



# STUDENT CODE OF CONDUCT



**WICHITA**  
**PUBLIC SCHOOLS®**



# Wichita Public Schools Board of Education

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## WPS Student Code of Conduct Policy

### I. Purpose

The mission of Wichita Public Schools is to prepare each student to achieve readiness for life, college, and career through an innovative and impactful educational experience. Student success will be measured in three key outcome areas:

- Increase academic achievement and graduation rates.
- Prepare students for life, college, and career success.
- Create and enhance safety and belonging.

Our Student Code of Conduct is a key resource in helping Wichita Public Schools to achieve this mission. It is the intent of the Board of Education to ensure a safe, orderly, and nurturing learning environment for all students in Unified School District No. 259. The Board of Education has both the responsibility and authority to adopt policies designed to create safe schools and to reflect a discipline philosophy based on the goals of fostering, teaching, and acknowledging positive behavior. These policies and associated procedures support the goal of maintaining a positive school climate with the order and safety necessary for effective learning through the administration of discipline in a fair, equitable, and consistent manner). All students are held responsible for their actions. The right to attend a Wichita Public School carries with it the obligation to maintain acceptable behavior.

### II. Policy Statement

The BOE is committed to creating and supporting schools where teaching and learning take place every day in safe, supportive, and respectful school environments and where students, school staff, and families are valued and can succeed. These safe, supportive, and respectful school environments are maintained through clear communication of expectations for appropriate behaviors, the teaching and reinforcing of appropriate behaviors, and the communication and administration of appropriate consequences for inappropriate behaviors.

Wichita Public Schools does not discriminate on the basis of race, color, national origin, religion, sex, gender identity, sexual orientation, disability, age, veteran status, genetic information, or other legally protected classifications in the administration of discipline.

Any student who believes that they have been disciplined on the basis of any improper criteria or not in conformity with this Code of Conduct should immediately raise those concerns through the student grievance procedure (Board of Education Policy P1468), disciplinary hearing appeal process (Board of Education Policy P5113), or by contacting the Office of Equity, Diversity, and Accountability.

Any person who believes they have been discriminated against on the basis of their sex should promptly contact the District's Title IX office.



## III. Definitions

- A. **Behavioral Contract:** An agreement between school staff and a student to improve student behavior through positive behavioral interventions, strategies, and supports.
- B. **Behavior Intervention Plan (BIP)/Behavior Support Plan (BSP):** A formal plan created by appropriately trained professionals in collaboration with the student's support team. The plan is designed to address specific behaviors and is comprised of positive behavioral interventions, strategies, and supports. It may include reasonable modifications to instruction, curriculum, or school routines. The plan is tailored to include individualized goals, strategies for teaching, and reinforcing replacement behaviors, and a clear monitoring plan to track progress. BIPs are designed to support students with Individualized Education Programs (IEPs) and 504 Plans, while BSPs are used to support general education students.
- C. **Bus Suspension:** Removing the privilege of bus transportation for a designated period of time as a result of negative behavior on the bus.
- D. **Calm Down Walk/Brain Break:** A staff member walks with the student in/around the building for a short time allowing the student to voluntarily take a break from mental work and allowing their brain and body to reset and regulate.
- E. **Check-In/Check-Out (CICO):** A defined process where students formally or informally check in with a school counselor, social worker, student advisor, or other staff member with whom they have a positive relationship to set goals, receive regular feedback on a daily progress report, check out at the end of the day, and involve their families to support consistent behavior improvement.
- F. **Classroom Reassignment:** A student is removed from a specific classroom for a designated period of time to another classroom where the student may resume instruction in the same subject matter at the same level; this change may be permanent.
- G. **Conference with Student:** A conference involving the student, the administrator, and possibly the teacher regarding a behavior, the reasons for the behavior, possible consequences of the behavior, and a plan for changing the behavior.
- H. **Conference with Student and Parent:** A conference between school personnel, Parents, and the student where cooperation is the primary goal. The meetings should include a defined topic. The functions of these meetings can be to make plans, set goals, discuss successes or challenges, and update on progress from previous conversations.
- I. **Confiscated Items:** When items are confiscated as a result of a violation of the Code of Conduct, Parents may be asked to make arrangements with the school administration to pick up the confiscated item(s) from the school. Items confiscated may be held as evidence in an investigation. Wichita Public Schools bears no financial responsibility for items that are lost, stolen, or damaged.



