

Descriptor Term: Elementary Discipline Decision Matrix

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Rescinds:

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TUPELO PUBLIC SCHOOL DISTRICT

Discipline Plan

Elementary Grades K-5 2011-2012



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Superintendent

TPSD Positive Behavior Steps Team

TPSD Discipline Plan

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Major Infractions: Office Managed Misbehaviors			
A-1: SAFETY	16		
<i>Caused, attempted to cause, or threatened to cause physical injury to another person.</i>			
<ul style="list-style-type: none"> • Verbal Altercation • Verbal Altercation: Threatening Bodily Harm • Fighting: Pushing, Shoving • Fighting: Mutual Combat without Injury • Fighting: Mutual Combat, Minor Injury without Medical Attention • Fighting or Assault on a Student: Unprovoked • Fighting: Gang Related 			
A-2: SAFETY	17		
<i>Willfully used force or violence upon the person of another, except in self-defense.</i>			
<ul style="list-style-type: none"> • Fight: Gang Related • Fighting: Serious Injury / Assault • Assault / Battery (staff member) 			
B: SAFETY	19		
<i>Possessed, sold, or otherwise furnished any firearm knife, explosive, or other object that can be used as a weapon.</i>			
<ul style="list-style-type: none"> • Possession of a Knife or Other Dangerous Object • Brandishing a Knife or Other Dangerous Object • Possession or Brandishing of Gun • Possession of an Explosive Device 			
C: SAFETY	21		
<i>Possessed, used, sold, transferred, or otherwise furnished; or</i>			
			<i>been under the influence of any controlled substance.</i>
			<ul style="list-style-type: none"> • Possession of Drugs, Alcohol or Any Controlled Substance • Under the Influence of Drugs, Alcohol or Any Controlled Substance
		D: SAFETY	23
		<i>Offered, arranged, or negotiated to sell any controlled substance, alcohol, or intoxicant or representation of items thereof.</i>	
		<ul style="list-style-type: none"> • Possession of Drugs for Sale 	
		E: SAFETY	25
		<i>Committed or attempted robbery or extortion.</i>	
		<ul style="list-style-type: none"> • Robbery, Extortion, Grand Theft: Violence Indicated 	
		F: NON-SAFETY	26
		<i>Caused, or attempted to cause, damage to school or private property.</i>	
		<ul style="list-style-type: none"> • Defacing School Property, Willfully causing or attempting to cause damage to school property 	
		G: NON-SAFETY	27
		<i>Stole, or attempted to steal, school or private property.</i>	
		<ul style="list-style-type: none"> • Stole or Attempted to Steal School or Personal Property (Petty Theft) • Grand Theft (Over \$500.00) 	
		H: NON-SAFETY	29
		<i>Possessed or used tobacco and/or tobacco products.</i>	
		<ul style="list-style-type: none"> • Possession and / or Use of Tobacco 	
		I: NON-SAFETY	30
		<i>Committed an obscene act or engaged in habitual profanity or vulgarity.</i>	
		<ul style="list-style-type: none"> • Committed Obscene Act — not sexual harassment • Habitual Profanity • Habitual Profanity Toward an Employee 	
		J: NON-SAFETY	31
		<i>Possessed, offered, arranged or negotiated to sell</i>	

K: NON-SAFETY

32

Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

- Severe Classroom Disruption
- Disruption to School Activities
- Gambling
- Forgery
- Verbal Abuse
- Continued Willful Disobedience, Refusal to Follow School Rules and Regulations, Defiance
- Interference and / or Obstruction

L: NON-SAFETY

34

Knowingly received stolen school or private property.

- Knowingly Received Stolen Property

M: SAFETY

35

Possessed an imitation firearm — as used in this section, “imitation firearm” means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude the replica is a firearm.

- Possession of an Imitation Weapon

N: SAFETY

36

Committed, or attempted to commit, a sexual assault or contact or committed a sexual battery.

- Sexual Assault

O: SAFETY

37

Harassed, threatened, or intimidated a witness.

- Harassed, Threatened or Intimidated a Witness

P: SAFETY & NON-SAFETY

38

Sexual Harassment —

- P1: Sexual Harassment (SAFETY)
- P2: Sexual Harassment, Inappropriate Verbal (NON-SAFETY)

Q: SAFETY

40

Hate Violence .

- Hate Violence

R: SAFETY

41

Intentionally engaged in harassment, threats or intimidation against a pupil, groups of pupils or staff

- Harassed, Threatened or Intimidated Individual, Groups or Staff

S: SAFETY

42

Pupil has made terrorist threats against school officials, school property or both

- Terrorist Threats

T: SAFETY

43

Aided or abetted the infliction, or attempted infliction, of physical injury

- Aid or Abet in the Infliction, or Attempted Infliction of Physical Injury

U: SAFETY

44

Engaged in, or attempted to engage in, hazing

- Hazing

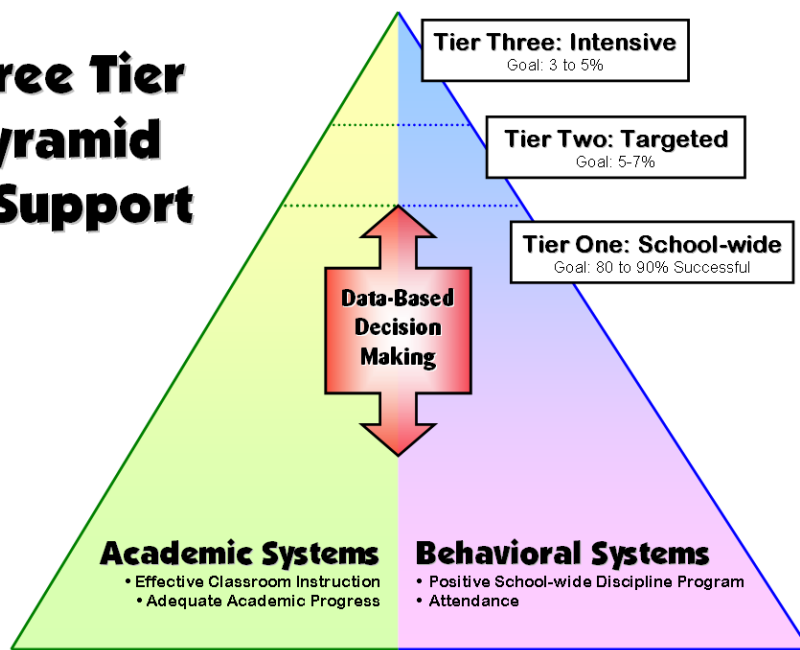
Special Education Guidelines

45

Federal Law — No Child Left Behind

45

Three Tier Pyramid of Support



Tier One Supports (School-wide):

Tier One Supports are proactive and preventive in nature. Since Tier One (school-wide) supports are built into the structure of the school, all students may benefit from these academic and behavioral supports.

School-wide behavior supports include:

- **positive school-wide discipline program**
- **progress monitoring** — routine evaluation of office referral and suspension data drives school-wide practices, procedures and interventions
- **on-going professional development** — positive behavior support training for all staff

Tier Two Supports (Targeted):

Tier Two supports (academic / behavioral) are short-term, scientifically-based interventions which are highly efficient and provide rapid response for students who are not making adequate progress with Tier One supports alone.

Targeted behavior supports include:

- **targeted skill development** — small group
- **progress monitoring** — routine evaluation of referral and suspension data drives targeted interventions
- **on-going professional development** — specialized training for targeted staff

Tier Three Supports (Individual):

Tier Three supports (academic / behavioral) are long-term, intensive interventions which focus on individual students.

Tier Three supports are appropriate for students identified, through the systematic review of data, as unable to make adequate progress with Tier One and Two supports alone. Tier Three supports may or may not include special education identification / placement.

TIER ONE (School-wide) Behavioral Supports (80-90%)

A POSITIVE SCHOOL-WIDE DISCIPLINE PROGRAM IS IMPLEMENTED

- Greater than 80% of all staff, certificate/classified, implement Positive Behavior Supports (PBS)
- A *Framework for a Positive School-wide Discipline Program* guides implementation

A POSITIVE BEHAVIOR SUPPORT (PBS) TEAM GUIDES TIERED IMPLEMENTATION

- A problem-solving, progress-monitoring team is operational
- The PBS team represents: certificated, classified, parents
- Administration actively supports PBS Team—funds, time
- Team meets regularly, sets school-wide goals, and documents implementation progress

TWO-WAY COMMUNICATION SYSTEMS ARE INTENTIONALLY CREATED AND MAINTAINED

- Systems are in place to link all school community members
 - Site links: i.e., Administration, Staff, Teams, Students, Campus Security
 - External links: i.e., District, Parents, Guest Teachers, Community
- Communication systems are open and honest

PBS TRAININGS ARE SCHEDULED & ROUTINELY PROVIDED

- Annual PBS training schedules are established for all staff, certificated / classified, and parents
- Trainings are provided by district and/or site personnel

REFERRAL PROCEDURES ARE ESTABLISHED / IMPLEMENTED

- District-approved Referral forms are adopted (Low & High Level)
- Referral forms identify *Environmental & Functional* Factors
- Referral forms are uniformly completed and processed
- Referral information is routinely input into district-wide data base

CONSEQUENCES ARE CONSISTENTLY APPLIED SCHOOL-WIDE

- Minor Offences and Major Infractions are defined
- Rule-violating behaviors are consistently corrected
- Misbehaviors are uniformly addressed — *Discipline Decision Matrix*

SCHOOL-WIDE EXPECTATIONS ARE ADOPTED, DEFINED AND

ENFORCED

- Three to five positively stated rules are adopted
- Rules are defined, by location, and posted
- Rules are consistently enforced by all staff

RULE-FOLLOWING BEHAVIORS ARE TAUGHT & PRACTICED

- A behavior lesson schedule is established school-wide
- Expected behaviors are routinely taught and practiced
- At least 80% of all students are able to state site expectations and provide specific examples

A SCHOOL-WIDE REINFORCEMENT SYSTEM IS ESTABLISHED

- A student incentive program is functional
- A staff incentive program is functional
- Rule-following behaviors are consistently acknowledged
- Adult / student interactions are predominately positive (goal: 5+ to 1-)

A PROACTIVE SUPERVISION POLICY IS ADOPTED AND ENFORCED

- A site supervision philosophy is agreed upon by all staff
- Supervision schedules and duties are clearly defined
- Practices and procedures are routinely evaluated for effectiveness

DATA ANALYSIS DRIVES SCHOOL-WIDE PROBLEM-SOLVING

- Routine review of referral/suspension data drives school-wide practices, procedures
- Data is used to determine the effectiveness of Tier 1 supports
- Routine evaluation of data drives implementation of additional Tier 1 supports

COMMUNITY PARTNERSHIPS ARE CREATED

- Links to community agencies, businesses and organizations are intentionally established

NOTE: Movement between Tier 1 and Tier 2 is managed by **Teacher Support Teams and IEP teams**

TIER TWO (Targeted) Behavioral Supports (5-7%)

SITE-BASED DATA/TEACHER SUPPORT TEAM(S) ARE ESTABLISHED

- Problem-solving, progress-monitoring teams are operational
- Administration actively supports teams — time
- Teams meet regularly to manage student movement between Tier 1 & Tier 2 and monitor student outcomes

TWO-WAY COMMUNICATION SYSTEMS ARE MAINTAINED

- Systems are in place to link targeted groups and/or programs
 - Site links: i.e., Administration, Staff, Counselors, Alternative Staff, Special Education Staff, Targeted Students
 - External links: i.e., District Personnel, Program Facilitators, Parents, Community

TARGETED PBS TRAINING NEEDS ARE IDENTIFIED / PROVIDED

- Targeted training is provided to identified staff: i.e., Alternative Staff, Special Ed. Staff, Substitute Teachers, Interventionists, New Staff, Campus Security Officers
- Targeted training is provided to identified parent groups

TARGETED SUPPORTS ARE IDENTIFIED AND AVAILABLE

- Targeted skill development classes are established and routinely evaluated for effectiveness
 - Social Skills, Conflict Resolution, Anger Mgmt., Victim Awareness, etc.
 - Prevention/Diversion: Drugs, Gang, Weapons, Violence, etc.
- Interventionists are in place to support targeted groups
- Youth Development options are established
- Short-term crisis intervention is made available

TARGETED POSITIVE REINFORCEMENT SYSTEMS ARE ESTABLISHED

- Reinforcement systems are established to support identified groups
 - Targeted groups are identified through review of data: grades, tracks, teams, Top Offenders, Similar Violations — disruption, non-compliance, peer conflicts, etc.

