

**Edison Elementary**  
**CSC Meeting Minutes**  
**November 6, 2025**

**Vision:**

Edison Elementary is committed to being a collaborative community where rigorous academics and character education ensure the development of the whole child. We design learning experiences to meet the unique learning needs of each student so that all of our children develop 21st Century skills: critical thinking and reasoning, information literacy, self-direction, collaboration and invention/innovation. We celebrate curiosity and creativity in the development of life-long learners.

**Values:**

Students First, Community, Fun, Respect, Integrity, Collaboration, Equity, and Accountability

**Meeting Norms:**

Aim for consensus

Members will share ideas openly, but try to stay on topic

Everyone puts ideas on the table

Respect other perspectives

Listen with respect

Focus on needs of the school and community, respect confidentiality

Assume positive intentions

Time keeper, try to keep to one hour

We work to represent our stakeholders

Ask clarifying questions

Commit to our values

**Chair Person - Beth Tomsic**

**CSC Members:**

Parents: Kristen Ingram - [panteenk@aim.com](mailto:panteenk@aim.com) , Beth Tomsic - [thomsic@gmail.com](mailto:thomsic@gmail.com) , Emily Tucker - [emilyktuck@gmail.com](mailto:emilyktuck@gmail.com)

PTA representative - Tara Littell - [taramlittell@gmail.com](mailto:taramlittell@gmail.com)

Teachers: Whitney Dougherty - [whitney\\_dougherty@dpsk12.org](mailto:whitney_dougherty@dpsk12.org)

Non-certified staff: Lisa Meeks - [Lisa\\_Meeks@dpsk12.org](mailto:Lisa_Meeks@dpsk12.org)

Community Member:

Admin: Sally Whitelock - [sally\\_whitelock@dpsk12.org](mailto:sally_whitelock@dpsk12.org) , Samantha Armijo - [Samantha\\_Armijo@dpsk12.org](mailto:Samantha_Armijo@dpsk12.org)

**Attendance:** S. Armijo

Non CSC members -

Welcome by principal and introduction of CSC members

- Meeting procedure-Work session will follow the agenda. The floor will open up at the end of the meeting for other issues/ discussions if necessary, as well as an opportunity for non-members to share thoughts/ask questions.

Reflection and update - Edison PBIS, Code of Conduct and Discipline Policies

One of the CSC's responsibilities is to review and revise school discipline policies

- See current policies and practices below
  
- Review PBIS system and structures:
  - Comments:
    - n/a
  - Recommended revisions/changes:
    - n/a

- Review Code of Conduct:
  - Comments:
    - Code of conduct has been good and we have seen a lot of improvement
    - Less trash on grounds
    - Transitions within the building seem more quiet and safe
    - Using cares traits to reinforce students owning the code of conduct and changing behavior have been helpful with CARES cash
  - Recommended revisions/changes:
    - n/a
  
- Review Discipline:
  - Comments: No changes recommended
    - Communication to parents about the ladder and structure-what could this look like?
  - Recommended revisions/changes:
- Open comment
  - Hallways are tough and still need some work
  - Staff are aware of the problems in the hallway and are actively working to keep students quiet and walking to ensure safety and prevent interruptions to learning

Next meeting date: January 8 at 4:00 -in person    Agenda: Budget prioritization protocol

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## School Culture, PBIS and Discipline

### School-wide Behavioral Expectations for Students

At the beginning of this year, we agreed upon some expectations for student behavior. Student behavior in hallways and common areas is one of the first things that people see when they enter our building. Student behavior in hallways and common areas also affects the learning of all of the other students in our school. Teachers, students, parents and administrators need to feel welcome as they walk our halls and common spaces. All teachers need to ensure that their students are meeting these expectations.

#### Hallway

- Classes walking down the hallway are transitioning quietly, quickly and respectfully in an effort to minimize hallway traffic.
- When classes are transitioning (flooding/dismissal/lockers), ALL teachers must be in the hallway monitoring their students. If a teacher has students in the classroom, they should stand in the doorway so that all students can be seen/monitored.
- When classes are transitioning, it is the responsibility of all teachers to make sure the transition is silent, quick and students are where they are supposed to be.

#### Bathrooms and Passes

- Maximum of two students per classroom can be out of class at a time and not during direct instruction.

