B K-5 Student Code of Conduct & Infraction Levels Guide

Level 1 actions are non-violent. Level 1 actions do not necessarily pose a threat to the health, safety or property of others. Positive classroom and school-wide interventions and supports are used to address Level 1 actions. Students are not referred to an administrator for Level 1 actions unless they continue after appropriate intervention and support. In such cases, the referral to an administrator serves to help identify the most appropriate interventions available for the student.

101.A. Tardiness to School: Arriving after the posted start time without a written, lawful excuse.

101.B. Tardiness to Class: Arriving after the class start time without a written, lawful excuse.

102. Truancy or Cutting Class: Unexcused absence from class or school.

103. Inappropriate Personal Property: Possession and/or use of items that cause a distraction to learning, damage persons or property, or otherwise interfere with the learning process. Inappropriate items of personal property may include, but are not limited to, electronic devices, unpermitted food, medication that is not registered with the school nurse under Policy 229 – Use of Medications, and Policy 229.1 – Possession/Use of Emergency Medications.

104. Pestering, Teasing, or Horseplay: Physical contact or communication with another student that is made for non-educational purposes and either interferes with education or safety of the school environment.

105. Inappropriate Language or Gestures: Written or verbal remarks or gestures that demean, insult, or humiliate a person or group of persons. through the use of words or acts, including use of profane or obscene language or gestures.

106. Noncompliance with Posted Bus Rules: Violation of the posted or written rules of conduct for the bus or school; examples: not in assigned seat, not following conduct requests of staff, knowingly and intentionally getting on or off the bus at the wrong bus stop.

107. Noncompliance with Posted School Rules: Violation of specific posted or written school or class rules and regulations; examples include, but are not limited to: repeated gum chewing, repeatedly talking out in class, running, throwing objects, gambling, and dress code violations.

111. Possession of Electronic or Telecommunication Devices. Students may possess electronic devices only as permitted by Board policy and school rules.

School-based Discipline Committees may establish such restrictions in a manner consistent with Board Policy 216 – Electronic Devices. Specific information regarding electronic device restrictions will be provided to students and parents/guardians in advance of implementing of any restriction. Electronic device restrictions do not apply when a student has a need for such a device due to the medical condition of an immediate family member. Students who are in violation of electronic device restrictions may be subject to disciplinary action and confiscation of the device.

114. Misuse of Computers/Computer Networks/Electronic Device: A student shall not engage in any act that violates the District's Network Usage and Safety Policy, any individual school computer use guidelines or mobile computing device program guidelines, including, but not limited to the following acts that may not necessarily pose a threat to the health, safety, or property of others:

A. Utilizing computers, computer networks, or electronic devices during times when such conduct is not permitted.
B. Intentionally loading or use of unauthorized games, programs, files, or other electronic media, on District devices.
C. Impersonation of another user, anonymity, and pseudonyms, within District systems.
D. Creation of links to other networks whose content or purpose would violate the District's Network Usage and Safety Policy.
E. Offensive and inflammatory communications that do not pose an apparent risk to safety. Proper virtual etiquette will be taught and reinforced before proceeding to discipline for computer conduct violations.

Level 1 - Examples of Guidance Interventions
(Alternatives to Exclusionary Discipline)
The list below is provided as a menu of possible options and not intended to be used in succession. The implementation of interventions shall be individualized, rather than a one-size-fits-all approach.

- Reteaching core Social Emotional Learning (SEL)[1] skills (Purpose, Self-Awareness, Adaptability, Empathy, Collaboration, Agency)
- Use of Restorative Practices[2] ~~(i.e., affective statements, restorative questions, circles, small impromptu conferences, etc.)~~
  - Teacher led responsive circle
  - Administrator led responsive circle
  - Student led mediation
- Restorative phone or written notification to Parent or Guardian
- Referral to Multi-Tiered System of Supports (MTSS)[3] process
- Student/Teacher impromptu conversation ~~conference~~
- Parent or guardian/Teacher impromptu conversation ~~conference~~
- Student/Administrator impromptu ~~conference~~ conversation
- Intervention by counseling staff/guidance conference
- IEP Team Meeting or evaluation for special education services, if applicable
- Written reflection assignment
- Develop, review, or revise individual student planning tools ~~(e.g., Behavior Support Plan)~~ using Reintergration Meeting Notetaker
- Change in schedule or class (with parent/guardian notification)
- Individual/Group counseling
- Referral to Student Assistance Program (SAP) for prevention (e.g. social emotional skills instruction groups like anger management, aggression replacement, organizational skills) and/or intervention (e.g. behavioral health counseling) services
- School attendance improvement conference/plan
- Student behavior plan
- Referral to mentoring program

[1] Social Emotional Learning (SEL) is defined on pages #11-12 of the Student Support Guide.
[2] ~~Restorative Practice is defined on page #9 of the Student Support Guide.~~
[3] Multi-Tiered System of Supports (MTSS) is defined on page #9 of the Student Support Guide.

