



**NORTH ADAMS
PUBLIC SCHOOLS**
Empowering All Learners

North Adams Public Schools
Code of Conduct, Character, and Support
2025-2026

Draft v.1.3

Letter from the Superintendent

Dear North Adams Public Schools Community,

This draft of the district Code of Conduct, Character, and Support clarifies and streamlines a variety of guidance documents used within each of our schools to provide support to students and ensure that disruptive or dangerous behaviors do not derail classroom learning.

The Code of Conduct, Character, and Support also includes new elements and sections that will help further define the supports offered to students, and the procedures for behavioral response within each school. This document is a first complete draft, begun through collaborative work by the District Leadership Team in the spring and summer of 2025, using resources from *Shifting Gears* from the Engaging Schools network, along with other sample Code of Conduct documents from other public school districts. Throughout the 2025-2026 school year we will gather feedback from school leaders, teachers, staff, families, and students to better understand what additional supports are needed and to better clarify this document for future use at the school and district level.

The district has participated in the Rethinking Discipline network with the Department of Elementary and Secondary Education for several years, and has received multiple Rethinking Discipline grants and Social-Emotional/Mental Health grants that have paid for the cost of professional development for leaders, teachers, and staff. Those grants have also funded school-based culture and climate improvement projects and behavioral support teams that have worked to address individual student needs. The district will continue to seek such grant funding and also look to collaborate with professional colleagues from across the state to ensure that our Code of Conduct, Character, and Support is equitable, effective, and meaningful for the North Adams Public Schools community.

Over the course of the 2025-2026 school year, we will reach out to provide opportunities to provide feedback on our Code of Conduct, Character, and Support implementation, and we will continually revise and update this document in preparation for a final draft that we will present to the North Adams School Committee for approval prior to the 2026-2027 school year.

If you have any questions about the process, or are in need of any support from the school district, please contact your principal at the school level or email familysupports@napsk12.org for district-level questions or needs.

Sincerely,



Timothy R. Callahan, Ed.D. / Superintendent

TABLE OF CONTENTS

SECTION ONE

Why do we have a Code of Conduct, Character, and Support?	4
Beliefs about Children, Learning, and Discipline	4
Portrait of a Graduate	6
Student Responsibilities and Expected Behaviors	7
Family and Caregiver Responsibilities	8
Principal, School Staff, and District Administrator Responsibilities	9
School-Based Student Support Team Roles and Responsibilities	10

SECTION TWO

Interventions and Supports to Promote Behavioral Health	11
Due Process for Students	12

SECTION THREE

District-Wide Levels of Behavioral Violations and School-Based	
Behavioral Response	21
School-Specific Guidance for Consequences and Interventions /	
Supports for Behavior Violations	
Brayton Elementary School	25
Colegrove Park Elementary School	34
Drury High School	45

SECTION ONE

Why do we have a Code of Conduct, Character, and Support?

The goal of the North Adams Public Schools Code of Conduct, Character, and Support is to help meet our district's mission: to help *every child* learn *every day* in *every classroom* and empower all students to recognize and optimize their full potential. As a district, we have five core values: (1) High Expectations for Student Achievement, (2) Respect, (3) Equity and Belonging, (4) Family and Community Involvement, and (5) Meaningful Learning. That mission and those values are central to what we do to support all learners and to ensure a safe and supportive environment in all of our schools. The Code is based on the laws, regulations, policies, and procedures that create access to education, protecting the due process rights of the individual, while ensuring that our schools and classrooms prioritize student learning.

The Code of Conduct, Character, and Support provides a guidance document for students and families to clarify our district's expectation for a safe and supportive learning environment, and also provides guidance for school leaders, teachers, and support staff to ensure equitable access to learning without major disruptions and safety violations that would limit such educational access.

As a guidance document, the Code of Conduct, Character, and Support applies to all students on North Adams Public Schools property, including in school buildings and on school grounds, on buses and field trips, and at any school-sponsored activities.

Beliefs about Children, Learning, and Discipline

In the North Adams Public Schools, we hold the following beliefs aligned to our district values:

- **High Expectations for Student Achievement** means that we hold students to high academic and behavioral expectations while providing a high level of social-emotional and instructional support to help students succeed. We understand that there may be times when students demonstrate avoidance and escape behaviors, or have challenges with self-regulation, and we will work with those students to provide the support they need. If those behaviors significantly disrupt the learning of others, those students will be temporarily removed from the classroom until they are ready to positively engage in instruction.
- **Respect** means that we treat students with respect, and that we expect students to treat our leaders, teachers, staff, and other students with respect as well. If a student

demonstrates disrespectful behavior in the form of verbal aggression, physical aggression or property damage, the student will participate in a behavioral intervention and consequences appropriate to the situation. Respectful behavior provides a safe learning environment for all students and adults within our district.

- **Equity and Belonging** means that all students have the right to feel welcome and to feel a sense of belonging in their school. In our district, we provide equity of opportunity and strive for an increased equity in student outcomes, promoting success for all learners. If a student damages the equitable access to learning or harms a student's sense of belonging through bullying or harassment, the aggressor will participate in a behavioral intervention and consequences appropriate to the situation, and the target will receive enhanced support to ensure that they feel a sense of belonging and safety within their school and classrooms.
- **Family and Community** involvement means that we all collaborate to ensure student success. Caregivers are vital at supporting learners outside of school hours, and ensuring that they follow school rules and expectations during the school day so our teachers and staff can provide access to educational experiences that will prepare them for their future. Our partnership with caregivers and families is essential, and open lines of communication help foster our collaborative efforts.
- **Meaningful Learning** means that we prioritize real skills and knowledge for the real world within our classrooms, emphasizing key standards from the Massachusetts Curriculum Frameworks, hands-on learning experiences, project-based learning, arts-embedded instruction, and explicit college and career pathways. If a student disrupts or damages the meaningful learning environment in one of our schools through unsafe actions, the student will participate in a behavioral intervention and appropriate consequences.

The word *discipline* comes from the Latin word *disciplina* meaning “instruction or knowledge.” Our district’s disciplinary response to student behavior challenges focuses on **teaching** students positive behaviors and **providing the knowledge** for students to align their behaviors with the district values and school expectations. We promote restorative practices that enable students to self-correct, solve problems, learn new behaviors, and repair harm to the school community caused by their actions. Our district wants all students to positively engage in learning as members who feel a sense of belonging in the school community, and we do not want any students to be suspended from school. Temporary exclusion from school is sometimes required, however, if strategies such as mediation, conflict resolution, restorative justice, and collaborative problem solving are not shown to be effective or the student poses a documentable physical danger to other students.

Portrait of a Graduate

Portrait of a Graduate:

The North Adams Public School is committed to the Berkshire County Portrait of a Graduate which identifies six core competencies that students will build throughout their educational journey and demonstrate by the time they graduate from high school as identified by the “I Statements” below:

1. **Communication:** I will communicate effectively and with purpose to different audiences in a variety of settings.
2. **Global Citizen:** I will empower others, serve my community, and better the world.
3. **Prepared Individual:** I will develop the academic foundations to thrive in future educational pursuits, career, and life.
4. **Lifelong Learner:** I will actively pursue lifelong learning so that I can embrace opportunities and adapt to changing circumstances.
5. **Critical Thinker:** I will think deeply and creatively in order to solve difficult and complex problems.
6. **Responsible Person:** I will demonstrate personal responsibility through my words and actions.

Students are expected to master these six competencies by the time they graduate from high school. In the North Adams Public Schools, our grade 7-12 educational programming explicitly prepares students for these competencies, and in earlier grades at the elementary level students work toward foundational skills and knowledge that builds their readiness for these competencies at the high school level.

The six competencies were identified as the most important competencies for life after high school by a group of over 1,000 stakeholders from across Berkshire County. Stakeholders who contributed to the Portrait of a Graduate development included business leaders, elected officials, higher education professionals, community members, non-profit agency leaders, caregivers, students, school leaders, district leaders, teachers, and support staff.

All six of the competencies relate to the Code of Conduct, Character, and Support as expectations for student learning. Behavior violations that disrupt or endanger the learning environment within a school harm the ability of the school to help students achieve the Portrait of a Graduate competencies.

Student Responsibilities and Expected Behaviors

Personal Conduct and Character

- Attend school regularly and on time
- Accept direction, feedback, and support respectfully from adults
- Make responsible behavioral and academic choices
- Be honest and truthful with your words and actions
- Follow school rules identified in your school's Student Handbook
- Accept consequences when behavioral expectations are not met or school rules are violated
- Work to improve behavior through interventions and restorative practices
- Be prepared and ready to learn every day in every class

The Three “R’s”: Respect, Responsibility, and Resilience

Respect

- Learn as part of community by taking care of yourself, others and materials
- Demonstrate empathy and the power of a genuine apology
- Learn as part of a community with members that have differing opinions, cultures, likes and dislikes
- Recognize when someone needs assistance and support them
- Listen, encourage, lead and be helpful to create a positive learning environment

Responsibility

- Own your decisions and behavior, and accept the results
- Do what's right even when no one is looking, and ask questions when you are not sure what is right
- Equip yourself with the necessary intellectual, social and material resources to learn.
- Take steps to problem-solve without blaming others, and reflect on the cause-and-effect of your actions
- Work collaboratively with others by sharing information, listening to others, and acknowledging various points of view

Resilience

- Finish what you start by learning from challenges you experience
- Ask for help when you need it
- Help others in a positive way when they need it
- Be present with my body, my heart and my mind to learn
- Take risks that help you grow

Family and Caregiver Responsibilities

- Provide updated contact information to the North Adams Public Schools
- Ensure their student(s) attend school regularly and on time
- Contact school offices to inform when and why their student(s) is/are absent
- Ask their student(s) teacher if they have a specific question about something in class
- Talk to school officials about any school-wide concerns or anything that cannot be addressed by a classroom teacher
- Collaborate with principals and school staff to address any academic or behavioral challenges their student(s) may experience
- Support the North Adams Public Schools by talking with their student(s) about school expectations and expected behavior while in school
- Read and become familiar with the North Adams Public School policies and the Student Handbook at each applicable school
- Pay the repair/replacement cost for any property intentionally damaged by their student(s)
- Encourage their students to give their best effort as we all collaborate to help students achieve success
- Provide a safe and supportive environment outside the school day so students are prepared to learn when they are at school
- Encourage their student(s) to participate in experiences and activities that will grow their skills as learners
- Be respectful and courteous to our staff, other families and caregivers, and students.

