

Student Code Of Conduct

St. Mary's County Public Schools 2025-2026
A Guide for Students and Parents/Legal Guardians



ST. MARY'S COUNTY PUBLIC SCHOOLS

2025-2026 System Information

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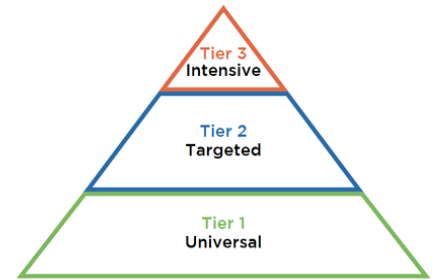
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Multi-Tiered System of Supports

Multi-Tiered System of Supports (MTSS) is a framework that addresses the academic, social, emotional, and behavioral needs of all students by using data-based problem-solving to provide multiple levels of support for all learners. MTSS includes proactive strategies for defining, supporting, and teaching appropriate behaviors to create positive learning environments. Students often need encouragement and direct skills instruction to improve their behavior and learn new ways of responding to social and academic challenges. School staff recognizes that maintaining and changing student behaviors involves a continuum of acknowledgements, supports, and interventions that are rehabilitative, restorative, and educational.



Three Tiers of Intervention

Tier 1—Universal Interventions (ALL Students)

- Curriculum is enhanced by acknowledgments of positive behaviors ; and clearly stated school wide expectations that are applied to all students
- Preventative and proactive behavioral and attendance expectations are explicitly taught at the beginning of the school year, reinforced during key times (before/after breaks; etc.) throughout the year, as well as woven into the day-to-day curriculum and activities

Examples of Tier 1 Interventions

- School-wide behavioral expectations
- Behavioral matrices (all settings)
- Behavioral Acknowledgements
- Social Emotional Learning
- Second Step
- Restorative Approaches
- Responsive Classroom
- Conscious Discipline

Classroom Examples

- Behavior - Specific Praise
- Classroom Expectations, Matrices, Rules, and Structures
- Reinforcement of Appropriate Behaviors
- Use of Student Problem-Solving Activities
- In-Class Time-Out
- Time-Out in Another Classroom Setting
- Verbal Warning
- Teacher-Student Conference

- Parent-Teacher Conference

Tier 2—Targeted Interventions (SOME students)

- Specific interventions for students who do not respond to universal efforts and require more support
- Intervention is more explicit, systematic, intensive and supportive
- Students continue to access Tier 1 interventions

Examples of Tier 2 Interventions

- Referral to Student Support Services Staff (school counselor, school psychologist, pupil personnel worker, social worker)
- Social Skills Groups (anger management, conflict resolution, peer mediation)
- Check-in and Check-out
- Check and Connect
- Mentoring
- Restorative Approaches
- In-School Intervention
- Zones of Regulation
- Skill Streaming

Tier 3—Intensive Interventions (FEW students)

- Highly specialized or individualized instructional plan supporting the behavioral needs of individual students who need intensive supports to overcome barriers to learning academic and/or behavioral skills essential for success
- Supports focus on diminishing problem behaviors and increasing the student's social skills and functioning
- Students continue to access Tier 1 and Tier 2 interventions

Examples of Tier 3 Interventions

- Behavioral Contract
- Behavioral Intervention Plan (BIP)
- Multi-disciplinary comprehensive assessments, such as Functional Behavioral Assessments (FBA)
- Collaboration with, and linkages to, community resources & agencies
- Zones of Regulation
- Skill Streaming
- Restorative Approaches

STUDENT CONDUCT

Listed below are the behavioral interventions to be taken when a student's behavior warrants consequences. In a behavioral intervention, the school administrator may exercise judgment in the implementation of disciplinary actions. An incident may warrant intervention dependent upon the age of the student, the situation, and the previous disciplinary record of the student. In the case of a student who poses an imminent threat of serious harm to other students and staff or has engaged in chronic and extreme disruption of the educational process, the student may be removed from school and a conference with the parent(s)/legal guardian(s) will be requested. In a behavioral intervention involving a student with an Individualized Education Program (IEP) or 504 Plan, the school administrator must follow the guidelines that pertain to those students. A student enrolled in prekindergarten through second grade may not be suspended or expelled from school, subject to exceptions, if required by federal law. It also allows prekindergarten through second grade students to be suspended for up to five school days if the school administration, in consultation with a school psychologist or other mental health professional, determines that there is an imminent threat of serious harm to other students or staff that cannot be reduced or eliminated through interventions and supports. In all other cases, all administrators shall follow the intervention levels for violations.

When a student commits a violation of the Board of Education of St. Mary's County's policies and regulations on the bus, such as engaging in violent, unsafe, and/or illegal behaviors, the school administrator must follow the appropriate consequences for the violation. For more serious infractions on the bus, discipline will include at least the appropriate support/intervention for the code violation.

Administrators must exercise caution in allowing students who have lost bus privileges and/or have been suspended from school to ride the bus home. The parent/legal guardian shall be contacted to transport the student home when there is a concern that the student may be a danger to self or others.

VIDEO & AUDIO RECORDING DEVICES

At the request of a school administrator or a bus contractor, video and audio recording devices may be placed in any school building or on any bus providing services to St. Mary's County Public Schools. Placement of cameras may also be made at the direction of the superintendent of schools, the director of transportation, or their designees.

The purpose of the video and audio recording devices will be to monitor behavior in school and/or on the bus. Disciplinary actions may result based on the video and audio record of the misbehaviors.

