

XXV. STUDENT CODE OF CONDUCT

DUE PROCESS

In appropriately addressing behaviors inconsistent with our goal of achieving personal excellence through our Code of Conduct, the UFT Charter School has developed a system of provisions guided by due process, to allow for the maintenance of learning and safety while the issues are attended to and ameliorated. As part of this design, violations of the Code of Conduct may result in short-term suspension, long-term suspension, and expulsion.

SHORT-TERM SUSPENSION

After conferring with the student and relevant staff members, the School Leader may impose a short-term suspension when deemed appropriate, based on the level or pattern of behavior/behaviors. A short-term suspension refers to the removal of the student from the school for a period of five (5) or fewer days.

Student will be informed of the reason for the short-term suspension, and be given the opportunity to explain or deny the charges consistent with *Goss v. Lopez* (419 US 565). Whenever possible, notification will be provided by telephone using the home contact information as provided by the parent/guardian.

A parent /guardian will be informed of their right to request an informal conference with the School Leader where they may present the student's version of the incident and/or ask questions of the complaining witnesses.

If the student's presence poses a continuing danger to persons or property, an informal parent/guardian conference shall take place as soon as possible after the suspension.

LONG-TERM SUSPENSION AND EXPULSION

A long-term suspension refers to the removal of the student from the school for a period of six or more days. Expulsion is the permanent removal of a student from the school.

A long-term suspension may be imposed by the School Leader (or Board of Trustees, in the absence of the School Leader or otherwise) after the student has been found guilty by a formal suspension hearing. An expulsion may be imposed by the School Leader (or Board of Trustees, in the absence of the School Leader or otherwise) after the student has been found guilty by a formal suspension hearing and the expulsion is ratified by a vote of the Board of Trustees.

A parent/guardian will be notified in writing in their dominant language within twenty-four (24) hours of the decision to impose a suspension or expulsion. Notification will provide a description of the incident as well as offering an immediate informal conference with the School Leader. Whenever possible, notification will be provided by telephone using the home contact information provided by the parent/guardian.

In regard to expulsion, notice to parents/guardians of the expelled student will include instructions regarding the need to comply with state compulsory education laws by enrolling the student in the district or other SED approved school and the process and contact information that school will use to receive the student's records from the school.

A parent/ guardian will be informed of their right to request an informal conference with the School Leader where they may present the student's version of the incident and/or ask questions of the complaining witnesses. At the formal hearing, the student shall have the right to be represented by counsel, questions witnesses, and present evidence.

ALTERNATIVE INSTRUCTION

In all cases of suspension or expulsion, alternative instruction will be provided within twenty-four (24) hours of such suspension or expulsion and shall consist of actual instruction as well as all assignments for the duration of the suspension, and for a reasonable period after expulsion (the period of time necessary for a student to enroll in a district school, charter school, or private school pursuant to the compulsory education law).

RECORD KEEPING

All suspensions and expulsions will be documented in writing including student name, description of incident, and disciplinary action taken. As charter schools are subject to the Federal Family Education Rights and Privacy Act of 1975 (FERPA) which requires a school to protect a student's privacy, the UFT Charter School will not disclose any personally identifying information from the student's permanent records except as authorized pursuant to FERPA, or in response to a subpoena, as required by law, including FOIL.. The parent/guardian of a student under eighteen years of age, or student eighteen years of age or older, is entitled to access the student's school records by submitting a written request to the School Leader. Further information concerning the disclosure of student information and limitations on such disclosure may be found in FERPA.

SEARCH AND SEIZURE

The following rules apply to the search of school property assigned to a specific student and the seizure of illegal items found therein:

1. School authorities will make an individual search of student's book-bag, desk, lockers, cubbies, and person only when there is reasonable suspicion to believe that a student is in the possession of an item which is prohibited on school property or which may be used to disrupt or interfere with the educational process.
2. Searches will be conducted under the authorization of the School Leader or designee. Items which are prohibited on school property, or which may be used to disrupt or interfere with the educational process, may be removed from student's desks, book-bags, lockers, cubbies, and person by school authorities.