Principal and School Staff Responsibilities

- Follow all expectations identified in the North Adams Public Schools Employee Handbook
- Maintain safe and orderly schools by using prevention and intervention strategies and implementing classroom management strategies and school behavioral response procedures
- Be respectful and courteous to students, parents, caregivers, and colleagues serving as role-models to students
- Be knowledgeable about district policies and school procedures and implement them with equity and consistency
- Be knowledgeable about federal and state regulations about the disciplinary process
- Communicate policies, procedures, expectations, and concerns and respond to colleagues, students, and families in a timely manner
- Inform caregivers of student academic progress and behavior, creating meaningful opportunities to collaborate to improve student outcomes
- Provide access to learning experiences, lessons, materials, and assessments for students with documented absences, including students who are absent for disciplinary reasons
- Participate in professional development opportunities aligned to school and district goals

District Administrator Responsibilities *(in addition to the above)*

- Inform and advise the School Committee in decisions relating to district policy and the annual school department budget
- Implement policies and procedures that encourage safe and orderly schools for all students, school staff, teachers, and school leaders
- Protect the legal rights of students, caregivers, school staff, teachers, and school leaders
- Provide access to curriculum materials and resources to meet grade-level and student needs
- Inform students, caregivers, school staff, teachers, school leaders, and members of the community about School Committee policies
- Provide support and professional development to school staff, teachers, and school leaders to help support students academically and behaviorally
- Collaborate with principals to ensure schools have the resources they need to support students, including personnel, data-tracking tools, and properly-maintained facilities.
- Support the principal and school staff in the fulfillment of their disciplinary responsibilities as outlined in the Code of Conduct, Character, and Support
- Monitor and analyze data on the implementation of the Code of Conduct, Character, and Support to collaborate with students, caregivers, school staff, teachers, school leaders on improving practices to ensure a safe and supportive learning environment

School-Based Student Support Team Roles and Responsibilities

Student Support Team

Each school within the North Adams Public Schools has a Student Support Team (SST) that meets regularly to (a) review school-wide and student-specific behavior data, (b) consider student-specific referrals for academic and/or behavioral support, and (c) identify areas of need for professional development to school staff. The SST uses the Multi-Tiered System of Support (MTSS) model to coordinate Tier 1, Tier 2, and Tier 3 supports for students and ensure staff have what they need to address Level 1 behaviors in the Tier 1 classroom environment. The composition of the SST at each school differs depending on role availability, but the standard composition is the principal (or director of curriculum and instruction), dean of students, and one or more school counselors, with consultation with the school nurse, special education coordinator(s), behavioral intervention staff, and teacher representatives when possible. Members of the SST coordinate and monitor interventions and supports for students and refer to outside agencies when needed.

Behavioral Response Team

The Behavioral Response Team is the group of staff members designated by the principal to respond to Level 2, Level 3A, and Level 3B behavior violations. The Behavior Response Team membership overlaps with Student Support Team membership, but the Behavioral Response Team is not always designated as a formal team with regular meetings. Instead, the Behavioral Response Team is a collection of staff members who have the capacity to respond to incidents, typically including the building principal, dean of students, behavior technician/interventionist, and when one or more of those staff members are absent, it may be a head teacher, director of curriculum, counselor, or other designated staff member who also responds to calls for behavioral assistance or emergencies. For a behavioral assistance call, only one Behavioral Response Team member will respond when they become available, while for an emergency, multiple Behavioral Response Team members will respond swiftly when possible.

Additional Grant-Funded Behavioral Support Teams

When possible, the North Adams Public Schools leverages grant funds to provide additional after-school Behavioral Support Teams. These teams have included, over the past few years, designated Multi-Tiered System of Support Teams, Behavioral Health Teams, and Social Emotional Learning/Behavioral Health Special Project Teams. Such grant-funded teams allow for more coordination of interventions and support and further professional development for school leader and school staff to create safe and supportive learning environments.

SECTION TWO

Interventions and Supports to Promote Behavioral Health

In accordance with Massachusetts law, M.G.L. c. 71, § 37H³/₄, North Adams Public Schools implements alternatives to suspension for non-serious offenses, where appropriate. Accordingly, when student misconduct occurs, the principal must explore interventions that focus on repairing harm and supporting the student's continued engagement in learning, rather than removing the student from school. One approach utilized in the North Adams Public Schools is restorative justice. Through this process, a student who has violated the code of conduct, together with those harmed and other members of the school community participates in a structured dialogue, often in the form of a restorative circle or conference. This process enables the student to acknowledge the harm caused, listen to the perspectives of those affected, and work collaboratively toward agreements such as apologies, restitution, or community service.

Similarly, mediation and conflict resolution can be employed, where a neutral facilitator guides students in conflict toward a mutual understanding and commitment to improved behavior going forward. In some cases, behavioral interventions such as counseling referrals, social-emotional support, or formal Behavior Intervention Plans may be appropriate, particularly when underlying needs are driving the misconduct. North Adams Public Schools may also engage parents or guardians in the process, developing plans that reinforce positive behavior and accountability.

North Adams Public Schools may implement alternative remedies such as community service, reflective writing assignments, or other educational tasks that prompt students to examine the impact of their conduct and to make positive contributions to the school community. These measures are intended not only to address the specific incident at hand, but also to promote accountability, repair relationships, and ensure that students remain meaningfully engaged in their education. By utilizing restorative and supportive practices, the North Adams Public Schools fulfills its obligations under Massachusetts law while fostering a safer, more inclusive, and respectful school climate.

After a behavior violation occurs, and if alternative remedies have been attempted or found unsuitable, and a consequence is administered that requires the student to be temporarily excluded from school, school-based staff will also continue to attempt additional interventions and supports to improve the student's conduct. Such interventions and supports include but are not limited to: re-entry meetings, collaborative problem solving, written reflection/think forms, counseling, restorative practices, mediation, and referrals to additional outside services.

Due Process for Students

NOTICE OF PROPOSED SUSPENSION

Except in the case of an emergency removal or disciplinary offense defined under M.G.L. c. 71, §§37H or 37H½ or an in-school suspension as defined by 603 CMR 53.02(6), the school shall provide the student and parent/guardian with written and oral notice of the proposed out-of-school suspension, an opportunity to be heard at hearing, and the opportunity to participate at the hearing. Notice shall set forth in plain language:

- a) the disciplinary offense;
- b) the basis for the charge;
- c) the potential consequences, including the potential length of the student's suspension;
- d) the opportunity for the student to have a hearing with the principal concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent/guardian to attend the hearing;
- e) the date, time, and location of the hearing;
- f) the right of the student and student's parent/guardian to interpreter services at the hearing if needed to participate;

The principal shall make reasonable efforts to notify the parent/guardian orally of the opportunity to attend the hearing. In order to conduct a hearing without the parent/guardian present, the principal must be able to document reasonable efforts to include the parent/guardian. Reasonable effort is presumed if the principal sent written notice and documented at least two attempts to contact the parent/guardian in the manner specified by the parent/guardian for emergency situations.

All written communications regarding notice of proposed suspension shall be either by hand delivery or delivered by first-class mail, certified mail, or email to address provided by the parent/guardian for school communications (or other method agreed to by the principal and parent/guardian) in English, and in the primary language in the home if other than English, or other means of communication where appropriate.

GENERAL REQUIREMENTS PRIOR TO SUSPENSION UNDER M.G.L. CHAPTER 71, §37H¾

A student may not be suspended under M.G.L. Chapter 71, §37H¾, unless one or more of the following apply:

- A. Alternative remedies have been employed and their use and results documented, following and in direct response to a specific incident or incidents.
- B. There are documented specific reasons why alternative remedies are unsuitable or counterproductive.

- C. The situation is such that the student's continued presence in school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm upon another person while in school.

SHORT-TERM SUSPENSIONS: HEARING AND PRINCIPAL DETERMINATION

A short-term suspension is the removal of the student from the school premises and regular classroom activities for ten (10) consecutive days or less. Out-of-school short-term suspensions which do not cumulatively over the course of the school year exceed ten (10) days of suspension shall be conducted in accordance with this section.

Principal Hearing. The purpose of the hearing with the principal is to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student has committed the disciplinary offense, the basis for the charge, and any other pertinent information. The student shall have an opportunity to present information, including mitigating facts. A parent/guardian present at the hearing shall have the opportunity to discuss the student's conduct and offer information, including mitigating circumstances.

Based on the available information, including mitigating circumstances, the principal will make a determination whether the student committed the disciplinary offense, and if so, the consequence. The principal will provide notification in writing of his/her determination in the form of an update to the student and parent/guardian, and provide reasons for the determination. If the student is suspended, the principal shall inform the parent/guardian of the type and duration of the suspension, and shall provide an opportunity for the student to make up assignments and other school work as needed to make academic progress during the period of removal.

If the student is in grades pre-k through 3, the principal shall send his/her determination to the superintendent and explain the reasons prior to imposing an out-of-school suspension, before the short-term suspension takes effect.

All written communications regarding the hearing and principal determination shall be either hand delivery or delivered by first-class mail, certified mail, or email to the address provided by the parent/guardian for school communications (or other method agreed to by the principal and parent/guardian) in English, and in the primary language in the home if other than English, or other means of communication where appropriate.

