

Levels of Student Behavior and Progressive Intervention

[Board Policy 3150](#) - Student Attendance
[Board Policy 3214](#) - Nondiscrimination and Sexual Harassment
[Board Policy 3224](#) - Student Dress and Grooming
[Board Policy 3241](#) - Suspension
[Board Policy 3310](#) - Safe Schools
[Board Policy 3320](#) - Prohibition of Bullying, Harassment, Hazing, and Retaliation
[Board Policy 3350](#) - Gang Affiliation/Activity
[Board Policy 3246](#) Reasonable Force

Table of Contents

Purpose and Philosophy	2
Reports and Investigation	2
Determining Disciplinary Response	3
Considerations and Process for School Suspension	4
Guidelines and Procedures for Students with Disabilities (IDEA & 504)	5
Manifestation Determination for Students with Disabilities (IDEA & 504)	5
Special Circumstances Involving Serious Violations by Students with Disabilities (IDEA & 504)	6
Appeal Process	6
Levels of Behavior Summary	8
Individual Levels.....	9
Level One.....	9
Level Two	10
Level Three	11
Level Four.....	12
Level Five	13
Behavior Definitions and Available Sanctions.....	14
Behavior Definitions and Level of Response Options.....	14
Disciplinary Codes of Conduct	15
Alcohol & Drug Violations	15
Bullying & Harassment.....	16
Disruptive & Other Behaviors	17
Physical Aggression.....	19
Sexual Harassment & Offenses.....	20
Threats & Intimidation.....	21
Weapons & Safety Violations.....	22

Disciplinary Guidelines and Procedures

Purpose and Philosophy

The Provo City School District Board of Education aims to make every student feel welcome and supported. One of the best ways to achieve this is by following accepted rules of conduct, showing respect for others and their property, adhering to the directions of authority figures, and recognizing the inherent value of each individual. Students are expected to develop decision-making skills and a willingness to take responsibility for their decisions, actions, and habits. This approach will create a safe, conducive learning environment free from unnecessary disruptions.

Reports and Investigation

It is the responsibility of school employees to report prohibited behavior to a school administrator or an appropriate supervisor. Any student who engages in conduct in violation of student behavior shall be subject to disciplinary action. A [continuum of intervention strategies](#) shall be available to help students whose behavior in school repeatedly falls short of reasonable expectations. Consequences shall be firm, fair, and correspond to the severity of the infraction, and all facts and circumstances of the incident(s) shall be taken into account.

Upon being apprised of a student incident in violation of District or school policy that may lead to disciplinary action, a school administrator shall determine which policy or laws may have been violated, then promptly and thoroughly [investigate and document the incident](#). The [investigation](#) and documentation by the school administrator should include the following:

- Conduct [interviews](#) with the complainant(s) and others who were involved in or witnessed the incident(s);
- Obtain statement(s) from student(s) and other(s) who were involved in or witnessed the incident(s);
- Obtain and secure any relevant evidence;
- Prepare any necessary forms and other documentation;
- Involve District and local law enforcement personnel, and/or DCFS, as applicable; and
- Perform any other tasks necessary to properly investigate and document the student incident(s).

Where and When Code of Conduct Applies

In school and on school property during school hours;

Before and after school, while on school property;

While traveling in vehicles funded by the PCSD;

At all school-sponsored events

The school administrator shall give the accused student verbal or written notice of the violation, evidence of the accusation, and the opportunity to present their side of the story. Generally, the notice and informal hearing shall precede the student's removal from school. A principal may suspend a student for up to ten (10) school days while investigating issues related to student safety or other emergency concerns that have a direct and substantial ability to disrupt the educational environment within the

school or overall school district. Minimal due process is required for discipline of student conduct violations. Due process includes the right to a hearing, the right to counsel, and the right to appeal. Student Disciplinary due process hearings are not as formal as court hearings. Strict adherence to court rules of procedure and evidence are not required. However, certain rights of the student must be observed. The hearing must be impartial, the student is entitled to representation by legal counsel, the student is to be made aware of the general nature of the evidence to be used against him/her, and substantial evidence must be provided. Although a student is entitled to be represented by legal counsel at a hearing, the District is not responsible to provide counsel or pay for the student's expenses in obtaining counsel.

Testimony in a student disciplinary investigation is not subject to the strict adherence to court rules of evidence. In fact, hearsay testimony is admissible. However, the school administrator's evidence supporting the disciplinary action must meet the test of "substantial evidence."

An investigation report should be prepared for behavior infractions that may result in school suspension and shall be provided upon request (with appropriate redaction) to the complainant and respondent. An investigation report includes:

- General case information (allegation details, complainants, respondents, witnesses)
- Interview summaries
- Evidence lists/sources
- Analysis of interviews and evidence
- Conclusions and recommendations

Determining Disciplinary Response

If a decision of fault or responsibility for a conduct violation is established by the school administrator, disciplinary actions shall be carefully considered. In a progressive approach to intervention and discipline, students learn from their behavior and receive support to change their behavior over time. When a specific student behavior does not change using the lowest identified level of intervention and/or discipline, or the behavior increases in frequency, intensity, or duration, the next level of intervention and disciplinary action is used. All interventions and disciplinary actions should be selected, implemented, and assessed to help students do the following:

- Understand why the behavior is unacceptable and the harm it has caused;
- Take responsibility for their actions;
- Understand what they could have done differently in the same situation;
- Learn social strategies and skills to use in the future;
- Utilize restorative practices to repair harm between perpetrator and victim; and
- Understand the progression of more serious 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 ways that are most supportive of student needs. The interventions and disciplinary actions described here should be carefully matched to the needs of the student and the overall context of the situation.

