

INFRACTION	CODING	Teacher/Action before call	Dean Assigned Consequences & Next Steps	Teacher Next steps
x	FYI	1- Call dean Hotline 2- Complete referral with narrative es+ or paper	1- Escalate referral with the following: Incident code: Proactive Check in Incident notes: according to referring staff (insert info from referral) followed by: successfully intervened by member of support team. Actions Support, contact action to all parent involved. IRCF/RCF as needed (leave actin end date blank unless completed in moment) Offender Notes: Your name. 2- No call to parent necessary. 3- Send email to referring staff (& case mgr for sw IEP) & cc Lopez & Henderson	No need to contact, dean contacts
<b>Disruptive Behavior</b> - Behavior that disrupts the learning environment and prevents	LVL I	1- Assure 3:1 ratio of positive to punitive executed and documented in kickboard. 2- Utilize redirection continuum. 3- Assign consequences 4- call Dean Hotline 5- Complete referral with complete narrative es+	1- Assign consequence (same day detention) if coded as level 2 student can not be transitioned back into classroom. 1st -3rd (detention, 4th/5th OSS/MPC or project, 6th OSS/DH). 2- Conference with student. 3- Contact parent in moment with student. Transition back into class with support. 4- Referral entry instructions (see & follow instructions listed above under Inapp behavior to Staff row) Send email to referring staff (&case mgr for SwIEPs) & CC Lopez & Henderson	Contact parent within 24 hours @ # listed in eschools+.
<b>Insubordination</b> - examples include but not limited to the following: walking/running away from staff, walking out of class without permission, refusing to cooperate with requests from multiple staff, cell phone refusal.	LVL I	1- Assure 3:1 ratio of positive to punitive executed and documented in kickboard. 2- Utilize redirection continuum. 3- Assign consequences 4- call Dean Hotline 5- Complete referral with complete narrative es+	1- Assign consequences (Same day detention for all except cell pjone), if coded as Level @ student cannot transition back into classroom 1st-3rd occurrence (Detention 4th/5th- OSS/MPC or project, 6th OSS/DH) 2- Conference with student. 3- Cell Phone: Turnin & get at end of day during dismissal. Refusal to turn in MPC scheduled for next school day. 4- Contact parent in moment with student. Transition back into class with support. 5- Referral entry instructions (see & follow instructions listed above under Inapp behavior to Staff row) Send email to referring staff (&case mgr for SwIEPs) & CC Lopez & Henderson	Contact parent within 24 hours @ # listed in eschools+.
<b>FYI-General</b> Utilize to log referrals/incidents where: proactive meditation has been referred by student, parent or staff. Proactive information has been given by students, parent or staff necessitating investigation, follow up contacts to families etc. Other similar to the above.	LVL I	1- Call dean Hotline 2- Complete referral with narrative es+ or paper	1- Escalate referral with the following: Incident code: FYI Incident notes: according to referring staff (insert info from referral) Actions: Contact action to all parents involved. IRCF/RCF as needed (leave actin end date blank unless completed in moment) Offender Notes: Your name, parent contact# used, any additional details collected during the investigation/mediation/etc. Be sure to keep private student information separate, (ie do not write about student AO under student). 2- Send email to referring staff (& case mgr for sw IEP) & cc Lopez & Henderson	No need to contact, dean contacts
<b>Social Work Intervention</b> Utilize to log referral/incidents where students appear to be or smell as if they have utilize substance/alcohol/drugs but do not have items on their person.	LVL I	1- Call dean Hotline 2- Complete referral with narrative es+ or paper	1- Escalate referral with the following: Incident code: SW Intervention Incident notes: according to referring staff (insert info from referral) Actions MPC, contact action to parent. Offender Notes: Your name, parent contact# used, any additional pertinent information. 2- Send email to social worker for reference/follow up @ MPC for CCST offer, referring staff (& case mgr for sw IEP) & cc Lopez & Henderson	No need to contact, dean contacts
<b>Cheating/Plagiarism/Forgery - Plagiarism</b> is using, without permission, the ideas and writings of another, either word for word or in substance, and representing such as one's own. <b>Forgery</b> is the signing of a document in another's name. <b>Cheating</b> includes deceit, fraud, or deception (e.g., copying another's assignments, assisting another to cheat by lending one's own work, and giving or receiving aid during a testing period).	LVL II	1- Call dean Hotline 2- Complete referral with narrative es+ or paper	1- Assign consequences (same day detention), loss of credit, 2nd & subsequent = OSS/MPC. 2- Conference with student. 3- Contact parent in moment with student. 4- Referral entry instructions (see & follow instructions listed above under Inapp behavior to Staff row) 5- Transition back into class with support if applicable. 6- Send email to referring staff (&case mgr for SwIEPs) & CC Lopez & Henderson	Contact parent within 24 hours @ # listed in eschools+.