LONG-TERM SUSPENSIONS: HEARING AND PRINCIPAL DETERMINATION

A long-term suspension is the removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year. The purpose of the hearing with the principal is to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the

charges and explain the circumstances surrounding the alleged incident, determine if the student has committed the disciplinary offense, the basis for the charge, and any other pertinent information. The student shall have an opportunity to present information, including mitigating facts, that the principal will consider in determining whether alternatives to suspension such as loss of privileges, detention, an apology, a student contract, restitution, and/or probation are appropriate.

Additionally, the student shall have the following additional rights:

- i. In advance of the hearing, the opportunity to review the student's record and the documents upon which the principal may rely in making a determination to suspend the student or not;
- ii. the right to be represented by counsel or a lay person of the student's choice, at the student's and or parent's/guardian's expense;
- iii. the right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so; and
- iv. the right to cross-examine witnesses presented by the school district;
- v. the right to request that the hearing be recorded by the principal. All participants shall be informed that the hearing is being recorded by audio. A copy of the audio recording will be provided to the student or parent/guardian upon request.

Based on the evidence submitted at the hearing the principal shall make a determination as to whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension (the use of evidence-based strategies and programs, such as mediation, conflict resolution, restorative justice, and positive interventions and supports) what remedy or consequence will be imposed. If the principal decides to impose a long-term suspension, the written determination shall:

- i. Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
- ii. Set out key facts and conclusions reached by the principal;
- iii. Identify the length and effective date of the suspension, as well as a date of return to school;
- iv. Include notice of the student's opportunity to receive a specific list of education services to make academic progress during removal, and the contact information of a school member who can provide more detailed information.
- v. Inform the student of the right to appeal the principal's decision to the superintendent or his/her designee (only if a long-term suspension has been imposed) within five (5) calendar days, which may be extended by parent/guardian request in writing an additional seven (7) calendar days.

The long-term suspension will remain in effect unless and until the superintendent decides to reverse the principal's determination on appeal.

If the student is in grades pre-k through grade 3, the principal shall send his/her determination to the superintendent and explain the reasons prior to imposing an out-of-school suspension, whether short-term or long-term, before the suspension takes effect.

All written communications regarding the hearing and principal determination shall be either hand delivery or delivered by first-class mail, certified mail, or email to the provided by the parent/guardian for school communications (or other method agreed to by the principal and parent/guardian) in English, and in the primary language in the home if other than English, or by other means of communication where appropriate.

APPEAL OF LONG-TERM SUSPENSION

A student who is placed on a long-term suspension shall have the right to appeal the principal's decision to the superintendent if properly and timely filed within 5 calendar days following the effective date of suspension. A good faith effort shall be made to include the parent/guardian at the hearing. The appeal shall be held within three (3) school days of the request for an appeal, unless the student or parent/guardian requests an extension of up to seven (7) additional calendar days, which the superintendent shall grant.

If the student's or parent's notice of appeal is not submitted to the superintendent within the time indicated above, the superintendent may deny the appeal, or allow the appeal at the superintendent's discretion. If an appeal hearing is granted, the superintendent will send written notice to the student and parent of the date, time, and location of the hearing.

The student and parent/guardian shall have the same rights afforded at the long-term suspension principal hearing. Additionally, the superintendent will arrange for an audio recording of the hearing, a copy of which shall be provided to the student and the parent upon request. The superintendent will inform all parties before the hearing that an audio copy will be made of the hearing.

Within five (5) calendar days of the hearing the superintendent shall issue his/her written decision which meets the criteria required of the principal's determination. If the superintendent determines the student committed the disciplinary offense, the superintendent may impose the same or a lesser consequence than that of the principal. The superintendent's decision shall be final.

EMERGENCY REMOVAL

A student may be temporarily removed prior to notice and hearing when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school and, in the principal's judgment, there is no alternative available to alleviate the danger or disruption. A Principal may not remove a student from school on an emergency basis for a disciplinary offense until adequate provisions have been made for the student's safety and transportation. The temporary removal shall not exceed two (2) school days, following the day of the emergency removal.

During the emergency, removal the principal shall make immediate and reasonable efforts to orally notify the student and student's parent/guardian of the emergency removal and the reason for the emergency removal. The principal shall also provide the due process requirements of written notice for suspensions and provide for a hearing which meets the due process requirements of a long-term suspension or short-term suspension, as applicable, within the two (2) school day time period, unless an extension of time for the hearing is otherwise agreed to by the principal, student, and parent/guardian.

A decision shall be rendered orally on the same day as the hearing, and in writing no later than the following school day. The decision shall meet all of the due process requirements of a principal's determination in a long-term suspension or short-term suspension, as applicable.

IN-SCHOOL SUSPENSION UNDER 603 CMR 53:02(6) & 603 CMR 53.10

In-school suspension is defined as the removal of a student from regular classroom activities, but not the school premises, for not more than ten (10) consecutive school days, or no more than ten (10) school days cumulatively for multiple infractions over the course of the school year.

A Principal may impose an in-school suspension as defined above according to the following procedures:

The principal shall inform the student of the disciplinary offense charged and the basis for the charge, and provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident. If the principal determines that the student committed the disciplinary offense, the principal shall inform the student of the length of the student's in-school suspension, which shall not exceed ten (10) days, cumulatively or consecutively, in a school year.

On the same day as the in-school suspension decision, the principal shall make reasonable efforts to notify the parent orally of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension. The principal shall also invite the parent to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such meeting shall be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the principal is unable to reach the parent after making and documenting at least two (2) attempts to do so, such attempts shall constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.

The principal shall send written notice to the student and parent about the in-school suspension, including the reason and the length of the in-school suspension, and inviting the parent to a meeting with the principal for the purpose set forth above, if such meeting has not already occurred. The principal shall deliver such notice on the day of the suspension by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or by other method of delivery agreed to by the principal and the parent.

SUSPENSION OR EXPULSION FOR DISCIPLINARY OFFENSES UNDER M.G.L. 71 §§37H and 37H½

The due process notification and hearing requirements in the preceding sections do not apply to the following disciplinary offenses:

POSSESSION OF A DANGEROUS WEAPON, POSSESSION OF A CONTROLLED SUBSTANCE, OR ASSAULT OF STAFF

A student may be subject to expulsion if found in possession of a dangerous weapon, possession of a controlled substance, or the student assaults a member of educational staff, and the principal determines the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

The Principal shall notify the student and parent(s)/guardian(s) in writing of the opportunity for a hearing, and the right to have representation at the hearing, along with the opportunity to present evidence and witnesses. After said hearing, a principal may, in his/her discretion, decide to levy a suspension rather than expulsion. A student expelled for such an infraction shall have the right to appeal the decision to the Superintendent. The expelled student shall have ten (10) days from the date of the expulsion in which to notify the Superintendent of his/her appeal. The student has the right to counsel at the hearing before the Superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student was guilty of the alleged offense.

FELONY COMPLAINT OR ISSUANCE OF FELONY DELINQUENCY COMPLAINT

Upon the issuance of a criminal complaint charging a student with a felony, or the issuance of a felony delinquency complaint against a student, the Principal may suspend a student for a period of time determined appropriate by the Principal if the Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

The Principal shall notify the student in writing of the charges, the reasons for the suspension (prior to such suspension taking effect), and the right to appeal. The Principal will also provide the student and parent(s)/guardian(s) the process for appealing the suspension to the Superintendent. The request for appeal must be made in writing within five (5) calendar days. The hearing shall be held within three (3) days of the request. The suspension shall remain in effect prior to any appeal hearing before the Superintendent. At the hearing, the student shall have the right to present oral and written testimony, and the right to counsel. The Superintendent has the authority to overturn or alter the decision of the Principal. The Superintendent shall render a decision on the appeal within five (5) calendar days of the hearing.

FELONY CONVICTION OR ADJUDICATION/ADMISSION IN COURT OF GUILT FOR A FELONY OR FELONY DELINQUENCY

The Principal may expel a student convicted of a felony, or has an adjudication or admission of guilt regarding a felony, if the Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

The student shall receive written notification of the charges and reasons for the proposed expulsion. The student shall also receive written notification of his right to appeal the decision to the Superintendent, as well as the appeal process. The expulsion shall remain in effect prior to any appeal hearing conducted by the Superintendent.

The student shall notify the Superintendent in writing of his/her request for an appeal the decision no later than five (5) calendar days following the date of the expulsion. The Superintendent hearing shall be held with the student and parent(s)/guardian(s) within three (3) calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony, and shall have the right to counsel. The Superintendent has the authority to overturn or alter the decision of the Principal. The Superintendent shall render a decision on the appeal within five (5) calendar days of the hearing.

Any student expelled from school for such an offense shall be afforded an opportunity to receive educational services and make academic progress.

STUDENT SUSPENSION AND EXPULSION DATA COLLECTION AND REPORTING

The District shall collect and annually report data to the Department regarding in-school suspensions, short-term and long-term suspensions, expulsions, emergency removals under 603 CMR 53.07, access to education services under 603 CMR 53.13, and such other information as may be required by the Department. Such data shall be reported in a manner and form directed by the Department.

The principal of each school shall periodically review discipline data by selected student populations, including but not limited to race and ethnicity, gender, socioeconomic status, English language learner status, and student with a disability status. In reviewing the data, the principal shall assess the extent of in-school suspensions, short- and long-term suspensions, expulsions, and emergency removals under 603 CMR 53.07, and the impact of such disciplinary action on selected student populations. The principal shall further determine whether it is necessary or appropriate to modify disciplinary practices due to over-reliance on expulsion, or in-school or out-of-school suspension, or emergency removals, or the impact of such suspensions, removals, and expulsions on selected student populations compared with other students.

DISCIPLINE OF STUDENTS WITH DISABILITIES

The district is committed to ensuring that students with disabilities or suspected disabilities receive appropriate educational support and due process during disciplinary proceedings. These procedures apply when a student's suspension exceeds ten (10) consecutive school days or when a pattern of suspensions results in a cumulative total of more than ten (10) school days.