OFF-CAMPUS/AFTERSCHOOL EVENTS

Students at school sponsored off-campus events will be governed by all the guidelines of The UFT Charter School and are subject to the authority of school staff. Failure to obey the lawful instruction of school staff will result in a loss of eligibility to attend school sponsored off campus events and may result in additional disciplinary measures in accordance with the Code of Conduct.

STUDENT DRESS CODE POLICY

The UFT Charter School's student dress code serves to build community and school pride. Students are required to wear the following:

- polo shirts, cardigans or oxford shirts with the school logo,
- solid colored black, navy, grey or khaki pants or shorts/skirts (no shorter than 4 inches about the knee)

Pants with tears, jeggings, tights and sweats are not permitted

Students cannot wear distracting accessories, such as excessive jewelry (any necklaces must be worn beneath a student's shirt). Clothing may not include any logos or insignias (such as designer labels) other than the official school logo. While in school, students may not wear hats, hoodies, bandanas of any color, du-rags, head scarfs, caps of any kind or other clothing and accessories that may be disruptive to the classroom and school environment.

School shirts are available for purchase through Ideal Uniform Store, located at Flatbush Avenue and Avenue K, in Brooklyn.

Parents/guardians will be contacted in the event that a student's attire UFTs not comply with this dress code. A record will be kept of parental/guardian contact and the reasons for non-compliance will be recorded in the school's database. Repeated offenses will require a formal conference with parent/guardian and School Leader.

Any attire deemed inappropriate or unsafe by the School Leader or his/her designee will not be allowed in School.

UFT CHARTER SCHOOL ELECTRONIC DEVICE AND USAGE POLICY

- a. Electronic device items are defined as but not limited to: headphones, cell phones, music players, speakers, tablets, laptops, handheld consoles, etc.
- b. Devices should be off/silent and not visible when not in use.
- c. Use of personal electronic items are for instructional purposes ONLY
- d. Use of personal electronic items for instruction must be granted explicitly by the teacher for each occurrence or when the teacher has designated "Tech Time" for the class.
- e. Photos and videos cannot be taken without permission from the teacher.
- f. Charging of any electronic device is not permitted in the building.
- g. The UFT Charter School and its staff is not responsible for lost, stolen or damaged items; students bring their electronic devices at their own desecration and risk.
- h. If any of the above is not followed the student device(s) will be confiscated and returned at a later time determine by administration.

STANDARDS OF BEHAVIOR

All members of the school community – students, staff and parents must know and understand the standards of behavior which all students are expected to live up to and the consequences if these standards are not met.

It includes a range of guidance interventions and a range of permissible disciplinary and intervention measures which schools may use to address misbehavior.

The Discipline Code applies to all students.

PROMOTING POSITIVE STUDENT BEHAVIOR

Each school is expected to promote a positive school culture and climate that provides students with a supportive environment in which to grow both socially and academically. Schools are expected to take a proactive role in nurturing students' pro-social behavior by providing them with a range of positive behavioral supports as well as meaningful opportunities for social emotional learning.

Effective social emotional learning helps students develop fundamental skills for life effectiveness, including recognizing and managing emotions; developing caring and concern for others; establishing positive relationships, making responsible decisions; and handling challenging situations constructively and ethically. Such skills help prevent negative behaviors and the disciplinary consequences that result when students do not live up to behavioral standards.

School Staff members are also responsible for addressing inappropriate student behaviors which disrupt learning. Administrators, teachers, counselors and other school staff are expected to engage all students in intervention and prevention strategies that address a student's behavioral issues and discuss these strategies with the student and his/her parent(s)/guardian(s).

If, at any time, school officials suspect that a student's difficulties may be the result of a disability which may require special education services, the student should be referred immediately to the Committee on Special Education (CSE).

Through the use of intervention and prevention strategies that engage students and give them a clear sense of purpose, school staff members facilitate students' academic social-emotional growth and assist them in following school rules and policies.

