

Student Discipline

All students that attend the Somerset County Public School System are held to high standards in academics, event participation and behavior. Every child has the right to a safe, supportive and orderly environment where they are able to learn the skills and information necessary to grow academically, emotionally and socially. It is imperative that we create a fair and balanced approach to discipline that can be applied to all situations and students. It is a key element as we move forward in establishing who we are and what we expect from all students.

Introduction/Purpose:

These procedures are intended to provide guidance to school-based administrators on the consistent implementation of Board of Education policies and guidelines. With the goal of maintaining a healthy, safe, and orderly learning environment for students and staff to prevent and/or modify unacceptable student behavior with support services and appropriate interventions. Each of the Somerset County Public Schools is expected to develop and implement a school-wide positive behavior plan. This plan should set forth expectations of students, staff, and parent/guardians.

Philosophy

A. Roles and Responsibilities - All students belong and have a right to be in a safe, supportive, and orderly learning environment. In order for our students to maximize those opportunities provided through public education, it is the responsibility of each person to ensure that his/her behavior is such that all students can learn.

The healthy development of children requires the cohesive and consistent application of a common set of expectations. Thus, all members of society have a major role to play as positive models for respectful behavior. Respectful behavior toward self, others, property, and divergent thought or behavior is a minimal expectation in order to function in society.

The following roles and responsibilities for students, parents and guardians, school system personnel, community and family service organizations are offered for consideration in striving to create safe and nurturing communities of which schools are an integral part. In many instances, these roles and responsibilities are being fulfilled; in those cases where they are not, these are offered as goals toward which to strive.

- (1) Students - Students put forth their best efforts during the education process when they:
 - (a) Accept responsibility for their actions and education while abiding by established school rules, regulations, and laws of the community, state, and nation;
 - (b) Come to school with a positive attitude in order to realize opportunities for academic and personal growth;
 - (c) Model positive behavior and language which reflect cooperation with all members of the school community; and
 - (d) Come to school prepared to learn, bringing only those items and materials which are appropriate for the educational program.
- (2) Parents and Guardians - Parents are our children's first teachers in providing direction for their children. With the support of the community, they:

- (a) Provide their children with a warm, nurturing, and healthy environment, assuring support and the resources needed to be successful;
 - (b) Support and reinforce behavior expectations and disciplinary policies of the school by assuming the primary responsibility for the discipline of their children;
 - (c) Reinforce learning at home and support academic and extracurricular activities;
 - (d) Ensure that their children attend school every day and arrive on time, but recognize there are extraordinary occasions when a student is lawfully absent; and
 - (e) Teach their children to seek positive resolution to problems encountered in daily living and to handle confrontation non-violently.
 - (f) Share any concerns or complaints with the school officials in a timely manner
- (3) School System Personnel - School system personnel provide a safe and supportive environment conducive to learning and based on high standards of conduct and performance by staff and students when they:
- (a) Consider issues related to school safety when engaging in the school improvement planning process;
 - (b) Participate in the assessment and provision of a safe learning environment, including school security, school climate, and disciplinary interventions;
 - (c) Use assessment findings in determining school improvement goals and professional development needs;
 - (d) Model behavior standards by acting in a respectful manner towards self, students, other staff, and parents;
 - (e) Implement established discipline policies and programs consistently;
 - (f) Establish in conjunction with school improvement teams procedures for interacting with the media to promote school initiatives and to inform the community in the event of a crisis; and
 - (g) Develop/implement a curriculum that meets the educational needs of all students.
- (4) Community and Family Service Organizations - Public, private, religious, secular organizations and businesses can undertake the following to address the prevention, intervention, and remediation of issues associated with student discipline when they:
- (a) Assist in violence and substance abuse prevention education and character development;
 - (b) Serve as a resource for families of students unable to meet the behavioral expectations of the school and community;
 - (c) Assist students and parents in re-entry to schools;
 - (d) Become partners with schools by coordinating services to support school system disciplinary policies and by mentoring students in the development of positive social skills; and
 - (e) Mentor leadership for a safe and nurturing community.

B. Definitions:

- (1) Behavior Contract – Correcting in appropriate or disruptive student behavior through a formal plan designed by school staff to offer positive behavioral interventions, strategies and supports.
- (2) Check-in with School Counselor/LSS – Encouraging students to have an informal check-in with a school counselor, learning support specialist, nurse, or a staff member who has a positive relationship with the student.
- (3) Classroom-Based Responses - Prompting a student to reflect on her or his behavior using classroom strategies such as time-out, teacher-student conference, reflection chair, redirection, seat change, call home, loss of classroom privilege, or apology letter.
- (4) Community Conferencing – Bringing together students, school staff, and others involved in a conflict to discuss the topic, resolve issues, and propose solutions (i.e., daily rap, morning meetings).
- (5) Confer – A discussion or dialogue by any means where administrators and teachers/other staff are involved in the return of a disciplined student (i.e., by telephone, email, or a face to face, etc.)
- (6) Detention – Requiring a student to report to a designated classroom before school, during a free period, or after school for a set period of time.
- (7) In School Suspension (ISS) – The removal within the school building of a student from the student’s current education program for up to but not more than 10 school days in a school year for disciplinary reasons by the school administrator.
- (8) In School Intervention (ISI) – Removing a student within the school building “from the student’s current education program, but that is not considered an in-school suspension, because a student continues to receive education that commensurate with what occurs in the classroom as well as special education services (if applicable), adequate progress in the curriculum and association with peers.
- (9) Mentoring – Pairing students with mentors (e.g., counselor, learning support specialist, nurse, teacher, fellow student, any staff member that the student has a positive relationship with, or community member.
- (10) Referral to Alternative Education – A Principal recommending a student to the Superintendent for placement in an alternative education program or setting.
- (11) Referral to Community-Based Organizations – Referring students for a variety of services, including after-school programming, individual or group counseling, leadership development, conflict resolution, and/or tutoring.
- (12) Regular Education program – the typical educational services and setting for a student during the school day. For a student with a disability, this includes the services and settings described in the student’s IEP.
- (13) Removal from Extracurricular Activities/Loss of Privileges – Revoking a student’s right to participate in extracurricular activities, including sports and clubs, or revoking a student’s right to participate in school events or activities, such as attending a field trip or participating a school dance.
- (14) Restitution – Requiring a student to compensate other for any loss, damage, or injury that has resulted because of a student’s behavior. Compensation may be made monetarily or by a student’s assignment to complete a school work project, or both.
- (15) Restorative Practices – Employing interventions, responses, and practices designed to identify and address the harm cause by an incident, and to develop a plan to heal and correct the situation with the student who caused the harm.

