

Oklahoma City Public Schools Expectations and Student Code of Conduct

The **Oklahoma City Public Schools Board of Education** believes that the schools' primary goal is to provide a safe environment for learning for all members of the school community. Students are expected to practice academic and personal integrity as they **respect** the rights of others, are **responsible** for promoting behavior to support a **safe** school, free of threatening, intimidating, or harassing behavior as well as behavior that is harmful to themselves, other persons, or property. This Code serves as a guide to citizenship practices and provides tools for helping students and the entire school community understand and appreciate the norms of behavior within each school's culture. The Code promotes an accountable and equitable approach to discipline and student support.

The District expects *adults* and *students* to relate in a manner that is **respectful**, **responsible**, and **safe**. When adults teach and model these behaviors, this contributes to a positive and inviting school climate for teaching and learning.

RESPECTFUL

Each adult and student in the school:

- Knows and acts that one's personal rights are balanced by the rights of others
- Accepts through words and actions that others have different ideas and opinions
- Understands and allows for others' and their own mistakes to be a part of learning
- Interacts with each other in a way that exhibits mutual courtesy and cordiality

RESPONSIBLE

Each adult and student in the school:

- Acts in ways that indicate school attendance and learning are a priority
- Knows and acts as if his or her choices affect everyone
- Makes choices that support learning for all

SAFE

Each adult and student in the school:

- Takes steps to ensure that physical safety for all is a priority
- Understands social safety is free of put downs or sarcasm
- Knows that what happens in and out of school impacts learning

Students and their parents have the right to expect schools will be an orderly, safe and supportive learning environment. Students will be taught, guided, directed, and provided with opportunities to learn what is expected as a part of their daily practice of making safe and responsible choices.

An overview of Responsibilities of Students, Parents, and the District is outlined below:

- **Student Responsibilities Include:**
 - Attending all classes on time and adhering to the compulsory attendance laws and district policies of Oklahoma City Public Schools.
 - Preparing for each class with appropriate materials and completed assignments.
 - Dressing according to district and individual schools' dress codes.
 - Conducting oneself in a responsible manner while being respectful and cooperative.
 - Knowing and obeying all school rules in the Code of Conduct and the Campus PBIS plans.
 - Timely reporting threats to the safety of students, staff, and school to school personnel.

- Appropriately using District technology systems and computer-related equipment in accordance with the District's Acceptable Use Policy (AUP.)
- **Parent Responsibilities Include:**
 - Ensuring students arrive at school on time every day and are ready to learn.
 - Ensuring students complete their homework each night.
 - Supporting school, district, classroom, and school-related activity rules for student behavior and ensuring that their children conduct themselves according to district standards.
 - Providing the appropriate school personnel with any student information that will affect the student's behavior and the ability to learn.
 - Reading, acknowledging, and understanding the expectations included within this document and school rules applicable to their student's conduct while at school or at a school-sponsored activity.
- **District Responsibilities Include:**
 - Teachers shall establish classroom expectations that concentrate on positive student conduct that supports school and district expectations.
 - Administrators shall work with students, parents/guardians, staff, and the community to develop an effective school behavior plan that promotes and maintains the support of acceptable student behavior.
 - Support will be provided to students, parent/guardians, staff and site administration to assist with expectations, school behavior plans, and tiered interventions.
 - Teaching and modeling expectations to support school success, the **Student Code of Conduct** demonstrates to students that situations which threaten safety and learning will be addressed according to a plan which treats every student **fairly and equitably**.

To carry out discipline, faculty and staff members are committed to modeling, teaching, and re-teaching school-wide expectations. For most inappropriate choices students make, this process of modeling, teaching, and re-teaching or a conference between teacher and student will eliminate most issues. Students and their parents must also recognize that certain behaviors must have consequences that allow them an opportunity to understand and learn from their decisions. Collaboration among students, school personnel, parents, and community is essential to maintaining a safe learning environment for all students.

