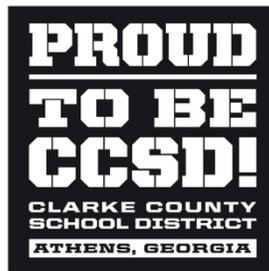




CLARKE COUNTY
SCHOOL DISTRICT
CODE OF STUDENT CONDUCT
2017-18



FOREWARD

Georgia law says that the Clarke County School District (“CCSD”) Board of Education must have policies “designed to improve the student learning environment by improving student behavior and discipline.” These policies must include a Code of Conduct that contains standards for student behavior and discipline consequences. Rather than merely being a list of “dos and don’ts” for our students, in this Code of Student Conduct (“Code”) we also highlight CCSD’s determination (a) to help our students to meet behavioral standards through student support services; (b) to use consistent progressive discipline policies and practices, and (c) to engage parents¹ in support of their student’s behavior and academic performance.

This Code also states our promise to go beyond what is required by law by emphasizing the importance of school culture and climate to student success through faithful use of the Positive Behavioral Interventions and Supports (PBIS) framework in each CCSD school and through the use of fair, consistent, and progressive discipline when necessary.

The CCSD Board of Education believes that our district staff and school-level teachers, administrators, counselors, social workers, psychologists, nurses, paraprofessionals, bus drivers, maintenance personnel, and cafeteria workers – indeed every CCSD employee – form a community with our students, their parents, members of the broader Clarke County community (e.g., people in the business, government, faith, nonprofit, and other organizations). This Code is the product of an effort by members of this community working together seeking to make our schools and classrooms supportive and joyful places for learning and teaching. It is intended to be a living document. As we put this Code into action, we will make necessary changes to reach our community goal of keeping students safe, in school, and flourishing.

The CCSD Policies regarding student discipline can be found on the school district website www.clarke.k12.ga.us/policy in the online policy manual. Policies of particular interest are:

- JB - Student Attendance
- JC - Student Rights and Responsibilities
- JCAB - Interviews and Searches of Students
- JCAC - Harassment
- JCD - Student Behavior Code
- JCDAB - Student Alcohol Use
- JCDAD - Bus Conduct
- JCDAE - Weapons
- JCDAF - Use of Electronic Devices by Students
- JCDAG - Bullying
- JCDB - Student Dress Code
- JDA - Corporal Punishment
- JDC - Probation
- JDD - Student Suspension
- JDF - Teacher Authority to Remove Students from Classrooms
- JGF - Seclusion or Restraint of Students

In this Code, we use the word “parent” or “parents” to mean biological or adoptive parents, guardians, or any other adult caregivers who have the responsibility of assuring the wellbeing of one of our students.

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Para asistencia con la traducción de este informe, por favor póngase en contacto con Alex Borges al correo electrónico: borgesa@clarke.k12.ga.us o al teléfono 706.546.7721, extensión 20728.

INTRODUCTION

CLARKE COUNTY SCHOOL DISTRICT PURPOSE: By adopting this Code, the CCSD Board (1) creates a consistent set of expectations for the behavior of all students; (2) reinforces positive behavior and provide students with opportunities to develop appropriate behavior skills; and (3) outlines the interventions and consequences for students who engage in inappropriate behavior.

CLARKE COUNTY SCHOOL DISTRICT VISION: Our vision is for all students to graduate as life-long learners with the knowledge, skills, and character to succeed in our community and the global society.

CLARKE COUNTY SCHOOL DISTRICT MISSION: In partnership with families and the community, our mission is to inspire students to achieve at high academic levels through challenging and innovative learning opportunities that support the development of students' individual talents.

CLARKE COUNTY SCHOOL DISTRICT STATEMENT OF NON-DISCRIMINATION: The Clarke County Board of Education and School District do not discriminate on the basis of race, religion, color, sex, sexual orientation, age, national origin, handicap, or disability in its educational programs, activities, or employment policies.

BELIEFS AND COMMITMENTS:

- All students have the responsibility to work to the best of their abilities, to attend school daily unless they have a legitimate excuse; to contribute to maintaining a safe and supportive school environment; to accept responsibility for their actions; to hold themselves to high standards of conduct, and to show respect for themselves and other students and all others in the school community.
- CCSD schools commit to supporting families in the education of their children. School staff will work collaboratively with parents to help students succeed. We achieve this by keeping parents informed of their children's behavior – both positive and negative, treating them as partners in working on areas of concern, and always informing them directly when out-of-school discipline is being imposed. All staff will treat students and parents with respect and courtesy. We ask that parents, in turn, be respectful and courteous to CCSD teachers and staff, other parents, and students while on school premises or at school functions, or when communicating by phone or email.
- School safety and academic success are best achieved when all school staff build positive relationships with students, parents, and the community and are actively engaged in their lives and learning. We support high standards of behavior by teaching and modeling such behavior, and by consistently demonstrating positive behavior in our interactions with students and each other.
- Effective and engaging instruction and classroom management are also highly important elements of effective discipline. CCSD will provide appropriate training to our teachers and staff to assure high quality classroom instruction and behavior management.
- The primary purpose of school discipline is to teach, not to punish. School discipline is best accomplished by preventing misbehavior before it occurs, and by using effective responses after it occurs. School discipline that is paired with meaningful instruction and guidance offers students an opportunity to learn from their mistakes and contribute to the school community, and is more likely to result in getting the student back to learning.
- Effective school discipline increases the amount of time a student spends learning and reduces as much as possible the amount of time a student is removed from the classroom. The use of out-of-school suspensions, expulsions, and referrals to alternative education settings should be as limited as possible. Our priority is to keep students in class whenever school safety and continuation of the educational process allow.

- Schools should use appropriate support services to provide effective guidance to students to help them meet social and academic standards within the school community. CCSD will ensure that support services are readily accessible to all students who require such assistance.
- Discipline must and will be carried out with respect for and in compliance with the due process rights of students and parents under federal and state law as outlined on pages 23-25 of this Code.

✦ EXPECTED STUDENT BEHAVIORS ✦

All CCSD students are expected to:

Contribute to a safe school environment. Students should engage in behaviors that promote a safe school environment, free from disruption, and should encourage their peers to support a positive learning environment.

Show respect for self and all members and visitors of the school community. Students must follow directions, use acceptable and courteous language, avoid being disrespectful and follow school rules and procedures. All students should support the achievements and efforts of others, including personal respect and respect of others' property.

Engage fully in the learning process. Students should report to school and class on time, attend all regularly scheduled classes, remain in class until excused or dismissed and engage in instruction. Students must maintain academic integrity and appropriately use instructional materials, including learning technologies.

Student behaviors that detract from meeting these expectations and that may trigger disciplinary consequences are listed and defined beginning on page 12.

✦ PREVENTATIVE AND RESTORATIVE PRACTICES ✦

CCSD is committed to the principles of preventive and restorative practices. The goal of preventive and restorative practices is to repair harm caused by misbehavior through discovering what happened, what harm was caused, and determining what can be done to right the harm, and what can be done in the future to avoid additional problems. Examples of restorative practices include formal and informal conferences with students about their behavior and restorative circles.

Our commitment to a preventive and restorative approach to student behavior is reflected in our use of Positive Behavioral Interventions and Supports (PBIS). PBIS is an evidence-based framework that assists school teams in improving the quality of school life, otherwise known as “school climate.” Every CCSD school has developed an individual PBIS plan designed to create a positive school climate. PBIS is an evidence-based framework that assists school teams in implementing systems change. In general, the plans focus on (a) teaching expectations at the beginning of each year and re-teaching as needed, (b) acknowledging when students meet behavioral expectations, thus improving motivation and engagement, and, (c) examining when, where, and why misbehaviors are occurring to find solutions and address any unmet needs. In general, the plans focus on preventing problems by providing students with meaningful, positive feedback to improve motivation, engagement and performance, and by teaching expectations at the beginning of each year, reviewing expectations as necessary, and treating minor misbehavior as a learning opportunity. Teaching desired behaviors to reduce misconduct as much as possible is based on three principles:

- All behavior is learned
- Any repeated behavior is serving a purpose for the student
- Student behavior can be changed

★ PROGRESSIVE DISCIPLINE PRACTICES ★

Despite efforts to prevent student misconduct, we know students may sometimes behave in ways that do not meet the expectations outlined in the above-mentioned Part II of this Code. These behaviors will be addressed and corrected through appropriate discipline responses as outlined on pages 10-11 of this Code and, if appropriate, by providing student support services as discussed below under “Student Support Services.”

We are committed to the principles of progressive discipline. This means that when a student misbehaves, the seriousness of the consequence selected is determined by the seriousness of the misbehavior and the prior discipline history of the student. The types of responses that may be used by CCSD teachers and administrators and the circumstances under which they may be used are outlined in detail in the Progressive Discipline Matrix found on pages 29-32 of this Code.

The most serious discipline consequence that can be imposed on a student is out-of-school suspension or expulsion. It is the practice of CCSD that out-of-school suspensions or expulsions will only be used (a) if prior less serious responses have been used, but have not been successful in correcting the student’s behavior, (b) if suspension is necessary to assure the safety of the student or others, (c) if suspension is necessary to allow continuation of the educational process, or (d) if suspension is required by law.

Progressive discipline means the interventions and responses become more and more serious if student misbehavior continues. Based on the circumstances of a disciplinary offense, Principals have the authority and discretion to impose interventions and responses ranked higher or lower on the Progressive Behavior Matrix than indicated for each behavior. School administrators are encouraged to consult with the CCSD superintendent or someone the superintendent asks to consult on such exceptions.

★ STUDENT SUPPORT SERVICES ★

CCSD provides a variety of resources to help address student behavior problems as outlined on pages 8-9 of this Code. These supports are available to every student and include the district’s school counselors, school social workers, school psychologists, behavior specialists, and a variety of community agencies that partner with our schools.

As schools address student behavioral challenges, we will take into consideration support processes to help students resolve such problems. Support services may be used (a) as part of a preventative effort to address early low-level behaviors before they become more serious, (b) together with a disciplinary consequence in response to inappropriate behavior, or (c) as part of a reentry program for student returning to school after an out of school suspension or expulsion.