• Referral to District-approved Community-Based Organization (CBO) • Community service (with parent/guardian consent) • Referral to in-school conflict resolution programs (e.g., peer mediation) • Other appropriate alternatives to exclusionary discipline (exclusionary discipline includes detention, in-school-suspension, out of school suspension) • Security aid student engagement • Peer mentorship and mediation

Level 2 actions are of a serious nature and may pose a threat to the health, safety, or property of any person. An administrator is notified when a Level 2 action occurs. Students may be suspended for Level 2 actions, except for actions classified as non-violent (K-2). Actions with asterisks trigger a mandatory notification to school police pursuant to School Code Section 1303-A(b) and 22 Pa. Code Section 10.22.

***202. Damage, Destruction, or Vandalism of School Property** (Violent[4]): Causing or attempting to cause damage to school property

***203. Damage, Destruction, or Vandalism of Private Property** (Violent): Causing or attempting to cause substantial damage to private property.

209. **Unauthorized Presence of Students During School Hours** (Nonviolent)

209.A. On School Grounds: A student shall not be on any portion of the school grounds where their presence is unauthorized, nor remain after having been either ordered or requested to leave by any school employee.

209.B. On Private or Public Property: A student shall not be present on any portion of private or public property that is next to school property during designated school hours. During school hours students must be in school unless they have an approved reason for absence.

210. **Smoking , Vaping & Tobacco Use** (Nonviolent): Smoking, possessing or using tobacco or any electronic smoking device in school buildings, school buses, or on any property owned by, leased by or under the control of the school.

212. **Academic Dishonesty** (Nonviolent): Academic dishonesty shall include, but not be limited to, all forms of cheating, plagiarism, pre-exam access to test forms, representing someone else's work as their own, and the unauthorized use of aids during examinations, projects and assignments.

213. **Harassment** (Violent): A form of discrimination based on the basis of race, color, age, creed, religion, sex, gender (including gender identity or expression), sexual orientation, ancestry, national origin, marital status, pregnancy or disability consisting of unwelcome conduct, or other conduct that may be harmful or humiliating or interfere with a person's school or school-related performance when such conduct is sufficiently severe, persistent, or pervasive and a reasonable person in the complainant's position would find that it creates an intimidating, threatening or abusive educational environment.

[4] Violent is defined on page #20 of the Student Support Guide.

Specific harassment infractions are further defined as follows:

213.A. **Sexual Harassment**: Conduct on the basis of sex that is both unwelcome and is determined by a reasonable person to be so severe, pervasive and objectively offensive that it denies a person equal access to a District program. Quid pro quo sexual harassment, requiring a person to submit to unwelcome sexual conduct in exchange for an aid, benefit or service is also covered by District policy. Sexual assault, dating violence, domestic violence, and stalking, as defined by District policy are also types of sexual harassment.

213.B. **Racial/Ethnic Harassment**: Discrimination on the basis of race, color, or national origin includes discrimination based on a person's actual or perceived race, color, national origin, ethnicity, or ancestry. This includes discrimination based on the country, world region, or place where a person or their ancestors come from; a person's Limited English Proficiency or English Learner status; or a person's actual or perceived shared ancestry

or ethnic characteristics, including membership in a religion that may be perceived to exhibit such characteristics (such as Hindu, Jewish, Muslim, and Sikh individuals). This also includes race discrimination based on attributes and expressions historically associated with race, such as natural or protective hairstyles, textures, and hair coverings.

213.C. **Gender-Based Harassment**: May include acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex stereotyping. Thus, harassment of a student for failing to conform to stereotypical notions of masculinity and femininity constitutes sex discrimination. Gender-based harassment can rise to a violation of District policy and/or Title IX when such conduct denies or limits a student's ability to receive educational aid, benefits, services, or treatment.

213.D. **Disability Harassment**: Intimidation or abusive behavior toward a student based on disability that creates a hostile environment by interfering with or denying a student's participation in or receipt of benefits, services, or opportunities in the institution's program. Harassing conduct may include verbal acts and name-calling, as well as nonverbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful, or humiliating.