- ❑ During direct instruction, students are not allowed to leave the classroom for anything less than an emergency.
- ❑ Nurses' passes should be used sparingly. Teachers must fill out the proper health office pass with details. Students should be sent to the nurse for: head injuries, fever, bleeding badly, throwing up. Use your personal judgment for sprains, falls, coughs, etc.

### **Friday Fun**

- ❑ Can only be 20 minutes.
- ❑ If a class leaves the building, students must enter quietly. There must be no interruption of learning for others.

## **Positive Behavior Intervention Support**

We support the use of PBIS (Positive Behavior Intervention Support) at Edison to encourage positive behavior and reinforce the importance of prosocial behaviors and discourage disruptive and negative behaviors.

### **Edison Joyful, Rigorous, Personalized Classrooms**

**Joyful. Rigorous. Personalized** These three terms describe the common vision for excellence for every classroom. Edison classrooms are fun and intellectually engaging where students explore, think deeply, problem solve, and create. Edison classrooms are drenched with sounds of students engaging in evidence based and vocabulary-rich conversations and debates about mathematics, informational and literary texts, the sciences, social studies, the arts, and other compelling topics. Edison classrooms leverage and adapt to the unique strengths and interests of every student and directly address their opportunities for growth by tailoring content and instructional approaches (small group, large group, individual; student-to-student, teacher-led and technology-enabled) to the needs of the learner. Edison classrooms spark and fan the flames of excitement and passion for learning, empowering students to take ownership of their educational experience, and stretching them to achieve goals they never dreamed possible. Edison classrooms celebrate our community's cultural and linguistic diversity and use this diversity to stimulate and enhance learning.

In Edison classrooms students are fully prepared to do the heavy lifting of thinking and learning; teachers are equipped and fully prepared to guide student learning; and content is rigorous and culturally and linguistically relevant. The alignment of students, teachers and content, often referred to as the instructional core, creates classrooms that are **joyful, rigorous, and personalized**.

### **Character Education**

The Edison character education character traits are reflected in our motto "Edison CARES". CARES is an acronym for the following list of character traits:

- C-Community-minded,
- A-Aware,
- R-Respectful and Responsible,
- E-Empathetic, and
- S-Safe.

Students discuss and learn about these character traits throughout their education at Edison.

### **Positive Reinforcement**

All Edison teachers will have a positive reinforcement system. Edison will use CARES CASH as a schoolwide school wide PBIS currency (tickets given out by all staff members - students will return to classroom teacher (kids write their names) and put into one vestibule - on the last Friday of each month we will make an announcement in the morning and teachers will pull a ticket from their bucket and that students will come down to the office for a prize! It is important for teachers to have the flexibility to respond to the needs of their students and classes, as well as create systems that work for them, however all systems will be positive, inclusive and supportive of student growth of positive work habits and social skills.

### **Compliments Class Celebrations**

When students in an entire class receive a compliment, the teacher will celebrate this in the classroom with the classroom reinforcement system.

### **Spirit Fridays**

The first Friday of each month, we will have a Spirit Friday in which students dress up (PJ day, Hat day, etc).

### **Morning Meetings**

Teachers will lead a morning meeting every day during the first 20 minutes of the day. Morning meetings will support: a positive classroom community, teach social emotional skills, provide opportunities for restorative circles, inclusivity and provide time for goal setting. During this time, teachers teach and reinforce behavioral expectations, conflict resolution skills and anti-bullying skills, in addition to having fun with students to build community.

### **Social Emotional Lessons**

The PBIS coordinator and School Psychologist will teach social emotional lessons (bully proofing, problem solving, identity, equity) in every classroom during morning meetings every 2-4 weeks using Riding the Waves and other SEL curriculum resources. Weekly, all classroom teachers lead SEL lessons using Harmony SEL curriculum to support mastery of these skills. Teachers, PBIS coach, and mental health provider will lead TSEAL (transformative social emotional and academic learning) through a trauma-informed lens to strengthen core instruction and student engagement.

### **Monday Morning Announcement video and Student Character Awards**

The PBIS coordinator will determine a focus character trait every 2 weeks and share this on the Monday morning announcement video. Teachers will share the Monday morning announcements video each Monday and discuss the character trait during Morning Meetings weekly.

Each week, teachers/staff will nominate students who demonstrated the character trait of that week. The PBIS coordinator will randomly choose 2-3 students who win a prize for the week.

