth. Examples include anger management, social skills, conflict resolution and self-advocacy.
- **Check-in Check-Out (CICO)**  
Students check in with designated CICO facilitators before the beginning and at the end of each school day to receive positive contact, pre-corrects, reminders of school-wide expectations, etc. At the end of each class period, teachers provide behavioral feedback on a Daily Progress Report Card.
- **Conflict Resolution**  
Students are supported and empowered to take responsibility for peacefully resolving conflicts. Students are taught skills including anger management, active listening and effective communication.
- **Restorative Justice Practices**  
Interventions are designed to identify and address the harm caused by an incident and to develop a plan to heal and correct the situation. Restorative Practices include engaging with a student in a restorative dialogue, supporting students to make an apology and repair harm, facilitating a restorative circle, etc.

## **Disciplinary Responses**

Disciplinary Responses are actions that are typically viewed as consequences or punishment. Examples of Disciplinary Responses include but are not limited to:

- **Loss of classroom privileges**  
Students lose opportunities in the classroom such as participating in free time activities, etc.
- **Detention**  
Students are assigned to an alternate location during recess, lunch or after school.
- **In-school Suspension**  
Students are removed from the classroom environment and assigned to work in a designated space within the school for up to one day.
- **Out of school Suspension**  
Students are removed from the school environment for 1 to 3 days at Response Level 3 and for 5 days at Response Level 4. Out of school suspensions will be followed by a restorative re-engagement conference to involve the student, parent and appropriate school staff.
- **Expulsion**  
Students are removed from the school environment by an Order from an Independent Hearing Officer, which is approved by the Board of Education.

## **Behavior Response Chart**

The Behavior Response Chart on page \_\_\_\_\_ is provided to guide staff and administrator decisions about how to respond to student misbehavior. It is critical that the following factors be considered prior to determining the appropriate Intervention Strategy or Disciplinary Response:

- The student's age, maturity and understanding of the impact of their behavior
- The student's willingness to repair the harm cause by the behavior
- The student's disciplinary record including the nature of prior misconduct, the number of prior instances of misconduct, the interventions and consequences applied, etc.)
- The nature, severity and scope of the behavior
- The circumstances and context in which the misconduct occurred
- The student's IEP, BIP or 504 Plan, if applicable

The Student Conduct and Discipline Plan identifies four (4) levels of possible response to inappropriate and disruptive behavior (Response Levels). Each behavior is assigned to one or more Response Level. Principals and school staff are expected to use only the Response Levels identified for each behavior. If the inappropriate or disruptive behavior is assigned to two (2) or more Response Levels, the lowest level should be used first. For example, if a student engages in cheating, school staff should first use intervention strategies and responses in Response Level 1 before moving to Response Level 2.



Progressive responses are confined to the current school year. At the beginning of each new year, every student begins with a clean slate and responses to inappropriate and disruptive behavior should be the lowest, assigned Response Level for a first occurrence of the behavior within the school year.

### **Protections for Students with a Disability**

Nothing in the Student Conduct and Discipline Plan replaces or substitutes any student rights as guaranteed by the Individual with Disabilities Act (IDEA) or state law. Students with a disability will always be entitled to the rights and protections afforded to them by state and federal law and shall not be removed from the learning environment unless doing so is in accordance with the law.

### **Escalating Factors**

During the course of a school year a student's first violation of a given Code violation will usually merit a response of a lesser degree than subsequent violations, taking into account all factors related to the severity of the current violation. However, in instances where student conduct significantly impacts the property, health and/or safety of others or causes significant disruption to the learning environment, a more severe form of response may be warranted even if it is a first offense. There are 3 factors that 'escalate' the disciplinary response from the Response Level at which it would typically be addressed to a higher Response Level. These factors are:

#### **1. Conduct that Causes a Serious Physical Injury**

Serious physical injury is a bodily harm that results in one or more of the following:

- a. substantial risk of death;
- b. permanent deformity or defect;
- c. coma;
- d. permanent or extended condition that causes extreme pain;
- e. permanent or protracted loss or impairment of the function of any body part; or
- f. results in admission to a hospital.