In determining how to best address inappropriate, unacceptable, and unskillful behaviors, it is necessary to

Suspendable Offenses

According to Utah Code, a student may be suspended from a public school for the following reasons:

frequent or flagrant willful disobedience, defiance of proper authority, or disruptive behavior, including the use of foul, profane, vulgar, or abusive language;

willful destruction or defacing of

evaluate the totality of the circumstances surrounding the behavior. The following facts must be considered prior to determining the appropriate assignment of consequences and interventions:

- the student's age and maturity
- the student's disciplinary record (including the nature of any prior misconduct, the number of prior instances)
- the disciplinary consequences and interventions applied in prior behavior violations
- the nature, severity and scope of the behavior
- the circumstances/context in which the conduct occurred
- the frequency and duration of the behavior
- the number of persons involved in the behavior
- the student's IEP, BIP, and 504 Accommodation Plan, if applicable
- the student's response to intervention

Additionally, aggravating and mitigating circumstances may be considered in the disciplinary response. An aggravating factor (e.g. evidence of prior planning, intent to harm or gain notoriety, prior discipline ineffective) may increase the severity of consequences, while a mitigating factor (e.g. prior trauma, placement or living arrangements, limited prior infractions) may reduce the severity of disciplinary consequences.

Considerations and Process for School Suspension

Prior to [suspension \(Spanish\)](#) or expulsion of a student for repeated acts of willful disobedience, defiance of authority, or disruptive behaviors which are not of a violent or extreme nature that warrant immediate removal, good faith efforts shall be made to implement a remedial discipline plan that would allow the student to remain in school. A continuum of consequences should be utilized if appropriate under the circumstances. In cases of significant behavior violations, disciplinary actions may result in removal from instruction that may include, but is not limited to:

- before or after school detention,
- probation or exclusion from loss of extracurricular activities,
- in-school suspension,
- short-term suspension (up to ten (10) school days), or
- referral to the District Disciplinary Committee for a consideration of long-term suspension (longer than ten (10) days), alternative educational placement, or expulsion. The School Board may remove a student from school for a fixed or indefinite period of time. The expelled student will not receive any educational services from the District during the period of expulsion. All expulsions must be reviewed at least annually by the Superintendent or a designee. Students with disabilities eligible under the IDEA are not subject to expulsion as a disciplinary measure.

Violations Requiring Suspension

According to Utah Code, a student shall be suspended or expelled from a public school for the following reasons:

a serious violation affecting another student or a staff member, or a serious violation occurring in a school building, in or on school property, or in conjunction with a school activity, including the possession, control, or actual or threatened use of a real weapon

If it is determined that the student will be suspended, the school administrator shall [notify the custodial parent \(Spanish\)](#) or legal guardian of the student (and non-custodial parent/guardian of the student suspension, if requested in writing) in writing of the following as a notice of suspension:

- the grounds for the suspension;
- the length of the suspension (up to ten (10) days);

- any conditions of the suspension;
- the time and place for the parent(s)/guardian(s) to meet with the school administrator to review the suspension; and
- in the case of students with disabilities, a copy of the IDEA or Section 504 procedural safeguards notice.

The school administrator will decide how to transfer the suspended student to their parent(s)/guardian(s). They must ensure the student is either handed directly to the parent(s)/guardian(s) or has permission to leave school and go home. A suspended student must leave the school immediately. If the parent(s)/guardian(s) cannot be reached, the school is responsible for the student for the rest of the day.

Guidelines and Procedures for Students with Disabilities (IDEA & 504)

In every situation where an eligible student with a disability under IDEA or Section 504 is subject to discipline for a violation of District or school policy, the school administrator must first ascertain whether the student has been previously suspended during the current school year. If yes, determine whether the total suspensions accumulate to more than ten (10) school days in the current school year. If the total suspensions do not accumulate to more than ten (10) school days, then proceed with the suspension. If the total suspensions do accumulate to more than ten (10) school days, then the school administrator and staff must determine if the student has been subject to a series of suspensions that constitute a pattern. A “pattern” occurs when:

- the series of suspensions total more than ten (10) school days in a school year;
- the student’s behavior is substantially similar to previous incidents that resulted in the series of suspensions; and
- there are other factors suggesting a pattern, such as the length of each suspension, the total amount of time the student has been suspended, and the proximity in time of those suspensions (i.e., the longer the total number days and the closer they are in proximity, the more likely it would constitute a pattern). If there is a pattern, this constitutes a ‘change of placement’ under IDEA.

When the disciplinary action appears to constitute a “change of placement,” the school IEP team must conduct a Manifestation Determination.