TARGETED SUPERVISION & MONITORING PRACTICES ARE ESTABLISHED

- Problem locations and/or groups are identified and addressed: i.e., altered schedules, increased supervision, closing identified areas

DATA ANALYSIS DRIVES TARGETED PROBLEM-SOLVING

- Data drives student movement between Tiers 1 & 2
- Routine evaluation of data drives interventions for targeted students
- Routine evaluation of data drives implementation of additional Tier 2 supports
- Data is used to determine effectiveness of Tier 2 supports

FUNCTIONAL BEHAVIORAL ASSESSMENTS (FBA) ARE CONDUCTED

- Data is analyzed to identify Environmental and Functional dynamics contributing to identified misbehaviors. i.e.:
 - Disrupting during class
 - Not dressing for PE
 - Fighting
 - Non-compliance toward Guest Teachers, etc.

ALTERNATE LEARNING CENTER PROVIDES TARGETED SUPPORT

- Students are recommended to alternative classes based on data review
 - Alternate Learning Center (ALC—removal of student from regularly scheduled activity, including but not limited to detention, in school suspension or other restriction of activity.)
- Student academic and behavioral skills are evaluated to identify and address deficit areas
- Student growth is routinely progress monitored

COMMUNITY SUPPORTS AND SERVICES ARE AVAILABLE

- Intentional structures are established to provide group interventions and/or supports
 - Mental health / family services
 - Probation / courts
 - Community Mentors

NOTE: Movement between Tier 2 and Tier 3 is managed by **Teacher Support Teams & IEP Teams**

TIER THREE (Individual) Behavioral Supports (3-5%)

504, TST, IEP TEAMS ARE OPERATIONAL

- Teams utilize progress monitoring data to structure individual support
- Administration actively supports teams — time, resources
- Teams meet regularly to manage student movement between Tier 2 & Tier 3 and monitor student outcomes

TWO-WAY COMMUNICATION SYSTEMS ARE MAINTAINED

- Systems are in place to link support personnel:
 - Site links: i.e., Administration, Staff, Counselors, Alternative Staff, Special Education Staff, Individual Students
 - External links: i.e., District, Program Facilitators, Parents

COLLABORATIVE SUPPORT AND/OR TRAINING IS AVAILABLE

- Collaboration occurs on multiple levels
 - From: i.e., Administrator, Teacher, Program Specialist, Counselor, Psychologist, Resource Teacher
 - To: i.e., Administrator, Teacher, Counselor, Region III Support Therapist, Parent Volunteers, One-on-One Aide

INTENSIVE SUPPORTS ARE IDENTIFIED AND AVAILABLE

- Intensive individual supports are implemented and appropriate personnel are actively involved, i.e.,
 - Counselor
 - Interventionist
 - Case Management
 - Multi-agency collaboration
- Crisis intervention is provided / facilitated

INDIVIDUAL REINFORCEMENT SYSTEMS ARE ESTABLISHED

- Reinforcement systems are established to support the learning of identified skills

DATA ANALYSIS DRIVES INDIVIDUAL PROBLEM-SOLVING

- Data determines student movement between Tiers 2 & 3
- Diagnostic assessment / progress monitoring drives individual intervention
- Frequent evaluation of data drives the identification and implementation

of additional Tier 3 supports

- Data is used to determine the effectiveness of Tier 3 supports

FUNCTIONAL BEHAVIORAL ASSESSMENTS (FBA) DRIVE INDIVIDUAL SUPPORT PLANNING

- Team develops Individual Behavior Support Plan (BSP)s to identify / address:
 - *Environmental Predictors & Supports*
 - *Functional Factors*
 - *Functionally Equivalent Replacement Behavior(s)*
 - *Reactive Strategies*
 - *Measurable & Observable Goals*
 - *Two-way Communication Systems*

BEHAVIORAL EMERGENCY PROCEDURES ARE ESTABLISHED

- Policies are formalized and distributed
- Trained staff respond to individuals deemed a danger to self / others
 - Incident Report

INTENSIVE ALTERNATIVE PROGRAMS AND/OR PLACEMENTS ARE AVAILABLE

- Regular education:
- Special education:
 - Resource
 - Self-contained
 - Non-Public School (NPS)
 - Residential placement, etc.

COMMUNITY SUPPORTS AND SERVICES ARE AVAILABLE

- Intentional structures are provided to support individual needs
 - Department of Human Services
 - Social workers
 - Probation / courts
 - Interventionists

Minor Offenses and Major Infractions

<p>Minor Offenses: Minor Offenses are misbehaviors managed “on the spot” (classroom, common areas, etc.). Interventions used to address/correct minor offenses are documented on <i>Low Level Referrals</i> which are then used to demonstrate a pattern of misbehavior.</p>	<p>Major Infractions: Major Infractions are violations which require the immediate attention of administrative staff. The interventions used to address and correct major infractions are documented on an <i>Office Referral Form</i> (High Level).</p>
<ul style="list-style-type: none"> ● Disruption, including running in halls ● Defiance ● Eating in class ● Non-compliance ● Property misuse ● Dress code ● Mild physical contact ● Inappropriate language ● Tardy ● Lying ● Cheating, plagiarism ● Out of bounds, including leaving or entering parking lot w/o permission / cutting class ● Trash / littering <p>See definitions on pages 9-10 for further explanation</p>	<p>Safety (High Level): A1, A2, A3, A4, A5, C1, C2, C3, C4, C5</p> <p>Safety:</p> <ul style="list-style-type: none"> ● A & A-2 —fight , assault, altercation ● B — weapon ● C — controlled substance, under influence (see also EC48915) ● D — controlled substance, sale ● E — robbery / extortion / stealing ● M — imitation firearm ● N — sexual assault, battery / rape, sexual contact ● O — harass / threaten / intimidate witness / stalking/ bullying ● P1 — sexual harassment (see also below — P.2, Non-Safety) ● Q — hate violence ● R — harass / threaten / intimidate individual, groups or staff ● S — terrorist threat ● T — aid / abet physical injury ● U — hazing <p>Non-Safety:</p> <ul style="list-style-type: none"> ● F — damaged property/ vandalism ● G — stole or attempted to steal school property ● H — tobacco ● I — obscene acts / vulgarity ● J — drug paraphernalia — sale ● K — chronic disruption / defiance ● L — received stolen property ● P2 — sexual harassment (see also above — P.1, Safety)

<p>Minor Offenses & Interventions:*</p>	<p>Clearly define / post the behavioral expectations.</p>
<p>Disrespect, Defiance & Non-Compliance: Failure to respond to adult requests and / or directives.</p>	<p>Implement procedures for all class routines - entering the room, handing in assignments, sharpening the pencil, welcoming a guest, etc.</p>
<p>Disruption: Interruption to the classroom / learning environment.</p>	<p>TEACH and ROLE-PLAY the behavioral expectations, classroom procedures, use of materials, etc. Demonstrate what the expected behavior “looks like” (positive example) as well as what it “does not look like” (non-example).</p>
<p>Property Misuse: Low level misuse / damage of school property.</p>	<p>Pre-correct - Prior to directing students to perform a task, provide a description of what the expected behavior will look like. “Lunch will be in two minutes. At that time, everyone will put away all materials, push in chairs and line up.”</p>
<p>Dress Code: Failure to comply to dress code standards.</p>	<p>Cue / Prompt / Remind - Provide a pre-arranged / previously taught cue to remind specific students to engage in the appropriate behavior.</p>
<p>Physical Contact: Inappropriate touching — horseplay, “friendly touching,” etc.</p>	<p>Acknowledge students who appropriately demonstrate the expected behavior.</p>
<p>Inappropriate Language: Language which is inappropriate yet not used in an abusive / threatening manner.</p>	<p>Specifically explain HOW the behavior did not meet the stated / taught expectation. “It is disrespectful to other students when you _____.”</p>
<p>Tardy: Failure to be in a designated place at the designated time.</p>	<p>Provide a warning - “Respect a school rule. All students are expected to talk respectfully to staff and students here at ABC School. This is your official warning.”</p>
	<p>Check for student understanding of the behavioral expectations - “Please summarize what we discussed so I ensure there is no confusion.”</p> <p>Evaluate the student’s skill repertoire. Determining if the student is capable of demonstrating the behavioral expectation. Evaluate behavior & academic domains.</p> <p>Determine the FUNCTION of the misbehavior. All behaviors serve a purpose (function). Determine what the student is <i>gaining</i> or <i>avoiding</i> by misbehaving?</p> <p>Provide a structured choice - clearly offer a choice between two alternatives and state the consequence for each. “You can work quietly on your assignment now and leave with the class or work with me during lunch.”</p> <p>Evaluate ENVIRONMENTAL factors within the classroom which may be contributing to the misbehavior: Space, Time, Materials, Interactions.</p> <p>Collaborate with colleagues to identify behavior patterns and trends (class to class, year to year, etc.).</p> <p>Use a variety of consequences: Positive Reinforcement, Negative Reinforcement, Penalties and Punishments. Remember, punishment is the least effective consequence for students with anti-social behaviors.</p> <p>Evaluate the effectiveness of consequences. Ineffective consequences must be analyzed and modified. Seek assistance for “out of the box” ideas.</p> <p>Involve a problem-solving team (grade, team, family, TST, 504, IEP).</p>

<p>Minor Offenses & Interventions:* (continued)</p>	<p>Clearly define / post the behavioral expectations.</p> <p>Implement procedures for all class routines - entering the room, handing in assignments, sharpening the pencil, welcoming a guest, etc.</p> <p>TEACH and ROLE-PLAY the behavioral expectations, classroom procedures, use of materials, etc. Demonstrate what the expected behavior "looks like" (positive example) as well as what it "does not look like" (non-example).</p> <p>Pre-correct - Prior to directing students to perform a task, provide a description of what the expected behavior will look like. "Lunch will be in two minutes. At that time, everyone will put away all materials, push in all chairs and line up."</p> <p>Cue / Prompt / Remind - Provide a pre-arranged / previously taught cue to remind specific students to engage in the appropriate behavior.</p> <p>Acknowledge students who appropriately demonstrate the expected behavior.</p> <p>Specifically explain HOW the behavior did not meet the stated / taught expectation. "It is disrespectful to other students when you _____."</p> <p>Provide a warning - "Respect a school rule. All students are expected to talk respectfully to staff and students here at ABC School. This is your official warning."</p> <p>Check for student understanding of the behavioral expectations - "Please summarize what we discussed so I ensure there is no confusion."</p> <p>Evaluate the student's skill repertoire. Determining if the student is capable of demonstrating the behavioral expectation. Evaluate behavior & academic domains.</p> <p>Determine the FUNCTION of the misbehavior. All behaviors serve a purpose (function). Determine what the student is <i>gaining</i> or <i>avoiding</i> by misbehaving?</p> <p>Provide a structured choice - clearly offer a choice between two alternatives and state the consequence for each. "You can work quietly on your assignment now and leave with the class or work with me during lunch."</p> <p>Evaluate ENVIRONMENTAL factors within the classroom which may be contributing to the misbehavior: Space, Time, Materials, Interactions.</p> <p>Collaborate with colleagues to identify behavior patterns and trends (class to class, year to year, etc.).</p> <p>Use a variety of consequences: Positive Reinforcement, Negative Reinforcement, Penalties and Punishments. Remember, punishment is the least effective consequence for students with anti-social behaviors.</p> <p>Evaluate the effectiveness of consequences. Ineffective consequences must be analyzed and modified. Seek assistance for "out of the box" ideas.</p> <p>Involve a problem-solving team (grade, team, family, TST, 504, IEP).</p>
<p>Lying: Stating / repeating statements that are untrue.</p>	
<p>Cheating: Presenting the work of others as one's own.</p>	
<p>Out of Bounds: Loitering or participating in activities outside designated areas.</p>	
<p>Trash / Littering: Discarding of items or dumping of trash in any location other than a trash can.</p>	
<p>Repeated Violations: In order for disruptive and defiant behaviors to reach the level of <i>repeated violations</i>, clear documentation of the student's behavior pattern, as well as site interventions to correct the behavior, must be established.</p>	

District-wide Referral Forms

TPSD Low Level Referral Form
BE SAFE! BE RESPONSIBLE! BE RESPECTFUL!