### **Student Mentors/ Buddy Classrooms**

Primary and intermediate classes will have buddy classrooms. Intermediate students will have the opportunity to mentor a primary aged child around school expectations, bully proofing and Edison Character traits. The buddy classrooms will meet 2 times a month for 30 mins during non-Core instruction time. Students engage in activities such as: book buddies, social-emotional lessons, collaborative art, projects, etc.

## **Student Code of Conduct**

The staff at Edison Elementary is committed to developing students who show the traits of strong character; therefore, we offer choices to students which encourage participation, planning and responsibility. Everything that we do is based on mutual respect and the development of internal motivation. We view discipline as growth from dependence to independence. With help and high expectations, our students will learn integrity. Students at Edison are expected to conduct themselves in an orderly fashion which does not interfere with the education or safety of their fellow students.

We believe in character education to help in the development of the whole child at Edison. Our motto is Edison CARES. CARES is an acronym for the following list of character traits:

- C-Community-minded,
- A-Aware,
- R-Respectful and Responsible,
- E-Empathetic,
- S-Safe.

Therefore, all students at Edison have the responsibility to behave in certain ways. Below is a list of expectations in all areas of our building.

<b>Bathroom Expectations</b>	<b>Consequences</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Respect others' privacy.</li> <li><input type="checkbox"/> Take care of business and get back to class.</li> <li><input type="checkbox"/> Keep bathrooms clean - Throw away trash, flush, wipe spills, floors dry</li> <li><input type="checkbox"/> Wash hands with soap and water.</li> <li><input type="checkbox"/> Be safe - stay on the floor-no climbing.</li> <li><input type="checkbox"/> Help others - get an adult if you need help. Support someone if they have accidents or troubles.</li> </ul>	<ol style="list-style-type: none"> <li>1. Reset and create an action plan with an adult</li> <li>2. Clean up the bathroom</li> <li>3. Intentional aggressive behavior or threatening behavior will result in an immediate office referral</li> </ol>
<b>Hallway Expectations</b>	<b>Consequences</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Walk</b> on the right hand side of the hallway in two straight lines.</li> <li><input type="checkbox"/> Walk (no sliding) and be safe on stairs.</li> <li><input type="checkbox"/> Be safe and respectful toward teachers, students and property.</li> <li><input type="checkbox"/> Take a pass wherever you go and only go to the places listed on your pass.</li> <li><input type="checkbox"/> Be quiet. No talking in hallways</li> <li><input type="checkbox"/> Keep hallways clean – pick up trash, close lockers.</li> </ul>	<ol style="list-style-type: none"> <li>1. Reset and create an action plan with an adult</li> <li>2. Sit out at designated areas</li> <li>3. Intentional aggressive behavior or threatening behavior will result in an immediate office referral</li> </ol>
<b>Outdoor Recess Expectations</b>	<b>Consequences</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Include others – be a friend to all. No bullying (aggression, teasing, exclusion) will be tolerated. Include peers on Buddy Bench.</li> <li><input type="checkbox"/> Share space and equipment</li> <li><input type="checkbox"/> Keep the playground clean – take care of and clean up the equipment and field</li> <li><input type="checkbox"/> Look out for others and be alert of obstacles</li> <li><input type="checkbox"/> Help others - locate recess monitors and adult supervisors if you need help</li> <li><input type="checkbox"/> Report dangerous behavior to an adult supervisor.</li> <li><input type="checkbox"/> Don't talk to people outside of school yard/fence who you don't know.</li> <li><input type="checkbox"/> Manage your personal space</li> <li><input type="checkbox"/> Make positive choices – be respectful toward adults, students and when using the playground equipment</li> <li><input type="checkbox"/> Be safe – walk on asphalt, play running games on the field, only go down on the slide, don't walk in front of swings</li> <li><input type="checkbox"/> Do not go in the building unless you have a pass</li> <li><input type="checkbox"/> Line up at the whistle</li> </ul>	<ol style="list-style-type: none"> <li>1. Reset and create an action plan with an adult</li> <li>2. May be asked to: play near an adult, walk laps, play in an alternative area, stop playing a specific game, sit out or 'give love back' by picking up trash - as a consequence.</li> <li>3. Intentional aggressive behavior or threatening behavior will result in an immediate office referral</li> </ol>
<b>Inside Recess Expectations</b>	<b>Consequences</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Enter the gym or auditorium quietly and calmly</li> <li><input type="checkbox"/> Sit down or participate in activity with a safe, controlled body</li> </ul>	<ol style="list-style-type: none"> <li>1. Reset and create an action plan with an adult</li> </ol>