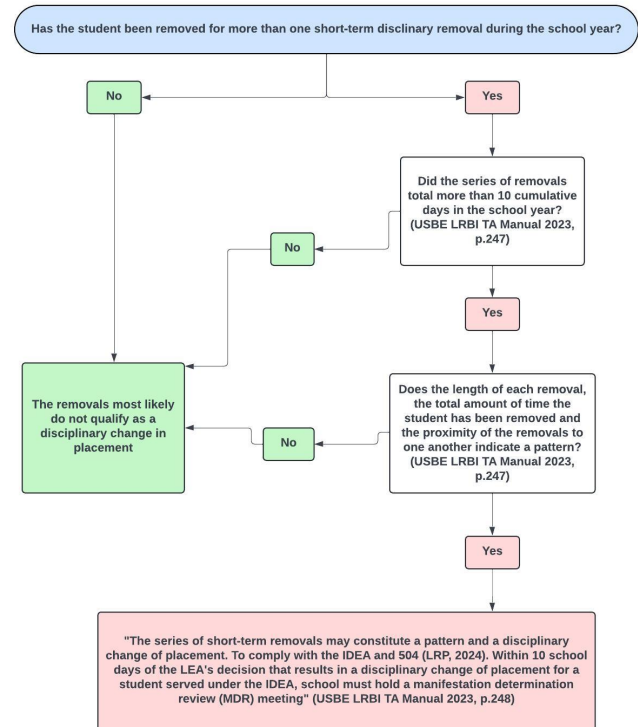
Manifestation Determination for Students with Disabilities ([IDEA](#) & [504](#))

Within ten (10) school days of any decision to “change the placement” of a student with a disability because of a violation of District or school policy, a determination must be made by the school administrator, parent(s)/guardian(s), and relevant

members of the student's Individual Education Plan (IEP) Team of whether the behavior is a manifestation of the student's disability by answering the following questions:

1. Was the conduct in question caused by or had a direct and substantial relationship to the student's disability?
2. Was the conduct in question the direct result of the school's failure to implement the IEP?

Series of Short-Term Removals for Students with Disabilities Served Under the IDEA and/or Section 504



If the answer to either of these two questions is “yes,” then the behavior is a manifestation of the student's disability. In such an event, the IEP Team must conduct and/or review a Functional Behavior Assessment (FBA) and a Behavior Intervention Plan (BIP) for the student. The IEP Team must return the student to his/her prior educational placement, unless the parent(s)/guardian(s) and school personnel agree to a “change of placement” as part of the BIP. Notwithstanding the manifestation determination, in the event that school personnel believe that the student's behavior is substantially likely to result in injury to the student or others, the District may seek an expedited due process hearing to prevent the student from returning to his/her prior educational placement. In such an event, the student shall be placed in an IAES, pending the hearing until a final decision is issued.

Special Circumstances Involving Serious Violations by Students with Disabilities (IDEA & 504)

Regardless of whether the misconduct is a manifestation of the student's disability, school personnel may remove a student with a disability for up to forty-five (45) school days to an IAES if the student's misconduct involved while at school, on school premises, or at a school function under the jurisdiction of the school:

- carries a weapon to or possessing or using a weapon;
- knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance; or
- inflicts serious bodily injury upon another person.

For purposes of this section, the term “weapon” is defined as a device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury, except that such term does not include a pocket

knife with a blade of less than 2 ½ inches in length. For purposes of this section, the terms “illegal drugs” or “controlled substances” have definitions contained in federal law, but do not include a substance that is legally possessed or used under the supervision of a licensed health care professional or that is legally possessed or used under any other authority under federal law. For purposes of this section, the words “serious bodily injury” are defined as bodily injury which involves:

- a substantial risk of death;
- extreme physical pain;
- protracted and obvious disfigurement; and/or
- protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

Students with disabilities eligible under the IDEA or 504 are not subject to expulsion as a disciplinary measure. For a serious violation committed by a student with a disability, proceed with long-term suspension guidelines, including IAES placement.

Appeal Process

Disagreement between the parent(s)/guardian(s) and the school in regard to short-term suspension will be handled in meetings between parent(s)/guardian(s), school administrators, and the student, if appropriate.

The procedures for due process are designed to protect the rights of students when a disciplinary problem arises. The process is administrative, not judicial. Notification will be given to the student and the parent(s)/guardian(s) of the time and place for a hearing and a statement of the alleged act(s) of misconduct. The notice of offenses or charges shall state:

- with reasonable particularity the offense or charge;
- shall be based upon the information known at the time the notice is issued; and
- may be subject to amendment upon further investigation or evidence.

Procedures for hearings and appeals of disciplinary decisions by parent(s)/guardian(s) are as follows:

1. Discuss the grievance with the teacher or person at the school with whom the disagreement occurred.
2. If agreement is not reached, the parent(s)/guardian(s) may meet with the principal.
3. If agreement is not reached, the parent(s)/guardian(s) may request an informal hearing through the Office of Student Services. The request shall be in writing and within ten (10) calendar days of the school decision and addressed to the Provo City School District, Director of Student Services. The appeal shall be heard within ten (10) school days.
4. If agreement is not reached, the parent(s)/guardian(s) may submit in writing within ten (10) calendar days of the decision to request a hearing before the Independent Disciplinary Hearing Officer. The appeal shall be heard within ten (10) calendar days and the decision shall be in writing.
5. If agreement is not reached, the parent(s)/guardian(s) may submit in writing within fifteen (15) calendar days of the Independent Disciplinary Hearing Officer's decision a request for a hearing before the District Board of Education. If the Board grants a hearing, it shall be in executive session. Following the hearing, the Board shall give its decision in writing.

At each stage of the proceedings, the hearing officer(s) shall conduct a de novo review, and shall hear the matter anew, the same

as if it had not been heard before and as if no decision had been previously rendered. Hearing officer(s) may receive and consider new documents, information, and witness testimony. However, upon appeal to the Board, the Board shall only consider the documents, information, and witness testimony presented at the hearing conducted by the Independent Disciplinary Hearing Officer.

