
PROCEDURE

INSTRUCTION

SUMMARY

This procedure describes the discipline process for student conduct and behavior issues; describes offenses and applicable consequences.

DEFINITIONS

M.T.S.S. Team

A team of all key stakeholders including school administrator, counselor/social worker, specialists, general education teachers, and department level representatives (secondary).

Conflict Management

Managing a conflict by using a set of defined skills to identify issues, develop options, gain mutual consensus, and act on the agreements.

Sharing

To give out, dispense materials among recipients.

Expulsion

Removal by School Board or designee of a student from school building(s)/property (with the exception of district sponsored alternative education setting), school transportation, and from participation in school activities.

In-school suspension

Temporary removal of student from classroom and/or school activities by an administrator or designee, which includes assignment to a designated room or area within the school building

Individualized Education Program (IEP)

An education program planned by school and parents as mandated by the Individuals with Disabilities Education Act (IDEA).

Individualized Education Program (IEP) Team

The group of persons who are required by law to be responsible for establishing eligibility for special education services and making placement decisions under IDEA and/or section 504 of the Rehabilitation Act of 1973.

ORS

Oregon Revised Statutes.

Possession

To hold as property.

Restitution

Reimbursement for actual loss or damage. At the discretion of the principal or their designee, restitution may be made through school or school-designated community service.

Distribution

To give up, deliver, or exchange property, goods, or services for money or its equivalent.

STAT

Student Threat Assessments

SIRC

FIRE

Fire Behavior Assessments

Special Project

A project as determined by the school administrator, which must be relevant to the incident and to which the student must dedicate an appropriate amount of time and energy.

Student Study Team (SST): A group of individuals, including teacher and special education specialist, who are aware of student's need for special education services and placement.

Youth Services Team (YST): A community-based group of agency and school personnel dealing with youth-related issues focusing on the prevention of delinquency.

COMMON BEHAVIOR INTERVENTIONS, SUPPORTS, AND CONSEQUENCES:

Behavior Tracking Sheet (Support/Intervention)

School staff, with input from the student, agree to a criterion for success. Plans should include a progress monitoring component (daily, weekly, etc.) and a review period and should involve rewards and incentives.

Behavior Reflections (Support)

The student uses a protocol provided by school staff to reflect on current behavior, choice making, replacement behaviors, and/ or next steps. Staff should review the student's responses, provide feedback, and assist with any identified needs.

Behavioral Health/Social-Emotional Support (Support)

It is appropriate, at times, for students to be referred to someone for behavioral health support (counselor, therapist, etc). Behavior team staff will work with students, families, and existing supports for appropriate referrals.

Buddy Rooms (Support)

Teachers collaborate to offer a reflection space in their classroom to students from another classroom. If students begin to struggle with behavior in one classroom, they can be sent to another teacher's classroom and attempt to resolve the issue of concern so they can return to class without any additional consequences.

Counselor Conference (Support)

Students can request to see their school counselor or be referred by school staff. Counselors will collaborate with other school staff, the students' families, and/or other relevant partners to acquire resources needed to assist the student with improved behavior and choice making.

Detention (Consequence)

Detention is assigned to students during lunch or outside of the school day. Detention time assigned can vary.

In-School Suspension (ISS) (Consequence)

When assigned to In-School Suspension (ISS), students report to an alternative location in the school than their schedule. ISS is assigned during the school day, and will include school assignments, reflection activities and restorative practices.

Location Restrictions (Consequence)

When a student has difficulty making good choices in a specific area of a campus repeatedly, staff may limit access to that area for that student.

Loss of Privilege (Consequence)

When a student's actions result in the loss of a desired activity.

No-Contact Contract (Support/Consequence)

When two (or more) students have a history of conflict and cannot resolve their differences, a no-contact contract may be initiated. The parties agree to stay away from the other(s), physically, electronically, through friends, etc. Students understand they are to have no contact with the other(s), and that there will be consequences for breaking the contract.

Office Breaks (Support)

Office breaks occur in one of the school offices and function as a time for students to de-escalate or compose themselves following a conversation or event. This is previously agreed-upon and arranged by office staff and behavior team. This is not initiated by any other staff than the office staff and behavior team, and is an opportunity to support a student, not give a consequence.

Parent/Guardian Conference (Support/Consequence)

A conference is held with a student's parent/guardian. Conferences can include discussion of an incident or information gathering about the needs of a student, a new or existing support plan, the student's progress, etc.

Parent/Guardian Phone Call (Support/Consequence)

A phone call is made to a parent/guardian. The communication can be from a teacher, counselor, or administrator. Conversations can include information gathering about a student to help them, a recap of a discussion, a briefing on a student conference, etc.

PASS Room/Refocus Room (Consequence/Intervention)

The Positive Alternatives to Student Suspensions (PASS) Room is a location in the school building where students can go or be escorted when their behavior is disruptive to the learning environment, and they are not responding to repeated supports provided by the teacher. Students should be referred through the behavior office. In this space, staff de-escalate and coach in an attempt to resolve the issue of concern. (This room will transition to being called a 'Refocus Room' over the next few years. Until that time, the PASS Room may be the location where students serve In School Suspension).

Positive Action Center (PAC)/Sensory Room (Support/Intervention)

The Positive Action Center (PAC) is a space in the school building where students can go as part of a Tier 2 intervention for social emotional or behavioral learning. Students will be called in regularly to work on identified skill gaps, based on a referral from the MTSS team in their building.

Refer to District Program(s) (Support)

At times it may be appropriate for a behavior team member to refer students to district programs that can address underlying unmet needs that lead to behavior (McKinney-Vento Program, Mentor, Community School Outreach Coordinator, etc.).

Restorative Conversation (Support/Consequence)

During a Restorative Conversation, the restorative questions are used to give the student the opportunity to explain what happened from their perspective, identify who was harmed and how, as well as what they need to do to make things right. The consequences for the incident are explained to the student, and they are given clearly communicated expectations for moving forward.

Restorative Circle (Support/Consequence)

This is a facilitated discussion circle where students, or students and associated staff, have the opportunity to discuss concerns with one another and resolve conflicts. The facilitator ensures that participants create circle agreements, use a talking piece, and keep focused on the specific issue at hand.

Safety/Student Support Plans (Support/Consequence/Intervention)

If a student has concerning behaviors, district staff may partner with family and school staff to create a safety plan to address student safety. All plans should address how to keep the student and/or other students safe.

