

2025-26

PIPER USD 203
STUDENT
CODE OF CONDUCT





This handbook is designed to promote understanding of the Board of Education's Policies and expectations for the conduct for all students, parents, staff, and the community as we come together to provide high quality educational experiences.

For an additional copy, contact your building principal.

An on-line publication of the Code of Conduct can be obtained through the district website:
www.piperschools.com

The Board of Education

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The Pirate Way

Be SAFE, Be RESPECTFUL, Be RESPONSIBLE



SETTING

CLASSROOM	HALLWAY	RESTROOM	LUNCHROOM	EXTRACURRICULARS	BUS/PARKING LOT	DIGITAL CITIZENSHIP
<ul style="list-style-type: none"> • Keep walkways clear • Listen to your teacher's directions • Report any safety concerns to your teacher 	<ul style="list-style-type: none"> • Keep hallways clean • Walk on the right-hand side of the hallway • Leave space for others to pass 	<ul style="list-style-type: none"> • Demonstrate proper hygiene • Wash your hands • Follow all school expectations and policies • Maintain a cell phone-free zone 	<ul style="list-style-type: none"> • Arrive and dismiss in a calm manner • Follow the directions of all staff members • Stay seated after being served 	<ul style="list-style-type: none"> • Arrive and dismiss in a calm manner • Follow the directions of administration, coaches, and staff members 	<ul style="list-style-type: none"> • Look out for your safety and the safety of others • Use safe speed • Report any unsafe incidents • Obey laws regarding driver safety 	<ul style="list-style-type: none"> • Protect your personal information • Share only appropriate information
<ul style="list-style-type: none"> • Respect others' personal space • Be considerate of others' learning • Listen to teachers and peers • Use kind speech and actions • Show respect for school and others' property 	<ul style="list-style-type: none"> • Respect others' personal space • Use appropriate language and volume • Keep your hands to yourself 	<ul style="list-style-type: none"> • Use appropriate language and volume • Show respect for school property 	<ul style="list-style-type: none"> • Be inclusive of others at lunch • Use kind speech and actions • Use appropriate language and volume 	<ul style="list-style-type: none"> • Listen to speakers, officials, and other guests who are visiting • Show good sportsmanship • Be respectful to all participants, visitors, and spectators 	<ul style="list-style-type: none"> • Show respect for school and others' property • Park in appropriate areas • Follow directions and policies • Use appropriate language and volume 	<ul style="list-style-type: none"> • Communicate with kindness and understanding • Keep others' information private
<ul style="list-style-type: none"> • Arrive with all needed materials • Arrive on time and prepared to learn • Show a positive attitude and strong effort • Be an active learner and ask for help when needed 	<ul style="list-style-type: none"> • Keep moving to your destination • Model appropriate behavior for your peers 	<ul style="list-style-type: none"> • Maintain a clean restroom space • Report any problems or vandalism • Return to class quickly • Model appropriate behavior for your peers 	<ul style="list-style-type: none"> • Clean up after yourself • Report any inappropriate behaviors or issues • Model appropriate behavior for your peers 	<ul style="list-style-type: none"> • Report inappropriate behavior • Model appropriate behavior for your peers 	<ul style="list-style-type: none"> • Maintain clean bus and parking lot spaces • Model appropriate behavior for your peers 	<ul style="list-style-type: none"> • Report inappropriate online content or behavior to a staff member • Be mindful of the digital resources you access • Model appropriate behavior for your peers
<h3>BE RESPONSIBLE</h3>	<h3>BE RESPECTFUL</h3>	<h3>BE SAFE</h3>	<h3>BE RESPONSIBLE</h3>	<h3>BE RESPECTFUL</h3>	<h3>BE SAFE</h3>	<h3>BE RESPONSIBLE</h3>



Discipline Overview: Offenses/Definitions

The Student Code of Conduct has been written to illustrate that there are levels of responses within Class I, II, III, IV, and V offenses. Below is an overview of each class. The following pages further define the offenses, intervention, and responses.

Class I offenses include a wide range of behaviors that disrupt the learning environment. The classroom teacher is the first level of intervention to correct Class I behaviors. In most cases, response strategies used by the teacher will be sufficient to bring the student's behavior to an acceptable level. Further consequences for repeated and/or severe offenses will be left to the discretion of building administration.

