



# **RICHFIELD**

## **PUBLIC SCHOOLS**

### **Behavior Practices: Leveled Violations**

#### **Staff**

#### **Standards of Student Behavior**

Richfield Public Schools (RPS) defines equity in student behavior as acknowledging that society has not afforded the same resources, access, and treatment to everyone, and our work is to remedy all inequities through actions. We are committed to embedding equitable practices to engage all learners. We believe all students deserve a safe, supportive school environment to thrive academically and developmentally. Through Conscious Discipline, an adult-first, self-regulation practice, all staff create safe environments and build healthy relationships to effectively teach our students. In addition, knowing and following expectations and procedures will support students in making positive choices and accelerate academic progress. The expectation is that all staff will have invested time proactively to teach and practice social, emotional, behavioral skills, including RPS's School Wide Behavior Expectations (SWBE):

- We are Kind
- We are Responsible
- We are Safe

This creates a classroom and school community where all students know and can demonstrate the skills needed to perform expected behaviors.

#### **Levels of Behavior**

Behaviors are divided into five levels with examples of strategies and responses, which:

- Teach positive behavior so students can learn and be kind, responsible and safe
- Maintain the continuity of the student's instruction within the classroom and broader school community.
- Ultimately focus on repairing harm, restoring relationships, teaching replacement skills, and changing behavior

Level 1 reflects minor behaviors and Level 5 reflects most serious behaviors. For each behavior on the chart below, there is a defined range of levels or responses. The first (●) is the minimum response and whichever level the last (●) appears under is the maximum response. The SR column denotes behaviors that are State Reportable of which a student may be assigned an in-school or out-of-school suspension. An (\*) indicates behaviors in which the police may be notified.

## Progressive Discipline Approach

[Elementary - Classroom vs. Office Supported](#)

[Secondary - Classroom vs. Office Supported](#)

All behavior is communication of need. Conflict is a reflection of missing social, emotional or behavioral skills and creates an opportunity to teach. This is fundamental to a positive approach. The goal of progressive discipline is preventing recurrence of negative behavior by helping students learn from their mistakes. Essential to the implementation of progressive discipline is assisting students who have engaged in unacceptable behavior to:

- Understand why the behavior is unexpected and the harm it has caused;
- Understand what they could have done differently in the same situation or similar situations;
- Take responsibility for their actions;
- Learn pro-social strategies and skills to use in the future;
- Model and practice replacement strategies; and
- Understand the progression of consequences with recurring behavior.

Appropriate disciplinary responses should emphasize prevention and effective strategies, foster resiliency, prevent disruption to students' education, and promote positive school culture. Every reasonable effort must be made to correct student behavior through school-based strategies, responses, supports and interventions. This is essential because inappropriate behavior or violations of the Code of Conduct require an understanding of the root cause of those behaviors based on what the student is experiencing. It is important that school personnel be sensitive to issues that may influence the behavior of students and respond in a manner that is most supportive of their needs.

## Factors to Consider Prior to Determining the Disciplinary Response

School staff must consult this document when determining disciplinary measures. In determining how best to address inappropriate behavior, it is necessary to evaluate the totality of the circumstances surrounding the behavior. The following must be considered prior to determining the appropriate disciplinary measures:

The student's age, maturity, culture, and developmental level
The student's ability and/or willingness to repair the harm caused by their behavior
The student's disciplinary record including the nature of any prior misbehavior, the number of prior instances of misbehavior, and the staff strategies and responses applied for each
The nature, severity and scope of the behavior
The circumstances/context in which the conduct occurred

The frequency and duration of the behavior
The number of persons involved in the behavior
The impact of the behavior on the school community
The social-emotional status/needs of all persons involved in the behavior
The student's Individualized Education Program (IEP), Positive Behavior Support Plan (PBSP), Safety Plan and/or 504 Accommodation Plan, if applicable

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**LEVEL 1**

Level 1 behavior incidents are minor in effect and are addressed at the classroom level. The staff response is to first self-regulate and then prompt, re-teach or practice the expected behavior so students learn and demonstrate kind, responsible and safe behaviors. Staff members are expected to use a variety of teaching and management strategies.