LEVEL OF RESPONSES WITH BEHAVIORAL SUPPORTS AND INTERVENTIONS

The appropriate level of response will be assigned based on the action(s) of the student. According to the severity of the action(s), one or more interventions may be assigned to the student. Also, supports and interventions from lower levels may be assigned.

LEVEL 1

These responses are designed to teach appropriate behavior, so students are respectful, and can learn, and contribute to a safe environment. Teachers are encouraged to try a variety of teaching and classroom management strategies. When appropriate, teachers may engage the student's support system to ensure successful learning and consistency of responses, and change the conditions that contribute to the student's inappropriate or disruptive behavior. Responses taken may include, but are not limited to: parent/legal guardian outreach (contact parent/legal guardian via phone, email, or text); verbal correction; conference with school resource officer; or restitution.

Responses

- Teacher/Parent conference
- Parent Contact
- Student Conference
- Loss of school privileges
- Classroom management protocol
- Behavior contract
- Conference with Counselor
- Lunch Detention
- Change seat assignment
- Restitution
- Behavior Intervention
- Reminders/redirection
- Daily Progress Sheet
- Time out
- Conference with Safety Resource Officer (SRO)
- Task Assignment (reflection/apology)
- Verbal Correction
- Warning
- IEP Review (for students with an IEP)

LEVEL 2

These responses are designed to teach appropriate behavior, so students act respectfully, can learn, and contribute to a safe environment. Many of these responses engage the student's support system, and are designed to alter conditions that contribute to the student's inappropriate or disruptive behavior. These responses aim to correct behavior by stressing its severity and acknowledging potential implications for future harm, while still keeping the student in school. Responses taken may include, but are not limited to: loss of privileges; conference with parent/legal guardian and student; or time out.

Responses

All Responses from Level 1 and these additional responses below:

- Removal from extracurricular activities
- Detention
- Conflict resolution
- Referral to Pupil Services Team (PST)
- IEP review (for students with an IEP)

LEVEL 3

These responses engage the student's support system to ensure successful learning, and to alter conditions that contribute to the student's inappropriate or disruptive behavior. These responses aim to correct behavior by stressing its severity and acknowledging potential implications for future harm, while still keeping the student in school. These responses may involve the short-term removal of a student from the classroom. Such a removal should be limited as much as practical without undermining its ability to adequately address the behavior. Responses taken may include, but are not limited to the In-School Intervention Center.

Responses

All Responses from Levels 1 and 2 and these additional responses below:

- Bus suspension
- In-School Intervention (ISI)
- Pupil Services Team (PST) meeting
- IEP review (for students with an IEP)
- Behavior Intervention Plan (BIP) /Functional Behavioral Assessment (FBA)

LEVEL 4

These responses address serious behavior while keeping the student in school, or when necessary due to the nature of the behavior or potential implications for future harm, remove a student from the school environment. They promote safety of the school community by addressing self-destructive and dangerous behavior. Responses taken may include, but are not limited to short-term out-of-school suspension (1-3 days).

Responses

All Responses from Levels 1, 2 and 3 and these additional responses below:

- Short-term suspension, 1-3 days
- Police contact, possible student arrest (where applicable)

LEVEL 5

These responses remove a student from the school environment for an extended period of time because of the severity of the behavior and potential implications for future harm. They may involve the placement of the student in a safe environment that provides additional structure and services. These responses promote the safety of the school community by addressing self-destructive and dangerous

behavior. Responses taken may include, but are not limited to: long-term out-of-school suspension (4-10 days); extended-term out-of-school suspension* (11-44 days); or expulsion.*

** As determined by the hearing officer*

Responses

All Responses from Levels 1, 2, 3 and 4 and these additional responses below:

- Long-Term Suspension, 4-10 days-possible disciplinary conference with Student Services
- Alternative Placement
- Police contact, possible student arrest (where applicable)
- Extended suspension or expulsion (if disciplinary conference in Student Services)

Required Reporting to Law Enforcement

School administrators are required to report delinquent acts to law enforcement (offenses committed by a person under the age of 18 which would be crimes if committed by an adult (COMAR 13A.08.01.15). This includes incidents involving threats, possession of weapons, or physical injury. **Delinquent acts do not include** conduct or behaviors traditionally treated as a matter of school discipline. Incidents of disorderly conduct, disturbance, disruption of schools, trespass, loitering, profanity, and fighting that does not involve threats, weapons, or physical injury are considered school disciplinary issues to be handled at the discretion of the school administrator. Refer to the Memorandum of Understanding with the St. Mary's County Sheriff's Office.

Discipline Codes

801 - Academic Dishonesty/Cheating

Academic dishonesty through cheating, copying, forging signature of teacher and/or parent(s)/legal guardian(s), plagiarizing, unauthorized use of digital or AI-generated material, altering records, or assisting another in such actions. This includes the use of electronic devices for these purposes.

- Teacher's discretion as to impact on grade.
- Apply extended suspension and expulsion only to grades 6-12.
- Level 5: If the school administrator decides to request an expulsion conference, the school administrator or designee must contact the Department of Student Services within two (2) days of the alleged offense to request an expulsion conference.

Level 1-3

Plagiarizing, such as by taking someone else's work or ideas, including the improper use of digital materials or AI; forgery, such as faking a signature of a teacher or parent/legal guardian; or cheating.