PARENTS AS PARTNERS

Students, parents and school personnel all have a role in making schools safe and must cooperate with one another to achieve this goal. School staff should keep parents informed of their child's behavior and enlist parents as partners in addressing areas of concern. Outreach to parents can include, but is not limited to, a phone call

and/or a written communication. As role models, parents and school staff should exhibit the behaviors which they would like to see students emulate.

To ensure that parents become active and involved partners in promoting a safe and supportive school environment, they must be familiar with the Discipline Code. Educators are responsible for informing parents about their child's behavior and for nurturing the skills students need to succeed in school and in society. Parents are encouraged to discuss with their child's teacher and other school staff issues that may affect student behavior and strategies that might be effective in working with the student.

It is important that there is maximum consultation and communication between the school and the home. Guidance conferences attended by the principal or his/her designee, a guidance counselor, the student's parent(s) and one or more of the student's teachers are an effective means of encouraging parental input and should be held with students when appropriate.

PROGRESSIVE DISCIPLINE

Understanding discipline as a "teachable moment" is fundamental to a positive approach to discipline. Progressive discipline uses incremental intervention to address inappropriate behavior with the ultimate goal of teaching pro-social behavior. Progressive discipline UFTs not seek punishment. Instead, progressive discipline seeks concurrent accountability and behavioral change.

The goal is prevention of a recurrence of negative behavior by helping students learn from their mistakes. Essential to the implementation of progressive discipline is helping students who have engaged in unacceptable behavior 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
- Be given the opportunity to learn pro-social strategies and skills to use in the future
- Understand the progression of more stringent consequences if the behavior reoccurs

Progressive Infraction Levels	
Level 1	Uncooperative/Noncompliant Behavior
Level 2	Disorderly Behavior
Level 3	Disruptive Behavior
Level 4	Aggressive or Injurious/Harmful Behavior

Level 5	Seriously Dangerous or Violent Behavior
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GUIDANCE INTERVENTIONS

To promote positive behavior schools provide a range of prevention and intervention strategies and support services for students during and/or other school hours throughout the school year. When a student engages in misconduct based on the type of behavior in which a student has engaged.

When used consistently and appropriately, guidance interventions help improve student behavior, lower reported misbehavior and contribute to a more positive school environment. Guidance interventions are an integral part of a comprehensive response and schools are expected to provide support services at all stages of the disciplinary process, including during suspension. Support services may include any of the interventions or a combination of such services that best meet the needs of the individual student.

Types of Guidance Interventions	
<p>Parent Outreach: School staff should keep parents informed of their child’s behavior and enlist parents as partners in addressing areas of concern. Outreach to parents can include, but is not limited to, a phone call/or written communication.</p>	<p>Short-Term Behavioral Progress Reports: Teachers and/or principals may send behavioral progress reports to parents on a regular basis until they feel that the student is in control of his/her behavior and working in the classroom successfully.</p>
<p>Guidance Conference: Principals and teachers may request a guidance conference with the student and, where appropriate, with the parent. The purpose of the conference is to review the behavior, find solutions to the problem and address academic, personal and social issues that might have caused or contributed to the behavior.</p>	<p>Development of Individual Behavior Contract: The student meets with teachers to create a written contract that includes objectives and the specific performance tasks that the student will accomplish to meet those objectives. The contract is signed by the student and teacher and, where appropriate by the parent.</p>
<p>Intervention by Counseling Staff: Where available, school-based counseling personnel and/or School-Based Mental programs offer a wide range of comprehensive and confidential mental health services and interventions including, but not limited to assessments, individual, group and family therapy, teacher consultations and educational</p>	<p>Referral to SST (Student Support Team): Student Support Teams are school-based teams that utilize a multidisciplinary approach to encourage student success through prevention and intervention strategies and supports.</p>