CCSD teachers and staff will evaluate the need for support services when a student engages in repeated negative behaviors. If parents believe that their child needs assistance, they are encouraged to begin with their classroom teacher, school counselor, school social worker, school psychologist, behavior specialist, or school administrator and they can be referred to the district level as needed.

★ PARENT ENGAGEMENT ★

CCSD expects that parents, teachers, and school administrators will work closely and regularly together to assure excellent academic performance and good student behavior. CCSD schools and the district office will be places where parents are warmly welcomed and treated with courtesy and respect.

Confidentiality is an important part of student discipline. Federal and state laws require that CCSD protect the confidentiality of individual student personal information including any disciplinary action. Parents sometimes ask about disciplinary actions imposed on students other than their own. CCSD is unable to provide this information.

★ WHEN THE CODE APPLIES AND AUTHORITY OF SCHOOL LEADERS ★

The Code of Student Conduct applies:

- On school property, including buses and bus stops in the community
- Off school property while attending and/or traveling to or from a school-related activity, function, or event
- Any conduct of a student outside of school hours or away from school that could result in the student being criminally charged with a felony and which makes the student's continued presence at school a potential danger to persons or property at the school or which disrupts the educational process. This may include conduct outside of school via social media. (O.C.G.A. § 20-751.5(c)).

The principal is the designated leader of the school and, with the staff, is charged by the superintendent with the safe and orderly operation of the school. In case of disciplinary violations not covered by this Code, the principal may impose reasonable corrective measures that he or she believes to be in the best interest of the student involved and the school.

The Progressive Behavior Matrix is a *guideline* for school leaders to use when providing interventions and responses for student misbehavior. Based on the circumstances of a disciplinary violation, principals have the authority and discretion to impose consequences ranked higher or lower or outside of the Progressive Behavior Matrix than indicated for each behavior except in cases where state law requires certain actions.

★ INFORMATION ON SEARCHES AND STUDENT INTERVIEWS AT SCHOOL ★

- School administrators and/or their designated representatives have the authority to conduct a reasonable search of students and their possessions. Lockers, desks, personal effects (e.g., purse, book bag, etc.), and vehicles when on school property, or at any school function or activity, may be searched at any time based on reasonable suspicion and illegal items or contraband seized.
- A student found in possession of an illegal or prohibited item when it is found in or on the person of the student or in his/her personal effects, in his/her locker, or in a student's vehicle on school property or at any school function or activity off school property.
- School officials may interview students regarding potential violations of the Code of Student Conduct without parental notification as required during the course of an investigation.

★ ANNUAL REVIEW ★

This Code will be reviewed and updated annually. Students, parents, and other community members will be asked to join district and school level staff in the review process. Comments and suggestions may be directed to the attention of the district's Executive Director of Policy and School Support Services or the district's Disciplinary Hearing Officer at the CCSD's District Administrative Offices, 440-1 Dearing Extension, Athens, GA 30606.

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STUDENT SUPPORT/ RESPONSE TO INTERVENTION PROCESSES

The Clarke County School District uses a variety of resources that are available to every student within the district to help address student behavioral problems. The school's Response To Intervention (RTI) processes for addressing student behavioral challenges will include appropriate consideration of tiered interventions to help students resolve such problems.

	TIER DESCRIPTION	TYPE OF INTERVENTIONS
T I E R 1	<p>STANDARDS-BASED CLASSROOM LEARNING - Tier 1 represents effective, strategic, and expert instruction available in all classrooms, including developmental domains such as behavioral and social development.</p> <p>Positive Behavioral Interventions and Supports (PBIS) is implemented with fidelity, and is necessary to ensure all students have access to quality instruction. This fidelity of implementation ensures 80-100% of students are successful in the general education classroom. All students participate in social-emotional learning education that includes:</p> <ul style="list-style-type: none"> ● Universal behavior screenings to target groups in need of specific instructional support ● Implementation of a PBIS classroom management system ● Differentiation of behavior instruction ● Progress monitoring of learning through classroom behavior tracking 	<ul style="list-style-type: none"> ● Teacher uses a PBIS Classroom Management System maximizing classroom structure, to include: <ul style="list-style-type: none"> ○ Continuous teaching, re-teaching, modeling of classroom expectations and procedures ○ System for recognizing appropriate behaviors ○ System for addressing inappropriate behaviors ○ Initiates and maintains relationships with students and families ○ Student behavior tracking is used to monitor frequency of behaviors and interventions and responses applied for monitoring of student progress ● Verbal warning and re-teaching of expectation(s) ● Error corrections ● Differential reinforcement ● Response cost (token economies) ● Written reflection ● Written apology ● Seating change ● Teacher/student conference ● Teacher/parent conference ● Other evidence-based interventions
T I E R 2	<p>NEEDS BASED LEARNING - In addition to Tier 1, targeted students participate in learning differentiated by including:</p> <ul style="list-style-type: none"> ● A standard intervention protocol process for identifying and providing evidence-based interventions derived from need and resources ● Ongoing progress monitoring to measure student response to intervention and guide decision-making <p>Tier 2 interventions should be in place for students who are not being sufficiently successful with Tier 1 interventions alone. Tier 2 interventions should be pre-planned, developed, and supported at the school level. Tier 2 interventions are not a substitution for Tier 1 instruction, but are</p>	<ul style="list-style-type: none"> ● Referral to RTI/SST team <ul style="list-style-type: none"> ○ An interdisciplinary group using a systematic process to address learning and/or behavior challenges ● Evidence-based individualized behavior plan reinforced at a higher frequency ● Parent accompanies student to school if parent agrees and as part of contractual requirements ● Referral to social skills group <ul style="list-style-type: none"> ○ Conducted by school counselor or other school staff using evidence-based curriculum to provide skills using appropriate replacement behaviors ● Referral to check-in/check-out <ul style="list-style-type: none"> ○ A program designed to help students monitor their own behavior with the assistance of a school-based mentor and daily/weekly behavior progress reports ● Referral to school counselor ● Referral to community-based health or mental health services, or other

T I E R 2	layered in addition to the Tier 1 instruction that is provided. Before determining that Tier 2 support is needed, teachers/administrators must ensure that the student has sufficient access to Tier 1 supports in the classroom. There should be classroom behavior data to help support a movement within the tiers.	<p>other community-based organization</p> <ul style="list-style-type: none"> ● Change in schedule or class, if applicable ● School-based behavior wraparound meeting <ul style="list-style-type: none"> ○ A process for gathering school, family, and community resources to determine ways of best supporting student needs
T I E R 3	<p>SST-DRIVEN LEARNING - In addition to Tier 1 and Tier 2, targeted students in Tier 3 participate in learning differentiated by including:</p> <ul style="list-style-type: none"> ● Intensive, formalized problem-solving to identify individual student needs ● Targeted research-based interventions tailored to individual needs ● Frequent progress monitoring and analysis of student response to intervention(s) <p>Tier 3 is a unique individual, diagnostic, data driven instructional problem-solving process where the question about a student expands to include the “why” as well as the “what.” This is the point where specialists (school psychologists, intervention specialists, behavior specialists, counselors, social workers, speech-language pathologists, etc.) often participate in the problem solving process if they have not already been involved at Tiers 1 and 2</p>	<ul style="list-style-type: none"> ● Referral to RTI/SST Team <ul style="list-style-type: none"> ○ An interdisciplinary group that uses a systematic process to address learning and/or behavior challenges ● Referral to district behavior specialist <ul style="list-style-type: none"> ○ A process for gathering information to understand the function and purpose of behavior in order to write an effective intervention plan ○ Observations made and data collected during a Functional Behavioral Assessment will assist SST team in creating a specific behavior intervention plan ● Referral to District behavior wraparound team (elementary only) for consideration of intensive supports <ul style="list-style-type: none"> ○ A process for gathering district, school, family, and community resources to determine ways of best supporting student needs
T I E R 4	<p>SPECIALLY-DESIGNED LEARNING - In addition to Tiers 1 through 3, targeted students participate in:</p> <ul style="list-style-type: none"> ● Specialized programs, methodologies, or instructional deliveries ● Greater frequency of progress monitoring of student response to intervention <p>Tier 4 is developed for students who need additional supports and meet eligibility criteria for special program placement including English to Speakers of Other Languages (ESOL), gifted education, and special education. With three effective tiers in place prior to specialized services, more struggling students will be successful and will not require this degree of intervention. Tier 4 does not represent a location for services, but indicates a layer of interventions that may be provided in the general education class or in a separate setting.</p>	<ul style="list-style-type: none"> ● Referral to SPED Coordinator/District Behavior Specialist. <ul style="list-style-type: none"> ○ A process for gathering information to understand the function and purpose of behavior in order to write an effective intervention plan ○ Observations made and data collected during a Functional Behavioral Assessment will assist SST team in creating a specific behavior intervention plan ● Referral to District behavior wraparound team (elementary only) for consideration of intensive supports <ul style="list-style-type: none"> ○ A process for gathering district, school, family, and community resources to determine ways of best supporting student needs

PROGRESSIVE DISCIPLINE PRACTICES

SCHOOL-BASED INTERVENTIONS AND DISCIPLINARY RESPONSES

Clarke County School District takes a schoolwide approach to promoting positive behavior. The district strives to infuse social emotional learning into a culturally responsive curriculum that engages students. Faculty and staff meet regularly to ensure there is a comprehensive student support program in place including counseling services, opportunities for social-emotional learning, student engagement opportunities, and prevention/intervention behavioral supports to encourage and motivate pro-social student behavior and positive connection to the school community. All schools have systems in place for early identification of students in need of intervention and/or support services. This progressive intervention and disciplinary response model is divided into four levels. Each level represents progressively more serious misbehavior and discipline response. The level of response imposed shall be based on the severity of the misbehavior and should be used in a graduated fashion. For example, Step 1 responses should typically come before Step 2 responses, and if behaviors continue, staff should increase the disciplinary response.