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- J. **Conflict Resolution:** Using strategies to assist students in peacefully resolving conflicts.
- K. **De-escalation Techniques:** A progression of non-verbal (e.g., body language, physical cues, and allowing personal space), verbal, and environmental interventions used to prevent or moderate escalation of student behavior.
- L. **Detention:** A disciplinary consequence that does not remove the student from the classroom during instructional time (which includes any special classes such as music, art, etc.) but requires a student to spend some amount of time in a particular school location during lunchtime or before/after school.
- M. **Disciplinary Hearing:** A formal process (involving student and Parent) mediated by a hearing officer to make a decision regarding further disciplinary action ([BOE Policy 5113](#)). The disciplinary process can result in five different outcomes: return to base school, reassignment to comprehensive school, reassignment to an alternative school, Extended Suspension, or Expulsion.
- N. **ERASE Plan (Explain Reason Appropriate Support Evaluate):** A plan that is created to help address problem behavior. This plan helps the team discuss the cause or reason of the behavior, identify what the team would prefer the student do instead, outline the support needed to help a student with the desired behavior and outline the way the team will know if the intervention worked or not.
- O. **Exclusionary Discipline:** A disciplinary consequence that removes a student from the student's regular classroom during the school day, including In-School Suspension, Out of School Suspension, Expulsion, informal removal of the student from school due to behavior (including removal by a Parent at the request of the school) or any other consequence that excludes a student from instruction in that student's assigned classroom and school building. Exclusionary Discipline does not include temporarily transferring the student to another classroom as provided in VIII.A.4 of the employment agreement between United Teachers of Wichita and the Board of Education, where the student can promptly resume instruction in the same material at the same level. Detention is not Exclusionary Discipline.
- P. **Expulsion:** A disciplinary consequence that removes the student from school for longer term than an Extended Suspension. An Expulsion must not exceed 186 school days.
- Q. **Extended Suspension:** A disciplinary consequence that removes the student from school for a period longer than 10 consecutive school days, but not more than 90 consecutive school days. A removal greater than 90 consecutive school days is an Expulsion.
- R. **Functional Behavior Assessment (FBA):** A systematic process that is used to operationally define a behavior, identify factors that support the behavior, and determine the underlying function or purpose of a behavior so that an effective Behavior Support Plan (for general education students) or a Behavior Intervention Plan (for students with Individualized Education Programs or 504 Plans) can be developed.



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- S. **In-School Suspension:** A disciplinary consequence that removes a student from the regular classroom to a different in-school setting during the course of the regular instructional school day. It includes having a student go to any room or area designated for that purpose but does not include a transfer to another teacher who is teaching the same material at the same instructional level at the same time or the most similar available classroom where instruction is occurring. An environment used for In-School Suspension must ensure that students will:
  - 1. Appropriately progress in the general curriculum.
  - 2. Receive the special education and related services specified on the student's IEP if the student is a student with a disability in accordance with the law.
  - 3. Receive instruction commensurate with the program afforded to the student in the regular classroom.
  - 4. Participate with peers as they would in their current education program to the extent appropriate.
  
- T. **Loss of Privileges:** A disciplinary consequence that suspends a student privilege (such as recess, attending a school activity, or the right to park on school property) for a period of time determined by the principal or the principal's designee.
  
- U. **Meaningful Job:** Assigning a job or task to a student that creates a sense of purpose, provides an opportunity for the student to experience success, and gives the student responsibility to be a contributing member of the school community.
  
- V. **Mentoring:** An intervention in which a student is paired with a mentor (e.g., counselor, teacher, fellow student, or community member) who helps their personal, academic, and social development.
  
- W. **Out-of-School Suspension:** A disciplinary consequence that suspends a student from school for up to ten (10) consecutive school days. During suspension, the student is not allowed to be on school property for any reason without the prior approval of the principal ([BOE Policy 5113](#)).
  
- X. **Parent:** Refers to the natural or adoptive parent, legal guardian, or education advocate (as defined under Kansas law) of a student. In an appropriate case, a Parent may also include a person acting in that capacity in the absence of a natural or adoptive parent, legal guardian, or education advocate.
  
- Y. **Parent Contact:** Reaching out to a Parent to discuss an issue at school with the intent to work together with the Parent toward a solution.
  
- Z. **Positive Incentive System/Chart:** A visual tool for students who need extra support and/or reinforcement for a desired replacement behavior when working toward a goal or reward.
  
- AA. **Change in Preferential Seating:** An intervention in which a staff member changes a student's assigned seat or seating arrangement in class, the cafeteria, or during any school function as needed to promote positive behaviors, increase focus, and reduce distractions.



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- BB. **Proximity:** A practice in which a staff member moves closer to a student to provide support in a non-confrontational manner with the intent of helping the student stay focused or to re-engage.
- CC. **Re-Entry Plan:** A formal or informal plan to reintegrate a student into the classroom environment through Restorative Practices, Behavioral Supports, and/or academic accommodations following the student's removal from class.
- DD. **Referral to Appropriate Substance Abuse Counseling Service:** Students who violate [BOE Policy 1465](#) will be provided the option to meet with a community resource (which may include a mental health agency counseling program, an alcohol and drug service agency, a physician, etc.) to discuss the student's substance use and recommend interventions. .
- EE. **Referral to General Education Intervention Team (GEI):** A process in which a team of identified professionals develop prevention and intervention techniques and alternative strategies designed to improve student outcomes.
- FF. **Referral to Health/Mental Health Services:** A recommendation to seek professional health services.
- GG. **Reminder:** A staff member provides a formal or informal reminder to a student concerning behavior.
- HH. **Restitution:** Requiring a student to compensate others for any loss, damage, or injury that has resulted because of a student's behavior. Compensation may be made monetarily, by a student's assignment to a schoolwork project, or both. Monetary compensation should take into account and give due consideration to financial circumstances and means to pay.
- II. **Restorative Practices:** A set of approaches and strategies that focus on building relationships promoting a sense of community and accountability, and repairing harm. They aim to address the root causes of conflicts or disciplinary issues and create a supportive and inclusive school environment.
- JJ. **Reteach Expectations:** Staff reteaches a classroom expectation or routine that a student has failed to learn or is not demonstrating.
- KK. **Safe Space/Calm Down Visit:** An intervention in which a student is offered the opportunity to visit an authorized location to engage in calming behavior with an adult presence. Seclusion of students is prohibited in Wichita Public Schools. A student must not be directed to a Safe Space if doing so would seclude the student (see Board Policy P5116).
- LL. **Safety Services Officer/School Security Officer:** An employee of the District who aides and supplements state and local law enforcement agencies in which the District is located, but is not a law enforcement officer or police officer.
- MM. **School Resource Officer (SRO):** A sworn law enforcement officer who is assigned to a
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District school. It does not include District Safety Services Officers.