Level 2-5

Sharing of local, state, or federal test information

201 - Alcohol

Possession, use or showing evidence of use, sale, or distribution of any alcoholic substances. (See Policy JHH for extended definitions.)

- Apply extended suspension and expulsion only to grades 6-12.
- Level 5: If the school administrator decides to request an expulsion conference, the school administrator or designee must contact the Department of Student Services within two (2) days of the alleged offense to request an expulsion conference.

Level 1-5

Being under the influence of alcohol and/or possession of alcohol.

Level 2-5

Distributing/selling alcohol.

501 - Arson/Fire

Attempting to, aiding in, or setting fire to a building or other property. Students will be required to make restitution. The administrative investigation determines the intent, and the intent drives the consequences.

- Apply extended suspension and expulsion only to grades 6-12.
- Level 5: If the school administrator decides to request an expulsion conference, the school administrator or designee must contact the Department of Student Services within two (2) days of the alleged offense to request an expulsion conference.

Level 1-5

Setting or attempting to set a fire or helping others to set a fire with the intent or possibility of endangering others or with the result of destroying valuable property.

401 - Attack on Adult

Physically striking an employee of the school system or other adult, including pushing or attacking a teacher/staff member who is intervening in a fight or other disruptive activity on school grounds or school property. Consideration would need to be made to the age, grade, developmental level, prior offenses, intentionality, and circumstances in determining an appropriate course of action and consequence.

- Schools should consider multiple factors, including:
 - whether student acted in the heat of the moment, as opposed to planning ahead
 - whether student was verbally provoked
 - whether student was acting in self-defense
 - whether student was intervening in fight
 - the student's age
 - whether fighting is persistent or habitual
- Apply extended suspension and expulsion only to grades 6-12.
- Level 5: If the school administrator decides to request an expulsion conference, the school administrator or designee must contact the Department of Student Services within two (2) days of the alleged offense to request an expulsion conference.

Level 2-5

Physically attacking an employee of the school system or other adult, including intentionally striking a staff member who is intervening in a fight or other disruptive activity.

402 - Attack on a Student

Physically pushing, hitting, or otherwise attacking another student. Consideration would need to be made to the age, grade, developmental level, prior offenses, intentionality, and circumstances in determining an appropriate course of action and consequence.

- Schools should consider multiple factors, including:
 - whether student acted in the heat of the moment, as opposed to planning ahead
 - whether student was verbally provoked
 - whether student was acting in self-defense
 - whether student was intervening in fight
 - the student's age
 - whether fighting is persistent or habitual
- Apply extended suspension and expulsion only to grades 6-12.
- Level 5: If the school administrator decides to request an expulsion conference, the school administrator or designee must contact the Department of Student Services within two (2) days of the alleged offense to request an expulsion conference.

Level 1-3

Shoving, pushing, or otherwise being physically aggressive toward another student.

Level 2-4

Engaging in an attack (which may be small, spontaneous, and short, and/or result only in minor, cuts, scrapes, bruises).

Level 3-5

Intentionally engaging in an attack, which may be large, pre-planned, extended, and/or resulting in major injuries like a broken limb or otherwise especially serious based on the listed factors.

502 - Bomb Threats

The conveyance of threats or false information concerning the placement of explosive or destructive substances, initiating a report warning of a fire, or other catastrophe without cause in person through any format (written, verbal, and/or electronic). Misuse of 911. Discharging a fire extinguisher. Restitution may be required. Restitution may be in the form of monetary restitution not to exceed \$2,500.00, or the student's assignment to a school work project, or both.

- Contact Administrator immediately
- Administrator is required to complete Threat Assessment
- Apply extended suspension and expulsion only to grades 6-12.
- Level 5: If the school administrator decides to request an expulsion conference, the school administrator or designee must contact the Department of Student Services within two (2) days of the alleged offense to request an expulsion conference.

Level 2-5

Making a bomb threat or threatening a school shooting.

707 - Bullying

Intentional unwanted, demeaning behavior among students (written, verbal, electronic, or physical gestures) that involves a real or perceived power imbalance. The behavior is repeated, or is highly likely to be repeated, over time. To be considered bullying, the behavior must be intentional and include: 1) an imbalance of power (students who bully use their physical, emotional, social, or academic power to control, exclude, or harm others), and 2) repetition (bullying behaviors happen more than once or are highly likely to be repeated based on evidence gathered).

- Schools should emphasize intervention strategies over removal strategies.
- Apply extended suspension and expulsion only to grades 6-12.
- Level 5: If the school administrator decides to request an expulsion conference, the school administrator or designee must contact the Department of Student Services within two (2) days of the alleged offense to request an expulsion conference.

Level 2-5

Engaging in persistent bullying including cyberbullying.

101 - Class Cutting

Unlawfully absent from a class or a school activity or leaving school grounds without permission during the school day/during regular school hours.

Level 1

Failing to attend a class, after arrival at school, without an excused reason.

Level 1-3

- Persistently failing to attend a scheduled class, after arrival at school, without an excused reason.
- Leaving school grounds without permission during the school day/during regular school hours.

806 - Destruction of Property

Damage, destruction, or defacement of property belonging to the school or others.

Restitution is to be made. The restitution may be in the form of monetary restitution not to exceed the lesser of the fair market value of the property or \$2,500.00 or the student's assignment to a school work project, or both. (Maryland Law § 7-305(h) and COMAR 13A.08.01.11.D)

- Schools should consider the following factors:
 - the monetary value of the destroyed property
 - whether student knew the property was valuable or expensive to replace
 - whether student acted in the heat of the moment, as opposed to planning ahead
 - the student's age
 - the reason student destroyed the property
 - whether the behavior is persistent/habitual.
- Apply extended suspension and expulsion only to grades 6-12
- Level 5: If the school administrator decides to request an expulsion conference, the school administrator or designee must contact the Department of Student Services within two (2) days of the alleged offense to request an expulsion conference.