213.E. **Other Forms of Harassment:** Any act that violates the District's Prohibition of Bullying/Harassment Policy which does not meet the definition of sexual harassment, racial/ethnic harassment, gender-based harassment, or disability harassment.

213.F. **Gender Identity/ Sexual Orientation Harassment**: May include acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on a known or perceived sexual orientation or gender identity. Gender identity refers to one's internal sense of one's own gender. It may or may not correspond to the sex assigned to a person at birth and may or may not be made visible to others. Sexual orientation refers to an individual's physical, romantic, and/or emotional attraction to people of the same and/or opposite gender.

214. **Misuse of Computers/Computer Networks/Electronic Device** (Nonviolent): A student shall not intentionally engage in any act that violates the District's Network Usage and Safety Policy, any individual school computer use guidelines or mobile computing device program guidelines, or

agreements signed by the student or the student's parents regarding the use of technology resources, including, but not limited to the following:

A. Send, post, deliver, or possess electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal, including videos of inappropriate student conduct, cyberbullying and "sexting," either on or off school property if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.
B. Attempt to alter, destroy, or disable district technology resources including, but not limited to, computers and related equipment, district data, the data of others, or other networks connected to the district's system, including off school property if the conduct causes a substantial disruption to the educational environment.
C. Use the internet or other electronic communications to threaten or harass district students, employees, board members, or volunteers, including off school property if the causes a substantial disruption to the educational environment or infringes on the rights of another student at school.
D. Use the internet or other electronic communication to engage in or encourage illegal behavior or threaten school safety, including off school property if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.
E. Attempt to access or circumvent passwords or other security-related information of the district, students, or employees or upload or create computer viruses, including off school property if the conduct causes a substantial disruption to the educational environment.

216. Fighting (Violent): Use of physical violence between two students, whereby it is unclear after an investigation is conducted which student was the aggressor or initiator of the fight.

217.A Bullying (Violent): Bullying means an intentional electronic, written, verbal or physical act or series of acts directed at another student or students, which occurs in a school setting, that is severe, persistent, or pervasive and has the intent or effect of:

1. Creating an intimidating or hostile environment that substantially interferes with a student's education; or
2. Physically, emotionally, or mentally harming a student; or
3. Placing a student in reasonable fear of physical or emotional harm; or
4. Placing a student in reasonable fear of damage to or loss of personal property.

217.B Cyberbullying (Violent): Bullying includes cyberbullying and/or bullying through electronic communication devices including, but not limited to, social networking, email, instant messages, text messages, Microsoft Teams messages, tweets (via Twitter), blogs, photo and video sharing, chat rooms, dash boards, websites, or file-sharing tools, such as AirDrop.. Cyberbullying may include acts that occur outside of school if certain criteria are met. The complete Prohibition of Bullying/Harassment Policy, complaint and investigation procedures are posted on the District website at www.pps.k12.pa.us/Page/481, and in every building and classroom.

218. Hazing (Violent): Hazing occurs when a person intentionally, knowingly, or recklessly, for the purpose of initiating, admitting, or affiliating a student with an organization, or for the purpose of continuing or enhancing membership or status in an organization, causes, coerces or forces a student to do any of the following:

1. Violate federal or state criminal law.
2. Consume any food, liquid, alcoholic liquid, drug or other substance which subjects the student to a risk of emotional or physical harm.
3. Endure brutality of a mental nature, including activity adversely affecting the mental health or dignity of the individual, sleep deprivation, exclusion from social contact or conduct that could result in extreme embarrassment.
4. Endure brutality of a sexual nature.
5. Endure any other activity that creates a reasonably likelihood of bodily injury to the student.

The above activities are considered hazing regardless of whether the consent of the student was sought or obtained.

219.A. Profanity and Vulgarity/Verbal Altercation (Student)(Nonviolent): Swearing, cursing, making obscene gestures, or using verbally abusive language toward another student.

219.B. Profanity and Vulgarity/Verbal Altercation (Staff) (Nonviolent): Swearing, cursing, making obscene gestures or using verbally abusive language toward staff.

220.A. Physical Aggression/Altercation (Student) (Violent): Use of violence by a student on a student when there is no major injury as determined by the school administrator, but there is a clear aggressor or initiator of the physical aggression and physical contact was made.

220.B. Physical Aggression/Altercation (Staff) (Violent): Use of violence by a student on a staff member when there is no major injury as determined by the school administrator, but there is a clear aggressor or initiator of the physical aggression and physical contact was made.