Saturday School (Support/Consequence)

Saturday School is assigned to students outside of the school day, on Saturdays. Time assigned can vary according to site and is used to catch students up on schoolwork.

School Restitution (Consequence)

In the event that a student damages property, staff can provide the student with the opportunity to restore, repair, or improve the damage. The restitution should be related to or relevant to the inappropriate behavior of the student. In some cases, when the student repairing the damage is not possible, the student may be charged the amount of money appropriate to the situation. In such cases, it may be appropriate for the student to do community service, if available, instead of paying in money.

Out-of-School Suspension (Consequence)

Out-of-School Suspension is a consequence assigned where a student is not permitted to attend school or school activities for full or partial day(s) following a significant behavior incident. Students sent home from school early as a result of an incident should be documented as a partial-day suspension. In addition to a phone conversation, parents/guardians will be notified by letter. Suspension is an exclusionary practice and should be used only when it is the most appropriate consequence for the situation. Suspension of elementary school students will be considered only in exceptional cases where there are safety issues for the child or others.

Continuing suspension

The temporary removal of a student from all school building(s)/property and from participation and/or attendance in or at school or District-sponsored events and/or activities including athletics and access to school transportation for more than ten (10) school days, but for less than the remainder of the semester, until examination, expulsion, or incarceration by court action.

Emergency suspension

The immediate removal of a student from all school building(s)/property and from participation and/or attendance in or at school or District-sponsored events and/or activities, including athletics and access to school transportation.

Student Conference (Support/Consequence)

School-identified staff gather information from a student, and/or coach a student regarding their behavior. They may spend time reteaching expectations, teaching new behaviors or habits, and collaborating with the student to increase the chances of success.

Student Staffing (Support/Consequence)

A meeting to support a student's success, including the student, parents/guardians, all teachers, school counselor, and any other staff that supports the student. This meeting addresses the current skill gaps in behavior or social-emotional health, and the group problem solves for strategies for improvement.

Technology Check-ins/ Cell phone check-ins (Support/Consequence/Intervention)

When students have been found to repeatedly misuse technology, behavior staff might make an agreement with parents that students are to check in their technology at the beginning of the day, to pick it up only at the end of the day. (This is most frequently used for cell phones but can include any technology that distracts the student from their education, i.e. Chromebook).

INSTRUCTION

1. This procedure applies to student conduct, which occurs while a student is:
 - a. On school premises before, during, or after normal school hours including any time when the school is being used for a school-sponsored event.
 - b. At a school-sponsored event before, during or after normal school hours, including field trips and school-sponsored tours and activities in another city, state or country.
 - c. Traveling to and from school or a school-sponsored event.
 - d. Enrolled in summer school and/or intersessions.
 - e. Off school premises, during a normal school day, when such conduct involves threats of harm to students, staff and/or District property. Off school premises during normal school hours, when such conduct involves threats of harm to students, staff and/or District property. This could include conduct occurring during normal school hours at an offsite location in a reasonable proximity to a school as determined at the discretion of a school official. For example, sharing or distribution of drugs or alcohol or a fight using a weapon in a park near the school during normal school hours.

2. Referral Process:
 - a. Employees will receive instruction at the beginning of each school year regarding the referral procedures and resources.
 - b. Staff members will refer students to school personnel, the M.T.S.S. Team, Individualized Educational Plan (IEP) Team, Student Study Team, and/or the Youth Services Team, as appropriate.
 - c. If a student is a student with a documented disability, is on a 504 plan, or is eligible for special education services, the staff members will use the process outlined in step 4 of the Instruction section of this procedure in conjunction with this referral process as appropriate.

3. Administration of Consequences:

- a. The building principal or their designee will consider contextual criteria such as age, severity of the offense, number of prior offenses, past pattern of behavior, mitigating circumstances, and/or willingness of the student to accept responsibility for their actions.
 - b. The age appropriateness of a particular consequence will be taken into consideration.
 - c. The building principal or their designee will consider positive supports and/or interventions appropriate for student behavioral learning that would serve instead of, or in addition to, traditional consequences.
 - d. In accordance with Oregon Revised Statute 339.250, the use of out-of-school suspension or expulsion as discipline of a student in the fifth grade or below, is limited to:
 - i. Non-accidental conduct causing serious physical harm to a student or employee;
 - ii. When an administrator determines, based on their observation or upon a report from an employee, the student's conduct poses a threat to the health or safety of students or employees; or
 - iii. When suspension or expulsion is required by law in accordance with Oregon Revised Statute 339.250. Please see INS-P029-Expulsion for more information.
 - e. The list of consequences for each offense describes the possible, usual and/or customary scope of consequences.
 - f. The expectation is that the listed consequence(s) will be utilized given the context of the student incident. If an administrator contemplates deviating from the prescribed consequences as outlined in this procedure, they will first inform their supervisor.
 - g. Consequences may also include students being denied participation in extra- and co-curricular activities, and titles and/or privileges available to or granted to students may be denied and/or revoked. Examples include but are not limited to; student body, class or club office positions; optional field trips, or ceremonies and/or activities related to graduation or graduation honors, athletic events, and school sponsored dances or parties (including prom).
 - h. In cases of grievous and/or aggravated offenses, those which cause emotional distress, such as harassment and/or intimidation, those which cause physical pain to another, or those which are destructive to property, the District is not limited to the first consequence; but rather, as determined by the administrator, may choose a more serious consequence from the list of progressive discipline options as found in the Discipline Matrix.
 - i. In instances where suspension or expulsion is indicated as a consequence, readmission of the student may be contingent upon a written agreement involving the student, parent or other person in parental relationship, the principal or their designee, and any involved law enforcement representative.
 - i. The contract may include completion of assigned homework and/or special project.
 - ii. The consequence cannot preclude the readmission of a student with a disability.
 - j. In instances where parent contact or involvement is required, a person in a parental relationship with the student may be utilized.
4. Discipline of Students with Disabilities:
- a. Discipline of a student with a disability will comply with the provisions of 20 USC § 1400 to 1485 and all other applicable federal and state statutes and regulations.
 - b. Individual disciplinary procedures shall be discussed with the parent or other person in parental relationship of the student during the Individual Education Program process and may be included in an Individual Education Program (IEP) at the discretion of the IEP team.
 - c. In developing the IEP, the IEP Team shall review the needs of the student and the manner in which the disability may affect behavior.
 - d. If it is determined that the student cannot be expected to follow acceptable behavior patterns because of substantial interference from the disability, the Individualized Education Program must specify the procedures to be followed if unacceptable behavior occurs.
 - e. Nothing in this subsection is intended to negate or diminish the due process rights afforded to non-disabled students.
5. Suspensions:
- a. A student whose conduct or behavior violates District policies, procedures, and/or code of conduct provisions may be suspended. The school administrator will determine the applicable offense and consequence section and may exercise one of the following options:
 - i. In-school suspension
 - ii. Suspension
 - iii. Continuing suspension
 - iv. Emergency suspension

