



Grades K – 5 Behavior Education Plan

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Table of Contents

- Columbia Public Schools Equity Statement4**
- Our Proposed District Commitments4**
- Message from the Superintendent5**
- Safe, Supportive, and Thriving Learning Environments6**
 - Columbia Public Schools’ Vision, Mission, and Values..... 6
 - A Shift in Practice 6
 - Purpose of the Behavior Education Plan..... 7
 - Scope of the Plan..... 8
- Rights and Responsibilities9**
 - Student Rights and Responsibilities 9
 - Parent/Guardian Rights and Responsibilities..... 10
 - Teacher/Staff Rights and Responsibilities..... 11
 - School Administrator Rights and Responsibilities..... 12
 - Central Office Rights and Responsibilities 13
 - Board of Education Rights and Responsibilities..... 13
 - Protections for Students with a Disability..... 14
- Supporting Positive Behavior14**
 - Positive Relationships 14
 - School-Wide Practices..... 15
 - Classroom Practices 17
- Progressive Intervention and Discipline19**
 - Determining Intervention(s) and/or Disciplinary Action 20
 - Response Strategies 21
 - Problem Solving and Assessment 22
 - Intervention 23
 - Resolution/Disciplinary Action..... 25
- Behavior Response Chart28**
- Inappropriate and Disruptive Behaviors and Response Levels30**
 - ALCOHOL (A) 30**
 - ABUSIVE/INAPPROPRIATE LANGUAGE/PROFANITY (AL) 30**
 - ARSON (AR)..... 30**
 - ASSAULT (AS) 31**
 - AUTOMOBILE/VEHICLE MISUSE (AV)..... 31**
 - BOMB/SCHOOL THREAT/FALSE ALARM (BT)..... 32**

BULLYING/CYBER BULLYING (BULLY)	32
COMPUTER/TECHNOLOGY MISUSE (CTM)	33
EXPOSURE (EX)	35
FIGHTING (FG)	35
GAMBLING (GM)	36
HAZING (HAZE)	36
HARASSMENT/INTIMIDATION (HI)	37
HARASSMENT-ALLEGED (HI-A)	38
INTEGRITY (INT)	38
INAPPROPRIATE OBJECT/COMBUSTIBLE ITEM (IO)	38
INSUBORDINATION (IS)	39
LEAVING WITHOUT PERMISSION (LWP)	39
MISSED CONSEQUENCES (MCS)	39
NON-CPS RELATED (NCR)	40
OTHER (OTH)	40
PROPERTY DAMAGE/VANDALISM (PD)	40
PHYSICAL CONTACT (PHY)	41
SEXUAL MISCONDUCT/HARASSMENT (SM)	41
THREAT/VERBAL CONFRONTATION (T)	42
TOBACCO/NICOTINE DELIVERY SYSTEMS (TB)	42
TARDY (TD)	43
THEFT (TH)	43
TRUANCY (TR)	43
WEAPONS (W)	44
Glossary of Terms	45
Dress Code	48
Appendix A: Discipline for Students with Disabilities	49

Columbia Public Schools Equity Statement

Columbia Public Schools, through action and in partnership with families and the community, will uphold the values, policies, and practices that promote cultural competence. We will accept, embrace, and empower students in their individual identities to establish and sustain human dignity, justice, equitable treatment, and inclusiveness in the classroom and workplace.

Our Proposed District Commitments

- Preparing all students to succeed in a multicultural, global society by ensuring a culturally relevant curriculum.
- Recruiting, hiring, and retaining a diverse staff that more closely reflects the school community in terms of cultural background, abilities, race, religion, sex, and sexual orientation.
- Supporting the strategic plan to eliminate the racial and socioeconomic predictability of achievement.
- Assuring that all CPS staff members, with deliberate effort, continue to examine and eliminate institutional beliefs, policies, practices, and teaching that perpetuate disparities in achievement.
- Ensuring that equitable distribution of resources across schools is based on campus and community needs.
- Providing all CPS students with access to resources, opportunities, supports, and interventions that maximize academic success and promote social emotional growth.
- Identifying and removing barriers in our current policies, procedures, systems, or practices that limit opportunities or increase the potential for inequitable disciplinary actions for our students.
- Establishing community partnerships (e.g., parents, health and social service agencies, community organizations, businesses, and higher-education institutions) to better address the needs of students and families.

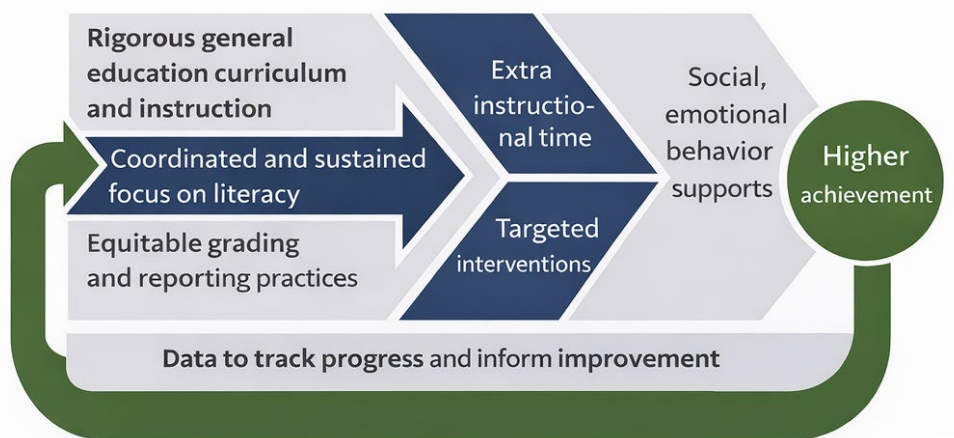
Message from the Superintendent

It is the vision of Columbia Public Schools to be the best school district in our state. To that end, it is essential that our work at the district level is aligned through our Comprehensive School Improvement Plan (CSIP), Scorecard, and professional development plan to support the very best in instructional opportunities for our students. These three components are interlinked to ensure that we are continuously focused on the essential priorities to be maintained in providing the best in educational programming for all students.



A strong and tiered approach to a district-wide behavior education plan is an integral component of achieving our mission, and must be addressed our CSIP, Scorecard, and professional development plan. Through this aligned structure, and our commitment to AEO (Achievement, Enrichment, and Opportunity), the students who make up the Columbia Public School District will be provided every opportunity to achieve success in the areas of academics, behavior, and social/emotional development.

The framework shown here provides a visual representation of those things from which our district initiatives were developed. As part of social/emotional learning and behavioral supports, our vision for this district-wide behavior education plan is to be intentional in ensuring that all CPS students are provided with the supports necessary to achieve academically, through a restorative and equitable lens. Students will be provided clear expectations and the opportunity to learn the skills necessary to promote positive behaviors, in an atmosphere that is restorative in nature. These values drive our approach to teaching, learning, and behavior, and will be addressed, connected, developed, and evaluated through our CSIP, Scorecard, and professional development.



Adapted from  District Management Group

Thank you for your continued support and partnership. We look forward to seeing the positive impacts of this behavior education plan on student learning and achievement.

Safe, Supportive, and Thriving Learning Environments

Columbia Public Schools' Vision, Mission, and Values

- Vision** To be the best school district in our state.
- Mission** We provide an excellent education for all our students by adhering to our organizational goals.
- Values** The non-negotiable family principles that guide us:
- Trust
 - Integrity
 - Transparency
 - Collaboration
 - Empathy
 - Grace

In order to accomplish our vision and mission and adhere to our core values, we need to ensure that each of our schools is a place where all students are able and expected to learn. That means putting the right systems in place to support positive behavior in every student.

A Shift in Practice

This Behavior Education Plan (BEP) outlines our district philosophy and practice with respect to behavior and discipline. It represents our values and journey toward proactive, restorative, and equitable approaches that focus on building student and staff skills and competencies, which, in turn, lead to greater productivity and success for our staff, students, and community.

The BEP moves us from a singular focus on safety to a comprehensive focus on creating the conditions that make every classroom and every school a great place to learn and grow. The BEP embodies our belief as a school district that children learn by pushing and testing limits, getting feedback about their behavioral choices, and making the changes needed to become contributing members of a community of learners.

The fundamental hypothesis of Restorative Practices is human beings are happier, more cooperative, and productive, and more likely to make positive changes in their behavior, when those in positions of authority do things **WITH** them, rather than **TO** them or **FOR** them.

The BEP is also designed to reflect a commitment to student equity. This means that we hold all students to the same high expectations but provide different kinds of support to help students reach those expectations. National research on school discipline reveals the following findings for several groups of students:

- African American students and those with educational disabilities were disproportionately more likely to be removed from the classroom for disciplinary reasons.
- Students who were suspended and/or expelled, particularly those who were repeatedly disciplined, were more likely to be held back a grade or to drop out than were students not involved in the disciplinary system.¹
- Nearly one-third of lesbian, gay, bisexual or transgender students drop out of high school to escape the violence and harassment they face there.²

¹ Fabelo, T., Thompson, M.D., Plotkin, M., Carmichael, D., Marchbanks, M.P., & Booth, E.A. (2011). *Breaking schools' rules: A statewide study of how school discipline relates to students' success and juvenile justice involvement*. New York: Council of State Governments Justice Center.

² Office of Public Policy of the Gay, Lesbian and Straight Education Network (GLSEN), National School Climate Survey (2003).

The Columbia Public School District BEP outlines a comprehensive approach to support student behavior that is focused first on keeping all students engaged in learning and reducing disparities.

Purpose of the Behavior Education Plan

The Behavior Education Plan includes both proactive and responsive strategies and provides a continuum of interventions and consequences to address a range of student behaviors. The Behavior Education Plan is designed to accomplish the following purposes:

- Outline the rights and responsibilities as related to student behavior for students, parents/guardians, teachers/staff, school administrators, central office staff, and Board of Education members, recognizing that all groups have a collective responsibility to support positive student behavior.
- Establish an expectation for adults to teach, model, and reinforce the skills necessary for students to meet CPS behavior expectations at all levels.
- Provide clear and explicit universal expectations for student behavior and to identify those behaviors which are inappropriate at school and school-sponsored events.
- Identify a range of reasonable, proportional, and consistently applied interventions and consequences to respond to behavior and to support positive behavior change in students.
- Ensure students are treated fairly and without discrimination based on race, ethnicity, socioeconomic status, disability status, gender, sexual orientation, gender identity, or religion.
- Set an expectation that schools work in partnership with parents/guardians with the belief that they play an essential role in the behavioral and academic success of students.
- Use a trauma-aware, restorative, and equitable approach in proactively supporting and responding to student behavior.

Because the district places such a strong emphasis on the safety of our students, it is critical that students understand that there are certain behaviors that are never acceptable in our schools. Examples of these behaviors include, but are not limited to, bullying, harassment, and engaging in gang activity.

Scope of the Plan

The Behavior Education Plan applies to all schools and educational programs and placements within Columbia Public Schools. This document will be available in English and other high-incidence languages within CPS. If the information is needed in a language that is not available, please contact the EL Department and we will have an interpreter work with the family.

Interventions may be used in response to behaviors that occur outside of the district's disciplinary authority in order to avoid an escalation of the behavior at school and provide a safe, nurturing learning environment for all students.

Disciplinary consequences, however, may only be imposed for behaviors that occur within the reach of the district's disciplinary authority, including behavior that occurs while the student is at school during school hours and immediately before and after school; participating in any school-sponsored and supervised activity, including athletic events and field trips; or under the direct supervision of a district employee or volunteer. Students may also be disciplined for behavior that occurs while using district-provided transportation.