<p><b>Inappropriate Behavior to Staff</b> - This includes, but is not limited to, any non threatening words and/or actions that are directed towards a staff member in either an overtly loud, profane, or demonstrative manner (e.g., "cursing out" a staff member or using obscene hand gestures).</p>	LVL II	1- Call dean Hotline 2- Complete referral with narrative es+ or paper	1- Assign consequences (same day detention), loss of credit, 2nd & subsequent = OSS/MPC. 2- Conference with student. 3- Contact parent in moment with student. 4- Referral entry instructions (see & follow instructions listed above under Inapp behavior to Staff row) 5- Transition back into class with support if applicable. 6- Send email to referring staff (&case mgr for SWIEPs) & CC Lopez & Henderson	Contact parent within 24 hours @ # listed in eschools+.
<p><b>Physical Aggression</b> - Physical contact (e.g., pushing, shoving, hitting, slapping, etc.) involving one or more offenders, where no student is physical injured that does not escalate to a physical altercation (no punches are thrown).</p>	LVL II	1- Call dean Hotline 2- Complete referral with narrative es+ or paper	1- Assign consequences (same day detention), loss of credit, 2nd & subsequent = OSS/MPC. 2- Conference with student. 3- Contact parent in moment with student. 4- Referral entry instructions (see & follow instructions listed above under Inapp behavior to Staff row) 5- Transition back into class with support if applicable. 6- Send email to referring staff (&case mgr for SWIEPs) & CC Lopez & Henderson	No need to contact parent, dean contacts
<p><b>Provocation</b> - Argumentative words, not actions, intended to provoke a violent reaction.</p>	LVL II	1- Call dean Hotline 2- Complete referral with narrative es+ or paper	1- Assign consequences (same day detention), loss of credit, 2nd & subsequent = OSS/MPC. 2- Conference with student. 3- Contact parent in moment with student. 4- Referral entry instructions (see & follow instructions listed above under Inapp behavior to Staff row) 5- Transition back into class with support if applicable. 6- Send email to referring staff (&case mgr for SWIEPs) & CC Lopez & Henderson	No need to contact parent, dean contacts
<p><b>Inappropriate Behavior to Students</b> - harassing another student through the use of profanity, name calling, horse playing or any other disrespectful language or gesture, without the intent to provoke a violent reaction.</p>	LVL II	1- Call dean Hotline 2- Complete referral with narrative es+ or paper	1- Assign consequences (same day detention), loss of credit, 2nd & subsequent = OSS/MPC. 2- Conference with student. 3- Contact parent in moment with student. 4- Referral entry instructions (see & follow instructions listed above under Inapp behavior to Staff row) 5- Transition back into class with support if applicable. 6- Send email to referring staff (&case mgr for SWIEPs) & CC Lopez & Henderson	No need to contact parent, dean contacts
<p><b>Inciting Violence</b> - watching, encouraging or instigating a pre-fight/fight before, during or after school or through the use of any form of social media. It is our belief that bystanders play a role in escalating violence; therefore, anyone watching a fight has an obligation to de-escalate the situation by staying calm, remaining nonpartisan and seeking help.</p>	LVL II	1- Call dean Hotline 2- Complete referral with narrative es+ or paper	1- Assign consequences (same day detention), loss of credit, 2nd & subsequent = OSS/MPC. 2- Conference with student. 3- Contact parent in moment with student. 4- Referral entry instructions (see & follow instructions listed above under Inapp behavior to Staff row) 5- Transition back into class with support if applicable. 6- Send email to referring staff (&case mgr for SWIEPs) & CC Lopez & Henderson	No need to contact, dean contacts