- (16) Time Out or Temporary Removal from Class- removing a student within the school building from his or her regular education program for up to, but not more than 30 minutes (must have adult supervision)

C. Standards of Social Behavior for all Schools

- (1) It is imperative that students establish good habits of social behavior early in their educational pursuits. These behaviors will be displayed at all school sponsored activities and on school related transportation.
- (2) Student behavior in school should be such that it does not detract from the atmosphere of learning in the classroom or in the school. A student's behavior should not hinder any other student from taking advantage of and utilizing the educational facilities to the fullest.
- (3) Students who constantly disrupt the learning environment will be handled according to the “Tiers of Intervention System”.
- (4) Teachers will be expected to provide an atmosphere that is nurturing, pleasant, and cooperative, thus encouraging /acceptable standards of behavior in their classrooms and school.
- (5) All school staff are expected to set an example for students as well as provide a setting that is conducive to learning.
- (6) After a teacher has implemented a variety of management techniques as documented, and a student continues to be disruptive or poses a danger in the classroom, then the student should be referred to the administrator by utilizing the proper channels established within the school.

D. Prevention/Intervention Services:

- (1) Positive school climate among School staff, students, parents, and is established and maintained by combined and cooperative efforts. School staff, student, and parents are responsible for the behavior of all students both in and out of class, during school hours, and at all school activities. The responsibility for maintaining a desirable atmosphere within a class rests with the teacher.
- (2) Each eligible school will utilize the Positive Behavior Intervention & Supports (PBIS) initiative to address behavior. PBIS is a data-driven framework used to establish the behavioral supports and social culture that is needed for all students in a school to achieve social, emotional, and academic success.
- (3) Each school will develop a PBIS/Leadership team to develop targeted interventions and that will collect and analyze data on a monthly basis (a minimum).
- (4) School staff will make every effort to prevent and intervene with discipline concerns within the school by using the “*Tiers of Interventions and Disciplinary Responses*” Matrix (see appendix A)

- (5) Referral Process – Teachers should complete the appropriate County referral form when sending a student to the office. The form should include prior interventions attempted and previous contact with parents.
- (6) Once a student has been referred to the school Administrator several courses of action may be taken. When a student has been referred, all Somerset County School Administrators shall have the same options for disciplinary action. Refer to “*Tiers of Interventions and Disciplinary Responses*” Matrix (see Appendix A).
- (7) Before a student has been suspended, the school administrator must have a conference with the student to hear his/her interpretation of the situation and base the decision on facts presented. The principal must notify the parent(s) or guardian(s), in writing, of the reason for the suspension. Prior to reentering school, the parent(s) or guardian(s) must confer with the principal or his/her designated representative. In some chronic and extreme instances, the principal may require the parent(s) or guardian(s) to appear before letting the student re-enter the classroom. In instances of drug/alcohol abuse, the principal will require evidence of counseling and/or treatment before the student may re-enter the school, as mandated by the Somerset County Policy - 600-15.
- (8) If a student has three or more referrals or has accumulated 5 or more suspension days he/she will be referred to the Learning Support Team. The building principal will notify parents in writing of the consequences of future violations. When judged appropriate, the student may be recommended for long term, extended suspension, or assignment to an alternative program.
- (9) Assignment to an Alternative Classroom - In some instances, circumstances may suggest the temporary placement of the student in a different instructional environment. This may include a reassignment of classes, or enrollment in a small group setting. Placement in a non-traditional or specialized classroom environment must be in accordance with established state and local guidelines, with parental knowledge and insurance of due legal process.

E. Discipline of Students with Disabilities

- (1) A student with a disability may be removed for more than 10 school days at a time for a violation of school rules, to the same extent removal is applied to students without disabilities, if the student’s IEP team determines the behavior subject to the removal is not a manifestation of the student’s disability. If the violation of school rules is not a manifestation of the student’s disability, the student may be removed, but the student must continue to receive educational services in another setting, and receive, as appropriate, an Functional Behavioral Assessment (FBA) and a Behavioral Intervention Plan (BIP), or modifications to an existing BIP, designed to address the behavioral violation and to prevent its recurrence (COMAR 13A.08.03.03B (4) – (5)).
 - (a) When these removals (10 days or less at one time) accumulate to more than 10 days in a school year, school personnel determine the extent of services needed to enable the student to progress in a general curriculum towards the IEP goals.
 - (b) On the date a student with a disability is removed from the student’s current placement for a violation of a code of student conduct, for more than 10 consecutive days or a change of placement, school personnel shall notify the parents of the decision and provide the parents with the procedural safeguards notice.
 - (c) Change of placement includes removal for more than 10 consecutive days or a series of removals that constitute a pattern.