STUDENT RIGHTS

Whenever a student faces disciplinary action for disruption of the learning environment or safety for themselves or others, they will be afforded due process. **Before an administrator assigns a consequence or suspension, the student will be afforded due process rights with a discussion immediately following the misconduct.** The student will be told and shown in writing, what the student is accused of doing, including what law, policy, regulation, or rule was violated, given the opportunity to write or tell the student's own side of the story, and be provided the factual basis of the accusations.

- Students will be given an opportunity to write or tell their side of the story any time they are sent to an administrator for a disciplinary issue.
- Students are entitled to a conference with a school staff member when they are removed from the classroom or school for disciplinary reasons.
- Parents or legal guardians and students must be provided written notification of the student's violations, the details of the disciplinary consequences, and sign for acknowledgment, particularly when the student is removed from the classroom or school for disciplinary reasons.
- Corporal punishment shall not be used to discipline students. Reasonable physical, protective force may be used by staff members when it is immediately necessary to protect themselves, to protect other persons against the use of unlawful force upon them, or to protect a student from harming himself.

Schools must provide parents or legal guardians with a list of community resources when students are suspended from school. Students are entitled to make up work when they are excluded from school. It is a student's responsibility to

complete make-up work in a timely manner. Regulation F-03-R1 states “For all class work and tests missed due to any absence, students have up to two (2) days for every absence day to make up work and tests for full credit. If teachers are not available for students to receive work or need to schedule tests outside the make-up time frame, students will not be penalized.”

DISCIPLINE

After interventions have been exhausted or when students make choices that threaten or cause physical harm to others, suspensions may be necessary. Repeated or increased severity of misconduct will also result in increasingly serious disciplinary action. All disciplinary actions will take into consideration:

- Seriousness of the offense
- Effect of the offense on other students
- Physical or mental impact on other people
- Incident being either isolated or habitual behavior
- Incident being a manifestation of disability or circumstances that need to be considered

Students cannot be suspended for more than ten (10) consecutive or cumulative days without approval by the Office of Student Discipline.

Discipline of students covered by the Individuals with Disabilities Education Act (IDEA) will follow the law of IDEA. More information on IDEA can be found at <http://idea.ed.gov/>.

For students and families of limited English proficiency, discipline records and meeting conversations will be translated into the student’s native language. www.okcps.org

As outlined in State and Federal law, the following two types of suspensions are subject to the identified consequences, an Evidentiary Hearing, and may be appealed as a long-term suspension:

1. **Any student in grades six through twelve** whose actions result in severe bodily injury to a school employee or volunteer will be suspended for the remainder of the current semester and the next consecutive semester. Severe Bodily Injury is defined by law as “a bodily injury that involves a substantial risk of death, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ or faculty.” *Consult the Office of Student Discipline for determination.*
 2. **Any student in possession of a firearm** while on public school property or while in any school bus or vehicle will be suspended out-of-school for a period of not less than one calendar year.
- Similar incidents involving Pre-K to 5th grade students: Principal should contact the Office of Student Discipline for direction.

For purposes of this regulation bullying, harassment, and discrimination shall include “Antisemitism” as defined by the International Holocaust Remembrance Alliance Working Definition of Antisemitism, including its contemporary examples, as it was adopted on May 26, 2016.

APPEALING A SUSPENSION

If a student is suspended from school, the student and the student’s parents or legal guardians have a right to appeal a suspension. An appeal is to ask that the disciplinary action be reversed or the length of the suspension reduced.

Short-Term Suspension – For suspensions of ten (10) days or less, the parent or legal guardian and student may appeal the suspension within five (5) days of receiving notification from the school by calling (405)587-STOP or by going to

<https://goo.gl/LGp2U0> to submit a Suspension Appeal on-line. The Office of Student Discipline will review the appeal and will render a decision.

Long-Term Suspension – All long-term suspensions, eleven (11) days or longer, will be approved by the Office of Student Discipline.