	TYPE OF INTERVENTION	INTERVENTIONS	RESPONSES
STEP 1	<p>Step 1 Interventions and Responses are used for minor acts of misconduct that interfere with orderly classroom expectations and procedures or a student's own learning process.</p> <p>These interventions aim to teach correct and alternative behavior so students can learn and demonstrate safe and respectful behavior.</p> <p>Teachers are encouraged to try a variety of teaching and classroom management strategies. Teachers should use these responses in a progressive fashion and should document application of interventions and responses through classroom behavior data tracking.</p>	<p>Teachers may utilize any of the interventions and responses appropriate for the situation, including, but not limited to the following:</p> <ul style="list-style-type: none"> ● Verbal warning and re-teaching of expectation(s) ● Error corrections (gently stopping the error and providing as much assistance as the learner needs, at the part of the skill where the error was made, to perform the skill without making another error) ● Differential reinforcement (reinforcing only the appropriate response or behavior you wish to increase and applying extinction to all other responses) ● Planned ignoring (when an adult ignores minor irritants or silliness) ● Response cost (token economies) ● Written reflection ● Written apology ● Seating change ● Teacher/student conference ● Teacher/parent conference ● Other evidence-based strategies that align with PBIS 	<ul style="list-style-type: none"> ● Loss of privilege ● Time-out from reinforcement (procedure in which a child is placed for a short amount of time-no longer than 30 minutes) in a different, less-rewarding situation or setting whenever he or she engages in undesirable or inappropriate behaviors) ● Silent lunch ● Other administrative-approved responses
STEP 2	<p>Step 2 Interventions and Responses are used for intermediate acts of misconduct that may require administrative interventions/responses.</p> <p>These acts include, but are not limited to, repeated unrelated acts of minor misconduct and misbehaviors directed against persons or property, but which do not seriously endanger the health, safety, or wellbeing of others.</p> <p>These interventions/responses can involve the school administrative team and aim to correct behavior by stressing the seriousness</p>	<p>Students responsible for an offense in this category may receive any of the interventions and/or responses appropriate for the situation as determined by the principal or designee, including, but not limited to the following:</p> <ul style="list-style-type: none"> ● Any/continuation of the above Interventions in Step 1 ● Individualized behavior plan reinforced at a higher frequency ● Parent accompanies student to school if parent agrees and as part of contractual requirements ● Referral to social skills group ● Referral to check-in/check-out ● Referral to school counselor 	<ul style="list-style-type: none"> ● Any of the above responses ● Reprimand/verbal warning by appropriate administrator ● Detention (secondary only) ● Administrative timeout-(elementary only) ● ISS (secondary only) ● Other administrative-approved responses

<p style="text-align: center;">S T E P 2</p>	<p>of the behavior while supporting the student in school.</p>	<ul style="list-style-type: none"> ● Referral to RTI team ● Referral to community-based health or mental health services, or other community-based organization ● School-based behavior wraparound meeting to brainstorm interventions and supports for student/family ● Other evidence-based interventions that align with PBIS 	
<p style="text-align: center;">S T E P 3</p>	<p>Step 3 Interventions and Responses are used for serious acts of misconduct including, but not limited to, repeated misbehavior that is similar in nature, serious disruptions of the school environment, threats to health, safety, or property, and other acts of serious misconduct, and require administrative intervention.</p> <p>Offenses that threaten the health, safety, or well-being of others may result in short-term removal of a student from the school environment because of the severity of the behavior.</p> <p>The duration of the short-term suspension, if issued, is to be limited as much as practicable while adequately addressing the behavior. Student and parent/guardian participation in a conference with the principal is an element of all discipline actions in this category, even if such a conference has previously occurred.</p>	<p>Students responsible for an offense in this category may receive any of the interventions and/or responses appropriate for the situation as determined by the principal or designee, including, but not limited to the following:</p> <ul style="list-style-type: none"> ● Any/continuation of the above Interventions ● Referral to district behavior Specialist/SPED coordinator ● Referral to district behavior wraparound team for consideration of intensive supports (elementary only) ● Other evidence-based interventions that align with PBIS 	<ul style="list-style-type: none"> ● Any of the above responses ● Administrative timeout (elementary only) ● ISS (secondary only) ● Short-term suspension and readmit conference with student and parent(s)/guardian(s) upon return to school ● Contact community resources for mental health assessment ● Other administrative-approved responses
<p style="text-align: center;">S T E P 4</p>	<p>Step 4 Interventions and Responses are used for the most serious acts of misconduct and require administrative intervention.</p> <p>Offenses that pose a serious threat to the health, safety, or well-being of others may result in the immediate removal of a student from the school environment and may also require law enforcement involvement.</p> <p>These interventions/responses focus on monitoring the safety of the school community and ending self-destructive and dangerous behavior. Student and parent/guardian participation in a conference with the principal is an element of all discipline actions in this category, even if such a conference has previously occurred.</p>		<ul style="list-style-type: none"> ● Any of the above responses ● Long term suspension and readmit conference upon return to school ● Expulsion ● Contact law enforcement ● Contact community resources for mental health assessment ● Other administrative-approved responses

DEFINITIONS OF PROHIBITED BEHAVIORS

Definitions, numbers 1-36 and severity level determinations contained herein are aligned with the Georgia Department of Education Discipline Matrix and state reporting guidelines.

1. **Alcohol** - Violation of laws or ordinances prohibiting the manufacture, sale, purchase, transportation, possession, or consumption of intoxicating alcoholic beverages or substances represented as alcohol. Suspicion of students being under the influence of alcohol may be included, if it results in disciplinary action.
 - Severity Level 1 - Unintentional possession of alcohol
 - Severity Level 2 - Under the influence of alcohol without possession
 - Severity Level 3 - Violation of laws prohibiting the manufacture, sale, purchase, transportation, possession, or consumption of alcoholic beverages or substances represented as alcohol

2. **Arson** - Unlawful and intentional damage or attempted damage to any real or personal property by fire or incendiary devices. (Note: Possession of fireworks or incendiary devices must be reported as "Possession of Unapproved Items." Use of such items should be reported as Arson.)
 - Severity Level 1 - N/A
 - Severity Level 2 - Attempt to commit arson or use of matches, lighters or incendiary devices at school; includes but is not limited to the use of fireworks or trashcan fires without damage to school property
 - Severity Level 3 - Intentional damage as a result of arson related activity or the use of an incendiary device; includes but not limited to setting fires to school property

3. **Battery** - Intentional touching or striking of another person to intentionally cause bodily harm. (Note: The key difference between battery and fighting is that fighting involves mutual participation.)
 - Severity Level 1 - Intentional physical attack with the intent to cause bodily harm resulting in no bodily injuries; includes but not limited to pushing, hitting, kicking, shoving, pinching, slapping, and other intentional physical confrontations
 - Severity Level 2 - Intentional physical attack with the intent to cause bodily harm resulting in mild or moderate bodily injuries; includes but not limited to pushing, hitting, kicking, shoving, pinching, slapping, and other physical confrontations that result in mild or moderate injuries
 - Severity Level 3 - Intentional physical attack with the intent to cause bodily harm resulting in severe injuries or any physical attack on school personnel; Severity Level 3 may be used for students that violate the school policy on battery three or more times during the same school year; includes but not limited to choking, pushing, hitting, kicking, shoving, pinching, slapping, and other physical confrontations resulting in severe injuries; includes any physical attack on school personnel; includes incidents serious enough to warrant calling the police or security. In cases of physical violence against a teacher, school bus driver, or other school officials or employees, reference O.C.G.A. § 20-2-751.6 for additional requirements.

4. **Breaking and Entering (Burglary)** - Unlawful or unauthorized forceful entry into a school building or vehicle (with or without intent to commit theft). (Note: The key difference between Trespassing and Breaking and Entering-Burglary is that Trespassing does not include forceful entry into the school building.)
 - Severity Level 1 - N/A
 - Severity Level 2 - N/A
 - Severity Level 3 - Unlawful or unauthorized forceful entry into a school building or vehicle (with or without intent to commit theft)

5. **Computer Trespass** - Use of a school computer for anything other than instructional purposes or unauthorized use of a computer or computer network with the intention of deleting, obstructing, interrupting, altering, damaging, or in any way causing the malfunction of the computer, network, program(s) or data
- Severity Level 1 - N/A
 - Severity Level 2 - Unauthorized use of school computer for anything other than instructional purposes. See above. Includes but not limited to computer misuse, using computer to view or send inappropriate material, and violation of school computer use policy
 - Severity Level 3 - Unauthorized use of a computer or computer network with the intention of deleting, obstructing, interrupting, altering, damaging, obtaining confidential information or in any way causing the malfunction of the computer, network, program(s) or data; includes disclosure of a number, code, password, or other means of access to school computers or the school system computer network without proper authorization. See above. Includes but not limited to hacking
6. **Disorderly Conduct** - Any act that substantially disrupts the orderly conduct of a school function, substantially disrupts the orderly learning environment, or poses a threat to the health, safety, and/or welfare of students, staff or others. Includes inciting, advertising, or counseling of others to engage in prohibited acts. (Includes disruptive behaviors on school buses.)
- Severity Level 1 - Creating or contributing to a moderate disturbance that substantially disrupts the normal operation of the school environment, but doesn't pose a threat to the health or safety of others; includes but not limited to general bus misbehavior, spitting on property or persons, encouraging disruptive behavior
 - Severity Level 2 - Creating or contributing to a severe disturbance that substantially disrupts the normal operation of the school environment but doesn't pose a threat to the health or safety of others; may represent a repeat action; includes but not limited to general bus misbehavior, spitting on property or persons, encouraging disruptive behavior
 - Severity Level 3 - Creating or contributing to a severe disturbance that substantially disrupts the school environment or poses a threat to the health and safety of others. Severity Level 3 may be used for students that violate the school policy on disorderly conduct three or more times during the same school year; includes but not limited to disruptive behavior on school bus, misbehavior during a fire drill or other safety exercise
7. **Drugs, Except Alcohol and Tobacco** - Unlawful use, cultivation, manufacture, distribution, sale, purchase, possession, transportation, or importation of any controlled drug or narcotic substance, or equipment or devices used for preparing or using drugs or narcotics; or any medication prescribed to a student or purchased over-the-counter and not brought to the office upon arrival to school. Middle and high school students are allowed to carry over the counter non-prescription medications on their persons, in book bags, or in lockers only if a school medication consent form is completed and signed by a parent or guardian. This form should be on file in the office with the school nurse
- Severity Level 1 - Unintentional possession of prescribed or over the counter medication. Does not include the possession of narcotics or any illegal drugs. See above. Does not include auto-injectable epinephrine as properly administered pursuant to O.C.G.A.§ 20-2-776
 - Severity Level 2 - Any medication prescribed to a student or purchased over-the-counter and not brought to the office upon arrival to school. See above. Does not include auto-injectable epinephrine as properly administered pursuant to O.C.G.A.§ 20-2-776
 - Severity Level 3 - Unlawful use, cultivation, manufacture, distribution, sale, purchase, possession, transportation, or importation of any controlled drug or narcotic substance, or equipment or devices used for preparing or using drugs or narcotics. See above. Does not include auto-injectable epinephrine as properly administered pursuant to O.C.G.A.§ 20-2-776