- (d) Within 10 school days of any decision to change the placement, the IEP team must review all relevant information in the students' file, any teacher observation and any relevant information provided by the parents to determine:
- If the conduct was caused by or had a direct and substantial relationship to the student's disability or;
 - If the conduct in question was the direct result of the public agency's failure to implement the IEP.
- (e) If the IEP team determines that either of the above statements is applicable for the student, the conduct shall be determined to be a manifestation of the student's disability.
- (f) If the conduct was a manifestation of the student's disability, the IEP team must:
- Conduct a functional behavioral assessment and a behavioral intervention plan for the student, if the school had not previously done so;
 - In the situation where a behavior intervention plan has been developed, review the behavior intervention plan and modify it, as necessary to address the behavior; and
 - Return the student to the placement from which the student was removed, unless the parent and the school agree to a change of placement as part of the modification of the behavior intervention plan, except when the student has been removed to an interim alternative education setting for up to 45 days for drugs, weapon, or serious bodily injury.
 - Students with disabilities-Somerset County Public Schools will deal with all disciplinary problems according to established Somerset County Board of Education policies, COMAR, IDEA 2004, and Section 504 of the Rehabilitation Act. Every effort shall be made to ensure due process and Free Appropriate Public Education (FAPE). Somerset Public Schools has established an Inclusive Special Education Program to ensure that all students with disabilities, birth through the age of 21, residing in the jurisdiction of Somerset County, who disabling conditions adversely affect their education performance, receive special education and related services in compliance with all federal and state regulations governing the educational programming of students with disabilities, it is suggested that Special Education students should typically be required to abide by the same rules and regulations requested of all children to the fullest extent possible. However, in instances where a child has been identified by the IEP Team as potentially requiring disciplinary action, particularly if that action will create a major change in the student's placement.
- (g) Under certain circumstances, the principal may recommend long term suspension (more than 3 days), an extended suspension or expulsion to the Superintendent of Schools. Any student excluded for reasons listed below shall be readmitted only with the approval of the Superintendent or designee. Reasons for an extended suspension and recommendation for expulsion are (see policy 600-17 section 2Ca and D):
- (1) Serious assault or premeditated assault on another student or staff
 - (2) Use of a weapon or any dangerous object against another person
 - (3) Sale or distribution of alcohol or illegal drugs
 - (4) Bringing a firearm on school premises (mandatory recommendation)

- (h) All recommendations for extended suspensions or expulsions shall be handled in the same manner in accordance with the Public School Laws of Maryland (Annotated Code of Maryland, Education Article, Section 7-304).

In those instances where the behavior of a student is disruptive and detrimental to the operation of the school, such a student may be suspended or expelled in accordance with the procedures set forth in the (ANNOTATED CODE OF MARYLAND, EDUCATION ARTICLE, SECTION 7-304).

The County Superintendent or his/her designee shall make promptly a thorough investigation of the problem. If the County Superintendent, after such investigation, shall determine that a longer suspension or expulsion is warranted, his/her designee shall promptly arrange a conference with the student and his/her parent or guardian.

If the County Superintendent, or his/her designated representative, after such conference, shall determine that an extended suspension or expulsion is warranted, the student or his/her parent or guardian shall have the right to appeal to the County Board of Education within ten days after the determination (see policy #600-17, page 6).

The student or the student's parent representative: (1) shall be provided the school system's witness list and a copy of the documents that the school system will present at the hearing 5 days before hearing.

A student suspended or expelled from school shall be allowed to return to school on the day that the terms and conditions of the suspension or expulsion are met whether or not the student, parent, or guardian has filed an appeal of the suspension.

The Superintendent may deny attendance to a student who is currently expelled or on extended suspension from another school system for a length of time equal to the expulsion or extended suspension. A school system shall forward information to another school system relating to the discipline of a student, including information of an expulsion or extended suspension of the student, on receipt of the request for information.

The Superintendent or designee will ensure the following:

- (1) All students and their parents have a copy of the discipline policy and code annually.
- (2) Opportunities are given for staff, students and parents to review the policy and discuss the expectations
- (3) Provide staff with in service training on prevention and intervention programs and strategies.
- (4) Monitor the effectiveness of the discipline code based on discipline data at all levels.