strategies for parents and staff.	
<p>Referral to a Community Based Organization (CBO): Students may be referred to a community-based organization for a wide range of services including after-school programming, individual or group counseling, leadership development, conflict resolution and tutoring.</p>	<p>Referral to Appropriate Substance Abuse Counseling Services: In the case where a student is presenting problems with substance abuse, including the use, possession or distribution of illegal drugs, drug paraphernalia, and/or alcohol, referrals should be made to counseling services that are either inside the school or through an outside community-based organization.</p>
<p>Individual/Group Counseling: Counseling provides students with an outlet to share issues in privacy that may be negatively impacting their attendance, behavior and/or academic success. Students discuss and formulate goals and learn problem solving strategies that will enable them to overcome a variety of personal challenges. Counselors will conference with parents on a regular basis to discuss the student’s academic and personal progress.</p>	<p>Community Service (with Parental Consent): Students may be provided service opportunities so that they gain a greater appreciation of their school neighborhoods and develop skills to become positive social change agents, Community service can help students occupy their time with positive activities, avoid negative behavior and learn the value of service to others.</p>
<p>Referral to Counseling Services for Bias-Based Bullying, Intimidation or Harassment: When a student or group of students engages in bias-based bullying, intimidation or harassment of another student or group of students, both the victim and the student who engages in this behavior should be referred to separate appropriate counseling, support and education services provided by school staff or a community based agency. Neither mediation nor conflict resolution are, under any circumstances, appropriate interventions for bias-based bullying, intimidation or harassment.</p>	<p>Referral to Counseling Services for Youth Relationship Abuse or Sexual Violence: When one person uses a pattern of threatened or actual physical, sexual, and/or emotional abuse to control a dating partner, the school should refer both the victim and the student who engages in this behavior to separate appropriate school or community-based agencies for counseling, support, and education. Neither mediation nor conflict resolution are, under any circumstances, appropriate interventions for suspected relationship abuse.</p>

RESTORATIVE APPROACHES

A restorative approach can be used as both a prevention and intervention measure. Restorative processes can help schools build relationships and empower community members to take responsibility for the wellbeing of others; prevent or deal with conflict before it escalates; address underlying factors that lead youth to engage in inappropriate behavior and build resiliency; increase the pro-social skills of those who have harmed others; and provide wrong UFTs with the opportunity to be accountable to those they have harmed and enable them to repair the harm to the extent possible.

When used as an intervention measure, taking a restorative approach to discipline changes the fundamental questions that are asked when a behavioral incident occurs. Instead of asking who is to blame and how those engaged in the misbehavior will be punished, a restorative approach asks four questions:

- What happened?
- Who was harmed or affected by the behavior?
- What needs to be done to make things right?
- How can people behave differently in the future?

TYPES OF RESTORATIVE APPROACHES

- **Circle Process:** Circles are effective as both a prevention and intervention strategy. Circles may be used as a regular practice in which a group of students (or faculty or students and faculty) participates. A circle can be used in response to a particular issue that affects the school. The circle process enables a group to build relationships and establish understanding and trust. Create a sense of community, learn how to make decisions together, develop agreements for the mutual good, resolve difficult issues, etc.
- **Collaborative Negotiation:** Using the collaborative negotiation process enables an individual to talk through an issue or conflict directly with the person with whom he/she disagrees to arrive at a mutually satisfactory resolution. Training in collaborative negotiation includes learning active listening and other conflict resolution communication skills.
- **Formal Restorative Conference:** A conference is facilitated by an individual who has received specific training in bringing together individuals who have acknowledged causing harm with those who have been harmed. Regardless of the circumstances, the mental, physical health, safety and welfare of the individual who was harmed is of paramount importance when considering this option in a school setting. Both sides may bring supporters to the circle who have also been affected by the incident. The agreement which will repair the harm as much as it is able to be repaired.