Student: _____ Staff Member: _____
 Time of incident: ____:____ Date of incident: _____ Grade / Track: _____

Location	Problem Behavior	Staff Intervention Administered
<input type="checkbox"/> Gate <input type="checkbox"/> On bus/bus area <input type="checkbox"/> Cafeteria <input type="checkbox"/> Classroom <input type="checkbox"/> Library <input type="checkbox"/> Office <input type="checkbox"/> Hallway <input type="checkbox"/> Quad <input type="checkbox"/> Restrooms <input type="checkbox"/> Lunch area <input type="checkbox"/> PE area <input type="checkbox"/> Playground <input type="checkbox"/> _____	<input type="checkbox"/> Disruption: _____ <input type="checkbox"/> Defiance: _____ <input type="checkbox"/> Disrespect: _____ <input type="checkbox"/> Non-compliance <input type="checkbox"/> Property misuse <input type="checkbox"/> Dress code <input type="checkbox"/> Physical contact <input type="checkbox"/> Inappropriate language <input type="checkbox"/> Tardy <input type="checkbox"/> Lying <input type="checkbox"/> Cheating <input type="checkbox"/> Out of bounds <input type="checkbox"/> Trash / littering <input type="checkbox"/> Refusal to dress: PE <input type="checkbox"/> _____	<input type="checkbox"/> Taught / Re-taught expectations <input type="checkbox"/> Taught / Role-played appropriate behavior <input type="checkbox"/> Pre-corrected: modeling appropriate behavior <input type="checkbox"/> Cued / Prompted student: _____ <input type="checkbox"/> Clarified how behavior did not meet expectation <input type="checkbox"/> Provided warning(s) prior to LLR <input type="checkbox"/> Checked student understanding of expectation <input type="checkbox"/> Provided a structured choice <input type="checkbox"/> Collaborated with colleagues <input type="checkbox"/> Evaluated students skill repertoire: academic / behavior <input type="checkbox"/> Met with / talked to parent <input type="checkbox"/> Reviewed student data for patterns/trends <input type="checkbox"/> _____ <input type="checkbox"/> _____

SU-276 Eng. (Estab. 1/07)

TPSD Low Level Referral Form
BE SAFE! BE RESPONSIBLE! BE RESPECTFUL!

Student: _____ Staff Member: _____
 Time of incident: ____:____ Date of incident: _____ Grade / Track: _____

Location	Problem Behavior	Staff Intervention Administered
<input type="checkbox"/> Gate <input type="checkbox"/> On bus/bus area <input type="checkbox"/> Cafeteria <input type="checkbox"/> Classroom <input type="checkbox"/> Library <input type="checkbox"/> Office <input type="checkbox"/> Hallway <input type="checkbox"/> Quad <input type="checkbox"/> Restrooms <input type="checkbox"/> Lunch area <input type="checkbox"/> PE area <input type="checkbox"/> Playground <input type="checkbox"/> _____	<input type="checkbox"/> Disruption: _____ <input type="checkbox"/> Defiance: _____ <input type="checkbox"/> Disrespect: _____ <input type="checkbox"/> Non-compliance <input type="checkbox"/> Property misuse <input type="checkbox"/> Dress code <input type="checkbox"/> Physical contact <input type="checkbox"/> Inappropriate language <input type="checkbox"/> Tardy <input type="checkbox"/> Lying <input type="checkbox"/> Cheating <input type="checkbox"/> Out of bounds <input type="checkbox"/> Trash / littering <input type="checkbox"/> Refusal to dress: PE <input type="checkbox"/> _____	<input type="checkbox"/> Taught / Re-taught expectations <input type="checkbox"/> Taught / Role-played appropriate behavior <input type="checkbox"/> Pre-corrected: modeling appropriate behavior <input type="checkbox"/> Cued / Prompted student: _____ <input type="checkbox"/> Clarified how behavior did not meet expectation <input type="checkbox"/> Provided warning(s) prior to LLR <input type="checkbox"/> Checked student understanding of expectation <input type="checkbox"/> Provided a structured choice <input type="checkbox"/> Collaborated with colleagues <input type="checkbox"/> Evaluated students skill repertoire: academic / behavior <input type="checkbox"/> Met with / talked to parent <input type="checkbox"/> Reviewed student data for patterns/trends <input type="checkbox"/> _____ <input type="checkbox"/> _____

SU-276 Eng. (Estab. 1/07)

TPSD Office Referral Form
BE SAFE! BE RESPONSIBLE! BE RESPECTFUL!

Student: _____ Referring Staff Member: _____
 Time of incident: ____:____ Date of incident: _____ Grade / Track: _____

Location	Problem Behavior	Environmental Factors	Possible Function
(Check only 1) <input type="checkbox"/> Gate <input type="checkbox"/> On bus/bus area <input type="checkbox"/> Cafeteria <input type="checkbox"/> Classroom <input type="checkbox"/> Library <input type="checkbox"/> Office <input type="checkbox"/> Hallway <input type="checkbox"/> Quad <input type="checkbox"/> Restrooms <input type="checkbox"/> Lunch area <input type="checkbox"/> PE area <input type="checkbox"/> Playground <input type="checkbox"/> _____	(Check only 1) <input type="checkbox"/> Fighting <input type="checkbox"/> Destruction of Property <input type="checkbox"/> Habitual Profanity <input type="checkbox"/> Theft / Possess Stolen Property <input type="checkbox"/> Harassment: _____ <input type="checkbox"/> Committed Obscene Act <input type="checkbox"/> Weapon: _____ <input type="checkbox"/> Other: _____ Chronic Minor Offenses <i>(Attach documentation)</i> <input type="checkbox"/> Disruption <input type="checkbox"/> Non-compliance <input type="checkbox"/> Inappropriate Language <input type="checkbox"/> Property Misuse <input type="checkbox"/> Tardy <input type="checkbox"/> Other: _____	(Check only 1) <input type="checkbox"/> Adult request / directive <input type="checkbox"/> Oral instruction <input type="checkbox"/> Individual seat work <input type="checkbox"/> Group work <input type="checkbox"/> Managing materials <input type="checkbox"/> External interruptions (guest, PA, phone call, etc.) <input type="checkbox"/> Classroom transitions <input type="checkbox"/> Passing period <input type="checkbox"/> Teasing from peers <input type="checkbox"/> Changes to routine <input type="checkbox"/> Guest Teacher <input type="checkbox"/> Assembly <input type="checkbox"/> Recess <input type="checkbox"/> _____	(Check only 1) <input type="checkbox"/> Gain peer attention <input type="checkbox"/> Gain adult attention <input type="checkbox"/> Gain / obtain item <input type="checkbox"/> Gain / obtain activity <input type="checkbox"/> Avoid peer(s) <input type="checkbox"/> Avoid adult(s) <input type="checkbox"/> Avoid seat work <input type="checkbox"/> Avoid group work <input type="checkbox"/> Avoid scheduled event <input type="checkbox"/> _____

Additional Comments:

Others involved in incident:
 None Peers Staff Guest Teacher

Last Contact with Parent / Guardian:
 Phone: ____/____/____ Conference: ____/____/____ Note Home: ____/____/____

Received in Office by: _____ **Received in office at:** ____:____

Administrative Action Taken:

<input type="checkbox"/> Ensured student receives Tier One Supports	<input type="checkbox"/> Checked understanding of expectations
<input type="checkbox"/> Evaluated skill level: Academic / Behavior	<input type="checkbox"/> Counselor intervention:
<input type="checkbox"/> Discussed Functional / Environmental Factors	<input type="checkbox"/> Met with / talked to guardian
<input type="checkbox"/> Developed behavior contract	<input type="checkbox"/> Assigned adult mentor
<input type="checkbox"/> Reviewed student data for patterns/trends	<input type="checkbox"/> Forwarded copy of referral to guardian
<input type="checkbox"/> Developed BSP <input type="checkbox"/> Referred to SST	<input type="checkbox"/> Provided additional Tier Two Supports:
<input type="checkbox"/> Detention: ____ <input type="checkbox"/> Suspension: ____	<input type="checkbox"/> OCS: ____ <input type="checkbox"/> Restricted Activity: _____

Administrator's Signature: _____ **Date:** _____

SU-275 (Estab. 1/07) White: Student File Yellow: Guardian Pink: Teacher Golden Rod: Other

Low Level Referral Form:
 Low Level Referral Form

Office Referral Form:
 Office Referral Form

CHRONIC MISBEHAVIORS: Questions to Consider

- Is the student consistently receiving Tier One (school-wide) behavior supports?**
- Does the student possess the skills necessary to:**
 - * appropriately resolve conflicts with peers and/or adults?
 - * successfully complete academic requirements?
 - * resist peer recruitment (gangs, drugs, hazing, etc.)?If no, what targeted skill development is necessary?
- What INTERVENTIONS, as opposed to punishments, have been implemented?**
- What ENVIRONMENTAL FACTORS* (triggers) at school are contributing to the misbehavior?**
What is missing or present in the environment which supports the continued use of the misbehavior?
- What FUNCTION* does the misbehavior serve? What is gained or avoided by engaging in the misbehavior?**
- Has the student been seen by the school counselor?**
- Has the student been provided targeted skill development? i.e., anger management, conflict resolution**
- Has the student been seen by a private agency?**
- Has the student been paired with an adult mentor to help build positive school relationships?**
- Does the student have a behavior contract or Behavior Intervention Plan (BIP)?**
- Has the student been referred to the Teacher Support Team (TST)?**
- Has the student been diagnosed with a medical / psychiatric condition which requires medication?**

REMINDER: Punishments are one of the LEAST EFFECTIVE responses to students who demonstrate a pattern of anti-social behavior. Students with chronic behavior concerns, will require interventions which are thoughtfully constructed and routinely evaluated for effectiveness.

CONDUCTING A THOROUGH INVESTIGATION: Points to Consider

Suspension and expulsion of students can only occur pursuant to state law and Board policy. Any decision to suspend or expel a pupil must be based upon substantial evidence following a thorough investigation by school officials.

Substantial Evidence is a legal term which requires evidence to be: 1) reasonable in nature, 2) credible, and of 3) solid value. When conducting an investigation for the purpose of suspension or expulsion, administrators must ensure they gather evidence which would be considered “substantial” by a group of “reasonable people.”

The following types of evidence may be used alone, or in any combination, to establish “substantial evidence” so long as it is of the quality and credibility to prove the allegation.

- 1) Direct Evidence** (legal definition): Evidence which directly/conclusively proves a fact without inference or presumption (credible eyewitness testimony, sworn written student admission, video).
- 2) Circumstantial Evidence:** Evidence which requires an inference or presumption of fact (a weapon found on the scene, controlled substance found on the scene).

Prior to suspending or recommending a student for expulsion, administrators must conduct a thorough investigation following all due process requirements. Suspensions and expulsion recommendations which do not follow a thorough investigation may be reversed (i.e., suspension expunged, expulsion recommendation terminated and student returned to the recommending site).

Procedures for Gathering Evidence:

1) Disciplinary notes must:

- clearly document incident: brief, easily understood, chronological order, accurate portrayal
- exact time/date of incident
- name of person(s) present or involved in any degree: adult witnesses, student witnesses and potential suspects
- location of incident
- names of all persons involved in the incident (legal names and, if applicable, nicknames). If the names of some participants are unknown, then physical descriptions are mandatory.

(continued on next page)

(CONTINUED FROM PREVIOUS PAGE)

2) Witnesses statements must:

- be collected from all witnesses
- be conducted at the time of the incident -- if circumstances prohibit interviewing witnesses at the time, interviews must be conducted as soon as possible
- be in original handwriting
- be specific and as detailed as possible
- be reviewed for clarity
- include date when written
- contain all names of accused or victims

3) Administrator statements must be accurate and factually based

4) Submitted evidence must clearly relate to the alleged violation (photographs, maps, diagrams, etc.)

5) Conclusions must be based on facts (premature or personal opinions cannot be considered)

6) Appropriate violation must be determined once all facts are gathered (refer to the *Discipline Decision Matrix* to determine if the violation requires a suspension or recommendation for expulsion)

7) Written documentation of findings must be included in the discipline file for all suspensions

School officials have a responsibility to conduct thorough investigations and respond immediately to violations. The Discipline Decision Matrix is a district-wide document created to assist site administrators in the consistent: **1) application of administrative action(s)**, and **2) provision of student intervention(s)**.