**Somerset County Public Schools - Office Referral
Behavior Referral Form**

Student Name _____ Grade Level: _____

Date: _____ Time: _____ Behavior Level: _____

When Did the Behavior Occur:

- During Transition When Giving Directions At Lunch
- After Peer Interaction After Adult Intervention At Dismissal
- During Independent Work During Group Work
- Other (Describe) _____

Describe Behavior (Be Specific and use back of page if additional space is required)

Action Taken by Staff Prior to This Referral:

- Visual/Verbal Warning Proximity Loss of Privilege
- Timeout in Room Parent Contact Other _____
- Timeout in Another Room Student Conference _____
- Conf. w/Guidance Counselor Detention _____

Administrative Action Taken:

- Conference Parent Contact Referral to Learning Support Team
- Verbal/Written Warning Loss of Privileges In-School Suspension
- Cool Down Period Detention Other
- Return to Class Out of School Suspension (Suspension # _____)
- Recommendation for Expulsion

Conference with Administrator/Parent/Student/Teacher (Date held) _____

Action Begin Date: _____ Action End Date: _____ Length of Action _____

Administrator Contact of Parent/Guardian: Date contacted _____

- By Phone Left Message on Phone In Person By E-mail
- By Note/Letter Left Message with _____

Infraction Code Assigned: _____ Disposition Code Assigned: _____

For Office Use Only:
 BIP IEP 504
 Manifestation of Disability

Administrator's Signature _____ Date: _____

SOMERSET COUNTY PUBLIC SCHOOLS

Student Intervention Checklist

Student Name:

DOB:

School:

Grade:

Date:

Completed by:

INTERVENTION	Yes/No	Comments/Description/Date
Behavior Interventions:		
Classroom Interventions		
Student or parent conf.		
FBA completed		
BIP implemented		
LST Referral		
Behavior checklist		
Group Counseling		
Why Try/Second Step		
Check in/Check out		
Academic Interventions:		
Grades reviewed		
Student or parent conf.		
Tutoring provided		
Classroom Interventions		
Attendance Interventions:		
Student or parent conf.		
Attendance letters sent		
LST Referral		
Student Services Referral		
Truancy Court Referral		
Drug Court		
Health Interventions		
Nurse Referral		
Other Indicators		
504 referral/plan		
IEP referral/plan		
Foster Care/Homeless		
DJS		
DSS		
Mental Health Referral		
Multi D Referral		
Mentoring		

Exhibit C
Somerset County Public Schools

REQUEST FOR EXTENDED SUSPENSION

Name of Student: _____

School: _____ Grade: _____

DOB: _____ Age: _____

School Liaison: _____

Parent/Guardian Name: _____

Home Address: _____ Home Telephone: _____

_____ Work Telephone: _____

Parent/Guardian notified of Request for Extended Suspension? Yes ____ No ____

Number of Suspension Days Requested (4 – 10): _____

Suspension Dates: From _____ To _____

Principal's Comments (please attach summary):

Special Education Student: Yes ____ No ____

Date of Special Education Manifestation Meeting: _____

Outcome/Result of Manifestation Meeting: _____

Was a Learning Support Team Meeting/Discussion held? Yes ____ No ____ Date: _____

Functional Behavior Assessment completed: Yes ____ No ____ Date: _____

Behavior Intervention Plan: Yes ____ No ____ Date: _____

Does the student receive Counseling Services: *Yes ____ No ____ *Agency: _____

Please attach a copy of the referral that prompted this request and include any additional information that would assist in the decision making process.

- Attachments: Detailed Summary of Events Attendance Report Conduct History
 Academic Summary (Current Grades) LST Minutes
 Functional Behavior Assessment
 Behavior Intervention Plan

Principal's Signature

Exhibit C
Somerset County Public Schools

Request for Expulsion/Reassignment

Name of Student: _____ School: _____

Age: _____ Grade: _____ Attendance: _____

Parent (s) Name: _____

Home Address: _____ Home Telephone: _____

_____ Work Telephone: _____

Parent/Guardian notified of expulsion request? Yes _____ No _____ **Date:** _____

Suspension Dates: _____ **Total Number days LSR:**

FROM _____ TO _____

Principal's Comments:
(please attach summary)

Recommendation:

Special Education Student:
Yes _____ No _____

Date of Special Ed. Manifestation meeting: _____ Result: _____

Learning Support Team Meeting/Discussion: Yes _____ No _____ Date: _____

Functional Behavior Assessment completed: Yes _____ No _____ Date: _____

Behavior Intervention Plan: Yes _____ No _____ Date: _____

Student Receiving Counseling Services: Yes _____ No _____ Date: _____
Agency: _____

Please attach copy of the referral that prompted this request to include any additional information that would assist in the decision making process.

Expulsion Hearing Date: _____ Time: _____

Parent Signature: _____ Student Signature: _____

Expulsion Request Checklist

- Form has been completed in its entirety (no blanks)
- A detailed summary of events has been attached
- Attendance and Conduct History have been attached
- Academic summary has been included (i.e. progress report, functional test status, etc.)
- Manifestation Determination minutes are attached (if applicable)
- Learning Support Team Minutes have been forwarded to Student Services
- Principal's recommendation for alternative education (i.e., alternative school)
- Functional Behavior Assessment
- Behavior Intervention Plan
- Liaison assigned: _____