Serious physical injury includes, but is not limited to, fractured or broken bones (including the nose), concussions and cuts and/or wounds requiring stitches. Serious physical injury does not include black eyes, welts, abrasions or bruises.

In all cases where a student's conduct results in the serious physical injury of another person, regardless of level of conduct, the conduct will be handled at Response Level 4.

Example 1: Student A engages in a physical attack of Student B. Physical attack is a Response Level 3 violation. Student B's head hits the ground when Student A attacks him. Student B briefly loses consciousness and an ambulance is called. At the hospital, Student B is diagnosed with a concussion and is released to the care of his parents. Student A will be subject to the disciplinary consequences under Response Level 4 because Student B suffered from a concussion.

Example 2: Student A brings an over-the counter medication to school and provides two tablets to Student B. Student B takes the medication at school and has an allergic reaction that results in her admission to the hospital for a period of three days. Generally, a first offense of bringing and distributing an over-the-counter medication is a Response Level 2 violation. In this case, however, because Student B suffered a serious physical injury as a result of taking the medication, Student A will be subject to the disciplinary consequences under Response Level 4.

## 2. Conduct that Results in a Loss of Instructional Time

A student whose conduct results in a significant loss of instructional time for one or more students will be subject to the disciplinary consequences under the next, higher Response Level (i.e. a Response Level 2 behavior will be subject to Response Level 3 consequences).

A significant loss of instructional time results when the combined amount of loss instructional time for all affected students equals 110 or more hours.

Example: Student A activates the fire alarm in the hopes of avoiding a test. School is in session at the time and all of the students (1500) are evacuated for 45 minutes. This causes a total of 67,500 lost instructional minutes (1500 student x 45 minutes of lost instruction each) or approximately 112 hours. Generally, a false alarm is a Response Level 3 but due to the loss of instructional time, Student A will be subject to Response Level 4 consequences.

## 3. Conduct that Results in Significant Property Damage or Loss

A student whose conduct results in significant property damage or loss will be subject to the disciplinary consequences under the next, higher Response Level (i.e. a Response Level 2 behavior will be subject to Response Level 3 consequences).

Significant property damage or loss results when the damaged or lost property has a value of more than \$1,000.00. The value of the damaged property is determined by the lesser of the repair or replacement cost.

Example 1: Student A detonates a smoke bomb in the schools computer lab during while working on a homework project after school with his teacher. The smoke causes the overhead sprinklers to turn on and results in damage to 10 computer stations. The value of cost of repair is \$5,000.00. Detonating a smoke bomb is a Response Level 3 behavior but Student A will be subject to Response Level 4 consequences because the value of the damage caused exceeds \$1,000.00.

Example 2: Student A keys a teacher's car during the school day while it is parked in the staff parking lot. The teacher repairs the damage to paint, which cost \$1,500.00. A first offense of property damage where the total value of the property affected is more than \$50.00 is a

Response Level 2 offense. Student A, however, will be subject to Response Level 3 consequences because the value of the damage was more than \$1,000.00.

#### 4. Repeated Acts of Misconduct

If, during the course of the school year, a student engages in five or more distinct acts of misconduct at a single Response Level (i.e. the separate Response Level 1 behaviors), the fifth incident of misconduct will be subject to the disciplinary consequences under the next, higher Response Level (i.e. Response Level 2 consequences). Multiple Response Level 3 violations **will not** result in Response Level 4 consequences.

Example: Student A engages in a first instance of cheating in September. She is subjected to Response Level 1 consequences for her cheating. In November, Student A engages in a first instance of hitting another student. She is, again, subject to Response Level 1 consequences. In January, Student A throws a snowball during recess and receives Response Level 1 consequences. In March, she steals a deck of playing cards, which are valued at \$2.00. Response Level 1 consequences are imposed for theft of property under \$50.00. Finally, in May, Student A uses profanity towards a classmate. As her fifth Response Level 1 behavior, Student A would be subject to Response Level 2 consequences for her conduct.