<p><b>Disorderly Conduct</b> - engaging in threatening, violent and/or tumultuous behavior; making unreasonable noise, using obscene language, making an obscene gesture; or creating a hazardous or physically offensive condition by any act.</p>	LVL II	1- Call dean Hotline 2- Complete referral with narrative es+ or paper	1- Assign consequences (same day detention), loss of credit, 2nd & subsequent = OSS/MPC. 2- Conference with student. 3- Contact parent in moment with student. 4- Referral entry instructions (see & follow instructions listed above under Inapp behavior to Staff row) 5- Transition back into class with support if applicable. 6- Send email to referring staff (&case mgr for SWIEPs) & CC Lopez & Henderson	No need to contact, dean contacts
<p><b>Cutting/Cut class/Cut School/Cut Detention</b> - Skipping schedule classes/rostered activities and leaving the building without permission.</p>	LVL II	1- Call dean Hotline 2- Complete referral with narrative es+ or paper	Assign consequence: Cut class (never attended or leaves and cannot be found) 1-2 times (project or MPC) 3+ times (OSS/MPC) Cut school (confirmed leaving building without permission) 1-2 times (projec or MPC), 3+ times (OSS/MPC) Cut detention (project, MPC, deductions from kickboard) 2- Conference with student 3- Contact parent in moment with student.	No need to contact, dean contacts
<p><b>Damaging/Stealing</b> The act of damaging, defacing or taking of school or personal property without permission. The damage or stolen items are valued at \$10 or less.</p>	LVL II	1- Call dean Hotline 2- Complete referral with narrative es+ or paper	1- Assign consequence (Same Day Detention), loss of credit, 2nd (OSS/MPC), 3rd & subsequent = DH 2- Conference with student 3- Contact parent in moment with student 4- Referral entry instructions (see & follow instructions listed above under inapp behavior to staff) 5- Transition back into class with support if applicable 6- Send email to referring staff (& case Mgr for SW IEPs) & CC Lopez & Henderson	No need to contact, dean contacts

<p><b>Present in Restricted Area</b> Knowingly entering a location of the building where the student is not allowed during the school day this includes but not limited to stairwells and/or elevators.</p>	LVL II	1- Call dean Hotline 2- Complete referral with narrative es+ or paper	1- Assign consequence (Same Day Detention), loss of credit, 2nd (OSS/MPC), 3rd & subsequent = DH 2- Conference with student 3- Contact parent in moment with student 4- Referral entry instructions (see & follow instructions listed above under inapp behavior to staff) 5- Transition back into class with support if applicable 6- Send email to referring staff (& case Mgr for SW IEPs) & CC Lopez & Henderson	No need to contact, dean contacts
<p><b>Inappropriate Consensual Sexual Behavior</b> Students who, on school property or at a school-sponsored event, expose or touch their own genitals, breast, buttocks or those sexual parts of another person, engage in intercourse, oral sex or simulated sex with the consent of witness and other participating students.</p>	LVL II	1- Call dean Hotline 2- Complete referral with narrative es+ or paper	1- Assign consequence (DH) 2-Conference with student and get written statement/transcribe verbal statement for DH 3- Contact parent in moment with student 4- Referral entry instructions (see & follow instructions listed above under inapp behavior to staff) 5- Send email to referring staff (& case Mgr for SW IEPs) & CC Lopez & Henderson	No need to contact, dean contacts
<p><b>Inappropriate use of technology</b> Includes but not limited to sexting, videotaping fights, videotaping someone in a place where they have an expectation of privacy, posting videos of inappropriate student conduct to a social media site that affects the school community in a negative manner.</p>	LVL II	1- Call dean Hotline 2- Complete referral with narrative es+ or paper	1- Assign consequence (Same Day Detention), loss of credit, 2nd (OSS/MPC), 3rd & subsequent = DH 2- Conference with student 3- Contact parent in moment with student 4- Referral entry instructions (see & follow instructions listed above under inapp behavior to staff) 5- Send email to referring staff (& case Mgr for SW IEPs) & CC Lopez & Henderson	No need to contact, dean contacts