Tiers of Interventions & Disciplinary Response Matrix - PK - 5

TIER 1	Examples of Classroom Interventions, Support, and Teacher Led Responses		
	These interventions aim to teach appropriate behaviors, so students can learn and demonstrate safe and respectful behavior. Teachers are encouraged to <i>try a variety of teaching and classroom management strategies</i> prior to referring a student to the office. These responses should be used in graduated fashion.		
	<ul style="list-style-type: none"> *Classroom-based responses (e.g. verbal correction, redirection, management, etc) *Contact parent via phone, email, text message, note, and/or arrange parent conference *Verbal correction and/or adjust seating *Check-in with school counselor or other support personnel *Written reflection or apology *Differentiated instruction/activities to address student need 	<ul style="list-style-type: none"> *Utilize SEFL & PRIMS strategies *Daily progress sheet on behavior *In-class time-out *Character Education *Loss of classroom privileges *Teacher or Student conference *Detention (Lunch/After School) 	
TIER 2	Examples of Student Support Interventions & Responses		
	These interventions often involve support staff, both school based and within the broader community, and aim to engage the student's support system to ensure successful learning and consistency of interventions, and change the conditions that contribute to the student's inappropriate or disruptive behavior.		
	<ul style="list-style-type: none"> *Parent or guardian notification *Time Out (less than 30 minutes) *Mentoring program *Referral - SPED Case Manager *Referral to school-based health room *Token economy 	<ul style="list-style-type: none"> *Develop 504 plan *Check-in with counselor *Conflict Resolution *Community mediation *Referral to Mental Health *Teacher proximity *Peer mediation 	<ul style="list-style-type: none"> *Short-term behavior reports *Functional Behavioral Assessments/Behavioral Intervention Plans *Referral to community organization *Restorative Practices *Team Meetings
TIER 3	Examples of Intensive Support Staff and Administrative Interventions & Responses		
	These interventions can involve the school administration and aim to correct behavior by stressing the seriousness of the behavior while keeping the student in school.		
	<ul style="list-style-type: none"> *Change in schedule *Parent or guardian notification *Restorative strategies or ISI *Loss of privilege *Linking to community resources *In-School Intervention 	<ul style="list-style-type: none"> *Detention *Conflict Resolution *Peer mediation *Mentoring *Adjust 504 plan *Reprimand by Administrator 	<ul style="list-style-type: none"> *Referral to Learning Support Team (LST), and when needed, IEP team *Revision to IEP / BIP *Community Conferencing *Referral to Boys or Girls Club
TIER 4	Examples of In-School Suspension, Short-term Suspension, & Referral Responses		
	These interventions focus on maintaining the safety of the school and stresses the severity of the behavior that may involve the short-term removal of a student from the school. The duration of the short-term suspension is to be limited as much as possible.		
	<ul style="list-style-type: none"> *Parent or guardian notification *Short-term suspension (1-3 days) *Referral to LST 	<ul style="list-style-type: none"> *Referral to IEP Team *Revision to IEP *Conduct FBA & develop BIP *Restorative Practices 	<ul style="list-style-type: none"> *In-School Intervention / In-School Suspension *Referral to Community Agencies
TIER 4	Examples of Short-Term, Long-Term, and Extended Suspensions & Referral Responses		
	These interventions involve the removal of a student from the school environment because of the severity of the behavior. They may involve the placement of the student in a safe environment that provides additional structure to address behavior. These interventions focus on maintaining safety of the school community and ending self-destructive and dangerous behavior.		
	<ul style="list-style-type: none"> *Parent or guardian notification *Short or Long term suspension *FBA / BIP *Community Mediation 	<ul style="list-style-type: none"> *Community conferencing *Referral to community organizations *Extended Suspension *Restorative Practices 	<ul style="list-style-type: none"> *Referral to IEP Team for Manifestation Mtg. *Alternative educational placement *Referral to School based Mental Health

<i>Inappropriate & Disruptive Behaviors and Levels of Response</i>					
<i>Use Lowest Level Indicated First</i>					
TIER 1: Classroom support and teacher led responses; student support interventions - may be appropriate when student has no prior incidents and interventions have not been put	TIER 2: Support staff and Administrative Interventions - may be appropriate when supports have been put in place but the behavior continues to negatively affect the learning of others.	TIER 3: In-School suspension, Suspension & referral process - may be appropriate when interventions and supports are in place but the behavior is escalating	TIER 4: Short-Term, Long-Term, & Extended Suspensions - may be appropriate when student's behavior seriously affects the safety of themselves and others.		
Inappropriate & Disruptive Behaviors	TIER 1	TIER 2	TIER 3	TIER 4	Referred to Local Police
Academic Dishonesty (801) i.e. cheating, plagiarizing, altering records, etc.	X	X			
Arson/Fire (501) Attempting to set, aiding and setting, or setting fire to a building or other property. The administrative investigation determines the intent and the intent drives the consequences.		X	X	X	Must
Attendance Codes (101, 102, 103)					
*Class cutting - unlawful absent from class or activity					
*Tardiness-Late to school or class	X	X			
*Truancy-Unlawful absence from school or classes for a school day or portion					
Bullying - includes Cyber-bullying (407) Intentional conduct (including verbal, physical or written) or electronic communication that is threatening or seriously intimidating and substantially disrupts the orderly operation of a school (Ref Policy 600-34)	X	X	X	X	Could
Classroom Disruptions (704) Behavior that interferes with the learning of others in a classroom (i.e. talking, throwing objects, and other behavior that distracts from learning).	X	X	X (Chronic & Extreme)		
Dangerous Substances (201, 202, 203, 204)					
*Alcohol - Possession, use, distribution, etc. (201)					
*Drugs - Possession, use, distribution, etc. (203)		X	X	X	Must (drugs)
*Inhalants - Possession, use, distribution, etc. (202)					
*Tobacco - Possession, use, distribution, etc. (204)					
<i>School staff is required to refer student to appropriate substance abuse counseling</i>					
Disrespect (701)					
*Making inappropriate gestures, symbols, or comments, or using profane or offensive language in any format (verbal or written)	X	X	X (Chronic & Extreme)		
*Using verbal insults or put-downs, or lying to, misleading, or giving false information to school staff					
Dress Code Violation (807)	X	X			
Explosives (503) Possession, sale, distribution, or threat of detonation of an incendiary or explosive material or device including firecrackers, smoke bombs, flares, etc.	X	X	X	X	Could
Extortion (406) The process of obtaining property from another, with or without consent, by use of force, fear, or threat	X	X	X		
False Alarm / Bomb Threat (502) False information concerning the placement of explosives or initiating a warning of a fire. Discharging a fire extinguisher.	X	X	X	X	Could