Level 1

Causing accidental damage.

Level 1-3

Intentionally causing damage to school/other's property.

Level 2-5

Intentionally causing damage to school/other's property, where the act is especially serious based on the listed factors.

701 - Disrespect

Making inappropriate or offensive gestures, symbols, and/or comments to teachers, staff members, or others in any format (written, verbal, and/or electronic).

- Apply extended suspension and expulsion only to grades 6-12.

- Level 5: If the school administrator decides to request an expulsion conference, the school administrator or designee must contact the Department of Student Services within two (2) days of the alleged offense to request an expulsion conference.

Level 1-2

Making intentional and harmful gestures, verbal or written comments, or symbols to others (e.g., verbal put-downs, cursing, talking back)

Level 2-5

Being insubordinate: repeatedly or persistently disrespectful, in defiance of authority.

704 - Disruption

Behavior that interferes with the learning of others in a classroom and/or other learning environment.

- Apply extended suspension and expulsion only to grades 6-12.
- Level 5: If the school administrator decides to request an expulsion conference, the school administrator or designee must contact the Department of Student Services within two (2) days of the alleged offense to request an expulsion conference.

Level 1-3

Intentionally engaging in minor behavior distracting from the learning environment.

Level 1-4

Intentionally and persistently engaging in behavior that distracts from the learning environment and/or directly affects the safety of others.

Level 1-5

Intentionally engaging in moderate to serious behavior that distracts from teaching and learning, and/or directly affects the safety of others.

808 - Dress Code

Failure to comply with policy governing attire set by the local board of education.

Level 1

Violating dress code, after student has been warned.

Level 1-3

Persistently violating dress code after student has been warned.

203 - Drugs/Controlled Dangerous Substances

Possession, use or showing evidence of use of controlled dangerous substances including prescription drugs, look-alike drugs, and substances represented as controlled substances, drug paraphernalia, or any other dangerous substance. A student may self carry a medication if documentation is on file and approved by school officials for the current school year (see Policy JHH and Regulation JHH-R for extended definitions).

- Apply extended suspension and expulsion only to grades 6-12.
- Level 5: If the school administrator decides to request an expulsion conference, the school administrator or designee must contact the Department of Student Services within two (2) days of the alleged offense to request an expulsion conference.

Level 1-5

Being under the influence of illegal drugs and/or possession of illegal drugs and/or drug paraphernalia.

205 - Drugs/Controlled Dangerous Substances

Evidence of the intent to sell, give, deliver, or distribute controlled dangerous substances including prescription drugs, look-alike drugs, substances represented as controlled dangerous substances; or drug paraphernalia.

- Apply extended suspension and expulsion only to grades 6-12.
- Level 5: The school administrator or designee must contact the Department of Student Services within two (2) days of the alleged offense to request an expulsion conference (grades 6-12).

Level 5

Distributing/Selling illegal drugs.

503 - Explosives

Possession, sale, distribution, detonation, or threat of detonation of an incendiary or explosive material or device including firecrackers, smoke bombs, flares, or any combustible or explosive substance or combination of substances or articles other than a firearm.

Examples include, but are not limited to:

Bullet, Exploding pen, Gun shells, Molotov cocktail, Smoke bomb, Cherry bomb, Firecrackers, M-80, Poppers, Stink bomb, Dry ice in bottle, Gas Odor Bomb, Model rocket fuel, Shotgun shell

- Apply extended suspension and expulsion only to grades 6-12.

- Level 5: If the school administrator decides to request an expulsion conference, the school administrator or designee must contact the Department of Student Services within two (2) days of the alleged offense to request an expulsion conference.

Level 1-5

Possessing an incendiary or explosive device or material or any combination of combustible or explosive substances, other than a firearm, that can cause harm to people or property (e.g., firecrackers, smoke bombs, flares; but NOT “snap pops,” which should be treated as a disruption).

Level 4-5

Detonating or threatening to detonate an incendiary or explosive device or material, including those described above.

406 - Extortion

The process of obtaining property from another, with or without that person’s consent, by a wrongful use of force, fear, or threat.

- Schools may conduct a threat assessment.
- Apply extended suspension and expulsion only to grades 6-12.
- Level 5: If the school administrator decides to request an expulsion conference, the school administrator or designee must contact the Department of Student Services within two (2) days of the alleged offense to request an expulsion conference.

Level 1-5

Engaging in extortion: Using a threat (without a weapon) to get a person to turn over property.

504 - False Alarms

Other than bomb threats

- Apply extended suspension and expulsion only to grades 6-12.
- Level 5: If the school administrator decides to request an expulsion conference, the school administrator or designee must contact the Department of Student Services within two (2) days of the alleged offense to request an expulsion conference.

Level 2-5

Initiating a warning of a fire or other catastrophe without cause (e.g., pulling a fire alarm or misusing 911).

405 - Fighting

A physical confrontation involving two (2) or more students.