Failure to appeal to the next step in the appeals process within the time limits specified shall be deemed a withdrawal and final disposition of the matter. Once the aggrieved party has exhausted all the administrative remedies herein, he or she may appeal to a court of law.

DRAFT

Levels of Behavior Summary

Response Level One (Minor Offense, Generally Managed by Teacher/Staff)

Behavior Definitions

1. Behavior that is disruptive to the school/learning environment of the student or others
2. Refusal to comply with reasonable requests

Behavior Examples

- Disruptive appearance/dress code (Teachers will inform administration; student will remain in class)
- Verbal Aggression/Name-calling
- Disruptions/Defiance
- False Information/Lying
- Off-task/Out of assigned area

Response Level Two (Minor Offense, Managed by Teacher/Staff, Possible Referral to Administration)

Behavior Definitions

1. Repeated or more severe incidents of Level One infractions
2. Prohibited behavior towards another student, staff, volunteer, etc.

Behavior Examples

- Physical aggression/fighting resulting in minimal injury
- Disruptive appearance/dress code (Teachers will inform administration; student will remain in class)
- Verbal aggression/swearing
- Low risk threat/intimidation, bullying, retaliation
- Inappropriate phone/technology use
- Academic Dishonesty
- Property theft/damage under \$100
- Tardiness/Hall Pass misuse

Response Level Three (Major Offense, Managed by Administration)

Behavior Definitions

1. Repeated or more severe incidents of Level Two infractions
2. Transient threats/behaviors targeting others or school events/property

Behavior Examples

- Physical aggression/fighting resulting in minimal injury
- Moderate risk threat/intimidation
- Non-discriminatory bullying, harassment, retaliation, or hazing
- Sexual misconduct involving language or gestures (non-Title IX)
- Possession of an incendiary device or look-alike/toy weapon (without safety threat)
- Possession/Use of illegal drug/controlled substances or paraphernalia
- Property theft/damage between \$100 and \$500
- Trespassing/Tuancy/Skipping class

Response Level Four (Major Offense, Managed by Administration, Possible Referral to District)

Behavior Definitions

1. Repeated or more severe incidents of Level Three infractions
2. Prohibited behaviors that cause legitimate safety/discriminatory issues to others or school events/property

Behavior Examples

- Physical aggression/fighting/assault resulting in injury requiring first aid.
- Discriminatory bullying/harassment
- Sexual harassment under Title IX
- Distribution/Sexting of sexually explicit material/pornography
- Property damage/theft over \$500
- Sell/distribution of illegal drug/controlled substances or paraphernalia
- Possession of a real weapon, explosive, or noxious/flammable material
- Making an imminent or substantive threat, or a false report of a school emergency
- Repeated trespassing/habitual truancy

Response Level Five: (Major Offense, [Referral to District](#))

Behavior Definitions

1. Repeated or more severe incidents of Level Four infractions
2. Severe behaviors that threaten safety and cause substantial injury, harm, or disruption to others or school events/property

Behavior Examples

- Use of real or look-alike weapon with intent to intimidate another person or to disrupt normal school activities
- Arson/fire lighting
- Severe physical assault causing serious bodily injury
- Sexual assault/violence under Title IX

Individual Levels

Level One

	Behavior Definitions • Behavior that is disruptive to the school/learning environment of the student or others • Refusal to comply with reasonable requests Behavior Examples • Disruptive appearance/dress code (Teachers will inform administration; student will remain in class) • Verbal Aggression/Name-calling • Disruptions/Defiance • False Information/Lying • Off-task/Out of assigned area Interventions and Responses 1. Select and implement interventions and responses that maintain the continuity of the student's instruction or are least disruptive. 2. Consider aggravating or mitigating circumstances, and use of interventions from multiple categories as appropriate. 3. Review and consider the student's Health/Safety Plan, Individualized Education Program (IEP), or 504 Plan. Management, Documentation and Notification • Typically, teacher-managed with a brief intervention by an adult present in the setting • Document as minor offense in Discipline Dashboard, when appropriate. • Communicate with parents/guardians about behaviors and interventions, specifically when students are interviewed or removed from instruction.	
	Skill-based Supports • Teach classroom routines and expectations • Instruct on ways to ask for help or solve problems • Redirect on ways to manage emotions and use appropriate classroom language • Teach communication and interpersonal skills	Restorative Practices • Use trauma informed preventative strategies/routines like circles and relationship building • Teach/Model affective statements and conversations • Utilize peer mentoring/mediators
	Staff and/or Administrative Actions • Fidelity check of school-wide systems and supports skills (PBIS) teaching and reinforcement • Review behavior management plan of classroom/setting • Loss/Earning privileges • Increase non-contingent teacher attention • Provide accommodations:	Administrative Actions that May Result in Removal from Instruction • Removal from instruction is not an option for Level One behaviors, unless it becomes Level Two after repeated offenses despite providing supports and interventions.