UNIQUE BUS VIOLATIONS & DISCIPLINE: For all other behaviors follow Discipline Decision Matrix

TPSD recognizes that students who regularly ride the school bus may present disciplinary problems. Students will be held to a strict account for their conduct on the way to and from school. TPSD has the authority to establish a student code of conduct applicable to bus riders and to discipline students for violations thereof. Consequently, students who exhibit adverse behavior while being transported via school bus are subject to the disciplinary actions outlined in the *Discipline Decision Matrix (DDM)*, and Board Policy: Student Conduct on School Buses (JICC).

The principal/designee is responsible for ensuring all rules, procedures, policies, and state law requirements are enforced. It is the responsibility of the Transportation Department to notify appropriate administrative staff of all disciplinary concerns. It is the responsibility of site administration to follow the guidelines outlined in the *DDM* to address the student's bus conduct. All suspensions/disciplinary actions must be entered into SAMS.

The following is a list of transportation behaviors as they relate to the DDM. All other disciplinary issues are addressed within the *DDM*.

Offense	Definition	Administrative Action
Hanging Out of Window	Exposing arms or other body parts through bus windows	
Unnecessary Noise/ Disruption	Talking and/or yelling loudly, refusing to maintain quiet while on board the bus	See K
Defiance (Of Driver)	A) MS/HS: Failure to provide a valid bus pass or producing a fraudulent pass B) Issuing one's bus pass to another student for the purpose of boarding	See K
Destruction of Property	Destroying property of TPSD or other students,	See F
Eating / Drinking	Eating or drinking while on board the bus	See K
Tampering with Bus Equipment	Tampering with an Emergency Exit, windows, other bus equipment	See K
Harassment / Bullying	Intentionally harassing, threatening, or intimidating other students, driver, or attendant	See O & R
Lighter, matches / Smoking	Lighting a cigarette lighter or striking a match; smoking on the bus	See H
Failure to Remain Seated	A) Refusing to remain seated, changing seats, climbing over or under seats B) Refusing to share a seat with other students	See K
Sexual Harassment	See JBAA	See JBAA / P
Throwing Objects	Throwing objects in or out of the bus	See K
Improper Boarding/Exit	Climbing through windows or exiting the Emergency Exit without authorization	See K
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A-1 — SAFETY

Caused, attempted to cause, or threatened to cause physical injury to another person.

The following must be submitted in order to substantiate discipline up to and including expulsion:

- Evidence the student has participated in a verbal or physical altercation or has attempted to cause injury to someone by making a verbal or written threat to another person on school grounds or at school related functions.
- Documentation by the administrator and statements by the victim and witness(es).
- Statement by accused agreeing they committed the violation, as stated by the administration (where possible).

A-1: ELEMENTARY — SAFETY

A-1	1st Offense	2nd Offense	3rd Offense	4th Offense
<p>SAFETY: LEVEL 1 (K-5)</p> <ul style="list-style-type: none"> • Verbal Altercation • Verbal Altercation: Threatening Bodily Harm • Fighting: Pushing, Shoving (resulting in minor scuffle) • Fighting: Mutual Combat without Injury 	<p>Administrative Action (K-2):</p> <ul style="list-style-type: none"> • Alternate Learning Center* • 1-3 day suspension <p>Administrative Action (3-5):</p> <ul style="list-style-type: none"> • Alternate Learning Center • 1—3 day suspension <p>Interventions (K-5):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Meet with counselor <input type="checkbox"/> Identify contributing Functional and Environmental Factors* <input type="checkbox"/> Develop behavior contract:* <input type="checkbox"/> Parent attends school conference <p>*ALC—removal of student from regularly scheduled activity including but not limited to detention, suspension and other restriction of activity.</p>	<p>Administrative Action (K-2):</p> <ul style="list-style-type: none"> • Alternate Learning Center • 1-5 day suspension <p>Administrative Action (3-5):</p> <ul style="list-style-type: none"> • Alternate Learning Center • 1—3 day suspension <p>Interventions (K-5):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Prevention Program — targeted skill development <input type="checkbox"/> Evaluate consequences and intervention effectiveness <input type="checkbox"/> Review behavior contract <input type="checkbox"/> Parent attends school conference 	<p>Administrative Action (K-2):</p> <ul style="list-style-type: none"> • Alternate Learning Center • 1—5 day suspension <p>Administrative Action (3-5):</p> <ul style="list-style-type: none"> • Alternate Learning Center • 1—5 day suspension • Contact School Police • Possible recommendation for expulsion <p>Interventions (K-5):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide intervention: counselor <input type="checkbox"/> Provide Tier Two supports <input type="checkbox"/> Parent attends school conference <input type="checkbox"/> Develop BIP <input type="checkbox"/> Refer to TST 	<p>Administrative Action (K-2):</p> <ul style="list-style-type: none"> • 1-10 day suspension • Contact School Police • Possible recommendation for expulsion <p>Administrative Action (3-5):</p> <ul style="list-style-type: none"> • 1-10 day suspension • Contact School Police • Possible recommendation for expulsion <p>Interventions (K-5):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Counselor provides parent with multiple district and community resources <input type="checkbox"/> Provide intervention: counselor <input type="checkbox"/> Parent attends school conference <input type="checkbox"/> Review BIP <input type="checkbox"/> Review TST process and interventions <input type="checkbox"/> Consider Tier Three supports

A-1: ELEMENTARY — SAFETY

A-1	1st Offense	2nd Offense	3rd Offense	4th Offense
<p>SAFETY: LEVEL 2 (K-5)</p> <ul style="list-style-type: none"> • Fighting: Mutual Combat Minor Injury without Medical Attention (black eye without lacerations to nose, small scratches or cuts without severe bleeding) • Fighting or Assault on a Student: Unprovoked • Fighting: Gang Related 	<p>Administrative Action (K-2):</p> <ul style="list-style-type: none"> • Alternate Learning Center • 1—3 day suspension <p>Administrative Action (3-5):</p> <ul style="list-style-type: none"> • Alternate Learning Center • 1—5 day suspension <p>Interventions (K-5):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Counselor: targeted skill development <input type="checkbox"/> Identify contributing Functional and Environmental Factors* <input type="checkbox"/> Develop behavior contract.* <input type="checkbox"/> Parent conference 	<p>Administrative Action (K-2):</p> <ul style="list-style-type: none"> • Alternate Learning Center • 1—5 day suspension <p>Administrative Action (3-5):</p> <ul style="list-style-type: none"> • Alternate Learning Center • 1—5 day suspension • Contact School Police • Possible recommendation for expulsion <p>Interventions (K-5):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Prevention Program — targeted skill development <input type="checkbox"/> Provide Tier Two supports <input type="checkbox"/> Parent attends school conference <input type="checkbox"/> Develop BIP 	<p>Administrative Action (K-2):</p> <ul style="list-style-type: none"> • 1-10 day suspension • Contact School Police • Possible recommendation for expulsion <p>Administrative Action (3-5):</p> <ul style="list-style-type: none"> • 1-10 day suspension • Contact School Police • Recommend expulsion <p>Interventions (K-5):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Counselor provides parent with multiple district and community resources <input type="checkbox"/> Provide intervention: counselor <input type="checkbox"/> Parent attends school conference <input type="checkbox"/> Review BIP <input type="checkbox"/> Refer to TST <input type="checkbox"/> Consider Tier Three supports 	

A-2 — SAFETY

Willfully used force or violence upon the person of another, except in self-defense.

The following must be submitted in order to substantiate discipline up to and including expulsion:

- Evidence the student, while under the jurisdiction of the school and without provocation, participated in a physical altercation causing minor trauma to the victim.
- Statements by: victim, credible witness(es).
- Statement by accused agreeing they committed the violation, as stated by administration.
- Photographic evidence of the injury — extent of injury must be visible.
- Documentation of medical intervention(s) for victim.

A-2: ELEMENTARY — SAFETY

A-2	1st Offense	2nd Offense	3rd Offense	4th Offense
<p>SAFETY: LEVEL 3 (K-5)</p> <p>Fight: Gang Related</p>	<p>Administrative Action (K-2):</p> <ul style="list-style-type: none"> • 1—3 day suspension <p>Administrative Action (3-5):</p> <ul style="list-style-type: none"> • 1—5 day suspension • Contact School Police • Recommendation for alternate placement for 20 days <p>Interventions (K-5):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Prevention Program — targeted skill development <input type="checkbox"/> Identify contributing Functional and Environmental Factors* <input type="checkbox"/> Develop behavior contract:* <input type="checkbox"/> Parent conference 	<p>Administrative Action (K-2):</p> <ul style="list-style-type: none"> • 1—5 day suspension • Contact School Police • Possible recommendation for expulsion <p>Administrative Action (3-5):</p> <ul style="list-style-type: none"> • 1—5 day suspension • Contact School Police • Possible recommendation for expulsion <p>Interventions (K-5):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Counselor provides parent with multiple district and community resources <input type="checkbox"/> Provide intervention: counselor <input type="checkbox"/> Develop BIP <input type="checkbox"/> Parent attends school conference <input type="checkbox"/> Consider Tier Three supports 		
<p>SAFETY: LEVEL 4 (K-5)</p> <ul style="list-style-type: none"> • Fighting: Serious Injury / Assault (broken bones, contusions, convulsions, unconscious due to fight, stitches, shot, stabbed) MUST notify victim / parent of their right to transfer under NCLB • Assault / Battery (staff member) 	<p>Administrative Action (K-2):</p> <ul style="list-style-type: none"> • 1—3 day suspension • Contact School Police • Possible recommendation for expulsion <p>Administrative Action (3-5):</p> <ul style="list-style-type: none"> • 1-5 day suspension • Contact School Police • Possible recommendation for alternative placement for 20 days • Possible recommendation for expulsion <p>Interventions (K-5):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Counselor provides parent with multiple district and community resources <input type="checkbox"/> Provide intervention: counselor <input type="checkbox"/> Parent attends school conference <input type="checkbox"/> Consider Tier Three supports 			

B — SAFETY

Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other object that can be used as a weapon.

The following shall be submitted in order to substantiate an expulsion recommendation:

MCA 37-11-18 allows the principal of a school to recommend expulsion for possession of any controlled substance, knife, handgun, other firearm, or any other instrument considered to be dangerous and capable of causing bodily harm or who commits a violent act at school or at a school activity off school grounds (see Appendix).

- Description (length, color, size) and photograph of the object.
- Statements by: accused, witness(es).
- Documentation from anonymous witness(es).
- Copy of mandatory Police Report.

Students in possession of a knife (threatening manner) or a gun fall under this violation.

The following weapons apply to this violation: knives, daggers, handguns, other firearms, explosives of any sort, other dangerous weapons such as: brass knuckles, razor blades, and tools, such as: a screwdriver that has been sharpened at the end. Other dangerous objects would be throwing stars, ballistic knives, black jacks, billy clubs, sand clubs, and nunchakus and other objects of the like.

Illegal explosives are not fireworks but vary in size and color. Among those are the M-80, M-100, Silver Salute, M-250, M-1000, and Quarter Stick. All these explosives are dangerous and can cause severe damage to the body (see Appendix).

B: ELEMENTARY — SAFETY

B	1st Offense	2nd Offense	3rd Offense	4th Offense
<p>SAFETY: LEVEL 4 (K-5)</p> <ul style="list-style-type: none"> ● Possession of a Knife or Other Dangerous Object ● Brandishing a Knife or Other Dangerous Object at Another Person MANDATORY <i>Must notify victim/parent of their right to transfer under NCLB</i> ● Possession of, or Brandishing, Gun MANDATORY <i>Must notify victim/parent of their right to transfer under NCLB</i> ● Possession of Explosive Device (M80, M100, or other powerful explosives) 	<p>Administrative Action (K-2):</p> <ul style="list-style-type: none"> ● 1-10 day suspension ● Contact School Police ● Possible recommendation for alternative placement ● Possible recommendation for expulsion <p>Administrative Action (3-5):</p> <ul style="list-style-type: none"> ● 1-10 day suspension ● Contact School Police ● Recommendation for alternative placement for 45 days ● Possible recommendation for expulsion <p>Interventions (K-5):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Counselor provides parent with multiple district and community resources <input type="checkbox"/> Provide intervention: counselor <input type="checkbox"/> Parent attends school conference <input type="checkbox"/> Consider Tier Three supports 			

C — SAFETY

Possessed, used, sold, transferred, or otherwise furnished; or been under the influence of any controlled substance, alcohol or intoxicant.