- NN. **Temporary Removal from Class:** The removal of a student from the classroom for a period of time not to exceed one period or one-half day to another teacher who is teaching the same material at the same instructional level at the same time or the most similar available classroom where instruction is occurring.

## IV. Importance of Positive Behavior

Wichita Public Schools has adopted a uniform Code of Conduct to provide a safe and orderly school environment conducive to learning for all students. The Code of Conduct for Wichita Public Schools applies to all school environments, including the classroom and related instructional activities, extracurricular activities such as dances, sports events, school clubs, and field trips, as well as the school bus or school-related transportation of any type. First and foremost, it is the goal of the Code of Conduct to promote positive behavior in the school environment. Good citizenship on the school bus, playground, athletic field, classroom, or any other school-related activity is expected.

In accordance with the Kansas State Board of Education, our school system is committed to the goal of providing Kansas children with equal access to a quality, high-level education that promotes student achievement and prepares all students for global success.

All members of the school community have a role in creating schools that embody the principles supporting healthy and safe school climates. These principles include:

- Students actively engaged in their learning;
- Positive relationships between students and school staff; and
- Collaboration between families, communities, and school staff to support positive student outcomes.

Our schools are the safest and most successful when everyone collaborates, values, and respects each other's roles, and is invested in school discipline practices that create a positive school climate. Expectations for school staff/administrators, students, Parents, and community/city/local organizations, agencies, and others guide interaction and involvement with school discipline matters.

When unacceptable behavior occurs, the Code of Conduct supports the application of discipline to address unacceptable behaviors in a positive manner to improve academic success for all students. All school activities are governed by the Code of Conduct and are subject to the same expectations, rights, responsibilities, and consequences for inappropriate behavior. Students are encouraged to engage in positive behavior since inappropriate behaviors and their consequences may have a negative impact on academics and other areas of school involvement. Staff can help to promote this positive behavior through class-wide, proactive strategies. These strategies will vary by school and grade level, and some examples can be found [within this resource list](#).



## V. Addressing Unacceptable Behavior

Unacceptable behaviors have consequences that will be applied in a fair, consistent, and equitable manner. When warranted, an individual Behavior Intervention Plan or Behavior Support Plan may be developed to assist in improving student behavior. Students who are suspended may not participate in extracurricular activities for the duration of the suspension and/or as specified by Board of Education policy.

The SRO or other appropriate law enforcement agency can be contacted in the event of substantial harm or threat of substantial harm to the physical safety of students, staff, or other persons that cannot be safely and appropriately handled through school procedures, or is the kind of criminal offense that would cause the District to call law enforcement if no SRO were on campus. Actions taken by law enforcement will be considered to be separate from any disciplinary actions taken by the school.

## VI. Responses and Interventions

Responses to behavior may also include interventions designed to address the behavior, reteach the correct behavior, and provide the student with acceptable replacement behaviors conducive to a safe and secure school environment.

As described more fully below, the Code of Conduct requires administrators to consider the severity of the infraction, any prior disciplinary record of the student, and the age of the student. Exclusionary Discipline, including In-School Suspension, Out-of-School Suspension, and Expulsion, will be limited to the most severe, safety-related behaviors, or behaviors that violate the legal rights of others.

Under the circumstances set out in the charts below, more serious specified disciplinary interventions and consequences may be used when a student repeatedly commits the same disciplinary offense. A pattern of behavior may warrant such increased interventions and consequences. Before imposing these consequences, the school must employ its Behavior Intervention Protocol with respect to that student without success and appropriately document this fact.

## VII. Exclusionary Discipline Responses

Exclusionary Discipline responses include In-School Suspension, Out-of-School Suspension, Extended Suspension, and Expulsion. For all assignments of Out-of-School Suspension, Extended Suspension, and Expulsion, Parents will be provided with written notice (KSA 72-6115). Additional information about communication regarding Exclusionary Discipline responses is included in the WPS Board of Education Suspension and/or Expulsion of Students [Policy 5113](#).

For information regarding minimum education services provided during assignments of Exclusionary Discipline, refer to the WPS Board of Education Suspension and/or Expulsion of Students [Policy 5113](#).



## **VIII. Discipline for Activities Not Occurring on School Property**

Students should be able to go to and from school in an atmosphere of safety. Students participate in many off-campus activities as a result of school functions or activities, including sports events at other schools, field trips, and volunteer work on behalf of school programs or club activities. Many times, activities that occur off school premises result from activities on school premises or have an impact on subsequent activities on school premises. Students may be disciplined for off-campus conduct (including online conduct) that substantially disrupts, or is reasonably expected to substantially disrupt, the learning environment.

## **IX. Due Process and Appeals**

In accordance with [BOE Policy 5113](#), when a principal or designee imposes an Out of School Suspension, the student must be given notice of the charges and must be afforded an informal hearing thereon. The notice may be oral or written and the hearing may be held immediately.

A written notice of any proposal for an Extended Suspension or Expulsion and the charges upon which the same is based shall be given to the student and to the Parent. The notice must include the time, date, and place that the student will be afforded a formal hearing. Failure of the student and the student's Parent(s) to attend the hearing will waive the hearing and any chance of appeal.

Whenever a formal hearing is to be held regarding a proposed Extended Suspension or Expulsion, the student will be afforded procedural due process rights as outlined in [BOE Policy 5113](#). If a hearing results in an Extended Suspension or Expulsion, the hearing officer will determine whether the student in question may or may not return to class pending an appeal or during the period allowed for notice of appeal. An appeal made from such a hearing must be filed with the Clerk of the Board not later than ten (10) calendar days after receiving written notice of the hearing findings.