	○ Assignments modified (e.g. DOTS for motivation) ○ Sensory aids provided ○ Quiet space provided ○ Seating arrangement changed ○ Structured routines increased ○ Work breaks offered	● Before a repeated Level One behavior can be referred to administration there must have been a phone call home and 3 different interventions tried to extinguish the behavior.
--	--	---

Level Two

	Behavior Definitions - Repeated or more severe incidents of Level One infractions - Prohibited behavior towards another student, staff, volunteer, etc. Behavior Definitions - Disruptive appearance/dress code (Teachers will inform administration; student will remain in class) - Physical aggression (pushing, tripping, grabbing, blocking, etc.) - Verbal aggression/swearing - Low risk threat/intimidation, bullying, retaliation - Inappropriate phone/technology use - Academic dishonesty - Property theft/damage under \$100 - Tardiness/Hall Pass misuse Interventions and Responses - Select and implement interventions and responses that maintain the continuity of the student's instruction or are least disruptive. - Consider aggravating or mitigating circumstances, and use of interventions from multiple categories as appropriate. - Review and consider the student's Health/Safety Plan, Individualized Education Program (IEP), or 504 Plan, and Child Find. Management, Documentation and Notification - Typically, teacher-managed, and referral to Administration/SST for repeated offenses after providing supports and interventions. - Document as minor offense in Discipline Dashboard, and repeated offenses as an office discipline referral, when appropriate. - Communicate with parents/guardians about behaviors and interventions, specifically when students are interviewed or removed from instruction.	
	Skill-based Supports - Reteach and reinforce all Level One skills and supports - Teach social-emotional skills (self-reflection, empathic listening, conflict resolution)	Restorative Practices - All Level One practices - Problem-solving circle - Guided conversation/writing using restorative questions - Make amends (i.e. restitution)
	Staff and/or Administrative Actions - All Level One actions - Behavior improvement plan/contract - Detention/LSR - Referral to SST team - Active supervision increased - Phone/Technology restriction - May consider revoking School Choice if repeated and followed procedure	Administrative Actions that May Result in Removal from Instruction - In-school removal from instruction for brief interviewing/processing for up to one (1) day - Coordinate with teacher for academic support during missed instruction - Before a repeated Level Two behavior can be referred to administration there must have been a phone call home and 3 different interventions tried to extinguish the behavior.

DRAFT

Level Three

Behavior Definitions - Repeated or more severe incidents of Level Two infractions - Transient threats/behaviors targeting others or school events/property Behavior Examples - Physical aggression/fighting resulting in minimal injury - Taunting, videoing or watch other students fight - Moderate risk threat/intimidation - Non-discriminatory bullying, harassment, retaliation, or hazing - Sexual misconduct involving language or gestures (non-Title IX) - Possession of an incendiary device or look-alike/toy weapon (without safety threat) - Possession/Use of illegal drug/controlled substances or paraphernalia - Property theft/damage between \$100 and \$500 - Trespassing/Truancy/Skipping class Interventions and Responses - Select and implement interventions and responses that maintain the continuity of the student's instruction or are least disruptive. - Consider aggravating or mitigating circumstances, and use of interventions from multiple categories as appropriate. - Review and consider the student's Health/Safety Plan, Individualized Education Program (IEP), or 504 Plan, and Child Find. Management, Documentation and Notification - Referred to and managed by school administrator, and may require District support for significant or repeated offenses (call, consult, and plan with supervisor). - Document as major offense in Discipline Dashboard, and follow protocols of notification and documentation for investigations, suspensions, and threats assessments. - Communicate with parents/guardians about behavior violations, interviews, outcomes of investigations, school hearings, and when and how long students are suspended/removed from instruction.	
Skill-based Supports - Reteach and reinforce all prior level skills and supports, emphasizing remediating/replacing targeted behaviors - Teach social-emotional skills (self-regulation, anger management, conflict resolution)	Restorative Practices - All prior level practices - Restorative back to school/class plan - Staff-led restorative conference
Staff and/or Administrative Actions - All prior level actions - Change in classroom/group assignment - Consult with school-based mental health provider - Loss of transportation (bus) privileges - no more than 1 day for bus behavior - Parent conference	Administrative Actions that May Result in Suspension/Removal from Instruction - In/out of-school removal from instruction for resolution/discipline for up to three (3) days (consider suspendable offenses) - Coordinate with teachers for academic support during missed instruction due to suspension

	• Student Success Team referral • Student Threat Assessment • May consider revoking School Choice if repeated and followed procedure	Alternatives to Suspension • Referral to community-based programs/services: Youth Court, Youth Services, Wasatch Behavioral Health • See your Social Worker or Student Family Advocate for community resources
--	--	---

DRAFT

Level Four

Behavior Definitions - Repeated or more severe incidents of Level Three infractions - Prohibited behaviors that cause legitimate safety/discriminatory issues to others or school events/property Behavior Examples - Physical aggression/fighting/assault resulting in injury requiring first aid. - Discriminatory bullying/harassment - Sexual harassment under Title IX - Distribution/Sexting of sexually explicit material/pornography - Property damage/theft over \$500 - Sell/distribution of illegal drug/controlled substances or paraphernalia - Possession of a real weapon, explosive, or noxious/flammable material - Making an imminent or substantive threat, or a false report of a school emergency - Repeated trespassing/habitual truancy Interventions and Responses - Select and implement interventions and responses that maintain the continuity of the student's instruction or are least disruptive. - Consider aggravating or mitigating circumstances, and use of interventions from multiple categories as appropriate. - Review and consider the student's Health/Safety Plan, Individualized Education Program (IEP), or 504 Plan, and Child Find. Management, Documentation and Notification - Managed by school administrator, including District support (call, consult, and plan with supervisor), and may include referral to District Disciplinary Committee for consideration of a change of school assignment or expulsion. - Document as major offense in Discipline Dashboard, and follow protocols of notification and documentation for investigations, suspensions, and threats assessments. - Communicate with parents/guardians about behavior violations, interviews, outcomes of investigations, notice of school/district hearings, and when and how long students are suspended/removed from instruction.	
Skill-based Supports Reteach and reinforce all prior level skills and supports, emphasizing remediating/replacing targeted behaviors	Restorative Practices - All prior level practices - Restorative back to or new class/school plan - Family/Community group restorative conference
Staff and/or Administrative Actions - All prior level actions - Consult with/refer to law enforcement/DCFS - Referral and consultation with community agencies in Case Management Team - Conduct Student Threat Assessment - Referral to District Disciplinary Committee, Safety/Title Coordinators	Administrative Actions that May Result in Suspension/Removal from Instruction In/out of-school removal (Spanish) from instruction for resolution/discipline for up to ten (10) days (consider offenses requiring suspension) - Coordinate with teachers for academic support during missed instruction due to suspension - See your Social Worker or Student Family Advocate for community resources