Behavior that occurs outside the school day and off school property generally will not fall under the BEP. Discipline consequences may be applied to a student's conduct when not at school or under the supervision of a school authority if that behavior endangers the property, health, or safety of others while at school or under school supervision. Consequences for a student's behavior while not at school or under school supervision may be applied if that conduct endangers the property, health, or safety of any student, staff member, or school board member.

District personnel assigned to facilities not located on district premises (hospitals, detention centers, juvenile facilities, and mental health facilities) will follow the policy as specified in the written agreement between the district and the facility. If no policy is specified in a written agreement, employees will follow the facility's policies unless such policies conflict with the district's policy. If there is a conflict, the employee will notify his or her supervisor and follow district policy until otherwise directed by the Board of Education.



Rights and Responsibilities

Supporting positive student behavior requires a high level of commitment from students, parents/guardians, staff, administrators, and members of the Board of Education. These stakeholder groups have rights and responsibilities that are designed to reflect both the mutual respect and accountability required of all people involved in supporting student behavior. The rights and responsibilities for each group are outlined in this section.



Student Rights and Responsibilities

ALL STUDENTS HAVE THE RIGHT TO:

- Be treated with courtesy, respect, and dignity.
- Attend school and be valued members of the school community.
- Learn in a safe environment that is free of bullying, harassment, and discrimination.
- Receive instruction about school behavior expectations and social and emotional skills.
- Access appropriate supports and services to succeed in school, including interventions, accommodations, and modifications necessary for student success.
- Receive a written copy and clear explanation of the Columbia Public Schools Behavior Education Plan, including the process to appeal disciplinary decisions.
- Implementation of behavior support that is consistent with the Columbia Public Schools Behavior Education Plan and district policies.
- Be heard and report unfair treatment to a person in authority.
- Participate in decision-making to determine which interventions and consequences will be used in response to disciplinary issues.
- Maintain personal privacy. Student property may be searched based on reasonable suspicion of a violation of district rules, policy, or law.
- Have a parent/guardian present at readmission from out-of-school suspension conferences and throughout the expulsion process.
- Have a parent/guardian notified, in a language they parent/guardians understand, when an investigation may result in a Response Level 4 or 5.

ALL STUDENTS HAVE THE RESPONSIBILITY TO:

- Show respect and courtesy to all students, staff, and school visitors. This includes respecting individual differences, cultural diversity, and the property of others.
- Attend school daily, be prepared for class, engage in classroom activities, and be an active participant in the learning process.
- Contribute to a safe learning environment by managing their own behavior, reporting harmful or dangerous situations to an adult.
- Understand and follow all district and school rules and instructions given by school staff.
- Bring only those materials to school that are allowed.
- Actively facilitate communication between home and school.

Parent/Guardian Rights and Responsibilities

ALL PARENTS AND GUARDIANS HAVE THE RIGHT TO:

- Be treated with courtesy, respect, and dignity.
- Feel welcomed, valued, and connected to school staff and the school community.
- Access opportunities to learn school behavior expectations.
- Work in partnership with school staff to support their child's learning and healthy development at home and at school.
- Engage in regular, two-way, meaningful communication with school staff, in a language that the parent/guardian understands, regarding their child's academic and behavioral progress. This includes the right to be notified when their child is removed from the instructional environment due to his/her/their behavior.
- Actively participate in problem solving with school staff related to their child's behavior.
- Advocate for their child to the appropriate school official.
- Be informed by school staff of an investigation for behaviors that may result in a Response Level 4 or 5 intervention and disciplinary action in a language that the parent/guardian understands.

ALL PARENTS AND GUARDIANS HAVE THE RESPONSIBILITY TO:

- Show respect and courtesy to all students, staff, and school visitors.
- Understand the school's behavior expectations.
- Work with the school as a collaborative partner. This includes working with staff to maximize their child's strengths and support the child to make changes in behavior as needed.
- Inform school officials about concerns in a timely and respectful manner.
- Support their child to resolve problems peacefully while at school in order to contribute to a safe and positive school climate. This includes helping the child express anger without verbal attacks or physical violence.

Teacher/Staff Rights and Responsibilities

ALL TEACHERS/STAFF HAVE THE RIGHT TO:

- Be treated with courtesy, respect, and dignity.
- Work in a safe environment that maximizes staff performance and student learning.
- Access opportunities for professional development and training to assist in creating and maintaining a thriving classroom environment that is respectful, engaging, vibrant, and culturally relevant.
- Access support for addressing student behavior when such conduct cannot be handled within the classroom environment (Response Level 2 and above).

ALL TEACHERS/STAFF HAVE THE RESPONSIBILITY TO:

- Show respect and courtesy to all students, staff, and school visitors.
- Foster ongoing, positive relationships with all students and families by working in partnership to problem solve around student needs and behavior.
- Create a positive classroom and school climate for all students, using effective classroom management strategies that extend to all school environments.
- Explicitly teach, acknowledge, and reinforce behavior expectations.
- Provide social and emotional skills instruction.
- Intervene promptly and notify parents/guardians, in a language they understand, when inappropriate behavior occurs. This includes providing corrective feedback, reteaching behavioral expectations, following Individual Education Plans and Behavior Support Plans of students, and adhering to procedures for student removals from the learning environment, when needed.
- Regularly communicate with students and their parents/guardians, in a language they understand, to develop, implement, and monitor behavior interventions that support students in changing their behavior.
- Apply the Columbia Public Schools Behavior Education Plan in a consistent manner and accurately record inappropriate student behavior following the established protocol.
- Promptly report bullying as required by Board policy.

School Administrator Rights and Responsibilities

(Administrator in Columbia Public Schools = Principal, Assistant Principal, Dean, Administrative Assistant)

ALL SCHOOL ADMINISTRATORS HAVE THE RIGHT TO:

- Be treated with courtesy, respect, and dignity.
- Work in a safe environment that maximizes staff performance and student learning.
- Access support from the district central office to create and maintain a thriving school environment that is respectful, engaging, vibrant, and culturally relevant.
- Access district-level support, interventions, and programming for addressing student behavior when such conduct cannot be handled within the building environment.

ALL SCHOOL ADMINISTRATORS HAVE THE RESPONSIBILITY TO:

- Show respect and courtesy to all students, staff, and school visitors.
- Foster ongoing, positive relationships with all students and families by working in true partnership to problem solve around student needs and behavior.
- Create a safe and caring school climate that maximizes learning.
- Create, monitor, and assess a school-wide management system.
- Welcome parents/guardians as valued partners in their child's learning. This includes creating opportunities for regular, two-way communication, in a language the parents/guardians understand, and active participation at problem solving meetings.
- Review the Columbia Public Schools Behavior Education Plan with students, staff, and parents at the beginning of each school year and revisit it as necessary throughout the year.
- Ensure that all school staff meet the expectations outlined in the section entitled "Teacher/Staff Responsibilities."
- Support staff in implementing appropriate behavior interventions.
- Apply the Columbia Public Schools Behavior Education Plan in a consistent manner and accurately record inappropriate student behavior and interventions and disciplinary responses following the established protocol.
- Follow procedures for student removals from the learning environment.
- Notify parents, in a language they understand, immediately if a student's inappropriate behavior results in an out-of-school suspension (Response Levels 3-5).
- Notify parents, in a language they understand, within 24 hours of inappropriate behavior and response, if there is not an out-of-school suspension (Response Levels 3-5).
- Respect students' right to maintain personal privacy. Personal belongings can be searched based on reasonable suspicion of a violation of district rules, Board policy, or law.

Central Office Rights and Responsibilities

ALL CENTRAL OFFICE STAFF HAVE THE RIGHT TO:

- Be treated with courtesy, respect, and dignity.
- Work in a safe environment that maximizes staff performance.

ALL CENTRAL OFFICE STAFF HAVE THE RESPONSIBILITY TO:

- Show respect and courtesy to all students, staff, and school visitors.
- Provide schools with the necessary resources, professional development, and technical assistance to implement the Columbia Public Schools Behavior Education Plan.
- Communicate to all district staff that creating a positive school culture, supporting positive student behavior, and developing appropriate student discipline practices are critical district priorities.
- Ensure that appropriate data collection, monitoring, and evaluation systems are available and utilized at the school and district levels. This includes using disaggregated data to allocate resources to support student behavior as well as evaluating program and staff effectiveness.
- Engage in ongoing monitoring of the implementation of the Columbia Public Schools Behavior Education Plan and intervene as needed to ensure that it is enforced in a consistent manner.
- Provide the Board of Education with timely and accurate information on:
 - Implementation of the Columbia Public Schools Behavior Education Plan
 - Staff, student, parent/guardian, and community feedback on the Columbia Public Schools Behavior Education Plan

Board of Education Rights and Responsibilities

ALL BOARD OF EDUCATION MEMBERS HAVE THE RIGHT TO:

- Be treated with courtesy, respect, and dignity.
- Receive timely and accurate information on:
 - Implementation of the Columbia Public Schools Behavior Education Plan
 - Staff, student, parent/guardian, and community feedback on the Columbia Public Schools Behavior Education Plan

ALL BOARD OF EDUCATION MEMBERS HAVE THE RESPONSIBILITY TO:

- Show respect and courtesy to all students, staff, parents, and administrators.
- Use qualitative and quantitative data to create and evaluate policies that promote thriving school environments that are respectful, engaging, vibrant, and culturally relevant.
- Ensure that district administrators utilize appropriate data collection, monitoring, and evaluation systems.
- Annually review and consider changes, as appropriate, to the Columbia Public Schools Behavior Education Plan.
- Approve, modify, or deny recommendations for student suspensions and/or expulsions following review of a decision from the superintendent.

Protections for Students with a Disability

Nothing in the Columbia Public Schools Behavior Education Plan replaces or substitutes any student rights as guaranteed by the Individuals with Disabilities Act (IDEA) or state law. Students with a disability will always be entitled to the rights and protections afforded to them by state and federal law and shall not be removed from the learning environment unless doing so is in accordance with the law.

A detailed summary of the rights and protections guaranteed to students with a disability can be found in Appendix A (Discipline for Students with Disabilities) and Board policy.

Supporting Positive Behavior

All schools in the Columbia Public School District are expected to create positive learning environments where all students can experience academic, behavioral, and social/emotional growth. This environment is created through using a multi-tiered, restorative approach with district-wide universal expectations that are supported by other building-level behavioral frameworks (i.e., Conscious Discipline, BIST, PBIS).

Positive Relationships

Research shows that positive relationships help children learn. Students are more likely to succeed when they feel connected to others in their school and classroom community and are less likely to behave in ways that disrupt the school environment.³ A restorative approach to discipline is only effective when authentic relationships are maintained. Staff will use restorative practices to help repair and maintain relationships. Skills and strategies to be used by staff for building positive relationships with students include:

- Know your students' strengths and cultural identities.
- Communicate understanding and empathy.
- Structure tasks for student success.
- Reinforce behavior in a positive manner.
- Use factual, objective language to define expectations and address behavior.
- Ask open-ended questions.
- Stay calm in tense situations.
- Remain neutral whenever possible.
- Use restorative communication strategies such as reflective listening and affective statements.

³ Blum, Robert. "A Case for School Connectedness," Educational Leadership, April 2005.

School-Wide Practices

At the heart of supporting positive behavior are five critical elements that contribute to making our schools places where children love to learn and staff experience success in their work:

- Behavior expectations
- Teaching behavior
- Celebrating positive behavior
- Responding to behavior
- Use of data

Behavior Expectations

Students share in the development of clear and consistent universal behavioral expectations. The behavior expectations at each school should reflect the following universal expectations:

Be Respectful

- Treat others with respect.
- Take care of private and public property.
- Solve problems peacefully.
- Respect the right of others to be different from you and think differently than you.

Be Responsible

- Take ownership for your actions.
- Be on time and ready to learn.
- Follow classroom and school rules.
- Do/produce your own work.
- Be a learner.