#### **Suspension (Response Level 3 and Response Level 4)**

Response Level 3 conduct will result in a student being suspended from school for 1 to 3 days unless prohibited by the IDEA and/or state law. Response Level 4 conduct requires the student be suspended from school unless prohibited by the IDEA and/or state law. The district's legal basis for suspension and the processes to be followed are set forth in Board Policy 4043 (Suspension). *See page \_\_\_\_.*

#### **Expulsion (Response Level 4 Conduct)**

Response Level 4 conduct shall result in a student being recommended for expulsion from school. The District's legal authority for expelling a student and the processes to be followed are set forth in Board Policy 4045 (Expulsion). *See page \_\_\_\_.*

All recommendations for expulsion shall be reviewed by the Coordinator for Expulsions and Disciplinary Training who will determine whether or not to approve proceeding with the expulsion process. The Coordinator will disapprove proceeding with the expulsion whenever one or more of the following factors is/are applicable to the pending expulsion recommendation:

- the appropriate Assistant Superintendent dismissed the student's suspension associated with the expulsion recommendation pursuant the suspension appeal procedures;
- there is insufficient, credible evidence to prove the alleged violation of the Student Conduct and Discipline Plan;

- in instances where the student is accused of engaging in physical contact with a staff member, and the staff member inappropriately provoked the student;
- in cases where the student has been identified as a student with a disability, the student's Individualized Education Plan (IEP) or evaluation is out of date or the student's Behavioral Intervention Plan (BIP) was not appropriately implemented; and/or
- in cases where there has been a request for the special education evaluation following the recommendation for expulsion, the expedited evaluation is not completed in a timely manner.

A student who is subject to an expulsion may have his/her record of expulsion expunged/removed if he/she meets all of the requirements set forth in Board Policy 4047 (Expungment).

### **Surrender for Safety**

A student who possesses any weapon, other than a firearm, or an object that may be used as a weapon, or any other inappropriate item, such as, but not limited to, alcohol, drugs, any other inappropriate item/material (i.e., fireworks, smoke bombs, etc.), and voluntarily surrenders possession of the weapon or other inappropriate item to a school or alternative program staff member before being discovered to be in possession and before anyone has been harmed by the weapon or other inappropriate item in his/her possession will not be subject to the disciplinary consequences set forth above. Surrender for safety acknowledges that student make mistakes and may unintentionally and/or bring inappropriate items to school. Students are expected to learn from these mistakes. Consequently, a student will not be granted leeway under surrender for safety more than one time during a school year.

# Behavior Response Chart

RESPONSE LEVEL 1	<b>CLASSROOM INTERVENTION AND DISCIPLINE</b>	
	<p><b>Response Level 1</b> intervention and discipline are provided by the teacher. Suspension is not an appropriate response at Level 1 unless the behavior is accompanied by an escalating factor.</p>	
RESPONSE LEVEL 2	<b>SUPPORT STAFF/ADMINISTRATIVE INTERVENTION AND DISCIPLINE</b>	
	<p><b>Response Level 2</b> intervention and discipline may involve support staff to engage the student's support system in order to change conditions that contribute to the misbehavior. Response Level 2 intervention and discipline involves administrators to stress the seriousness of the behavior while keeping the student in school. Suspension is not an appropriate response at Response Level 2 unless the behavior is accompanied by an escalating factor.</p>	
RESPONSE LEVEL 3	<b>INTENSIVE OR SPECIALIZED INTERVENTION AND DISCIPLINE</b>	
	<p><b>Response Level 3</b> intervention and discipline involves administrators will result in short-term removal (1 to 3 days) of a student from the school environment due to the seriousness of the misbehavior. The duration of any removal will be as limited as possible (1 to 3 days) while adequately addressing the misbehavior and followed with a readmission conference upon the student's return.</p>	
RESPONSE LEVEL 4	<b>LONG TERM REMOVAL FROM SCHOOL</b>	
	<p>Response Level 4 intervention and discipline requires the removal of a student from the school environment due to the severity of the behavior. This response focuses first on ensuring the safety of the school community and ending dangerous behavior. The removal is followed by a readmission conference that includes parents/guardians upon the student's return.</p>	

# INAPPROPRIATE AND DISRUPTIVE BEHAVIORS AND RESPONSE LEVELS

If a behavior is located in 2 or more Response Levels, the lowest Response Level should be used for the first occurrence during the current school year. The presence of an escalating factor will affect the Response Level.