**Examples of Strategies and Responses - Classroom Managed**

<ul style="list-style-type: none"> <li>● Adult self regulation: <ul style="list-style-type: none"> <li>○ Pause, breathe, self-talk</li> <li>○ Focus on what you want the student to do</li> <li>○ Use <i>Noticing</i> language <ul style="list-style-type: none"> <li>■ <i>I see ____, Is there something I can do to support you?</i></li> </ul> </li> </ul> </li> <li>● Nonverbal redirection <ul style="list-style-type: none"> <li>○ Eye contact</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Cue Safe Place</li> <li>● Cue student specific break plan</li> <li>● Re-teach/review SWBE, SEL skill</li> <li>● Discuss behavior in private</li> <li>● Seat change</li> <li>● Role-play SWBE, SEL skill</li> <li>● Daily progress sheet on behavior</li> </ul>
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<ul style="list-style-type: none"> <li>○ Pause</li> <li>○ Proximity</li> <li>○ Pre-arranged signal</li> <li>○ Planned ignoring</li> <li>● Verbal redirection <ul style="list-style-type: none"> <li>○ Quiet word</li> <li>○ Give choice</li> <li>○ Cue SWBE</li> <li>○ State consequence (simple, reasonable, enforceable)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Break from class to another supervised classroom (less than 15 minutes)</li> <li>● Parent/guardian communication</li> </ul>
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**Optional Administrative Actions That May Result in Removal from Instruction**

Removing a student from instruction is not allowable for level one behavior incidents.

**Data Entry**

There is no data entry requirement.

**LEVEL 2**

Level 2 behavior incidents are also minor in effect and are usually addressed at the classroom level. The staff response is to first self-regulate and then prompt, re-teach or practice the expected behavior so students learn and demonstrate kind, responsible and safe behaviors. Level 2 behavior incidents include: 1) repeated or significant incident(s) of Level 1; 2) unexpected behavior towards another student, staff, volunteers, etc; 3) behavior that is generally managed with a brief strategy by an adult present in that setting, and may include additional brief contact with support staff such as Dean, Social Worker, Student Engagement Specialist, Campus Supervisor or other trusted adult.

**Examples of Strategies and Responses-Classroom Managed**

<ul style="list-style-type: none"> <li>● <b>Use of lower-level strategies and responses</b></li> <li>● Parent/guardian communication</li> <li>● Loss of classroom/setting privileges</li> <li>● Assigned seat on bus</li> <li>● Implement a 2x10 strategy</li> <li>● Teacher/student problem solving conference</li> <li>● Restorative practices</li> <li>● Conflict resolution</li> </ul>	<ul style="list-style-type: none"> <li>● Restitution (fix-it plan) <ul style="list-style-type: none"> <li>○ Reflective activity</li> <li>○ Apology</li> <li>○ Peer mediation</li> <li>○ School community service</li> </ul> </li> <li>● Behavior contract: expected student behaviors/consequences and incentive</li> <li>● Referral to formal Check-In/Check-Out plan with adult</li> <li>● Referral to school based, skill building group</li> <li>● Loss of transportation (bus) privileges for behavior on the bus (unless conflicting with IEP)</li> </ul>
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### Optional Administrative Actions That May Result in Removal from Instruction

Removing students is not recommended for Level 2 behavior incidents. A minimum in-school removal from instruction at the discretion of administrator(s). In which case, their focus is to aim to correct behavior by stressing the seriousness of the behavior while keeping the student in school.

#### Data Entry

If support staff or administration is called and/or a student is removed from class, an entry in Qualtrics (minor behavior) is required.

### Level 3

Level 3 behavior incidents are more serious in effect and are usually addressed outside the classroom by the student support team. These actions aim to correct behavior by stressing the seriousness of the behavior while providing access to educational programming.