221. Terroristic Threats (Violent): A threat communicated either directly or indirectly to commit any crime of violence with the intent to terrorize another; to cause evacuation of a building, place of assembly or facility of public transportation; or to otherwise cause serious public inconvenience, or cause terror or serious public inconvenience with reckless disregard of the risk of causing such terror or inconvenience.

~~221.~~**222.**

~~222.~~**223. Inappropriate Sexual Behavior** (Nonviolent): Exposing or touching one's own genitals, breast, or buttocks, or those sexual parts of another person. May also involve engaging in intercourse, oral sex, or simulated sex on school grounds.

223. Inciting a Disturbance or Melee (Violent): Causing a serious disruption or fight amongst a group of individuals, resulting in the involvement of multiple school staff members to quell the disturbance~~.~~

225. Threats/Intimidation (Nonviolent): A threat to commit violence. Threats in this infraction level pose a minimal risk to the victim and public safety. The threat is vague and indirect; the information contained within the threat is inconsistent, implausible or lacks detail; the threat lacks realism; and the content of the threat suggests the person is unlikely to carry it out. Threats can be made verbally, in writing, or with gestures.

226. A. Theft, Burglary, or Robbery of School Property (Violent): A student shall not engage in or attempt to engage in theft, burglary, or robbery of school property.

226. B.: Theft, Burglary, or Robbery of Student's Private Property (Violent) : A student shall not steal or attempt to steal from a student or burglarize private property.

Level 2 - Examples of Guidance Interventions
The list below is provided as a menu of possible options and not intended to be used in succession.
The implementation of interventions shall be individualized, rather than a one-size-fits-all approach.

- Reteaching core Social Emotional Learning (SEL) skills (Purpose, Self-Awareness, Adaptability, Empathy, Collaboration, Agency)
- Use of Restorative Practices ~~(i.e., affective statements, restorative questions, circles, small impromptu conferences, etc.)~~
  - Administrator led responsive circle
  - Staff led mediation
  - Community led mediation
- Referral to Multi-Tiered System of Supports (MTSS) process
- Student/Teacher informal conference
- Parent or guardian/Teacher informal conference
- Student/Administrator informal conference
- Intervention by counseling staff/guidance conference
- IEP Team meeting or evaluation for special education services, if applicable
- Written reflection assignment
- Develop, review, or revise individual student planning tools ~~(e.g., Behavior Support Plan)~~ using the MTSS Request for Assistance Packet
- Change in schedule or class (with parent/guardian notification)
- Individual/Group counseling
- Referral to Student Assistance Program (SAP) for prevention (e.g. social emotional skills instruction groups like anger management, aggression replacement, organizational skills) and/or intervention (e.g. behavioral health counseling) services
- Student behavior plan
- Referral to mentoring program
- Security aid student engagement
- Peer mentorship and mediation

- Referral to District-approved Community-Based Organization (CBO)
- Community service (with parent consent)
- Refer to in-school conflict resolution programs (e.g. peer mediation, restorative conferencing)
- Other appropriate alternatives to exclusionary discipline (exclusionary discipline includes detention, in-school-suspension, out of school suspension)

Examples of Recommended Disciplinary Actions After or in Addition to Guidance Interventions Used (Level 2)

- Detention: Assignment to a specified school location outside of school hours (e.g., before school, after school, or on a non-school day) or restorative reflection lunch

- In-school suspension: Exclusion from classes and assignment to ~~a designated learning space~~the reflection room. This assignment may be given a name other than "In-School Suspension" specific to each school's PBIS system. In-school suspension may only be assigned in accordance with administrative guidance issued by the Superintendent and Assistant Superintendent for Student Support Services.
- Other appropriate alternatives to out of school suspension
- Suspension of field trips, assemblies, or other special privileges
- Exclusion from extracurricular activities
- Suspension of transportation privileges
- Exclusion from special events or promotion exercises
- Short-term out-of-school suspension (1–3 days) for violent offenses, if student is enrolled in grade three or above.

A student that receives an out-of-school suspension should not be disciplined twice for the same infraction. If field trips, assemblies, or any other activities occur while the student is serving their out-of-school suspension, they may not attend such event; however, should the event occur outside of the time period in which the student is serving their out-of-school suspension, they shall not be excluded from such event unless there is a safety concern.