Class II offenses are behaviors that tend to seriously disrupt the learning environment. A Class II offense may warrant an office referral. Administrative responses may include a menu of in-school interventions as well as short-term suspension depending on the severity of the incident.

Class III offenses are behaviors that may seriously jeopardize school order and security. School officials will treat these behaviors very seriously. Accordingly, the responses in Class III may include, but are not limited to, short-term and/or long-term suspension.

Class IV offenses are behaviors that may be considered criminal acts and may seriously jeopardize school order and security.

Class V offenses are behaviors that may be considered criminal acts and may seriously jeopardize school order and security, and are considered the highest offense in Piper USD 203.

Students who demonstrate a pattern of behavior that disrupts the learning environment may be subject to more severe consequences up to and including removal.

For any short-term or long-term suspension, the building administration will institute a re-entry plan.



Class I offenses are behaviors that tend to disrupt the learning environment. A Class I offense may warrant an office referral; however, the teacher will be primarily responsible for responding to and correcting these offenses.

Further consequences for repeated and/or severe offenses will be left to the discretion of building administration.

Following is a list of Class I behaviors and definitions:

A. Disrespect/Use of Profanity: Use of negative language/profanity that disrupts others in the learning community. This behavior includes written, oral, electronic, and any remark or expression, including obscene gestures, which is offensive in violation of school standards but that is not directed at an individual.

B. Excessive Tardiness: Repeated reporting to assigned class(es) after tardy bell rings without acceptable excuse. More than the number of tardies as stated in each building handbook, late arrivals to school, and/or leaving before the end of school.

C. Improper Display of Affection: Improper touching, hugging, kissing and/or engaging in inappropriate social behavior.

D. Violation of Acceptable Use Policy: Accessing, communicating, or creating inappropriate and/or profane information that interferes with the student's participation in the classroom.

E. Violation of General School Rules and/or School Disruption: The failure to comply with or follow established procedures or intentional acts, behaviors, or conduct in the classroom, school building, and/or on any school district property or at a school-sponsored activity, which disrupts the orderly education process for the student and/or students near or in proximity. This includes all areas and locations on school district property or environments where expectations for appropriate school behavior exist, including but not limited to classrooms, playgrounds, field trips, lunchrooms, hallways, school assembly areas, parking lots, school buses, and at extracurricular activities, including sporting events.

F. Academic Dishonesty/Cheating/Forgery: Academic dishonesty through cheating, copying, forging signature of teacher and/or parent, plagiarizing, altering records, or assisting another in such actions. Additionally, any unauthorized use of Artificial Intelligence software will be subject to consequences.

Administrative Options, Class I Responses

CLASS I RESOLUTIONS

Class I offenses include a wide range of behaviors that disrupt the learning environment. The classroom teacher is the first level of intervention to address Class I behaviors.

In most cases, response strategies used by the teacher will be sufficient to bring the student's behavior to an acceptable level. Loss of privilege may be instituted at any stage consequently.

The order of disciplinary consequences outlined in this document does not necessarily reflect the sequence in which they will be applied. The administration reserves the right to enforce these measures at their discretion, taking into account the severity and context of the offense.

Rule violations and consequences will be determined based on the child's grade level and what is deemed developmentally appropriate vs the school building location in which the incident occurred.

Subsequent and chronic violations will result in progressive disciplinary action.

K -1	Grades 2-5	Grades 6-8	Grades 9- 12
<p>First Incident</p> <ul style="list-style-type: none"> • Redirection • Reteaching of expectations • Modeling of desired behavior • Use of visuals 	<p>First Incident</p> <ul style="list-style-type: none"> • Redirection • Reteaching of expectations • Modeling of desired behaviors • Teacher conference with student • Parent/Guardian Contact 	<p>First Incident</p> <ul style="list-style-type: none"> • Redirection • Reteaching of expectations • Teacher conference with student • Parent/Guardian Contact 	<p>First Incident</p> <ul style="list-style-type: none"> • Redirection • Reteaching of expectations • Teacher conference with student • Parent/Guardian Contact • Detention
<p>Second Incident</p> <ul style="list-style-type: none"> • Peer model • Consult with colleagues • Parent/Guardian Contact 	<p>Second Incident</p> <ul style="list-style-type: none"> • Teacher Conference with Student, Parent/Guardian • Individual or Small Group Counseling with School Counselor 	<p>Second Incident</p> <ul style="list-style-type: none"> • Teacher Conference with Student, Parent/Guardian • Individual or Small Group Counseling 	<p>Second Incident</p> <ul style="list-style-type: none"> • Teacher Conference with Student, Parent/Guardian • Individual or Small Group Counseling • Detention
<p>Subsequent Incidents</p> <ul style="list-style-type: none"> • Change in environment special seating, teacher proximity, removal of triggers, use of a break system • Possible referral to SIT Team • Collaboration with Parents 	<p>Subsequent Incidents</p> <ul style="list-style-type: none"> • Possible referral to SIT Team 	<p>Subsequent Incidents</p> <ul style="list-style-type: none"> • Referral to SIT Team • Student Survey • Office Referral • Extended Day Consequences • Detention 	<p>Subsequent Incidents</p> <ul style="list-style-type: none"> • Extended Day Consequences • Detention