- The Evidentiary Hearing is the first level of appeal for long-term suspensions. The hearing is scheduled through the Office of Student Discipline within three (3) days of the disciplinary event for a date and time not longer than five (5) days after the event. The hearing is led by an impartial administrator who will consider the appropriateness of the suspension in consideration of the evidence provided by the school and the student and parent or legal guardian, as well as any circumstances or additional information provided.

Re-entry - Students returning from any suspension five (5) days or more are required to participate in a meeting to establish a *re-entry plan* for success using a district approved re-entry plan.

If the student and parent or legal guardian are dissatisfied with the Evidentiary Hearing results, the student and parent or legal guardian may appeal the suspension within five (5) days of receiving the notification of the hearing results by calling (405)587-STOP or by going to <https://goo.gl/LGp2U0> to submit a Suspension Appeal online. An impartial District Hearing panel representing the Superintendent, will complete a review of the hearing or may schedule a hearing. The result of the review or the District Hearing Panel will be final and may not be appealed any further.

The **Student Code of Conduct** outlines behaviors and a continuum of consequences for such behaviors. The **Student Code of Conduct** is intended to focus on students exhibiting behaviors that demonstrate they have **respect** for themselves and others; are **responsible** and prepared to learn, and understand all students and adults deserve a **safe** learning environment. Following the **Student Code of Conduct** is a glossary which provides additional information defining violations of the **Student Code of Conduct**.

Please Note – Students and parents or legal guardians sign an annual permission form each year acknowledging they have read and understand the student-parent handbook and the Student Code of Conduct procedures and expectations for Oklahoma City Public Schools. **Students should realize that their behavior must comply with District, School, and classroom policies and procedures at all times.** Students are provided a copy of the handbook and the Student Code of Conduct from the school. The handbook and the Student Code of Conduct may also be accessed online through the District website at www.okcps.org

Start with the lowest appropriate level response while considering a student's IEP/504/ELAP (English Language Acquisition Plan), age and understanding, past history of similar offenses, and severity of the incident.

All actions should be communicated with the parent/guardian/caregiver and documented in the student information system.

Defining the Levels

Levels 1-2	Level 3	Level 4	Level 5	Levels 6 - 7
Behavior that is disruptive to self with minimal impact on others. Amenable with minimal Intervention above Tier I Behavior Expectations.	Behavior that is repeated or significant Level ONE or TWO infractions. Disordered behavior toward another student, staff, volunteer, etc.	Behavior that is repeated or significant Level THREE infractions. Behaviors targeted at others or interfere with safety equipment.	Behavior that is repeated or significant Level FOUR infractions. Behaviors targeted at others and impacts the learning environment.	Behavior that is dangerous and significantly impacts the learning environment. Affects multiple students and staff.

Levels ONE and TWO Behavior Interventions and Responses

1. Select and implement interventions and responses that maintain the continuity of the student's instruction or are least disruptive.
2. Consider the use of interventions from multiple categories.
3. Review and consider a student's IEP, 504, or ELAP (English Language Acquisition Plan) prior to implementing interventions and responses.
4. Communicate with parents/guardians/caregivers about the behaviors and interventions and document them in the Parent Contact Log. (Repeated offenses may escalate interventions and responses to the next level).

Start with the lowest appropriate level response while considering a student's IEP/504/ELAP (English Language Acquisition Plan), age and understanding, past history of similar offenses, and severity of the incident.

All actions should be communicated with the parent/guardian/caregiver and documented in the student information system.

Skills-Based Supports	Intervention Strategies	School Staff Supports
Reminder/Redirection/ Re-teaching of classroom routines, rituals, appropriate Classroom language Reminder/Redirection on ways to ask for help or solve problems Reminder/Redirection on ways to manage emotions Individual skill coaching in Executive Function Break Pass Self-Monitoring of Behaviors Social Stories	Reward System / Incentives Reflection Sheets Affective Statements / Affective Language Impromptu Conversations Community Building Circle or Morning Meeting Problem-solving Circle Mediation Conference Script (not to be used for bullying or harassment incidents) Apology Letter Community Service	Fidelity check of PBIS school-wide systems, structures, and supports Review (classroom/non-classroom) behavior management plan including social skills teaching and reinforcement Classroom-based responses (e.g., positive interactions, verbal correction, written reflection/apology, role play, daily progress sheet, time out of classroom less than 15 min., seat change, assigned seating) Responsibility reminders communication with parents/guardian/caregiver Develop a student skill plan Formal Check-In/Check-Out Plan Loss of Privileges