- 8. Fighting** - Mutual participation in a fight involving physical violence where there is no one main offender and intent to harm (Note: The key difference between fighting and battery is that fighting involves mutual participation.)
- Severity Level 1 - A physical confrontation between two or more students with the intent to harm resulting in no bodily injuries;/ no injuries
 - Severity Level 2 - A physical confrontation between two or more students with the intent to harm resulting in mild or moderate bodily injuries. Mild or moderate injuries may include but are not limited to scratches, bloody noses, bruises, black eyes, and other marks on the body
 - Severity Level 3 - A physical confrontation between two or more students with the intent to harm resulting in severe bodily injuries. Severity Level 3 may be used for students that violate the school policy on fighting three or more times during the same school year. Repeated physical confrontations resulting in severe injuries that require medical attention
- 9. Homicide** - Killing of one human being by another
- Severity Level 1 - N/A
 - Severity Level 2 - N/A
 - Severity Level 3 - Killing of a human being; includes but is not limited to shooting, stabbing, choking, bludgeoning, etc.
- 10. Kidnapping** - The unlawful and forceful abduction, transportation, and/or detention of a person against his/her will
- Severity Level 1 - N/A
 - Severity Level 2 - N/A
 - Severity Level 3 - The unlawful and forceful abduction, transportation, and/or detention of a person against his/her will. See above
- 11. Larceny/Theft** - The unlawful taking of property belonging to another person or entity (e.g., school) without threat, violence, or bodily harm. (Note: The key difference between larceny/theft and robbery is that the threat of physical harm or actual physical harm is involved in a robbery.)
- Severity Level 1 - The unlawful taking of property belonging to another person or entity that does not belong to the student with a value between \$25 and \$100; includes but not limited to theft by taking, theft by receiving stolen property, and theft by deception
 - Severity Level 2 - The unlawful taking of property belonging to another person or entity that does not belong to the student with a value between \$100 and \$250; includes but not limited to theft by taking, theft by receiving stolen property, and theft by deception
 - Severity Level 3 - The unlawful taking of property belonging to another person or entity that does not belong to the student with a value exceeding \$250. Severity Level 3 may be used for students that violate the school policy on larceny/theft three or more times during the same school year; includes but not limited to theft by taking, theft by receiving stolen property, and theft by deception
- 12. Motor Vehicle Theft** - Theft or attempted theft of any motor vehicle
- Severity Level 1 - N/A
 - Severity Level 2 - N/A
 - Severity Level 3 - Theft or attempted theft of any motor vehicle; includes but not limited to cars, trucks, ATVs, golf carts, etc.
- 13. Robbery** - The taking of, or attempting to take, anything of value that is owned by another person or organization under confrontational circumstances by force or threat of force or violence and/or by putting the victim in fear. (Note: The key difference between robbery and larceny/theft is that the threat of physical harm or

actual physical harm is involved in a robbery.)

- Severity Level 1 - N/A
- Severity Level 2 - Robbery without the use of a weapon. taking something by force, or threat of force
- Severity Level 3 - Robbery with the use of a weapon; weapons may include but are not limited to guns, knives, clubs, razor blades, etc.

14. Sexual Battery - Oral, anal, or vaginal penetration against the person's will or where the victim did not or is incapable of giving consent; touching of private body parts of another person either through human contact or using an object forcibly or against the person's will or where the victim did not or is incapable of giving consent

- Severity Level 1 - N/A
- Severity Level 2 - N/A
- Severity Level 3 - Oral, anal, or vaginal penetration against the person's will or where the victim did not or is incapable of giving consent; touching of private body parts of another person either through human contact or using an object forcibly or against the person's will or where the victim did not or is incapable of giving consent: includes but is not limited to rape, fondling, child molestation, indecent liberties, and sodomy

15. Sexual Harassment - Non-physical and unwelcome sexual advances, lewd gestures or verbal conduct or communication of a sexual nature; requests for sexual favors; gender-based harassment that creates an intimidating, hostile, or offensive educational or work environment

- Severity Level 1 - Comments that perpetuate gender stereotypes or suggestive jokes that are not directed towards specific individuals; includes but not limited to insensitive or sexually suggestive comments or jokes
- Severity Level 2 - Comments that perpetuate gender stereotypes, suggestive jokes or lewd gestures that are directed towards specific individuals or group of individuals; includes but not limited to insensitive or sexually suggestive comments or jokes; leering
- Severity Level 3 - Physical or non physical sexual advances; requests for sexual favors; Severity Level 3 may be used for students that violate the school policy on sexual harassment three or more times during the same school year. See above.

16. Sex Offenses - Unlawful sexual behavior, sexual contact without force or threat of force, or possession of sexually explicit images; can be consensual

- Severity Level 1 - Inappropriate sexually-based physical contact including but not limited to public groping, inappropriate bodily contact, or any other sexual contact not covered in Levels 2 or 3; public groping or inappropriate bodily contact
- Severity Level 2 - Inappropriate sexually-based behavior including but not limited to sexting, lewd behavior, possession of pornographic materials; simulated sex acts
- Severity Level 3 - Engaging in sexual activities on school grounds or during school activities; oral, anal or vaginal penetration; pimping; prostitution; indecent exposure of private body parts

17. Threat/Intimidation - Any threat through written or verbal language or act which creates a fear of harm and/or conveys a serious expression of intent to harm or violence without displaying a weapon and without subjecting the victim to actual physical attack

- Severity Level 1 - N/A
- Severity Level 2 - Physical, verbal or electronic threat which creates fear of harm without displaying a weapon or subjecting victims to physical attack
- Severity Level 3 - Schoolwide physical, verbal or electronic threat which creates fear of harm without displaying a weapon or subjecting victims to physical attack (Note: Students that display a pattern of behavior that is so severe, persistent, or pervasive so as to have the effect of substantially interfering

with a student's education, threatening the educational environment, or causing substantial physical harm, threat of harm or visibly bodily harm may be coded as bullying; includes but not limited to bomb threats or unauthorized pulling of the fire alarm.)

- 18. Tobacco** - Possession, use, distribution, or sale of tobacco products on school grounds, at school-sponsored events and on transportation to and from school
- Severity Level 1 - Unintentional possession of tobacco products
 - Severity Level 2 - Intentional use of or knowledgeable possession of tobacco products
 - Severity Level 3 - Distribution and/or selling of tobacco products; Severity Level 3 may be used for students that violate the school policy on tobacco three or more times during the same school year
- 19. Trespassing** - Entering or remaining on a public school campus or school board facility without authorization or invitation and with no lawful purpose for entry. (Note: The key difference between Trespassing and Breaking and Entering-Burglary is that Trespassing does not include forceful entry into the school building.)
- Severity Level 1 - N/A
 - Severity Level 2 - Entering or remaining on school grounds or facilities without authorization and with no lawful purpose
 - Severity Level 3 - Entering or remaining on school grounds or facilities without authorization and with no lawful purpose. Refusing to leave school grounds after a request from school personnel; Severity Level 3 may be used for students that violate the school policy on trespassing three or more times during the same school year
- 20. Vandalism** - The willful and/or malicious destruction, damage, or defacement of public or private property without consent, including the marking, defacing, or destroying the property of another student
- Severity Level 1 - N/A
 - Severity Level 2 - Participating in the minor destruction, damage or defacement of school property or private property without permission
 - Severity Level 3 - Participation in the willful/malicious destruction, damage or defacement of school property or private property without permission; Severity Level 3 may be used for students that violate the school policy on vandalism three or more times during the same school year
- 21.** The Georgia Department of Education does not include a state reportable Code #21
- 22. Weapons - Knife** - The possession, use, or intention to use any type of knife. Also see Policy JCDAE for offences regarding a student's possession of a firearm, dangerous weapon, or hazardous object at school
- Severity Level 1 - Unintentional possession of a knife or knifelike item without intent to harm or intimidate
 - Severity Level 2 - Intentional possession of a knife or knife-like item without intent to harm or intimidate
 - Severity Level 3 - Intentional possession, use or intention to use a knife or knife-like item with the intent to harm or intimidate
- 23. Weapons - Other** - The possession, use, or intention to use any instrument or object that is used or intended to be used in a manner that may inflict bodily harm (does not include knives or firearms but does include fireworks). Also see Policy JCDAE for offences regarding a student's possession of a firearm, dangerous weapon, or hazardous object at school
- Severity Level 1 - N/A
 - Severity Level 2 - Unintentional possession of a weapon, other than a knife or firearm, or simile of a weapon that could produce bodily harm or fear of harm; includes but is not limited to razor blades,

straight-edge razors, brass knuckles, blackjacks, bats, clubs, nun chucks, throwing stars, stun guns, tasers, etc.

- Severity Level 3 - Intentional possession and use of any weapon, other than a knife or firearm, in a manner that could produce bodily harm or fear of harm; includes but is not limited to razor blades, straight-edge razors, brass knuckles, blackjacks, bats, clubs, nun chucks, throwing stars, stun guns, and tasers, etc.