1. If the presence of a student poses a continuing threat or danger to themselves or to other persons, they may be suspended on a temporary basis.
6. In-school suspension process:
 - a. The parent or other person in parental relationship will be notified.
 - b. No hearing is required prior to an in-school suspension.
 - c. The student will be given class work.
 - d. If a student is to be held after school, the parent or other person in parental relationship will notified.
7. Suspension process:
 - a. An informal hearing shall be conducted by the principal or their designee prior to suspending a student. In the case of an emergency suspension, the informal hearing may be conducted the next day.
 - i. Oral or written specifications of the charges shall be provided to the student.
 - ii. If the student denies the charges, the principal or their designee shall explain the evidence, which substantiates the charges.
 - iii. The students shall have an opportunity to present their version of the facts.
 - b. If a suspension is ordered, during regular school hours on a regular school day, the principal or their designee shall notify, if at all possible, by telephone in addition to written notification, the student and the parent or other person in parental relationship of the suspension and the reasons for the action.
 - i. If the parent or other person in parental relationship cannot be contacted the decision to send the student home, to allow the student to remain on the school premises, or to refer the student to the proper authorities will be made after taking into consideration the age and maturity of the student and the nature of the misconduct which has led to the suspension.
 - c. If suspension is ordered, the principal or their designee shall, as soon as practicable, give written notification to the student and parent or other person in parental relationship, such notice to include:
 - i. The terms of the suspension and the conditions, if any, for reinstatement.
 - ii. The methods and conditions by which the student's work will be made up.
 - iii. The appeal process.
 - d. If a student is emancipated or 18 years of age or over, the parent or other person in parental relationship need not be notified.
 - e. The length of a suspension shall not be interrupted by a District authorized break in school days of more than seven (7) calendar days, unless it is a continuing suspension.
 - f. When an out-of-school suspension is ordered for a K-5 student, the district shall take steps to prevent the recurrence of the behavior that led to the suspension and return the student to a classroom setting to minimize the disruption of the student's academic instruction.
 - i. In accordance with Oregon Revised Statute 339.250, the use of out-of-school suspension or expulsion as discipline of a student in the fifth grade or below, is limited to:
 1. Non-accidental conduct causing serious physical harm to a student or employee;
 2. When an administrator determines, based on his/her observation or upon a report from an employee, the student's conduct poses a threat to the health or safety of students or employees; or
 3. When suspension or expulsion is required by law in accordance with Oregon Revised Statute 339.250. Please see INS-P029-Expulsion for more information.
8. Academic credit:
 - a. No academic penalties shall be imposed on a student because of a suspension.
 - b. A suspended student shall have the responsibility and obligation to complete all assignments and tests missed during the suspension period according to the procedures established by the principal or their designee.
9. Alternative to out-of-school suspension or expulsion:
 - a. An alternative to out-of-school suspension or expulsion may be considered if such action would provide a student with opportunity to change their behavior; however, the student might still be removed from the environment that they are unable to manage responsibly.
 - b. The building principal or their designee will consider criteria such as: severity of the offense, number of prior offenses, mitigating circumstances, and/or willingness of the student to accept responsibility for their actions.
 - c. If the alternative to suspension is participation in a community-based prevention or intervention program, the parent or other person in parental relationship or an emancipated student will assume all responsibility for expenses incurred as a result of the participation by the student and/or their

family in such a program.

10. Appeal Process for Suspension:

- a. A parent/legal guardian or the student if they are 18 years of age or older shall have two (2) school days from the school administration's decision to suspend, in which to appeal the decision to the Superintendent or their designee.
 - i. The appeal will be reviewed based on the written record of the suspension only.
- b. The Superintendent or their designee will review the record and/or may conduct an informal hearing and render a written decision within three (3) school days from the notice of the appeal.
 - i. A parent/legal guardian or the student if they are 18 years of age or older have the right to appeal the Superintendent's or their designee's decision to the Board within two (2) school days from the receipt of said decision.
- c. The School Board may in its discretion grant a final review.
- d. The appeal will be reviewed based on the written record of the suspension only.

OFFENSES AND CONSEQUENCES: ACTS AGAINST PERSONS

1. **Physical Altercation, Minor:** Student engages in a confrontation, hustle or physical aggression that does not result in injury [incident is not better described by "Fighting" or "Physical Attack"].
 - a. School based responses may include (depends on severity):
 - i. Parent or Guardian notification
 - ii. Contact IEP or 504 Case Manager
 - iii. The school team determines appropriate school-based behavior interventions, supports, and/or consequences. This could include, but not limited to, the Common behavior interventions, supports, and consequences section of this document.
 - iv. Referral to MTSS team
 - v. Short-term suspension with a special project (In-school and/or Out-school 2-5 days, depends on severity)
 - vi. Convene IEP team or 504 team for manifestation determination for students with disabilities
 - vii. Revision to IEP or 504 (students with disabilities) as needed
 - viii. Safety/Student Support Plans
 - ix. Alternative educational location/setting
 - x. Extended suspension for up to 10 school days, with a special project. For students in grade 5 or below, refer to step 7 of the instruction section of this document.
 - xi. Conference with parent prior to return of student to school
 - xii. Continuing suspension with recommendation for expulsion
2. **Physical Attack:** Student launches a one-sided physical attack upon an individual that may or may not result in bodily injury to the other party. Premeditation guides the level of response.
 - a. School based responses may include (depends on severity):
 - i. Parent or Guardian notification
 - ii. Contact IEP or 504 Case Manager
 - iii. The school team determines appropriate school-based behavior interventions, supports, and/or consequences. This could include, but not limited to, the Common behavior interventions, supports, and consequences section of this document.
 - iv. Convene IEP team or 504 team for manifestation determination for students with disabilities
 - v. Revision to IEP or 504 (students with disabilities) as needed
 - vi. Referral for STAT processes
 - vii. Safety/Student Support Plans
 - viii. Alternative educational location/setting
 - ix. Extended suspension for up to 10 school days, with a special project. For students in grade 5 or below, refer to step 7 of the instruction section of this document.
 - x. Conference with parent prior to return of student to school
 - xi. Continuing suspension with recommendation for expulsion
 - xii. Referral to law enforcement
3. **Fighting:** Student engages in mutual physical violence with other student(s) that may or may not result in injury. Each party takes physically aggressive action toward another.
 - a. School based responses may include (depends on severity):
 - i. Parent or Guardian notification
 - ii. Contact IEP or 504 Case Manager