GRADE 9-12 LEVEL 1-INFRACTION- UNCOOPERATIVE/ NONCOMPLIANT BEHAVIOR

- A01 Unexcused absence from school (A-D only)
- A02 Failing to wear the required school uniform (applies only to students in grades 6-12 in schools that have adopted a school uniform policy and whose parents have not secured an exemption) (A-D only)
- A03 Cutting classes (reporting to school and failing to attend one or more programmed classes) (A-E only)
- A04 Being late for school or class (A-E only)
- A05 Bringing prohibited equipment or items to school without authorization (e.g., cell phone, or other electronic Communication/ entertainment devices) (A-E only)
- A06 Failing to be in one’s assigned place on school premises (A-E only)
- A07 Behaving in a manner which disrupts the educational process (e.g., making excessive noise in a classroom, library or hallway)

Guidance Interventions	Range of Possible Disciplinary Responses to Be Used in Addition to Guidance Interventions
Parent outreach	Admonishment by pedagogical school staff
Intervention by counseling staff	Student/teacher conference
Guidance conference(s)	Reprimand by appropriate supervisor (e.g., assistant principal, principal)
Positive Behavioral Interventions and Supports (PBIS)	Parent conference
Individual/group counseling	In-school disciplinary action (e.g., detention, exclusion from extracurricular activities, or communal lunchtime
Conflict resolution	Principal Suspension (1-5 days)
Development of individual behavior contract	
Short-term behavioral progress reports	
Referral to SST (Student Support Team)	

Community service (with parental consent)	
Behavioral Intervention Plan (BIP)	

- A08 Engaging in verbally rude or disrespectful behavior
- A09 Wearing clothing, headgear (e.g. caps or hats), or other items that are unsafe or disruptive to the educational process (A-E only)
- A10 Posting or disturbing material on school premises in violation of written Department of Education policy and/or school rules (A-E) only
- A11 Failing to provide school officials with required identification (A-E only)
- A12 Using school computers, fax machines, telephones or other electronic equipment or devices without appropriate permission (A-E only)

Guidance Interventions	Range of Possible Disciplinary Responses to Be Used in Addition to Guidance Interventions
Parent outreach	Admonishment by pedagogical school staff
Intervention by counseling staff	Student/teacher conference
Guidance conference(s)	Reprimand by appropriate supervisor (e.g., assistant principal, principal)
Positive Behavioral Interventions and Supports (PBIS)	Parent conference
Individual/group counseling	In-school disciplinary action (e.g., detention, exclusion from extracurricular activities, or communal lunchtime)
Conflict resolution	Principal Suspension (1-5 days)
Development of individual behavior contract	
Short-term behavioral progress reports	

Referral to SST (Student Support Team)	
Community service (with parental consent)	

GRADE 9-12 LEVEL 2- INFRACTION-DISORDERLY BEHAVIOR

- A13 Smoking and/or use of electronic cigarettes
- A14 Gambling
- A15 Using profane, obscene, vulgar, or lewd language, gestures, or behavior
- A16 Lying to, giving false information to, and/or misleading school personnel
- A17 Misusing property belonging to others
- A18 Engaging in or causing disruptive behavior on the school bus
- A19 Inappropriate use of electronic technology (e.g., unauthorized audio/video recording)
- A20 Leaving class or school premises without permission of supervising school personnel

Guidance Interventions	Range of Possible Disciplinary Responses to Be Used in Addition to Guidance Interventions
Parent outreach	Admonishment by pedagogical school staff
Intervention by counseling staff	Student/teacher conference
Guidance conference(s)	Reprimand by appropriate supervisor (e.g., assistant principal, principal)
Positive Behavioral Interventions and Supports (PBIS)	Parent conference
Individual/group counseling	In-school disciplinary action (e.g., detention, exclusion from extracurricular activities, or communal lunchtime)

Conflict resolution	Principal Suspension (1-5 days)
Development of individual behavior contract	Expulsion
Short-term behavioral progress reports	
Referral to SST (Student Support Team)	
Community service (with parental consent)	
Behavioral Intervention Plan (BIP)	