24. Other Incident for a State-Reported Disciplinary Action - Any other discipline incident for which a student is administered detention, in-school or out-of school suspension, expelled, suspended from riding the bus, assigned to an alternative school, referred to court or juvenile system authorities, or removed from class at the teacher's request (pursuant to O.C.G.A.§ 20-2- 738)

- Severity Level 1 - Any other discipline incident for which a student is administered detention, in-school or out-of-school suspension, expelled, suspended from riding the bus, assigned to an alternative school, referred to court or juvenile system authorities, or removed from class at the teacher's request (pursuant to O.C.G.A.§ 20-2- 738)
- Severity Level 2 - Severity Level 2 should be used for students who display a pattern of violating local school policies not listed among the state incident types; includes but is not limited to parking violations, etc.
- Severity Level 3 - N/A

25. Weapons - Handgun - Possession of a firearm that has a short stock and is designed to be held and fired by the use of a single hand; and any combination of parts from which a firearm described above can be assembled. Note: This definition does not apply to items such as toy guns, cap guns, bb guns, and pellet gun [Pursuant to Gun-Free Schools Act - Public Law 107-110, Section 4141]. Also see Policy JCDAE for offences regarding a student's possession of a firearm, dangerous weapon, or hazardous object at school

- Severity Level 1 - N/A
- Severity Level 2 - N/A
- Severity Level 3 - Intentional or unintentional possession or use of a handgun in a manner that could produce bodily harm or fear of harm

26. Weapons - Rifle/Shotgun - The term "rifle" means a weapon designed or redesigned, made or remade, and intended to be fired from the shoulder and designed or redesigned and made or remade to use the energy of an explosive to fire only a single projectile through a rifled bore for each single pull of the trigger. The term "shotgun" means a weapon designed or redesigned, made or remade, and intended to be fired from the shoulder and designed or redesigned and made or remade to use the energy of an explosive to fire through a smooth bore either a number of ball shot or a single projectile for each single pull of the trigger. [Pursuant to Gun-Free Schools Act - Public Law 107-110, Section 4141]. Also see Policy JCDAE for offences regarding a student's possession of a firearm, dangerous weapon, or hazardous object at school

- Severity Level 1 - N/A
- Severity Level 2 - N/A
- Severity Level 3 - Intentional or unintentional possession or use of a rifle or shotgun in a manner that could produce bodily harm or fear of harm

27. Serious Bodily Injury - The term "serious bodily injury" means 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 mental faculty

- Severity Level 1 - N/A
- Severity Level 2 - N/A
- Severity Level 3 - Infliction of "bodily harm" that dismembers, disfigures, causes permanent loss of a

limb or function of an organ and causes substantial risk of death

28. Other Firearms - Firearms other than handguns, rifles, or shotguns as defined in 18 USC 921. Includes any weapon (including starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of any explosive; the frame or receiver of any weapon described above; any firearm muffler or firearm silencer; any destructive device, which includes any explosive, incendiary, or poison gas (i.e. bomb, grenade, rocket having a propellant charge more than four ounces, missile having an explosive or incendiary charge of more than ¼ ounce, mine, or similar device); any weapon which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than ½ inch in diameter; any combination or parts either designed or intended for use in converting any device into any destructive device described above, and from which a destructive device may be readily assembled. (NOTE: This does not include toy guns, cap guns, bb guns, pellet guns, or Class-C common fireworks). [Pursuant to Gun-Free Schools Act - Public Law 107-110, Section 4141]

- Severity Level 1 - N/A
- Severity Level 2 - N/A
- Severity Level 3 - Intentional or unintentional possession or use of any firearms other than rifle, shotgun, or handguns (including starter pistols) and any other destructive device which includes explosives; includes any weapon (including starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of any explosive; the frame or receiver of any weapon described above; any firearm muffler or firearm silencer; any destructive device, which includes any explosive, incendiary, or poison gas (i.e. bomb, grenade, rocket having a propellant charge more than four ounces, missile having an explosive or incendiary charge of more than ¼ ounce, mine, or similar device); any weapon which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than ½ inch in diameter; any combination or parts either designed or intended for use in converting any device into any destructive device described above, and from which a destructive device may be readily assembled. (Note: This does not include toy guns, cap guns, bb guns, pellet guns, or Class-C common fireworks). [Pursuant to Gun-Free Schools Act - Public Law 107-110, Section 4141]. Also see Policy JCDAE for offences regarding a student's possession of a firearm, dangerous weapon, or hazardous object at school

29. Bullying - A pattern of behavior, which may include written, verbal, physical acts, or through a computer, computer system, computer network, or other electronic technology occurring on school property (cyber-bullying), on school vehicles, at designated school bus stops, or at school related functions that is so severe, persistent, or pervasive so as to have the effect of substantially interfering with a student's education, threatening the educational environment, or causing substantial physical harm or visibly bodily harm. Also see Policy JCDAG on bullying for more specific information.

- Severity Level 1 - First Offense of bullying as defined in O.C.G.A. § 20-2-751.4; includes but is not limited to a pattern of unwanted teasing, threats, name-calling, intimidation, harassment, humiliation, hazing, physical attacks, extortion, social exclusion, coercion, spreading of rumors or falsehoods, gossip, stalking, or using any type of electronic means to harass or intimidate
- Severity Level 2 - Second incident of bullying as defined in O.C.G.A. § 20-2-751.4; includes but is not limited to a pattern of unwanted teasing, threats, name-calling, intimidation, harassment, humiliation, hazing, physical attacks, extortion, social exclusion, coercion, spreading of rumors or falsehoods, gossip, stalking, or the use of electronic equipment on school property or using school equipment to harass or intimidate
- Severity Level 3 - Repeated acts, as defined in O.C.G.A. § 20-2-751.4, occurring on school property or school possession that is a willful attempt or threat to inflict injury, or apparent means to do so; any display of force that puts victim at fear of harm; any written, verbal or physical act that threatens,

harasses, or intimidates; causes another person physical harm; interferes with a student's education; so severe and pervasive intimidated or threatens educational environment; includes but is not limited to a pattern of unwanted teasing, threats, name-calling, intimidation, harassment, humiliation, hazing, physical attacks, extortion, social exclusion, coercion, spreading of rumors or falsehoods, gossip, stalking, or the use of electronic equipment on school property or using school equipment to harass or intimidate

30. Other - Attendance Related - Repeated or excessive unexcused absences or tardiness; including failure to report to class, skipping class, leaving school without authorization, failure to comply with disciplinary sanctions, or failure to comply with compulsory attendance as required under O.C.G.A. § 20-2-690.1. The State of Georgia considers a student truant if they have 6 or more unexcused absences. Also see Policy JB on Attendance for more specific information.

- Severity Level 1 - Repeated or excessive unexcused absences or tardiness; including failure to report to class, skipping class, leaving school without authorization, or failure to comply with disciplinary sanctions
- Severity Level 2 - N/A
- Severity Level 3 - N/A

31. Other - Dress Code Violation - Violation of school dress code that includes standards for appropriate school attire. See individual student handbooks for schools that have uniform dress code guidelines.

- Severity Level 1 - Non-invasive and non-suggestive clothing, jewelry, book bags or other articles of personal appearance. Pursuant to local dress codes, dress code violations for Severity Level 1 may include but are not limited to bare feet; trousers, slacks, shorts worn below waist level; no belt; clothing that is excessively baggy or tight; skirts or shorts that are shorter than mid-thigh; sunglasses worn inside the building; hats, caps, hoods, sweatbands and bandanas or other head wear worn inside school building
- Severity Level 2 - Invasive or suggestive clothing, jewelry, book bags or other articles of personal appearance. Pursuant to local dress codes, dress code violations for Severity Level 2 may include but are not limited to depiction of profanity, vulgarity, obscenity or violence; promote the use or abuse of tobacco, alcohol or drugs; creates a threat to the health and safety of other students; creates a significant risk of disruption to the school environment; clothing worn in such a manner so as to reveal underwear, cleavage or bare skin; spaghetti straps, strapless tops, halter tops, see-through or mesh garments or other clothing that is physically revealing, provocative or contains sexually suggestive comments
- Severity Level 3 - Invasive or suggestive clothing, jewelry, book bags or other articles of personal appearance. Severity Level 3 may be used for students that violate the school dress code policy three or more times during the same school year

32. Academic Dishonesty - Receiving or providing unauthorized assistance on classroom projects, assignments or exams

- Severity Level 1 - Intentional receiving or providing of unauthorized assistance on classroom projects, assessments and assignments; may include but is not limited to failure to cite sources
- Severity Level 2 - Intentional plagiarism or cheating on a minor classroom assignment or project; includes but is not limited to intentional dishonesty on minor classroom projects, assignments, homework, etc.
- Severity Level 3 - Intentional plagiarism or cheating on a major exam, statewide assessment or project or the falsification of school records (including forgery); includes but is not limited to cheating on major exams, statewide assessments or other state mandated academic work; includes the falsification of school records; forgery; Severity Level 3 may be used for students that violate the school policy on

academic dishonesty three or more times during the same school year

33. Other - Student Incivility - Insubordination or disrespect to staff members or other students; includes but is not limited to refusal to follow school staff member instructions, use of vulgar or inappropriate language, and misrepresentation of the truth. Includes falsifying, misrepresenting, omitting, or erroneously reporting information regarding instances of alleged inappropriate behavior by a teacher, administrator, or other school employee toward a student.

- Severity Level 1 - Failure to comply with instructions or the inadvertent use of inappropriate language; may include but is not limited to general disrespect for school staff or students; profanity; failure to follow instructions
- Severity Level 2 - Blatant insubordination or the use of inappropriate language directed towards school staff or peers; intentional misrepresentation of the truth/profanity or obscene language directed towards school staff; issuing false reports on other students; insubordination
- Severity Level 3 - Blatant and repeated insubordination or intentional misrepresentation of the truth; issuing false reports on school staff; Severity Level 3 may be used for students that violate the school policy on student incivility three or more times during the same school year.

34. Other - Possession of Unapproved Items (or Unauthorized Use of Cell Phones) - The use or possession of any unauthorized item disruptive to the school environment (including cell phones and mobile devices). Although cell phones may be allowed, please see individual student handbooks for guidelines regarding cell phone possession and use at school. (Note: The use of fireworks or incendiary devices must be coded as Arson.)