<b>RESPONSE LEVEL 1</b> Classroom Interventions and Responses No Classroom Removals	<b>RESPONSE LEVEL 2</b> Support Staff/Administrative Interventions and Responses Up to 1 day of In School Suspension	<b>RESPONSE LEVEL 3</b> Intensive or Specialized Interventions and Responses 1 to 3 days of Out of School Suspension	<b>RESPONSE LEVEL 4</b> Long Term Removal from School Mandatory Suspension and Recommendation for Expulsion
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## INAPPROPRIATE OR DISRUPTIVE BEHAVIOR

## LEVEL 1

## LEVEL 2

## LEVEL 3

## LEVEL 4

### Alcohol, Drugs & Tobacco

Possession and/or use of any tobacco product.\* (108, 201)

X

X

Possession of an imitation controlled substance (314) See *Glossary of Terms* for definition of "possession."\*  
[Further review of AODA Policy 4235 req'd]

X

■

Possession of alcohol or being under the influence of any alcoholic beverage (317) See *Glossary of Terms* for definition of "possession."\*

X

■

Possession of drugs or drug paraphernalia, or being under the influence of any drug. See *Glossary of Terms* for definition of "possession" and "drugs." \* (318)

X

■

Possessing and distributing alcohol to another student. See *Glossary of Terms* for definition of "possession" and "distribution." (402(a), 406(a))

X

Possessing and distributing a drug or drugs to another student, or possessing any drug, with evidence of the intent to distribute the drug to another person. See *Glossary of Terms* for definition of "possession," "drugs" and "distribution." (402 (b), 406(b))

■

Possession and distribution of an over-the-counter medication/drug. See *Glossary of Terms* for definition of "possession" and "distribute." (new)

X

X

### Bullying/Harassment

Engaging in an act of bullying. See *Glossary of Terms* for definition of "bullying." (327(a), 329(a))

X

■

Engaging in an act of bullying, when such behavior is motivated, in part or in whole, on the target's protected class status or perceived protected class status. See *Glossary of Terms* for definition of "protected class status." (327(b), 329(b))

X

■

# INAPPROPRIATE AND DISRUPTIVE BEHAVIORS AND RESPONSE LEVELS

If a behavior is located in 2 or more Response Levels, the lowest Response Level should be used for the first occurrence during the current school year. The presence of an escalating factor will affect the Response Level.

<b>RESPONSE LEVEL 1</b> Classroom Interventions and Responses No Classroom Removals	<b>RESPONSE LEVEL 2</b> Support Staff/Administrative Interventions and Responses Up to 1 day of In School Suspension	<b>RESPONSE LEVEL 3</b> Intensive or Specialized Interventions and Responses 1 to 3 days of Out of School Suspension	<b>RESPONSE LEVEL 4</b> Long Term Removal from School Mandatory Suspension and Recommendation for Expulsion
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## INAPPROPRIATE OR DISRUPTIVE BEHAVIOR

## LEVEL 1

## LEVEL 2

## LEVEL 3

## LEVEL 4

<b>Cheating</b>				
Cheating. See <i>Glossary of Terms</i> for definition of "cheating." (218)	X	■	X	
<b>Disruptive and Uncooperative Behaviors</b>				
Disruption-Acting in a disorderly manner that disrupts the school or any school-sponsored or school-supervised activity. (112)	■	X		
Defiance of Authority - Refusing to comply with school rules or with instructions of school authorities, including lying to a staff member or other school authority. (204)	X	■		
Taunting, baiting, inciting and/or encouraging a fight, a disruption, or other violation of school rules. (221)		■		
Volatile Acts – Disorderly, violent, or threatening conduct of a serious nature that significantly disrupts school, a school-sponsored activity, or a school-supervised activity held off school premises. (301)			■	
Intentionally throwing or releasing an object (including a snowball) that has the potential to cause a disturbance, injury or property damage. (113)	X			
Intentionally throwing or releasing an object and the object makes physical contact with any person. (223)		X	X	
Any other inappropriate or illegal act which directly or indirectly jeopardizes the health, safety or property of a school, the school district, school personnel, other students, one's self, or other individuals who are present or acting within the school's jurisdiction. (316)			■	
<b>Failure to respect materials, property of others</b>				
Property damage where the total value of the property affected is no more than \$50. See <i>Glossary of Terms</i> for definition of "property damage." (222)	X	■	X	
Stealing the money or property of another that is valued at no more than \$50. (213)	X	■	X	

# INAPPROPRIATE AND DISRUPTIVE BEHAVIORS AND RESPONSE LEVELS

If a behavior is located in 2 or more Response Levels, the lowest Response Level should be used for the first occurrence during the current school year. The presence of an escalating factor will affect the Response Level.