<ul style="list-style-type: none"> <li>☐ Walk</li> <li>☐ Share space - watch the movie quietly, read or play quiet games.</li> <li>☐ Include others – be a friend to all. No bullying (aggression, teasing, exclusion) will be tolerated.</li> <li>☐ Report dangerous behavior to an adult supervisor</li> <li>☐ Keep the gym/auditorium clean</li> <li>☐ Help others - locate recess monitors and adult supervisors if you need help</li> <li>☐ Make positive choices – be respectful toward adults, students and equipment</li> <li>☐ Do not go in the building unless you have a pass</li> <li>☐ Clean up and line up quietly when an adult blows the whistle</li> </ul>	<ol style="list-style-type: none"> <li>2. May be asked to: play near an adult, walk laps, play in an alternative area, stop playing a specific game, sit out or ‘give love back’ by picking up trash - as a consequence.</li> <li>3. Intentional aggressive behavior or threatening behavior will result in an immediate office referral</li> </ol>
<b>Cafeteria Expectations</b>	<b>Consequences</b>
<ul style="list-style-type: none"> <li>➤ Enter the cafeteria quietly and go directly to the lunch line or to your table.</li> <li>➤ Sit on your bottom at the table</li> <li>➤ Be safe and respectful - keep your hands, feet and food to yourself.</li> <li>➤ Clean up or report all spills.</li> <li>➤ Use your inside voice.</li> <li>➤ Raise your hand to let the teacher know that you are ready to be dismissed.</li> <li>➤ Clean up your mess, throw trash/recycling/composting in the proper places and stack your tray.</li> <li>➤ Leave the cafeteria quickly and go directly to the playground.</li> </ul>	<ol style="list-style-type: none"> <li>1. Reset and create an action plan with an adult</li> <li>2. Sit out at designated areas</li> <li>3. Intentional aggressive behavior or threatening behavior will result in an immediate office referral</li> </ol>

### Student Discipline Policy

All teachers at Edison set high, clear expectations at the beginning of the year regarding classroom and school-wide rules and behaviors. Teachers will hold students accountable for safe and respectful behaviors through creating positive classroom environments, positive reinforcement, restorative practices and consequences when appropriate.

There are times when a student may choose a course of action that requires a consequence that affords them the opportunity to evaluate the choice made, the results of that choice, and what might have been a better choice. If students do not choose to participate and/or contribute to the creation of a positive school culture, the following disciplinary steps will be followed:

#### DPS & Edison Discipline Ladder

Type One Offenses	Classroom Teacher Managed Levels
<ul style="list-style-type: none"> <li>-Classroom disruption, Disrupting school activity</li> <li>-Picking on, bothering, or distracting other students</li> <li>-Use of profanity or vulgarity</li> <li>-Minor defiance of authority/disobedience</li> <li>-Verbal insults or put-downs</li> <li>-Use of cell phones,</li> <li>-Minor damage or defacement of school property</li> <li>-Minor physical aggression with another student (e.g., pushing, shoving)</li> <li>-Possession of firecrackers or lighters</li> <li>-Other minor school-based misconduct</li> </ul> <p><b>Also:</b> Excessive tardiness, Dress code violation,</p>	<p><b>Level A – Teacher, Student (minor and not repetitive)</b></p> <ol style="list-style-type: none"> <li>1. Student tells his/her side of the story</li> <li>2. Teacher counsels with student</li> <li>3. Engage the student in a restorative practice (as appropriate)</li> <li>4. Construct and implement interventions as appropriate</li> </ol> <p><b>Level B – Teacher, Student, Parent/Guardian (ongoing issue, not resolving)</b></p> <ol style="list-style-type: none"> <li>1. Student tells his/her side of the story</li> <li>2. Teacher notifies the parent/guardian</li> <li>3. Engage the student in a restorative practice (as appropriate)</li> <li>4. Modify or construct and implement interventions as appropriate</li> <li>5. Document all interactions and monitor all interventions (in IC conference)</li> </ol> <p><b>Level C – Teacher, Support Staff, Student, Parent/Guardian (not resolving)</b></p>