- Severity Level 1 - The possession of any unauthorized item; does not include the possession of fireworks, matches, toy weapons, or other items that can be construed as dangerous; includes but is not limited to possession of toys, unauthorized use of cell phones and mobile devices, gadgets, personal items, gum, candy, etc; includes possession of pepper spray
- Severity Level 2 - The use of the any unauthorized item (i.e. toys, cell phones and mobile devices, or gadgets); does not include the possession of fireworks, matches, toy weapons, or other items that can be construed as dangerous; includes but is not limited to use of toys, mobile devices, gadgets, personal items, etc.; includes the use of pepper spray without injury
- Severity Level 3 - The use or possession of unauthorized items including but not limited to toy guns or other items that can be construed as dangerous or harmful to the learning environment; includes the possession of matches, lighters, incendiary devices or fireworks, bullets, stink bombs, CO2 cartridges; includes the use of pepper spray with injury; the use of matches, lighters, incendiary devices or fireworks should be coded as Arson; Severity Level 3 should be used for students who display a pattern of violating the school policy related to unapproved items

35. Gang-Related - Any group of three or more students with a common name or common identifying signs, symbols, tattoos, graffiti, or attire which engage in criminal gang activity. (O.C.G.A. § 16-15-3)

- Severity Level 1 - N/A
- Severity Level 2 - Wearing or possessing gang-related apparel; communicating either verbally or nonverbally to convey membership or affiliation with a gang; possessing or wearing of gang-related clothing, jewelry, emblems, badges, symbols, signs, or using colors to convey gang membership or affiliation; gestures, handshakes, slogans, drawings, etc. to convey gang membership or affiliation; committing any other illegal act or other violation of school policies in connection with gang related activity
- Severity Level 3 - The solicitation of others for gang membership; the defacing of school or personal property with gang-related symbols or slogans, threatening or intimidating on behalf of a gang; the requirement or payment for protection or insurance through a gang; inciting other students to

intimidate or to act with physical violence upon any other person related to gang activity; Severity Level 3 should be used for students who display a pattern of violating the school policy related to gang activity

36. Repeated Offenses - Collection of offenses not previously assigned a state reportable action that occurs on a single or across multiple school days that leads to a state reportable disciplinary action.

- Severity Level 1 - Collection of minor incidents; see above
 - Severity Level 2 - Collection of moderate incidents; see above
 - Severity Level 3 - Collection of severe incidents; see above
-

Student conduct on school buses is a very serious matter. Of particular note:

Students shall be prohibited from acts of physical violence, bullying, battery or physical assault, or verbal assault of other persons on the school bus; disrespectful conduct toward the school bus driver or other persons on the school bus; or other unruly behavior (O.C.G.A. § 20-2-751.5(b)(1)(A)).

Students shall be prohibited from using any electronic devices during the operation of a school bus (including cell phones, pagers, audible radios, tape or compact disc players without headphones, or any other electronic device) in any manner that might interfere with the school bus communications equipment or the school bus driver's operation of the school bus.

Students shall be prohibited from using mirrors, lasers, flash cameras, or any other lights or reflective devices in a manner that might interfere with the school bus driver's operation of the school bus.

ROLE OF LAW ENFORCEMENT IN SCHOOLS

The role of law enforcement in schools is specifically to create and maintain a safe and secure learning environment for students, staff, faculty, parents, and visitors in our schools. The role of police officers in schools is a nationally recognized proven resource of any modern school safety plan that reduces violent behavior. Police in schools keep students safe and support the mission as informal mentors, counselors, and educators on matters of law enforcement. Officers also serve as a resource for students, teachers, and parents on matters pertaining to law enforcement, crime prevention, and awareness. Clear evidence exists that healthy relational bonds of trust are often developed between students and school police officers.

Before being assigned to any Clarke County School, police officers must successfully complete a competitive selection process. Once selected, officers attend specialized training focused on policing in a school environment and complete a state certified school resource officer course. Additionally, officers train in areas involving crisis intervention and criminal procedures and are required by state law to continuously train in order to maintain their peace officer certification.

Consistent with the district's Charter School concept, police are a proven and vital stakeholder. Our policing philosophy coincides with the vision for the future as we work to achieve a cohesive community-based educational design. School based police are not school disciplinarians. They are not called to force students to comply with teacher instructions. Student discipline is the responsibility of school administrators. However, school police will respond in their capacity as law enforcement officers to incidents involving violations of criminal law and breaches of the peace that might place an individual or others in threat of physical harm.

State law requires that certain criminal offenses committed by a student while on school property or at a school function be reported to the appropriate law enforcement authority and the district attorney. Such crimes include: aggravated assault with a firearm involved, aggravated battery, sexual offenses, weapon in unauthorized locations, violations involving weapons in school safety zones, possession of a handgun by a person under 18, and controlled substances violations. (O.C.G.A. § 20-2-1184). Parents and guardians should inform their children of the consequences, including potential criminal penalties, of underage sexual conduct and crimes for which a minor can be tried as an adult.

A recurring theme central to the school-based police officer's duties and responsibilities is to mentor students, build relationships, assist to develop personal soft skills, and enhance coping skills through de-escalation techniques and character building. School-based policing is deliberately focused toward developing resiliency, self-confidence, and self-awareness among youths to avoid gang membership and develop positive relationships that will serve our students well beyond the boundaries of our schools and throughout their adult lives.

We believe that schools are at the very core of any vibrant community, and effective community oriented policing philosophies are inclusive with developing strong community-based relationships among all stakeholders. Strong relationships must exist between police, community, and schools in order for all to thrive.

"It is easier to build strong children than to repair broken men" -Frederick Douglass

DISCIPLINARY PROCEDURES

Most instances of unacceptable behavior are addressed through positive in-school behavioral interventions and strategies. When such strategies fail to correct student code of conduct violations, students may be subject to alternative disciplinary procedures. This section describes short-term suspension (including ISS and OSS), long-term suspension, disciplinary hearing processes, expulsion, and the role of law enforcement when the student may be subject to legal consequences outside of school-based discipline.

Definitions and Procedures

1. **Detention** - Disciplinary action consisting of the assignment of students to a certain area of the school outside of regular school hours (before school, after school, on a non-school day) for two or more school days or the equivalent hours.

Due Process Procedure

The parent/guardian must be notified in writing at least 24 hours before the detention. The notification must explain the reason(s) for the detention and inform the parent/guardian that necessary transportation will be their responsibility.

2. **In-School-Suspension (ISS)** - Temporary removal of a student from his or her regular classroom(s) for at least half a school day. Student remains under the direct supervision of school personnel. Direct supervision means school personnel are physically in the same location as students under their supervision.

Due Process Procedure

The parent/guardian should be notified of the reason(s) and length for the ISS assignment. Students assigned to a school's ISS classroom shall be counted present and shall be required to work on classroom assignments at the direction of ISS personnel. Students assigned to ISS may also be excluded from participation in school-related activities and events.

3. **Out-of-School Suspension (OSS - Short-Term)** - Suspension of a student for 10 school days or less (O.C.G.A. § 20-2-751) Note: See Students With Disabilities section below.

Due Process Procedure

As part of an investigation of a disciplinary incident, the principal or assistant principal shall 1) Tell the student, orally or in writing, the allegation(s) against the student and give the student an opportunity to tell his/her side of the story. If the principal or assistant principal finds the student in violation of the Code of Student Conduct and determines that short-term suspension should be imposed, Steps 2 and 3 will be followed; 2) Attempt to contact the parent/guardian by telephone to inform them of the suspension; 3) Within one school day after the suspension begins, send the parent/guardian notice by regular mail informing them of the reason(s) for the suspension and of their right to discuss the details of their child's misbehavior with school officials.

A principal or assistant principal may suspend a student without notice of the reason for the suspension or an opportunity to provide an explanation if the student is intoxicated, under the influence of drugs, or where his/her presence otherwise poses a continuing danger to others or a disruption to normal school operations. In such cases, however, the informal hearing outlined above shall occur as soon as practicable.

Students who are suspended are barred from all Clarke County School District campuses and related activities during the length of their suspension.

4. **Long-Term Suspension or Expulsion**

Long-term suspension means the student loses the right to attend school or participate in school activities for more than 10 consecutive days but not beyond the current school quarter or semester (O.C.G.A. § 20-2-751). Expulsion means the student loses the privilege of attending school or participating in school activities for the remainder of the

grading period, remainder of the school year or longer. (O.C.G.A. § 20-2-751). Note: See Students With Disabilities section below.

Long-term suspension and/or expulsion may only be imposed by action of the Disciplinary Hearing Officer, except as provided in cases where a tribunal is required, after the student has been afforded notice, opportunity for hearing and other procedural rights prior to such expulsion or suspension becoming effective. Students under suspension or expulsion are not allowed on school district property or at school related functions/activities. Although elementary school students are subject to long-term suspension or expulsion, this discipline is imposed for only the most severe offenses.

In the case of a student of middle or high school age who is suspended for more than 10 days or is expelled, the superintendent or his/her designee may, instead, permit that student to attend an Alternative Education Setting for the period of suspension or expulsion.

Rights of Student Where Long Term Suspension or Expulsion is Recommended

- a) The right to written notice of the specific charges that have been made against the student
- b) The right to a due process hearing
- c) The right to be represented by legal counsel at the hearing
- d) The right to testify and present witnesses
- e) The right to cross-examine witnesses who testify against the student

Due Process Procedure

- a) The principal or assistant principal must initially recommend long-term suspension or expulsion to the Disciplinary Hearing Officer.
- b) A hearing before the Disciplinary Hearing Officer will be scheduled as soon as possible but not later than 10 school days after the student has been removed from school.
- c) If the hearing date is more than 10 school days after the student has been removed from school, and the delay in scheduling is not caused by the student or his parent/guardian, the student may resume attendance to the school at the end of the 10 day period.
- d) Written notice will be sent to the parent/guardian by regular mail. This notice shall inform the parent/guardian of the following: the violation alleged; the date, time, and place of the hearing; the names of witnesses; and the punishment recommended. In addition, the notice shall inform them of the right to be represented by legal counsel at the hearing, the right to testify and present witnesses, and the right to cross-examine witnesses presented by the school district.
- e) A verbatim electronic or written record of the hearing will be made and will be available to the parent/guardian or legal counsel of the student charged.
- f) If long-term suspension or expulsion is imposed, the parent/guardian will be notified of the decision in writing and of the right of appeal. This notice will be sent by regular mail within 10 days of the completion of the hearing.
- g) If there is an appeal, the superintendent may in his/her discretion temporarily withhold implementation of the suspension or expulsion and return the student to school during the appeal process, but only if this will not endanger others or disrupt normal school operations.