#### Examples of Strategies and Responses-Office Managed

<ul style="list-style-type: none"><li>● Use of lower-level strategies and responses</li><li>● Loss of classroom/setting privileges</li><li>● Restorative practices</li><li>● Parent/guardian and/or staff conference</li><li>● Contract between teacher, student and parent/guardian</li><li>● Restitution for property incidents</li><li>● Referral to building Social Emotional Behavioral Team</li><li>● Change in schedule</li><li>● Referral to outside resources</li></ul>	<ul style="list-style-type: none"><li>● Removal from classroom</li><li>● Alternate in-school educational programming, during which school work is completed, for less than half a day</li><li>● In-school suspension, during which school work is completed</li><li>● Out of school suspension<ul style="list-style-type: none"><li>○ Suspension re-entry</li></ul></li><li>● Threat Assessment</li><li>● Potential police notification</li></ul>
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### Optional Administrative Actions That May Result in Removal from Instruction

For Level 3 behavior incidents, it is an option to *utilize an in-school removal from instruction for 1 day or less or an out-of-school removal from instruction for 1 day or less*, provided other, non-punitive strategies/supports have been attempted/offered. Any removal from instruction requires a positive restorative reentry process to repair harm and restore relationships. Consult *Factors to Consider* when determining disciplinary measures.

#### Data Entry

If a student is removed from class or school, an entry in Synergy (major behavior) is required.

### LEVEL 4

Level 4 behavior incidents have a more serious impact and are addressed outside the classroom, by school administration and possibly, additional district-level support. These strategies or responses focus on maintaining the safety of the school community and ending self-destructive and/or dangerous behavior.

#### Examples of Strategies and Responses - Office Managed

<ul style="list-style-type: none"> <li>● Use of lower-level strategies and responses</li> <li>● Parent/guardian conference</li> <li>● Restitution for property incidents</li> <li>● Check in/process with staff</li> <li>● Suspension</li> </ul>	<ul style="list-style-type: none"> <li>● Refer to or review with Student Teacher Assistance Team (STAT)</li> <li>● Referral to outside resources</li> <li>● Potential police notification</li> <li>● Interim alternative educational placement</li> </ul>
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**Optional Administrative Actions That May Result in Removal from Instruction**

For Level 4 behavior incidents, it is an option to utilize a removal from school that does not exceed four consecutive days, provided other, non-punitive measures have been attempted/offered (MN Statute 2022 121A.41). The duration of the short-term removal, if issued, is to be limited as much as practicable while adequately addressing the behavior. Any removal from instruction requires a positive restorative reentry process to repair harm and restore relationships. Consult *Factors to Consider* when determining disciplinary measures.

**Data Entry**

If a student is removed from class or school, an entry in Synergy (major behavior) is required.

**LEVEL 5**

Level 5 behavior incidents are the most serious in effect and require the principal to notify the Superintendent or designee. Furthermore, in consulting with the superintendent or designee, these behaviors may result in the potential for police notification and potential expellable offenses. The focus is on maintaining the safety of the school community and ending self-destructive and/or dangerous behavior.

**Examples of Strategies and Responses - Office Managed**

<ul style="list-style-type: none"> <li>● Restorative practice</li> <li>● Restitution for property incidents</li> <li>● Suspension</li> <li>● Refer to or review with Student Teacher Assistance Team (STAT)</li> </ul>	<ul style="list-style-type: none"> <li>● Referral to outside resources</li> <li>● Interim alternative educational placement</li> <li>● Expulsion or exclusion (an act of the Board of Education)</li> </ul>
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**Optional Administrative Actions That May Result in Removal from Instruction:**

For Level 5 behavior incidents, it is an option to utilize a removal from school for five or more days and recommend a student for expulsion. If there is a recommendation for expulsion, the student may be removed for up to 10 days. Any removal from instruction requires a positive restorative reentry process to repair harm and restore relationships. Consult *Factors to Consider* when determining disciplinary measures.

**Data Entry**

If a student is removed from class or school, an entry in Synergy (major behavior) is required.