<b>RESPONSE LEVEL 1</b> Classroom Interventions and Responses No Classroom Removals	<b>RESPONSE LEVEL 2</b> Support Staff/Administrative Interventions and Responses Up to 1 day of In School Suspension	<b>RESPONSE LEVEL 3</b> Intensive or Specialized Interventions and Responses 1 to 3 days of Out of School Suspension	<b>RESPONSE LEVEL 4</b> Long Term Removal from School Mandatory Suspension and Recommendation for Expulsion	
INAPPROPRIATE OR DISRUPTIVE BEHAVIOR	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Property damage where the total value of the property affected is more than \$50. See <i>Glossary of Terms</i> for definition of "property damage." (313)		X	■	
Stealing the money or property of another that is valued at more than \$50. (319)		X	■	
<b>Firearms/Weapons</b>				
Possession of a toy weapon other than a toy or imitation gun/firearm, where the toy weapon is <b>not</b> used to threaten, intimidate, harm or cause a disruption. (210)	X	■		
Possession of a toy weapon other than a toy or imitation un/firearm where the toy weapon is <b>used</b> in the commission of an aggressive act toward another person or to cause a disruption.* (315)		X	X	
Possession of any toy or imitation gun/firearm that is not otherwise defined as a "weapon" within the Student Conduct and Discipline Plan.* (315)			■	
Possession of a weapon, other than a firearm or other gun. See <i>Glossary of Terms</i> for definition of "weapon."*		■	■	
Use of a weapon, other than a firearm or other gun, in the commission of an aggressive act toward another person or to cause a disruption. See <i>Glossary of Terms</i> for definition of "weapon."				■
Possession of a firearm, as defined by 18 USC 921 of the federal code (e.g. handgun, rifle, shotgun, starter pistol etc.)				■
Possession of a gun of any kind, other than a firearm, whether loaded or unloaded, operable or inoperable. Examples include, but are not limited to, BB guns, pellet guns and air rifles.				■
<b>Fires/Explosives/Flammables</b>				



# INAPPROPRIATE AND DISRUPTIVE BEHAVIORS AND RESPONSE LEVELS

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## INAPPROPRIATE OR DISRUPTIVE BEHAVIOR

## LEVEL 1

## LEVEL 2

## LEVEL 3

## LEVEL 4

Setting a fire, or attempting to set a fire. (304)			■	
False Alarms - Activating the school's fire and/or other alarm systems or making a false alarm call to 911.(305)			■	
Possession of fireworks, a smoke bomb, munitions, pepper spray/gas, MACE, tear gas, stink bomb or any inherently dangerous substance/object, or any illegal device, illegal product or illegal material that is not specifically covered elsewhere within the Student Conduct and Discipline Plan. See <i>Glossary of Terms</i> for definition of "possession."* (306)		X	■	
Possession of a bomb or other explosive device not covered elsewhere in the Student Conduct and Discipline Plan. See <i>Glossary of Terms</i> for definition of "possession." (405)				X
Attempting to or actually detonating a firework, smoke bomb, pepper spray/gas, MACE, tear gas or stink bomb.			X	
Making a bomb threat, or threatening to set off an explosive device <b>without</b> actual possession of the bomb or explosive device. See <i>Glossary of Terms</i> for definition of "possession." (320)			X	
<b>Forgery</b>				
Forgery. See <i>Glossary of Terms</i> for definition of "forgery." (219)	X	■	X	
<b>Gambling</b>				
Gambling. See <i>Glossary of Terms</i> for definition of "gambling." (220)		■		
<b>Group-related/gang-related activity</b>				
Engaging in or participating in any way in a non-violent and non-physical act of intimidation, coercion, or extortion, as part of gang activity or as part of a group of two or more persons. (215)		■	X	