Any appeal will be heard by the BOE or a hearing officer appointed by the Board, not later than twenty (20) calendar days after such notice of appeal is filed. This formal hearing will also be conducted pursuant to K.S.A. 72-6114, *et seq.*, as amended. The BOE will render its decision based on the report of the hearing officer(s) no later than five calendar days after the conclusion of the appeal hearing. Unless the appeal hearing officers determine otherwise, the appeal hearing will be closed at the end of executive session.

Any student who believes that they have been disciplined on the basis of any improper criteria, or not in conformity with this Code of Conduct should raise those concerns as described in Section II of this document.

## **X. Compliance with the IDEA and ADA**

Discipline for students with disabilities must be in compliance with the Individuals with Disabilities Education Act (IDEA) and the Americans with Disabilities Act (ADA). While all students are considered to be general education students *first*, there are also federal protections that exist for students with Individualized Education Programs (as described under the IDEA) and 504 Plans (as described under the ADA). Additional information on these topics can be located throughout the [Kansas Special Education Process Handbook](#) (with a specific focus in Chapter 13),



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as well as in [BOE Policy 5113](#), and on the U.S. Department of Education’s [Office for Civil Rights webpage on Disability Discrimination](#).

A thorough investigation of any and all infractions will be conducted with all involved parties being afforded due process. The Parent of a student with a disability may request reasonable modifications related to the district’s disciplinary policies, practices, and procedures.

## **XI. Charts and Process**

The following pages of this document contain the Consequences for Violations of the Code of Conduct chart, as well as the Levels of Responses and Interventions chart.

The Consequences for Violations of the Code of Conduct chart can be used to:

- Determine which type of “Violation” has occurred.
- Determine which “Subcategory” best describes the incident in question.
- Note which “Levels of Consequences” are applicable.

The Levels of Responses and Interventions chart is directly connected to the Consequences for Violations of the code of Conduct chart. It provides a menu of options that staff may utilize when deciding how best to support the behavioral needs of a student. This chart can also be used to:

- Determine which of the applicable levels for the violation and subcategory is the best match for the behavioral incident.\* This is accomplished by reviewing the “Description” listed at the top of each level to see which most accurately describes the incident in question.
- Once the correct level has been determined, decide which response/intervention to utilize.

*\*USD 259 acknowledges that factors such as student age and disability can have an impact when making this determination. For example, an 18 year who chooses to strike an educator has the potential to cause more harm than a 3 year old who hits an educator during a tantrum. Staff will consider these factors when making these determinations.*

## Consequences for Violations of Code of Conduct

			Levels of Consequences		
Violation	BOE Policies	Subcategory	1*	2**	3***
Alcohol	<a href="#">P1464</a>	Possession		Knowingly having joint or exclusive control over an item in a place where the person has some measure of access and right of control.  <i>Exemplary factors relevant to Level determination may include:</i> The alcohol; location and circumstances of possession; age and maturity of the student; whether possession posed a safety risk to others; cooperation with staff or administrators upon discovery.	
	<a href="#">P1465</a>	Distribution		The actual, constructive, or attempted transfer of an item from one person to another.	
	<a href="#">P5113</a>	Use		Injection, inhalation, ingestion, or other introduction into the body.	
Arson	<a href="#">P1464</a>			Knowingly, by means of fire or explosives damaging any building or property. Firecrackers, fireworks, and trash can fires would be included if they were contributing factors to a damaging fire.	
	<a href="#">P5113</a>			<i>Exemplary factors relevant to Level determination may include:</i> The extent of damage caused or reasonably likely to result; the intent; the location; the presence of others and potential risk to their safety; age and maturity of the student; and whether the act was premeditated or impulsive.	
Assault/Battery	<a href="#">P1116</a>	Fighting		Brawling or fighting.  <i>Exemplary factors relevant to Level determination may include:</i> Degree of injury actually or reasonably likely to be caused by the fight; the cause of the fight; use of weapons; age and maturity of the students; duration of the altercation; and whether the combatants heeded staff instructions to desist.	
	<a href="#">P1462</a>	Kidnapping		Taking or confining any person, accomplished by force, threat or deception, with the intent to hold such person: (1) for ransom, or as a shield or hostage; (2) to facilitate flight or the commission of any crime; (3) to inflict bodily injury or to terrorize the victim or another; or (4) to interfere with the performance of any governmental or political function.	
		Murder		The killing of a human being.	
	<a href="#">P1464</a>	Assault		A purposefully threatening physical action that the actor intends to cause another to believe that they are in immediate danger of being struck and injured, and which is perceived by the victim and does in fact cause them to reasonably apprehend immediate physical harm. Words alone cannot be an assault.  <i>Exemplary factors relevant to Level determination may include:</i> The severity of harm caused or reasonably likely to result; whether a weapon was used or implied; the relationship between the parties involved; the intent behind the act; and whether the individual ceased aggression when instructed.	
		Battery on Pupil		Knowingly or recklessly causing substantial physical harm to a student.	
		Battery on Staff		Knowingly or recklessly causing substantial physical harm to a staff member.	
	<a href="#">P5113</a>	Robbery		Knowingly taking property from the person or presence of another by force or by threat of bodily harm to any person.  <i>Exemplary factors relevant to Level determination may include:</i> The value of the property taken; whether force or threats were used; the presence or use of a weapon; the intent behind the act; and the level of harm or risk posed to others during the incident.	