Level 3 actions are of a serious nature and, when they occur, can be expected to pose a threat to the health, safety, or property of any person. An administrator is notified when a Level 3 action occurs. Students may be suspended for any Level 3 action. School administrators are required to consult with their assigned Assistant Superintendent before proceeding with a charge of Assault, Aggravated Assault, or Weapon. Actions with asterisks trigger a mandatory notification to school police pursuant to School Code Section 1303-A(b) and 22 Pa. Code Section 10.22.

***304. Assault on a School Employee**: An assault on a school employee is considered aggravated assault because the victim is in a protected class as a teacher, staff member or other school employee or contractor. When a student engages in any of the following actions against a school employee or contractor: (1) attempts to cause or intentionally, knowingly, or recklessly causes bodily injury without physical provocation; (2) negligently causes bodily injury with a deadly weapon; or (3) attempts by physical menace to put another in fear of imminent serious bodily injury.

305.A. Simple Assault on a Student or Other Person not Employed by the School: When a student intentionally and without provocation hits, punches, or kicks a student or other person not employed by the school. Other physical conduct that does not meet the definition of assault may fall under the prohibition against fighting, physical aggression/altercation, bullying, harassment, and/or inciting a disturbance or melee.

***305. B. Aggravated Assault on a Student or Other Person not Employed by the School**: When a student (1) attempts to cause serious bodily injury to another, or causes such injury intentionally, knowingly or recklessly under circumstances manifesting extreme indifference to the value of human life; or (2) attempts to cause or intentionally or knowingly causes bodily injury to another with a deadly weapon.

***306. Weapons and Dangerous Instruments**: A student shall not possess, handle, or transmit any item defined by the Pennsylvania School Code as a weapon (hereinafter "weapon") while on any school property, while at any school-sponsored or approved activity or while walking or being transported in any manner to or from a school or school-sponsored or approved activity.

a. Weapons as Defined by Statute. The term "weapon," by School Code, includes but is not limited to any knife, cutting instrument, cutting tool, explosive, nunchaku, firearm, shotgun, rifle, and/or any other tool, instrument or implement capable of inflicting serious bodily injury. When determining whether an object is a weapon, schools must consider what the object is practically and functionally intended to do. The manner in which a student uses an object does not convert an otherwise nonweapon into a weapon.

b. Self-Defense Items. A self-defense item is a tool, instrument, or implement which is made or commonly used for self-protection. Examples include but are not limited to pepper spray, self-defense keychains, self-defense rings, tactical pens or flashlights, and kubatons. PPS will only charge a student with a weapons violation if the student has used or threatened to use the self-defense item against another individual.

c. Lookalike Items. Any imitation of a knife, cutting instrument or tool, nunchaku, firearm, shotgun or rifle. While students may have access to lookalike items that are often sold as toys or costume accessories, such items are prohibited in the school setting or at school sponsored events. Students who bring in lookalike items shall have them confiscated and will receive no discipline consequence unless the item was used to perpetrate some other conduct prohibited by this Code of Student Conduct.

d. 3-D Printed Weapons. Any solid, three-dimensional object that is made or used to mimic or otherwise be used as a weapon as defined under District policy and law, including but not limited to 3-D printed firearms, knives, blunt instruments, and explosives.

~~e.~~

***307. Possession, Use, or Under the Influence of Alcohol or Drugs:** A student shall not possess, use, distribute, or be under the influence of any intoxicant of any kind. Any amount of an illegal drug is considered a violation of Board policy and this Code of Student Conduct. The possession of drug-related paraphernalia also constitutes a violation of this rule. Use of a drug as authorized by a medical prescription from a registered physician for the student for whom it is prescribed shall not be considered a violation of this rule but may be a violation of the Use of Medications policy. Failure to comply with the Use of Medications policy may also result in school discipline.

***308. Arson:** The deliberate starting of a fire or explosion, or helping, asking, or telling another person, to start a fire or explosion, which could or does place property in danger of being damaged or a person (including a fire fighter) in danger of injury.

318. Aggravated Hazing: Occurs when a person commits an act of hazing as defined Rule 218 that results in serious bodily injury or death to a student and:

1. The student acts with reckless indifference to the health and safety of the victim student; or
2. The student causes, coerces or forces the consumption of an alcoholic liquid or drug by the victim student.

Level 3 - Examples of Guidance Interventions
The list below is provided as a menu of possible options and not intended to be used in succession. The implementation of interventions shall be individualized, rather than a one-size-fits-all approach.