# INAPPROPRIATE AND DISRUPTIVE BEHAVIORS AND RESPONSE LEVELS

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INAPPROPRIATE OR DISRUPTIVE BEHAVIOR	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Engaging in or participating in any way in any physical or violent act of intimidating, coercion, or extortion as part of gang activity or part of a group of two or more persons. (308)			■	
<b>Inappropriate clothing</b>				
Dress Code Violation. See <i>Dress Code</i> , pg. __. (107)	■	X		
<b>Inappropriate language and/or expression</b>				
Swearing, cursing, or making obscene gestures. (106)	■			
Verbal, written and non-verbal threats toward another person where there is no reasonable apprehension of bodily harm. (206)	X	■		
Profane or obscene language, written or verbal put downs or obscene gestures directed toward another person. (106, 110, 205)	X	X		
Serious threats toward another person. See <i>Glossary of Terms</i> for definition of "serious threat." (310)			■	
<b>Inappropriate physical contact (non-sexual)</b>				
Hitting, slapping, pushing, tripping, shoving, kicking, spitting or any other inappropriate physical act of aggression by one student directed at another student. (209)	X	■	X	
Physical attack against a student. (307)			■	
Fighting. (309)		X	■	
Physical contact with a staff member or other adult including, but not limited to, striking, pushing, shoving, grabbing, when the staff member <b>is not</b> the target.		X	■	

# INAPPROPRIATE AND DISRUPTIVE BEHAVIORS AND RESPONSE LEVELS

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INAPPROPRIATE OR DISRUPTIVE BEHAVIOR	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Physical contact with a staff member or other adult including, pushing, grabbing and shoving, when the staff member or other adult <b>is</b> the target.			■	
Physical contact with a staff member or other adult including, but not limited to, striking, pushing, shoving, grabbing, during a student-on-student fight/altercation when the staff or other adult <b>is</b> the target.			■	
Physical attack of a staff member or other adult.				X
<b>Inappropriate touching and/or sexual contact</b>				
Touching, either directly or through clothing, the intimate parts of another person with any body part or object and with the specific purpose of doing so. <b>(303)</b>		X	■	
Initiating non-consensual physical contact with another person for the purpose of sexually degrading the other person or sexually arousing or satisfying the student initiating contact.		X	■	
Consensual Sexual Activity – Participation in consensual sexual conduct, or other inappropriate consensual sexual contact <b>(321)</b>			■	
Engaging In non-consensual sexual contact with another student coupled with the use of force, threat or coercion. <b>(407)</b>				■
<b>Inappropriate use of technology</b>				
Inappropriate use of District-provided information technology. See Policy 3721, pg. _____. <b>(217, 323)</b>		■	X	
<b>Indecent exposure</b>				
Publically displaying one's private parts. <b>(216)</b>		■		
Removing or adjusting, or attempting to remove or adjust, the clothing of another person (including, for example, pulling down another student's pants) in a manner that causes, or was an attempt to cause, the exposure of the other person's undergarments and/or intimate parts. <b>(326)</b>			■	

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INAPPROPRIATE OR DISRUPTIVE BEHAVIOR	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<b>Recordings/images of another person</b>				
Making, transmitting or distributing any recording that has not been approved by or authorized by the school (excluding any secret or hidden recording) of the voice or image of any other student, staff member or other person and without the consent of the person(s) so recorded. <b>(224)</b>		■		
Making, transmitting or distributing any secret or hidden recording of the voice or image of any other student, staff member or other person. <b>(324)</b>			■	
<b>Sexual, explicit, obscene or lewd materials</b>				
Possessing pornographic material or observing pornographic material. <b>(214)</b>		■	X	
Possessing, making, transmitting or disclosing any image of any student, minor, staff member, parent, school volunteer or other adult with supervisory authority in a nude or partially nude state, regardless of consent. <b>(325)</b>			■	
<b>Use of unauthorized items</b>				
Use of any non-educationally required device, electronic or otherwise that detracts from and/or disrupts learning of oneself, or others, is prohibited. See Glossary of Terms for definition of "non-educationally required device." <b>(116)</b> [Changes could have implications for Electronic Device Policy, Policy 4403]	■	X		

# Glossary of Terms

Bullying- The intentional action by an individual or group of individuals to inflict physical, emotional or mental harm or suffering to another individual or group of individuals when there is an imbalance of real or perceived power. Such action creates an objectively hostile or offensive environment for the target and causes or is likely to cause negative and harmful conditions for the target. *See Board Policy 4510 (Anti-Bullying).*

Cheating- Using, submitting, obtaining or attempting to obtain data, questions or answers dishonestly, by deceit or by means other than those authorized by the teacher. Cheating includes submitting the work of others as your own and plagiarism.