## DEFINITIONS of BEHAVIOR CATEGORIES and DISCIPLINARY RESPONSES

Bullying and Harassment								
Definition	Additional Information	L1	L2	L3	L4	L5	SR	Classification
<p><b>Bullying (School Board Policy 113)</b> Bullying is a pattern of intimidating, threatening, abusive, or harmful actions either in-person or through electronic communication. The definition of bullying contains the following three criteria:</p> <ol style="list-style-type: none"> <li>1. Behavior is repeated or forms a pattern.</li> <li>2. Involves either a real or perceived power imbalance between students.</li> <li>3. Materially and substantially interferes with a student's education.</li> </ol> <p>The conduct is defined as something that: may cause, or causes fear of physical harm to person or property; violates an expectation of privacy; defames; causes intentional infliction of emotional distress; or is directed at a student's characteristics.</p>	<p>For these categories, specify if the victim was targeted based on any of the following personal characteristics:</p> <ul style="list-style-type: none"> <li>• Gender</li> <li>• Race, ethnicity, or color</li> <li>• Socioeconomic status</li> <li>• Sexual orientation, gender identity, or expression</li> <li>• National origin</li> <li>• Physical appearance</li> <li>• Religion</li> <li>• Academic status related to student performance</li> <li>• Disability</li> <li>• Immigration status</li> <li>• Marital or family status</li> </ul>		•	•	•	•	X	Violent
<p><b>Harassment (School Board Policy 103)</b> Harassment is participating in or conspiring with others to engage in acts that injure, degrade, intimidate or disgrace other individuals or classes based on: race, gender, disability, religion or creed, national origin or culture, age or grade level, sexual orientation, socio-economic status, or any physical or mental attributes. Harassment includes words, spoken or written, and/or any actions that negatively impact an individual or groups as defined above.</p>	<p>If warranted, complete <a href="#">Threat Assessment</a>.</p>			•	•	•	X	Violent
<p><b>Harassment, Sexual (School Board Policy 103)</b> Sexual harassment is harassment based on sex. Behaviors that constitute sexual harassment include, but are not limited to: unwelcome sexually suggestive remarks or advances; pictures, gesturing or exposure; verbal harassment or abuse of a sexual nature; messaging of a harassing, abusive or sexual nature (including nudity), sent by electronic medium; subtle or direct propositions for sexual favors; touching, petting or pinching.</p>				•	•	•	X	Violent
<p><b>Hazing (School Board Policy 108)</b> Committing an act against a student, or coercing a student(s) into committing an act, that endangers the mental or physical health or safety of that student(s), in order for the student to be initiated into or affiliated</p>	<p>If warranted, complete <a href="#">Threat Assessment</a>.</p>			•	•	•	X	Violent/ Non-violent

with a student organization. A student organization does not include a gang, and is rather a group, club, or organization having students as its primary members or participant.								
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Disruptive Behavior								
Definition	Additional Information	L1	L2	L3	L4	L5	SR	Classification
<b>Engaging in Verbal Conflict</b> An interruption in the school environment by engaging in a loud argument that includes disparaging comments or discussion or potential physical conflict.		•						Subjective
<b>Profane or Inappropriate Language/Gestures</b> Using inappropriate words, topics or behaviors of conversation in school.		•	•					Subjective
<b>False Allegations Against Student or Staff</b> Any knowingly or recklessly false allegation against a staff member or student, written, spoken or otherwise communicated which is harmful to their reputation or which may impede the ability of the staff member to perform assigned duties.		•	•	•				Non-violent
<b>On school property without permission</b> Being on school property without permission, including while suspended or expelled; includes breaking and entering or attending a school activity after being directed to leave by a school administrator or other person lawfully responsible for the control of the premises.				•	•		X	Non-violent
<b>Truancy</b> In the building or on the school grounds but not in attendance at assigned class.		•	•	•	•		X	Non-violent
<b>Out of Assigned Area</b> Leaving expected area such as classroom, lunchroom or campus without permission.			•	•				Non-violent
<b>Refusal to Cooperate with School Staff</b> Refusing to comply with reasonable requests, rules or directions from an adult.		•	•	•			X	Non-violent
<b>Refusal to Cooperate with School Administrative Staff</b> A student, who has already been sent to the office for misbehavior, continues to fail to comply with directions from staff.			•	•			X	Non-violent



<b>Verbal or Written Abuse</b> Abusive communication directed at staff or students which includes words or actions that threaten the individuals safety or security.		•	•	•				X	Non-violent
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## Drugs and Alcohol