- iii. The school team determines appropriate school-based behavior interventions, supports, and/or consequences. This could include, but not limited to, the Common behavior interventions, supports, and consequences section of this document.
- iv. Referral to MTSS team
- v. Short-term suspension with a special project (In-school and/or Out-school 2-5 days, depends on severity)
- vi. Convene IEP team or 504 team for manifestation determination for students with disabilities
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- viii. Safety/Student Support Plans
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- xi. Conference with parent prior to return of student to school
- xii. Continuing suspension with recommendation for expulsion
- xiii. In cases of severe physical injury contact Safety and Risk Management Services; could result in a referral to law enforcement

SCHOOL THREAT, THREATS/INTIMIDATION, HARASSMENT OR BULLYING, HARASSMENT, DISCRIMINATORY, SEX ABUSE, SEXUAL HARASSMENT, SEXUAL ASSAULT, SEXUAL OFFENCES, OTHER –

1. **School Threat:** Student makes a threat (verbal, written, or electronic) to cause damage to a school building or school property, or to harm students and/or staff.
 - a. School based responses may include (depends on severity):
 - i. Parent or Guardian notification
 - ii. Contact IEP or 504 Case Manager
 - iii. The school team determines appropriate school-based behavior interventions, supports, and/or consequences. This could include, but not limited to, the Common behavior interventions, supports, and consequences section of this document.
 - iv. Referral to MTSS team
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 - xii. Conference with parent prior to return of student to school
 - xiii. Continuing suspension with recommendation for expulsion
 - xiv. Referral to law enforcement

2. **Threat/Intimidation:** Student creates fear of harm, without displaying a weapon and without subjecting the victim to actual physical attack, by physical, verbal, written or electronic means.
 - a. School based responses may include (depends on severity):
 - i. Parent or Guardian notification
 - ii. Contact IEP or 504 Case Manager
 - iii. The school team determines appropriate school-based behavior interventions, supports, and/or consequences. This could include, but not limited to, the Common behavior interventions, supports, and consequences section of this document.
 - iv. Referral to MTSS team
 - v. Short-term suspension with a special project (In-school and/or Out-school 2-5 days, depends on severity)
 - vi. Convene IEP team or 504 team for manifestation determination for students with disabilities
 - vii. Revision to IEP or 504 (students with disabilities) as needed
 - viii. Referral for STAT processes
 - ix. Safety/Student Support Plans
 - x. Alternative educational location/setting
 - xi. Extended suspension for up to 10 school days, with a special project. For students in grade 5 or below, refer to step 7 of the instruction section of this document.
 - xii. Conference with parent prior to return of student to school

- xiii. Continuing suspension with recommendation for expulsion
3. **Harassment or Bullying:** Student creates physical harm, damage to property, knowingly places a student in fear of physical harm or damage to property or creates hostile educational environment; includes electronic/social media engagement. Bullying is targeted harassment or intimidation repeated over time.
- a. School based responses may include (depends on severity):
 - i. Parent or Guardian notification
 - ii. Contact IEP or 504 Case Manager
 - iii. The school team determines appropriate school-based behavior interventions, supports, and/or consequences. This could include, but not limited to, the Common behavior interventions, supports, and consequences section of this document.
 - iv. Referral to MTSS team
 - v. Short-term suspension with a special project (In-school and/or Out-school 2-5 days, depends on severity)
 - vi. Convene IEP team or 504 team for manifestation determination for students with disabilities
 - vii. Revision to IEP or 504 (students with disabilities) as needed
 - viii. Referral for STAT processes
 - ix. Safety/Student Support Plans
 - x. Alternative educational location/setting
 - xi. Extended suspension for up to 10 school days, with a special project. For students in grade 5 or below, refer to step 7 of the instruction section of this document.
 - xii. Conference with parent prior to return of student to school
 - xiii. Continuing suspension with recommendation for expulsion
4. **Harassment, Discriminatory:** Student uses words and/or actions to carry out the belief that members of one group (race, ethnicity, gender, religion, sexuality, etc.) are superior to members of another group per State 'Every Student Belongs' rule.
- a. School based responses may include (depends on severity):
 - i. Parent or Guardian notification
 - ii. Contact IEP or 504 Case Manager
 - iii. The school team determines appropriate school-based behavior interventions, supports, and/or consequences. This could include, but not limited to, the Common behavior interventions, supports, and consequences section of this document.
 - iv. Referral to MTSS team
 - v. Short-term suspension with a special project (In-school and/or Out-school 2-5 days, depends on severity)
 - vi. Convene IEP team or 504 team for manifestation determination for students with disabilities
 - vii. Revision to IEP or 504 (students with disabilities) as needed
 - viii. Safety/Student Support Plans
 - ix. Alternative educational location/setting
 - x. Extended suspension for up to 10 school days, with a special project. For students in grade 5 or below, refer to step 7 of the instruction section of this document.
 - xi. Conference with parent prior to return of student to school
 - xii. Continuing suspension with recommendation for expulsion
5. **Sexual Abuse:** Student makes any sexual contact that is absent current, enthusiastic affirmation consent – fondling, penetration, etc. This includes, but is not limited to the aggressor using coercion, manipulation, badgering, extortion, or blackmail to gain sexual contact.
- a. School based responses may include (depends on severity):
 - i. Parent or Guardian notification
 - ii. Contact IEP or 504 Case Manager
 - iii. The school team determines appropriate school-based behavior interventions, supports, and/or consequences. This could include, but not limited to, the Common behavior interventions, supports, and consequences section of this document.
 - iv. Referral to MTSS team
 - v. Short-term suspension with a special project (In-school and/or Out-school 2-5 days, depends on severity)
 - vi. Convene IEP team or 504 team for manifestation determination for students with disabilities
 - vii. Revision to IEP or 504 (students with disabilities) as needed
 - viii. Referral for SIRC processes
 - ix. Title IX Review