<p>Tobacco offenses, Unauthorized use of school equipment, Gambling, Scholastic dishonesty</p> <p><a href="#">Type 1 Intervention Documentation in IC</a></p> <p><b>** Teachers will document Type 1 behavioral incidents in conference atom in IC</b></p>	<p><b>after Level A &amp; B)</b></p> <ol style="list-style-type: none"> <li>1. Teacher or designed staff member decides whether to request the support of the school psychologist, school social worker, school nurse, counselor, or any other member of the support staff</li> <li>2. Teacher notifies the parent/guardian and invites them to a conference</li> <li>3. Student tells his/her side of the story</li> <li>4. Teacher conferences with other staff members as appropriate</li> <li>5. Engage the student in a restorative practice (as appropriate)</li> <li>6. Modify or construct and implement interventions as appropriate</li> <li>7. Document all interactions and monitor all interventions (in IC conference)</li> </ol>
<p><b>Type Two Offenses</b></p>	<p><b>Building Leader Managed Levels</b></p>
<p>-Severe defiance of authority/disobedience: Refusal to follow the directions of a staff member that involves expressions of anger, irritability, arguing, and/or vindictiveness and that results in a disruption of school activity. -Transient Threat (Unlikely/Heat of Moment): Threat indicates intent to cause someone harm. These threats are limited, and are often delivered "in the heat of the moment". -Nicotine Offenses ,(including vaping/vaping device, see Board Policy ADC) -Destruction or theft of an individual's property (under \$499) -Destruction or theft of school property, including graffiti (under \$499) -False activation of a fire alarm</p> <p><b>*** School leaders will document all Type 2 and above discipline issues in the behavior atom in IC.</b></p>	<p><b>Level D</b></p> <ol style="list-style-type: none"> <li>1. Documentation of interaction and intervention is provided to Building Leader by classroom teacher and/or support staff</li> <li>2. Student tells his or her side of the story</li> <li>3. Building Leader conferences with parent/guardian</li> <li>4. Building Leader identifies the discipline offense using the Discipline Matrix <ol style="list-style-type: none"> <li>a. Complete Mandatory Referrals as indicated by the Discipline Matrix</li> <li>b. Complete Essential Protocols as indicated by the Discipline Matrix</li> </ol> </li> <li>5. Refer to and utilize the Intervention Guide for the intervention for the specific offense</li> <li>6. Engage the student in a restorative practice (as appropriate)</li> <li>7. <b>Construct and implement a Behavior Plan</b> (general education students) or Functional Behavior Assessment/Behavior Intervention Plan (students with a disability).</li> <li>8. Building Leader may give In-School-Suspension of 0 to 3 days when safety concerns exist and planning time is needed to reintegrate student into learning setting</li> <li>9. Document all referrals and interactions. Monitor all interventions.</li> </ol> <p>Note: ECE through 3rd grade students may not receive the Type Two: Recurring Type One offense</p> <p><b>** Consider development of a safety plan.</b></p> <p><a href="#">Restorative Practices Matrix</a></p>
<p><b>Type Three Offenses</b></p>	<p><b>Building Leader Managed Levels</b></p>
<p>-Recurring Type One and Level II offenses -Behavior that significantly interferes with the smooth flow of a classroom, assembly, or school-sanctioned event. -Bullying: Level I - the use of coercion or intimidation through written, verbal, or electronically transmitted expression to obtain control over another person OR to cause physical, mental or emotional harm to another person. <b>Also:</b> -Harassment based on race, color, religion, national origin, immigration/citizenship status, ancestry, age, veteran status, disability, or genetic information -Harassment based on sex, gender, sexual orientation, gender identity or expression, transgender status, -Being under the influence of drugs or alcohol -Possession of alcohol, unauthorized legal or illegal drugs -Destruction or theft of school property, including graffiti (\$500- \$5000) -Theft from an individual (\$500 -\$5000) -Aiding and Abetting (Staging or Instigating Fights) Directly encouraging, aiding, promoting, or video recording prohibited behavior by another student. (e.g., aiding, promoting, and/or encouraging).</p>	<p><b>Level E</b></p> <ol style="list-style-type: none"> <li>1. Repeat Level D steps 1 through 5</li> <li>2. Engage the student in a restorative practice (as appropriate)</li> <li>3. <b>Construct and implement a Behavior Plan</b> (general education students) or Functional Behavior Assessment/Behavior Intervention Plan (students with a disability)</li> <li>4. For students in the 4th through 12th grades, the Discipline Building Leader may give 0 to 3 days In-School Suspension and/or 0 to 1 day Out-of-School Suspension when safety concerns exist and planning time is needed to reintegrate student into learning setting (If an OSS is given, only 0 to 1 day ISS can be given)</li> <li>5. ECE – 3rd grade students can be suspended for 1 day only for the purpose of safety planning for the student and for the school community.</li> <li>6. Document all referrals and interactions. Monitor all interventions.</li> </ol> <p>Note: ECE through 3rd grade students may not receive the Type Three: Recurring Type Two offense</p> <p><b>** Safety plan will be developed and implemented.</b></p> <p><a href="#">Restorative Practices Matrix</a></p>
<p><b>Type Four Offenses</b></p>	<p><b>Building Leader Managed Levels</b></p>
<p>-Habitual disruption -Mutual Fighting -Bullying: Level II - the use of coercion or intimidation</p>	<p><b>Level F</b></p> <ol style="list-style-type: none"> <li>1. Repeat Level D steps 1 through 5</li> <li>2. Engage the student in a restorative practice (as appropriate)</li> </ol>