Definition	Additional Information	L1	L2	L3	L4	L5	SR	Classification
<b>Alcohol, Possession/Use/Under the Influence</b> Possession, use or being under the influence of any alcoholic product while on school grounds or at school-sponsored activities.	Possession/Use			•	•		X	Non-violent
	If warranted, complete <a href="#">Risk Assessment</a> .							
	Solicitation/Sale				•	•	X	Non-violent
<b>Controlled Substance/ Drugs, Possession/Use</b> Any unlawful possession or transportation of any controlled substance; or unlawfully being under the influence of any controlled substance; or possession of equipment or devices used for taking controlled substances while on school grounds or at school-sponsored activities.	Possession/Use			•	•		X	Non-violent
	If warranted, complete <a href="#">Risk Assessment</a> .							
<b>Controlled Substance/Drugs, Soliciting/Selling</b> <i>The unlawful cultivation, manufacture, distribution, sale, or purchase of any controlled substances; or possession of equipment or devices used for preparing drugs while on school grounds or at school-sponsored activities.</i>	Solicitation/Sale				•	•	X	Non-violent
<b>Over-the-Counter Medication - Against School Policy</b> Student possess or use over-the-counter medication, and the possession or use is against school policy. (MDE)			•	•			X	Non-violent
<b>Vaping/E-Cigarettes/Tobacco, Possession/Use</b> Possession or use of any tobacco products, including but not limited to, cigarettes, cigars, vapor or e-cigarettes, or chewing tobacco. All items will be confiscated and not returned.	If warranted, complete <a href="#">Risk Assessment</a> .		•	•			X	Non-violent

## Physical Aggression

Definition	Additional Information	L1	L2	L3	L4	L5	SR	Classification
<p><b>Assault</b> Assault is doing an act with intent to cause fear in another of immediate bodily harm or death or intentionally inflicting or attempting to inflict bodily harm upon another.</p>	If warranted, complete <a href="#">Threat Assessment</a> .					•	X	Violent
<p><b>Assault with a weapon</b> The intentional infliction of substantial bodily harm, or great bodily harm upon another, or committing an act with a firearm, dangerous weapon or other weapon with intent to cause fear in another of immediate bodily harm or death.</p>	If warranted, complete <a href="#">Threat Assessment</a> .					•	X	Violent
<p><b>Assault - Sexual</b> Intentional touching of a sexual nature, such as rape, fondling, and molestation. Students of all genders can be victims of sexual assault. (MDE)</p>	If warranted, complete <a href="#">Threat Assessment</a> .				•	•		Violent
<p><b>Facilitating or Instigating Violence</b> Encouraging a fight to start (or continue by preventing access). This is not the same as cheering on a fight.</p>	If warranted, complete <a href="#">Threat Assessment</a> .			•	•			Non-violent
<p><b>Fighting, Less Serious</b> Mutual physical combat that does not result in injury or a substantial disruption to the school environment, other than the disruption of the fight itself. A student who retaliates, promotes or instigates will be considered part of the fight. This is regardless of who initiates the fight or whether the student believes he/she was fighting in self-defense.</p>			•	•			X	Subjective
<p><b>Fighting, Serious</b> Two or more persons mutually participate in the use of force or physical violence that may require intervention to end the altercation, physical restraint, or results in injury. Fighting does not include conduct rising to the level of physical assault, nor does it include roughhousing or play fighting.</p>				•	•		X	Violent
<p><b>Physical Contact (No Bodily Harm)</b> Students engage in non-serious but inappropriate physical contact, such as pushing, play fighting,, wrestling.</p>		•	•	•			X	Non-violent

<b>Reckless Behavior, Less Serious (No Bodily Harm)</b> Recklessness involves the creation of an unjustifiable risk of harm to others and a conscious (and sometimes deliberate) disregard for or indifference to that risk.			•	•			X	Non-violent
<b>Reckless Behavior, More Serious (Bodily Harm)</b> Recklessness involves the creation of an unjustifiable risk of harm to others and a conscious (and sometimes deliberate) disregard for or indifference to that risk.				•	•		X	Non-violent
<b>Threats or Intimidation</b> Use of violence, force, coercion, threat, intimidation or similar conduct in a manner that constitutes a substantial interference with school purposes.	If warranted, complete a <a href="#">Sped Threat Screener</a> and/or <a href="#">Threat Assessment</a> . <ul style="list-style-type: none"> <li>• Transient threat</li> </ul>		•	•	•		X	Violent
	If warranted, complete a <a href="#">Sped Threat Screener</a> and/or <a href="#">Threat Assessment</a> . <ul style="list-style-type: none"> <li>• Substantive threat</li> </ul>			•	•	•	X	Violent