Appeals

- a) The decision of the Disciplinary Hearing Officer may be appealed to the Board of Education by the student's parent/guardian. The appeal process begins with a written request for review of the Disciplinary Hearing Officer's decision addressed to the Superintendent at 440-1 Dearing Ext. This request must be made within 20 calendar days of the date the decision is rendered.
- b) The Board of Education will consider only the record of the hearing before the Disciplinary Hearing Officer. A transcript of that hearing will be made only upon receipt of a letter of appeal to the superintendent. A copy of that

transcript will be made available in the office of the Disciplinary Hearing Officer upon request.

c) The Board of Education has the power to uphold the Hearing officer's decision or to find that the student did not violate the Code of Student Conduct. The Board of Education may also reduce or increase the severity of punishment imposed or may impose a different kind of punishment.

d) The decision of the Clarke County Board of Education may be appealed to the State Board of Education. Notice of any such appeal must be filed with the superintendent of the Clarke County Schools within 30 calendar days of the date the Clarke County Board of Education renders its decision. The contents of this notice of appeal and the procedure to be followed before the State Board of Education of Georgia is contained in O.C.G.A. §20-2-1160.

Provisions Applicable to Students with Disabilities

The Code of Student Conduct applies to all students including students with disabilities. However, students with disabilities are afforded specific due process protections. A student served by Section 504 of the Rehabilitation Act must have a manifestation determination before being suspended for more than 10 days.

Suspension for Up to 10 Days in a School Year

Students with disabilities can be suspended for a total of up to 10 consecutive or 10 cumulative school days in one school year without providing special education procedural safeguards and services. Saturday school and before/after-school detention do not count toward the 10 days.

The Special Education Director should be notified of any special education student approaching 10 days of suspension, so that the appropriate supports are put into place. The District's 504 Coordinator should be notified of any 504 student approaching 10 days of suspension as well.

Suspension Beyond 10 Days in a School Year

1. School provides written notice to parent/guardian of intervention or consequence being considered and date of Individual Education Program ("IEP") Manifestation Determination Reviews and 504 Plans. A meeting must be held within 10 days of the date of the decision to discipline student. A copy of the Notice of Procedures Safeguards should be provided to parents.
2. The IEP or 504 team will determine whether the misconduct is caused by the student's disability by reviewing all current and relevant information.
3. If the behavior is a manifestation of the disability, the IEP team or 504 team will review and revise the behavior intervention plan specifically for the misconduct of the student. A disciplinary change in placement (expulsion) cannot occur if the behavior is a manifestation of the disability except in cases of weapons possession, drug possession, and infliction of serious bodily harm. If the following behaviors are determined to be a manifestation of the student's disability, the student can be placed to an alternative educational setting for up to 45 days: Weapons possession, drug possession, and infliction of serious bodily harm.
4. If the behavior is not a manifestation of the disability, school officials may apply the Code of Conduct interventions and consequences. However, the student may not be suspended for more than 10 consecutive or cumulative school days in a year without providing appropriate educational services.
5. Students with disabilities, even if expelled, must be provided with an appropriate education in an alternative educational setting.

These disciplinary safeguards are described in detail in Regulation JDD-R(1) of the Clarke County School District which can be found in the district's online policy manual at www.clarke.k12.ga.us/policy. Print copies are available upon request at school offices and at the Clarke County School District at 440-1 Dearing Ext., Athens, GA 30606.

DEFINITION OF WEAPONS, FIREARMS, OR HAZARDOUS OBJECTS PER O.C.G.A.

§20-2-751.1; O.C.G.A. §16-11-127.1; O.C.G.A. §16-11-131

1. "**Dangerous weapon**" means any weapon commonly known as a "rocket launcher," "bazooka," or "recoilless rifle" which fires explosive or nonexplosive rockets designed to injure or kill personnel or destroy heavy armor, or similar weapon used for such purpose. The term shall also mean a weapon commonly known as a "mortar" which fires high explosive from a metallic cylinder and which is commonly used by the armed forces as an antipersonnel weapon or similar weapon used for such purpose. The term shall also mean a weapon commonly known as a "hand grenade" or other similar weapon that is designed to explode and injure personnel or similar weapon used for such purpose.
2. "**Firearm**" means a handgun, rifle, shotgun, or other weapon that will or can be converted to expel a projectile by the action of an explosive or electrical charge.
3. "**Hazardous Object**" means any dirk, bowie knife, switchblade knife, ballistic knife, or any other knife having a blade of two or more inches, straight-edge razor, razor blade, spring stick, knuckles, whether made from metal, thermoplastic, wood or other similar material, blackjack, any bat, club or other bludgeon-type weapon, or any flailing instrument consisting of two or more rigid parts connected in such a manner as to allow them to swing freely, which may be known as a nun chahka, nun chuck, nunchaku, shuriken, or fighting chain or any disc, of whatever configuration, having at least two points or pointed blades which is designed to be thrown or propelled and which may be known as a throwing star or oriental dart, or any instrument of like kind, any nonlethal air gun, and any stun gun, or taser as defined in subsection (a) of O.C.G.A. § 16-11-106. Such term shall not include any of these instruments used for classroom work authorized by the teacher.
4. "**Dangerous Devices and Compounds**" include mace or chemical spray, knives of any type or size though not described in #3 above, any explosive, incendiary, over-pressure or dangerous device; or explosive or incendiary compound; or any device or substance that may reasonably be construed as such or that the student represents to be such. Without limitation, this prohibition extends to any type of detonator, fuse, ammunition, fireworks, smoke bomb, paint bomb, or stink bomb.

Penalties for Weapons

1. Firearms and Dangerous Weapons: A student who is determined to have possessed a firearm or dangerous weapon at school or school-sponsored function shall be expelled from school for a period of not less than one calendar year. However, the Hearing Officer, or the Board of Education on appeal from the Hearing Officer's decision, shall have the authority to modify such expulsion requirement on a case-by-case basis. A student violator can be assigned to an alternative education setting.
2. As to violations involving hazardous objects and dangerous devices and compounds not involving firearms or dangerous weapons, middle and high school students shall be disciplined per the Code of Student Conduct and depending on the circumstances, may be referred to the Hearing Officer who may impose an appropriate disciplinary action. Instances of such violations in elementary schools shall be reported by principals to the Hearing Officer; discipline may be imposed at the school level or through a disciplinary due process hearing.
3. False Claims: A student shall not falsely claim to be in possession of a weapon or dangerous device or compound, that another person is in possession of a weapon or dangerous device or compound, or that the student or another plans to bring a weapon to dangerous device or compound to school or a school-sponsored function.

CLUB AND ORGANIZATION PERMISSION WITHDRAWAL FORM

In accordance with O.C.G.A. § 20-2-705, information regarding clubs and organizations in which Clarke County School District students may participate is available at each school's website and in printed form at the school's office.

Note to parent(s)/guardian(s): This is an opt out form. If you do not wish for your child(ren) to participate in any club(s) or organization(s), please complete this form and return it to your child(ren)'s school.

I, _____, the parent/guardian

of _____ decline to have my child/children participate in the following clubs
(*Student's Name*)

and/or organizations: _____

(*Please only list clubs and organizations that apply to your child's/children's current school.*)

Date

Parent/Guardian Signature

GEORGIA STUDENT HEALTH SURVEY AND COMMUNITY SURVEY OPT OUT INFORMATION

In order to provide the most effective health, alcohol and other drug, and violence prevention resources and/or activities for your child, Clarke County School District administers health and opinion surveys to middle and high school students each year. The Georgia Student Health Survey (GSHS II) is developed by the Georgia Department of Education and is administered in school districts throughout the state. The survey asks middle and high school students about school climate, nutrition, substance abuse, violence, and bullying. The Georgia Department of Education also administers a brief survey to elementary school students that simply addresses issues of school climate.

In addition, the CCSD is a contract provider of drug and alcohol prevention services through Georgia's Department of Behavioral Health and Developmental Disabilities. Your child may be asked to participate in a perception survey that will ask questions related to drug and alcohol use and the attitudes associated with it. The survey is completely anonymous and voluntary. Students have the right to "opt out" from participation in the survey and parents may also ask to have their child excused from participation in the survey. If you do not wish for your child to participate in this survey, please notify the school in writing of your wishes.

NOTICE TO PARENTS/GUARDIANS AND ELIGIBLE STUDENTS OF PRIVACY RIGHTS

The Family Educational Rights and Privacy Act (FERPA) provides parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

- 1. The right to inspect and review the student's education records within 45 days of the day the school receives a request for access.** Parents or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
- 2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading.** Parents or eligible students should write the school principal and clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the school decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment.
- 3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.** One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll if the disclosure is for purposes of the student's enrollment or transfer.
- 4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA.** The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education; 400 Maryland Ave, SW; Washington, D.C. 20202.
- 5. The Georgia Student Data Privacy, Accessibility, and Transparency Act affords parents and eligible students the right to file a complaint with the school district regarding a possible violation of rights** under O.C.G.A. § 20-2-667 or under other federal or state student privacy and security laws.

SPECIAL NOTICE REGARDING DIRECTORY INFORMATION

The Clarke County School District has designated the following information as "Directory Information" in Policy JR (Student Records): student name, address, telephone number, email address, school/ grade level, date and place of birth, participation in official school clubs and sports, weight and height of students who are members of athletic teams, dates of attendance in the school district, photograph, and awards and honors received. Unless you, as a parent, guardian, or student (age 18 years or older), indicate otherwise, the information above may be disclosed to appropriate legitimate agencies upon request. In addition, two federal laws require school districts to provide military recruiters, upon request, with the students' names, addresses, and telephone numbers unless parents have advised the school district in writing that they do not want their student's information disclosed. To request any of the above student's directory information not be released, please send a written request to the school.