- x. Safety/Student Support Plans
 - xi. Alternative educational location/setting
 - xii. Extended suspension for up to 10 school days, with a special project. For students in grade 5 or below, refer to step 7 of the instruction section of this document.
 - xiii. Conference with parent prior to return of student to school
 - xiv. Continuing suspension with recommendation for expulsion
6. **Sexual Harassment:** Student creates an intimidating, hostile or offensive educational environment by making unwelcome sexual advances, requests for sexual favors, or verbal conduct/communication of a sexual nature.
- a. School based responses may include (depends on severity):
 - i. Parent or Guardian notification
 - ii. Contact IEP or 504 Case Manager
 - iii. The school team determines appropriate school-based behavior interventions, supports, and/or consequences. This could include, but not limited to, the Common behavior interventions, supports, and consequences section of this document.
 - iv. Referral to MTSS team
 - v. Short-term suspension with a special project (In-school and/or Out-school 2-5 days, depends on severity)
 - vi. Convene IEP team or 504 team for manifestation determination for students with disabilities
 - vii. Revision to IEP or 504 (students with disabilities) as needed
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 - xii. Extended suspension for up to 10 school days, with a special project. For students in grade 5 or below, refer to step 7 of the instruction section of this document.
 - xiii. Conference with parent prior to return of student to school
 - xiv. Continuing suspension with recommendation for expulsion
7. **Sexual Assault:** Student creates any sexual contact where the use of force or threat of force is involved. This contact can include fondling, penetration, or other forms of sexual contact.
- b. School based responses may include (depends on severity):
 - i. Parent or Guardian notification
 - ii. Contact IEP or 504 Case Manager
 - iii. The school team determines appropriate school-based behavior interventions, supports, and/or consequences. This could include, but not limited to, the Common behavior interventions, supports, and consequences section of this document.
 - iv. Convene IEP team or 504 team for manifestation determination for students with disabilities
 - v. Revision to IEP or 504 (students with disabilities) as needed
 - vi. Referral for SIRC processes
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 - xi. Conference with parent prior to return of student to school
 - xii. Continuing suspension with recommendation for expulsion
 - xiii. Referral to law enforcement
8. **Sexual Offenses, Other:** Student engages in any sexual act where there is not physical contact, yet the person is exposed to sexual content. This includes, but is not limited to indecent exposure, public/semi-public masturbation, couples engaging in consensual sexual acts in front of others, exposing others to adult content, sending unsolicited naked pictures of oneself, exploiting someone else by sending naked pictures of them without permission.
- a. School based responses may include (depends on severity):
 - i. Parent or Guardian notification
 - ii. Contact IEP or 504 Case Manager
 - iii. The school team determines appropriate school-based behavior interventions, supports, and/or consequences. This could include, but not limited to, the Common behavior interventions, supports, and consequences section of this document.

- iv. Referral to MTSS team
- v. Short-term suspension with a special project (In-school and/or Out-school 2-5 days, depends on severity)
- vi. Convene IEP team or 504 team for manifestation determination for students with disabilities
- vii. Revision to IEP or 504 (students with disabilities) as needed
- viii. Referral for SIRC processes
- ix. Safety/Student Support Plans
- x. Alternative educational location/setting
- xi. Extended suspension for up to 10 school days, with a special project. For students in grade 5 or below, refer to step 7 of the instruction section of this document.
- xii. Conference with parent prior to return of student to school
- xiii. Continuing suspension with recommendation for expulsion
- xiv. Contact Safety and Risk Management Services; could result in a referral to law enforcement

OFFENSES AND CONSEQUENCES: ACTS THAT DISRUPT THE EDUCATIONAL ENVIRONMENT

1. **Insubordination:** Student refuses to follow a reasonable request made by any district staff.
 - a. School based responses may include (depends on severity):
 - i. Parent or Guardian notification
 - ii. Contact IEP or 504 Case Manager
 - iii. The school team determines appropriate school-based behavior interventions, supports, and/or consequences. This could include, but not limited to, the Common behavior interventions, supports, and consequences section of this document.
 - iv. Referral to MTSS team
 - v. Short-term suspension with a special project (In-school and/or Out-school 2-5 days, depends on severity)
 - vi. Convene IEP team or 504 team for manifestation determination for students with disabilities
 - vii. Revision to IEP or 504 (students with disabilities) as needed
 - viii. Referral for STAT processes
 - ix. Safety/Student Support Plans
 - x. Conference with parent prior to return of student to school

2. **Disruptive Behavior:** Student substantially disrupts the learning environment or the orderly conduct of a school function.
 - a. School based responses may include (depends on severity)
 - i. Parent or Guardian notification
 - ii. Contact IEP or 504 Case Manager
 - iii. The school team determines appropriate school-based behavior interventions, supports, and/or consequences. This could include, but not limited to, the Common behavior interventions, supports, and consequences section of this document.
 - iv. Referral to MTSS team
 - v. Short-term suspension with a special project (In-school and/or Out-school 2-5 days, depends on severity)
 - vi. Convene IEP team or 504 team for manifestation determination for students with disabilities
 - vii. Revision to IEP or 504 (students with disabilities) as needed
 - viii. Conference with parent prior to return of student to school

3. **Obscene Language or Behavior:** Student uses language or displays actions--written, oral, physical, or electronic--in violation of school standards.
 - a. School based responses may include (depends on severity):
 - i. Parent or Guardian notification
 - ii. Contact IEP or 504 Case Manager
 - iii. The school team determines appropriate school-based behavior interventions, supports, and/or consequences. This could include, but not limited to, the Common behavior interventions, supports, and consequences section of this document.
 - iv. Referral to MTSS team
 - v. Short-term suspension with a special project (In-school and/or Out-school 2-5 days, depends on severity)
 - vi. Convene IEP team or 504 team for manifestation determination for students with disabilities
 - vii. Revision to IEP or 504 (students with disabilities) as needed
 - viii. Conference with parent prior to return of student to school