<p><b>Gambling</b> Betting or wagering for money, favors or fun</p>	LVL II	1- Call dean Hotline 2- Complete referral with narrative es+ or paper	1- Assign consequence (OSS/MPC) 2nd & subsequent = DH 2-Conference with student 3- Contact parent in moment with student 4- Referral entry instructions (see & follow instructions listed above under inapp behavior to staff) 5- Send email to referring staff (& case Mgr for SW IEPs) & CC Lopez & Henderson	No need to contact, dean contacts
<p><b>Possession of Contraband</b> Possession of any flammable paraphernalia without the intent to use (ex matches, lighters, etc)</p>	LVL II	1- Call dean Hotline 2- Complete referral with narrative es+ or paper	1- Assign consequence (same day detention) Loss of credit, 2nd (OSS/MPC) 3rd & Subsequent = DH 2- Conference with Student 3- Contact parent in moment with student. 4- Referral entry instructions (see & follow instructions listed above under inapp behavior to staff) 5- Send email to referring staff (& case Mgr for SW IEPs) & CC Lopez & Henderson	No need to contact, dean contacts
<p><b>Theft</b> (\$10 or more) Taking or attempting to take the property of another student or school community member or school property valuing between \$11 and \$100. (greater than \$100) Taking or attempting to take the property of another student or school community member or school property valuing over \$100.</p>	LVL III	If student to student conflict related, remove one student from the room and assure door is locked no matter what the perceived level of conflict is, immediately place physical barrier between students. Call dean hotline Complete referral with narrative es+ or paper.	1- Inform/confer with DSC prior to coding for coding, Title IX investigations, in the moment police reporting. 2- Assign consequence (DH) 3- Conference with student and get written statement/transcribe verbal statement for DH 4- Contact parent in moment with student. 5- Referral entry instructions (see & follow instructions listed above under Inapp Behavior to staff row) 6- Send email to referring staff (& case MGR for Sw IEP's) CC Lopez	No need to contact, dean contacts

<p><b>Bullying</b> - Any intentional written, electronic, verbal or physical act or actions against another student, school volunteer or school employee that a reasonable person under the circumstances should know will have the effect of: (1) Placing a student, school volunteer or school employee in reasonable fear of substantial harm to his or her emotional or physical well-being or substantial damage to his or her property; or (2) Creating a hostile, threatening, humiliating or abusive educational environment due to the pervasiveness or persistence of actions or due to a power differential between the bully and the target; or (3) Interfering with a student having a safe school environment that is necessary to facilitate educational performance, opportunities or benefits; or (4) Perpetuating bullying by inciting, soliciting or coercing an individual or group to demean, dehumanize, embarrass or cause emotional, psychological or physical harm to another student, school volunteer or school employee.</p>	LVI III	<p>If student to studen conflict related, remove one student from the room and assure door is locked no matter what the perceived level of conflict is, immediately place physical barrier between students. Call dean hotline Complete referral with narrative es+ or paper.</p>	<p>1- Inform/confer with DSC prior to coding for coding, Title IX investigations, in the moment police reporting. 2- Assign consequence (DH) 3- Conference with student adn egt written statement/transcribe verbal statement for DH 4- Contact parent in moment with student. 5- Referral entry instructions (see &amp; follow instructions lirsted above under Inapp Behavior to staff row) 6- Send email to referring staff (&amp; case MGR for Sw IEP's) CC Lopez</p>	No need to contact, dean contacts