- Schools should consider multiple factors, including:
 - whether student acted in the heat of the moment, as opposed to planning ahead
 - whether student complied with adult intervention to stop
 - whether student was verbally provoked
 - whether student acted in self-defense
 - whether student was intervening in fight
 - the student's age
 - whether fighting is persistent or habitual
- Apply extended suspension and expulsion only to grades 6-12.
- Level 5: If the school administrator decides to request an expulsion conference, the school administrator or designee must contact the Department of Student Services within two (2) days of the alleged offense to request an expulsion conference.

Level 1-3

Intentionally shoving, pushing, or otherwise being physically aggressive toward another in the context of a fight (e.g., body check; intentionally bumping).

Level 1-4

Intentionally engaging in a fight (which may be small, spontaneous, and short, and/or result only in minor, cuts, scrapes, bruises).

Level 2-5

Intentionally engaging in a fight, which may be large, pre-planned, extended, and/or resulting in major injuries like a broken limb or otherwise especially serious based on the listed factors.

Guidelines for Police Intervention in a Fight

Each incident is to be investigated. Administrators will need to make a final decision as to whether or not to call the police.* If the police are to be involved, they must be called in a timely manner (preferably in a 24 hour period). The following guidelines are to be used with discretion in making the decision to contact the police.

- Student(s) has obvious injury that may require medical attention.
- Student(s) refuses to respond to authority and escalates aggressive behavior upon initial separation.
- Student(s) turns anger on staff with words or physically assaults staff during the fight.
- Student(s) is a repeat offender, within the current school year. Notify police that student is a repeat offender.
- Student(s) uses an object that has the potential to cause injury during the fight.

**If the site administrator does not request police intervention, the parent(s)/legal guardian(s) maintains the prerogative to report the incident to the police and file charges.*

301 - Firearms

Bringing or possessing any firearm, such as a rifle, handgun, shotgun, loaded or unloaded, operable or inoperable, and bombs. (See Policy JFDI for extended definitions.)

- Level 5: The school administrator or designee must contact the Department of Student Services within two (2) days of the alleged offense to request an expulsion conference.

Level 5

Possession a firearm, as defined in 18.U.S.C. § 921. (e.g., handgun).

301 - Firearms (as defined in 18 U.S.C. §921)

Examples include, but are not limited to: Bomb, Handgun, Rifle, Shotgun, Grenade, Missile, Rocket, Starter Pistol

REMINDER: Federal report has 3 categories:

- 1) handguns
- 2) rifles/shotguns
- 3) other firearms (e.g., bombs, grenades, rockets, and starter pistols)

703 - Harassment

Intentional conduct, including physical conduct or verbal, written, or electronic communication, that creates a hostile educational environment and includes actual or perceived negative actions that offend, ridicule, or demean another student with regard to race, ethnicity, national origin, immigration status, family/parental or marital status, sex, sexual orientation, gender identity, gender expression, religion, ancestry, physical attributes, socioeconomic status, physical or mental ability, or disability. Conduct must occur on school property, at a school activity or event, or on a school bus, or must substantially disrupt the orderly operation of a school.

- Apply extended suspension and expulsion only to grades 6-12.
- Level 5: If the school administrator decides to request an expulsion conference, the school administrator or designee must contact the Department of Student Services within two (2) days of the alleged offense to request an expulsion conference.

Level 1-5

Engaging in harassment.

- Schools should consider multiple factors, including:
 - The degree to which the event causes a hostile educational environment
 - Prior offenses, intentionality
 - Repeated nature

802 - Inappropriate Use of Personal Electronics

Unauthorized or inappropriate use of any electronic device carried, worn, or transported by a student on school property to receive or communicate messages.

- Devices include, but not limited to mobile phones (smartphones and traditional cellphones), tablets, wireless audio devices (wireless earbuds, headsets, and speakers) and wearable technology (smartwatches and fitness trackers). Consideration should be given to the level of disruption to the overall school environment.
- Additional consequences for photographing, video recording, sharing or using the device for unlawful purposes will be subject to more disciplinary action, up to and including suspension and/or expulsion and may, if applicable, be reported to law enforcement.
- Apply extended suspension and expulsion only to grades 6-12.
- Level 5: If the school administrator decides to request an expulsion conference, the school administrator or designee must contact the Department of Student Services within two (2) days of the alleged offense to request an expulsion conference.

Level 1-4

Unauthorized or inappropriate use of any electronic device.

Level 4-5

Unauthorized use to include photographing, recording, sharing, and/or publishing inappropriate pictures, videos, or recordings, including fights or other disturbances.

Additional Guidance for mobile phone misuse:

Offense	Consequence
1	<ul style="list-style-type: none">• Phone confiscated, students pick-up phone at end of day.• Incident recorded in student discipline record as Code 802 Inappropriate Use of Personal Electronics, additional codes if warranted.• Student refusal will lead to additional codes/discipline.
2	<ul style="list-style-type: none">• Phone confiscated, parent/legal guardian pick-up phone during school business hours from office.• Incident recorded in student discipline record as Code 802 Inappropriate Use of Personal Electronics, additional codes if warranted.• Student refusal will lead to additional codes/discipline.

3+	<ul style="list-style-type: none"> • Phone confiscated, parent/legal guardian pick-up phone during school business hours from office. • Incident recorded in student discipline record as Code 802 Inappropriate Use of Personal Electronics, additional codes if warranted. • Additionally Code 702 Insubordination and 1 day ISI will be assigned. • Student refusal will lead to additional codes/discipline.
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810- Inappropriate Use of School Issued Electronics

Unauthorized or inappropriate use of any school issued electronic device.

- Devices include, but are not limited to laptops and tablets.