The following shall be submitted in order to substantiate discipline up to and including expulsion:

- Evidence the student was found in possession of, or under the influence of, an identified controlled substance (alcohol or other intoxicant). Trained professionals such as: school nurses, police officers, school security or resource officers may provide this evidence.
- Photographic evidence of the controlled substance.
- If applicable, test results which identify the substance found.
- Where possible, admission by the accused of possession or use of the controlled substance while under the jurisdiction of the school site.
- Statements by witness(es).
- Documentation from anonymous witness(es).

All controlled substances must be confiscated as evidence.

State law and District policy allows for expulsion, suspension, reassignment to the Alternative Program and/or assignment to all a drug counseling and education program. If the District has recommended the student to a drug counseling and education program, a parent conference must be held, in which the parent agrees to the terms of this program in lieu of a recommendation for expulsion. Failure to adhere to this program may result in a mandatory recommendation for expulsion. This, however, does not apply to the selling of illegal drugs on campus. See Appendix for Board Policy; Contact Student Assistance Program for more information.

C: ELEMENTARY — SAFETY

C	1st Offense	2nd Offense	3rd Offense	4th Offense
<p>SAFETY: LEVEL 3 (K-5)</p> <ul style="list-style-type: none"> ● Possession of Drugs, Alcohol or any Controlled Substance ● Under the Influence of Drugs, Alcohol or any Controlled Substance 	<p>Administrative Action (K-2):</p> <ul style="list-style-type: none"> ● 1—3 day suspension ● Contact School Police <p>Administrative Action (3-5):</p> <ul style="list-style-type: none"> ● 1—5 day suspension ● Contact School Police <p>Interventions (K-5):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Prevention Program — targeted skill development <input type="checkbox"/> Identify contributing Functional and Environmental Factors* <input type="checkbox"/> Develop behavior contract:* <input type="checkbox"/> Parent conference 	<p>Administrative Action (K-2):</p> <ul style="list-style-type: none"> ● 1—10 day suspension ● Contact School Police ● Possible recommendation for expulsion <p>Administrative Action (3-5):</p> <ul style="list-style-type: none"> ● 1-10 day suspension ● Contact School Police ● Possible recommendation for expulsion <p>Interventions (K-5):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Counselor provides parent with multiple district and community resources <input type="checkbox"/> Provide intervention: counselor <input type="checkbox"/> Develop BIP <input type="checkbox"/> Parent attends school conference <input type="checkbox"/> Consider Tier Three supports 		

D — SAFETY

Offered, arranged, or negotiated to sell any controlled substance, alcohol, or intoxicant or representation of items thereof.

The following must be submitted in order to substantiate discipline up to and including expulsion:

- Photographic evidence of the sold controlled substance, or substance represented as such.
- Test results of the controlled substance.
- Statements by: witness(es) reporting sales (i.e. money collected for drugs, etc.).

The sale of a controlled substance or substances represented as controlled substances is grounds for suspension or recommendation for expulsion.

Confiscate all evidence and give to School Police.

Controlled substances are identified as heroin, cocaine, crack, LSD, PCP, amphetamines, methamphetamines, marijuana, hashish, and alcohol. Intoxicants include, but are not limited to toxic inhalants such as spray cans, nitrous oxide, etc.

An example of substances being represented as a controlled substance would be a student selling oregano as marijuana, or the selling of an over-the-counter look-alike non-prescription drug as a controlled substance.

D: ELEMENTARY — SAFETY

D	1st Offense	2nd Offense	3rd Offense	4th Offense
<p>SAFETY: LEVEL 4 (K-5)</p> <p>Possession of Drugs for Sale</p> <p><i>Must notify victim/parent of their right to transfer under NCLB</i></p>	<p>Administrative Action (K-2):</p> <ul style="list-style-type: none"> • 5-10 day suspension • Contact School Police • Possible recommendation for expulsion <p>Administrative Action (3-5):</p> <ul style="list-style-type: none"> • 5-10 day suspension • Contact School Police • Possible recommendation for expulsion <p>Interventions (K-5):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Counselor provides parent with multiple district and community resources <input type="checkbox"/> Provide intervention: counselor <input type="checkbox"/> Parent attends school conference <input type="checkbox"/> Consider Tier Three supports 			

E — SAFETY

Committed or attempted robbery or extortion.

The following must be submitted in order to substantiate discipline up to and including expulsion:

- Statements by: victim, direct witness(es) and supporting witness(es) to the act of robbery or extortion.
- Interviews from: accused and witness(es) named by the accused.

Extortion is defined as blackmail. Example: A student demands money from another person — “Give me money or I’ll get you later!” (see Appendix for Mississippi Code Annotated section 97-3-82).

Robbery is defined as the taking of personal property in the possession of another, against his/her will, accomplished by means of fear and force (see Appendix for Mississippi Code Annotated section 97-3-73).

E: ELEMENTARY — SAFETY

E	1st Offense	2nd Offense	3rd Offense	4th Offense
<p>SAFETY: LEVEL 3 (K-5)</p> <p>Robbery, Extortion, Grand Theft: Violence Indicated</p> <p><i>Must notify victim/parent of their right to transfer under NCLB</i></p>	<p>Administrative Action (K-2):</p> <ul style="list-style-type: none"> • 1—3 day suspension <p>Administrative Action (3-5):</p> <ul style="list-style-type: none"> • 1—5 day suspension • Contact School Police • Possible recommendation for expulsion <p>Interventions (K-5):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Prevention Program — targeted skill development <input type="checkbox"/> Identify contributing Functional and Environmental Factors* <input type="checkbox"/> Develop behavior contract:* <input type="checkbox"/> Parent conference 	<p>Administrative Action (K-2):</p> <ul style="list-style-type: none"> • 1—5 day suspension • Contact School Police • Possible recommendation for expulsion <p>Administrative Action (3-5):</p> <ul style="list-style-type: none"> • 1-10 day suspension • Contact School Police • Possible recommendation for expulsion <p>Interventions (K-5):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Counselor provides parent with multiple district and community resources <input type="checkbox"/> Provide intervention: counselor <input type="checkbox"/> Develop BIP <input type="checkbox"/> Parent attends school conference <input type="checkbox"/> Consider Tier Three supports 		

F — NON-SAFETY

Caused or attempted to cause damage to school or private property.

The following must be submitted in order to substantiate discipline up to and including expulsion:

- Photographic evidence of the defaced property — school / private
- Statements by: witness(es), accused
- Statement by the Security Resource Officer (SRO) — recommended
- Assessment of damage to the school site — TPSD Finance Department

F: ELEMENTARY — NON-SAFETY

F	1st Offense	2nd Offense	3rd Offense	4th Offense
<p>NON-SAFETY: LEVEL 3 (K-5)</p> <p>Defacing School Property, Willfully causing damage or attempting to cause damage to school property</p>	<p>Administrative Action (K-2):</p> <ul style="list-style-type: none"> • Alternate Learning Center • 1—3 day suspension • Restitution <p>Administrative Action (3-5):</p> <ul style="list-style-type: none"> • Alternate Learning Center • 1—3 day suspension • Restitution <p>Interventions (K-5):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Counselor: targeted skill development <input type="checkbox"/> Evaluate skill level — academic and behavioral <input type="checkbox"/> Identify contributing Functional and Environmental Factors* <input type="checkbox"/> Develop behavior contract:* <input type="checkbox"/> Review student data for patterns and trends <input type="checkbox"/> Parent attends school conference 	<p>Administrative Action (K-2):</p> <ul style="list-style-type: none"> • 1—5 day suspension • Contact School Police • Possible recommendation for expulsion — extension of suspension • Restitution <p>Administrative Action (3-5):</p> <ul style="list-style-type: none"> • 1—5 day suspension • Contact School Police • Possible recommendation for expulsion — extension of suspension • Restitution <p>Interventions (K-5):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Counselor provides parent multiple district/community resources <input type="checkbox"/> Provide intervention: counselor <input type="checkbox"/> Parent attends school conference <input type="checkbox"/> Develop BIP and/or TST <input type="checkbox"/> Consider Tier Three Supports 		

G — NON-SAFETY

Stole, or attempted to steal, school or private property.

The following must be submitted in order to substantiate discipline up to and including expulsion:

- Direct evidence or testimony supporting the act of stealing.
- Amount or cost of the item stolen or attempted to be stolen.
- Statements by: witness(es), accused.
- Interview with the accused.

G: ELEMENTARY — NON-SAFETY

G	1st Offense	2nd Offense	3rd Offense	4th Offense
<p>NON-SAFETY: LEVEL 1 (K-5)</p> <p>Stole, or Attempted to Steal School/ Personal Property (petty theft)</p>	<p>Administrative Action (K-2):</p> <ul style="list-style-type: none"> • Alternate Learning Center • Restitution <p>Administrative Action (3-5):</p> <ul style="list-style-type: none"> • Alternate Learning Center • Restitution <p>Interventions (K-5):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ensure student is receiving Tier One supports <input type="checkbox"/> Meet with counselor <input type="checkbox"/> Check student understanding of rules / expectations <input type="checkbox"/> Provide structured choice <input type="checkbox"/> Evaluate skill level—academic and behavioral <input type="checkbox"/> Parent conference — phone 	<p>Administrative Action (K-2):</p> <ul style="list-style-type: none"> • Alternate Learning Center • 1-5 day suspension • Restitution <p>Administrative Action (3-5):</p> <ul style="list-style-type: none"> • Alternate Learning Center • 1–5 day suspension • Restitution <p>Interventions (K-5):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide intervention: counselor <input type="checkbox"/> Identify contributing Functional and Environmental Factors* <input type="checkbox"/> Develop behavior contract:* <input type="checkbox"/> Parent conference — school 	<p>Administrative Action (K-2):</p> <ul style="list-style-type: none"> • Alternate Learning Center • 1—10 day suspension • Restitution <p>Administrative Action (3-5):</p> <ul style="list-style-type: none"> • Alternate Learning Center • 1—10 day suspension • Restitution <p>Interventions (K-5):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Counselor: targeted skill development <input type="checkbox"/> Evaluate consequences and intervention effectiveness <input type="checkbox"/> Review student data for patterns and trends <input type="checkbox"/> Review behavior contract <input type="checkbox"/> Parent attends school conference 	<p>Administrative Action (K-2):</p> <ul style="list-style-type: none"> • 1—10 day suspension • Continue progressive discipline and intervention plan: may lead to expulsion • Restitution <p>Administrative Action (3-5):</p> <ul style="list-style-type: none"> • 1—10 day suspension • Continue progressive discipline and intervention plan: may lead to expulsion • Restitution <p>Interventions (K-5):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide intervention: counselor <input type="checkbox"/> Provide Tier Two supports <input type="checkbox"/> Parent attends school conference <input type="checkbox"/> Develop BIP <input type="checkbox"/> Refer to TST

G: ELEMENTARY — NON-SAFETY

G	1st Offense	2nd Offense	3rd Offense	4th Offense
<p>NON-SAFETY: LEVEL 3 (K-5)</p> <p>Grand Theft (Amount over \$500.00)</p>	<p>Administrative Action (K-5):</p> <ul style="list-style-type: none"> • Alternate Learning Center • 1—3 day suspension • Contact School Police • Restitution <p>Interventions (K-5):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Counselor: targeted skill development <input type="checkbox"/> Evaluate skills: academic/behavioral <input type="checkbox"/> Identify contributing Functional and Environmental Factors* <input type="checkbox"/> Develop behavior contract:* <input type="checkbox"/> Review student data:patterns/trends <input type="checkbox"/> Parent attends school conference 	<p>Administrative Action (K-5):</p> <ul style="list-style-type: none"> • 1—5 day suspension • Contact School Police • Possible recommendation for expulsion • Restitution <p>Interventions (K-5):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Counselor provides parent multiple district/community resources <input type="checkbox"/> Provide intervention: counselor <input type="checkbox"/> Provide Tier Two supports <input type="checkbox"/> Parent attends school conference <input type="checkbox"/> Develop BIP, Refer to TST <input type="checkbox"/> Consider Tier Three Supports 		

H — NON-SAFETY

Possessed or used tobacco or tobacco products.

The following must be submitted in order to substantiate discipline up to and including expulsion:

- Evidence administration has provided three or more warnings regarding smoking or having cigarettes on campus.

Refer student to a **Smoking Cessation Program**. Contact Student Assistance Programs for further information.