GRADE 9-12 LEVEL 3- INFRACTION-DISRUPTIVE BEHAVIOR

- A21 Defying or disobeying the lawful authority or directive of school personnel or school safety agents in a way that substantially disrupts the educational process (A-G only)
- A22 Entering or attempting to enter a school building without authorization or through an unauthorized entrance (A-G only)
- A23 Using slurs based upon actual or perceived race, ethnicity, color, national origin, citizenship/immigration status, weight, religion, gender, gender identity, gender expression, sexual orientation, or disability
- A24 Shoving, pushing, or engaging in a minor altercation or similar physical confrontational behavior towards students or school personnel (e.g., pushing past another person), or throwing an object (e.g., chalk), or spitting at another person (for more serious physically aggressive behavior, see A36)
- A25 Bringing unauthorized persons to school or allowing unauthorized visitors to enter school in violation of written school rules
- A26 Engaging in gang-related behavior (e.g., wearing or displaying gang apparel and/or accessories, writing graffiti, making gestures or signs)

Guidance Interventions	Range of Possible Disciplinary Responses to Be Used in Addition to Guidance Interventions
Parent outreach	Admonishment by pedagogical school staff

Intervention by counseling staff	Student/teacher conference
Guidance conference(s)	Reprimand by appropriate supervisor (e.g., assistant principal, principal)
Positive Behavioral Interventions and Supports (PBIS)	Parent conference
Individual/group counseling	In-school disciplinary action (e.g., detention, exclusion from extracurricular activities, or communal lunchtime)
Conflict resolution	Principal Suspension (1-5 days)
Development of individual behavior contract	Expulsion
Short-term behavioral progress reports	
Referral to SST (Student Support Team)	
Community service (with parental consent)	
Behavioral Intervention Plan (BIP)	

A27 Tampering with, changing or altering a record or document of a school by any method, including, but not limited to, computer access or other electronic means

A28 Engaging in vandalism, graffiti or other intentional damage to school property or property belonging to staff, students or others

A29 Knowingly possessing property belonging to another without authorization

A30 Violating the Department's Internet Use Policy (e.g., use of the Department's system for non-educational purposes, security/privacy violations)

Guidance Interventions	Range of Possible Disciplinary Responses to Be Used in Addition to Guidance Interventions
Parent outreach	Admonishment by pedagogical school staff
Intervention by counseling staff	Student/teacher conference

Guidance conference(s)	Reprimand by appropriate supervisor (e.g., assistant principal, principal)
Positive Behavioral Interventions and Supports (PBIS)	Parent conference
Individual/group counseling	In-school disciplinary action (e.g., detention, exclusion from extracurricular activities, or communal lunchtime)
Conflict resolution	Principal Suspension (1-5 days)
Development of individual behavior contract	Expulsion
Short-term behavioral progress reports	
Referral to SST (Student Support Team)	
Community service (with parental consent)	
Behavioral Intervention Plan (BIP)	

A31 Engaging in scholastic dishonesty which includes but is not limited to:

a. Cheating (e.g., copying from another’s test paper; using material during a test which is not authorized by the person giving the test; collaborating with another student during the test without authorization; knowingly using, buying selling stealing, transporting, or soliciting, in whole or part, the contents of an unadministered test; substituting for another student or permitting another student to substitute for another student or permitting another student to substitute for one’s self to take a test; bribing another person to obtain a test that is to be administered; or securing copies of the test or answers to the test in advance of the test)

b. Plagiarizing (appropriating another’s work and using it as one’s own for credit without the required citation and attribution, e.g., copying written work form the internet, or any other source)

c. Colluding (engaging in fraudulent collaboration with another person in preparing written work for credit)

A32 Posting or distributing libelous material or literature (including posting such material on the internet)