Unauthorized or inappropriate use includes, but is not limited to:

- Accessing inappropriate or unauthorized websites
- Misuse of account credentials
- Disrupting the normal operation of a technology system
- Sharing devices with unauthorized users
- Physical damage of the device
- Creating inappropriate content

Schools should consider multiple factors, including:

- The intentionality of behaviors
- The nature and severity of the action

Students are responsible for using SMCPs-issued electronic devices in a manner consistent with the SMCPs Acceptable Use Policy. Consequences may include restrictions to the use of school-issued devices.

- Apply extended suspension and expulsion only to grades 6-12.
- Level 5: If the school administrator decides to request an expulsion conference, the school administrator or designee must contact the Department of Student Services within two (2) days of the alleged offense to request an expulsion conference.

Level 1-2

Minor infractions, no prior incidents

Level 3-5

Major infractions, Repeated offenses, impacts the school community

809 - Inappropriate Use of Social Media

Any act online or through electronic devices that threatens, harasses, or intimidates an individual or group of individuals; places an individual in reasonable fear of harm to the individual or damage to the

individual's property; that interferes with the atmosphere of order and discipline in the school necessary for effective learning.

- Social media is any form of online publication or presence that allows interactive communication, including social networks, blogs, photo sharing platforms, Internet websites, Internet forums, and wikis.
 - Examples of social media include, but are not limited to, Facebook, Twitter, SnapChat, Instagram, YouTube, and Google+.
- Schools should consider multiple factors, including:
 - whether the language/act would be considered inappropriate in most social settings
 - whether the student acted in the heat of the moment or was provoked
 - student's age
- Apply extended suspension and expulsion only to grades 6-12.
- Level 5: If the school administrator decides to request an expulsion conference, the school administrator or designee must contact the Department of Student Services within two (2) days of the alleged offense to request an expulsion conference.

Level 1-3

Engaging in an inappropriate act online that disrupts the learning environment.

Level 2-4

Repeatedly or persistently engaging in inappropriate acts online that causes a disruption to the learning environment.

Level 3-5

Making, participating, or contributing to an act that has the potential implications for future harm. Including, but not limited to, weapons, gestures or symbols, specific threats, or inappropriate content.

705 - Inciting

Causing or contributing to a disruption that results in a verbal/physical action which interferes with the learning environment and/or safety of others.

- Schools should consider multiple factors, including:
 - The student's age
 - The nature and severity of the action
 - The safety of others
 - The student's prior disciplinary record
 - Other extenuating circumstances, i.e. a student with a disability

Level 1-4

Provoking behaviors that result in disorderly conduct

604 - Indecent Exposure

Exposure of the private parts of the body in a lewd or indecent manner.

- Consideration would need to be made to the age, grade, developmental level, prior offenses, intentionality, and circumstances in determining an appropriate course of action and consequence.
- Apply extended suspension and expulsion only to grades 6-12.
- Level 5: If the school administrator decides to request an expulsion conference, the school administrator or designee must contact the Department of Student Services within two (2) days of the alleged offense to request an expulsion conference.

Level 1-5

Exposure of the private parts of the body in a lewd or indecent manner.

202 - Inhalants

Possession, use, or showing evidence of use, sale, or distribution of any inhalants or other intoxicants.

- Apply extended suspension and expulsion only to grades 6-12.
- Level 5: If the school administrator decides to request an expulsion conference, the school administrator or designee must contact the Department of Student Services within two (2) days of the alleged offense to request an expulsion conference.

Level 1-5

- Being under the influence of inhalants and/or possessing inhalants.
- Distributing/selling inhalants.

702 - Insubordination

A constant or continuing intentional refusal to follow directions given by a staff member.

- Schools should consider multiple factors, including:
 - The student's age
 - The nature of the offense and the circumstances which led to the offense
 - The student's prior disciplinary record
 - Other extenuating circumstances, i.e. - student with a disability

Level 1-2

Verbal refusal to cooperate with classroom or school rules and/or regulations

Level 1-3

Repeated verbal refusal to cooperate with classroom or school rules and/or regulations

Level 1-4

Repeated verbal and physical refusal to cooperate with school rules and/or regulations

302 - Other Guns

Bringing or possessing any gun, of any kind, loaded or unloaded, operable or inoperable including any object which is a look-alike of a gun, in school or on school grounds other than a firearm. Consideration would need to be made to the age, grade, developmental level, prior offenses, intentionality, and circumstances in determining an appropriate course of action and consequences. (See Policy JFDI for extended definitions.)

- Apply extended suspension and expulsion only to grades 6-12.
- Level 5: If the school administrator decides to request an expulsion conference, the school administrator or designee must contact the Department of Student Services within two (2) days of the alleged offense to request an expulsion conference.

Level 1-2

Possessing, using, or threatening to use a look-alike gun (e.g., water guns).

Level 2-5

Possessing, using, or threatening to use an unloaded/inoperable non-firearm gun (e.g., pellet guns, BB guns).

Level 3-5

Possessing, using, or threatening to use a loaded/ operable non-firearm gun.

Examples of Other Guns

Airsoft Gun, Flare Gun, Paintball Gun, Pellet Gun, BB Gun, Nail Gun, Paint Gun

Look-alike Guns

Water Gun (looks real) - Cap Gun (look-alike)

- REMINDER: Toys that look like toys are toys, NOT WEAPONS.
- Code toys as "704 - Disruption."
- Other toy guns that look real and should be identified as "look-alikes."