There are no Administrative Responses for Levels ONE and TWO Behaviors

Level THREE Behavior Interventions and Responses

1. Select and implement interventions and responses that maintain the continuity of the student's instruction or are least disruptive.
2. Consider the use of interventions from prior levels & multiple categories.
3. Review and consider a student's IEP, 504, or ELAP (English Language Acquisition Plan) prior to implementing interventions and responses.
4. Communicate with parents/guardians/caregivers about the behaviors and interventions and document them in the Parent Contact Log. (Repeated offenses may escalate interventions and responses to the next level).

Start with the lowest appropriate level response while considering a student's IEP/504/ELAP (English Language Acquisition Plan), age and understanding, past history of similar offenses, and severity of the incident.

All actions should be communicated with the parent/guardian/caregiver and documented in the student information system.

Skills-Based Supports	Intervention Strategies	School Staff Supports
Counselor-led small group skill instruction Lessons in anger management, conflict resolution, bus safety, etc.	Return to Class Plan Harm Circle	Student-staff conference Change in a classroom Assignment Notification to SBMHP Team Formal Check-In/Check-Out Plan Loss of Privileges

Optional Administrative Actions That May Result In Removal From Instruction

ELEMENTARY	SECONDARY 5th - 12th
Administrator notification by teacher through a referral in Infinite Campus Student conference with administrator Phone call home with a teacher and/or administrator Loss of privilege Detention	Administrator notification by teacher through a referral in Infinite Campus Student conference with administrator Phone call home with a teacher and/or administrator Loss of privilege Detention / ISS Loss of extra-curricular activity for one day

Level FOUR Behavior Interventions and Responses

1. Select and implement interventions and responses that maintain the continuity of the student's instruction or are least disruptive.
2. Consider the use of interventions from prior levels & multiple categories.
3. Review and consider a student's IEP, 504, or ELAP (English Language Acquisition Plan) prior to implementing interventions and responses.
4. Communicate with parents/guardians/caregivers about the behaviors and interventions and document them in the Parent Contact Log. (Repeated offenses may escalate interventions and responses to the next level).

Start with the lowest appropriate level response while considering a student's IEP/504/ELAP (English Language Acquisition Plan), age and understanding, past history of similar offenses, and severity of the incident.

All actions should be communicated with the parent/guardian/caregiver and documented in the student information system.

Skills-Based Supports	Intervention Strategies	School Staff Supports
Individual coaching by licensed support staff Pre-Conference Planning with student	Harm Circle Site Re-Entry Plan	Create a Behavior Intervention Plan (BIP) for the student Notification to District Mental Health Services Formal Parent/guardian/caregiver meeting

Optional Administrative Actions That May Result In Removal From Instruction

ELEMENTARY	SECONDARY 5th - 12th
Administrator notification by teacher through a referral in Infinite Campus Phone call home with a teacher and/or administrator Student conference with administrator Loss of privilege Detention ISS	Administrator notification by teacher through a referral in Infinite Campus Phone call home with a teacher and/or administrator Student conference with administrator Loss of privilege Detention / ISS Loss of extra-curricular activity for multiple days OSS 1 day OSS 2 days OSS 3 days OSS 4 days OSS 5 days

Level FIVE Behavior Interventions and Responses

1. Select and implement interventions and responses that maintain the continuity of the student's instruction or are least disruptive.
2. Consider the use of interventions from prior levels & multiple categories.
3. Review and consider a student's IEP, 504, or ELAP (English Language Acquisition Plan) prior to implementing interventions and responses.
4. Communicate with parents/guardians/caregivers about the behaviors and interventions and document them in the Parent Contact Log. (Repeated offenses may escalate interventions and responses to the next level).