Class II offenses are behaviors that tend to seriously disrupt the learning environment.

A Class II offense may warrant an office referral. Administrative responses may include a menu of in school interventions as well as an out of school short-term suspension depending on the severity of the incident.

Further consequences for repeated and/or severe offenses will be left to the discretion of building administration.

Following is a list of Class II behaviors and definitions:

**A. Cell Phones, Bluetooth/Wireless Earbuds/Earphones & Other Non-District Issued Electronic Devices
Elementary & Middle School**

The Piper School District is committed to providing highly effective learning spaces across the district. **During the school day**, the use of cell phones, Bluetooth/wireless earbuds/earphones, and any other electronic devices not provided by the district are strictly forbidden and must be turned off and stored away. Medical exemptions documented with a doctor's note may be applied. Students are solely responsible for the care and security of their personal electronic devices. The school assumes no liability for lost, stolen, or damaged items. Initial violations will fall under the District Student Code of Conduct as a Class II offense. Subsequent violations will result in progressive disciplinary action.

High School

The Piper School District is committed to providing highly effective learning spaces across the district. **During class periods**, the use of cell phones, Bluetooth/wireless earbuds/earphones, and any other electronic devices not provided by the district are strictly forbidden and must be turned off and stored away. Medical exemptions documented with a doctor's note may be applied. Students are solely responsible for the care and security of their personal electronic devices. The school assumes no liability for lost, stolen, or damaged items. Initial violations will fall under the District Student Code of Conduct as a Class II offense. Subsequent violations will result in progressive disciplinary action.

B. Contributing to or Inciting a Disruptive Situation: The intentional promotion or advocacy of student misconduct by any student, for any purpose; including loud conversations or behavior which interferes with the learning of others in a classroom or in the learning environment.

C. Defamation: False or unprivileged statements or representations about an individual or identified group of individuals that harm the reputation of the person or the group by demeaning him, her, or them, deterring others from associating or dealing with the individual group, or are profane in nature.

D. Defiance of Authority/Gross Disrespect: The refusal to comply with a reasonable request or directive from school personnel that disrupts the orderly process of instruction or any act of gross disrespect. Profanity directed at school personnel will be escalated to a Class III offense.

E. Gross Disruptive Behavior: Minor scuffles not involving major injury or disruptive behavior, which may involve pushing, hitting, kicking, shoving, or other actions that interfere with the educational environment.

Administrative Responses: Class II Responses

CLASS II RESOLUTIONS

Class II offenses are behaviors that seriously disrupt the learning environment, including extracurricular activities and while on any district property.

Further consequences for repeated and/or severe offenses will be left to the discretion of building administration. Loss of privilege may be instituted at any stage consequently.

The order of disciplinary consequences outlined in this document does not necessarily reflect the sequence in which they will be applied. The administration reserves the right to enforce these measures at their discretion, taking into account the severity and context of the offense.

Rule violations and consequences will be determined based on the child's grade level and what is deemed developmentally appropriate vs the school building location in which the incident occurred.

Subsequent and chronic violations will result in progressive disciplinary action.