303 - Other Weapons

Possession of any implement which could cause or is intended to cause bodily harm, other than a firearm or other gun. Consideration would need to be made to the age, grade, developmental level, prior offenses, intentionality, and circumstances in determining an appropriate course of action and consequences. (See Policy JFDI for extended definitions.)

- Apply extended suspension and expulsion only to grades 6-12.
- Level 5: If the school administrator decides to request an expulsion conference, the school administrator or designee must contact the Department of Student Services within two (2) days of the alleged offense to request an expulsion conference.

Level 1-4

Possessing an implement that could potentially cause injury.

Level 3-5

Using or threatening to use as a weapon an implement that is likely to cause serious bodily harm.

Examples of Other Weapons

Awl Hammer, Pepper spray, Steak knife, Bowie knife, Hypodermic needle, Pocket knife, Swiss Army knife, Box cutter knife, Poison, Switchblade, Brass knuckles, Lock Blade knife, Razor, Taser/Taser Gun, Chemicals, Metal knuckles, Razor blade, Throwing star, Dart, Metal pole, Screwdriver, Tool knife blade, Exacto knife, Nunchakus, Slingshot, Wooden club or any implement that is used with the intent to cause harm.

206 - Over-the-Counter Medicines

Possession, use, and/or providing nonprescription medications.

Level 1-4

Unauthorized use/possession of nonprescription medication.

Level 2-4

Providing nonprescription medication.

408 - Serious Bodily Injury

Causing bodily injury to others which involves: (a) substantial risk of death; (b) extreme physical pain, (c) protracted and obvious disfigurement, or (d) protracted loss or impairment of a function of a bodily member, organ, or mental faculty.

- Apply extended suspension and expulsion only to grades 6-12.

- Level 5: The school administrator or designee must contact the Department of Student Services within two (2) days of the alleged offense to request an expulsion conference (grades 6-12).

Level 3-4

Misbehaving in a way that unintentionally causes serious bodily injury.

Level 4-5

Intentionally causing serious bodily injury.

603 - Sexual Activity

Inappropriate behavior of a sexual nature including indecent exposure, inappropriate texts of a sexual nature, consensual sexual activity, or other sexual activity not identified as sexual assault or harassment.

- **CONSULT WITH SCHOOL-BASED TITLE IX COORDINATOR.**
- Apply extended suspension and expulsion only to grades 6-12.
- Level 5: If the school administrator decides to request an expulsion conference, the school administrator or designee must contact the Department of Student Services within two (2) days of the alleged offense to request an expulsion conference.

Level 2-5

Engaging in inappropriate behavior of a sexual nature (e.g., indecent exposure, inappropriate texts of a sexual nature).

601 - Sexual Assault

Any unwelcome sexual contact, either directly or through clothing, which is committed by threat, or by force, and without the consent of the other person, including but not limited to a physical sexual attack on an adult or a student. The ranges of behaviors include but are not limited to: deliberate inappropriate touching/ pinching/ grabbing of a sexual nature, attempted rape, or rape. Consideration would need to be made to the age, grade, developmental level, prior offensives, intentionality, and circumstances in determining an appropriate course of action and consequences.

- **CONSULT WITH SCHOOL-BASED TITLE IX COORDINATOR.**
- Apply extended suspension and expulsion only to grades 6-12.
- Level 5: If the school administrator decides to request an expulsion conference, the school administrator or designee must contact the Department of Student Services within two (2) days of the alleged offense to request an expulsion conference.

Level 3-5

Intentionally engaging in behavior toward another that is physical, sexually aggressive.

602 - Sexual Harassment

Unwelcome sexual advances, requests for sexual favors, and/or other inappropriate (verbal, written/electronic; implicit or explicit) or physical conduct of a sexual nature directed towards others. (See Policy JFDH for extended definitions.) Also included is any non-consensual touching of a sexual nature that does not rise to a level of sexual assault. Consideration would need to be made to the age, grade, developmental level, prior offenses, intentionality, and circumstances in determining an appropriate course of action and consequences.

- **CONSULT WITH SCHOOL-BASED TITLE IX COORDINATOR.**
- Mediation can not be used.
- Apply extended suspension and expulsion only to grades 6-12.
- Level 5: If the school administrator decides to request an expulsion conference, the school administrator or designee must contact the Department of Student Services within two (2) days of the alleged offense to request an expulsion conference.

Level 2-5

Engaging in sexual harassment (e.g., intentional unwelcome sexual advances, requests for sexual favors, other intentional inappropriate verbal, written, or physical conduct of a sexual nature).

102 - Tardiness

Late to school or class.

- Elementary school students who are late should not be given any punitive or exclusionary consequences, but parent(s)/legal guardian(s) should be notified.

Level 1

Arriving late more than once to class or school without an excused reason.

Level 1-3

Persistently arriving late to class or school.

803 - Theft

Taking or obtaining property of another without their permission and knowledge, including identity theft. (Full restitution is to be made.)

- Schools should consider multiple factors, including:
 - the monetary value of the property
 - whether student knew the property was valuable or expensive to replace
 - whether student acted in the heat of the moment, as opposed to planning ahead

- the student's age
- the student's purpose in taking the property
- whether the behavior is persistent/habitual
- Apply extended suspension and expulsion only to grades 6-12.
- Level 5: If the school administrator decides to request an expulsion conference, the school administrator or designee must contact the Department of Student Services within two (2) days of the alleged offense to request an expulsion conference.