4. **Weapons:** Student possesses an instrument or object to inflict harm on other persons. As defined in ORS 161.015(1) and (2) as any instrument or device of any kind which may inflict bodily harm.
 - a. School must confiscate item.
 - b. In accordance with ORS 339.250(6) and ORS 339.250(5), a student may be expelled from school for a period of not less than one year for possessing, concealing, or using a weapon, as defined in this procedure, while on school property, traveling to or from school, any school sponsored event, or at any interscholastic activity administered by a voluntary organization.
 - c. School based responses may include (depends on severity):
 - i. Parent or Guardian notification
 - ii. Contact IEP or 504 Case Manager
 - iii. The school team determines appropriate school-based behavior interventions, supports, and/or consequences. This could include, but not limited to, the Common behavior interventions, supports, and consequences section of this document.
 - iv. Short-term suspension with a special project (In-school and/or Out-school 2-5 days, depends on severity)
 - v. Convene IEP team or 504 team for manifestation determination for students with disabilities
 - vi. Revision to IEP or 504 (students with disabilities) as needed
 - vii. Referral for STAT processes
 - viii. Safety/Student Support Plans
 - ix. Alternative educational location/setting
 - x. Extended suspension for up to 10 school days, with a special project. For students in grade 5 or below, refer to step 7 of the instruction section of this document.
 - xi. Conference with parent prior to return of student to school
 - xii. Continuing suspension with recommendation for expulsion
 - xiii. Referral to law enforcement

5. **Look Alike Weapons:** Student possesses an instrument or object that gives the impression to inflict harm on other persons.
 - a. School must confiscate item.
 - b. Possession, concealing, or use while on school property or at any school sponsored event – As defined in ORS 161.015(1) and (2) as any instrument or device of any kind which may inflict bodily harm. Possessing, transmitting, selling, or in any way displaying any weapon, device, instrument, material or substance, firearm, illegal explosive, or other implement which could reasonably be considered or used as a weapon, or attempted to be used as a weapon, or threatened to be used as a weapon, or is readily capable of causing death or serious physical injury, and/or which is of no reasonable or legitimate educational use to the student.
 - c. School based responses may include (depends on severity):
 - i. Parent or Guardian notification
 - ii. Contact IEP or 504 Case Manager
 - iii. The school team determines appropriate school-based behavior interventions, supports, and/or consequences. This could include, but not limited to, the Common behavior interventions, supports, and consequences section of this document.
 - iv. Referral to MTSS team
 - v. Short-term suspension with a special project (In-school and/or Out-school 2-5 days, depends on severity)
 - vi. Convene IEP team or 504 team for manifestation determination for students with disabilities
 - vii. Revision to IEP or 504 (students with disabilities) as needed
 - viii. Referral for STAT processes
 - ix. Safety/Student Support Plans
 - x. Alternative educational location/setting
 - xi. Extended suspension for up to 10 school days, with a special project. For students in grade 5 or below, refer to step 7 of the instruction section of this document.
 - xii. Conference with parent prior to return of student to school
 - xiii. Continuing suspension with recommendation for expulsion
 - xiv. Contact Safety and Risk Management Services; could result in a referral to law enforcement

6. **Alcohol**
 - a. **Possession:** Student is found to have alcohol in locker, backpack, or on their person unauthorized.
 - b. **Use:** Student smells of alcohol or shows common signs of alcohol intoxication.
 - c. **Sharing:** Student shares alcohol with someone else.
 - d. **Distribution:** Student provides alcohol in exchange for money or goods.

- e. School based responses may include (depends on severity):
 - i. Parent or Guardian notification
 - ii. Contact IEP or 504 Case Manager
 - iii. The school team determines appropriate school-based behavior interventions, supports, and/or consequences. This could include, but not limited to, the Common behavior interventions, supports, and consequences section of this document.
 - iv. Short-term suspension with a special project (In-school and/or Out-school 2-5 days, depends on severity)
 - v. Convene IEP team or 504 team for manifestation determination for students with disabilities
 - vi. Revision to IEP or 504 (students with disabilities) as needed
 - vii. Referral to substance abuse counseling
 - viii. Safety/Student Support Plans
 - ix. Alternative educational location/setting
 - x. Alternative to Expulsion agreement
 - xi. Extended suspension for up to 10 school days, with a special project. For students in grade 5 or below, refer to step 7 of the instruction section of this document.
 - xii. Conference with parent prior to return of student to school
 - xiii. Continuing suspension with recommendation for expulsion

7. Marijuana

- a. **Possession:** Student is found to have marijuana in locker, backpack, or on their person unauthorized.
- b. **Use:** Student shows common signs of marijuana intoxication.
- c. **Sharing:** Student shares marijuana with someone else.
- d. **Distribution:** Student provides marijuana in exchange for money or goods.
- e. School based responses may include (depends on severity):
 - i. Parent or Guardian notification
 - ii. Contact IEP or 504 Case Manager
 - iii. The school team determines appropriate school-based behavior interventions, supports, and/or consequences. This could include, but not limited to, the Common behavior interventions, supports, and consequences section of this document.
 - iv. Short-term suspension with a special project (In-school and/or Out-school 2-5 days, depends on severity)
 - v. Convene IEP team or 504 team for manifestation determination for students with disabilities
 - vi. Revision to IEP or 504 (students with disabilities) as needed
 - vii. Referral to substance abuse counseling
 - viii. Safety/Student Support Plans
 - ix. Alternative educational location/setting
 - x. Alternative to Expulsion agreement
 - xi. Extended suspension for up to 10 school days, with a special project. For students in grade 5 or below, refer to step 7 of the instruction section of this document.
 - xii. Conference with parent prior to return of student to school
 - xiii. Continuing suspension with recommendation for expulsion
 - xiv. For marijuana distribution only, referral to law enforcement

8. Drugs Excluding Alcohol, Marijuana, and Nicotine/Tobacco (Illegal Drug Possession, Sale,

- Use/Under the Influence):** inhalants, including solvents and other dangerous substances; or any other drug as defined by but not necessarily limited to the Uniform Controlled Substance Act, ORS 475.005; possession of paraphernalia, possession of look-alikes being represented as being a controlled substance(s),
- a. **Possession:** Student is found to have any controlled drug or narcotic substance on school grounds or on their person.
 - b. **Use:** Student shows common signs of being under the influence of any controlled drug or narcotic substance.
 - c. **Sharing:** Student shares any controlled drug or narcotic substance with someone else.
 - d. **Distribution:** Student provides any controlled drug or narcotic substance to another student in exchange for money or goods.
 - e. School based responses may include (depends on severity):
 - i. Parent or Guardian notification
 - ii. Contact IEP or 504 Case Manager

- iii. The school team determines appropriate school-based behavior interventions, supports, and/or consequences. This could include, but not limited to, the Common behavior interventions, supports, and consequences section of this document.
- iv. Short-term suspension with a special project (In-school and/or Out-school 2-5 days, depends on severity)
- v. Convene IEP team or 504 team for manifestation determination for students with disabilities
- vi. Revision to IEP or 504 (students with disabilities) as needed
- vii. Referral to substance abuse counseling
- viii. Safety/Student Support Plans
- ix. Alternative educational location/setting
- x. Alternative to Expulsion agreement
- xi. Extended suspension for up to 10 school days, with a special project. For students in grade 5 or below, refer to step 7 of the instruction section of this document.
- xii. Conference with parent prior to return of student to school
- xiii. Continuing suspension with recommendation for expulsion
- xiv. Contact Safety and Risk Management Services for consult
- xv. For drug possession, sharing, and distribution only, referral to law enforcement

9. **Inappropriate Use of Medication:** Student is found using, sharing, selling, or becoming under the influence of over the counter (OTC) or prescription drugs (not including those prescribed by a doctor and approved by school-based health plan and nurse) of any kind.