H: ELEMENTARY — NON-SAFETY

H	1st Offense	2nd Offense	3rd Offense	4th Offense
<p>NON-SAFETY: LEVEL 1 (K-5)</p> <p>Possession and/or use of Tobacco or Tobacco Product</p>	<p>Administrative Action (K-2):</p> <ul style="list-style-type: none"> • Alternate Learning Center <p>Administrative Action (3-5):</p> <ul style="list-style-type: none"> • Alternate Learning Center <p>Interventions (K-5):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ensure student is receiving Tier One supports <input type="checkbox"/> Meet with counselor <input type="checkbox"/> Check student understanding of rules / expectations <input type="checkbox"/> Provide structured choice <input type="checkbox"/> Evaluate skill level—academic and behavioral <input type="checkbox"/> Parent conference — phone 	<p>Administrative Action (K-2):</p> <ul style="list-style-type: none"> • Alternate Learning Center • 1-5 day suspension <p>Administrative Action (3-5):</p> <ul style="list-style-type: none"> • Alternate Learning Center • 1–5 day suspension <p>Interventions (K-5):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Tobacco Cessation <input type="checkbox"/> Provide intervention: counselor <input type="checkbox"/> Identify contributing Functional and Environmental Factors* <input type="checkbox"/> Develop behavior contract:* <input type="checkbox"/> Parent conference — school 	<p>Administrative Action (K-2):</p> <ul style="list-style-type: none"> • Restrict activity • Assign detention • 1–10 day suspension <p>Administrative Action (3-5):</p> <ul style="list-style-type: none"> • Restrict activity • Assign detention • 1—10 day suspension <p>Interventions (K-5):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Tobacco Cessation <input type="checkbox"/> Counselor: targeted skill development <input type="checkbox"/> Evaluate consequences and intervention effectiveness <input type="checkbox"/> Review student data for patterns and trends <input type="checkbox"/> Review behavior contract <input type="checkbox"/> Parent attends school conference 	<p>Administrative Action (K-2):</p> <ul style="list-style-type: none"> • 1—10 day suspension • Continue progressive discipline and intervention plan: may lead to expulsion <p>Administrative Action (3-5):</p> <ul style="list-style-type: none"> • 1—10 day suspension • Continue progressive discipline and intervention plan: may lead to expulsion <p>Interventions (K-5):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide intervention: counselor <input type="checkbox"/> Provide Tier Two supports <input type="checkbox"/> Parent attends school conference <input type="checkbox"/> Develop BIP <input type="checkbox"/> Refer to TST

I — NON-SAFETY

Committed an obscene act or engaged in profanity or vulgarity.

The following must be submitted in order to substantiate discipline up to and including expulsion:

- Direct evidence and admission by the accused.
- Documentation of the incident(s) involving the use of profanity, obscenity, or profanity.
- Anecdotal record, if continuous violation.
- Statements by: witness(es).

This act pertains to the use of vulgar, profane language or an act as defined by proper society as obscene. Examples: Prolonged cursing toward staff, exposing oneself in public, etc.

While it is not typical for a student to be expelled for this violation alone, it is possible when the misbehavior results in extreme problems on campus. Generally this violation is coupled with a more severe violation.

I: ELEMENTARY — NON-SAFETY

I	1st Offense	2nd Offense	3rd Offense	4th Offense
<p>NON-SAFETY: LEVEL 1 (K-5)</p> <ul style="list-style-type: none"> ● Committed an Obscene Act (excluding sexual harassment) ● Habitual Profanity 	<p>Administrative Action (K-2):</p> <ul style="list-style-type: none"> • Alternate Learning Center <p>Administrative Action (3-5):</p> <ul style="list-style-type: none"> • Alternate Learning Center <p>Interventions (K-5):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ensure student is receiving Tier One supports <input type="checkbox"/> Meet with counselor <input type="checkbox"/> Check student understanding of rules / expectations <input type="checkbox"/> Provide structured choice <input type="checkbox"/> Evaluate skill level—academic and behavioral <input type="checkbox"/> Parent conference — phone 	<p>Administrative Action (K-2):</p> <ul style="list-style-type: none"> • Alternate Learning Center • 1-5 day suspension <p>Administrative Action (3-5):</p> <ul style="list-style-type: none"> • Alternate Learning Center • 1–5 day suspension <p>Interventions (K-5):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide intervention: counselor <input type="checkbox"/> Identify contributing Functional and Environmental Factors* <input type="checkbox"/> Develop behavior contract:* <input type="checkbox"/> Parent conference — school 	<p>Administrative Action (K-2):</p> <ul style="list-style-type: none"> • Alternate Learning Center • 1–10 day suspension <p>Administrative Action (3-5):</p> <ul style="list-style-type: none"> • Alternate Learning Center • 1—10 day suspension <p>Interventions (K-5):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Counselor: targeted skill development <input type="checkbox"/> Evaluate consequences and intervention effectiveness <input type="checkbox"/> Review student data for patterns and trends <input type="checkbox"/> Review behavior contract <input type="checkbox"/> Parent attends school conference 	

I: ELEMENTARY — NON-SAFETY

I	1st Offense	2nd Offense	3rd Offense	4th Offense
<p>NON-SAFETY: LEVEL 2 (K-5)</p> <p>Profanity Toward a School Employee</p>	<p>Administrative Action (K-2):</p> <ul style="list-style-type: none"> • Alternate Learning Center • 1 day suspension <p>Administrative Action (3-5):</p> <ul style="list-style-type: none"> • Alternate Learning Center • 1—3 day suspension <p>Interventions (K-5):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide intervention: counselor <input type="checkbox"/> Evaluate skill level — academic and behavioral <input type="checkbox"/> Identify contributing Functional and Environmental Factors* <input type="checkbox"/> Develop behavior contract:* <input type="checkbox"/> Parent conference — school 	<p>Administrative Action (K-2):</p> <ul style="list-style-type: none"> • Alternate Learning Center • 1—3 day suspension <p>Administrative Action (3-5):</p> <ul style="list-style-type: none"> • Alternate Learning Center • 1—5 day suspension <p>Interventions (K-5):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Counselor: targeted skill development <input type="checkbox"/> Evaluate consequences and intervention effectiveness <input type="checkbox"/> Review student data for patterns and trends <input type="checkbox"/> Review behavior contract <input type="checkbox"/> Parent attends school 	<p>Administrative Action (K-2):</p> <ul style="list-style-type: none"> • 1—5 day suspension • Contact School Police • Possible recommendation for expulsion <p>Administrative Action (3-5):</p> <ul style="list-style-type: none"> • 1—5 day suspension • Contact School Police • Possible recommendation for expulsion <p>Interventions (K-5):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Counselor provides parent with multiple district and community resources <input type="checkbox"/> Provide intervention: counselor <input type="checkbox"/> Provide Tier Two supports <input type="checkbox"/> Parent attends school <input type="checkbox"/> Develop BIP <input type="checkbox"/> Refer to TST 	

J — NON-SAFETY

Possessed, offered, arranged or negotiated to sell any drug paraphernalia.

The following must be submitted in order to substantiate discipline up to and including expulsion:

- Direct evidence, such as photographs.
- Evidence the items are within the Mississippi Code Annotated 41-29-139.
- Admission by the accused.

See Mississippi Uniform Controlled Substances Law (Title 41 Chapter 29 Article 3) for a clear definition of this violation (see Appendix).

Examples of clear-cut paraphernalia are ZigZag papers and roach clips.

J: ELEMENTARY — NON-SAFETY

J	1st Offense	2nd Offense	3rd Offense	4th Offense
<p>NON-SAFETY: LEVEL 1 (K-5)</p> <p>Possession of Drug Paraphernalia / Selling Drug Paraphernalia</p>	<p>Administrative Action (K-5):</p> <ul style="list-style-type: none"> • Alternate Learning Center <p>Interventions (K-5):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ensure student is receiving Tier One supports <input type="checkbox"/> Prevention Program — targeted skill development <input type="checkbox"/> Check student understanding of rules / expectations <input type="checkbox"/> Provide structured choice <input type="checkbox"/> Evaluate skill level—academic and behavioral <input type="checkbox"/> Parent conference 	<p>Administrative Action (K-2):</p> <ul style="list-style-type: none"> • Alternate Learning Center • 1-5 day suspension <p>Administrative Action (3-5):</p> <ul style="list-style-type: none"> • Restrict activity • Assign detention • 1–3 day suspension • Selling: Contact School Police <p>Interventions (K-5):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Prevention Program — targeted skill development <input type="checkbox"/> Identify contributing Functional and Environmental Factors* <input type="checkbox"/> Develop behavior contract:* <input type="checkbox"/> Parent conference 	<p>Administrative Action (K-2):</p> <ul style="list-style-type: none"> • Restrict activity • Assign detention • 1–10 day suspension <p>Administrative Action (3-5):</p> <ul style="list-style-type: none"> • Restrict activity • Assign detention • 1—5 day suspension • Selling: Contact School Police <p>Interventions (K-5):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide intervention: counselor <input type="checkbox"/> Evaluate consequences and intervention effectiveness <input type="checkbox"/> Review student data for patterns and trends <input type="checkbox"/> Review behavior contract <input type="checkbox"/> Parent attends school conference 	<p><input type="checkbox"/></p>

K — NON-SAFETY

Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

The following must be submitted in order to substantiate discipline up to and including expulsion:

- Evidence all means of correction have been exhausted at the site level.
Interventions may include, but are not limited to, counselor interventions, parent involvement, identification of Environmental and Functional Factors, targeted skill development, behavior contract, assignment of adult mentor, Behavioral Support Plan, Teacher Support Team and/or a recommendation to an outside counseling agency.
- Documentation of student's behavior / intervention over time.

Use this violation when 1) a student becomes so defiant school authority is unable to control the behavior, or 2) the behavior is so extreme it severely disrupts the educational process.

K: ELEMENTARY — NON-SAFETY

K	1st Offense	2nd Offense	3rd Offense	4th Offense
<p>Non-Safety: Level 1 (K-5)</p> <ul style="list-style-type: none"> ● Chronic Classroom Disruption ● Disruption to School Activities ● Gambling ● Forgery ● Verbal Abuse 	<p>Administrative Action (K-2):</p> <ul style="list-style-type: none"> ● Alternate Learning Center <p>Administrative Action (3-5):</p> <ul style="list-style-type: none"> ● Alternate Learning Center <p>Interventions (K-5):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ensure student is receiving Tier One supports <input type="checkbox"/> Meet with counselor <input type="checkbox"/> Check student understanding of rules / expectations <input type="checkbox"/> Provide structured choice <input type="checkbox"/> Evaluate skill level—academic and behavioral <input type="checkbox"/> Parent conference 	<p>Administrative Action (K-2):</p> <ul style="list-style-type: none"> ● Alternate Learning Center ● 1-5 day suspension <p>Administrative Action (3-5):</p> <ul style="list-style-type: none"> ● Alternate Learning Center ● 1–3 day suspension <p>Interventions (K-5):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide intervention: counselor <input type="checkbox"/> Identify contributing Functional and Environmental Factors* <input type="checkbox"/> Develop behavior contract:* <input type="checkbox"/> Parent conference 	<p>Administrative Action (K-2):</p> <ul style="list-style-type: none"> ● Alternate Learning Center ● 1–10 day suspension <p>Administrative Action (3-5):</p> <ul style="list-style-type: none"> ● Alternate Learning Center ● 1–10 day suspension <p>Interventions (K-5):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Counselor: targeted skill development <input type="checkbox"/> Evaluate consequences and intervention effectiveness <input type="checkbox"/> Review student data for patterns and trends <input type="checkbox"/> Review behavior contract <input type="checkbox"/> Parent attends school conference 	<p>Administrative Action (K-2):</p> <ul style="list-style-type: none"> ● 1–10 day suspension ● Continue progressive discipline and intervention plan: may lead to expulsion <p>Administrative Action (3-5):</p> <ul style="list-style-type: none"> ● 1–10 day suspension ● Continue progressive discipline and intervention plan: may lead to expulsion <p>Interventions (K-5):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide intervention: counselor <input type="checkbox"/> Provide Tier Two supports <input type="checkbox"/> Parent attends school conference <input type="checkbox"/> Develop BIP <input type="checkbox"/> Refer to TST
<p>Non-Safety: Level 2 (K-5)</p> <ul style="list-style-type: none"> ● Continued Willful Disobedience, Refusal to Follow School Rules and Regulations, Defiance ● Interference and/or Obstruction (staff member) 	<p>Administrative Action (K-2):</p> <ul style="list-style-type: none"> ● Alternate Learning Center ● 1-3 day suspension <p>Administrative Action (3-5):</p> <ul style="list-style-type: none"> ● Restrict activity ● Assign detention ● 1–3 day suspension <p>Interventions (K-5):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide intervention: counselor <input type="checkbox"/> Evaluate skill level — academic and behavioral <input type="checkbox"/> Identify contributing Functional and Environmental Factors* <input type="checkbox"/> Develop behavior contract:* <input type="checkbox"/> Parent conference 	<p>Administrative Action (K-2):</p> <ul style="list-style-type: none"> ● Alternate Learning Center ● 1—5 day suspension <p>Administrative Action (3-5):</p> <ul style="list-style-type: none"> ● Restrict activity ● Assign detention ● 1—5 day suspension <p>Interventions (K-5):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Counselor: targeted skill development (Anger Management) <input type="checkbox"/> Evaluate consequences and intervention effectiveness <input type="checkbox"/> Review student data for patterns and trends <input type="checkbox"/> Review behavior contract <input type="checkbox"/> Parent attends school conference 	<p>Administrative Action (K-2):</p> <ul style="list-style-type: none"> ● 1—10 day suspension ● Contact School Police ● Possible recommendation for expulsion <p>Administrative Action (3-5):</p> <ul style="list-style-type: none"> ● 1—10 day suspension ● Contact School Police ● Possible recommendation for expulsion <p>Interventions (K-5):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Counselor provides parent with multiple district and community resources <input type="checkbox"/> Provide intervention: counselor <input type="checkbox"/> Provide Tier Two supports <input type="checkbox"/> Parent attends school conference <input type="checkbox"/> Develop BIP <input type="checkbox"/> Refer to TST 	