\*LEVEL 1: Offenses that do not threaten safety or significantly disrupt the operation of the classroom or another school activity and can be remedied quickly and safely by De-escalation Techniques or other interventions by District staff.

\*\*LEVEL 2: Offenses that substantially disrupt the operation of the classroom or another school activity and cannot be remedied quickly and safely by De-escalation Techniques or other interventions by District staff.

\*\*\*LEVEL 3: Offenses that pose a threat to safety and cannot be remedied quickly and safely by De-escalation Techniques or other interventions by District staff.

			<b>Levels of Consequences Continued</b>		
Violation	BOE Policies	Subcategory	1*	2**	3***
<b>Behavior</b>	<a href="#">P1464</a>	<b>Academic Misconduct</b>	Any type of cheating that occurs in relation to a formal academic exercise, including plagiarism, fabrication, deception, bribery, or sabotage.  <i>Exemplary factors relevant to Level determination may include:</i> The student's intent or awareness of wrongdoing; age and maturity of the student; extent and impact of the misconduct; and the effect on fellow classmates.		
		<b>Acting to Incite</b>		One or more of the following acts that the person knows or should know will alarm, anger or disturb others or provoke an assault or other breach of peace: disturbing an assembly, meeting, or procession; using fighting words; or engaging in noisy conduct tending to reasonably arouse alarm, anger, or resentment in others.  <i>Exemplary factors relevant to Level determination may include:</i> The significance of the disruption caused by the student; age and maturity of the student; the extent to which the student intended to cause or did in fact cause violence or injury; and the likelihood that the student's incitement would cause a risk of physical harm under the circumstances.	
		<b>Disruptive Behavior</b>	Behavior that disrupts the orderly learning environment but does not involve violence, property damage, or foul language or gestures.		
		<b>Elopement</b>	Leaving a designated area or school setting without the permission or knowledge of staff to escape or avoid a task, situation, or environment related to school activities.  <i>Exemplary factors relevant to Level determination may include:</i> The significance of the disruption caused by the student; age and maturity of the student; the intent or objective of the student; reasons for the student's decision to elope; and the likelihood that the student's incitement would cause a risk of physical harm under the circumstances.		
		<b>Failure to Serve</b>	Refusal to serve a consequence or willful noncompliance with discipline action(s) taken as a result of a previous incident.  <i>Exemplary factors relevant to Level determination may include:</i> The nature and duration of the refusal; the student's conduct during the refusal; the impact on staff or operations; prior instances of non-compliance.		
		<b>Insubordination</b>	A student's refusal to respond to reasonable requests in a reasonable amount of time.		
		<b>Lying</b>	Delivering a message that is untrue..  <i>Exemplary factors relevant to Level determination may include:</i> The significance of the disruption caused by the student; age and maturity of the student; the intent or objective of the student; the likelihood that the student's conduct would cause a risk of physical harm under the circumstances; and any actual injury caused by the student's conduct.		
		<b>Physical Aggression</b>		Intentional or reckless physical actions directed at another person, such as pushing, hitting, or spitting, that do not result in substantial injury.	
		<b>Pattern of Misconduct</b>		Repeated violations of Level 1 behavior elevated to Level 2 due to persistent infractions or conduct that persists despite appropriate interventions and causes a substantial disruption in the classroom. Level 1 incidents must be documented in Synergy's Student Contact Log, and the school's Behavior Intervention Protocol followed before escalation.	
		<b>P5113</b>			

\*LEVEL 1: Offenses that do not threaten safety or substantially disrupt the operation of the classroom or another school activity and can be remedied quickly and safely by De-escalation Techniques or other interventions by District staff.

\*\*LEVEL 2: Offenses that substantially disrupt the operation of the classroom or another school activity and cannot be remedied quickly and safely by De-escalation Techniques or other interventions by District staff.

\*\*\*LEVEL 3: Offenses that pose a threat to safety and cannot be remedied quickly and safely by De-escalation Techniques or other interventions by District staff.