- a. School based responses may include (depends on severity):
 - i. Parent or Guardian notification
 - ii. Contact IEP or 504 Case Manager
 - iii. The school team determines appropriate school-based behavior interventions, supports, and/or consequences. This could include, but not limited to, the Common behavior interventions, supports, and consequences section of this document.
 - iv. Short-term suspension with a special project (In-school and/or Out-school 2-5 days, depends on severity)
 - v. Convene IEP team or 504 team for manifestation determination for students with disabilities
 - vi. Revision to IEP or 504 (students with disabilities) as needed
 - vii. Referral to substance abuse counseling
 - viii. Safety/Student Support Plans
 - ix. Alternative educational location/setting
 - x. Alternative to Expulsion agreement
 - xi. Extended suspension for up to 10 school days, with a special project. For students in grade 5 or below, refer to step 7 of the instruction section of this document.
 - xii. Conference with parent prior to return of student to school
 - xiii. Continuing suspension with recommendation for expulsion

10. **Tobacco/Nicotine:**

- a. **Possession:** Student is found to have tobacco/nicotine in locker, backpack, or on their person; this includes vaping devices or any electronic nicotine delivery instrument.
- b. **Use:** Student is found using tobacco/nicotine.
- c. **Sharing:** Student shares tobacco/nicotine with someone else.
- d. School based responses may include (depends on severity):
 - i. Parent or Guardian notification
 - ii. Contact IEP or 504 Case Manager
 - iii. The school team determines appropriate school-based behavior interventions, supports, and/or consequences. This could include, but not limited to, the Common behavior interventions, supports, and consequences section of this document.
 - iv. Short-term suspension with a special project (In-school and/or Out-school 2-5 days, depends on severity)
 - v. Convene IEP team or 504 team for manifestation determination for students with disabilities
 - vi. Revision to IEP or 504 (students with disabilities) as needed
 - vii. Referral to substance abuse counseling
 - viii. Safety/Student Support Plans

11. **Distribution:** Student engages in sale of tobacco/nicotine or paraphernalia to other students.

- a. School based responses may include (depends on severity):
 - i. Parent or Guardian notification

- ii. Contact IEP or 504 Case Manager
- iii. The school team determines appropriate school-based behavior interventions, supports, and/or consequences. This could include, but not limited to, the Common behavior interventions, supports, and consequences section of this document.
- iv. Short-term suspension with a special project (In-school and/or Out-school 2-5 days, depends on severity)
- v. Convene IEP team or 504 team for manifestation determination for students with disabilities
- vi. Revision to IEP or 504 (students with disabilities) as needed
- vii. Referral to substance abuse counseling
- viii. Safety/Student Support Plans
- ix. Alternative educational location/setting
- x. Alternative to Expulsion agreement
- xi. Extended suspension for up to 10 school days, with a special project. For students in grade 5 or below, refer to step 7 of the instruction section of this document.
- xii. Conference with parent prior to return of student to school
- xiii. Continuing suspension with recommendation for expulsion

12. **Attendance Policy Violation:** In accordance with Oregon Revised Statutes 339.010, 339.065, and 339.095, any unauthorized absence, as defined by INS-A009-Attendance Requirements for Students, from class without prior permission from parent or person in parental role.

a. Consequences may include (depends on severity):

- i. Contact with parent for all unauthorized absences.
- ii. Contact IEP or 504 Case Manager
- iii. The school team determines appropriate school-based behavior interventions, supports, and/or consequences. This could include, but not limited to, the Common behavior interventions, supports, and consequences section of this document.
- iv. Any absence of more than five (5) consecutive days, direct contact from school personnel.
- v. Ten (10) absences over a four-week period, direct contact from school personnel.
- vi. Conference and/or development of a contract involving the parent, student, and school.
- vii. Detention or in-school suspension.
- viii. Retention/failure to receive credit for coursework.

13. **Unauthorized Exit:** Student leaves the building through an exit they are not authorized to access during the school day.

a. School based responses may include (depends on severity):

- i. Parent or Guardian notification
- ii. Contact IEP or 504 Case Manager
- iii. The school team determines appropriate school-based behavior interventions, supports, and/or consequences. This could include, but not limited to, the Common behavior interventions, supports, and consequences section of this document.
- iv. Referral to MTSS team
- v. Short-term suspension with a special project (In-school and/or Out-school 2-5 days, depends on severity)
- vi. Convene IEP team or 504 team for manifestation determination for students with disabilities
- vii. Revision to IEP or 504 (students with disabilities) as needed
- viii. Referral for STAT processes
- ix. Safety/Student Support Plans
- x. Conference with parent prior to return of student to school

OFFENSES AND CONSEQUENCES: ACTS AGAINST PROPERTY

1. **Arson (Fire-setting):** Student damages, or attempts to damage, any school or personal property by fire or incendiary device. Intent and impact guide the level of response with student.

a. School based responses may include (depends on severity):

- i. Parent or Guardian notification
- ii. Contact IEP or 504 Case Manager
- iii. The school team determines appropriate school-based behavior interventions, supports, and/or consequences. This could include, but not limited to, the Common behavior interventions, supports, and consequences section of this document.
- iv. Referral to MTSS team

- v. Short-term suspension with a special project (In-school and/or Out-school 2-5 days, depends on severity)
- vi. Convene IEP team or 504 team for manifestation determination for students with disabilities
- vii. Revision to IEP or 504 (students with disabilities) as needed
- viii. Referral for FIRE processes
- ix. Safety/Student Support Plans
- x. Alternative educational location/setting
- xi. Extended suspension for up to 10 school days, with a special project. For students in grade 5 or below, refer to step 7 of the instruction section of this document.
- xii. Conference with parent prior to return of student to school
- xiii. Continuing suspension with recommendation for expulsion
- xiv. Referral to law enforcement