L — Non-Safety

Knowingly received stolen school or private property.

The following must be submitted in order to substantiate discipline up to and including expulsion:

- Documentation the accused has, and/or has received, stolen property.
- Photographic evidence of stolen item(s).
- Estimated value of item(s).
- Statements by: witness(es) — may be used as direct evidence.
- Where possible, statement by the accused agreeing they committed the violation.

L: ELEMENTARY — NON-SAFETY

L	1st Offense	2nd Offense	3rd Offense	4th Offense
<p style="color: red;">Non-Safety: Level 2 (K-5)</p> <p>Knowingly Received Stolen Property</p>	<p>Administrative Action (K-2):</p> <ul style="list-style-type: none"> • Alternate Learning Center • 1—3 day suspension <p>Administrative Action (3-5):</p> <ul style="list-style-type: none"> • Alternate Learning Center • 1—3 day suspension <p>Interventions (K-5):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide intervention: counselor <input type="checkbox"/> Evaluate skill level — academic and behavioral <input type="checkbox"/> Identify contributing Functional and Environmental Factors* <input type="checkbox"/> Develop behavior contract:* <input type="checkbox"/> Parent conference 	<p>Administrative Action (K-2):</p> <ul style="list-style-type: none"> • Alternate Learning Center • 1—5 day suspension <p>Administrative Action (3-5):</p> <ul style="list-style-type: none"> • Alternate Learning Center • 1—5 day suspension <p>Interventions (K-5):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Counselor: targeted skill development <input type="checkbox"/> Evaluate consequences and intervention effectiveness <input type="checkbox"/> Review student data for patterns and trends <input type="checkbox"/> Review behavior contract <input type="checkbox"/> Parent attends school conference 	<p>Administrative Action (K-2):</p> <ul style="list-style-type: none"> • 1—5 day suspension • Contact School Police • Possible recommendation for expulsion <p>Administrative Action (3-5):</p> <ul style="list-style-type: none"> • 1—5 day suspension • Contact School Police • Possible recommendation for expulsion <p>Interventions (K-5):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Counselor provides parent with multiple district and community resources <input type="checkbox"/> Provide intervention: counselor <input type="checkbox"/> Provide Tier Two supports <input type="checkbox"/> Parent attends school conference <input type="checkbox"/> Develop BIP <input type="checkbox"/> Refer to TST 	

M — SAFETY

Possessed an imitation firearm - as used in this section, “imitation firearm” means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude the replica is a firearm.

The following must be submitted in order to substantiate discipline up to and including expulsion:

- Photographic evidence of the imitation firearm.
- Statements by: accused and direct witness(es).
- Statement(s) by: School Resource Officer (SRO)

M: ELEMENTARY — SAFETY

M	1st Offense	2nd Offense	3rd Offense	4th Offense
<p>Safety: Level 3 (K-5)</p> <p>Possession of an Imitation Weapon— MUST LOOK LIKE A REAL GUN</p> <p>If not a weapon, no need to extend suspension. If it leads to other violations (i.e., A-1, B, R) then recommend expulsion.</p>	<p>Administrative Action (K-2):</p> <ul style="list-style-type: none"> • 1—3 day suspension <p>Administrative Action (3-5):</p> <ul style="list-style-type: none"> • 1—5 day suspension • Contact School Police • Possible recommendation for expulsion <p>Interventions (K-5):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Prevention Program — targeted skill development <input type="checkbox"/> Identify contributing Functional and Environmental Factors* <input type="checkbox"/> Develop behavior contract:* <input type="checkbox"/> Parent conference 	<p>Administrative Action (K-2):</p> <ul style="list-style-type: none"> • 1—5 day suspension • Contact School Police • Possible recommendation for expulsion <p>Administrative Action (3-5):</p> <ul style="list-style-type: none"> • 5 day suspension • Contact School Police • Recommend expulsion <p>Interventions (K-5):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Counselor provides parent with multiple district and community resources <input type="checkbox"/> Provide intervention: counselor <input type="checkbox"/> Develop BIP <input type="checkbox"/> Parent attends school conference <input type="checkbox"/> Consider Tier Three supports 		

N — SAFETY

Committed or attempted to commit a sexual assault, contact or committed a sexual battery.

The following must be submitted in order to substantiate an expulsion recommendation:

Refer to MCA 97-3-65 and/or 97-2-95 et seq. when dealing with this violation.

- Statements by: School Police and/or School Resource Officer(s) are of extreme importance.
- Statements by: witness(es), if applicable.
- Record of report to District's Affirmative Action Office.

Violation of this section can be quickly substantiated if the perpetrator is identified and confesses to the act. In most cases, however, it is in the best interest of the administrator to proceed with a thorough investigation.

In cases of sexual harassment and assault, it is necessary for the administrator to collect thorough documentation of the incident and carefully handle statements given by the victim and the accused.

In cases where testifying in the presence of the accused perpetrator could cause serious psychological harm, the victim may be allowed to testify in a closed session hearing, separate from the accused. Such requests must be provided by site administration to the District Hearing Panel at the time the recommendation for expulsion is submitted.

This violation shall not apply to students in grades K-2; call Department of Human Services.

N: ELEMENTARY — SAFETY

N	1st Offense	2nd Offense	3rd Offense	4th Offense
<p style="color: red; text-align: center;">SAFETY: LEVEL 4 (3-5)</p> <p>Sexual Assault</p> <p><i>Must notify victim/parent of their right to transfer under NCLB</i></p>	<p>Administrative Action (3-5):</p> <ul style="list-style-type: none"> • 5 day suspension • Contact SRO • Mandatory expulsion <p>Interventions (3-5):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Counselor provides parent with multiple district and community resources <input type="checkbox"/> Provide intervention: counselor <input type="checkbox"/> Parent attends school conference <input type="checkbox"/> Consider Tier Three supports 			

O — SAFETY

Harassed, threatened, or intimidated student, group or staff.

The following must be submitted in order to substantiate discipline up to and including expulsion:

- Documentation of harassment, threats, or other forms of intimidation made by the accused to the victim.
- Statements by: victim and witness(es), verifying the act(s) of harassment, threat or intimidation.

O: ELEMENTARY — SAFETY

O	1st Offense	2nd Offense	3rd Offense	4th Offense
<p>SAFETY: LEVEL 1 (K-5)</p> <p>Harassed, Threatened or Intimidated Student, Groups or Staff</p> <p><i>Must notify victim/parent of their right to transfer under NCLB</i></p>	<p>Administrative Action (K-2):</p> <ul style="list-style-type: none"> • Alternate Learning Center • 1—3 day suspension <p>Administrative Action (3-5):</p> <ul style="list-style-type: none"> • Alternate Learning Center • 1—3 day suspension <p>Interventions (K-5):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Meet with counselor <input type="checkbox"/> Identify contributing Functional and Environmental Factors* <input type="checkbox"/> Develop behavior contract: <input type="checkbox"/> Parent attends school conference 	<p>Administrative Action (K-2):</p> <ul style="list-style-type: none"> • Alternate Learning Center • 1—5 day suspension • Contact School Police <p>Administrative Action (3-5):</p> <ul style="list-style-type: none"> • Alternate Learning Center • 1—5 day suspension • Contact School Police <p>Interventions (K-5):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Prevention Program — targeted skill development <input type="checkbox"/> Evaluate consequences and intervention effectiveness <input type="checkbox"/> Review behavior contract <input type="checkbox"/> Parent attends school conference 	<p>Administrative Action (K-2):</p> <ul style="list-style-type: none"> • Alternate Learning Center • 1—10 day suspension • Contact School Police <p>Administrative Action (3-5):</p> <ul style="list-style-type: none"> • Alternate Learning Center • 1—10 day suspension • Contact School Police • Possible recommendation for expulsion <p>Interventions (K-5):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide intervention: counselor <input type="checkbox"/> Provide Tier Two supports <input type="checkbox"/> Parent attends school conference <input type="checkbox"/> Develop BIP <input type="checkbox"/> Refer to TST 	

P — SAFETY & NON-SAFETY

Sexual Harassment

The following must be submitted in order to substantiate discipline up to and including expulsion:

Refer to Board policy JBAA to clarify sexual harassment (see Appendix).

- Victim statement outlining sexual harassment charges and the negative impact the incident incurred on the victim. The complaint must be signed by: victim and witness(es).
- Evidence the harassment negatively impacted the academic performance of the victim.
- Evidence substantiating a hostile, intimidating or offensive educational environment was created by the accused.
- Record of report to District's Title IX Coordinator.

This article shall not apply to pupils in grades K-2 inclusive.

The school must provide an in-service for all students regarding sexual harassment and the possible consequences for violating this section. This in-service may be held during an annual disciplinary assembly.

P: ELEMENTARY — SAFETY

P	1st Offense	2nd Offense	3rd Offense	4th Offense
<p style="color: red;">Safety: Level 2 (3-5)</p> <p>Sexual Harassment</p>	<p>Administrative Action (K-2):</p> <ul style="list-style-type: none"> • Alternate Learning Center • 1—3 day suspension <p>Administrative Action (3-5):</p> <ul style="list-style-type: none"> • Alternate Learning Center • 1—5 day suspension <p>Interventions (K-5):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Counselor: targeted skill development <input type="checkbox"/> Identify contributing Functional and Environmental Factors* <input type="checkbox"/> Develop behavior contract:* <input type="checkbox"/> Parent conference 	<p>Administrative Action (K-2):</p> <ul style="list-style-type: none"> • Alternate Learning Center • 1—5 day suspension <p>Administrative Action (3-5):</p> <ul style="list-style-type: none"> • Alternate Learning Center • 1—10 day suspension • Contact School Police • Possible recommendation for alternative placement <p>Interventions (K-5):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Prevention Program — targeted skill development <input type="checkbox"/> Provide Tier Two supports <input type="checkbox"/> Parent attends school conference <input type="checkbox"/> Develop BIP 	<p>Administrative Action (K-2):</p> <ul style="list-style-type: none"> • 1—10 day suspension • Contact School Police • Possible recommendation for alternative placement <p>Administrative Action (3-5):</p> <ul style="list-style-type: none"> • 1-10 day suspension • Contact School Police • Possible recommendation for alternative placement <p>Interventions (K-5):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Counselor provides parent with multiple district and community resources <input type="checkbox"/> Provide intervention: counselor <input type="checkbox"/> Parent attends school conference <input type="checkbox"/> Review BIP, Refer to TST <input type="checkbox"/> Consider Tier Three supports 	

P: ELEMENTARY — NON-SAFETY

P	1st Offense	2nd Offense	3rd Offense	4th Offense
<p>Non-Safety: Level 2 (3-5)</p> <p>Sexual Harassment, Inappropriate Verbal Harassment</p>	<p>Administrative Action (3-5):</p> <ul style="list-style-type: none"> • Restrict activity • Assign detention • 1—3 day suspension • Contact Affirmative Action Office <p>Interventions (3-5):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide intervention: counselor <input type="checkbox"/> Evaluate skill level — academic and behavioral <input type="checkbox"/> Identify contributing Functional and Environmental Factors* <input type="checkbox"/> Develop behavior contract:* <input type="checkbox"/> Parent conference 	<p>Administrative Action (3-5):</p> <ul style="list-style-type: none"> • Restrict activity • Assign detention • 1—5 day suspension • Contact Affirmative Action Office <p>Interventions (3-5):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Counselor: targeted skill development <input type="checkbox"/> Evaluate consequences and intervention effectiveness <input type="checkbox"/> Review student data for patterns and trends <input type="checkbox"/> Review behavior contract <input type="checkbox"/> Parent attends school conference 	<p>Administrative Action (3-5):</p> <ul style="list-style-type: none"> • 1—10 day suspension • Contact School Police • Contact Affirmative Action Office • Possible recommendation for alternative placement <p>Interventions (3-5):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Counselor provides parent with multiple district and community resources <input type="checkbox"/> Provide intervention: counselor <input type="checkbox"/> Provide Tier Two supports <input type="checkbox"/> Parent attends school conference <input type="checkbox"/> Develop BIP <input type="checkbox"/> Refer to TST 	

Q — SAFETY Hate Violence

The following must be submitted in order to substantiate discipline up to and including expulsion:

- Determination by school officials the pupil has caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in MCA 99-19-301 to 99-19-307 (see Appendix).
- Documentation of hate violence as defined by MCA 99-19-301 to 99-19-307.
- Statements by: victim, witness(es).
- Photographic evidence, if applicable.