Start with the lowest appropriate level response while considering a student's IEP/504/ELAP (English Language Acquisition Plan), age and understanding, past history of similar offenses, and severity of the incident.

All actions should be communicated with the parent/guardian/caregiver and documented in the student information system.

Skills-Based Supports	Intervention Strategies	School Staff Supports
Individual coaching by licensed support staff (may be an outside resource) Pre-Conference Planning with student	Harm Circle District Re-Entry Plan	Revise: Create a Behavior Intervention Plan (BIP) for the student Notification District Mental Health Services Formal Parent/guardian/caregiver meeting

Optional Administrative Actions That May Result In Removal From Instruction

ELEMENTARY	SECONDARY 5th - 12th
Administrator notification by the teacher through a referral in Infinite Campus	Administrator notification by the teacher through a referral in Infinite Campus
Student conference with administrator with a phone call home	Student conference with administrator with a phone call home
Loss of privilege	Loss of privilege
Detention	Detention / ISS
OSS 1 day	Loss of extra-curricular activity for multiple days
OSS 2 days	OSS 6 days
OSS 3 days	OSS 7 days
OSS 4 days	OSS 8 days
OSS 5 days	OSS 9 days
	OSS 10 days

Levels SIX - SEVEN Behavior Interventions and Responses

1. Select and implement interventions and responses that maintain the continuity of the student's instruction or are least disruptive.
 2. Consider the use of interventions from prior levels & multiple categories.
 3. Review and consider a student's IEP, 504, or ELAP (English Language Acquisition Plan) prior to implementing interventions and responses.
 4. Communicate with parents/guardians/caregivers about the behaviors and interventions and document them in the Parent Contact Log.
- (Repeated offenses may escalate interventions and responses to the next level).

Skills-Based Supports	Intervention Strategies	School Staff Supports
Individual coaching by licensed support staff (outside resource) Pre-Conference Planning with student	Formal Family Conference (may be used for a change of placement) Re-entry after suspension circle	Notification to District Mental Health Services Formal Parent/guardian/caregiver meeting

Optional Administrative Actions That May Result In Removal From Instruction

ELEMENTARY		SECONDARY 5th - 12th
Level 6	OSS 6 days OSS 7 days OSS 8 days OSS 9 days OSS 10 days	Long Term OSS 11 or more days
Level 7	Mandatory 12 month OSS	Mandatory 12 month OSS

Respectful

PRF	Abusive Language/Profanity	
ELEM	Level 1-2	Aggressive or demeaning language towards another student or school personnel.
SEC	Level 1-2	
PRF2	Abusive Language/Profanity Repeat Offense	
ELEM	Level 1-3	Habitual and/or aggressive or demeaning language towards another student or school personnel.
SEC	Level 3-4	
DFA	Refusal to Follow Directions	
ELEM	Level 1-3	Refusing to comply with proper and authorized direction or instruction from a staff member. Refusing to provide a staff member with correct information about name, ID number, or student status.
SEC	Level 1-4	
DB	Interference with Educational Environment	
ELEM	Level 1-4	Behaving in a manner that disrupts or interferes with educational activities.
SEC	Level 1-4	
DOC	Disorderly Conduct	
ELEM	Level 3-5	Behaving in a violent or seriously inappropriate manner that disrupts the educational process.
SEC	Level 4-6	*Use only if referring to Law Enforcement (Report Number Required)