K -1	Grades 2-5	Grades 6-8	Grades 9- 12
<p>First Incident</p> <ul style="list-style-type: none"> • Safe space/calm spot • Triage with student with focus on finding out the reason behind and collaborative problem solving • Re-teaching of expectations • Increase rate of acknowledgement, reinforcement, positive feedback, Etc. • Collaboration with Parents 	<p>First Incident</p> <ul style="list-style-type: none"> • Teacher Conference with Student, Parent/Guardian • Re-teaching of expectations • Collaboration with Parents 	<p>First Incident</p> <ul style="list-style-type: none"> • Teacher Conference with Student • Re-teaching of classroom expectations • Collaboration with Parents • Detention 	<p>First Incident</p> <ul style="list-style-type: none"> • Teacher Conference with Student • Re-teaching of classroom expectations • Collaboration with Parents • Detention • Suspension
<p>Subsequent Incidents Second Incident</p> <ul style="list-style-type: none"> • Collaboration with Parents • Student Survey • Re-teaching of Expectations • Possible referral to SIT Team • Individual or Small Group Counseling 	<p>Second Incident</p> <ul style="list-style-type: none"> • Teacher Conference with Student and Parent/ Guardian • Re-teaching of Expectations • Individual or Small Group Counseling 	<p>Second Incident</p> <ul style="list-style-type: none"> • Teacher Conference with Student and Parent/ Guardian • Re-teaching of Expectations • Detention • Individual or Small Group Counseling 	<p>Second Incident</p> <ul style="list-style-type: none"> • Teacher Conference with Student and Parent/ Guardian • Re-teaching of Expectations • Detention • Suspension

<p>Third Incident</p> <ul style="list-style-type: none"> • Re-teaching of Expectations • Individual or Small Group Counseling • Teacher Conference with Student and Parent/ Guardian • Community Referrals • Time away to work in an alternative location (buddy room, office, etc.) 	<p>Third Incident</p> <ul style="list-style-type: none"> • Teacher Conference with Student and Parent/ Guardian • Individual or Small Group Counseling • Community Referrals • Time away to work in an alternative location (buddy room, office, etc.) 	<p>Third Incident</p> <ul style="list-style-type: none"> • Admin Conference with Student and Parent/ Guardian • Individual or Small Group Counseling • Check In/Check Out • Loss of a Privilege • Community Referral • Detention 	<p>Third Incident</p> <ul style="list-style-type: none"> • Admin Conference with Student and Parent/ Guardian • Individual or Small Group Counseling • Loss of a Privilege • Detention • Suspension
<p>Subsequent Incidents</p> <ul style="list-style-type: none"> • Consult with Colleagues • Time away to work in an alternative locations (buddy room, office, etc.) 	<p>Subsequent Incidents</p> <ul style="list-style-type: none"> • Time away to work in an alternative location (buddy room, office, etc.) Removal from class • Suspension 	<p>Subsequent Incidents</p> <ul style="list-style-type: none"> • Removal from Classroom • In school or out of school suspension depending on the offense and at the discretion of building administration 	<p>Subsequent Incidents</p> <ul style="list-style-type: none"> • Removal from Classroom • In school or out of school suspension depending on the offense and at the discretion of the principal



Class III offenses are behaviors that may seriously jeopardize school order and security. School officials will treat these behaviors very seriously. Accordingly, the responses in Class III may include but are not limited to, short- term and/or long-term suspension.

Further consequences for repeated and/or severe offenses will be left to the discretion of building administration.

Following is a list of Class III behaviors and definitions:

A. Bullying: K.S.A 72-8256: "Bullying" is any intentional gesture or any intentional written, verbal, electronic (e.g. social media) or physical act or threat that is sufficiently severe, persistent or pervasive that it creates an intimidating, threatening or abusive educational environment for a student or staff member that a reasonable person, under the circumstances, knows or should know will have the effect of:

- a. Harming a student or staff member, whether physically or mentally;
- b. Damaging a student's or staff member's property;
- c. Placing a student or staff member in reasonable fear of harm to the student or staff member; or
- d. Placing a student or staff member in reasonable fear of damage to the student's or staff member's property

B. Assault: Intentionally threatening or attempting bodily harm with the immediate ability to carry it out.

C. Possession of Incendiary Devices: The possession of any combustible or explosive substance or device(s), including fireworks, matches and lighters.

D. Harassment: Harassment is a type of discriminatory conduct directed at an individual because of his or her race, color, ethnicity, national origin, sex/gender, religion, disability, or other classification protected by law. Harassment covers a wide range of behaviors of an offensive nature that are sufficiently severe or persistent to interfere with or limit the ability of a student to participate in or benefit from the services, activities, or programs of the school or that otherwise create a hostile academic environment. Harassment can include physical contact and verbal or written communications. Note: Please see Board of Education Policies ([JGEC Sexual Harassment](#) and [JGECA Racial and Disability Harassment](#))

E. Possession of Tobacco: The possession of tobacco on one's person, in one's pockets, bags, car, and/ or locker, on school property or at school-sponsored event(s).