During any disciplinary action involving a student with a disability or suspected disability, the student will continue to receive all educational services and supports required by federal and state law, ensuring uninterrupted access to both the general curriculum and specialized programs.

MANIFESTATION DETERMINATION REVIEW

Before any disciplinary action that constitutes a change in placement for a student with a disability or suspected disability occurs, the district will convene a Manifestation Determination Review (MDR) meeting. A change in placement is triggered when a student with disabilities or suspected disabilities faces a suspension lasting more than ten (10) consecutive school days or when repeated suspensions add up to more than ten (10) school days. The MDR is required to take place within ten (10) days of the decision to suspend, ensuring a timely review.

A student is considered to have a suspected disability if, prior to the incident that led to disciplinary action, a parent or guardian expressed concern in writing that the child might require special education, requested an evaluation for special education eligibility, or if a teacher or school personnel reported a specific pattern of behavior to the special education director or supervisory staff. Conversely, a student will not be classified as having a suspected disability if the parent has refused an evaluation or special education services or if an evaluation determined the student ineligible. Should a parent request an evaluation while disciplinary action is in process, the district will conduct an expedited evaluation consistent with federal and state requirements, and the student will remain in the disciplinary placement until the evaluation is complete unless determined otherwise.

During the MDR meeting, district personnel, the student's parents or guardians, and relevant members of the IEP Team review the student's IEP, teacher observations, and any pertinent medical or psychological evaluations. The review is designed to determine whether the student's conduct was caused by or had a direct and substantial relationship to the student's disability or if it resulted from the district's failure to implement the IEP. If the behavior is determined to be a manifestation of the student's disability, the IEP Team will conduct a Functional Behavioral Assessment (FBA) and either implement or modify a Behavioral Intervention Plan (BIP) to address the behavior.

In cases where the behavior is found to be the result of the district's failure to implement the IEP, the team will also identify and initiate corrective steps to remedy that failure. Typically, if the behavior is deemed a manifestation of the disability, the student will return to their original placement unless both the parent and district agree on a change. If the behavior is not a manifestation of the disability, the student may be disciplined in the same manner as non-disabled peers while continuing to receive educational services in an appropriate setting.

INTERIM ALTERNATIVE EDUCATIONAL SETTING

For incidents involving the carrying or possession of a weapon, the use or distribution of illegal drugs or controlled substances, or the infliction of serious bodily injury at school or during school functions, the district may place a student in an Interim Alternative Educational Setting (IAES) for up to forty-five (45) school days. This setting is designed to allow the student to

remain engaged with the general curriculum while continuing to receive all services identified in their IEP, including those aimed at addressing the problematic behavior. This provision ensures that even during disciplinary action, the student's educational progress and access to necessary interventions are maintained.

AUTHORITY OF A HEARING OFFICER

If the District determines that returning a student with a disability or suspected disability to their current placement poses a substantial likelihood of injury to themselves or others, it may request a hearing before an independent hearing officer. The hearing officer has the authority to review the case and, if deemed necessary, to place the student in an IAES for up to forty-five (45) days—even in situations where the behavior was found to be a manifestation of the student's disability.

PARENTAL NOTIFICATIONS AND PROCEDURAL SAFEGUARDS

The district is obligated to notify parents or guardians in writing no later than the start of any disciplinary action. This notification shall clearly communicate the decision regarding the disciplinary measure and include detailed procedural safeguards, such as the right to appeal the decision. These measures ensure that parents are fully informed and have the opportunity to actively participate in the process.

SECTION THREE

District-Wide Levels of Behavioral Violations and School-Based Behavioral Response

Level 1 – Classroom Disruption: This is behavior that is repeatedly off-task, disrespectful, disruptive to other students, non-compliant or mildly dangerous. Such behavior includes, but is not limited to: refusal to complete an assigned task, talking back to a teacher, knocking books off a table, standing on a chair, talking out of turn, swearing, or other behavior that disrupts the educational environment of the classroom. Though frustrating, most classroom disruptions can be handled by classroom management strategies such as economy of language, rehearsing classroom routines, teacher radar, whole class reset, etc. or by redirecting students to the school/classroom expectations. For classroom disruptions/non-compliance, teachers may also provide restorative practices (note of apology, clean up a mess, etc.) and/or classroom consequences such as calling home, lunch detention, loss of classroom privileges, seat relocation, etc. The majority of behavioral disruptions in a school are annoying exhibitions of student escape and avoidance behaviors but do not shut down classroom learning for the other students – such Level 1 disruptions are addressed by the teacher in the classroom as part of the focus on building a respectful, responsible, and resilient learning environment.

Level 2 – Repeated Disruptive Behavior that Continues to Shut Down Instruction: This is behavior that is repeatedly disruptive to other students to the point that the teacher cannot manage the classroom and requires support. After multiple attempts at addressing the behavior and the use of classroom management strategies as indicated above, if learning in the classroom is unable to continue and the teacher requires additional assistance, the teacher should call for behavioral support and follow school-based procedures for temporary student removal from class. When calling for behavioral support, the teacher must be clear and concise and say, “This is [teacher name]. I need behavioral assistance in room [room #].” A member of the school leadership team, student support team, or behavioral response team will arrive as soon as possible to learn from the teacher about the nature of the specific behavior, provide behavioral assistance, and implement Level 2 consequences and interventions for the student. The student will be removed from the class until the student is deemed “ready to learn” by school leaders or behavioral support staff or will be removed for a longer duration as indicated under the behavior violation on the school-specific Behavioral Response Guidance Grid. If the student continues to escalate, or is unsafe to return to class, a Level 3A consequence may be administered by the principal or designee. Note that the goal of the staff response to a Level 2 behavior violation is to get the student back on track to engage positively with classroom instruction while addressing student needs with behavioral and social emotional skills. Repeated Level 2 behavioral violations by a student within a day or over a designated time period may result in Level 3A consequences and/or more intensive interventions.

Level 3A – Dangerous Behavior or Disruptive Behavior that Shuts Down Learning in a Wing of the School Building: This is behavior that is significantly unsafe or disrupts an entire wing of the school building so as to shut down learning in multiple classrooms or learning areas. Examples of Level 3A behavior include, but are not limited to, fighting, assault, threats to a teacher, highly dangerous physical behavior, and escalated verbal aggression. If there is any threat to school safety, the staff member witnessing the incident must contact behavioral support for a Level 3A violation immediately, saying “This is [staff member name]. I have a **behavioral emergency** in room/area [room #/area description].” A member of the school leadership team, student support team, or behavioral response team will arrive to deescalate the situation if needed and provide a behavioral response, implementing Level 3A disciplinary consequences including required alternatives to suspension. If the behavior violation is not an immediate threat to school safety but still requires as Level 3A behavioral response from a school leader or member of the behavior response team, the behavior violation should be reported following school-specific protocols outlined by the principal or designee (e.g. behavior report form, contacting the main office, etc.).

Level 3B – Egregiously Dangerous or Illegal Behavior: This is behavior that is egregiously dangerous, illegal, or of such continued disruption to the school that increased consequences are needed. Examples of Level 3B behavior include possession of a weapon or a controlled substance, assault of a staff member, or repeated 3A offenses over a specified duration of time. If there is any threat to school safety, the staff member witnessing the incident must contact behavioral support for a Level 3A violation immediately, saying “This is [staff member name]. I have a **behavioral emergency** in room/area [room #/area description].” A member of the school leadership team, student support team, or behavioral response team will arrive to deescalate the situation if needed and provide a behavioral response, implementing Level 3B disciplinary consequences including required alternatives to suspension if necessary. The Level 3B behavior must be documented following school-specific protocols outlined by the principal or designee (e.g. behavior report form, contacting the main office, email with witness statement, etc.).

See the following page for the parameters for official school and district consequences for each Level of behavioral violation.

Official District and School Consequences by Level			
Level 1	Level 2	Level 3A	Level 3B
<i>There are no official disciplinary referrals, classroom student removals, official school consequences, or suspensions for Level 1 behavior concerns.</i> Teachers observe the behavior, use a range of strategies to support the student. Teachers may provide classroom-specific consequences and interventions and/or collaborate with families to improve student behavior. <i>School leaders and support staff will work with teachers at the school level to identify resources for teachers to address Level 1 behavioral concerns.</i>	Teacher calls behavioral support, sends the student to the designated Intervention Space (Student Support Center, Intervention Room, etc.), and follows school-based process for reporting the incident. Student returns to class when deemed “ready to learn” by behavioral support staff or as indicated under the behavior violation. School leader determines if extended time in an Intervention Space is deemed appropriate up to a possible one or two-day in-school suspension.	<i>If documented alternative remedies are found unsuitable or counter-productive, or if there is a documentable concern about the infliction of serious harm upon another person:</i> Three to five days out-of-school suspension with principal or school designee hearing.	<i>If documented alternative remedies are found unsuitable or counter-productive, or if there is a documentable concern about the infliction of serious harm upon another person:</i> From five day out-of-school suspension to possible nine-day out of school suspension with principal or school designee hearing. Extended long-term suspension may be considered for repeat offenses (3+ Level 3B offenses) or significantly egregious offenses of up to 90 days of suspension for a single offence. Expulsion will be proposed for assault of a staff member, possession of a controlled substance, or possession of a weapon – expulsion may be reduced to short-term or long-term suspension when mitigating factors are considered after the student hearing with the principal or school designee.

SCHOOL-SPECIFIC GUIDANCE FOR CONSEQUENCES AND INTERVENTIONS / SUPPORTS FOR BEHAVIOR VIOLATIONS

BRAYTON ELEMENTARY SCHOOL

Grades PK-2

An important note about out-of-school suspension: For behavior violations other than **possession of a controlled substance, possession of a dangerous weapon, assault of a staff member, or a felony charge for a student whose continued presence in school would have a substantial detrimental effect on the general welfare of the school**, alternative remedies must be employed before a student is suspended. These alternative remedies must be documented in direct response to a specific incident or incidents. A student may be suspended only if the alternative remedies are deemed to be unsuitable or counter-productive and documented as such, or in cases where the student's continued presence in school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm upon another person while in school.