Responsible

UDR	Uniform/Dress Code Violation	
ELEM	Level 1-2	Failure to comply with the applicable district uniform or dress code.
SEC	Level 1-3	
FRG	Forgery, Plagiarism, or Cheating	
ELEM	Level 1-2	Falsification of documents, the use of another person’s distinctive ideas or words without acknowledgment, or the use of information, materials, notes, study aids or other devices not authorized by the instructor in an academic exercise.
SEC	Level 1-3	
IPP	Inappropriate Personal Property	
ELEM	Level 1-3	Possession of personal property prohibited by school rules and otherwise disruptive to the teaching and learning of others including, but not limited to, sexually explicit material, food, beverages, electronic equipment, laser pointers, etc.
SEC	Level 1-3	
PDA	Public Display of Affection	
ELEM	Level 1-3	Behaviors of affection not appropriate for public places, such as kissing, hugging, etc.
SEC	Level 1-3	
TRD	Tardiness	
ELEM	Level 1-3	Failure to be in the place of instruction at the assigned time without a valid excuse.
SEC	Level 1-3	

TRU	Truancy	
ELEM	Level 1-4	Failure to report to school or class without prior permission, knowledge, or excuse by the school or the parent/guardian.
SEC	Level 1-3	
PRO	Provoking/Instigating Behavior	
ELEM	Level 1-4	Encouraging or urging other students to violate school rules.
SEC	Level 1-4	
AID	Aiding/Abetting	
ELEM	Level 1-3	Any two (2) or more persons mutually agreeing to commit any unlawful act.
SEC	Level 1-5	
WLK	Leaving Assigned Area or Campus Without Permission	
ELEM	Level 1-5	Leaving the assigned area or campus without obtaining prior approval of the teacher and/or administrator.
SEC	Level 1-5	
MCR	Misuse of Computing Resources	
ELEM	Level 1-3	Failure to adhere to board policies and the Acceptable Use Policy. May be subject to loss of computing or technology resources.
SEC	Level 1-3	
WTD	Personal Communication Devices	
ELEM	Level 1-4	Use of Personal Communication devices during school hours for non-emergencies or failure to use as outlined for instructional purposes. This includes video recording fights during school hours. Per OKCPS Policy F-25
SEC	Level 1-3	
EXT	Extortion	
ELEM	Level 1-4	Obtaining property from another without his or her consent, induced by a wrongful use of force or fear.
SEC	Level 1-4	
TBC	Tobacco	
ELEM	Level 1-5	Possession or use of tobacco or tobacco products.
SEC	Level 1-4	
VPT	Vape/Vaping – Tobacco	
ELEM	Level 1-5	Possession or use of vape containing tobacco/nicotine products.
SEC	Level 1-4	
VPD	Vape/Vaping – Illegal Drugs	
ELEM	Level 3-5	Possessing, using, or having under one's control any vape that contains suspected illegal drugs, based upon smell and appearance. <i>*Notify law enforcement; notify Principal Supervisor</i>
SEC	Level 3-5	

IPP	Possession/Ownership of Drugs or Illegal Substances	
ELEM	Level 3-5	Possessing, using, or having under one's control any substances, materials, or related paraphernalia that are dangerous to health or safety, or that disrupt the educational process including, but not limited to, non-alcoholic beer, look-alikes, etc. <i>*Notify law enforcement; notify Principal Supervisor</i>
SEC	Level 3-5	
INF	Under the Influence	
ELEM	Level 3-5	Attending school while under the influence of alcohol or illicit drugs. <i>* Notify law enforcement; notify Principal Supervisor</i>
SEC	Level 3-5	
DRG	Distribution of Illegal Drugs/Alcohol	
ELEM	Level 5-6	Selling, giving away, or otherwise transferring to another person any controlled substance or alcohol; includes any transfer of a prescription drug or any substance alleged to be a drug regardless of its actual content. <i>*Notify law enforcement; notify Principal Supervisor</i>
SEC	Level 5-6	
LRC	Petty Larceny Theft	
ELEM	Level 1-5	Taking of personal property accomplished by fraud or stealth with the intent to deprive another thereof (larceny where the value of the property is under \$1000.)
SEC	Level 1-4	
POS	Possession of Stolen Property	
ELEM	Level 1-4	Having in one's possession property obtained without permission of the owner. <i>* May notify law enforcement</i>
SEC	Level 1-5	
TS	Trespassing	
ELEM	Level 1-5	Entering school property or into any school facility without proper authority, including any entry during a suspension period. This includes school activities and school sanctioned off-campus activities. <i>*Notify law enforcement; notify Principal Supervisor</i>
SEC	Level 1-5	
VA	Vandalism or Destruction of Property	
ELEM	Level 1-5	Intentional or willful destruction/defacement of property including vandalism or graffiti, damage or alteration to computers, or damage or alteration to computer systems, programs, or records. <i>*Notify law enforcement; Notify Risk Management; Notify Principal Supervisor</i>
SEC	Level 1-5	
GRC	Grand Larceny	
ELEM	Level 4-6	A larceny in which property taken is of value exceeding \$1000 or when such property, although not of value exceeding \$1000, is taken from the person of another. <i>* Notify law enforcement; notify Principal Supervisor</i>
SEC	Level 4-6	
BUR	Burglary	
ELEM	Level 3-4	Unauthorized entry for the purpose of committing a crime of theft. <i>* Notify law enforcement; notify Principal Supervisor</i>
SEC	Level 3-6	
ROB	Robbery	
ELEM	Level 4-5	Wrongful taking of personal property, from a person or person's immediate presence accomplished by means of force or aggression. <i>*Notify law enforcement; notify Principal Supervisor</i>
SEC	Level 4-6	