Be Safe

- Behave in ways that make school a positive place.
- Report bullying, harassment, or unsafe incidents.
- Refuse to start or spread rumors and gossip.
- Find trusted adults who can mentor and support you.

Teaching Behavior

Schools must be intentional about supporting students to understand shared expectations at all grade levels. Schools must also teach the social/emotional skills students need to honor expectations and engage fully in their education. This requires teaching behavior and social/emotional learning not only at the start of each school year but regularly, throughout the year. There are universal behaviors taught throughout the school environment. Some students will need more structured, small-group instruction on behaviors that are school-appropriate. Modeling, role playing, practicing, and reinforcing are all important elements in teaching behavior.

Celebrating Positive Behavior

When students honor the behavior expectations and demonstrate social/emotional growth, staff acknowledge their efforts and let them know why they are being acknowledged. Recognition of student achievement is important in the area of behavioral and social/emotional growth just as it is in the area of academic growth. Feedback must be positive and specific. The goal is for the student to understand that adults notice their positive choice.

Responding to Behavior

When students do not honor the behavior expectations, staff respond in the moment to stop the behavior from occurring and to provide an opportunity for the student to regain self-control. Staff may assign a disciplinary action, typically viewed as a consequence, to maintain the safety of the school community. Staff work with students toward a resolution that supports the student to repair any harm caused and restore relationships damaged as a result of their behavior. Restorative Practices may reduce suspensions while holding students accountable for their behavior. Sometimes a student may make a mistake, and a response strategy and resolution is all that is needed to support the student in repairing harm and restoring relationships.

When students demonstrate a pattern of behavior or more significant behaviors, it is necessary to examine the function(s) of the behavior and provide the student with an intervention. Interventions address the underlying cause of behavior, including unmet needs, lagging skills, instructional strategies, and the environment. When an exclusionary disciplinary action is used (i.e., in-school suspension, out-of-school suspension), it must be paired with one or more interventions. Following an exclusionary action, a formal analysis of behavior may be completed.

Use of Data

Schools systematically collect data about student behavior and use it to guide the teaching and support that takes place at the individual student level, the classroom level, and the school level. This data is examined on a regular basis to make sure that behavior practices and social/emotional learning are implemented in ways that lead to positive and equitable outcomes for all students.

Classroom Practices

Proactive Strategies

The use of engaging and culturally relevant instruction is foundational in supporting the positive behavior of all students. Research shows a strong link between effective teaching practices and student engagement in creating a positive learning climate that fosters both social/emotional growth and academic achievement. Establishing such a climate requires the use of proactive strategies. Effective use of these strategies reduces the occurrence of behaviors that require intervention and discipline. Examples of proactive strategies include, but are not limited to:

- Active supervision
- Intentionally building community and authentic relationships
- Developing shared expectations and engaging students in regular reflection related to honoring expectations
- Modeling expectations and social/emotional skills
- Teaching/reteaching behavior expectations and social/emotional skills
- Setting academic goals and providing structured routines and predictability
- Setting academic and social/emotional goals
- Providing feedback and reinforcing positive behavior and the use of social/emotional skills
- Incorporating student voice and choice
- Learning through structured interaction

Responding to Behavior

Making mistakes is a normal part of development. Regardless of the quality of instruction, students will engage in behaviors that do not honor the shared CPS expectations and require the use of response strategies. The goal in using these strategies is to stop the behavior while providing an opportunity for the student to regain self-control in a way that maintains their dignity. Staff select which strategies they use to support students based on student needs. Examples of response strategies include, but are not limited to:

- Using reminding and redirecting teacher language
- Increasing teacher proximity to the student
- Changing student seating
- Reteaching behavior expectations
- Problem solving with a student about their behavior
- Taking breaks
- Loss of privilege
- Non-verbal cues

Logical consequences are another means of responding to student conduct. Teachers using logical consequences begin with positive intent and the knowledge that every child is a learner working toward establishing meaningful relationships with adults, each other, and the school community.

Using logical consequences creates an opportunity for learning and social/emotional growth. Logical consequences are directly related to students' behaviors, respectful of a student's dignity, restorative, and equitable. Ultimately, the goal of using logical consequences in response to behavior is to help students develop an internalized understanding of the impact of their behavior, self-control, and a desire to honor shared expectations as a valued member of the school community.

When a student demonstrates a pattern of behavior(s) and classroom strategies are insufficient in supporting a student's engagement, interventions are essential to support students to make meaningful, sustainable changes in their behavior. By using interventions that engage students in meaningful ways, school staff members facilitate their students' academic, social/emotional, and behavioral growth.

Staff members use response strategies to redirect any behavior that does not honor shared expectations. A resolution is necessary when harm is caused and/or relationships are damaged. Some behaviors will rise to the level of requiring the use of problem solving, assessment, intervention, and restorative practices. The next section describes these practices in more detail.

Progressive Intervention and Discipline

Every reasonable effort should be made to correct inappropriate student behavior using logical consequences and Restorative Practices. Significant disciplinary actions, such as out-of-school suspension and expulsion, are used for the most serious situations. When an exclusionary disciplinary action is used (i.e., in-school suspension, out-of-school suspension), it must be paired with one or more interventions.

In a progressive approach to intervention and discipline, students have the space to make mistakes, learn from them, and receive support to change their behavior over time. When a specific student behavior does not change using the lowest identified level of intervention and/or discipline, or the behavior increases in frequency, intensity, or duration, the next level of intervention/disciplinary action is used. The progressive approach to intervention and discipline does not apply to most expellable offenses. All interventions and disciplinary actions should be selected, implemented, and assessed to help students do the following:

- Understand why the behavior is unacceptable and the harm it has caused
- Take responsibility for their actions
- Understand what they could have done differently in the same situation
- Learn social strategies and skills to use in the future
- Understand the progression of more serious consequences if the behavior recurs

Because inappropriate behavior may be symptomatic of underlying problems that students are experiencing, it is critical that all staff be sensitive to issues that may influence student behavior and respond in ways that are most supportive of student needs. The interventions and disciplinary actions described here should be carefully matched to the needs of the student and the overall context of the situation.

Determining Intervention(s) and/or Disciplinary Action

The Behavior Response Chart is provided to guide staff and administrator decisions about how to respond to student misbehavior. It is critical that the following factors be considered prior to determining the appropriate response:

- The student's age, maturity, and understanding of the impact of their behavior
- The student's willingness to repair the harm caused by the behavior
- The student's disciplinary record, including the nature of prior behavior, the number of prior instances of behavior, the interventions/consequences applied, etc.
- The student's social strategies and skills
- The nature, severity, and scope of the behavior
- The circumstances and context in which the behavior occurred, including the impact on the learning environment
- The student's Individualized Education Plan (IEP) or 504 Plan, if applicable

The Behavior Education Plan identifies five levels of possible responses to inappropriate student behavior (Response Levels). Each behavior is assigned to one or more Response Levels. **Principals and school staff are expected to use the Response Levels identified for each behavior, except in limited circumstances when a situation requires the use of a different Response Level.**

Response Level 1 is used when behaviors are supported within the classroom by staff assigned to that classroom. **Response Level 2** is used when the school-wide behavior response system is involved in supporting the student. Support requires an additional staff member and might be provided in the classroom, outside the classroom, or in another environment. The decision by classroom staff to engage the school-wide behavior response system to address a behavior assigned to Response Levels 1 and 2 shall be final when documenting the Behavior Response Level.

If the behavior is assigned two or more Response Levels, the lowest level is used first **except** for Levels 1 and 2. A behavior assigned Response Levels 1 and 2 does not need to be responded to at a Level 1 prior to being responded to at a Level 2. For example, if a student is being disruptive and the teacher successfully supports the student in the classroom to change their behavior, the behavior is responded to at a Level 1. If a student is being disruptive and the behavior requires additional support from a behavior responder, the behavior is responded to at a Level 2. For behaviors that are assigned Response Levels 1, 2, and 3, the behavior must first be responded to at a Level 2 prior to that behavior being responded to at a Level 3.

Progressive responses are confined to the current school year. At the beginning of each new school year, every student begins with a clean slate, and responses to inappropriate and disruptive behavior should be the lowest assigned Response Level for a first occurrence of the behavior within the school year.

In most situations at Response Level 1, teachers will make decisions about which response strategies, intervention (if needed), and disciplinary consequence to use. In most situations at Response Level 2, a

behavior response team member may work with teachers to make decisions about which intervention or disciplinary consequence to use.

In situations at Response Levels 3 and 4 or when behaviors are repeated, it is important to look more deeply at the student's needs to determine the most effective intervention. In these situations, there may be a referral to the school's student support team.

Response Strategies

Response strategies are actions used in the moment that behavior is occurring or directly following the behavior. The goal of these strategies is to stop the behavior while providing an opportunity for the student to regain self-control in a way that maintains their dignity. Sometimes response strategies are used quickly and occur with minimal disruption to the lesson. More serious behaviors may require the support of behavior response team members inside or outside the classroom. Considerations in determining response strategy include the behavior that is being demonstrated and which strategy is most likely to support the student to reengage in learning. While not intended to be sequential or exhaustive, the following list defines examples of response strategies used in Columbia Public Schools to support student behavior:

- **Communicate with parents, in a language they understand/student conference**
- **Redirection** – An indication to the student that they are not adhering to behavior expectations. Redirection includes proximity to the student, verbal reminder, and non-verbal cues. An example of a verbal redirection, which may be appropriate for some students, would involve verbally identifying the behavior the student is engaging in (i.e., walking around the classroom) and asking the student how the staff member can help to get the student back on task.
- **Take a Break (TAB) In (safe seat, safe place, safe area, etc.)** – TAB In provides an opportunity for students to correct their behavior and is available for all students. This involves students moving to a designated space within the classroom where they quietly pull themselves together and then rejoin their classmates.
- **Take a Break (TAB) Out (Buddy Room)** – Buddy Rooms/TAB Out provide an opportunity for students to correct their behavior in a new environment. Students move to another teacher's classroom, the Buddy Room, where they pull themselves together and reflect on their behavior. Once this is completed, students return to their classroom and are welcomed back by the teacher. Upon the student's return to the classroom, the teacher talks with the student about the behavior.
- **Regulate student inside the classroom** – A behavior response team member is called to join in and provide additional support to the student within the classroom temporarily until the student becomes regulated and can reengage in learning independently.
- **Regulate student outside the classroom** – A behavior response team member is called to process with a student outside of the classroom. This may consist of a brief problem-solving conversation in the hallway. Other times, a safe and private intervention space within the school building is used where a student can work with staff to calm down, reflect on their behavior, and develop a plan to make different choices when they return to class.

Problem Solving and Assessment

Sometimes a student may make a mistake and a response strategy is all that is needed to support the student in repairing any harm that was caused. When students demonstrate a pattern of behavior or more significant behaviors, it is necessary to examine the underlying function(s) of the behavior and the context in which it occurs. In these situations, there may be a referral to the school's student support team.

Student Support Team (SST)

The SST is an interdisciplinary team of adults, which may include the parent/guardian, that uses the problem-solving process to serve two primary functions:

- Analyze data to support, develop, select, and devaluate social/emotional and behavioral interventions.
- Address the needs of individual students who are not making expected progress.

SST members may use an assessment to help determine whether the student may have unmet needs or lagging skills that contribute to the behavior as well as ways the environment or instruction might be contributing to the behavior. Assessments that may be utilized could require consent of a parent/guardian, are typically done by school psychologists, social workers, counselors, or nurses, and include examples such as:

- **Functional Behavioral Assessment (FBA)** – A formal assessment of a student's behavior focused on identifying the function or purpose behind the student's behavior. An FBA is used to better understand why a student behaved inappropriately.
- **Threat assessment** – A procedure and set of tools used when a student may pose a risk to the safety of others that may require immediate action, including aggression toward others, threats of aggression or harm toward others, and/or a pattern of behavior that raises suspicion of risk for violence (e.g., violent drawings, stories, Internet communications). The purpose is to determine the degree of risk (high, moderate, low) in order to guide an intervention plan that results in a safe school environment.
- **Alcohol and Other Drug Abuse (AODA) Screener** – a procedure and set of tools used when a student is suspected of potential alcohol and other drug abuse that (1) identify students for screening based on behavioral concerns related to abuse, (2) screen for AODA, and (3) provide for efficient referral for the appropriate level of intervention.