Level 1-3

Taking property without owner's permission.

Level 3-5

Taking property without owner's permission, where the theft is especially serious based on the listed factors.

403 - Threat to Adult (Verbal or Physical)

Threatening or aggressive language (verbal or written/electronic; implicit or explicit) or physical gestures directed toward a teacher, staff member, or others adult. (Threat assessment may be necessary.)

- Schools may conduct a threat assessment.
- A mandatory re-entry conference must be held with the student, parent(s)/legal guardian(s), and principal or designee present. The involved staff member must be invited to attend. Additionally, a student behavior contract must be developed and made available to the teacher, prior to the re-entry of the student into the classroom.
- Apply extended suspension and expulsion only to grades 6-12.
- Level 5: If the school administrator decides to request an expulsion conference, the school administrator or designee must contact the Department of Student Services within two (2) days of the alleged offense to request an expulsion conference.

Level 2-5

Expressing - orally, in writing, or by gesture - intent to do physical harm.

Level 3-5

Engaging in persistent threat.

411 - Threat of School Violence

Making a threat of school violence, school shooting, or any activity or other threat that may create a disturbance in the educational environment.

- Apply extended suspension and expulsion only to grades 6-12.
- Level 5: If the school administrator decides to request an expulsion conference, the school administrator or designee must contact the Department of Student Services within two (2) days

of the alleged offense to request an expulsion conference. Schools must conduct a threat assessment.

- A mandatory re-entry conference must be held with the student, parent(s)/legal guardian(s), principal or designee, Chief of Safety and Security or designee, and Director of Student Services or designee present.
- Consideration would need to be made to the age, grade, developmental level, prior offenses, intentionality, and circumstances in determining an appropriate course of action and consequence.
- Contact the Department of Safety and Security

Level 3-5

Making a threat of school violence.

404 - Threat to Student (Verbal or Physical)

Threatening or aggressive language (verbal, written/electronic; implicit or explicit) or physical gestures directed toward another student. This includes any threats that create a hostile educational environment. (Threat assessment may be necessary.)

- Schools may conduct a threat assessment.
- Apply extended suspension and expulsion only to grades 6-12.
- Level 5: If the school administrator decides to request an expulsion conference, the school administrator or designee must contact the Department of Student Services within two (2) days of the alleged offense to request an expulsion conference.

Level 1-4

Expressing - orally, in writing, or by gesture - intent to do physical harm.

Level 2-5

Engaging in persistent threat.

204 - Tobacco or Tobacco Products

Possession, use, sale, or distribution of tobacco, tobacco products, and/or devices (e.g., cigarette lighters, e-cigarettes, vaporizers, and matches).

Level 1-3

Use/possession of tobacco/e-cigarettes. First time offense.

Level 4

Repeated use/possession of tobacco/e-cigarettes.

Level 1-4

Distribution.

804 - Trespassing

Unauthorized presence on school property, including while on suspension, after having oral or written warning to leave or not to appear on such.

Level 2-4

Unauthorized presence on school property, including while on suspension, after having oral or written warning to leave or not to appear on such.

103 - Truancy

Unlawfully absent from school or classes for a school day or a portion of the school day.

- Elementary school students who are late should not be given any punitive or exclusionary consequences, but parent(s)/legal guardian(s) should be notified.

Level 1

Being absent from school without an excused reason.

Level 1-3

Being truant.

TRANSPORTATION - BUS BEHAVIOR

Bus Misbehavior

Standing, distracting the driver, running on bus, eating on bus, too loud or boisterous, sitting in wrong seat, throwing or shooting objects, spraying perfumes and other aerosols or using foul or abusive language. For more serious infractions on the bus, discipline will include at least the appropriate minimum consequences for the code violation. Except for students with an Individualized Education Program (IEP) providing for transportation as a related special education service, riding the school bus is a privilege extended to students - a privilege which may be temporarily denied or suspended when a student's behavior jeopardizes the safe operation of the school bus or the safety of the students riding the bus.

- Interventions from lower levels may be assigned.
- 10+ days suspension of bus privileges. The Director of Student Services must approve revocation of bus privileges for more than 10 days.

Level Of Bus Misbehavior Responses With Behavioral Supports And Interventions

Level 1

Reminders/Redirection, Seat Change, Verbal Correction

Level 2

Parent/Legal Guardian Contact, Restitution, Detention, Written Reflection, Apology

Level 3

Short term Suspension of School Bus Riding Privileges (1-3 days), Parent/Legal Guardian Conference, Restitution

Level 4

Long-Term Suspension of School Bus Riding Privileges (4-10 days)

Level 5

Extended or Permanent Loss of School Bus Riding Privileges (11 or more days)

Bus Misbehaviors and Associated Response Levels

Level 1-2

Failing to follow the bus rules/bus driver's direction

Level 2-3

Repeatedly failing to follow the bus rules/bus driver's direction

Level 4-5

Chronically failing to follow the bus rules/bus driver's direction

Level 1-5

Engaging in behavior that places the safety of someone or the bus at risk

Health Related Exclusions

001 - Immunization

Failure of the parent(s)/ legal guardian(s) to abide by the health regulations regarding immunization schedules or failure to provide evidence of appropriate immunizations. (See Policy JH for expanded definitions.)

002 - Personal Health

Conditions that present a clear and direct health risk to others. (See Policy JHCI for expanded definitions.) (This code may not be applied to students with poor hygiene or any other personal health concern. Refer instead to the school nurse.)