Level Five

	Behavior Definitions - Repeated or more severe incidents of Level Four infractions - Severe behaviors that threaten safety and cause substantial injury, harm, or disruption to others or school events/property Behavior Examples - Possession/Use or threat of use of real or look-alike weapon, explosive, or flammable material with intent to intimidate another person or to disrupt normal school activities - Arson/fire lighting - Severe physical assault causing serious bodily injury - Sexual assault/violence under Title IX Interventions and Responses - Select and implement interventions and responses that maintain the continuity of the student's instruction or are least disruptive. - Consider aggravating or mitigating circumstances, and use of interventions from multiple categories as appropriate. - Review and consider the student's Health/Safety Plan, Individualized Education Program (IEP), or 504 Plan, and Child Find. Management, Documentation and Notification - Managed by school administrator, including District support (call, consult, and plan with supervisor), and require referral to the District Disciplinary Committee for consideration of a change of school assignment, long term suspension, or expulsion (UCA 53G-8-205). - Document as major offense in Discipline Dashboard, and follow protocols of notification and documentation for investigations, suspensions, and threats assessments. - Communicate with parents/guardians about behavior violations, interviews, outcomes of investigations, notice of district hearing, and when and how long students are suspended/removed from instruction.		
	<table> <tr> <td data-bbox="227 1377 833 1593"> Skill-based Supports - Reteach and reinforce all prior level skills and supports, emphasizing remediating/replacing targeted behaviors </td><td data-bbox="833 1377 1442 1593"> Restorative Practices - All prior level practices - Restorative back to or new school/class plan - Family/Community group restorative conference </td></tr> </table>	Skill-based Supports Reteach and reinforce all prior level skills and supports, emphasizing remediating/replacing targeted behaviors	Restorative Practices - All prior level practices - Restorative back to or new school/class plan - Family/Community group restorative conference
Skill-based Supports Reteach and reinforce all prior level skills and supports, emphasizing remediating/replacing targeted behaviors	Restorative Practices - All prior level practices - Restorative back to or new school/class plan - Family/Community group restorative conference		

	Staff and/or Administrative Actions: Required Administrative Actions • All prior level actions • Consult with/refer to law enforcement/DCFS • Referral and consultation with community agencies in Case Management Team • Conduct Student Threat Assessment • Referral to District Disciplinary Committee, Safety/Title Coordinators	Administrative Actions that May Result in Removal from Instruction • Mandatory out-of-school removal (Spanish) pending District Case Management Team recommendation. • Required out-of-school removal for District decision for up to ten (10) days • Coordinate with teachers for academic support during missed instruction due to suspension
--	---	---

Behavior Definitions and Available Sanctions

Behavior Definitions and Level of Response Options				
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Behavior that is disruptive to the school/learning environment of the student or others	Repeated or more severe incidents of Level One infractions	Repeated or more severe incidents of Level Two infractions	Repeated or more severe incidents of Level Three infractions	Repeated or more severe incidents of Level Four infractions
Refusal to comply with reasonable requests	Prohibited behavior towards another student, staff, volunteer, etc.	Transient threats/behaviors targeting others or school events/property	Prohibited behaviors that cause legitimate safety/discriminatory issues to others or school events or property	Severe behaviors that threaten safety and cause substantial injury, harm, or disruption to others or school events/property
Minor Offense Teacher-Managed		Major Offense (ODR) Administrator-Managed		
	May Require Office Discipline Referral (ODR)			
			May Refer to District Disciplinary Committee	
				Must Refer to District Disciplinary Committee
Additional Considerations • Start with the lowest appropriate level response while considering a student's age and understanding, past history of similar offenses, and severity of the incident.				

Available Sanctions by Response Level

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Minor Incident - Teacher-Managed			Not available as an option	Not available as an option	Not available as an option
Major Incident/Office Referral - Administrator Managed. Repeated level 2 and 3 may consider revoking School Choice following procedure	Not available as an option	Not available as an option			
May Suspend (See: "Suspendable Offenses") Repeated level 2 and 3 may consider revoking School Choice following procedure	Not available as an option	Not available as an option			Not available as an option
Must Suspend (See: "Violations Requiring Suspension ") May consider revoking School Choice following procedure	Not available as an option	Not available as an option	Not available as an option		
May Refer to District Disciplinary Committee May consider revoking School Choice following procedure	Not available as an option	Not available as an option	Not available as an option		Not available as an option
Must Refer to District Disciplinary Committee	Not available as an option	Not available as an option	Not available as an option	Not available as an option	