Guidance Interventions	Range of Possible Disciplinary Responses to Be Used in Addition to Guidance Interventions
Parent outreach	Admonishment by pedagogical school staff
Intervention by counseling staff	Student/teacher conference
Guidance conference(s)	Reprimand by appropriate supervisor (e.g., assistant principal, principal)
Positive Behavioral Interventions and Supports (PBIS)	Parent conference
Individual/group counseling	In-school disciplinary action (e.g., detention, exclusion from extracurricular activities, or communal lunchtime)
Conflict resolution	Principal Suspension (1-5 days)
Development of individual behavior contract	Expulsion
Short-term behavioral progress reports	
Referral to SST (Student Support Team)	
Community service (with parental consent)	
Behavioral Intervention Plan (BIP)	

GRADE 9-12 LEVEL 4- INFRACTIONS – AGGRESSIVE OR INJURIOUS/HARMFUL BEHAVIOR

A33 Engaging in sexual conduct on school premises or at school-related functions (D-I only)

A34 Making sexually suggestive comments, innuendoes, propositions or similar remarks, or engaging in nonverbal or physical conduct of a sexual nature (e.g., touching, patting, pinching, lewd or indecent public behavior, or sending or posting sexually suggestive messages or images)

A35 Posting, distributing, displaying or sharing literature or material containing a threat of violence, injury or harm or depicting violent actions against or obscene, vulgar or lewd pictures of students for staff, including posting such material on the internet

A36 Engaging in physically aggressive behavior other than minor altercations as described under B24, which creates a substantial risk of or results in minor injury

A37 Engaging in an act of coercion or threatening or instigating violence, injury or harm to another or others

Guidance Interventions	Range of Possible Disciplinary Responses to Be Used in Addition to Guidance Interventions
Parent outreach	Parent conference
Intervention by counseling staff	In-school disciplinary action (e.g., detention, exclusion from extracurricular activities, or communal lunchtime)
Guidance conference(s)	Principal Suspension (1-5 days)
Positive Behavioral Interventions and Supports (PBIS)	Expulsion
Individual/group counseling	
Conflict resolution	
Development of individual behavior contract	
Short-term behavioral progress reports	
Referral to SST (Student Support Team)	
Community service (with parental consent)	
Behavioral Intervention Plan (BIP)	

A38 Engaging in or causing disruptive behavior on the school bus which creates a substantial risk of or results in injury

A39 Engaging in harassing intimidating and/or bullying behavior, including using electronic communication to engage in such behavior (cyber-bullying); such behavior includes, but is not limited to: physical violence; staking; verbal, written, or physical conduct that threatens another with harm; seeking to correct or compel a student or staff member to do something; hazing; taunting; exclusion from peer group designed to humiliate or isolate; using derogatory language or making derogatory jokes or name calling to humiliate or harass.

A40 Engaging in harassing, intimidating and/or bullying behavior, including using electronic communication to engage in such behavior (cyber-bullying) based on an individual’s actual or perceived race, weight, religion, religious practices, gender, gender identity, gender expression, sexual orientation, or disability; be includes, but is not limited to: physical violence; stalking ; verbal, written, or physical conduct that threatens another with harm; seeking to coerce or compel a student or staff member to do something; hazing; taunting; exclusion from peer groups designed to humiliate or isolate; using derogatory language or making derogatory jokes or name calling to humiliate or harass.

A41 Possessing controlled substances or prescription medications without appropriate authorization, illegal drugs, synthetic hallucinogens, drug paraphernalia, and/or alcohol

Guidance Interventions	Range of Possible Disciplinary Responses to Be Used in Addition to Guidance Interventions
Parent outreach	Parent conference
Intervention by counseling staff	In-school disciplinary action (e.g., detention, exclusion from extracurricular activities, or communal lunchtime
Guidance conference(s)	Principal Suspension (1-5 days)
Positive Behavioral Interventions and Supports (PBIS)	Expulsion
Individual/group counseling	
Conflict resolution	
Development of individual behavior contract	
Short-term behavioral progress reports	

Referral to SST (Student Support Team)	
Community service (with parental consent)	
Behavioral Intervention Plan (BIP)	