<i>Inappropriate & Disruptive Behaviors and Levels of Response</i>						
<i>Use Lowest Level Indicated First</i>						
TIER 1: Classroom support and teacher led responses; student support interventions - may be appropriate when student has no prior incidents and interventions have not been put in place	TIER 2: Support staff and Administrative Interventions - may be appropriate when supports have been put in place but the behavior continues to negatively affect the learning of others.	TIER 3: In-School suspension, Suspension & referral process - may be appropriate when interventions and supports are in place but the behavior is escalating	TIER 4: Short-Term, Long-Term, & Extended Suspensions - may be appropriate when student's behavior seriously affects the safety of themselves and others.			
Inappropriate & Disruptive Behaviors	TIER 1	TIER 2	TIER 3	TIER 4	Referred to Local Police	
Fighting (405) A physical confrontation involving two or more students	X	X	X	X		
Harassment (703) Negative actions on the part of one or more students that cause discomfort with identity issues in regard to race, color, national origin, gender, disability, sexual orientation, religion, etc.	X	X	X	X		
Health Codes (001, 002) *Immunizations - failure of the parent or guardian to abide by health regulations regarding immunization schedules *Personal health - conditions that present a clear and direct health risk to others		X	X	X		
Inciting/Participating in a Disturbance (705) Causing and/or participating in behavior that is disruptive to the safe and orderly operation of a school or on a school bus	X	X	X			
Insubordination (702) Refusing to follow the directions of teachers, staff and/or administration	X	X	X (Chronic & Extreme)			
Physical Attack on Student (402) Physically pushing, hitting, or otherwise attacking another student	X	X	X	X		Could
Physical Attack on Staff (401) Physically pushing, hitting, or otherwise attacking a staff member, including striking a staff member who is intervening in a fight or other disruptive activity	X	X	X	X		Could
Portable Electronic Device Use at Unauthorized Times (802) Use of cell phones, PDAs, iPods, iPads, electronic game devices at unauthorized times	X	X				
Refusal to Obey School Rules (807) Failure to comply with school rules, regulations, policies, or procedures not otherwise defined in the code	X	X	X			
School Equipment Use Without Permission (807) Use of computers, fax machines, phones, etc. without permission from appropriate staff members	X	X	X			
Serious Bodily Injury (408) Causing substantial risk of death or causing permanent or serious disfigurement, impairment or loss of function of any part of the body	X	X	X	X		Must

<i>Inappropriate & Disruptive Behaviors and Levels of Response</i>					
<i>Use Lowest Level Indicated First</i>					
TIER 1: Classroom support and teacher led responses; student support interventions - may be appropriate when student has no prior incidents and interventions have not been put in place	TIER 2: Support staff and Administrative Interventions - may be appropriate when supports have been put in place but the behavior continues to negatively affect the learning of others.	TIER 3: In-School suspension, Suspension & referral process - may be appropriate when interventions and supports are in place but the behavior is escalating	TIER 4: Short-Term, Long-Term, & Extended Suspensions - may be appropriate when student's behavior seriously affects the safety of themselves and others.		
Inappropriate & Disruptive Behaviors	TIER 1	TIER 2	TIER 3	TIER 4	Referred to Local Police
Sex Offenses (601, 602, 603)					
*Sexual Attack - physical sexual attack on a staff member or student					
*Sexual Harassment - unwelcome sexual advances, requests for sexual favors, and/or inappropriate verbal, written, or physical conduct	X	X	X	X	
*Sexual Activity - inappropriate behavior of a sexual nature, including indecent exposure					
Theft(803) Taking property without permission	X	X	X	X	Must if >\$500
Threat Against School Personnel - Written or Verbal (403) Threatening language, verbal or written, implicit or explicit, or physical gestures directed toward a staff member	X	X	X	X	
Threat Against Student (404) Threatening language, verbal or written, implicit or explicit, or physical gestures directed towards another student	X	X	X	X	
Trespassing (804) Being on school property without permission, including while suspended or expelled, as well as breaking and entering		X	X	X	
Unauthorized Sale or Distribution (805) Unauthorized or unapproved selling or distributing of goods not otherwise included in this code	X	X	X	X	
Vandalism - Property damage, including graffiti (806)	X	X	X	X	
*Minor vandalism or damage - less than \$50.00					
*Vandalism or damage to another person's or school's property - \$50.00 - \$500.00	X	X	X	X	File Report
*Major vandalism or damage to another person's or school's property - over \$500.00	X	X	X	X	Must
Weapons, Firearms, & Other Guns (301, 302, 303) at school, school-sponsored activities, or when involved in incidents affecting the safety or welfare of the school community		X	X	X	Must
* Firearms (301) - possession of a firearm as defined in 18U.U.S.C.921 - handguns, rifles, shotguns and bombs		X	X	X	Must
* Other Guns (302) - possession of any type of gun other than a firearm, loaded or unloaded, operable or inoperable. This may include any object that is a look-alike or a gun (Must Look Like a Real Gun) or firearm - BB guns, pellet guns, water guns - unless they are a part of the curriculum or education program i.e. ROTC, Band		X	X	X	Must
* Other Weapons (303) - possession of any implement that the school administration deems could cause or is intended to cause bodily injury / harm, other than a firearm or other gun		X	X	X	Must