According to Massachusetts General Laws (MGL) chapter 71, section 37H3/4, "Alternative remedies may include, but shall not be limited to: (i) mediation; (ii) conflict resolution; (iii) restorative justice; and (iv) collaborative problem solving."

Note: The behavior violations below do not include every possible violation of school rules. These behavior violations are either the most commonly reported violations or the violations that are the most severe (even if they are rare). Other behavior violations not included in the list below will be addressed by school staff, and consequences will be administered accordingly, following all Massachusetts laws and school committee policies, up to and including out-of-school suspension.

Behavioral Response Guidance Grid		
Behavior Violation	Assigned School Consequence	Intervention / Support
Dangerous Behavior		
Fighting with no Serious Bodily Injury: All students involved engage in hitting, kicking, or punching the other person	Level 3A □ 3 days of out-of-school suspension with 2 days served as Emergency Removal with principal or school designee hearing	Student participates in school re-entry protocol when returning to school Restorative group conference/mediation if

		both the aggressor and the target agree to participate
Minor dangerous physical behavior (directed at another student or themselves) without injury: Contained to a classroom, cafeteria, playground, or other specific space	Level 2 □ Temporary removal from class, educational talk, notification of parent In-school suspension for the remainder of the day or Emergency Removal with principal or school designee hearing if student unable to de-escalate or continues to threaten dangerous behavior	Student participates in a restorative conference
Minor verbal aggression or threat toward another individual without injury: Contained to a classroom, cafeteria, playground, or other specific space	Level 2 □ Temporary removal from class, educational talk, notification of parent In-school suspension for the remainder of the day or Emergency Removal with principal or school designee hearing if student unable to de-escalate or continues to demonstrate verbal aggression or threaten	Student participates in a restorative conference Restorative group conference/mediation if applicable and if both the aggressor and the target agree to participate
Major dangerous physical behavior (directed at another student or themselves): Causes injury and/or disrupts learning in a wing of the building due to repeated behavior	Level 3A □ 3 days of out-of-school suspension with 2 days served as Emergency Removal with principal or school designee hearing	Student participates in school re-entry protocol when returning to school Student participates in counseling with SAC Restorative group conference/mediation if

		applicable and if both the aggressor and the target agree to participate
Major verbal aggression or threat toward another: Disrupts learning in a wing of the building due to repeated behavior	Level 3A □ 3 days of out-of-school suspension with 2 days served as Emergency Removal with principal or school designee hearing	Student participates in school re-entry protocol when returning to school Student participates in counseling with SAC Restorative group conference/mediation if applicable and if both the aggressor and the target agree to participate
Student assault of a staff member: Student intentionally bites, hits, or kicks a staff member with intent to cause harm, student aggressively pushes a staff member to the ground to cause harm	Expulsion Proposal with immediate Emergency Removal If mitigating factors exist: Level 3B □ From 9-90 days of out-of-school suspension with principal or school designee hearing	Student participates in school re-entry protocol when returning to school Student participates in counseling with SAC Restorative group conference/mediation if applicable and if both the aggressor and the target agree to participate
Student initiates dangerous physical contact with a staff member that is less than the threshold for physical assault: Student pushes past a staff member, student lashes out and strikes a staff member accidentally, student flails while in a lawful restraint	Level 2 □ Temporary removal from class, educational talk, notification of parent, in-school suspension if student unable to de-escalate or continues to threaten Prolonged escalation can result in Level 3A	Student completes reflection form/think sheet with support from staff Student participates in a restorative conference Student participates in counseling with SAC

	consequence including Emergency Removal	
Harassment and Bullying		
Bullying: Student is found to have repeatedly used verbal or electronic expression and/or a physical act or gesture directed toward a target that meets the definition of bullying.	Level 3A □ 3 days of out-of-school suspension with 2 days served as Emergency Removal with principal or school designee hearing	Student participates in school re-entry protocol when returning to school Student participates in counseling sessions with SAC Student follows intervention/safety plan developed in collaboration with family and school staff
Major harassment: Student uses words or behavior that threatens, intimidates, or demeans a person, causing substantial emotional distress (violation may not yet meet the definition of bullying as it may not be repeated yet, but violation is so severe as to create a substantially hostile environment for the target)	Level 3A □ 3 days of out-of-school suspension with 2 days served as Emergency Removal with principal or school designee hearing	Student completes reflection form Student participates in counseling sessions with SAC Student follows intervention/safety plan developed in collaboration with family and school staff
Identity-based harassment: Student uses language or takes action that targets an individual or group based on identity	Level 2 □ Temporary removal from class/removal from other student, educational talk, notification of parent,	Student participates in a restorative conference

	possible in-school suspension if student continues to use harassing language or actions	
Leaving Classroom or School Without Permission		
Leaving the building and school grounds without permission: Leaving beyond the designated playground/parking lot area	Level 3A □ 3 days of out-of-school suspension with 2 days served as Emergency Removal with principal or school designee hearing	Student participates in school re-entry protocol when returning to school Student developed safety plan with support from staff
Students not in class during class time: Student leaves class without permission, student refuses to go to class or assigned area but remains within the school building	Level 2 □ Educational talk, notification to parent, student escorted to class or assigned area Refusal to report to class or assigned area with escort can result in in-school suspension or Level 3A consequences if the student cannot self-regulate	Student fills out reflection form/think sheet with support from staff
Possession of Dangerous Items		
Possession of a lookalike weapon	Level 3B □ 90-day suspension proposal with immediate Emergency Removal If mitigating factors exist: Level 3B □ Confiscation	Student participates in restorative conference with family present Student participates in counseling sessions with SAC (SAC refers to

	of lookalike weapon, 5 days of out-of-school suspension with principal or school designee hearing Refusal to give contraband to staff or refusal to permit a search will result in an emergency removal of 2 days	outside services for substance use if applicable)
Possession of a weapon	Expulsion Proposal with immediate Emergency Removal If mitigating factors exist: Level 3B ☐ Confiscation of weapon, 9 days of out-of-school suspension with principal or school designee hearing Refusal to give contraband to staff or refusal to permit a search will result in an emergency removal of 2 days	Student participates in restorative conference with family present Student participates in counseling sessions with SAC (SAC refers to outside services for substance use if applicable) Student participates in regular safety checks during school hours
Property Damage / Property Theft		
Property destruction that does not shut down learning: Student damages property belonging to the school or another person	Level 2 ☐ Temporary removal from class (or from other person), educational talk, notification to parent	Student participates in a restorative conference Student/family provides restitution to cover the cost of repairs/replacement of damaged property

Property disruption or destruction that shuts down learning in classroom or wing of the building: Student continues to physically disrupt or destroy property after multiple redirections	Level 3A □ 3 days of out-of-school suspension with 2 days served as Emergency Removal with principal or school designee hearing	Student participates in school re-entry protocol when returning to school Student participates in counseling with SAC Student/family provides restitution to cover the cost of repairs/replacement of damaged property
Minor theft of property: Student steals property of little financial value from the school, from another student, from a staff member, etc. while on school grounds (such as a pencil, a small trinket, etc.)	Level 2 □ Educational talk with student, and student provides restitution Level 3A consequences and emergency removal of 2 days may occur if theft significantly disrupts a wing of the building or the orderly function of the school	Student participates in a restorative conference
Major theft of property: Student steals property of significant value from the school, from another student, from a staff member, etc. while on school grounds	Level 3A □ 3 days of out-of-school suspension proposed with principal or school designee hearing Emergency removal of 2 days may occur if theft significantly disrupts a wing of the building or the orderly function of the school	Student participates in school re-entry protocol when returning to school Student participates in counseling with SAC Student/family provides restitution to cover the cost of replacement of stolen property

School Safety (General)		
Disrupting a school safety event: Student disrupts a safety drill or safety event by walking out of the drill/event without permission or making loud noises/creating a disturbance during a safety drill/event	Level 3A □ 3 days of out-of-school suspension with 2 days served as Emergency Removal with principal or school designee hearing	Student participates in school re-entry protocol when returning to school Student participates in counseling with SAC
Repeated Behavior Violations		
Persistent Level 1 behaviors that shut down learning for the class: Student continues to disrupt learning (2+ disruptions that shut down learning for the class within a class period or 60 minute block) after teacher redirection	Level 2 □ Temporary removal from class, educational talk, notification of parent, in-school suspension if student unable to self-regulate	Student completes reflection form/think sheet with support from staff
Persistent Level 2 behaviors within a single day: Student continues to commit Level 2 behavioral violations leading to removal from class (3+ within a school day)	Level 3A □ 3 days of out-of-school suspension with principal or school designee hearing	Student participates in counseling with SAC
Persistent Level 3A behaviors within a Trimester: Student continues to commit Level 3A behavioral violations (4+ documented Level 3A behaviors within a 60-day trimester marking period)	Level 3B □ 9 days of out-of-school suspension with principal or school designee hearing	Student participates in school re-entry protocol when returning to school Student participates in counseling with SAC (SAC

	Each additional Level 3A behavior violation for the remainder of the quarter will result in a 3B consequence	refers student for additional services if needed)
Refusal to engage in intervention programming / disruption of interventions: Student in in-school-suspension or other intervention space refuses to engage and disrupts the interventions implemented by staff	Level 3A □ 3 days of out-of-school suspension with 2 days served as Emergency Removal with principal or school designee hearing	Student participates in restorative conference with family present Student participates in counseling with SAC (SAC refers to outside services if needed)

COLEGROVE PARK ELEMENTARY SCHOOL

Grades 3-6

An important note about out-of-school suspension: For behavior violations other than **possession of a controlled substance, possession of a dangerous weapon, assault of a staff member, or a felony charge for a student whose continued presence in school would have a substantial detrimental effect on the general welfare of the school**, alternative remedies must be employed before a student is suspended. These alternative remedies must be documented in direct response to a specific incident or incidents. A student may be suspended only if the alternative remedies are deemed to be unsuitable or counter-productive and documented as such, or in cases where the student's continued presence in school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm upon another person while in school.