F. Loitering: Unauthorized presence on school grounds after school, or after an event or activity, without purpose. If students continue to linger on school grounds after being told to leave.

G. Graffiti & Vandalism-Individual/School Property: Defacing any portion of the interior or exterior of school property or personal property, including the furnishings and equipment housed within or upon the school property. The willful or malicious destruction of any school district property.

Vandalism includes the destruction of any portion of the interior or exterior of school property, including the furnishings and equipment housed within or upon the school property. Willful destruction or defacement of an individual's property or property belonging to a group other than the school district. The following responses should be implemented through a progressive disciplinary approach following a thorough investigation. Parent/Guardian contact is mandatory.

H. *Stealing/Theft*: The unlawful taking or disposition of property of another with intent to deprive the person of the property, without threat, violence, or bodily harm. Receiving stolen property or possession of stolen property is included in this offense.

Administrative Responses: Class III Responses

CLASS III RESOLUTIONS

Class III offenses are behaviors that seriously jeopardize school order and security, including extracurricular activities and while on any district property.

These behaviors shall be treated seriously by school officials. Accordingly, the responses in Class III may include, but are not limited to, short-term and/or long-term suspension. **Upon investigation, a first or second incident that is more serious in nature may result in an assignment of subsequent incident resolution.**

Class III offenses are behaviors that require a re-entry plan be created before the student returns from long term suspension or expulsion so that strategies can be implemented immediately upon the student's return to school. This can include mediation or additional strategies to restore relationships.

The order of disciplinary consequences outlined in this document does not necessarily reflect the sequence in which they will be applied. The administration reserves the right to enforce these measures at their discretion, taking into account the severity and context of the offense.

Rule violations and consequences will be determined based on the child's grade level and what is deemed developmentally appropriate vs the school building location in which the incident occurred.

Subsequent and chronic violations will result in progressive disciplinary action.

K - 1	GRADES 2 – 5	GRADES 6 - 8	GRADES 9 – 12
<p>First Incident</p> <ul style="list-style-type: none"> • De-escalation • Conflict Resolution • Safe Space • Parent/Guardian Conference within 48 hours • Counseling Support • Referral to SIT team 	<p>First Incident</p> <ul style="list-style-type: none"> • Conference with Student and Parent/Guardian, Teacher, and Administrator • Loss of privilege • Detention • Suspensions 	<p>First Incident</p> <ul style="list-style-type: none"> • Conference with Student and Parent/ Guardian, Teacher, and Administrator • Individual Counseling Support • Detention or Other Extended Day Consequences • Suspensions 	<p>First Incident</p> <ul style="list-style-type: none"> • Conference with Student and Parent/ Guardian, Teacher, and Administrator • Individual Counseling Support • Detention or Other Extended School Day Options • Suspensions

Continued next page...

K-1	GRADES 2-5	GRADE 6-8	GRADES 9- 12
<p>Subsequent Incidents</p> <p>Second Incident</p> <ul style="list-style-type: none"> • De-escalation/Conflict Resolution/Safe Space • Parent/Guardian Conference within 48 hours • Individual or Small Group Counseling • Referral to SIT team 	<p>Second Incident</p> <ul style="list-style-type: none"> • Conference with Student and Parent/Guardian, Teacher, and Administrator • Individual or Small Group Counseling • Loss of privileges 	<p>Second Incident</p> <ul style="list-style-type: none"> • Conference with Student and Parent/Guardian, Teacher, and Administrator • Individual or Small Group Counseling • Referral to SIT team • Restriction of School-Sponsored Events • Detention or other Extended Day Consequences 	<p>Second Incident</p> <ul style="list-style-type: none"> • Conference with Student and Parent/Guardian, Teacher, and Administrator • Individual or Small Group Counseling • Referral to SIT team • Restriction of School-Sponsored Events • Detention or other Extended Day Options • Suspension
<p>Subsequent Incidents</p> <ul style="list-style-type: none"> • De-escalation/Conflict Resolution/Safe Space • Parent/Guardian Conference within 48 hours • Individual or Small Group Counseling • Referral to SIT team • Time away to work in an alternative location (buddy room, office, etc.) • Loss of privileges • ISS • OSS (Days depending on severity) 	<p>Subsequent Incidents</p> <ul style="list-style-type: none"> • Conference with students and Parent/Guardian, Teacher, and Administrator • Individual or Small Group Counseling • ISS • OSS (Days depending on severity) 	<p>Subsequent Incidents</p> <ul style="list-style-type: none"> • In-School Conference with Student and Parent/Guardian, Teacher, and Administrator • Individual or Small Group Counseling • Detention or Other Extended Day School Options • OSS (Days depending on severity) • OSS Long-term suspension (10+ days) 	<p>Subsequent Incidents</p> <ul style="list-style-type: none"> • In School Conference with Student and Parent/Guardian, Teacher, and Administrator • Individual or Small Group Counseling • Restorative Support • Restriction of School-Sponsored Events • Detention or Other Extended Day School Options • OSS (Days depending on severity) • OSS Long-term suspension (10+ days)