Property								
Definition	Additional Information	L1	L2	L3	L4	L5	SR	Classification
<b>Reckless or Careless Driving</b> Driving on school property is such a manner as to endanger persons or property.				•	•	•		Violent
<b>Theft, Minor</b> The unauthorized taking or keeping of the property of another on school grounds during school hours.	Cost \$0	•	•				X	Non-violent
	Cost \$1-500	•	•	•			X	Non-violent
	Cost >\$500	•	•	•	•		X	Non-violent
<b>Vandalism</b> Willful or malicious destruction or damage of school or personal property on school grounds without consent of the owner.	Cost \$0	•	•				X	Non-violent
	Cost \$1-500	•	•	•			X	Non-violent

	Cost >\$500	•	•	•	•		X	Non-violent
<b>Robbery</b> Taking or attempting to take anything of value personal property that is owned by another person or organization, under confrontational circumstances by force or threat of force or violence and/or by putting the victim in fear.  Report robberies involving weapons as “Weapon – Use.”					•	•	X	Violent

### Weapons and other Safety Concerns

Definition	Additional Information	L1	L2	L3	L4	L5	SR	Classification
<b>Arson</b> Intentional destruction or damage to school or district building or property by means of fire.	<ul style="list-style-type: none"> <li>• Cost \$0</li> <li>• Cost \$1-500</li> <li>• Cost over \$500</li> <li>• Use of accelerant</li> </ul> If warranted, complete <a href="#">Threat Assessment</a> .				•	•	X	Violent
<b>Bomb/Explosive Device (School Board Policy 111)</b> Use of an incendiary or explosive device that intends to or leads to malicious destruction of property or personal harm.	<ul style="list-style-type: none"> <li>• Cost \$0</li> <li>• Cost \$1-500</li> <li>• Cost over \$500</li> </ul> If warranted, complete <a href="#">Threat Assessment</a> .				•	•	X	Violent
<b>Pyrotechnics</b> Possession or use of pyrotechnic devices on school property. Include devices such as all fireworks and smoke or stink bombs.	<ul style="list-style-type: none"> <li>• Cost \$0</li> <li>• Cost \$1-500</li> <li>• Cost over \$500</li> <li>• Use of match or lighter</li> </ul>			•	•	•	X	Violent
<b>Extortion</b> Obtaining money, property, or services another person against their will through coercion, intimidation, or threat of physical or reputational harm.	If warranted, complete <a href="#">Threat Assessment</a> .				•	•	X	Violent
<b>Bomb Threat</b> Verbal, electronic or written threat to detonate an incendiary or explosive device to cause property damage or injuries, whether or not such a device actually exists.	If warranted, complete <a href="#">Threat Assessment</a> .				•	•	X	Violent