Tiers of Interventions & Disciplinary Response Matrix - Secondary			
TIER 1	Examples of Classroom Interventions, Support, and Teacher Led Responses		
	These interventions aim to teach appropriate behaviors, so students can learn and demonstrate safe and respectful behavior. Teachers are encouraged to <i>try a variety of teaching and classroom management strategies</i> prior to referring a student to the office. These responses should be used in graduated fashion.		
	*Classroom-based responses (e.g. verbal correction, redirection, management, etc)		*Establish buddy teacher system
	*Contact parent via phone, email, text message, note, and/or arrange parent conference		*Daily progress sheet on behavior
	*Verbal correction and/or adjust seating		*In-class time-out
	*Check-in with school counselor or other support personnel		*Character Education
	*Written reflection or apology		*Loss of classroom privileges
	*Differentiated instruction/activities to address student need		*Teacher or Student conference
			*Detention (Lunch/After School)
	Examples of Student Support Interventions & Responses		
These interventions often involve support staff, both school based and within the broader community, and aim to engage the student's support system to ensure successful learning and consistency of interventions, and change the conditions that contribute to the student's inappropriate or disruptive behavior.			
*Parent or guardian notification	*Develop 504 plan	*Short-term behavior reports	
*Time Out (less than 30 minutes)	*Check-in with counselor	*Functional Behavioral Assessments/Behavioral Intervention Plans	
*Mentoring program	*Conflict Resolution		
*Referral - SPED Case Manager	*Community mediation	*Referral to community organization	
*Referral to school-based health room	*Referral to Mental Health	*Restorative Practices	
*Token economy	*Teacher proximity	*Team Meetings	
*Temporary removal from class	*Peer mediation		
*Building Relationships			
TIER 2	Examples of Intensive Support Staff and Administrative Interventions & Responses		
	These interventions can involve the school administration and aim to correct behavior by stressing the seriousness of the behavior while keeping the student in school.		
	*Change in schedule	*Detention	*Referral to Learning Support Team (LST), and when needed, IEP team
	*Parent or guardian notification	*Conflict Resolution	*Revision to IEP / BIP
	*Restorative strategies or ISI	*Peer mediation	*Community Conferencing
	*Loss of privilege	*Mentoring	*Assignment of work projects
	*Linking to community resources	*Adjust 504 plan	
*In-School suspension	*Reprimand by Administrator		
TIER 3	Examples of In-School Suspension, Short-term Suspension, & Referral Responses		
	These interventions focus on maintaining the safety of the school and stresses the severity of the behavior that may involve the short-term removal of a student from the school. The duration of the short-term suspension is to be limited as much as possible.		
	*Parent or guardian notification	*Referral to IEP Team	*In-School Intervention / In-School Suspension
	*Short-term suspension (1-3 days)	*Revision to IEP	*Referral to Community Agencies
	*Referral to LST	*Conduct FBA & develop BIP	*Referral to substance abuse counseling
*Referral for credit recovery	*Restorative Practices		
TIER 4	Examples of Short-Term, Long-Term, and Extended Suspensions & Referral Responses		
	These interventions involve the removal of a student from the school environment because of the severity of the behavior. They may involve the placement of the student in a safe environment that provides additional structure to address behavior. These interventions focus on maintaining safety of the school community and ending self-destructive and dangerous behavior.		
	*Parent or guardian notification	*Community conferencing	*Referral to IEP Team for Manifestation Mtg.
	*Short or Long term suspension	*Referral to community organizations	*Alternative educational placement
	*FBA/ BIP	*Extended Suspension	*Referral to School based Mental Health
	*Community Mediation	*Restorative Practices	*Referral to substance abuse counseling
*Expulsion (serious behavioral infractions)			

<i>Inappropriate & Disruptive Behaviors and Levels of Response</i>					
<i>Use Lowest Level Indicated First</i>					
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Inappropriate & Disruptive Behaviors	TIER 1	TIER 2	TIER 3	TIER 4	Referred to Local Police
Academic Dishonesty (801) i.e. cheating, plagiarizing, altering records, etc.	X	X			
Arson/Fire (501) Attempting to set, aiding and setting, or setting fire to a building or other property. The administrative investigation determines the intent and the intent drives the consequences.		X	X	X	Must
Attendance Codes (101, 102, 103)					
*Class cutting - unlawful absent from class or activity	X	X			
*Tardiness-Late to school or class					
*Truancy-Unlawful absence from school or classes for a school day or portion					
Bullying - includes Cyber-bullying (407) Intentional conduct (including verbal, physical or written) or electronic communication that is threatening or serious intimidating and substantially disrupts the orderly operation of a school (Ref Policy 600-34)	X	X	X	X	Could
Classroom Disruptions (704) Behavior that interferes with the learning of others in a classroom (i.e. talking, throwing objects, and other behavior that distracts from learning).	X	X	X (Chronic & Extreme)		
Dangerous Substances (201, 202, 203, 204)					
*Alcohol - Possession, use, distribution, etc. (201)					
*Drugs - Possession, use, distribution, etc. (203)		X	X	X	Must (drugs)
*Inhalants - Possession, use, distribution, etc. (202)					
*Tobacco - Possession, use, distribution, etc. (204)					
<i>School staff is required to refer student to appropriate substance abuse counseling</i>					
Disrespect (701)					
*Making inappropriate gestures, symbols, or comments, or using profane or offensive language in any format (verbal or written)	X	X	X (Chronic & Extreme)		
*Using verbal insults or put-downs, or lying to, misleading, or giving false information to school staff					
Dress Code Violation (807)	X	X			
Explosives (503) Possession, sale, distribution, or threat of detonation of an incendiary or explosive material or device including firecrackers, smoke bombs, flares, etc.	X	X	X	X	Could
Extortion (406) The process of obtaining property from another, with or without consent, by use of force, fear, or threat	X	X	X		
False Alarm / Bomb Threat (502) False information concerning the placement of explosives or initiating a warning of a fire. Discharging a fire extinguisher.	X	X	X	X	Could