Class IV offenses are behaviors considered criminal acts that seriously jeopardize school order and security. The establishment of interventions is not required when the offense falls under Class IV.

Following is a list of Class IV behaviors and definitions:

- A. Possession of Destructive Device:** possession or handling of an item that looks like or could be considered a weapon (i.e. kitchen, camping, household tools or toy look alike). Possession of a Destructive Device: use or handling of a destructive device on school property or school-sponsored event. Use of Destructive Device: Attempted use or use of a destructive device, an instrument or object designed to inflict harm on other persons. If the device is for educational purposes, the student must provide proof of approval from administration.
- B. Extortion:** The process of obtaining property from another, with or without that person's consent, by a wrongful use of force, fear, or threat.
- C. Battery:** Battery is an unlawful use of force upon another person or their personal belongings, causing bodily injury or offensive contact.
- D. Gang Related Activity:** The presence of gangs and gang-related activities, which threaten the safety, or well-being of persons or property on school grounds or at school activities. Note: The following is the Board of Education Policy (JHCAAA): *Disciplinary action can be taken against any student wearing, carrying, or displaying gang paraphernalia, or exhibiting behavior or gestures, which symbolize gang membership or causing and/or participating in gang related activities.*
- E. Inciting to Fight:** The intentional promotion of and/or recording by electronic device by a student to engage another student in a physical conflict, continuous harassment, disruption, or to engage and/or promote other students to engage in a physical conflict or disruption for any purpose or behavior which interferes with the learning of others in a classroom or other learning environment.
- F. Setting Off Falsely or Misuse of Disaster Alarm or Equipment:** The intentional activation of warning devices (AED) and discharging a fire extinguisher and/or fire alarm.
- G. Possession of Alcohol and Use or Dispersal:** The possession, use or possession with the intent to sell or to distribute alcohol or other controlled substances, "look-alikes" for the purpose of intoxication or being under the influence of alcohol. Having alcoholic beverages on one's person, in one's pocket(s), bag(s), car, and locker, on or in school property or at school-sponsored event(s).
- H. Sexual Harassment:** Harassment based on gender identity or gender expression is expressly prohibited as outlined in this policy. Sexual harassment is unwelcome sexual advances, requests for sexual favors and other inappropriate verbal, written or physical conduct of a sexual nature when made by a member of the school staff to a student or when made by any student to another student when: (1) submission to such conduct is made, explicitly or implicitly, a term or condition of the individual's education; (2) submission to or rejection of such conduct by an individual is used as the basis for academic decisions affecting that individual; or (3) such conduct has the purpose or effect of interfering with an individual's academic or professional performance or creating an intimidating, hostile or offensive academic environment.

Sexual harassment may result from verbal or physical conduct or written or graphic material. Sexual harassment may include, but is not limited to: verbal harassment or abuse; pressure for sexual activity; repeated remarks to a person, with sexual or demeaning implication; unwelcome touching; or suggesting or demanding sexual involvement accompanied by implied or explicit threats concerning a student's grades, participation in extracurricular activities, etc. (Policy JGEC). Please Note: In cases involving Title IX investigations or where a Manifestation Determination Review is needed for a student with an IEP, the sanction may be imposed after the provided timeline due to Title IX and IEP regulations.

I. Sexual Misconduct: Actual conduct including but not limited to, fondling, touching, indecent exposure, or the engagement in any sexual act on school property, during school functions, or at school-sponsored activities.