Distribution – Sharing, selling (for money or other compensation) or giving away drugs, over-the-counter medication or alcohol. A student may be found to have engaged in distribution if s/he participates as either the distributor OR the recipient of the drugs, over-the-counter medication or alcohol. In instances of sharing (where no money or other compensation is exchanged), only the student who brought the drugs, over-the-counter medication or alcohol to school or a school-sponsored event shall be written-up for distribution. In such circumstances, the receiving student(s) shall be written up for possession and/or being under the influence of the drugs or alcohol.

Drugs- All illegal drugs, controlled substances, narcotics and prescription medications. The definition does not include prescription medications that are possessed 1) while under the care of a licensed healthcare provider who prescribed the drug to the student AND 2) in conformance with school district policies regarding the administration of medication at school.

Forgery- Writing the name of another person to be represented as a writing or original signature of that other person or altering any written record or document (such as dates, times, passes and permits) without permission.

Gambling- Playing any game of chance or skill for money or any item of value.

Non-educationally Required Device- Any device that has the potential to detract from and/or disrupt student learning, whether electronic or otherwise, including, but not limited to, cellular phones, personal digital assistants (PDAs), personal music/video/gaming devices (e.g. Nintendo DS, Ipods, MP3 players), electronic tablets, cameras and/or any other image/voice capturing device. *See Board Policy 4403 (Possession of a Personal Electronic Device).*

Possession- Having an item on one's person or in one's locker, car/vehicle (if parked on district property), backpack, purse or other container.

Property Damage- The destruction, defacement or damaging of property or equipment belonging to the school, district or another person. The value of the property that is damaged will be measured by the repair or replacement cost.

Protected Class Status- Any status expressly defined in and protected by federal, state or local law, regulation or ordinance including gender, race, national origin, ancestry, creed, religion, pregnancy, marital status, parental status, sexual orientation, gender identity, gender expression, or physical, mental, emotional or learning disability.

Serious Threat- Engaging in conduct that places a person in a reasonable apprehension of bodily harm including, but not limited to, non-verbal aggression/intimidation, verbal statements or written statements.

Weapon- A device, instrument, material or substance that is used for, or is readily capable of causing death or serious bodily injury. Examples of weapons include, but are not limited to, firearms, bows and arrows, BB guns, paint ball guns, pellet guns, brass knuckles, knives (all knife types regardless of length of blade), cutting instruments (all objects whose primary intended purpose is to be used to cut something; e.g. box cutters, scissors, carpet cutter, razor blades, straight razors). Cutting instruments are **not** considered a weapon **IF** use of the instrument has been authorized by a staff member and/or provided to students by a staff member for a legitimate educational purpose (e.g. scissors for a classroom project) so long as the student uses the object **only** for the authorized purpose.

# Dress Code

Generally, students may dress in any style they desire as long as their chosen attire does not cause a disruption or distraction in the school environment, reveal intimate body parts or pose a safety risk to the student or others. The following examples are intended to represent these limitations.

- Students may not wear hats during the school day or during school sponsored activities.
- Students may not wear multi-fingered rings, large metal chains or other jewelry that may be used as a weapon.
- Students must wear their pants at a level that does not expose undergarments, including boxers, thong underwear and athletic shorts may not show over the waist band.
- Students may not wear clothing with vulgar or obscene statements or statements or pictures promoting illegal drugs, alcohol, sex, violence or gang activities.
- Students may not wear skirts or shorts that expose undergarments or the buttocks.
- Halter tops, spaghetti straps, muscle shirts and see-through clothing items are not permitted. Tops should be sufficient so as not to expose a student's bra.

# Policies

[Include substance of all policies referenced throughout the document]

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