			<b>Levels of Consequences Continued</b>		
Violation	BOE Policies	Subcategory	1*	2**	3***
<b>Bullying</b>	<a href="#">P1230</a>	<b>Cyber</b>		Sufficiently severe, persistent, or pervasive use of any electronic communication device to target peers with the goal of hurting them or sacrificing their standing within peer groups ( <a href="#">additional information available here</a> ).  <i>Exemplary factors relevant to Level determination may include:</i> The content and severity of the messages or posts; the intent behind the behavior; the impact on the targeted individual(s); the extent of distribution or audience reached; and whether the behavior continued after being addressed.	
	<a href="#">P1462</a>	<b>Physical</b>		Sufficiently severe, persistent, or pervasive use of overt bodily acts, such as hitting, tripping, shoving, slapping, punching, kicking, damaging or destroying personal property, hazing, or biting, to gain power over peers ( <a href="#">additional information available here</a> ).  <i>Exemplary factors relevant to Level determination may include:</i> The severity of harm caused or reasonably likely to result; the frequency and duration of the behavior; the power imbalance between the individuals; and whether the bullying ceased when addressed by staff.	
	<a href="#">P1464</a>	<b>Relational</b>		Sufficiently severe, persistent, or pervasive systemic diminishment of a targeted student's sense of self with the goal of hurting them or sacrificing their standing within their peer groups ( <a href="#">additional information available here</a> ).  <i>Exemplary factors relevant to Level determination may include:</i> The intent; the methods used; the impact on the targeted individual(s); and the frequency and persistence of the behavior.	
	<a href="#">P5113</a>	<b>Verbal</b>		Sufficiently severe, persistent, or pervasive use of language, such as name-calling, teasing, taunting, threatening, cruel criticism, belittling, personal defamation, slurs, sexually suggestive and/or abusive remarks, or extortion to gain power over peers ( <a href="#">additional information available here</a> ).  <i>Exemplary factors relevant to Level determination may include:</i> The content and intensity of the language; the intent; the impact on the targeted individual(s); and whether the behavior was repetitive or ceased when addressed.	
<b>Drug-Related</b>	<a href="#">P1464</a>	<b>Possession - Illicit Drug or Marijuana</b>		Knowingly having direct physical control over an illegal drug or knowingly having the power and the intention at a given time to exercise dominion or control over an illegal drug.  <i>Exemplary factors relevant to Level determination may include:</i> The type and quantity of drugs; intent to use or distribute; location of possession; and any prior history of drug-related infractions.	
		<b>Possession - Paraphernalia</b>		Knowingly having direct physical control over drug paraphernalia or knowingly having the power and the intention at a given time to exercise dominion or control over drug paraphernalia. Examples include scales, syringes, and needles.  <i>Exemplary factors relevant to Level determination may include:</i> The type of paraphernalia; its intended use; whether it was actively being used; and prior history of related incidents.	
	<a href="#">P1465</a>	<b>Distribution - Illicit Drug or Marijuana</b>			The actual, constructive, or attempted transfer of an item from one person to another.
	<a href="#">P5113</a>	<b>Use - Illicit Drug or Marijuana</b>			Injection, inhalation, ingestion, or other introduction into the body.
<b>Forgery</b>	<a href="#">P1464</a>		Altering, copying, or imitating of something without authority or right, with the intent to deceive or defraud by passing the forgery as original or genuine.		
	<a href="#">P5113</a>		<i>Exemplary factors relevant to Level determination may include:</i> The intent behind the act; the significance of the document altered; and the impact of the forgery.		

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			<b>Levels of Consequences Continued</b>		
Violation	BOE Policies	Subcategory	1*	2**	3***
<b>Gambling</b>	<a href="#">P1464</a>			To wager money or something else of value; assist, promote, or operate a game of chance for money or some other stake; possess or transmit wagering information; manufacture, sell, purchase, possess, or transport gambling equipment, devices, or goods; tamper with the outcome of a sporting event or contest to gain a gambling advantage.	
	<a href="#">P5113</a>				
<b>Harassment</b>	<a href="#">P1115</a>	<b>Disability Based</b>		Knowing and intentional course of conduct that is related to disability and is directed at a student or group of students or personnel that seriously alarms, annoys, torments or terrorizes the person(s), and that serves no legitimate purpose.  <i>Exemplary factors relevant to Level determination may include:</i> The intent and nature of the behavior; the impact on the targeted individual; frequency; and whether it involved public humiliation or power imbalances.	
		<b>Gender Identity Based</b>		Knowing and intentional course of conduct that is related to gender identity and is directed at a student or group of students or personnel that seriously alarms, annoys, torments or terrorizes the person(s), and that serves no legitimate purpose.  <i>Exemplary factors relevant to Level determination may include:</i> The nature and severity of the harassment; intent; frequency; and its impact on the targeted individual.	
	<a href="#">P1116</a>	<b>Race, Color, Nationality, or Origin Based</b>		Knowing and intentional course of conduct that is related to race, color, nationality, or origin and is directed at a student or group of students or personnel that seriously alarms, annoys, torments or terrorizes the person(s), and that serves no legitimate purpose.  <i>Exemplary factors relevant to Level determination may include:</i> The content and intent of the actions or remarks; their impact on the targeted individual(s); frequency; and whether it created a hostile environment.	
	<a href="#">P1119</a>	<b>Sexual Orientation Based</b>		Knowing and intentional course of conduct that is related to sexual orientation and is directed at a student or group of students or personnel that seriously alarms, annoys, torments or terrorizes the person(s), and that serves no legitimate purpose.  <i>Exemplary factors relevant to Level determination may include:</i> The intent and severity of the actions or remarks; impact on the targeted individual(s); the frequency; and the level of disruption caused.	
	<a href="#">P1464</a>	<b>Religion Based</b>		Knowing and intentional course of conduct that is related to religion and is directed at a student or group of students or personnel that seriously alarms, annoys, torments or terrorizes the person(s), and that serves no legitimate purpose.  <i>Exemplary factors relevant to Level determination may include:</i> The nature and intent of remarks or actions; impact on the targeted individual(s); and the frequency.	
	<a href="#">P5113</a>	<b>Sexual Based</b>		Knowing and intentional course of conduct that is sexually based and is directed at a student or group of students or personnel that seriously alarms, annoys, torments or terrorizes the person(s), and that serves no legitimate purpose.  <i>Exemplary factors relevant to Level determination may include:</i> The nature and severity of the behavior; the intent behind it; the impact on the targeted individual(s); and whether it involved coercion or abuse of power.	
	<a href="#">P1230</a> <a href="#">P1464</a> <a href="#">P5113</a>	<b>Inappropriate Computer Use</b>		Use of an electronic device for inappropriate uses such as viewing inappropriate material, changing school records, etc.  <i>Exemplary factors relevant to Level determination may include:</i> The age and maturity of the student; the student's objective; the level of disruption; or time and effort to remedy the effects of the student's conduct.	
<b>Sexual Offenses</b>	<a href="#">P1115</a> <a href="#">P1116</a>	<b>Non-Violent</b>		Indecent liberties, voluntary sexual relations, or indecent solicitation.  <i>Exemplary factors relevant to Level determination may include:</i> The nature of the offense; the impact on the targeted individual(s); whether it was intentional; and any history of similar behavior.	
	<a href="#">P1464</a> <a href="#">P5113</a>	<b>Violent</b>			Unlawful sexual act, rape, or criminal sodomy.