<p><b>False Alarm</b> Causing a substantial disruption to the school environment and/or placing students at risk by making a false report or activating an alarm.</p>				•	•	•	X	Violent
<p><b>Incapacitation Device, Possession, with Use or Intent to Use</b> Possession or use of a device designed to temporarily immobilize or incapacitate people such as taser, stun gun, fart spray, pepper spray or tear gas derivative.</p>	If warranted, complete <a href="#">Threat Assessment</a> .			•	•	•	X	Violent
<p><b>Terroristic threats</b> Direct or indirect threat to commit any act of violence with intent to terrorize another, cause evacuation of school property including buses or cause terror with reckless disregard of the risk of causing such terror or inconvenience.</p>	If warranted, complete a <a href="#">Sped Threat Screener</a> and/or <a href="#">Threat Assessment</a> .			•	•	•	X	Violent
	If warranted, complete a <a href="#">Sped Threat Screener</a> and/or <a href="#">Threat Assessment</a> .				•	•		X
<p><b>Weapon, Possession of Real or Replica (School Board Policy 111)</b> Possession of any object, device or instrument that is designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used to inflict self-injury including, but not limited to, any firearm, whether loaded or unloaded; airguns; pellet guns; BB guns; all knives; blades; clubs; metal knuckles; nunchucks; throwing stars; explosives; fireworks; mace and other propellants; stun guns; ammunition; poisons; chains; arrows; and objects that have been modified to serve as a weapon.</p>	If warranted, complete <a href="#">Threat Assessment</a> .			•	•	•	X	Violent
<p><b>Weapon (Dangerous) Possession/Use (School Board Policy 111)</b> Possession of any firearm, whether loaded or unloaded, or any device designed as a weapon and capable of producing death or great bodily harm, any combustible or flammable liquid or other device or instrumentality that, in the manner it is used or intended to be used, is calculated or likely to produce death or great bodily harm, or any fire that is used to produce death or great bodily harm. As used in this definition, "flammable liquid" means any liquid having a flash point below 100 degrees Fahrenheit and having a vapor pressure not exceeding 40 pounds per square inch (absolute) at 100 degrees Fahrenheit but does not include intoxicating liquor. As used in this subdivision, "combustible liquid" is a liquid having a flash point at or above 100 degrees Fahrenheit</p>	If warranted, complete <a href="#">Threat Assessment</a> .					•	X	Violent

## Other

Definition	Additional Information	L1	L2	L3	L4	L5	SR	Classification
<p><b>Academic Dishonesty</b>                      Cheating is the act of copying, photographing, allowing your own work to be copied, revealing test content, altering scores or records, citing issues. Plagiarizing is the act of using another person's ideas or expression in writing or speaking without acknowledging the source. This includes copying work from a book, computer source or another individual.</p> <p>Utilizing Artificial Intelligence to complete work is also a form of academic dishonesty. It should not be used to replace academic processes like learning the writing process, or solving complex math problems.</p>		•	•	•			X	Non-violent
<p><b>Forgery</b>                      Falsely making or altering a writing by which the legal rights or obligations of another person are apparently affected; simulated signing of another person's name to any such writing (MPS)</p>				•	•			Non-violent
<p><b>Gang Activity</b>                      Conduct that is gang-motivated or related to gang membership. Examples include, but are not limited to: displaying gang symbols, gang paraphernalia, participating in the recruitment/initiation of a student into a gang.</p> <p>A gang is an organized group characterized by turf concerns, special dress or colors, and engagement in delinquent or illegal activity.</p>	If warranted, complete <a href="#">Risk Assessment</a> .		•	•	•	•	X	Subjective
<p><b>Pornography</b>                      Accessing, recording, viewing or showing sexually inappropriate materials.</p>	If warranted, complete <a href="#">Risk Assessment</a> .		•	•	•	•		Non-violent
<p><b>Sexual Misconduct</b>                      Engaging in sexual contact with another person, including intentional touching of clothing covering a person's intimate parts or intentional removal or attempted removal of clothing covering a person's intimate parts or clothing covering a person's undergarments. Intentionally exposing private parts to another. This includes, but not limited to, sexual intercourse or sexual penetration, sexual contact, indecent exposure, or masturbation.</p>	If warranted, complete <a href="#">Risk Assessment</a> .			•	•	•	X	Varies

<b>Student Dress</b> Manner of dress or personal grooming that does not fit within the policies or guidelines practiced by the school or district.		•	•	•				Non-violent
<b>Technology Misuse/Violation</b> Using a cell phone, electronic device, or the internet for non-educational purposes or without the permission of the classroom teacher or school administrator.		•	•	•	•			Non-violent
<b>Technology-Unauthorized or Inappropriate Use of District Technology Resources (School Board Policy 107)</b> Technology Violations and Acceptable Uses are covered in the Parent/Student Acceptable Use Policy that all students sign annually. As technology continues to rapidly evolve, so will our policies. Please make sure to carefully read the policy every year before adding your signature. The <a href="#">AUP is linked here in English</a> and <a href="#">Here in Spanish</a> .	Cost \$0	•	•				X	Non-violent
	Cost \$1-500	•	•	•			X	Non-violent
	Cost over \$500	•	•	•	•		X	Non-violent

August 2023