J. Trespassing: Unauthorized presence on school property after being warned to leave or not to appear on the property including, but not limited to, while on suspension or after school hours.

K. Tobacco Solicitation/Sale: Selling or purchasing tobacco products, including but not limited to cigarettes, chewing tobacco, vapes in or upon school premises.

Administrative Responses: CLASS IV RESOLUTIONS

Class IV offenses are behaviors that seriously jeopardize school order and security and are considered criminal acts, including during extracurricular activities and while on any district property.

Class III, IV, and V offenses, are behaviors that will require a re-entry plan to be created before the student returns from long-term suspension or expulsion so that strategies can be implemented immediately upon the student's return to school. This can include mediation or additional strategies to restore the relationships.

The order of disciplinary consequences outlined in this document does not necessarily reflect the sequence in which they will be applied. The administration reserves the right to enforce these measures at their discretion, taking into account the severity and context of the offense.

Rule violations and consequences will be determined based on the child's grade level and what is deemed developmentally appropriate vs the school building location in which the incident occurred.

Subsequent and chronic violations will result in progressive disciplinary action.

K - 1	GRADES 2 – 5	GRADES 6 - 8	GRADES 9 - 12
<p>The following responses are required:</p> <ul style="list-style-type: none"> • Suspension • Possible referral for long-term hearing. 	<p>The following responses are required:</p> <ul style="list-style-type: none"> • Suspension • Possible referral for long-term hearing. 	<p>The following responses are required:</p> <p>All Incidents</p> <ul style="list-style-type: none"> • Suspension • Possible referral for long-term hearing. 	<p>The following responses are required:</p> <p>All Incidents</p> <ul style="list-style-type: none"> • Suspension • Possible referral for long-term hearing.
<ul style="list-style-type: none"> • Parent Contact • Investigation with all impacted parties, including a records review • Police Report • DCF Report • Expulsion if appropriate • Re-Entry plan following suspension or expulsion 	<ul style="list-style-type: none"> • Parent Contact • Investigation with all impacted parties, including a records review • Police Report • DCF Report • Expulsion if appropriate • Re-Entry plan following suspension or expulsion 	<ul style="list-style-type: none"> • Parent Contact • Investigation with all impacted parties, including a records review • Police Report • DCF Report • Expulsion if appropriate • Re-Entry plan following suspension or expulsion 	<ul style="list-style-type: none"> • Parent Contact • Investigation with all impacted parties, including a records review • Police Report • DCF Report • Expulsion if appropriate • Re-Entry plan following suspension or expulsion



Class V offenses are behaviors considered criminal acts that seriously jeopardize school order and security. The establishment of interventions is not required when the offense falls under Class V.

Following is a list of Class V behaviors and definitions:

- A. Arson/Fire:** To unlawfully and intentionally damage or attempt to damage any school or personal property by fire or incendiary device. Firecrackers, fireworks, and trash can fire would be included in this category if they were contributing factors to a damaging fire.
- B. Detonation of Incendiary or Explosive Device:** The intentional damaging of a building, injury to persons, or the disruption caused either in the building or on school grounds, by the use of any combustible or explosive substances or devices.
- C. False Reports/Bomb or School Threats:** Any threat (verbal, written, or electronic) by a person to bomb or use substances or devices for the purpose of exploding, burning, causing damage to a school building or school property, or to harm students or staff. The communication of threats or false information concerning the placement of explosive or destructive substances, initiating a report, warning of a fire, or other catastrophe without cause.
- D. Possession of Firearm/Weapon:** A student shall not possess, handle or transmit any object that can reasonably be considered a firearm or weapon on the school grounds or off of the school grounds at a school activity, function or event. [See District Policy JCDBB.](#)
- Possession of a Firearm:** use or handling of a firearm on school property or school-sponsored event.
 - Possession of a Weapon:** use or handling of a weapon on school property or school-sponsored event.
 - Use of Weapon:** Attempted use of a weapon or an instrument or object designed to inflict harm or intimidate other persons. [See District Policy JCDBB.](#)
- E. Stalking:** A reasonable person engaging in a course of conduct targeted at a specific person which would cause the targeted person to fear for their safety, or the safety of a member of the person's immediate family.
- F. Kidnapping:** Unlawful seizure, transportation, and/or detention of another against his/her will, or without parental consent; includes hostage taking.
- G. Murder/Homicide/Attempted Murder:** Activities or events that result in the death of a human being.
- H. Battery towards Staff and/or Contract Personnel:** Intentionally causing bodily harm to staff and/or contract personnel on school property or at a school-sponsored event.