- A42 Falsely activating a fire alarm or other disaster alarm (D-J only)
- A43 Making a bomb threat (D-L only)
- A44 Taking or attempting to take property belonging to the school without authorization, without using force or intimidating behavior. (D-J only)
- A45 Creating a substantial risk of serious injury by either recklessly engaging in behavior, and/or using an object that appears capable of causing physical injury (e.g., lighter, belt buckle umbrella, or laser pointer (D-M)
- A46 Causing a serious injury by either recklessly engaging in behavior, and/or using a an object that appears capable of causing physical injury (e.g., lighter, belt buckle, umbrella or laser pointer (G-M only)
- A47 Inciting/causing a riot (G-M only)
- A48 Possessing or selling any weapon as defined in Category II (G-M only)
- A49 Using controlled substances or prescription medication without appropriate authorization, or using illegal drugs, synthetic hallucinogens, and/or alcohol (D-M)

Guidance Interventions	Range of Possible Disciplinary Responses to Be Used in Addition to Guidance Interventions
Parent outreach	Parent conference
Intervention by counseling staff	In-school disciplinary action (e.g., detention, exclusion from extracurricular activities, or communal lunchtime
Guidance conference(s)	Principal Suspension (1-5 days)
Positive Behavioral Interventions and Supports (PBIS)	Expulsion

Individual/group counseling	
Conflict resolution	
Development of individual behavior contract	
Short-term behavioral progress reports	
Referral to SST (Student Support Team)	
Community service (with parental consent)	
Behavioral Intervention Plan (BIP)	

GRADE 9-12 LEVEL 5- INFRACTIONS - SERIOUSLY DANGEROUS OR VIOLENT BEHAVIOR

- A50 Starting a fire
- A51 Threatening to use or using force to take or attempt to take property belonging to another
- A52 Using force against, or inflicting or attempting to inflict serious injury against school personnel or school safety agents
- A53 Using extreme force against, or inflicting or attempting to inflict serious injury upon students or others
- A54 Planning, instigating, or participating with another or others, in an incident of group violence
- A55 Engaging in threatening, dangerous or violent behavior that is gang-related
- A56 Engaging in physical sexual aggression/compelling or forcing another to engage in sexual activity
- A57 Selling or distributing illegal drugs or controlled substances and/or alcohol

Guidance Interventions	Range of Possible Disciplinary Responses to Be Used in Addition to Guidance Interventions
Parent outreach	Principal Suspension (1-5 days)

Intervention by counseling staff	Expulsion
Guidance conference(s)	
Positive Behavioral Interventions and Supports (PBIS)	
Individual/group counseling	
Conflict resolution	
Development of individual behavior contract	
Short-term behavioral progress reports	
Referral to SST (Student Support Team)	
Community service (with parental consent)	
Behavioral Intervention Plan (BIP)	

- A58 Possessing or selling any weapon, other than a firearm, as defined in Category I
- A59 Using any weapon as defined in Category II to threaten or to attempt to inflict injury upon school personnel, students or students or others
- A60 Using any weapon, other than a firearm, as defined in Category I, to threaten or to attempt to inflict injury upon school personnel, students, or others (L for students who have not completed the school year in which they turned 17, M for general education students who have completed the school year in which they turned 17)
- A61 Using any weapon, other than a firearm, as defined in Category I or II, to inflict injury upon school personnel, students, or others (L for students who have not completed the school year in which they turned 17, M for general education students who have completed the school year in which they turned 17)
- A62 Possessing or using a firearm (L for students who have not completed the school year in which they turned 17, M for general education students who have completed the school year in which they turned 17)

Guidance Interventions	Range of Possible Disciplinary Responses to Be Used in Addition to Guidance Interventions
Parent outreach	Principal Suspension (1-5 days)
Intervention by counseling staff	Expulsion
Guidance conference(s)	
Positive Behavioral Interventions and Supports (PBIS)	
Individual/group counseling	
Conflict resolution	
Development of individual behavior contract	
Short-term behavioral progress reports	
Referral to SST (Student Support Team)	
Community service (with parental consent)	
Behavioral Intervention Plan (BIP)	