SAFE

EXP	Fireworks – Possession or Use	
ELEM	Level 4-5	Using or possessing any explosive amusement device, smoke bomb, etc. <i>*Contact Fire Starter’s Program at 405-297-3318</i>
SEC	Level 4-5	
END	Endangerment	
ELEM	Level 1-5	Failure to report knowledge of illegal or dangerous activities that could harm others.
SEC	Level 1-5	
RVU	Reckless Vehicle Use	
ELEM	Level 1-4	Using any motorized or self-propelled vehicle on or near school grounds in a reckless manner or as a threat to health, safety, or as a disruption to the educational process.
SEC	Level 1-3	
FAL	False Alarms	
ELEM	Level 4-5	Reporting a fire to school or fire officials or setting off a fire alarm or fire extinguisher without reasonable belief that a fire exists, making false 911 to law enforcement
SEC	Level 3-6	
TA	Threatening Behavior Against Student	
ELEM	Level 3-5	Any willful or unlawful offer, verbal or written, to do corporal hurt to another student using force or violence.
SEC	Level 3-4	
THR	Threatening Behavior Against Staff or School	
ELEM	Level 4-6	Any willful or unlawful offer, verbal or written, to do corporal hurt to staff using force or violence. <i>*Notify law enforcement; notify Principal Supervisor</i>
SEC	Level 4-6	
OCC	Off-Campus Conduct	
ELEM	Level 1-4	Any situation where the student’s continued attendance would have an adverse impact on order, discipline, or the educational process, or could pose a threat of violence or safety.
SEC	Level 1-5	
OWP	Weapon Possession Other Than a Firearm	
ELEM	Level 1-5	Students possessing a dangerous weapon on their way to or from school or on school property. A weapon other than a firearm is defined as any other object intended to inflict bodily harm. <i>*Weapons form required; Notify Principal Supervisor</i>
SEC	Level 1-5	
TGN	Firearm Look-Alikes	
ELEM	Level 1-5	Possession of a Firearm look-alike including toy guns, BB/Pellet guns, and airsoft guns. <i>*Notify law enforcement; notify Principal Supervisor</i>
SEC	Level 1-4	
GNS	Gang Symbols	
ELEM	Level 1-3	Threats, representations, and/or intimidation caused by the wearing of any type of clothing or jewelry, or by the writing of any signs identified or associated with gangs.
SEC	Level 1-3	