Sometimes a student may continue to experience significant struggles and the school has exhausted all avenues for problem solving within the school. In these cases, or when a student is in crisis, additional district-level supports, or programming may be considered. These include but are not limited to:

- **Intensive Support Team referral** – For students demonstrating significant aggression and behavioral challenges, a referral may be made to the Intensive Support Team (IST). The team assists staff members and parents to better understand the emotional adjustment and behavior of these students so that effective interventions can be developed and implemented. It provides ongoing support to

school staff members and parents to adjust interventions as well as secure additional supports and services in the community.

- **MU Bridge Program referral** – School-Based Psychiatry is part of University of Missouri Health Care in Columbia, Missouri. The program provides psychiatric appointments in Boone County schools for school-age children who need prompt evaluation and treatment.
- **Community resource referral (FACE)** – FACE (Family Access Center of Excellence) is a cross-sector implementation center aimed at improving access to quality mental health services for families with children (aged 0-19). FACE will achieve these aims by:
 - Accepting referrals through an open-door policy
 - Using scientific family systems assessments to identify concerns
 - Engaging families to develop an action plan with measurable goals to address concerns
 - Providing families with choice to existing providers
 - Enhancing service acquisition through case management with trained mental health professionals
 - Monitoring youth and family progress

FACE also aims to support local government and private providers to develop a tiered array of services through technical assistance, creative financing support, training, coaching, education, quality improvement, progress monitoring, and outcomes evaluation.

- **Alternative programming** – Intensive programs that use specialized environments, curriculum, and instruction to support behavioral, social/emotional, and academic growth for students. Generally, alternative programs provide instruction in smaller environments that limit distractions and with lower student-to-staff ratios, which allows for greater individualization. Current Columbia Public Schools programs that utilize alternative programming could include:
 - Alternative Continuing Education (ACE)
 - Online learning
 - Day treatment through the Juvenile Justice Center
 - Modified day with support and intervention

Enrollment in an alternative program may be an appropriate option, based on individual student need, at any response level and is not limited to Response Level 4.

Intervention

Interventions address the underlying cause of behavior, including unmet needs, lagging skills, instructional strategies, and the environment. While not intended to be sequential or exhaustive, the following list defines examples of interventions used in Columbia Public Schools to support student behavior:

- **Replacement behaviors/coping strategies** – These are behaviors that are taught to take the place of behaviors that are inappropriate for the situation or setting. An example is teaching a student to ask politely to use a classmate’s calculator rather than taking it without permission.
- **Regulation breaks** – Proactive breaks may be scheduled for students when there is a pattern of behavior or upset, preventing behavior incidents from occurring. A student engages in activities that

promote self-regulation. Regulation breaks can take place in a variety of locations, including within the classroom or a safe and private intervention space.

- **Home-school communication system** – This system is designed to ensure that staff and parents/guardians are “on the same page” with respect to student behavior at home and at school. The goal is for ongoing, meaningful sharing of information, in a language the parents/guardians understand, and may include a communication notebook, daily emails, etc.
- **Restorative circle** – A group of individuals is supported by a facilitator, called a circle keeper, to identify and address the harm that was caused by the behavior of one or more students. Outcomes include developing a plan to heal and correct the situation.
- **Check-In Check-Out (CICO)** – Student check in with designated CICO facilitators before the beginning and at the end of each school day to receive positive contact, pre-corrects, reminders of school-wide expectations, etc. At the end of each class period, teachers provide behavioral feedback on a Daily Progress Report.
- **Social/emotional learning groups** – Group interventions focus on skill development and coping strategies to promote healthy social and emotional development and prevent potential problems. Examples of skills targeted through group interventions include managing emotions, coping with stress, problem solving, and communicating effectively.
- **Behavior Support Plans** – Behavior Support Plans are developed based on a Functional Behavioral Assessment (FBA). The FBA results are used to develop a plan that establishes proactive and responsive interventions. The plan addresses how the student interacts with the environment and replaces inappropriate behavior with pro-social behavior.
- **Mentoring** – A trained adult spends time one-on-one with a student to develop a positive relationship and target the development of specific social/emotional and academic skills, such as self-efficacy.
- **Cross-age mentoring** – An older student is matched with a younger student one-on-one for the purpose of guiding and supporting the mentee in targeted areas of academic, social and emotional development, such as responsible decision-making.

Resolution/Disciplinary Action

In the Behavior Education Plan, a resolution/disciplinary action is defined as actions that support a student in repairing harm resulting from their behavior and any necessary actions to maintain the safety of the school community. While not intended to be sequential or exhaustive, the following list defines examples of resolutions/disciplinary actions used in Columbia Public Schools:

- **Verbal warning** – The classroom teacher reminds a student what he/she is expected to do.
- **Loss of classroom privileges** – A student can lose the right to participate in classroom activities on a short-term basis. The privilege lost is directly related to the student’s mistake.
- **Restorative action** – An activity that helps a student think about his or her actions, why they might have done what they did, and how they can “make things right.” This might include developing and implementing a “fix-it plan” or completing a service project related to their mistake.
- **Restorative conversation** – Student is supported in reflecting on their behavior and developing and implementing a plan using four key questions: What happened? Who do you think has been affected? What needs to happen to make things right? How can we be sure this will not happen again?
- **Problem-solving conference** – Parents/guardians, staff, and the student sit down together to talk about the student’s behavior, in a language the parents/guardians understand, and identify potential solutions to address the cause of the behavior.
- **In-school suspension** – A student is removed from the classroom and supported within the school for up to three days. The student reflects on the incident that occurred and collaboratively develops a plan for repairing harm and restoring relationships. Staff assess root cause of the behavior, and the student is supported through needed social/emotional/academic intervention.
- **Out-of-school suspension (Response Levels 3, 4, and 5)** – Out-of-school suspension is used in circumstances where the principal believes that a student is exhibiting behaviors that pose an **imminent, ongoing** risk to the health or safety of the student or others.
 - Response Level 3 conduct may result in a student being suspended out of school for up to three days unless prohibited by the IDEA and/or state law.
 - Response Level 4 conduct may result in a student being suspended out of school for up to five days unless prohibited by the IDEA and/or state law.
 - Response Level 5 conduct requires a student to be suspended from school and may result in a recommendation to the Director of Student Services for an extended suspension hearing or expulsion unless prohibited by the IDEA and/or state law.

The out-of-school suspension process includes a right to appeal the suspension.

- **Expulsion from school (Response Level 5)** – Response Level 5 conduct may result in a student being recommended for expulsion from school unless prohibited by the IDEA and/or state law. All recommendations for expulsion will be reviewed by the Director of Student Services, who, in consultation with building administration, Columbia Public Schools Safety and Security Officer, and the Chief Equity Officer, will determine whether or not to approve moving forward with the expulsion process. The guidelines for recommending the length of a student’s expulsion are established in Columbia Board of Education policy. In circumstances where a student’s conduct falls into Response Level 3 or 4 **AND** causes a serious physical injury to another person, the principal or program administrator may seek permission from the Director of Student Services to initiate a recommendation for expulsion. See the Glossary of Terms for the definition of “serious physical injury.”

Prohibition of Bullying and Harassment

Bullying and harassment are prohibited on all school and district grounds and in all school and district buildings, as well as at school-sponsored events and on transportation used for school and school-sponsored activities. These behaviors can have a harmful social, physical, psychological and/or academic impact on students who are the victims. Students who engage in these behaviors and bystanders that observe bullying and harassing behaviors may also experience harmful social, physical, and psychological impact.

All reports of bullying shall be reported and investigated in accordance with Board of Education policy (Anti-Bullying).

Reports of harassing behaviors may also be handled in accordance with Board of Education policy.

Bullying and/or harassing behavior is subject to intervention(s) and disciplinary response according to the underlying inappropriate or disruptive behavior.

Prohibition of Gang Activity

Gangs or gang activity will not be tolerated in the Columbia Public School District. Students are prohibited from engaging in any behaviors which are associated with gang-related affiliation including, but not limited to, violation of district dress code, use of gang symbols, use of graffiti, and intimidation of students or staff. Campus administrators may ban such dress or behaviors from school that are gang related. Gang-related behavior is subject to intervention(s) and disciplinary response according to the underlying inappropriate or disruptive behavior.

The Limited Role of Police in Schools

Columbia Public Schools' practice is to minimize police involvement for student infractions that should be managed with the Behavior Education Plan. The district is committed to a non-criminal enforcement model that supports restorative justice concepts, early intervention, and problem solving rather than reliance on law enforcement.

District expectations regarding police investigations, arrests, and searches in schools are reflected in Board policy.

Behavior Response Chart

*Interventions are based on individual need and are not restricted to specific Response Levels.

RESPONSE LEVEL 1: Classroom intervention with or without discipline

RESPONSE STRATEGIES

- Remind/redirect
- Logical consequence
- Take a Break (TAB In)
- Buddy Room
- Parent/family phone call, text/email dependent on family preference
- Use of Safe Crisis Management de-escalation strategies

POTENTIAL INTERVENTIONS*

- Teach a replacement behavior or coping strategy
- Teach/reteach social/emotional learning curriculum
- Create a behavior contract or chart
- Provide regulation breaks
- Restorative conversation
- See Tier 1 interventions: <https://www.ruralsmh.com/intervention-hub/>

RESOLUTION / DISCIPLINARY ACTION

- Verbal warning
- Loss of privilege
- Quick conference
- Restorative conversation
- Restorative action

RESPONSE LEVEL 2: Support staff interventions with or without administrative discipline

RESPONSE STRATEGIES

- Strategies in Response Level 1, increased in intensity or frequency
- Regulate student in the classroom
- Regulate student in an alternate environment
- Use of Safe Crisis Management de-escalation strategies

POTENTIAL INTERVENTIONS*

- Interventions in Response Level 1, increased in intensity or frequency
- Enroll student in a group intervention for coping/emotional regulation, anxiety reduction, substance abuse, social skills, relationship skills, positive leadership
- Behavior Support Plan
- Mentoring and cross-age mentoring
- Check-In Check-Out
- Restorative practice (circle, conversation, collaborative problem-solving) and resulting agreement and support plan

RESOLUTION / DISCIPLINARY ACTION

- Resolutions outlined in Response Level 1
- Conference with Student Services staff or administrator
- Conduct restorative conference and student(s), parents could be involved

RESPONSE LEVEL 3: Intense intervention and administrative discipline

RESPONSE STRATEGIES

- Strategies in Response Levels 1 and 2, increased in intensity or frequency
- Use of Safe Crisis Management de-escalation strategies and appropriate emergency safety intervention for the purposes of maintaining safety

POTENTIAL INTERVENTIONS*

- Interventions in Response Level 2, increased in intensity or frequency
- Refer to community resources for mental health, substance abuse, etc.
- Support provided by the Student Support Team (SST) process
- Intensive social/emotional learning intervention by support staff (anger management, etc.)
- Develop Behavior Support Plan

RESOLUTION / DISCIPLINARY ACTION

- Any combination of above consequences; consider diversion options
- Partial to 3 days of in-school suspension and/or
- Up to 3 days of out-of-school suspension (may use a combination of in and out of school, not to exceed 3 days)
- Out-of-school suspension of up to 3 days followed by a readmission conference, preferably with parent/guardian

RESPONSE LEVEL 4: Intense strategies, intervention, and administrative discipline

RESPONSE STRATEGIES

- Strategies in Response Levels 2 and 3, increased in intensity or frequency
- Use of Safe Crisis Management de-escalation strategies and appropriate emergency safety intervention for the purposes of maintaining safety

POTENTIAL INTERVENTIONS*

- Interventions in Response Levels 2 and 3
- Placement in an alternative program

RESOLUTION / DISCIPLINARY ACTION

- Any combination of above consequences; consider diversion options
- Out-of-school suspension for 4-5 days followed by a readmission conference, preferably with parent/guardian

RESPONSE LEVEL 5: Intensive intervention with long-term removal from school (including expulsion abeyance) and reengagement strategies

RESPONSE STRATEGIES

- Strategies in previous Response Levels, increased in intensity or frequency
- Use of Safe Crisis Management de-escalation strategies and appropriate emergency safety intervention for the purpose of maintaining safety

POTENTIAL INTERVENTIONS*

- Explore alternative opportunities that allow students to continue with education outside of the traditional classroom

RESOLUTION / DISCIPLINARY ACTION

- Any combination of above consequences; consider diversion options
- Mandatory 5-day out-of-school suspension
- Recommendation for extended suspension hearing through the office of Student Services

Inappropriate and Disruptive Behaviors and Response Levels

See Glossary for CPS definition of terms.