2. **Technology Misuse:** Student fails to comply with the district's technology guidelines, either with personal or district electronics.

a. School based responses may include (depends on severity):

- i. Parent or Guardian notification
- ii. Contact IEP or 504 Case Manager
- iii. The school team determines appropriate school-based behavior interventions, supports, and/or consequences. This could include, but not limited to, the Common behavior interventions, supports, and consequences section of this document.
- iv. Referral to MTSS team
- v. Short-term suspension with a special project (In-school and/or Out-school 2-5 days, depends on severity)
- vi. Convene IEP team or 504 team for manifestation determination for students with disabilities
- vii. Revision to IEP or 504 (students with disabilities) as needed
- viii. Safety/Student Support Plans
- ix. Alternative educational location/setting
- x. Extended suspension for up to 10 school days, with a special project. For students in grade 5 or below, refer to step 7 of the instruction section of this document.
- xi. Conference with parent prior to return of student to school
- xii. Continuing suspension with recommendation for expulsion

3. **Stealing Personal or Other Property:** Student engages in unauthorized acquisition of personal or other property belonging to students, staff, and/or school.

a. School based responses may include (depending on severity):

- i. Parent or Guardian notification
- ii. Contact IEP or 504 Case Manager
- iii. The school team determines appropriate school-based behavior interventions, supports, and/or consequences. This could include, but not limited to, the Common behavior interventions, supports, and consequences section of this document.
- iv. Referral to MTSS team
- v. Short-term suspension with a special project (In-school and/or Out-school 2-5 days, depends on severity)
- vi. Convene IEP team or 504 team for manifestation determination for students with disabilities
- vii. Revision to IEP or 504 (students with disabilities) as needed
- viii. Safety/Student Support Plans
- ix. Alternative educational location/setting
- x. Extended suspension for up to 10 school days, with a special project. For students in grade 5 or below, refer to step 7 of the instruction section of this document.
- xi. Conference with parent prior to return of student to school
- xii. Continuing suspension with recommendation for expulsion

4. **Vandalism:** Student engages in willful destruction or defacement of school or personal property.

a. School based responses may include (depends on severity):

- i. Parent or Guardian notification
- ii. Contact IEP or 504 Case Manager
- iii. The school team determines appropriate school-based behavior interventions, supports, and/or consequences. This could include, but not limited to, the Common behavior interventions, supports, and consequences section of this document.
- iv. Referral to MTSS team

- v. Short-term suspension with a special project (In-school and/or Out-school 2-5 days, depends on severity)
- vi. Convene IEP team or 504 team for manifestation determination for students with disabilities
- vii. Revision to IEP or 504 (students with disabilities) as needed
- viii. Safety/Student Support Plans
- ix. Alternative educational location/setting
- x. Extended suspension for up to 10 school days, with a special project. For students in grade 5 or below, refer to step 7 of the instruction section of this document.
- xi. Conference with parent prior to return of student to school
- xii. Continuing suspension with recommendation for expulsion
- xiii. For excessive school and/or personal property damages, contact Safety and Risk Management Services for consult

5. **Unauthorized Entry:** Student gains entry or attempts entry onto grounds or into a building, space, or other structure without permission from district staff.

- a. School based responses may include (depends on severity):
 - i. Parent or Guardian notification
 - ii. Contact IEP or 504 Case Manager
 - iii. The school team determines appropriate school-based behavior interventions, supports, and/or consequences. This could include, but not limited to, the Common behavior interventions, supports, and consequences section of this document.
 - iv. Referral to MTSS team
 - v. Short-term suspension with a special project (In-school and/or Out-school 2-5 days, depends on severity)
 - vi. Convene IEP team or 504 team for manifestation determination for students with disabilities
 - vii. Revision to IEP or 504 (students with disabilities) as needed
 - viii. Safety/Student Support Plans
 - ix. Alternative educational location/setting
 - x. Extended suspension for up to 10 school days, with a special project. For students in grade 5 or below, refer to step 7 of the instruction section of this document.
 - xi. Conference with parent prior to return of student to school
 - xii. Continuing suspension with recommendation for expulsion
 - xiii. Contact Safety and Risk Management Services for consult; could result in a referral to law enforcement

Discipline Codes

ODE Code	Discipline Code	Description
1000	100	Alcohol Possession
1000	101	Alcohol Distribution/Sale
1000	102	Alcohol Use
1000	103	Alcohol Sharing
1100	110	Arson
1200	120	Attendance Policy Violation
1300	130	Physical Attack
1500	150	Disruptive Behavior
1600	160	Drug Possession
1600	161	Drug Distribution
1600	162	Drug Use
1600	163	Drug Sharing
1600	334	Marijuana Possession
1600	335	Marijuana Use
1600	336	Marijuana Sharing
1600	337	Marijuana Distribution/Sale
1700	170	Fighting
1800	180	Harassment, Intimidation or Bullying
1800	181	Harassment, Discriminatory
1900	190	Sexual Harassment
1900	191	Sexual Abuse
2100	210	Inappropriate Use of Medication
2200	220	Insubordination
2200	221	Unauthorized Exit

2400	240	Obscene Language or Behavior
2500	250	Physical Altercation, Minor
2700	270	School Threat
2800	280	Sexual Assault
2900	281	Sexual Offenses, Other
3100	310	Stealing: Personal or Other Property
3200	320	Threat/Intimidation
3300	330	Nicotine Possession
3300	331	Nicotine Use
3300	332	Nicotine Sharing
3300	333	Nicotine Distribution/Sale
3400	340	Unauthorized Entry
3500	350	Vandalism
3600	360	Technology Misuse
3700	370	Weapons
3700	371	Look-Alike Weapons

Applicability

- Administrators
- Level Directors
- Executive Administration
- School Board
- Discipline Services Staff

Associated Documents

- INS-A001-Discipline Students
- INS-P029-Expulsion Student
- INS-A004-Student Acceptable Use of Electronic Resources

Approval Authority

- Deputy Superintendents

Revision History

- 05/23/2016 – Added language to align with BS 533 related to the use of suspension for students in grade 5 or below. See section 3.33
- 12/03/2019 – Specified “optional” field trips in section 3.3.6
- 08/10/2023 – Complete overhaul of the entire procedure. Updated format and layout to meet accessibility requirements
- 8/6/25 - Added Unauthorized Exit Code and Description