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			<b>Levels of Consequences Continued</b>		
Violation	BOE Policies	Subcategory	1*	2**	3***
<b>Theft</b>	<a href="#">P1464</a>	<b>Minor</b>	Intentionally taking property without the owner’s permission.  <i>Exemplary factors relevant to Level determination may include:</i> The value of the item(s) stolen; the intent behind the theft; whether the theft was premeditated; and whether restitution was made.		
	<a href="#">P5113</a>	<b>Major</b>		Intentionally taking property without the owner’s permission, where the theft is especially serious.  <i>Exemplary factors relevant to Level determination may include:</i> The value of the item(s) stolen; whether the theft involved planning or coercion; the impact on the victim(s); and whether restitution was made.	
<b>Threat</b>	<a href="#">P1462</a>	<b>Intimidation</b>	An act or course of conduct directed at a specific person to cause that person to fear or apprehend fear.  <i>Exemplary factors relevant to Level determination may include:</i> The content and severity of the threat; the intent behind the behavior; its impact on the targeted individual(s); and whether it involved a credible plan to act.		
	<a href="#">P1464</a> <a href="#">P5113</a>	<b>School Threat</b>		Any threat (verbal, written, or electronic) by a person to bomb or use other substances or devices for the purposes of exploding, burning, causing damage to a school building or school property, or harming students or staff.	
<b>Tobacco-Related</b>	<a href="#">P1464</a>	<b>Possession</b>		Knowingly having joint or exclusive control over an item in a place where the person has some measure of access and right of control.  <i>Exemplary factors relevant to Level determination may include:</i> The type and quantity of tobacco products; the location of possession; and whether the possession was part of repeated behavior.	
	<a href="#">P5113</a>	<b>Distribution</b>		The actual, constructive, or attempted transfer of an item from one person to another.  <i>Exemplary factors relevant to Level determination may include:</i> The quantity of tobacco products involved; the intent behind the distribution; the age of the individuals involved; and any prior history of similar infractions.	
		<b>Use</b>		Injection, inhalation, ingestion, or other introduction into the body by way of cigarette, vape, etc.  <i>Exemplary factors relevant to Level determination may include:</i> The location and visibility the use; the type of product; and whether the behavior disrupted others.	
<b>Trespassing</b>	<a href="#">P1464</a> <a href="#">P5113</a>			Being on school property without permission, including while on suspension or Expulsion. (KSA 21-5808).  <i>Exemplary factors relevant to Level determination may include:</i> The intent; the location and duration; whether the individual ignored warnings to leave; and any resulting disruption or damage.	

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			<b>Levels of Consequences Continued</b>		
Violation	BOE Policies	Subcategory	1*	2**	3***
Truancy	<a href="#">P1464</a> <a href="#">P5113</a>		Violation of state, school district, or school policy relating to on-time attendance in class.		
Vandalism	<a href="#">P1464</a> <a href="#">P5113</a>	Personal Property	Willful destruction or defacement of an individual's property or property belonging to a group other than the school district.  <i>Exemplary factors relevant to Level determination may include:</i> The significance of the disruption caused by the student; age and maturity of the student; the intent or objective of the student; the likelihood that the student's conduct would cause a risk of physical harm under the circumstances; any actual injury or damage caused by the student's conduct; and the vulnerability of the victim.		
		School Property	Willful destruction or defacement of property belonging to the school district.  <i>Exemplary factors relevant to Level determination may include:</i> The significance of the disruption caused by the student; age and maturity of the student; the intent or objective of the student; the likelihood that the student's conduct would cause a risk of physical harm under the circumstances; and any actual injury or damage caused by the student's conduct.		
Weapons	<a href="#">P1464</a> <a href="#">P1466</a> <a href="#">P5113</a>	Possession		Having direct physical control over a weapon or knowingly having the power and the intention at a given time to exercise dominion or control over a weapon.  <i>Exemplary factors relevant to Level determination may include:</i> The type of weapon; whether it was used, displayed, or concealed; the intent behind possession; and the level of risk posed to others.	
		Distribution			The actual, constructive, or attempted transfer of an item from one person to another.
		Use			Use of a weapon.

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## LEVELS OF RESPONSES AND INTERVENTIONS

### LEVEL 1

#### LEVEL 1 DESCRIPTION

Offenses that do not threaten safety or substantially disrupt the operation of the classroom or another school activity and can be remedied quickly and safely by De-escalation Techniques or other interventions by District staff.

#### LEVEL 1 EXAMPLES OF CLASSROOM SUPPORT AND TEACHER-LED RESPONSES

These responses are designed to teach appropriate behavior so that the students are respectful and can learn and contribute to a safe environment. Teachers are encouraged to implement a variety of teaching and classroom management strategies. When appropriate, teachers may engage the student's support system to ensure successful learning and consistency of responses and change the conditions that contribute to the student's inappropriate or disruptive behavior. *These are examples and do not represent a comprehensive list of options. However, Exclusionary Discipline may never be used in response to Level 1 offenses.*

*Note Regarding Level 1:* For documentation purposes, Level 1 items *can* be entered into Synergy in the student's contact log; however, it is not a requirement for educators to do so. The rationale for this is that the focus of our educators should be on students and Synergy data-entry for minor infractions should not take significant time away from teacher/student interactions.