According to Massachusetts General Laws (MGL) chapter 71, section 37H3/4, "Alternative remedies may include, but shall not be limited to: (i) mediation; (ii) conflict resolution; (iii) restorative justice; and (iv) collaborative problem solving."

Note: The behavior violations below do not include every possible violation of school rules. These behavior violations are either the most commonly reported violations or the violations that are the most severe (even if they are rare). Other behavior violations not included in the list below will be addressed by school staff, and consequences will be administered accordingly, following all Massachusetts laws and school committee policies, up to and including out-of-school suspension.

Behavioral Response Guidance Grid		
Behavior Violation	Assigned School Consequence	Intervention / Support
Dangerous Behavior		
Fighting with no Serious Bodily Injury: All students involved engage in hitting, kicking, or punching the other person	Level 3A □ 3 days of out-of-school suspension with 2 days served as Emergency Removal with	Student participates in school re-entry protocol when returning to school Restorative group conference/mediation if both

	principal or school designee hearing	the aggressor and the target agree to participate
Minor dangerous physical behavior (directed at another student or themselves) without injury: Contained to a classroom, cafeteria, playground, or other specific space	Level 2 □ Temporary removal from class, educational talk, notification of parent In-school suspension for the remainder of the day or Emergency Removal with principal or school designee hearing if student unable to de-escalate or continues to threaten dangerous behavior	Student completes reflection form/think sheet Student participates in a restorative conference
Minor verbal aggression or threat toward another individual without injury: Contained to a classroom, cafeteria, playground, or other specific space	Level 2 □ Temporary removal from class, educational talk, notification of parent In-school suspension for the remainder of the day or Emergency Removal with principal or school designee hearing if student unable to de-escalate or continues to demonstrate verbal aggression or threaten	Student participates in a restorative conference Restorative group conference/mediation if applicable and if both the aggressor and the target agree to participate
Major dangerous physical behavior (directed at another student or themselves): Causes injury and/or disrupts learning in a wing of the building due to repeated behavior	Level 3A □ 3 days of out-of-school suspension with 2 days served as Emergency Removal with principal or school designee hearing	Student participates in school re-entry protocol when returning to school Student participates in counseling with SAC Restorative group conference/mediation if applicable and if both the

		aggressor and the target agree to participate
Major verbal aggression or threat toward another: Disrupts learning in a wing of the building due to repeated behavior	Level 3A □ 3 days of out-of-school suspension with 2 days served as Emergency Removal with principal or school designee hearing	Student participates in school re-entry protocol when returning to school Student participates in counseling with SAC Restorative group conference/mediation if applicable and if both the aggressor and the target agree to participate
Student assault of a staff member	Expulsion Proposal with immediate Emergency Removal If mitigating factors exist: Level 3B □ From 9-90 days of out-of-school suspension with principal or school designee hearing	Student participates in school re-entry protocol when returning to school Student participates in counseling with SAC Restorative group conference/mediation if applicable and if both the aggressor and the target agree to participate
Student initiates dangerous physical contact with a staff member that is less than the threshold for physical assault: Student pushes past a staff member, student lashes out indirectly and strikes staff member, etc.	Level 3B □ 5 days of out-of-school suspension with 2 days served as Emergency Removal with principal or school designee hearing Prolonged escalation can result in Level 3B consequence with up to 9 days of suspension.	Student participates in school re-entry protocol when returning to school Student participates in counseling with SAC Mediation if both parties agree and is deemed appropriate to the situation

Electronic Device Policy Violations		
Electronic device violation 1st offense	Level 2 □ Device confiscated by school leader or behavioral support staff for the remainder of the day, educational talk, notification of parent Refusal to give device to staff can result in Level 3A consequence	Student completes reflection form/think sheet
Electronic device violation 2nd offense	Level 2 □ Device confiscated by school leader or behavioral support staff until caregiver comes to pick it up at the end of the day, educational talk, notification of parent Refusal to give device to staff can result in Level 3A consequence	Student completes reflection form/think sheet Student participates in a restorative conference with SAC (SAC works with students to identify and address root cause of behavior)
Electronic device violation 3+ offenses	Level 3A □ Device confiscated by school leader or behavioral support staff, 2 days of out-of-school suspension with principal or school designee hearing (device returned to family during hearing)	Student participates in a restorative conference with SAC (SAC works with students to identify and address root cause of behavior) Student follows intervention plan to ensure no electronic device violations

Harassment and Bullying		
Bullying: Student is found to have repeatedly used verbal or electronic expression and/or a physical act or gesture directed toward a target that meets the definition of bullying.	Level 3A □ 3 days of out-of-school suspension with 2 days served as Emergency Removal with principal or school designee hearing	Student participates in school re-entry protocol when returning to school Student participates in counseling sessions with SAC Student follows intervention/safety plan developed in collaboration with family and school staff
Major harassment: Student uses words or behavior that threatens, intimidates, or demeans a person, causing substantial emotional distress (violation may not yet meet the definition of bullying as it may not be repeated yet, but violation is so severe as to create a substantially hostile environment for the target)	Level 3A □ 3 days of out-of-school suspension with 2 days served as Emergency Removal with principal or school designee hearing	Student completes reflection form Student participates in counseling sessions with SAC Student follows intervention/safety plan developed in collaboration with family and school staff
Identity-based harassment: Student uses language or takes action that targets an individual or group based on identity	Level 3A □ 3 days of out-of-school suspension with 2 days served as Emergency Removal with principal or school designee hearing	Student completes reflection form Student participates in counseling sessions with SAC Student follows intervention/safety plan developed in collaboration with family and school staff

Leaving Classroom or School Without Permission		
Leaving the building and school grounds without permission: Leaving beyond the designated playground/parking lot area	Level 3A □ 3 days of out-of-school suspension with 2 days served as Emergency Removal with principal or school designee hearing	Student participates in school re-entry protocol when returning to school Student developed safety plan with support from staff
Student not in class during class time: Student leaves class without permission, student refuses to go to class or assigned area but remains within the school building	Level 2 □ Educational talk, notification to parent, student escorted to class or assigned area Refusal to report to class or assigned area with escort can result in in-school suspension or Level 3A consequences if the student cannot self-regulate	Student fills out reflection form/think sheet with support from staff
Possession of Dangerous Items		
Possession of contraband: Student is in possession of nicotine product, vape device, alcohol, etc.	Level 3A □ Confiscation of contraband, 3 days of out-of-school suspension with principal or school designee hearing Refusal to give contraband to staff or refusal to permit a search could result in Emergency Removal and Level 3B consequence	Student participates in restorative conference with family present Student participates in counseling sessions with SAC (SAC refers to outside services for substance use if applicable)

Possession of contraband: alcohol: Student is in possession of alcohol in any form	Level 3B ☐ Confiscation of alcohol, 9 days of out-of-school suspension with principal or school designee hearing Refusal to give contraband to staff, refusal to permit a search, or if the student is under the influence of alcohol the student will receive an emergency removal of 2 days.	Student participates in restorative conference with family present Student participates in counseling sessions with SAC (SAC refers to outside services for substance use if applicable)
Possession of controlled substance: Student is in possession of marijuana, narcotics, etc.	Expulsion Proposal with immediate Emergency Removal If mitigating factors exist: Level 3B ☐ Confiscation of controlled substance, 9 days of out-of-school suspension with principal or school designee hearing Refusal to give contraband to staff, refusal to permit a search, or the student being under the influence of the controlled substance could result in Emergency Removal and Level 3B consequence	Student participates in restorative conference with family present Student participates in counseling sessions with SAC (SAC refers to outside services for substance use if applicable) Student participation in substance use education programming may reduce days of suspension
Possession of a lookalike weapon	Level 3B ☐ 90-day suspension proposal with immediate Emergency Removal	Student participates in restorative conference with family present Student participates in counseling sessions with

	If mitigating factors exist: Level 3B ☐ Confiscation of lookalike weapon, 5 days of out-of-school suspension with principal or school designee hearing Refusal to give contraband to staff or refusal to permit a search could result in Emergency Removal and Level 3B consequence	SAC (SAC refers to outside services for substance use if applicable)
Possession of a weapon	Expulsion Proposal with immediate Emergency Removal If mitigating factors exist: Level 3B ☐ Confiscation of weapon, 9 days of out-of-school suspension with principal or school designee hearing Refusal to give contraband to staff or refusal to permit a search could result in Emergency Removal and Level 3B consequence	Student participates in restorative conference with family present Student participates in counseling sessions with SAC (SAC refers to outside services for substance use if applicable) Student participates in regular safety checks during school hours
Property Damage / Property Theft		
Property destruction that does not shut down learning: Student damages property belonging to the school or another person	Level 2 ☐ Removal from class (or from other person), educational talk, notification to parent	Student participates in a restorative conference Student/family provides restitution to cover the cost of repairs/replacement of damaged property

Property disruption or destruction that shuts down learning in classroom or wing of the building: Student continues to physically disrupt or destroy property after multiple redirections	Level 3A □ 3 days of out-of-school suspension with 2 days served as Emergency Removal with principal or school designee hearing	Student participates in school re-entry protocol when returning to school Student participates in counseling with SAC Student/family provides restitution to cover the cost of repairs/replacement of damaged property
Minor theft of property: Student steals property of little financial value from the school, from another student, from a staff member, etc. while on school grounds (such as a pencil, a small trinket, etc.)	Level 2 □ Educational talk with student, and student provides restitution Level 3A consequences and emergency removal of 2 days may occur if theft significantly disrupts a wing of the building or the orderly function of the school	Student participates in a restorative conference
Major theft of property: Student steals property of significant value from the school, from another student, from a staff member, etc. while on school grounds	Level 3A □ 3 days of out-of-school suspension proposed with principal or school designee hearing Emergency removal of 2 days may occur if theft significantly disrupts a wing of the building or the orderly function of the school	Student participates in school re-entry protocol when returning to school Student participates in counseling with SAC Student/family provides restitution to cover the cost of replacement of stolen property