GNG	Gang Behavior	
ELEM	Level 4-6	Interruption and/or intimidation that could lead to violence, including gesturing of any signs, use of language, or confrontations identified or associated with gangs.
SEC	Level 4-6	
RTS	Refusal to Submit to a Search	
ELEM	Level 3-5	Refusing to submit to a lawful search for contraband, when reasonable suspicion exists.
SEC	Level 3-5	
TDW	Threat with a Dangerous Weapon	
ELEM	Level 4-6	Using a sharp or dangerous weapon to threaten another person with bodily harm. <i>*Notify law enforcement; weapons form required; Notify Principal Supervisor</i>
SEC	Level 4-6	
TIK	Threat with Intent to Kill	
ELEM	Level 4-6	Any willful or unlawful offer acted upon with force or violence to kill another. <i>*Notify law enforcement; notify Principal Supervisor</i>
SEC	Level 4-6	
GUN	Possession of a Firearm	
ELEM	Level 7	Firearm as defined by 18 U.S.C., Section 921 : Any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; The frame or receiver of any such weapon; Any firearm muffler or firearm silencer; or any destructive device, including any explosive, incendiary or poison gas, bomb, grenade, or rocket, having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, or any device similar to the above. <i>*Notify law enforcement; weapons form required; Notify Principal Supervisor</i>
SEC	Level 7	
BHS	Bullying	
ELEM	Level 4-6	“Bullying” means any pattern of harassment, intimidation, threatening behavior, physical acts, verbal or electronic communication directed toward a student or group of students that results in or is reasonably perceived as being done with the intent to cause negative educational or physical results for the targeted individual or group and is communicated in such a way as to disrupt or interfere with the school's educational mission or the education of any student; *‘‘Threatening behavior’’ means any pattern of behavior or isolated action, whether or not it is directed at another person, that a reasonable person would believe indicates potential for future harm to students, school personnel, or school property. <i>*Bullying investigation form required</i>
SEC	Level 4-6	
BHT	Harassment	
ELEM	Level 4-6	Pestering, bullying, intimidating, or threatening another student, even in jest, on school property or at school-sponsored events. Harassment includes but is not limited to, name calling, slurs, or other oral, written, graphic, or physical conduct of a harassing nature as well as unwelcome verbal or physical conduct of a sexual nature. <i>*Complete Title IX report for incidents of a sexual nature.</i>
SEC	Level 4-6	
FGT	Fighting	
ELEM	Level 3-5	Involves the exchange of mutual, physical contact including, but not limited to, hitting with or without injury.
SEC	Level 3-5	

ARS	Arson	
ELEM	Level 4-5	Intentionally starting a fire or combustion on school property. <i>* Call 911 for Active Fire; notify Principal Supervisor; contact Fire Starter's Program at 405-297-3318</i>
SEC	Level 3-6	
HAZ	Hazing/Initiation	
ELEM	Level 4-5	Activities that endanger an individual's mental or physical health by being required or used, for initiation or entrance into any group.
SEC	Level 3-5	
RIO	Riotous Behavior	
ELEM	Level 4-5	Any use of force or violence, or threat to use force or violence if accompanied by the immediate power of execution, by three or more persons acting together and without the authority of law. <i>*Notify law enforcement; notify Principal Supervisor</i>
SEC	Level 3-5	
BS	Assault and/or Battery against another Student	
ELEM	Level 4-6	Any willful or unlawful use of force or violence upon the person of another student.
SEC	Level 4-6	
BE	Assault and/or Battery Against School Personnel	
ELEM	Level 5-6	Force or violence upon a staff member or volunteer regardless of whether the staff member or volunteer was the intended victim. <i>*Notify law enforcement; notify Principal Supervisor; notify Risk Management</i>
SEC	Level 5-6	
SO	Sexual Offenses	
ELEM	Level 4-6	Lewd sexual behaviors, including but not limited to, welcomed or unwelcomed sexual contact, offensive touching, indecent exposure, or other sexual acts. <i>*Notify law enforcement; notify Principal Supervisor; complete Title IX report</i>
SEC	Level 4-6	
RAP	Sexual Assault	
ELEM	Level 6	The sexual exploitation, forcible penetration, or an act of sexual contact on the body of another person, male or female, without his or her consent. <i>*Notify law enforcement; notify Principal Supervisor; complete Title IX report</i>
SEC	Level 6	