Disciplinary Codes of Conduct

Alcohol & Drug Violations	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Alcohol Use/Possession/Distribution: individual or joint possession, control, consumption, or under the influence of alcohol or an imitation alcohol product; or involved in the actual or attempted sale, delivery, sharing or dispensing to another of alcohol or an imitation alcohol product on district grounds or school-sponsored activity.	Not available as an option	Not available as an option			Not available as an option
Illegal Drug or Controlled Substance Use/Possession/Distribution: individual or joint possession, control, consumption, or under the influence of an illegal drug, paraphernalia, or controlled substance; or involved in the actual or attempted sale, delivery, sharing or dispensing to another of an illegal drug, paraphernalia, or controlled substance on district grounds or school-sponsored activity.	Not available as an option	Not available as an option			Not available as an option

Tobacco, E-Cigarette, or Vape Use/Possession/Distribution: individual or joint possession, control, consumption, or use of cigarettes, tobacco products, e-cigarettes, or vape devices or paraphernalia; or involved in the actual or attempted sale, delivery, sharing or dispensing to another of cigarettes, tobacco products, e-cigarettes, or vape devices or paraphernalia on district grounds or school-sponsored activity.	Not available as an option	Not available as an option			Not available as an option
Uncontrolled Substance Use/Possession/Distribution: individual or joint possession, control, consumption, or use of an uncontrolled substance (e.g. prescription or over the counter medications) without permission; or involved in the actual or attempted sale, delivery, sharing or dispensing to another of uncontrolled substance on district grounds or school-sponsored activity.	Not available as an option	Not available as an option			Not available as an option

362
363

Bullying & Harassment	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<u>Parent of victim must be notified for any of these offenses</u>					
Bullying: intentional acts (including physical, psychological, verbal/written) that endanger the physical health or safety of another and involves repeated behavior intending to cause harm or distress, existing in a relationship involving an imbalance of power; is considered as discrimination when it involves protected characteristics protected by applicable law.	Not available as an option				Not available as an option
Discrimination: conduct including words, gestures, and/or other actions that unfairly disadvantage individuals based on protected characteristics, such as age, color, disability, gender, gender identity, national origin, race, religion, sex, sexual orientation, and/or any other classification protected by applicable law.	Not available as an option	Not available as an option			Not available as an option
Harassment: repeatedly communicating to or about another individual, in an objectively demeaning or disparaging manner that contributes to a hostile learning environment for that individual; is considered as discrimination when it involves protected characteristics protected by applicable law.	Not available as an option				Not available as an option
Hazing: intentionally or knowingly committing an act that endangers the physical health and safety for the purpose of initiation or admission into, affiliation with, holding office in, or a condition for membership of a group, team, or organization, even if the targeted individual agrees to participate.	Not available as an option	Not available as an option			Not available as an option
Retaliation: an act of communication intended as retribution against a person for reporting behavior violations, or to improperly influence the investigation of or the response to such reports.	Not available as an option				Not available as an option

Disruptive & Other Behaviors	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Academic Dishonesty: receiving or providing unauthorized assistance on classroom projects, assignments or exams, or using someone else's work without giving proper credit (i.e. cheating, forgery, plagiarism, etc.)	Not available as an option			Not available as an option	Not available as an option
Chronic Absenteeism: misses 10% or more of days enrolled, for any reason, and makes a school aware that a beginning of tiered supports may be needed.	Not available as an option			Not available as an option	Not available as an option
Defiance: refusing to follow repeated directives, deliberate insubordination.			Not available as an option	Not available as an option	Not available as an option
Disruption: engaging in behavior that obstructs, prevents, or interferes with a class or school activity.			Not available as an option	Not available as an option	Not available as an option
Disruptive Appearance/Dress Code: dress/grooming that is inappropriately for the setting or activity, takes attention away from or disrupts the learning process, or has images or language that is illegal, threatening, profane, or lewd.			Not available as an option	Not available as an option	Not available as an option
Excessive Tardiness: chronically arriving after the start of the school day or individual class period.				Not available as an option	Not available as an option
Gang-related activity: using gestures, dress, and/or speech to display affiliation with a gang: - forming an allegiance and engage in criminal, violent or antisocial behavior; or - encouraging or creating an unreasonable and substantial disruption or risk of disruption of a class, activity, program, or other function of a school.	Not available as an option	Not available as an option			Not available as an option
False Information/Lying: deliberately deceiving, misleading, or misrepresenting facts.				Not available as an option	Not available as an option
Habitual Truancy: an accumulation of at least 20 days truant during one school year for a student in grade 7 or above.	Not available as an option				Not available as an option
Phone/Technology Violation: engaging in inappropriate or use of personal or school technology (including phones) and/or unauthorized access, data or system interference, misuse of any electronic device .	Not available as an option				Not available as an option
Robbery/Theft: taking or attempting to take the personal property, money, or services of another person, against that person's will, by means of force, threats, or coercion; increased value of the theft warrants a higher level	Not available				Not available

response (i.e. Level 2: <\$100, Level 3: \$100-\$500, Level 4: >\$500).	as an option				as an option
Skipping Class/Out of Assigned Area: leaving class or assigned area without a pass or permission, or failure to attend class during the assigned time without a valid excuse.				Not available as an option	Not available as an option
Trespass: entering or remaining unlawfully or without authorized access to school district property or facilities intending to cause annoyance, injury, or commit any crime.	Not available as an option	Not available as an option			Not available as an option
Truancy: being absent without a valid excuse for at least one-half of the school day; a student may not be considered truant more than one time during one day.	Not available as an option			Not available as an option	Not available as an option
Vandalism/Property Damage: willful or malicious destruction or damage to school or personal property on school grounds without owner's consent; greater damage warrants a higher level response (i.e. Level 2: <\$100, Level 3: \$100-\$500, Level 4: >\$500).	Not available as an option				Not available as an option
Verbal Aggression: intentional use of language or gestures directed at another person that can reasonably be understood as hurtful, derogatory, confrontational, or offensive (e.g. swearing/profanity, name-calling, etc.).				Not available as an option	Not available as an option