District staff will not use Safety Services Officers to respond to conduct that meets the definition of a Level 1 offense. District staff will not request the involvement of an SRO in an incident of student misbehavior unless it presents a significant safety risk, poses a threat of substantial physical harm, or is the kind of criminal offense that would cause the District to call law enforcement if no SRO were on campus.

Dress code violations will be rectified by offering students compliant clothing; no disciplinary action will occur, unless students refuse the compliant clothing, which would be considered an act of insubordination.

#### 1. CLASSROOM SUPPORT AND TEACHER-LED RESPONSE/INTERVENTION EXAMPLES

- |   |   |  |
|---|---|--|
| <ul style="list-style-type: none"> <li>● Calm Down Walk/Brain Break</li> <li>● Check-In/Check-Out</li> <li>● Confiscated Items<sup>1</sup></li> <li>● Conflict Resolution</li> <li>● Conference with Student or Student and Parent</li> <li>● Loss of Privileges</li> </ul> | <ul style="list-style-type: none"> <li>● Meaningful Job</li> <li>● Mentoring</li> <li>● Parent Contact</li> <li>● Positive Incentive System/Chart</li> <li>● Preferential Seating</li> <li>● Proximity</li> </ul> | <ul style="list-style-type: none"> <li>● Reminder</li> <li>● Restitution</li> <li>● Restorative Practices</li> <li>● Reteach Expectations</li> <li>● Safe Space/Calm Down Visit</li> </ul> |
|---|---|--|

### LEVEL 2

#### LEVEL 2 DESCRIPTION

Offenses that substantially disrupt the operation of the classroom or another school activity and cannot be remedied quickly and safely by De-escalation Techniques or other interventions by District staff.

#### LEVEL 2.A. EXAMPLES OF CLASSROOM SUPPORT AND TEACHER-LED RESPONSES

These responses engage the student's support system to ensure successful learning and to alter conditions that contribute to the student's inappropriate, harmful or disruptive behavior. These responses aim to correct behavior by stressing its severity and acknowledging and repairing potential implications for future harm, while still keeping the student in school. Level 2.A. items are teacher-led responses/interventions.

*Note Regarding Level 2.A.:* While Level 2.A. items can be entered into Synergy as a referral, it is not a requirement for educators to do so. The rationale for this is that the focus of our educators should be on students, and Synergy data entry for infractions should not take significant time away from teacher/student interactions.

#### LEVEL 2.B. EXAMPLES OF ADMINISTRATION SUPPORTED AND CLASS REMOVAL RESPONSES

These responses engage the student's support system to ensure successful learning and to alter conditions that contribute to the student's inappropriate, harmful or disruptive behavior. These responses aim to correct behavior by stressing its severity and acknowledging and repairing potential implications for future harm, while still keeping the student in school. These responses may involve In-School Suspensions or interventions. In-School Suspension or a Bus Suspension should be limited as much as practicable, without undermining its ability to adequately address the behavior. Level 2.B. items are administration-led responses/interventions.

*Note Regarding Levels 2.A & 2.B.:* The following infractions must be recorded as Level 1 violations: Dress Code Violations, Disrespect, Disruptive Behavior, Insubordination, Failure to Have/Display Identification, and Truancy. However, repeated violations of may result in the need to move to Level 2. Repetitive Level 1 behavior must be documented in the student contact log (within Synergy) and the school's Behavior Intervention Protocol must be used prior to moving to a higher level of response and intervention. Repeated Level 1 violations elevated to Level 2 shall be recorded within Synergy as Pattern of Misconduct.

#### 2.A. CLASSROOM SUPPORT AND TEACHER-LED RESPONSE/INTERVENTION EXAMPLES

- *Level 1 responses, plus:*
- Behavior Contract
- ERASE Plan
- Referral to General Education Intervention Team
- Temporary Removal from Class

#### 2.B. ADMINISTRATION SUPPORTED RESPONSE/INTERVENTION EXAMPLES

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>● <i>Level 1 and 2.A. responses, plus:</i></li> <li>● Classroom Reassignment</li> <li>● Behavior Intervention Plan</li> <li>● Behavior Support Plan</li> <li>● Bus Suspension</li> <li>● Detention</li> </ul> | <ul style="list-style-type: none"> <li>● In-School Suspension</li> <li>● Re-Entry Plan</li> <li>● Referral to Appropriate Substance Abuse Counseling Service</li> <li>● Referral to Health/Mental Health Services</li> </ul> |
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<sup>1</sup> Items confiscated may be held as evidence in an investigation.

## LEVEL 3

### LEVEL 3 DESCRIPTION

Offenses that pose a threat to safety and cannot be remedied quickly and safely by De-escalation Techniques or other interventions by District staff.

### LEVEL 3 EXAMPLES OF ADMINISTRATION SUPPORTED AND EXCLUSIONARY/REFERRAL RESPONSES

These administration-led responses address serious behavior by either keeping the student in school or removing them from the school environment. These responses promote the safety of the school community by addressing self-destructive and dangerous behavior.

#### 3. ADMINISTRATION SUPPORTED RESPONSE/INTERVENTION EXAMPLES

- *Level 1, 2.A., and 2.B. responses, plus:*
- Classroom Reassignment
- Disciplinary Hearing
  - Expulsion
  - Extended Suspension
  - Reassignment to Comprehensive School
  - Reassignment to Alternative School
  - Return to Base School
- Out-of-School Suspension