- Reteaching core Social Emotional Learning (SEL) skills (Purpose, Self-Awareness, Adaptability, Empathy, Collaboration, Agency)
- Use of Restorative Practices ~~(i.e. affective statements, restorative questions, circles, small impromptu conferences, formal restorative conference, etc.)~~
  - Administrator led responsive circle
  - Community partner led mediation
  - Mediation led by an unbiased facilitator
- Referral to Multi-Tiered System of Supports (MTSS) process
- Use of PBIS to reteach classroom and school-wide expectations
- Student/Teacher formal conference
- Parent or guardian/Teacher formal conference
- Student/Administrator formal conference
- Intervention by counseling staff/guidance conference
- IEP Team Meeting or evaluation for special education services, if applicable
- Written reflection assignment
- Develop, review, or revise individual student planning tools ~~(e.g., Behavior Support Plan)~~ using the MTSS Request for Assistance Packet
- Change in schedule or class (with parent/guardian notification)
- Individual/Group counseling
- Referral to Student Assistance Program (SAP) for prevention (e.g., social emotional skills instruction groups like anger management, aggression replacement, organizational skills) and/or intervention (e.g. behavioral health counseling) services

- Student behavior plan
- Referral to mentoring program

- Referral to District-approved Community-Based Organization (CBO)
- Community service (with parent consent)
- Positive behavioral management support contract
- Refer to in-school conflict resolution programs (e.g. peer mediation, restorative conferencing) • Alcohol/drug evaluation referral
- Other appropriate alternatives to exclusionary discipline (exclusionary discipline includes detention, in-school-suspension, out of school suspension)
- Security aid student engagement
- Peer mentorship and mediation

Examples of Recommended Disciplinary Actions in addition to Guidance Interventions Used (Level 3)

- Suspension of field trips, assemblies, or other special privileges
- Exclusion from extracurricular activities
- Suspension of transportation privileges
- Exclusion from special events or promotion exercises
- Referral and consultation with school police pursuant to School Code Section 1303-A(b) and 22 Pa. Code Section 10.22.
- Out-of-school suspension

A student that receives an out-of-school suspension should not be disciplined twice for the same infraction. If field trips, assemblies, or any other activities occur while the student is serving their out-of-school suspension, they may not attend such event; however, should the event occur outside of the time period in which the student is serving their out-of-school suspension, they shall not be excluded from such event unless there is a safety concern.

School Bus Conduct:

-Level 1 – Minor Bus Infractions:

These behaviors disrupt the bus environment but typically do not pose an immediate safety risk.

Examples include:

- Excessive noise or yelling
- Standing or moving while the bus is in motion
- Not remaining seated or blocking the aisle
- Minor horseplay or roughhousing
- Littering or eating/drinking when prohibited
- Failure to follow driver directions after initial reminder

Possible Responses:

- Verbal warning from driver or staff
- Assigned seating
- Parent/guardian notification
- Bus conduct report
- School-based disciplinary response

Level 2 – Repeated or Moderate Bus Infractions:

These behaviors interfere with the safe operation of the bus or occur repeatedly after prior intervention.

Examples include:

- Repeated Level 1 behaviors
- Throwing objects on the bus
- Bullying, harassment, or intimidation of another student
- Distracting the bus driver
- Use of inappropriate language directed toward others
- Tampering with bus equipment or safety features

Possible Responses:

- Bus conduct referral to school administration
- Parent/guardian conference
- Temporary suspension of bus privileges
- Restorative or behavioral interventions
- School disciplinary action consistent with the Code of Conduct

Level 3 – Serious Bus Safety Violations:

These behaviors pose a significant safety risk to students, the driver, or the operation of the vehicle.

Examples include:

- Fighting or physical aggression
- Threatening behavior toward students or staff
- Vandalism or destruction of bus property
- Opening emergency exits without authorization
- Possession of prohibited or dangerous items
- Behavior that interferes with the safe operation of the vehicle

Possible Responses:

- Immediate referral to school administration
- Suspension of bus privileges
- Parent/guardian conference
- Restorative practices or behavioral intervention plan
- School disciplinary consequences consistent with district policy

Level 4 – Severe Safety Violations:

These behaviors create an immediate danger to students or staff.

Examples include :

- Possession of weapons or illegal substances
- Assault on another student or driver
- Severe vandalism or damage to the vehicle
- Actions that intentionally endanger the bus driver or passengers

Possible Responses:

- Immediate removal from transportation services
- Long-term suspension of bus privileges
- Referral to school administration and district leadership
- Possible law enforcement involvement
- Disciplinary action consistent with district policy