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Inappropriate & Disruptive Behaviors	TIER 1	TIER 2	TIER 3	TIER 4	Referred to Local Police
Fighting (405) A physical confrontation involving two or more students	X	X	X	X	
Harassment (703) Negative actions on the part of one or more students that cause discomfort with identity issues in regard to race, color, national origin, gender, disability, sexual orientation, religion, etc.	X	X	X	X	
Health Codes (001, 002)					
*Immunizations - failure of the parent or guardian to abide by health regulations regarding immunization schedules		X	X	X	
*Personal health - conditions that present a clear and direct health risk to others					
Inciting/Participating in a Disturbance (705) Causing and/or participating in behavior that is disruptive to the safe and orderly operation of a school or on a school bus	X	X	X		
Insubordination (702) Refusing to follow the directions of teachers, staff and/or administration	X	X	X (Chronic & Extreme)		
Physical Attack on Student (402) Physically pushing, hitting, or otherwise attacking another student	X	X	X	X	Could
Physical Attack on Staff (401) Physically pushing, hitting, or otherwise attacking a staff member, including striking a staff member who is intervening in a fight or other disruptive activity	X	X	X	X	Could
Portable Electronic Device Use at Unauthorized Times (802) Use of cell phones, PDAs, iPods, iPads, electronic game devices at unauthorized times	X	X			
Refusal to Obey School Rules (807) Failure to comply with school rules, regulations, policies, or procedures not otherwise defined in the code	X	X	X		
School Equipment Use Without Permission (807) Use of computers, fax machines, phones, etc. without permission from appropriate staff members	X	X	X		
Serious Bodily Injury (408) Causing substantial risk of death or causing permanent or serious disfigurement, impairment or loss of function of any part of the body	X	X	X	X	Must

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Theft(803) Taking property without permission	X	X	X	X	Must if >\$500
Threat Against School Personnel - Written or Verbal (403) Threatening language, verbal or written, implicit or explicit, or physical gestures directed toward a staff member	X	X	X	X	
Threat Against Student (404) Threatening language, verbal or written, implicit or explicit, or physical gestures directed towards another student	X	X	X	X	
Trespassing (804) Being on school property without permission, including while suspended or expelled, as well as breaking and entering		X	X	X	
Unauthorized Sale or Distribution (805) Unauthorized or unapproved selling or distributing of goods not otherwise included in this code	X	X	X	X	
Vandalism - Property damage, including graffiti (806) *Minor vandalism or damage - less than \$50.00 *Vandalism or damage to another person's or school's property - \$50.00 - \$500.00 *Major vandalism or damage to another person's or school's property - over \$500.00	X	X	X	X	
	X	X	X	X	File Report
	X	X	X	X	Must
Weapons, Firearms, & Other Guns (301, 302, 303) at school, school-sponsored activities, or when involved in incidents affecting the safety or welfare of the school community * Firearms (301) - possession of a firearm as defined in 18U.U.S.C.921 - handguns, rifles, shotguns and bombs * Other Guns (302) - possession of any type of gun other than a firearm, loaded or unloaded, operable or inoperable. This may include any object that is a look-alike or a gun (Must Look Like a Real Gun) or firearm - BB guns, pellet guns, water guns - unless they are a part of the curriculum or education program i.e. ROTC, Band * Other Weapons (303) - possession of any implement that the school administration deems could cause or is intended to cause bodily injury / harm, other than a firearm or other gun		X	X	X	Must
		X	X	X	Must
		X	X	X	Must
		X	X	X	Must

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Inappropriate & Disruptive Behaviors	TIER 1	TIER 2	TIER 3	TIER 4	Referred to Local Police
These codes are for Students with Disabilities ONLY					
Selling or Soliciting Sales of Controlled Substances (891) Meaning drugs or other substances but does not include sale or solicitation of alcohol or tobacco		X	X	X	Must
Possession or Use of Illegal Drugs (892) Illegal drugs are defined as controlled substances but do not include those that are legally possessed, used under supervised health-care professional, or used under any other authority under the Controlled Substance Act. This does not include the possession or use of alcohol or tobacco.		X	X	X	Must
Bringing or possessing a firearm onto school property or activity (893) Firearm means a weapon, device, instrument, material, or substance that is used for, or is readily capable of, causing death or serious bodily injury. This does not include a pocket knife with a blade that is less than 2.5 inches in length.		X	X	X	Must