Response Levels

If a behavior is in two or more Response Levels, the lowest Response Level should be used for the first occurrence during the current school year, except for Response Levels 1 and 2.

- **Response Level 1:** Classroom Intervention with or without Discipline
- **Response Level 2:** Support Staff Intervention with or Without Administrative Discipline
- **Response Level 3:** Intensive Intervention and Administrative Discipline; Partial to three days of In-School-Suspension and/or up to three days of Out of School Suspicion (may use combination of in and out of school suspension, not to exceed three days).
- **Response Level 4:** Intensive Strategies, Intervention and Administrative Discipline; four to five days of Out-of-School Suspension
- **Response Level 5:** Intensive Intervention with possible long-term removal from school and re-engagement strategies; Mandatory Out-of-School Suspension and Possible Recommendation for Expulsion

Inappropriate and Disruptive Behaviors List

ALCOHOL (A)

Categories: DT – Distribution, PS – Possession, USE – Use

- Possession or distribution of any beverage containing alcohol or being under the influence of any alcoholic beverage. **Response Levels: 3, 4 and 5**

ABUSIVE/INAPPROPRIATE LANGUAGE/PROFANITY (AL)

Categories: IL – Inappropriate Language, PF – Profanity, PFA – Profanity towards an adult, PEP – Profanity towards a person

- **Abusive/inappropriate language**, cursing, or making obscene gestures **Response Levels: 1, 2 and 3**
- **Abusive/inappropriate language**, verbal, written, and non-verbal threats or profanity towards another person where there is no reasonable fear of physical injury or property damage. **Response Levels: 1, 2 and 3**

ARSON (AR)

INSTRUCTION: Use this code if police or CPS Safety and Security are involved.

- Setting a fire, or attempting to set a fire **Response Levels: 3 and 4**

Response Levels

If a behavior is in two or more Response Levels, the lowest Response Level should be used for the first occurrence during the current school year, except for Response Levels 1 and 2.

- **Response Level 1:** Classroom Intervention with or without Discipline
- **Response Level 2:** Support Staff Intervention with or Without Administrative Discipline
- **Response Level 3:** Intensive Intervention and Administrative Discipline; Partial to three days of In-School-Suspension and/or up to three days of Out of School Suspicion (may use combination of in and out of school suspension, not to exceed three days).
- **Response Level 4:** Intensive Strategies, Intervention and Administrative Discipline; four to five days of Out-of-School Suspension
- **Response Level 5:** Intensive Intervention with possible long-term removal from school and re-engagement strategies; Mandatory Out-of-School Suspension and Possible Recommendation for Expulsion

Inappropriate and Disruptive Behaviors List

ASSAULT (AS)

Categories: V – Violent act with injury, N – Violent act without injury

INSTRUCTION: Contact CPS Safety and Security to determine appropriateness of using this code. MUST INCLUDE VICTIM INFORMATION IN REFERRAL

- The exertion of physical force by a student with the intent to do serious physical injury to another person while on school property, including a school bus in service on behalf of the district, or while involved in school activities. **Response Levels: 4 and 5**
- Use of physical force, including the use of an object, directly against or affecting a staff member or any adult who is legitimately exercising authority at the school or during any school activity..... **Response Level: 5**

AUTOMOBILE/VEHICLE MISUSE (AV)

- Unregistered parking **Response Levels: 1, 2 and 3**
- Failure to move vehicle at the request of school officials **Response Level: 2**
- Failure to follow the directions given by school officials **Response Levels: 2, 3 and 4**
- Uncourteous or unsafe driving on or around district property **Response Levels: 2, 3 and 4**
- Failure to follow established rules for parking or driving on the district property **Response Levels: 2, 3 and 4**

Response Levels

If a behavior is in two or more Response Levels, the lowest Response Level should be used for the first occurrence during the current school year, except for Response Levels 1 and 2.

- **Response Level 1:** Classroom Intervention with or without Discipline
- **Response Level 2:** Support Staff Intervention with or Without Administrative Discipline
- **Response Level 3:** Intensive Intervention and Administrative Discipline; Partial to three days of In-School-Suspension and/or up to three days of Out of School Suspicion (may use combination of in and out of school suspension, not to exceed three days).
- **Response Level 4:** Intensive Strategies, Intervention and Administrative Discipline; four to five days of Out-of-School Suspension
- **Response Level 5:** Intensive Intervention with possible long-term removal from school and re-engagement strategies; Mandatory Out-of-School Suspension and Possible Recommendation for Expulsion

Inappropriate and Disruptive Behaviors List

BOMB/SCHOOL THREAT/FALSE ALARM (BT)

INSTRUCTION: Use this code if police or CPS Safety and Security are involved. A threat assessment will be conducted to determine validity and severity of a threat.

- Tampering with emergency equipment **Response Levels: 1, 2 and 3**
- Setting off false alarms **Response Levels: 2, 3 and 4**
- Making false reports **Response Levels: 2 and 3**
- Communicating a school or large group threat or false report (verbally or through social media) for the purpose of frightening or disturbing people, a **disruption** to the educational environment or causing the evacuation or closure of district property..... **Response Levels: 3, 4 and 5**

BULLYING/CYBER BULLYING (BULLY)

Required Sub Code: HD – Harassment based on disability, HR – Harassment based on race/national origin, HS – Harassment based on sex, HSO – Harassment based on sexual orientation, HBR – Harassment based on basis of religion, B-OTH – Bullying Other

INSTRUCTION: MUST INCLUDE VICTIM INFORMATION IN REFERRAL; Bullying Report must be filled out. If Bullying is directed towards one of the five protected classes, you must also complete the Board Policy AC Investigation Report found at

<https://resources.finalseite.net/images/v1727279603/cpsk12org/bi1xz8gqyfcwet878uag/BOEPolicyACInvestigationReport.pdf>

- Intentional **intimidation**, unwanted aggressive behavior, or **harassment** that is repetitive or substantially likely to be repeated and causes a reasonable student to fear for his or her physical safety or property, or substantially interfere with the educational performance, opportunities or benefits of any student, causes a substantial disruption the orderly operation of the school. **Response Levels: 3, 4 and 5**
- **Cyberbullying:** Form of bullying via text message, message, phone, computer, social media or other application, including sound or image..... **Response Levels: 3, 4 and 5**

Response Levels

If a behavior is in two or more Response Levels, the lowest Response Level should be used for the first occurrence during the current school year, except for Response Levels 1 and 2.

- **Response Level 1:** Classroom Intervention with or without Discipline
- **Response Level 2:** Support Staff Intervention with or Without Administrative Discipline
- **Response Level 3:** Intensive Intervention and Administrative Discipline; Partial to three days of In-School-Suspension and/or up to three days of Out of School Suspicion (may use combination of in and out of school suspension, not to exceed three days).
- **Response Level 4:** Intensive Strategies, Intervention and Administrative Discipline; four to five days of Out-of-School Suspension
- **Response Level 5:** Intensive Intervention with possible long-term removal from school and re-engagement strategies; Mandatory Out-of-School Suspension and Possible Recommendation for Expulsion

Inappropriate and Disruptive Behaviors List

COMPUTER/TECHNOLOGY MISUSE (CTM)

Categories: EL – Electronic device, PD – Personal Device, SD – School Device, HACK – Hacking/disable-evading filter, IC – Accessing inappropriate content

INSTRUCTION: See also CPS Board Policies EHB, EHB-R1, EHB-R2, EHBA, and KKB.

- Use of school owned technology, or personal device without permission.....**Response Levels: 1 and 2**
- Misuse of school owned technology or personal device (inappropriate content, etc.)..**Response Levels: 1, 2 and 3**
- Misuse of school owned technology or personal device including hacking or disabling systems or filters.....**Response Levels: 2, 3 and 4**
- Using, displaying, or turning on personal electronic devices during the school day, unless the use is part of the instructional program, required by a district-sponsored class or activity, or otherwise permitted by the building principal.**Response Levels: 1, 2 and 3**
 1. Warning – teacher. If student refuses or second offense occurs, then **LEVEL 1**
 2. Cell phone taken for one day, phone locked up, office referral. If student refuses or second offense occurs, then **LEVEL 2**
 3. Cell phone taken, phone locked up, guardian pick up – referral. If student refuses or second offense occurs, then **LEVEL 2**
 4. Cell phone turned in at office at beginning of day and then locked up all day. **LEVEL 3**

Response Levels

If a behavior is in two or more Response Levels, the lowest Response Level should be used for the first occurrence during the current school year, except for Response Levels 1 and 2.

- **Response Level 1:** Classroom Intervention with or without Discipline
- **Response Level 2:** Support Staff Intervention with or Without Administrative Discipline
- **Response Level 3:** Intensive Intervention and Administrative Discipline; Partial to three days of In-School-Suspension and/or up to three days of Out of School Suspicion (may use combination of in and out of school suspension, not to exceed three days).
- **Response Level 4:** Intensive Strategies, Intervention and Administrative Discipline; four to five days of Out-of-School Suspension
- **Response Level 5:** Intensive Intervention with possible long-term removal from school and re-engagement strategies; Mandatory Out-of-School Suspension and Possible Recommendation for Expulsion

Inappropriate and Disruptive Behaviors List

DRUGS (D)

Categories: DT – Distribution, PS – Possession, USE – Use; *Required Sub Code:* D – Drug, C – Cocaine, I – Inhalants, CAN – Cannabis, METH – Methamphetamine, O – Other, PAR – Paraphernalia, PRE – Prescription Drugs

INSTRUCTION: Use this code if police or CPS Safety and Security are involved.

- **Possession** **Response Levels: 4 and 5**
- **Use of or under the influence of drugs** **Response Levels: 4 and 5**
- **Distribution** **Response Levels: 4 and 5**

DISRUPTIVE BEHAVIOR (DB)

- Behavior that is a **disruption** to the learning, instruction or school environment..... **Response Levels: 1, 2 and 3**
- Encouraging behavior that is a **disruption** to the school environment..... **Response Levels: 1, 2 and 3**
- **Volatile Acts:** Disorderly, violent, or threatening conduct of a **substantive** nature that significantly disrupts school environment. **Response Levels: 3 and 4**

DRESS CODE VIOLATION (DCV)

- Violation of district dress code policy as designated in school rules and handbooks. Dress that significantly **disrupts** the educational environment will be prohibited. **Response Levels: 1 and 2**

Response Levels

If a behavior is in two or more Response Levels, the lowest Response Level should be used for the first occurrence during the current school year, except for Response Levels 1 and 2.