School Safety (General)		
Disrupting a school safety event: Student disrupts a safety drill or safety event by walking out of the drill/event without permission or making loud noises/creating a disturbance during a safety drill/event	Level 3A □ 3 days of out-of-school suspension with 2 days served as Emergency Removal with principal or school designee hearing	Student participates in school re-entry protocol when returning to school Student participates in counseling with SAC
Repeated Behavior Violations		
Persistent Level 1 behaviors that shut down learning for the class: Student continues to disrupt learning (2+ disruptions that shut down learning for the class within a class period) after teacher redirection	Level 2 □ Temporary removal from class, educational talk, notification of parent, lunch detention/recess detention, in-school suspension if student unable to self-regulate	Student completes reflection form/think sheet with support from staff Student participates in restorative conference with family present
Persistent Level 2 behaviors within a single day: Student continues to commit Level 2 behavioral violations leading to removal from class (3+ within a school day)	Level 3A □ 3 days of out-of-school suspension with principal or school designee hearing	Student participates in restorative conference with family present Student participates in counseling with SAC (SAC refers to outside services if needed)

Persistent Level 3A behaviors within a Trimester: Student continues to commit Level 3A behavioral violations (4+ documented Level 3A behaviors within a 60-day trimester marking period)	Level 3B □ 9 days of out-of-school suspension with principal or school designee hearing Each additional Level 3A behavior violation for the remainder of the quarter will result in a 3B consequence	Student participates in school re-entry protocol when returning to school Student participates in counseling with SAC (SAC refers student for additional services if needed)
Persistent Level 3B behaviors within a School Year: Student continues to commit Level 3B behavioral violations (3+ documented Level 3B behaviors within a school year)	Level 3B+: 45 days of out-of-school suspension with principal or school designee hearing Each additional Level 3B behavior for the year will result in proposed Level 3B consequences up to and including 90 days of suspension	Student participates in school re-entry protocol when returning to school Student participates in counseling with SAC (SAC refers student for additional services if needed)
Refusal to engage in intervention programming / disruption of interventions: Student in in-school-suspension, student support center, or other intervention space refuses to engage and disrupts the interventions implemented by staff	Level 3A: 3 days of out-of-school suspension with 2 days served as Emergency Removal with principal or school designee hearing	Student participates in restorative conference with family present Student participates in counseling with SAC (SAC refers to outside services if needed)

DRURY HIGH SCHOOL

Grades 7-12

An important note about out-of-school suspension: For behavior violations other than **possession of a controlled substance, possession of a dangerous weapon, assault of a staff member, or a felony charge for a student whose continued presence in school would have a substantial detrimental effect on the general welfare of the school**, alternative remedies must be employed before a student is suspended. These alternative remedies must be documented in direct response to a specific incident or incidents. A student may be suspended only if the alternative remedies are deemed to be unsuitable or counter-productive and documented as such, or in cases where the student's continued presence in school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm upon another person while in school.

According to Massachusetts General Laws (MGL) chapter 71, section 37H3/4, "Alternative remedies may include, but shall not be limited to: (i) mediation; (ii) conflict resolution; (iii) restorative justice; and (iv) collaborative problem solving."

Note: The behavior violations below do not include every possible violation of school rules. These behavior violations are either the most commonly reported violations or the violations that are the most severe (even if they are rare). Other behavior violations not included in the list below will be addressed by school staff, and consequences will be administered accordingly, following all Massachusetts laws and school committee policies, up to and including out-of-school suspension.

Behavioral Response Guidance Grid		
Behavior Violation	Assigned School Consequence	Intervention / Support
Dangerous Behavior		
Fighting with no Serious Bodily Injury: All students involved engage in hitting, kicking, or punching the other person	Level 3A □ 3 days of out-of-school suspension with 2 days served as Emergency Removal with principal or school designee hearing	Student participates in school re-entry protocol when returning to school Restorative group conference/mediation if both

		the aggressor and the target agree to participate
Minor dangerous physical behavior (directed at another student or themselves) without injury: Contained to a classroom, cafeteria, playground, or other specific space	Level 2 □ Temporary removal from class, educational talk, notification of parent In-school suspension for the remainder of the day or Emergency Removal with principal or school designee hearing if student unable to de-escalate or continues to threaten dangerous behavior	Student completes reflection form/think sheet Student participates in a restorative conference
Minor verbal aggression or threat toward another individual without injury: Contained to a classroom, cafeteria, or other specific space	Level 2 □ Temporary removal from class, educational talk, notification of parent In-school suspension for the remainder of the day or Emergency Removal with principal or school designee hearing if student unable to de-escalate or continues to demonstrate verbal aggression or threaten	Student participates in a restorative conference Restorative group conference/mediation if applicable and if both the aggressor and the target agree to participate
Major dangerous physical behavior (directed at another student or themselves): Causes injury and/or disrupts learning in a wing of the building due to repeated behavior	Level 3A □ 3 days of out-of-school suspension with 2 days served as Emergency Removal with principal or school designee hearing	Student participates in school re-entry protocol when returning to school Student participates in counseling with SAC Restorative group conference/mediation if applicable and if both the

		aggressor and the target agree to participate
Major verbal aggression or threat toward another: Disrupts learning in a wing of the building due to repeated behavior	Level 3A □ 3 days of out-of-school suspension with 2 days served as Emergency Removal with principal or school designee hearing	Student participates in school re-entry protocol when returning to school Student participates in counseling with SAC (with safety plan developed if needed) Restorative group conference/mediation if applicable and if both the aggressor and the target agree to participate
Physical attack on a student, causing bodily injury without provocation: Unprovoked student hits, kicks, punches, or pushes a student to the ground, causing injury	Level 3B □ 9 days of out-of-school suspension with 2 days served as Emergency Removal with principal or school designee hearing Incident referred to the School Resource Officer/NAPD for possible legal consequences	Student participates in school re-entry protocol when returning to school Student participates in counseling with SAC (with safety plan developed) Restorative group conference/mediation if applicable and if both the aggressor and the target agree to participate
Student assault of a staff member	Expulsion Proposal with immediate Emergency Removal If mitigating factors exist: Level 3B □ From 9-90 days of out-of-school suspension with principal or school designee hearing	Student participates in school re-entry protocol when returning to school Student participates in counseling with SAC Restorative group conference/mediation if applicable and if both the

		aggressor and the target agree to participate
Student initiates dangerous physical contact with a staff member that is less than the threshold for physical assault: Student pushes past a staff member, student lashes out indirectly and strikes staff member, student grabs a staff member with aggression, etc.	Level 3B □ 5 days of out-of-school suspension with 2 days served as Emergency Removal with principal or school designee hearing Prolonged escalation or intentionally dangerous behavior can result in Level 3B consequence with up to 45 days of suspension.	Student participates in school re-entry protocol when returning to school Student participates in counseling with SAC – safety plan is developed for student and staff member(s) Mediation if both parties agree and is deemed appropriate to the situation
Student verbal aggression toward staff: Student uses name-calling, profanity, insults, offensive language, and/or aggressive, offensive gestures toward school staff	Level 2 □ Removal from class for the remainder of the period plus 1 additional full day of in-school suspension, educational talk, notification of parent In-school suspension for the remainder of the day or Emergency Removal with principal or school designee hearing if student unable to de-escalate or continues to demonstrate verbal aggression or threaten	Student participates in counseling with SAC Mediation if both parties agree and is deemed appropriate to the situation
Student verbal threat toward staff: Student verbally threatens the safety of a staff member	Level 3B □ 5 days of out-of-school suspension with 2 days served as Emergency Removal with principal or school designee hearing	Student participates in school re-entry protocol when returning to school Student participates in counseling with SAC

	Prolonged escalation or severity of threat can result in Level 3B consequence with up to 45 days of suspension. Incident referred to the School Resource Officer/NAPD for possible legal consequences	Restorative group conference/mediation if applicable and if both the aggressor and the target agree to participate
Electronic Device Policy Violations		
Electronic device violation 1st offense	Level 2 □ Device confiscated by school leader or behavioral support staff for the remainder of the day, educational talk, notification of parent Refusal to give device to staff can result in Level 3A consequence	Student completes reflection form/think sheet
Electronic device violation 2nd offense	Level 2 □ Device confiscated by school leader or behavioral support staff until caregiver comes to pick it up at the end of the day, educational talk, notification of parent Refusal to give device to staff can result in Level 3A consequence	Student completes reflection form/think sheet Student participates in a restorative conference with SAC (SAC works with students to identify and address root cause of behavior)