Physical Aggression	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Fighting: mutual participation in actions involving physical contact (shoving, punching, hitting with an object, kicking, hair pulling, scratching, biting, etc.) requiring physical restraint or resulting in injury requiring first aid or medical attention. Taunting, videoing or watch other students fight.	Not available as an option	Not available as an option			Not available as an option
Physical Behavior - Non Violent: physical behavior which interferes with the learning environment and/or school safety.(pushing, tripping, grabbing, blocking, etc.)				Not available as an option	Not available as an option
Physical Aggression: actions involving unwelcome physical contact resulting in minimal injury.	Not available as an option			Not available as an option	Not available as an option
Physical Assault: intentional infliction of injury or bodily harm by an act with force or violence on another, where the victim does not engage except when in self-defense; assault resulting in serious bodily injury warrants a higher level response.	Not available as an option	Not available as an option			

Sexual Harassment & Offenses	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Consult with District Title IX Coordinator Forms must be filled out					
Obscene Language/Behavior: lewd or indecent behavior via language, gestures, actions, electronic means, or removal of clothing, etc.	Not available as an option			Not available as an option	Not available as an option
Pornography Possession/Distribution: accessing, sending, sharing, or receiving pornographic or sexually explicit content on a personal or school technology device.	Not available as an option	Not available as an option			Not available as an option
Sexual Assault/Violence (Title IX): an attempted or intentional act committed with unlawful force or violence or compels a victim to submit to rape or attempted rape, object rape or attempted object rape, forcible sodomy, or forcible sexual abuse or attempted forcible sexual abuse. Non-forcible sexual assault may include incest or statutory rape.	Not available as an option	Not available as an option	Not available as an option		
Sexual Harassment (Title IX): unwelcome conduct on the basis of sex that satisfies one or more of the following: - Conditioning the provision of an aid, benefit, or service on an individual's participation in unwelcome sexual conduct (<i>quid pro quo</i>); - Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it denies a person equal access to the District's education program or activity; or - For a one-time incident to rise to the level of harassment under Title IX, it must be severe.	Not available as an option	Not available as an option			
Sexual Misconduct: unwelcome sexual actions or conduct that does not meet Title IX criteria, that is both non-physical or physical, including sexual advances, lewd gestures, words or other communication of a sexual nature that has the effect of threatening or intimidating the person against whom such conduct is directed.	Not available as an option	Not available as an option			Not available as an option

Threats & Intimidation	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Low Risk Threat/Intimidation: an act where there was no physical contact, but the victim felt that physical harm could have occurred based on verbal or non-verbal communication by the offender; and the offender does not appear to pose a threat of violence or serious harm to self/others, and any exhibited issues/concerns can be resolved easily.	Not available as an option			Not available as an option	Not available as an option
Moderate Risk Threat/Intimidation: verbal or non-verbal communication that causes fear of physical harm by the offender, but does not appear to pose a threat of violence, or serious harm to self/others, at this time; but exhibits behaviors that indicate a continuing intent and potential for future violence or serious harm to self/others; and/or exhibits other concerning behavior that requires intervention.	Not available as an option	Not available as an option			Not available as an option
High Risk Threat: the student appears to pose an imminent or substantive threat of violence, exhibiting behaviors that indicate both a continuing intent to harm and efforts to acquire the capacity to carry out the plan; and may also exhibit other concerning behavior that requires intervention.	Not available as an option	Not available as an option	Not available as an option		
False Report of School Emergency: use of an emergency response service to make a false report (verbally or electronically) involving an imminent or future threat of serious bodily injury, serious physical injury, or death; and is occurring or will occur at a specified school location.	Not available as an option	Not available as an option	Not available as an option		

Weapons & Safety Violations	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Arson/Incendiary Device Use: Use or attempted use of an incendiary device (lighter, fireworks, matches, etc.) to start a fire or cause an explosion on district grounds or at a school-sponsored activity.	Not available as an option	Not available as an option			
Incendiary Device Possession: possession or control of an incendiary device (lighter, fireworks, matches, etc.).	Not available as an option	Not available as an option		Not available as an option	Not available as an option
Look-Alike Weapon (Non-threatening): Possession or use of a look-alike, or toy weapon, in which the possession of the item does not create a safety issue.	Not available as an option	Not available as an option		Not available as an option	Not available as an option
Weapon Possession: possession or control of a real, facsimile item, including firearms, knives, explosives, explosive, taser or noxious or flammable material, with the intent of causing serious bodily injury or death, or disrupting normal school activities.	Not available as an option	Not available as an option			
Weapon Threat: threatened use of an item (or look-alike) capable of causing serious bodily injury or death, including firearms, knives, explosives, explosive, taser, or noxious or flammable material with intent to intimidate another person or to disrupt normal school activities.	Not available as an option	Not available as an option			Not available as an option
Weapon Use: actual use or attempted use of a weapon or look-alike, including firearms, knives, explosives, explosive, or noxious or flammable material with the intent to threaten, cause injury or death, or to disrupt normal school activities.	Not available as an option	Not available as an option	Not available as an option		

Updated July 30, 2024