<p><b>Cyber Bullying</b> - The use of uninvited and unwelcome electronic communication directed at an identifiable student or group of students, through means other than face-to-face interaction, which (1) interferes with a student's physical well-being; or (2) is threatening or intimidating; or (3) is so severe, persistent, or pervasive that it is reasonably likely to limit a student's ability to participate in or benefit from the educational programs of the school district or charter school. Communication shall be considered to be directed at an identifiable student or group of students if it is sent directly to that student or group, or posted in a medium that the speaker knows is likely to be available to a broad audience within the school community.</p>	LVI III	<p>If student to studen conflict related, remove one student from the room and assure door is locked no matter what the perceived level of conflict is, immediately place physical barrier between students. Call dean hotline Complete referral with narrative es+ or paper.</p>	<p>1- Inform/confer with DSC prior to coding for coding, Title IX investigations, in the moment police reporting. 2- Assign consequence (DH) 3- Conference with student adn egt written statement/transcribe verbal statement for DH 4- Contact parent in moment with student. 5- Referral entry instructions (see &amp; follow instructions lirsted above under Inapp Behavior to staff row) 6- Send email to referring staff (&amp; case MGR for Sw IEP's) CC Lopez</p>	No need to contact, dean contacts
<p><b>Sexual Harassment/Intimidation</b> - Unwelcome conduct of a sexual nature that can include unwelcome sexual advances; requests for sexual favors; and other verbal, nonverbal, or physical conduct of a sexual nature.</p>	LVI III	<p>If student to studen conflict related, remove one student from the room and assure door is locked no matter what the perceived level of conflict is, immediately place physical barrier between students. Call dean hotline Complete referral with narrative es+ or paper.</p>	<p>1- Inform/confer with DSC prior to coding for coding, Title IX investigations, in the moment police reporting. 2- Assign consequence (DH) 3- Conference with student adn egt written statement/transcribe verbal statement for DH 4- Contact parent in moment with student. 5- Referral entry instructions (see &amp; follow instructions lirsted above under Inapp Behavior to staff row) 6- Send email to referring staff (&amp; case MGR for Sw IEP's) CC Lopez</p>	No need to contact, dean contacts
<p><b>Possession of drugs, tobacco, alcohol</b> Illegal/inappropriate drug/alcohol possession/ use on school grounds or at school- sponsored event School administrators will report the incident to the police and provide all information concerning the matter to law enforcement authorities.</p>	LVI III	<p>If student to studen conflict related, remove one student from the room and assure door is locked no matter what the perceived level of conflict is, immediately place physical barrier between students. Call dean hotline Complete referral with narrative es+ or paper.</p>	<p>1- Inform/confer with DSC prior to coding for coding, Title IX investigations, in the moment police reporting. 2- Assign consequence (DH) 3- Conference with student adn egt written statement/transcribe verbal statement for DH 4- Contact parent in moment with student. 5- Referral entry instructions (see &amp; follow instructions lirsted above under Inapp Behavior to staff row) 6- Send email to referring staff (&amp; case MGR for Sw IEP's) CC Lopez</p>	No need to contact, dean contacts

<p><b>Arson/possession of fireworks/explosives</b> The malicious burning of one's own, another's, or school property. Students may not possess or use fireworks or the paraphernalia needed to explode them on school grounds or during school activity</p>	Lvl III	<p>If student to studen conflict related, remove one student from the room and assure door is locked no matter what the perceived level of conflict is, immediately place physical barrier between students. Call dean hotline Complete referral with narrative es+ or paper.</p>	<p>1- Inform/confer with DSC prior to coding for coding, Title IX investigations, in the moment police reporting. 2- Assign consequence (DH) 3- Conference with student adn egt written statement/transcribe verbal statement for DH 4- Contact parent in moment with student. 5- Referral entry instructions (see &amp; follow instructions lisrted above under Inapp Behavior to staff row) 6- Send email to referring staff (&amp; case MGR for Sw IEP's) CC Lopez</p>	No need to contact, dean contacts