I. Robbery: The taking of or attempting to take anything of value that is owned by another organization and/ or individual, under confrontational circumstances, by force, or threat of force or violence and/or by putting the victim in fear.

J. Sexual Assault: Forced sexual contact or contact with a person. Any forced sexual act with intent to inflict intimidation and harm.

K. Solicitation/Sale of Weapon: Sale or purchase of an instrument or object designed to inflict harm or intimidate other persons.

L. Use of Fireworks or Explosives, Sale, Distribution: This includes but not limited to firecrackers, smoke bombs, flares.

M. Drug Possession/Dispersion/Use/Solicitation/Sale: Possession, use or possession with the intent to sell, give or deliver, or distribute any alcoholic substances; inhalants or other intoxicants (e.g. vaporizer or e-cigarette); controlled dangerous substances including prescription drugs, over the-counter medicines, look-alike drugs, substances represented as controlled dangerous substances; or drug paraphernalia.

Having equipment (e.g. bong) used in consuming illegal drugs in one's pocket(s), bag(s), car, locker, on school property or at school-sponsored event(s). The possession, or use (smoking, snorting, injecting, ingesting) or intent to sell an illegal drug(s), such as marijuana or another cannabinoid, or over-the-counter medication in violation of school policy in one's pocket(s), bag(s), car, locker, etc., on school property or at school-sponsored event(s).

Response for non-THC inhalants (tobacco or nicotine inhalant)

First Offense: 5 days OSS with opportunity to reduce to 3 days OSS with the completion of an on-line cessation program - completion of program to be verified by administration;

Second Offense: 5 days OSS

Subsequent Offenses: 7 days OSS and consideration of a long-term suspension hearing.

N. Aggravated Battery: Aggravated battery is knowingly causing great bodily harm to another person or disfigurement of another person; knowingly causing bodily harm to another person with a deadly weapon, or any manner whereby great bodily harm, disfigurement, or death can be inflicted.

Administrative Responses: Class V Responses

Class V offenses are behaviors that seriously jeopardize school order and security and are considered criminal acts, including during extracurricular activities and while on any district property.

Class III, IV, and V offenses, are behaviors that will require a re-entry plan to be created before the student returns from long-term suspension or expulsion so that strategies can be implemented immediately upon the student's return to school. This can include mediation or additional strategies to restore the relationships.

The order of disciplinary consequences outlined in this document does not necessarily reflect the sequence in which they will be applied. The administration reserves the right to enforce these measures at their discretion, taking into account the severity and context of the offense.

Rule violations and consequences will be determined based on the child's grade level and what is deemed developmentally appropriate vs the school building location in which the incident occurred.

K - 1	GRADES 2 – 5	GRADES 6 - 8	GRADES 9 - 12
<p>The following responses are required:</p> <p>All Incidents</p> <ul style="list-style-type: none"> • Suspension • Referral for long-term hearing 	<p>The following responses are required:</p> <p>All Incidents</p> <ul style="list-style-type: none"> • Suspension • Referral for long-term hearing 	<p>The following responses are required:</p> <p>All Incidents</p> <ul style="list-style-type: none"> • Suspension • Referral for long-term hearing 	<p>The following responses are required:</p> <p>All Incidents</p> <ul style="list-style-type: none"> • Suspension • Referral for long-term hearing
<ul style="list-style-type: none"> • Parent Contact • Investigation with all impacted parties, including a records review • Police Report • DCF Report • Expulsion if appropriate • Re-Entry plan following suspension or expulsion 	<ul style="list-style-type: none"> • Parent Contact • Investigation with all impacted parties, including a records review • Police Report • DCF Report • Expulsion if appropriate • Re-Entry plan following suspension or expulsion 	<ul style="list-style-type: none"> • Parent Contact • Investigation with all impacted parties, including a records review • Police Report • DCF Report • Expulsion if appropriate • Re-Entry plan following suspension or expulsion 	<ul style="list-style-type: none"> • Parent Contact • Investigation with all impacted parties, including a records review • Police Report • DCF Report • Expulsion if appropriate • Re-Entry plan following suspension or expulsion