- **Response Level 1:** Classroom Intervention with or without Discipline
- **Response Level 2:** Support Staff Intervention with or Without Administrative Discipline
- **Response Level 3:** Intensive Intervention and Administrative Discipline; Partial to three days of In-School-Suspension and/or up to three days of Out of School Suspicion (may use combination of in and out of school suspension, not to exceed three days).
- **Response Level 4:** Intensive Strategies, Intervention and Administrative Discipline; four to five days of Out-of-School Suspension
- **Response Level 5:** Intensive Intervention with possible long-term removal from school and re-engagement strategies; Mandatory Out-of-School Suspension and Possible Recommendation for Expulsion

Inappropriate and Disruptive Behaviors List

EXPOSURE (EX)

- Urinating in public, grades K-5..... **Response Levels: 1, 2 and 3**
- Physically displaying one’s private parts, grades K-2..... **Response Levels: 1, 2 and 3**
- Physically displaying one’s private parts, grades 3-5..... **Response Levels: 2, 3 and 4**

Grades K-2

- Removing or adjusting, or attempting to remove or adjust, the clothing of another person (including, for example, pulling down another student’s pants) in a manner that causes, or was an attempt to cause, the exposure of the other person’s undergarments and/or body. **Response Levels: 1, 2 and 3**

Grade 3-5

- Removing or adjusting, or attempting to remove or adjust, the clothing of another person (including, for example, pulling down another student’s pants) in a manner that causes, or was an attempt to cause, the exposure of the other person’s undergarments and/or body. **Response Levels: 2, 3 and 4**

FIGHTING (FG)

- A combination of verbal aggression and physical contact between two or more students. For example, one student is verbally aggressive, and the other student hits the first student as a result. **Response Levels: 2, 3, 4 and 5**
- Physical contact between two or more students (hitting, punching, hitting with an object, kicking, hair pulling, scratching, spitting, etc.) that is harmful, injurious, or a **disruption** to the learning environment. **Response Levels: 3, 4 and 5**

Response Levels

If a behavior is in two or more Response Levels, the lowest Response Level should be used for the first occurrence during the current school year, except for Response Levels 1 and 2.

- **Response Level 1:** Classroom Intervention with or without Discipline
- **Response Level 2:** Support Staff Intervention with or Without Administrative Discipline
- **Response Level 3:** Intensive Intervention and Administrative Discipline; Partial to three days of In-School-Suspension and/or up to three days of Out of School Suspicion (may use combination of in and out of school suspension, not to exceed three days).
- **Response Level 4:** Intensive Strategies, Intervention and Administrative Discipline; four to five days of Out-of-School Suspension
- **Response Level 5:** Intensive Intervention with possible long-term removal from school and re-engagement strategies; Mandatory Out-of-School Suspension and Possible Recommendation for Expulsion

Inappropriate and Disruptive Behaviors List

GAMBLING (GM)

- Betting on an uncertain outcome, regardless of stakes; engaging in any game of chance in which something of real or symbolic value may be won or lost. Examples include but are not limited to betting on outcomes of activities, assignments, contests, and games. **Response Levels: 1, 2 and 3**

HAZING (HAZE)

- An activity that a reasonable person believes would negatively impact the mental or physical health or safety of a student or put the student in a humiliating or stressful position for the purposes of initiation, admission, membership in any group, class, organization, club or athletic team. Hazing can occur even when all students involved are willing participants. **Response Levels: 2, 3, 4 and 5**

Response Levels

If a behavior is in two or more Response Levels, the lowest Response Level should be used for the first occurrence during the current school year, except for Response Levels 1 and 2.

- **Response Level 1:** Classroom Intervention with or without Discipline
- **Response Level 2:** Support Staff Intervention with or Without Administrative Discipline
- **Response Level 3:** Intensive Intervention and Administrative Discipline; Partial to three days of In-School-Suspension and/or up to three days of Out of School Suspicion (may use combination of in and out of school suspension, not to exceed three days).
- **Response Level 4:** Intensive Strategies, Intervention and Administrative Discipline; four to five days of Out-of-School Suspension
- **Response Level 5:** Intensive Intervention with possible long-term removal from school and re-engagement strategies; Mandatory Out-of-School Suspension and Possible Recommendation for Expulsion

Inappropriate and Disruptive Behaviors List

HARASSMENT/INTIMIDATION (HI)

Required Sub Code: HD – Harassment based on disability, HR – Harassment based on race/national origin, HS – Harassment based on sex, HSO – Harassment based on sexual orientation, HBR – Harassment based on basis of religion, HOTH – Harassment Other

INSTRUCTION:

- Use this code if police or CPS Safety and Security are involved
 - **If Harassment is directed towards one of the five protected classes, you must complete the Board Policy AC Investigation Report found at:**
<https://resources.finalsite.net/images/v1727279603/cpsk12org/bi1xz8ggyfcwet878uag/BOEPolicyACInvestigationReport.pdf>
 - Put in victim information
 - See Board Policy AC and ACA for exact definitions
- Unwelcome physical contact or verbal, written or symbolic language based on gender, gender identity, gender expression, race, color, religion, sex, sexual orientation, national origin, ancestry, disability, or any other characteristic protected by law. Examples of illegal harassment include, but are not limited to, racial jokes or comments; requests for sexual favors and other unwelcome sexual advances; graffiti; name calling; or threatening, intimidating or hostile acts based on a protected characteristic. **Intimidation** is intentional behavior that would cause a person of ordinary sensibilities to fear injury or harm. It is not necessary to prove that the behavior was so violent as to cause said fear or that the victim was actually frightened. **Response Levels: 3, 4 and 5**

Response Levels

If a behavior is in two or more Response Levels, the lowest Response Level should be used for the first occurrence during the current school year, except for Response Levels 1 and 2.

- **Response Level 1:** Classroom Intervention with or without Discipline
- **Response Level 2:** Support Staff Intervention with or Without Administrative Discipline
- **Response Level 3:** Intensive Intervention and Administrative Discipline; Partial to three days of In-School-Suspension and/or up to three days of Out of School Suspicion (may use combination of in and out of school suspension, not to exceed three days).
- **Response Level 4:** Intensive Strategies, Intervention and Administrative Discipline; four to five days of Out-of-School Suspension
- **Response Level 5:** Intensive Intervention with possible long-term removal from school and re-engagement strategies; Mandatory Out-of-School Suspension and Possible Recommendation for Expulsion

Inappropriate and Disruptive Behaviors List

HARASSMENT-ALLEGED (HI-A)

Required Sub Code: HD – Harassment based on disability, HR – Harassment based on race/national origin, HS – Harassment based on sex, HSO – Harassment based on sexual orientation, HBR – Harassment based on basis of religion, HOTH – Harassment Other

INSTRUCTION: Put victim information in Infinite Campus (list no offenders); See Board Policy AC and ACA for exact definitions

- Used to track alleged harassment. Required for reporting to OCR when there are **alleged** incidents of **harassment/intimidation** where an offender cannot be identified. *This code should be used anytime someone claims harassment, but it cannot be substantiated or found NOT to be harassment.*
..... **Response Level: 2**

INTEGRITY (INT)

Categories: CH – Cheating, PL – Plagiarism, L – Lying

- Lying – Omitting information, trying to deceive, or not telling the truth to an adult or peer. ... **Response Levels: 1 and 2**
- Cheating – Using, submitting, obtaining or attempting to obtain data, questions, or answers by means other than those authorized by the teacher. **Response Levels: 1 and 2**
- Forgery – Submitting work of others or documents with false signatures **Response Levels: 1, 2 and 3**

INAPPROPRIATE OBJECT/COMBUSTIBLE ITEM (IO)

INSTRUCTION: *Contact Safety and Security to Use this Code*

- Inappropriate/combustible item not meant to cause fear or injury to others (lighters, matches, shell casings, toy weapons, etc.) **Response Levels: 1 and 2**
- Inappropriate/combustible item meant to cause fear or injury to others (lighters, matches, shell casings, toy weapons, chemicals, etc.) **Response Levels: 3, 4 and 5**

Response Levels

If a behavior is in two or more Response Levels, the lowest Response Level should be used for the first occurrence during the current school year, except for Response Levels 1 and 2.

- **Response Level 1:** Classroom Intervention with or without Discipline
- **Response Level 2:** Support Staff Intervention with or Without Administrative Discipline
- **Response Level 3:** Intensive Intervention and Administrative Discipline; Partial to three days of In-School-Suspension and/or up to three days of Out of School Suspicion (may use combination of in and out of school suspension, not to exceed three days).
- **Response Level 4:** Intensive Strategies, Intervention and Administrative Discipline; four to five days of Out-of-School Suspension
- **Response Level 5:** Intensive Intervention with possible long-term removal from school and re-engagement strategies; Mandatory Out-of-School Suspension and Possible Recommendation for Expulsion

Inappropriate and Disruptive Behaviors List

INSUBORDINATION (IS)

Categories: DF – Defiance, TR – Trespassing, UN – Uncooperative/Non-compliant

- **Uncooperative or non-compliant** with school rules or instruction of school staff or volunteers. (Acts of defiance/non-compliance that do not include profanity directed towards a person.)
..... **Response Levels: 1, 2 and 3**

LEAVING WITHOUT PERMISSION (LWP)

Categories: C – Classroom, B – Building, SG – School Grounds, FC – Failure to check in/out

- Leaving class/group without permission. **Response Levels: 1 and 2**
- Leaving class/group without permission for longer than 20 minutes AND refusal to comply with administrative directive. **Response Levels: 2 and 3**
- Leaving the school building without permission. **Response Levels: 2, 3 and 4**
- Leaving the school property without permission. **Response Levels: 3, 4 and 5**

MISSED CONSEQUENCES (MCS)

- Missing school assigned consequences **Response Levels: 1 and 2**

Response Levels

If a behavior is in two or more Response Levels, the lowest Response Level should be used for the first occurrence during the current school year, except for Response Levels 1 and 2.

- **Response Level 1:** Classroom Intervention with or without Discipline
- **Response Level 2:** Support Staff Intervention with or Without Administrative Discipline
- **Response Level 3:** Intensive Intervention and Administrative Discipline; Partial to three days of In-School-Suspension and/or up to three days of Out of School Suspicion (may use combination of in and out of school suspension, not to exceed three days).
- **Response Level 4:** Intensive Strategies, Intervention and Administrative Discipline; four to five days of Out-of-School Suspension
- **Response Level 5:** Intensive Intervention with possible long-term removal from school and re-engagement strategies; Mandatory Out-of-School Suspension and Possible Recommendation for Expulsion

Inappropriate and Disruptive Behaviors List

NON-CPS RELATED (NCR)

INSTRUCTION: Contact CPS Director of Student Services and/or Safety and Security to determine appropriateness of using this code

- Used to document needed information but not reported to the state. Occurred offsite/non-CPS event. School consequences can be appropriate for non-CPS related issues that include 1st degree murder, 2nd degree murder, class A kidnapping, 1st degree assault, 1st degree rape, statutory rape, 1st degree sodomy, statutory sodomy, 1st degree robbery, deliver of a controlled substance, 1st degree arson or arrest on a weapons violation. **Response Level: 5**

OTHER (OTH)

- Not represented by any other school codes..... **Response Levels: 1 and 2**

PROPERTY DAMAGE/VANDALISM (PD)

- **Property damage** where the total value of the property affected is no more than \$20 **Response Levels: 1, 2 and 3**
- **Property damage** where the total value of the property affected is more than \$20, including damage to cell phones and other devices, or there is injury, or significant risk of injury to self or others. **Response Levels: 3 and 4**

Response Levels

If a behavior is in two or more Response Levels, the lowest Response Level should be used for the first occurrence during the current school year, except for Response Levels 1 and 2.