<p>through physical conduct to obtain control over another person OR to cause physical, mental or emotional harm to another person.</p> <p>-Other student behavior presenting an active or ongoing danger to the welfare or safety of school occupants</p> <p>Also:</p> <ul style="list-style-type: none"> <li>-Witness Intimidation or Retaliation</li> <li>-Robbery</li> <li>-Unlawful sexual behavior, unlawful sexual contact, and indecent exposure</li> <li>-Destruction or theft of an individual's property (\$500 - \$1999)</li> <li>-Destruction or theft of school property (\$500 - \$1999)</li> <li>-Harassment/Bias Based Behaviors , Verbal/Gestural, based on race, color, religion, national origin, immigration/citizenship status, ancestry, age, veteran status, disability, or genetic information of an employee or applicant for employment (see Board Policy AC)</li> </ul>	<ol style="list-style-type: none"> <li>3. <a href="#">Construct and implement a Behavior Plan</a> (general education students) or Functional Behavior Assessment/Behavior Intervention Plan (students with a disability)</li> <li>4. For students 4th through 12th grades, the Building Leader may give 0 to 3 days In-School Suspension (ISS) and/or 0 to 3 days Out-of-School Suspension (OSS) when safety concerns exist and planning time is needed to reintegrate student into learning setting.</li> <li>5. ECE – 3rd grade students can be suspended for 1 day only for the purpose of safety planning for the student and the school community. Expulsion may not be requested.</li> <li>6. For behaviors of 4th through 12th grade students that significantly impact staff or student safety, the Building Leader may request approval of an extension to an Out-of-School Suspension and an Expulsion Hearing if the incident warrants the request</li> <li>7. Document all referrals and interactions. Monitor all interventions.</li> </ol> <p><b>** Safety plan will be developed &amp; implemented.</b></p> <p><a href="#">Restorative Practices Matrix</a></p>
<p><b>Type Five and Six Offenses</b></p>	<p><b>Building Leader Managed Levels with additional supports/reporting</b></p>
<ul style="list-style-type: none"> <li>-Dangerous Weapon (Possession Only)</li> <li>-Detrimental Behavior-Behavior that creates a threat of physical harm to students and endangers the welfare or safety of other students or school personnel.</li> <li>-Terroristic Threat (Substantive/Plausible)-A serious and imminent threat to commit any act of violence against individuals or property, including bomb threats, swatting, or a school shooting.</li> <li>-Unlawful Sexual Behavior or Contact</li> <li>-Possession with intent, sale, or distribution of unauthorized drugs or controlled substances</li> <li>-Possession of Schedule I-V controlled substance</li> <li>-Arson</li> <li>-Unethical Use of Technology</li> <li>- Infractions against district employee: Assault, harassment, false allegation of abuse or willfully causing property damage (see Board Policy GBGB)</li> <li>-Habitual Disruption(Only Level Four through Six conduct will be considered habitually disruptive. Students who are in ECE-3rd grade may not be considered for habitual disruption.)"</li> </ul>	<p>Consultation and reporting to district Safety &amp; Security, Denver Police Department, DPS Legal Department</p> <p>Threat assessment completed      Safety Plan</p> <p>Out of School Suspension</p> <p>Possible Expulsion</p>