Electronic device violation 3+ offenses	Level 3A □ Device confiscated by school leader or behavioral support staff, 2 days of out-of-school suspension with principal or school designee hearing (device returned to family during hearing)	Student participates in a restorative conference with SAC (SAC works with students to identify and address root cause of behavior) Student follows intervention plan to ensure no electronic device violations
Harassment and Bullying		
Bullying: Student is found to have repeatedly used verbal or electronic expression and/or a physical act or gesture directed toward a target that meets the definition of bullying.	Level 3A □ 3 days of out-of-school suspension with 2 days served as Emergency Removal with principal or school designee hearing	Student participates in school re-entry protocol when returning to school Student participates in counseling sessions with SAC Student follows intervention/safety plan developed in collaboration with family and school staff
Major harassment: Student uses words or behavior that threatens, intimidates, or demeans a person, causing substantial emotional distress (violation may not yet meet the definition of bullying as it may not be repeated yet, but violation is so severe as to	Level 3A □ 3 days of out-of-school suspension with 2 days served as Emergency Removal with principal or school designee hearing	Student completes reflection form Student participates in counseling sessions with SAC Student follows intervention/safety plan

create a substantially hostile environment for the target)		developed in collaboration with family and school staff
Identity-based harassment: Student uses language or takes action that targets an individual or group based on identity (this includes but is not limited to hate speech)	Level 3A □ 3 days of out-of-school suspension with 2 days served as Emergency Removal with principal or school designee hearing	Student participates in Diversity, Equity, Inclusion, and Justice intervention series during Flex block. Student participates in counseling sessions with SAC Student follows intervention/safety plan developed in collaboration with family and school staff
Leaving Classroom or School Without Permission		
Leaving the building without permission	Level 3A □ 3 days of out-of-school suspension with 2 days served as Emergency Removal with principal or school designee hearing	Student participates in school re-entry protocol when returning to school Student developed safety plan with support from staff
Student not in class during class time: Student leaves class without permission, student refuses to go to class or assigned area but remains within the school building, student violates hall pass by being out more than 5 minutes, student enters an unauthorized area	Level 2 □ Educational talk, notification to parent, student escorted to class or assigned area Refusal to report to class or assigned area with escort will result in in-school suspension (or Level 3A consequences if the student	Student fills out reflection form/think sheet with support from staff+

	refuses to report to in-school suspension)	
Possession of Dangerous Items		
Distribution of contraband: Student is found to have distributed nicotine products, vape devices, alcohol, etc. to one or more other students	Level 3B ☐ Confiscation of contraband, 9 days of out-of-school suspension with principal or school designee hearing Refusal to give contraband to staff or consent to a search can result in Emergency Removal and additional Level 3B consequence up to and including 45 days of out-of-school suspension with principal or school designee hearing Incident referred to the School Resource Officer/NAPD for possible legal consequences	Student participates in school re-entry protocol with family present when returning to school Student participates in counseling sessions with SAC (SAC refers to outside services for substance use if applicable)
Distribution of controlled substance: Student is found to have distributed marijuana, narcotics, etc. to one or more other students	Expulsion Proposal with immediate Emergency Removal If mitigating factors exist: Level 3B ☐ Confiscation of controlled substance, 45 days of out-of-school suspension with principal or school designee hearing Refusal to give contraband to staff or consent to a	Student participates in restorative conference with family present Student participates in counseling sessions with SAC (SAC refers to outside services for substance use if applicable) Student participation in substance use education

	search can result in Emergency Removal and additional Level 3B consequence up to and including 45 days of out-of-school suspension with principal or school designee hearing Incident referred to the School Resource Officer/NAPD for possible legal consequences	programming may reduce days of suspension
Possession of contraband: Student is in possession of nicotine product, vape device, alcohol, etc.	Level 3A □ Confiscation of contraband, 3 days of out-of-school suspension with principal or school designee hearing Refusal to give contraband to staff or refusal to permit a search will result in an emergency removal of 2 days	Student participates in counseling sessions with SAC (SAC refers to outside services for substance use if applicable)
Possession of contraband: alcohol: Student is in possession of alcohol in any form	Level 3B □ Confiscation of alcohol, 9 days of out-of-school suspension with principal or school designee hearing Refusal to give contraband to staff, refusal to permit a search, or if the student is under the influence of	Student participates in restorative conference with family present Student participates in counseling sessions with SAC (SAC refers to outside services for substance use if applicable)

	alcohol the student will receive an emergency removal of 2 days	
Possession of controlled substance: Student is in possession of marijuana, narcotics, etc.	Expulsion Proposal with immediate Emergency Removal If mitigating factors exist: Level 3B ☐ Confiscation of controlled substance, 9 days of out-of-school suspension with principal or school designee hearing Incident referred to the School Resource Officer/NAPD for possible legal consequences	Student participates in restorative conference with family present Student participates in counseling sessions with SAC (SAC refers to outside services for substance use if applicable) Student participation in substance use education programming may reduce days of suspension
Possession of a lookalike weapon	Level 3B ☐ 90-day suspension proposal with immediate Emergency Removal If mitigating factors exist: Level 3B ☐ Confiscation of lookalike weapon, 5 days of out-of-school suspension with principal or school designee hearing Refusal to give contraband to staff or refusal to permit a search will result in an emergency removal of 2 days	Student participates in restorative conference with family present Student participates in counseling sessions with SAC (SAC refers to outside services for substance use if applicable)

Possession of a weapon	Expulsion Proposal with immediate Emergency Removal If mitigating factors exist: Level 3B ☐ Confiscation of weapon, 9 days of out-of-school suspension with principal or school designee hearing Refusal to give contraband to staff or refusal to permit a search will result in an emergency removal of 2 days Incident referred to the School Resource Officer/NAPD for possible legal consequences	Student participates in restorative conference with family present Student participates in counseling sessions with SAC (SAC refers to outside services for substance use if applicable) Student participates in regular safety checks during school hours
Property Damage / Property Theft		
Property destruction that does not shut down learning: Student damages property belonging to the school or another person	Level 2 ☐ Educational talk, notification to parent Incident referred to the School Resource Officer/NAPD for possible legal consequences depending on damage threshold	Student participates in a restorative conference Student/family provides restitution to cover the cost of repairs/replacement of damaged property
Property disruption or destruction that shuts down learning in classroom or wing of the building: Student continues to physically disrupt	Level 3A ☐ 3 days of out-of-school suspension with 2 days served as Emergency Removal with	Student participates in school re-entry protocol when returning to school

or destroy property after multiple redirections	principal or school designee hearing Incident referred to the School Resource Officer/NAPD for possible legal consequences depending on damage threshold	Student participates in counseling with SAC Student/family provides restitution to cover the cost of repairs/replacement of damaged property
Minor theft of property: Student steals property of little financial value from the school, from another student, from a staff member, etc. while on school grounds (such as a pencil, a small trinket, etc.)	Level 2 □ Educational talk with student, and student provides restitution Level 3A consequences and emergency removal of 2 days may occur if theft significantly disrupts a wing of the building or the orderly function of the school	Student participates in a restorative conference
Major theft of property: Student steals property of significant value from the school, from another student, from a staff member, etc. while on school grounds	Level 3A □ 3 days of out-of-school suspension proposed with principal or school designee hearing Emergency removal of 2 days may occur if theft significantly disrupts a wing of the building or the orderly function of the school	Student participates in school re-entry protocol when returning to school Student participates in counseling with SAC Student/family provides restitution to cover the cost of replacement of stolen property
School Safety (General)		

Refusal to properly store bag safely: Student refuses to place bag, backpack, purse, etc. in locker when directed / refusal to keep bag, backpack, purse, etc. in locker until the end of the school day	Level 2 □ Educational talk, staff escorts student to locker for safe storage of bag Refusal to store bag in locker with escort can result in in-school suspension or Level 3A consequences if the student refuses to report to in-school suspension or is not able to self-regulate	Student participates in school re-entry protocol when returning to school Student participates in counseling with SAC (SAC determines root cause of behavior and provides targeted intervention)
Disrupting a school safety event: Student disrupts a safety drill or safety event by walking out of the drill/event without permission or making loud noises/creating a disturbance during a safety drill/event	Level 3A □ 3 days of out-of-school suspension with 2 days served as Emergency Removal with principal or school designee hearing	Student participates in school re-entry protocol when returning to school Student participates in counseling with SAC
Repeated Behavior Violations		
Persistent Level 1 behaviors that shut down learning for the class: Student continues to disrupt learning (2+ disruptions that shut down learning for the class within a class period) after teacher redirection	Level 2 □ Removal from class for the remainder of the period and up to 1 full day of in-school suspension, educational talk, notification of parent Additional day of in-school suspension or Level 3A consequences if student unable to self-regulate	Student completes reflection form/think sheet with support from staff Student participates in restorative conference

Persistent Level 2 behaviors within a single day: Student continues to commit Level 2 behavioral violations leading to removal from class (3+ within a school day)	Level 3A □ 3 days of out-of-school suspension with principal or school designee hearing	Student participates in restorative conference with family present Student participates in counseling with SAC (SAC refers to outside services if needed)
Persistent Level 2 behaviors within a Quarter: Student continues to commit Level 2 behavioral violations leading to removal from class (4+ documented Level 2 behaviors within a 45-day quarterly marking period)	Level 2 □ 1 day of in-school-suspension for each offense over 3 within the quarter (with principal or school designee hearing if 11+ days of in-school or out-of-school suspension have already occurred for the student) Continued level 2 behavior violations beyond 6+ in a quarter can result in Level 3A consequences	Student participates in restorative conference with family present Student participates in counseling with SAC (SAC refers to outside services if needed)
Persistent Level 3A behaviors within a Quarter: Student continues to commit Level 3A behavioral violations (4+ documented Level 3A behaviors within a 45-day quarterly marking period)	Level 3B □ 9 days of out-of-school suspension with principal or school designee hearing Each additional Level 3A behavior violation for the remainder of the quarter will result in a 3B consequence	Student participates in school re-entry protocol when returning to school Student participates in counseling with SAC (SAC refers student for additional services if needed)

Persistent Level 3B behaviors within a School Year: Student continues to commit Level 3B behavioral violations (3+ documented Level 3B behaviors within a school year)	Level 3B+ □ 45 days of out-of-school suspension with principal or school designee hearing Each additional Level 3B behavior for the year will result in proposed Level 3B consequences up to and including 90 days of suspension	Student participates in school re-entry protocol when returning to school Student participates in counseling with SAC (SAC refers student for additional services if needed)
Refusal to engage in intervention programming / disruption of interventions: Student in in-school-suspension or other intervention space refuses to engage and disrupts the interventions implemented by staff	Level 3A □ 3 days of out-of-school suspension with 2 days served as Emergency Removal with principal or school designee hearing	Student participates in restorative conference with family present Student participates in counseling with SAC (SAC refers to outside services if needed)