This violation does not apply to students in grades K-3 inclusive (see Appendix).

Q: ELEMENTARY — SAFETY

Q	1st Offense	2nd Offense	3rd Offense	4th Offense
<p>SAFETY: LEVEL 2 (4-5)</p> <p>Hate Violence <i>Must notify victim/parent of their right to transfer under NCLB</i></p>	<p>Administrative Action (K-2):</p> <ul style="list-style-type: none"> • Alternate Learning Center • 1—3 day suspension <p>Administrative Action (3-5):</p> <ul style="list-style-type: none"> • Alternate Learning Center • 1—5 day suspension • Contact School Police • Recommendation for alternative placement for 20 days <p>Interventions (K-5):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Prevention Program — targeted skill development <input type="checkbox"/> Provide Tier Two supports <input type="checkbox"/> Parent attends school conference <input type="checkbox"/> Develop BIP 	<p>Administrative Action (K-2):</p> <ul style="list-style-type: none"> • 1—5 day suspension • Contact School Police • Possible recommendation for alternative placement <p>Administrative Action (3-5):</p> <ul style="list-style-type: none"> • 1-10 day suspension • Contact School Police • Recommendation for alternative placement for 45 days <p>Interventions (K-5):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Counselor provides parent with multiple district and community resources <input type="checkbox"/> Provide intervention: counselor <input type="checkbox"/> Parent attends school conference <input type="checkbox"/> Review BIP, Refer to TST <input type="checkbox"/> Consider Tier Three supports 		

R — SAFETY

The following must be submitted in order to substantiate discipline up to and including expulsion :

- Documentation of the accused involvement in the bullying of a pupil, group of pupils, or staff by words or active threats. (See Appendix for MCA 97-45-15 and Board policy JICK)
- Statements by: accused, witness(es).
- Determination by school officials the pupil has or participated in an act of bullying as defined in MCA 97-45-15 (see Appendix).
- Statements by: victim, witness(es).
- Documentary evidence, if applicable.

R: ELEMENTARY — SAFETY

R	1st Offense	2nd Offense	3rd Offense	4th Offense
<p>SAFETY: LEVEL 1 (K-5)</p> <p>Harassed, Threatened, or Intimidated Student, Groups or Staff <i>(To Include Bullying and Cyber Bullying)</i> <i>Must notify victim/parent of their right to transfer under NCLB</i></p>	<p>Administrative Action (K-2):</p> <ul style="list-style-type: none"> • Alternate Learning Center • 1—3 day suspension <p>Administrative Action 3-5):</p> <ul style="list-style-type: none"> • Alternate Learning Center • 1—3 day suspension <p>Interventions (K-5):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Meet with counselor <input type="checkbox"/> Identify contributing Functional and Environmental Factors* <input type="checkbox"/> Develop behavior contract: <input type="checkbox"/> Parent attends school conference 	<p>Administrative Action (K-2):</p> <ul style="list-style-type: none"> • Alternate Learning Center • 1—5 day suspension <p>Administrative Action (3-5):</p> <ul style="list-style-type: none"> • Alternate Learning Center • 1—5 day suspension <p>Interventions (K-5):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Prevention Program — targeted skill development <input type="checkbox"/> Evaluate consequences and intervention effectiveness <input type="checkbox"/> Review behavior contract <input type="checkbox"/> Parent attends school conference 	<p>Administrative Action (K-2):</p> <ul style="list-style-type: none"> • Alternate Learning Center • 1—10 day suspension <p>Administrative Action (3-5):</p> <ul style="list-style-type: none"> • Alternate Learning Center • 5—10 day suspension • Contact School Police • Possible recommendation for expulsion <p>Interventions (K-5):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide intervention: counselor <input type="checkbox"/> Provide Tier Two supports <input type="checkbox"/> Parent attends school conference <input type="checkbox"/> Develop BIP <input type="checkbox"/> Refer to TST 	

S — SAFETY

Pupil has made terrorist threats against school officials, school property or both

The following must be submitted in order to substantiate discipline up to and including expulsion:

- Documentation the accused actively engaged in terrorist threats against school officials or school property.
Example: Student calls in a bomb threat.
- Statements by: accused, witness(es).

According to this section, “terrorist threat” involves any statement, written or oral, which threatens specific intent of:

- great bodily injury to another person
- property damage

All statements must to be taken as a threat even if there is no intent of actually carrying them out (see Appendix).

This article does not apply to grades K-2 inclusive.

S: ELEMENTARY — SAFETY

S	1st Offense	2nd Offense	3rd Offense	4th Offense
<p style="color: red; text-align: center;">SAFETY: LEVEL 4 (3-5)</p> <p>Terrorist Threats <i>Must notify victim/parent of their right to transfer under NCLB</i></p>	<p>Administrative Action (3-5):</p> <ul style="list-style-type: none"> • 5 day suspension • Contact School Police • Recommendation for expulsion <p>Interventions (3-5):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Counselor provides parent with multiple district and community resources <input type="checkbox"/> Provide intervention: counselor <input type="checkbox"/> Parent attends school conference <input type="checkbox"/> Consider Tier Three supports 			

T — SAFETY

Aided, abetted or instigated the infliction or attempted infliction of physical injury

The following shall be submitted in order to substantiate discipline up to and including expulsion:

- Documentation verifying physical injury was inflicted — must note the severity of the injury.
- Investigation reports by School Police and School Resource Officer.
- Verbal or written threats, if applicable.

During an investigation, the following should be carefully examined 1) the statement of the accused 2) the victim's statement 3) supporting witness(es) statements.

Note: This may apply to cases where more than one student is involved in an attempt to aid another in the infliction or intimidation of physical harm against another student on campus.

T: ELEMENTARY — SAFETY

T	1st Offense	2nd Offense	3rd Offense	4th Offense
<p style="text-align: center;">SAFETY: LEVEL 2 (K-5)</p> <p>Aid, Abet or Instigate the Infliction, or Attempted Infliction, of Physical Injury</p>	<p>Administrative Action (K-2):</p> <ul style="list-style-type: none"> • Alternate Learning Center • 1—3 day suspension <p>Administrative Action (3-5):</p> <ul style="list-style-type: none"> • Alternate Learning Center • 1—5 day suspension <p>Interventions (K-5):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Counselor: targeted skill development <input type="checkbox"/> Identify contributing Functional and Environmental Factors* <input type="checkbox"/> Develop behavior contract:* <input type="checkbox"/> Parent conference 	<p>Administrative Action (K-2):</p> <ul style="list-style-type: none"> • Alternate Learning Center • 1—5 day suspension <p>Administrative Action (3-5):</p> <ul style="list-style-type: none"> • Alternate Learning Center • 1—5 day suspension • Contact School Police • Recommendation for alternative placement for 20 days <p>Interventions (K-5):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Prevention Program — targeted skill development <input type="checkbox"/> Provide Tier Two supports <input type="checkbox"/> Parent attends school conference <input type="checkbox"/> Develop BIP 	<p>Administrative Action (K-2):</p> <ul style="list-style-type: none"> • 1—10 day suspension • Contact School Police • Alternate Learning Center <p>Administrative Action (3-5):</p> <ul style="list-style-type: none"> • 1—10 day suspension • Contact School Police • Recommendation for alternative placement for 45 days <p>Interventions (K-5):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Counselor provides parent with multiple district and community resources <input type="checkbox"/> Provide intervention: counselor <input type="checkbox"/> Parent attends school conference <input type="checkbox"/> Review BIP <input type="checkbox"/> Refer to TST <input type="checkbox"/> Consider Tier Three supports 	

U — SAFETY

Engaged in, or attempted to engage in, hazing

The following must be submitted in order to substantiate discipline up to and including expulsion:

As defined in MCA 97-3-105:

“A person is guilty of hazing when, in the course of student’s initiation into or affiliation with any organization, he intentionally or recklessly engages in conduct which creates a substantial risk of physical injury to the student or a third person and thereby causes such injury (see Appendix)

- Statements by: victim, supporting witness(es).
- Police Report(s) if any.
- Photographic evidence of weapons used in hazing activity, if applicable. Examples: sticks, bats, and brass knuckles.
- Statements by: witness(es) verifying verbal abuse was inflicted during the incident.

In order to establish a link between the hazing event and the persons and/or group involved, focus the investigation around the hazing practices of the group (secret club, team, gang, etc.).

U: ELEMENTARY — SAFETY

U	1st Offense	2nd Offense	3rd Offense	4th Offense
<p>SAFETY: LEVEL 1 (K-5)</p> <p>Hazing <i>Must notify victim/parent of their right to transfer under NCLB</i></p>	<p>Administrative Action (K-2):</p> <ul style="list-style-type: none"> • Alternate Learning Center • 1—3 day suspension <p>Administrative Action (3-5):</p> <ul style="list-style-type: none"> • Alternate Learning Center • 1—3 day suspension <p>Interventions (K-5):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Prevention Program — targeted skill development <input type="checkbox"/> Evaluate consequences and intervention effectiveness <input type="checkbox"/> Review behavior contract <input type="checkbox"/> Parent attends school conference 	<p>Administrative Action (K-2):</p> <ul style="list-style-type: none"> • Alternate Learning Center • 1—5 day suspension <p>Administrative Action (3-5):</p> <ul style="list-style-type: none"> • Alternate Learning Center • 1—5 day suspension • Contact School Police • Possible recommendation for expulsion <p>Interventions (K-5):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide intervention: counselor <input type="checkbox"/> Provide Tier Two supports <input type="checkbox"/> Parent attends school conference <input type="checkbox"/> Develop BIP <input type="checkbox"/> Refer to TST 		

Special Education Guidelines:

The following must be submitted in order to substantiate discipline up to and including expulsion.

- Students receiving Special Education services are entitled to a Manifestation Determination Meeting during Pre-Suspension and Pre-Expulsion IEP under law. This meeting is to be conducted within 10 days after the recommendation for expulsion.
- The Manifest Determination Team has the right to stop all expulsion proceedings if they find the misconduct was a manifestation of the student's disability.
- Students who fall under the Section 504 educational umbrella have the right to have a Pre-Expulsion 504 Meeting prior to a recommendation for expulsion. The district 504 coordinator should conduct this meeting on-site.
- Parents must be told of the date and time of the Manifest Determination Meeting. Their presence, although needed, is not mandatory for the Manifestation Determination IEP / 504 Meeting to proceed on the scheduled date and time.

Federal Law - No Child Left Behind:

The following must be submitted in order to substantiate an expulsion recommendation.

- Under NCLB, any student who is a victim of a serious crime or is a victim of harassment is eligible to be transferred to another school site.