- **Response Level 1:** Classroom Intervention with or without Discipline
- **Response Level 2:** Support Staff Intervention with or Without Administrative Discipline
- **Response Level 3:** Intensive Intervention and Administrative Discipline; Partial to three days of In-School-Suspension and/or up to three days of Out of School Suspicion (may use combination of in and out of school suspension, not to exceed three days).
- **Response Level 4:** Intensive Strategies, Intervention and Administrative Discipline; four to five days of Out-of-School Suspension
- **Response Level 5:** Intensive Intervention with possible long-term removal from school and re-engagement strategies; Mandatory Out-of-School Suspension and Possible Recommendation for Expulsion

Inappropriate and Disruptive Behaviors List

PHYSICAL CONTACT (PHY)

Categories: A – Aggression, H – Horseplay

- Pushing/shoving/hitting but may be lacking intent to harm or cause injury. Actions, repetitive in nature, may be considered a different category. (Horseplay)..... **Response Levels: 1 and 2**
- Hitting, slapping, pushing, tripping, shoving, kicking, spitting or any other inappropriate physical act of aggression by one student directed at another student that does not involve bullying or harassment and does not rise to the level of a fight or physical attack. (Aggression)..... **Response Level: 3**

SEXUAL MISCONDUCT/HARASSMENT (SM)

INSTRUCTION: Use this code if police or CPS Safety and Security are involved. See Board Policy AC and ACA for exact definitions.

- Touching another student’s bottom, breasts, or private areas. (Pre-k through 3) .. **Response Levels: 1, 2 and 3**
- Touching another student’s bottom, breasts, or private areas. (4th and 5th)
..... **Response Levels: 3, 4 and 5**
- Engaging in consensual sexual activity. Participation in consensual sexual conduct. (K through 3rd grade) **Response Levels: 2 and 3**
- Engaging in consensual sexual activity-Participation in consensual sexual conduct. (4th and 5th grade)
..... **Response Levels: 3, 4 and 5**
- Engaging in non-consensual sexual contact and/or sexual conduct with another student. (Pre-k through 3rd grade)..... **Response Levels: 3 and 4**
- Engaging in non-consensual sexual contact and/or sexual conduct with another student. (4th and 5th grade)..... **Response Levels: 4 and 5**

Response Levels

If a behavior is in two or more Response Levels, the lowest Response Level should be used for the first occurrence during the current school year, except for Response Levels 1 and 2.

- **Response Level 1:** Classroom Intervention with or without Discipline
- **Response Level 2:** Support Staff Intervention with or Without Administrative Discipline
- **Response Level 3:** Intensive Intervention and Administrative Discipline; Partial to three days of In-School-Suspension and/or up to three days of Out of School Suspicion (may use combination of in and out of school suspension, not to exceed three days).
- **Response Level 4:** Intensive Strategies, Intervention and Administrative Discipline; four to five days of Out-of-School Suspension
- **Response Level 5:** Intensive Intervention with possible long-term removal from school and re-engagement strategies; Mandatory Out-of-School Suspension and Possible Recommendation for Expulsion

Inappropriate and Disruptive Behaviors List

THREAT/VERBAL CONFRONTATION (T)

Categories: TH – Threat, VC – Verbal Confrontation

INSTRUCTION: A threat assessment will be conducted to determine validity and severity of a threat – Transient or Substantive.

- Verbal, written and non-verbal threats toward another person where there is no reasonable apprehension of bodily harm. Threats that are determined to be **transient**..... **Response Levels: 1 and 2**
- Threats of violence to individual or small groups through electronic, verbal, written, or social media that are determined to be **transient**. **Response Levels: 1, 2 and 3**
- Verbal confrontations with other students or adults that may or may not include the use of profanity without the use of threats but cause a disruption of the learning environment..... **Response Levels: 1, 2 and 3**
- **Volatile** Acts – Disorderly violent, or threatening conduct of a serious nature that causes a significant disruption to school, a school-sponsored activity, or a school-supervised activity held off school premises. *Consult with police or CPS Safety and Security*..... **Response Levels: 3 and 4**
- Serious threats toward another person that are determined to be **substantive**. *Consult with police or CPS Safety and Security*. **Response Levels: 3 and 4**
- Serious threats using social media (including but not limited to Snapchat, Twitter, Facebook, etc.) toward another that are determined to be **substantive**. **Response Levels: 3 and 4**

TOBACCO/NICOTINE DELIVERY SYSTEMS (TB)

Categories: DT – Distribution, PS – Possession, USE – Use

- **Possession** and/or use of any tobacco products or nicotine inhaler (i.e., electronic cigarette) **Response Levels: 2 and 3**

Response Levels

If a behavior is in two or more Response Levels, the lowest Response Level should be used for the first occurrence during the current school year, except for Response Levels 1 and 2.

- **Response Level 1:** Classroom Intervention with or without Discipline
- **Response Level 2:** Support Staff Intervention with or Without Administrative Discipline
- **Response Level 3:** Intensive Intervention and Administrative Discipline; Partial to three days of In-School-Suspension and/or up to three days of Out of School Suspicion (may use combination of in and out of school suspension, not to exceed three days).
- **Response Level 4:** Intensive Strategies, Intervention and Administrative Discipline; four to five days of Out-of-School Suspension
- **Response Level 5:** Intensive Intervention with possible long-term removal from school and re-engagement strategies; Mandatory Out-of-School Suspension and Possible Recommendation for Expulsion

Inappropriate and Disruptive Behaviors List

TARDY (TD)

- Repeatedly late to class or late to school ranging from 1-15 minutes from the start of school or class....
.....**Response Levels: 1 and 2**

THEFT (TH)

- Taking something, attempting to take something, or possession of something that is not yours.
.....**Response Levels: 1, 2 and 3**

TRUANCY (TR)

Categories: MC – Missed Class

- Any unauthorized absence from school for any student regardless of age, including any portion of the day, is considered truancy. Although truancy usually refers to an absence of which parents are unaware, certain absences of which the parent is aware will be treated in the manner of truanancies.
.....**Response Levels: 2 and 3**

Response Levels

If a behavior is in two or more Response Levels, the lowest Response Level should be used for the first occurrence during the current school year, except for Response Levels 1 and 2.

- **Response Level 1:** Classroom Intervention with or without Discipline
- **Response Level 2:** Support Staff Intervention with or Without Administrative Discipline
- **Response Level 3:** Intensive Intervention and Administrative Discipline; Partial to three days of In-School-Suspension and/or up to three days of Out of School Suspicion (may use combination of in and out of school suspension, not to exceed three days).
- **Response Level 4:** Intensive Strategies, Intervention and Administrative Discipline; four to five days of Out-of-School Suspension
- **Response Level 5:** Intensive Intervention with possible long-term removal from school and re-engagement strategies; Mandatory Out-of-School Suspension and Possible Recommendation for Expulsion

Inappropriate and Disruptive Behaviors List

WEAPONS (W)

Required Sub Code: W – Weapons; Weapon Codes: H – Handgun, SK – Knife <2.5, K – Knife >2.5, O – Other, F – Other Firearm, R – Rifle

INSTRUCTION: Contact Safety and Security to Use this Code

- **Possession** of a toy weapon or other object (scissors, shoes, pencils, etc.) where the object is intended to threaten or intimidate another person or to cause a disruption. **Response Levels: 1, 2 and 3**
- Actual harm or attempt to harm with a toy weapon or other object (scissors, shoes, pencils, etc.) **Response Levels: 3, 4 and 5**
- **Possession** of a weapon, other than a firearm. Examples include, but are not limited to, BB Guns, pellet guns, flare guns, air rifles, pepper spray and knives..... **Response Levels: 3, 4 and 5**
- **Possession** of a firearm, as defined by 18 USC 921 of the federal code (e.g., handgun, rifle, shotgun, starter pistol, etc.) See also, possession of a bomb or other explosive device. **Response Level: 5**

****Bus Ticket Procedure:** The building official responsible for handling bus tickets will receive, process and investigate all bus tickets. If the bus ticket is found to be substantiated, the building official will hold a conference with the student, contact the parent as needed and assign any consequences needed for the bus. Follow and record actions in the Corrective Actions section of the bus ticket. IF THE INFRACTION OF THE BUS MOVES PAST A LEVEL 2 ON THE MATRIX (EX. FIGHTING ON THE BUS) AND THERE WILL BE SCHOOL AS WELL AS BUS CONSEQUENCES, THE BUILDING SHOULD:

- Enter the bus ticket as a conduct referral in Infinite Campus
- Communicate with the school's assigned disciplinarian (Principal or Assistant Principal) to determine school level consequences
- School disciplinarian will record school consequences and make needed contact with parents

Glossary of Terms

Advocate – An individual that promotes or supports the best interest of a student and has knowledge about their cultural identity, familial history, and current circumstances.

Alleged – Said, without proof, to have taken place or to have a specified illegal or undesirable quality.

Imminent danger – Certain danger, immediate, and impending; menacingly close at hand and threatening.

Integrity - Any act of cheating, lying, whether verbal or unwritten, including forgery.

Intimidation – Intimidation is intentional behavior that would cause a person of ordinary sensibilities to fear injury or harm. It is not necessary to prove that the behavior was so violent as to cause said fear or that the victim was actually frightened.

Non-consensual – Sexual contact and/or conduct imposed by one person onto another person without their consent. Consent is an affirmative nonverbal act or verbal statement expressing consent to sexual conduct and/or contact by a person that is informed, freely given and mutually understood. It is the responsibility of person(s) involved in sexual conduct and/or contact to ensure that he/she/they have the affirmative consent of the other or others to engage in the sexual conduct and/or contact.

Affirmative consent must be ongoing throughout a sexual conduct and/or contact and can be revoked at any time. Lack of protest or resistance does not mean consent, nor does silence mean consent. Consent to one act by itself does not constitute consent to another act. The existence of a dating relationship between the persons involved, or the fact of past sexual relations, should never by itself be assumed to be an indicator of consent. Whether one has taken advantage of a position of influence over another may be a factor in determining consent.

Consensual sexual contact and/or conduct is also prohibited at school and is subject to school-based interventions and/or administrative discipline.

Non-educationally-required device – Any device that has the potential to detract from and/or disrupt student learning, whether electronic or otherwise, including, but not limited to, cellular phones, personal digital assistants (PDAs), personal music/video/gaming devices (e.g., Nintendo DS, iPods, MP3 players), electronic tablets, cameras, and/or any other image/voice capturing device.

Possession – Having an item on one’s person or in one’s locker, car/vehicle (if parked on district property), backpack, purse, or another container.

Protected class status (harassment) – Any status expressly defined in and protected by federal, state, or local law, regulation, or ordinance, including gender, race, national origin, ancestry, creed, religion, pregnancy, marital status, parental status, sexual orientation, gender identify, gender expression, or physical, mental, emotional, or learning disability.

Purchase – Providing money or some other consideration in exchange for drugs, or the promise to provide money or some other consideration at a later date in exchange for drugs.



Safe Crisis Management De-escalation –

Safe Crisis Management Safety Intervention –

Serious physical injury – Serious physical injury is a bodily harm that results in one or more of the following:

- a. Substantial risk of death;
- b. Permanent deformity or defect;
- c. Coma;
- d. Permanent or extended condition that causes extreme pain;
- e. Permanent or protracted loss or impairment of the function of any body part; or
- f. Results in admission to a hospital.

Serious physical injury includes, but is not limited to, fractured or broken bones (including the nose), and concussions. Serious physical injury does not include black eyes, welts, abrasions, or bruises.

Serious threat – Engaging in conduct that places a person in a reasonable apprehension of bodily harm, including, but not limited to, nonverbal aggression/intimidation, verbal statements, or written statements.