PROGRESSIVE DISCIPLINE MATRIX

The Code of Conduct Matrix is a *guideline* for school leaders to use when providing interventions and responses for student misbehavior. Based on the circumstances of a disciplinary violation, Principals have the authority and discretion to impose consequences ranked higher or lower or outside of the Matrix than indicated for each behavior except in cases where state law requires certain actions. ES=Elementary School; MS=Middle School; HS=High School

1. Alcohol		Verbal Student Conference		Parent Conference		Admin Time-Out		Loss of Privileges		ISS		Short Term OSS		Disciplinary Hearing Referral	
		ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS
Severity Level	1	X	X	X	X										
	2									X	X	X			
	3										X	X			X
2. Arson		Verbal Student Conference		Parent Conference		Admin Time-Out		Loss of Privileges		ISS		Short Term OSS		Disciplinary Hearing Referral	
		ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS
Severity Level	1 (N/A)														
	2									X	X	X			
	3										X	X			X
3. Battery		Verbal Student Conference		Parent Conference		Admin Time-Out		Loss of Privileges		ISS		Short Term OSS		Disciplinary Hearing Referral	
		ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS
Severity Level - Consider age and developmentally appropriate behavior before using this code	1					X	X	X	X	X	X	X			
	2					X	X	X	X	X	X	X			
	3											X	X		X
4. Breaking and Entering – Burglary		Verbal Student Conference		Parent Conference		Admin Time-Out		Loss of Privileges		ISS		Short Term OSS		Disciplinary Hearing Referral	
		ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS
Severity Level	1 (N/A)														
	2 (N/A)														
	3											X	X		X
5. Computer Trespass		Verbal Student Conference		Parent Conference		Admin Time-Out		Loss of Privileges		ISS		Short Term OSS		Disciplinary Hearing Referral	
		ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS
Severity Level	1 (N/A)														
	2	X	X	X	X			X	X		X				
	3			X	X			X	X		X	X			
6. Disorderly Conduct		Verbal Student Conference		Parent Conference		Admin Time-Out		Loss of Privileges		ISS		Short Term OSS		Disciplinary Hearing Referral	
		ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS
Severity Level - Consider age and developmentally appropriate behavior before using this code	1					X	X	X	X	X	X	X			
	2					X	X				X	X	X		
	3										X	X	X		
7. Drugs, Except Alcohol and Tobacco		Verbal Student Conference		Parent Conference		Admin Time-Out		Loss of Privileges		ISS		Short Term OSS		Disciplinary Hearing Referral	
		ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS
Severity Level	1	X	X	X	X										
	2	X	X	X	X										
	3											X	X		X
8. Fighting		Verbal Student Conference		Parent Conference		Admin Time-Out		Loss of Privileges		ISS		Short Term OSS		Disciplinary Hearing Referral	
		ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS
Severity Level - Consider age and developmentally appropriate behavior before using this code	1	X	X	X	X	X	X	X	X	X	X	X	X		
	2	X	X	X	X							X	X		
	3											X	X		X
9. Homicide		Verbal Student Conference		Parent Conference		Admin Time-Out		Loss of Privileges		ISS		Short Term OSS		Disciplinary Hearing Referral	
		ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS
Severity Level	1 (N/A)														
	2 (N/A)														
	3											X	X		X

10. Kidnapping		Verbal Student Conference		Parent Conference		Admin Time-Out		Loss of Privileges		ISS		Short Term OSS		Disciplinary Hearing Referral	
		ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS
Severity Level	1 (N/A)														
	2 (N/A)														
	3											X	X		X
11. Larceny/Theft		Verbal Student Conference		Parent Conference		Admin Time-Out		Loss of Privileges		ISS		Short Term OSS		Disciplinary Hearing Referral	
		ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS
Severity Level - Consider age and developmentally appropriate behavior before using this code	1	X		X						X			X		
	2	X		X		X				X		X	X		
	3											X	X		X
12. Motor Vehicle Theft		Verbal Student Conference		Parent Conference		Admin Time-Out		Loss of Privileges		ISS		Short Term OSS		Disciplinary Hearing Referral	
		ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS
Severity Level	1 (N/A)														
	2 (N/A)														
	3											X	X		X
13. Robbery		Verbal Student Conference		Parent Conference		Admin Time-Out		Loss of Privileges		ISS		Short Term OSS		Disciplinary Hearing Referral	
		ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS
Severity Level	1 (N/A)														
	2											X	X		X
	3											X	X		X
14. Sexual Battery		Verbal Student Conference		Parent Conference		Admin Time-Out		Loss of Privileges		ISS		Short Term OSS		Disciplinary Hearing Referral	
		ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS
Severity Level	1 (N/A)														
	2 (N/A)														
	3											X	X		X
15. Sexual Harassment		Verbal Student Conference		Parent Conference		Admin Time-Out		Loss of Privileges		ISS		Short Term OSS		Disciplinary Hearing Referral	
		ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS
Severity Level	1	X		X	X					X					
	2	X		X	X					X					
	3											X	X		X
16. Sex Offenses		Verbal Student Conference		Parent Conference		Admin Time-Out		Loss of Privileges		ISS		Short Term OSS		Disciplinary Hearing Referral	
		ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS
Severity Level - Consider age and developmentally appropriate behavior before using this code	1	X		X	X					X					
	2	X		X						X					
	3											X	X		X
17. Threat/Intimidation		Verbal Student Conference		Parent Conference		Admin Time-Out		Loss of Privileges		ISS		Short Term OSS		Disciplinary Hearing Referral	
		ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS
Severity Level - Consider age and developmentally appropriate behavior before using this code	1 (N/A)														
	2	X		X				X		X		X			
	3											X	X		X
18. Tobacco		Verbal Student Conference		Parent Conference		Admin Time-Out		Loss of Privileges		ISS		Short Term OSS		Disciplinary Hearing Referral	
		ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS
Severity Level	1	X	X	X	X										
	2				X					X					
	3									X			X		
19. Trespassing		Verbal Student Conference		Parent Conference		Admin Time-Out		Loss of Privileges		ISS		Short Term OSS		Disciplinary Hearing Referral	
		ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS
Severity Level	1 (N/A)														
	2	X	X	X				X	X	X					
	3	X		X				X		X		X	X		
20. Vandalism		Verbal Student Conference		Parent Conference		Admin Time-Out		Loss of Privileges		ISS		Short Term OSS		Disciplinary Hearing Referral	
		ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS
Severity Level	1 (N/A)														
	2	X		X				X		X		X			
	3											X	X		X

22. Weapons – Knife		Verbal Student Conference		Parent Conference		Admin Time-Out		Loss of Privileges		ISS		Short Term OSS		Disciplinary Hearing Referral	
		ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS
Severity Level	1	X	X	X	X			X			X		X		X
	2	X		X				X					X		X
	3											X	X		X
23. Weapons – Other		Verbal Student Conference		Parent Conference		Admin Time-Out		Loss of Privileges		ISS		Short Term OSS		Disciplinary Hearing Referral	
		ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS
Severity Level	1 (N/A)														
	2	X		X				X					X		X
	3											X	X		X
24. Other Incident for a State-Reported Discipline Action		Verbal Student Conference		Parent Conference		Admin Time-Out		Loss of Privileges		ISS		Short Term OSS		Disciplinary Hearing Referral	
		ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS
Severity Level	1														
	2														
	3 (N/A)														
25. Weapons – Handgun		Verbal Student Conference		Parent Conference		Admin Time-Out		Loss of Privileges		ISS		Short Term OSS		Disciplinary Hearing Referral	
		ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS
Severity Level	1 (N/A)														
	2 (N/A)														
	3											X	X		X
26. Weapons – Rifle/Shotgun		Verbal Student Conference		Parent Conference		Admin Time-Out		Loss of Privileges		ISS		Short Term OSS		Disciplinary Hearing Referral	
		ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS
Severity Level	1 (N/A)														
	2 (N/A)														
	3											X	X		X
27. Serious Bodily Injury		Verbal Student Conference		Parent Conference		Admin Time-Out		Loss of Privileges		ISS		Short Term OSS		Disciplinary Hearing Referral	
		ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS
Severity Level	1 (N/A)														
	2 (N/A)														
	3											X	X		X
28. Other Firearms		Verbal Student Conference		Parent Conference		Admin Time-Out		Loss of Privileges		ISS		Short Term OSS		Disciplinary Hearing Referral	
		ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS
Severity Level	1 (N/A)														
	2 (N/A)														
	3											X	X		X
29. Bullying		Verbal Student Conference		Parent Conference		Admin Time-Out		Loss of Privileges		ISS		Short Term OSS		Disciplinary Hearing Referral	
		ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS
Severity Level	1	X		X	X			X			X				
	2	X	X	X	X			X			X		X		
	3	X		X							X	X		X	
30. Other - Attendance Related		Verbal Student Conference		Parent Conference		Admin Time-Out		Loss of Privileges		ISS		Short Term OSS		Disciplinary Hearing Referral	
		ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS
Severity Level	1	X		X							X		X		
	2 (N/A)														
	3 (N/A)														
31. Other - Dress Code Violation		Verbal Student Conference		Parent Conference		Admin Time-Out		Loss of Privileges		ISS		Short Term OSS		Disciplinary Hearing Referral	
		ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS
Severity Level	1	X		X	X			X			X				
	2	X		X	X			X			X				
	3	X		X							X	X			
32. Academic Dishonesty		Verbal Student Conference		Parent Conference		Admin Time-Out		Loss of Privileges		ISS		Short Term OSS		Disciplinary Hearing Referral	
		ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS
Severity Level	1	X	X	X	X			X							
	2	X		X	X			X			X				
	3										X	X	X		

33. Other - Student Incivility		Verbal Student Conference		Parent Conference		Admin Time-Out		Loss of Privileges		ISS		Short Term OSS		Disciplinary Hearing Referral	
		ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS
Severity Level	1		X	X				X			X	X			
	2			X				X			X	X	X		
	3			X				X			X	X	X		
34. Other - Possession of Unapproved Items		Verbal Student Conference		Parent Conference		Admin Time-Out		Loss of Privileges		ISS		Short Term OSS		Disciplinary Hearing Referral	
		ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS
Severity Level	1	X		X				X			X		X		
	2	X		X				X			X		X		
	3	X		X								X	X		X
35. Gang-Related		Verbal Student Conference		Parent Conference		Admin Time-Out		Loss of Privileges		ISS		Short Term OSS		Disciplinary Hearing Referral	
		ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS
Severity Level	1 (N/A)														
	2	X		X				X			X		X		
	3	X		X				X				X	X		X
36. Repeated Offenses		Verbal Student Conference		Parent Conference		Admin Time-Out		Loss of Privileges		ISS		Short Term OSS		Disciplinary Hearing Referral	
		ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS
Severity Level	1	X	X	X	X			X	X						
	2	X		X							X	X			
	3											X	X		X