Sexual contact – Any touching, or causing another person to touch, either directly or through the clothing, any body part of any person, if done with an intent to arouse or gratify the sexual desire of any person, or with an intent to abuse, humiliate, or degrade any person.

Substantive threat – A threat where intent is present and protective action needs to be taken to protect the victim(s).

Taunting – Sarcastic remarks, gestures, or insults intended to demoralize the recipient, or to anger them and encourage reactionary behaviors without thinking.

Toy weapon – Toys that mimic real weapons, including firearms and other guns, but are intended to serve as an item for entertaining children and are not dangerous.

Transient threat – A threat that is an expression of humor, rhetoric, anger, or frustration that can be easily resolved so that there is no intent to harm. No substantiated threat to harm.

Trespassing – Enter school grounds or a school building or space within a building without permission to do so or remaining on school grounds or in a school building or space within a building after being told to leave by district staff or a volunteer.

Uncooperative/non-compliant – Refusal to cooperate may occur when a student's refusal to follow school rules or the instructions of school staff or volunteers has an impact on the effective or safe functioning of the school or a classroom, such as continuing to remain at the scene of a fight or to instigate a disturbance after being told to stop the behavior, or repeated disobedience to school staff or volunteers when other response strategies have not been successful in modifying the misbehavior. Non-compliance does not occur when:

- A student was not reasonably aware of a direction given by school staff or a volunteer (i.e., in a noisy room, hearing problems or other disabilities, language limitations, etc.);
- A student is tardy to school/class; or
- A student fails to complete homework.

Under the influence – To be affected by alcohol or drugs to the point that it hinders a person’s ability to function in a manner that an ordinary person would function.

Volatile – Liable to change rapidly and unpredictably, especially for the worse.

Dress Code

Generally, students may dress in any style they desire as long as their chosen attire does not cause a disruption or distraction in the school environment, reveal intimate body parts, or pose a safety risk to the student or others. The following examples are intended to represent these limitations:

- Students may not wear multi-fingered rings, large metal chains, or other jewelry that may be used as a weapon.
- Students must wear their pants at a level that does not expose undergarments. Boxers, thong underwear, and athletic shorts may not show over the waistband.
- Students may not wear clothing with vulgar or obscene statements or statements or pictures promoting illegal drugs, alcohol, sex, violence, or gang activities.
- Students may not wear clothing with words, pictures, or caricatures based on stereotypes of a specific gender, race, ethnicity, nationality, religion, sexual orientation, or disability.
- Students may not wear skirts or shorts that expose undergarments or the buttocks.
- See-through clothing items are not permitted. Tops should be sufficient so as not to expose a student's bra.
- Students must wear shoes or footwear.
- If hats or hoods are worn, eyes must be visible.

Students who are dressed in a manner that does not fit within these guidelines may be asked by school staff to change their clothing or address the dress code violation. Students are expected to follow staff direction regarding dress code violations.

Appendix A: Discipline for Students with Disabilities

What does the law say about discipline for students with disabilities?

The Individuals with Disabilities Act (IDEA) 2004 focuses on preventing student behavior problems before they begin. However, even with excellent planning and positive behavior interventions, your child's behavior may result in disciplinary actions. To be an effective parent advocate for your child, you should know what your child's rights are. Hence, you need to understand what the law says about how our school district can discipline a child with a disability and what services must be provided. This document will explain what IDEA (2004) says about discipline procedures for students with disabilities, including removal from the school, manifestation determinations, and interim alternative educational settings (IAES).



IDEA regulations require that our school district follow certain procedures when we make discipline decisions for a child with a disability. Understanding these procedures and knowing the language and terms related to student discipline will help you support your child.

What kind of discipline can the school use?

The Columbia Public Schools Behavior Education Plan describes our district's discipline policy and is included in the school's student handbook. You can also view and/or print a copy of the Columbia Public Schools Behavior Education Plan located on our district website.

The Columbia Public Schools discipline policy includes a variety of disciplinary options, and one of those options is removal from school (e.g., suspension). For serious behaviors, such as being in possession of a weapon, being involved in a transaction involving illegal drugs, and/or causing serious bodily injury, the school may recommend that the child be expelled.

What is a removal?

Under IDEA, a "removal" means a disciplinary removal, and occurs if your child does not have the opportunity to:

- Continue to participate in the general education curriculum as defined in your child's Individual Education Plan (IEP)
- Continue to receive the services specified in your child's IEP, including specially designed instruction and, as appropriate, supplementary aids and services and/or related services
- Continue to participate with non-disabled children to the extent that he or she would have as defined by your child's IEP

Suspension and expulsion are examples of a removal. A suspension occurs when your child is not allowed to attend school and does not receive any educational services for a number of days. However, a removal may also include other instances when your child does not meet all three of the criteria listed above. To determine if a disciplinary action for your child counts as a removal, you should review your child's IEP. If you have questions, you should request a meeting with your child's case manager and/or your child's principal.

Can my child be removed?

In the Columbia Public Schools, a child with a disability can be removed for a cumulative total of 10 school days in a school year regardless of whether the inappropriate behavior is part of his/her disability. Once your child has been removed for a cumulative total of 10 days, the school district will conduct a manifestation determination meeting to determine if the behavior(s) are a manifestation of the disability. As the child's parent, you are invited to be a member of this meeting.

What is a manifestation determination?

A manifestation determination is a process conducted by an IEP team to decide whether a student's behavior is related to (i.e., a manifestation of) your child's disability. The IEP team must look at all available information about your child's disability. This information may include evaluation and diagnostic results, observations, your child's IEP, and information supplied by you as the parent. As part of the manifestation determination, the IEP team must answer these questions:

- Was the conduct (behavior) caused by, or does it have a direct and substantial relationship to, your child's disability(ies)?
- Was the conduct (behavior) the direct result of the district's failure to implement the IEP?

If either one of these questions is true, then the behavior **is** considered to be a manifestation of your child's disability. However, if the IEP team finds that the behavior was not caused by or directly and substantially related to your child's disability **and** was not the direct result of the district's failure to implement the IEP, then the behavior is **not** considered to be a manifestation of your child's disability.

What happens if my child's behavior is found to be a manifestation of his/her disability?

If the behavior **is** a manifestation of your child's disability, then your child cannot be removed beyond 10 days in a school year and he/she must be allowed to return to school unless the behavior involves weapons, drug transactions, or serious bodily injury. In this case, he/she can be placed in an interim alternative setting for up to 45 school days regardless of whether the behavior is or is not a manifestation of your child's disability.

If your child's behavior is a manifestation of his/her disability, your child will return to school. However, the IEP team may decide to make changes to your child's IEP so that the programming your child will receive may look different than what he/she had been receiving. As a member of the IEP team, you will be involved in making these decisions.

The IEP team is also required to conduct a functional behavioral assessment (FBA) and to develop a behavior intervention plan (BIP), or, if a behavior plan was already developed, to review and revise the plan as needed.

The ultimate goal of conducting a functional behavioral assessment and developing a behavior intervention plan is to support your child in becoming a confident and successful learner.

What happens if the behavior is not a manifestation of my child's disability?

If the IEP team finds that the behavior is **not** a manifestation of your child's disability, then your child can be disciplined in the same way as students without disabilities. This discipline may include suspension or expulsion. However, starting on the eleventh day of removal, the school **must** provide services to your child. In addition, when a child is removed for more than 10 days, the IEP team may conduct an FBA and develop a BIP as appropriate.

What happens if my child is recommended for expulsion?

When a child with a disability is recommended for expulsion, the IEP team must meet to determine if the behavior for which expulsion is recommended is a manifestation of your child's disability. If your child's IEP team finds that the behavior **is** a manifestation of your child's disability, then your child cannot be removed, or expelled, for more than a cumulative total of 10 days in a school year.

If the IEP team finds that the behavior is **not** a manifestation of your child's disability, then your child may be disciplined in the same way that non-disabled children are disciplined for the same misbehavior. This may include being expelled. A student who is expelled is not allowed to attend any Columbia Public Schools school for a period of time that will be determined by the Board of Education. However, because your child has a disability, he/she will receive educational services from Columbia Public Schools beginning on the eleventh day of removal that will enable your child to continue to progress in the general curriculum and to advance toward achieving the goals in his/her IEP. These services will continue for your child even if he/she is expelled from the district and will be provided to your child at an alternate setting.

What happens if my child has weapons at school, or is involved in a drug transaction, or causes serious bodily injury?

If your child has a weapon, or knowingly sells, or takes part in a transaction involving illegal drugs or controlled substances, or causes serious bodily injury, the school may remove your child to an interim alternative educational setting (IAES) for up to 45 school days. Your child may be placed in an IAES for code of conduct violations involving weapons, transaction of drugs/controlled substances, or for serious bodily injury even if the behavior is a manifestation of his/her disability. The IAES is described in more detail in the *Procedural Safeguards Notice* that you have received as part of the IEP process. You may also view and/or print a copy of this brochure available on the DESE (Missouri Department of Elementary and Secondary Education) website. In Columbia Public Schools, only students who are recommended for expulsion can be placed in an IAES. The IEP team is responsible for developing the services your child will receive in the IAES, and for determining the site of the placement.

What kind of services will my child receive when they are removed from school?

Beginning on the eleventh day of removal (including suspension, placement in an interim alternative educational setting [IAES], and/or when expelled), your child must receive services to the extent necessary to enable your child to continue to participate in the general education curriculum and to progress toward meeting the goals set out in his/her IEP. The IEP team must develop an IEP that describes and reflects the services your child will receive while removed.

What is a functional behavioral assessment?

A functional behavioral assessment (FBA) is a process the IEP team uses to identify behaviors of concern, to identify what might be influencing your child's behavior and to develop ideas about what function the behavior may serve for your child. This information is then used to develop an appropriate behavior plan (BIP) for your child.

What is a behavior intervention plan?

IDEA (2004) directs schools to focus on preventing behavior problems before they occur. The law directs schools to develop and use positive supports and strategies for children with disabilities. Your child's behavior plan is developed by the IEP team. The plan should include positive strategies and interventions to assist your child with meeting his/her IEP goals and to prevent inappropriate behavior from occurring. The plan may also include interventions the school should use if problem behavior does occur.

When does the school have to conduct a functional behavioral assessment (FBA) and develop a behavior plan (BIP)?

Whenever a school proposes removing a child with a disability for more than 10 days in a school year for a conduct code violation, an IEP team must meet to determine whether the behavior is a manifestation of the student's disability. If the behavior is a manifestation, the IEP team must conduct an FBA and develop a BIP, unless the student already has a behavior plan. If the student has a behavior plan, then the IEP team must review that plan and make changes as needed.

If, on the other hand, the behavior is **not** a manifestation of the child's disability, then the IEP team may conduct an FBA and develop a behavior plan if it is appropriate to do so. If the IEP team finds that it is appropriate to develop a behavior plan, the plan should include strategies to address the behavior, so the behavior is not likely to recur. If the student already has a behavior plan, the team should review the behavior plan and make any needed changes.

Where can I get additional information if I have questions?

The expulsion process and the rights that your child has as a student with a disability are complex and causes confusion for many parents. You should not hesitate to ask questions and ask for support if your child becomes involved in this process.

If you have questions about the expulsion process, you may contact your child's principal or the Columbia Public Schools Director of Student Services. If you have questions about your child's rights and the manifestation determination process, you may contact your child's principal or the Columbia Public Schools Director of Special Education.

What if I don't agree with the decision of the IEP team?

If you do not agree with the decision of the IEP team, including the decision as to whether the behavior is or is not a manifestation of your child's disability, you may contact the Director of Special Education.

You also have the right to request mediation and/or file a due process complaint. These rights are described in detail in the Procedural *Safeguards Notice*, which you have received yearly.