<p><b>Vandalism</b> - Intentional or reckless damage to, or attempt to damage, the property of another or the causing of damage while committing an act contrary to this code or the law.</p>	Lvl III	<p>If student to studen conflict related, remove one student from the room and assure door is locked no matter what the perceived level of conflict is, immediately place physical barrier between students. Call dean hotline Complete referral with narrative es+ or paper.</p>	<p>1- Inform/confer with DSC prior to coding for coding, Title IX investigations, in the moment police reporting. 2- Assign consequence (DH) 3- Conference with student adn egt written statement/transcribe verbal statement for DH 4- Contact parent in moment with student. 5- Referral entry instructions (see &amp; follow instructions lisrted above under Inapp Behavior to staff row) 6- Send email to referring staff (&amp; case MGR for Sw IEP's) CC Lopez</p>	No need to contact, dean contacts
<p><b>Reckless endangerment</b> - Reckless behavior that could cause injury, including, but not to limited to, the throwing of objects (e.g., tables, chairs) and the pulling of fire alarms. Includes, and is not limited to, terroristic threats, communication/act to commit violence, terrorize, evacuate building, or otherwise cause serious public inconvenience or safety risk. Depending on the nature of the incident, law enforcement officials may be informed.</p>	Lvl III	<p>If student to studen conflict related, remove one student from the room and assure door is locked no matter what the perceived level of conflict is, immediately place physical barrier between students. Call dean hotline Complete referral with narrative es+ or paper.</p>	<p>1- Inform/confer with DSC prior to coding for coding, Title IX investigations, in the moment police reporting. 2- Assign consequence (DH) 3- Conference with student adn egt written statement/transcribe verbal statement for DH 4- Contact parent in moment with student. 5- Referral entry instructions (see &amp; follow instructions lisrted above under Inapp Behavior to staff row) 6- Send email to referring staff (&amp; case MGR for Sw IEP's) CC Lopez</p>	No need to contact, dean contacts
<p><b>Threatening a School officail or student</b> - Physical, verbal, written, or electronic threat and/or intimidation used to unlawfully place another person in fear of bodily harm through verbal threats, without displaying a weapon or subjecting the person to actual physical attack. This behavior can include, but is not limited to, stalking (i.e., secretly or stealthily pursuing another and/or spying on or watching another person, with or without the intent to harm, frighten, or coerce).</p>	Lvl III	<p>If student to studen conflict related, remove one student from the room and assure door is locked no matter what the perceived level of conflict is, immediately place physical barrier between students. Call dean hotline Complete referral with narrative es+ or paper.</p>	<p>1- Inform/confer with DSC prior to coding for coding, Title IX investigations, in the moment police reporting. 2- Assign consequence (DH) 3- Conference with student adn egt written statement/transcribe verbal statement for DH 4- Contact parent in moment with student. 5- Referral entry instructions (see &amp; follow instructions lisrted above under Inapp Behavior to staff row) 6- Send email to referring staff (&amp; case MGR for Sw IEP's) CC Lopez</p>	No need to contact, dean contacts
<p><b>Instigation or participation in a group assault</b> - Initiation and/or participation, by verbal, written, or physical act, of a simple or aggravated assault by multiple persons on one or more other persons.</p>	Lvl III	<p>If student to studen conflict related, remove one student from the room and assure door is locked no matter what the perceived level of conflict is, immediately place physical barrier between students. Call dean hotline Complete referral with narrative es+ or paper.</p>	<p>1- Inform/confer with DSC prior to coding for coding, Title IX investigations, in the moment police reporting. 2- Assign consequence (DH) 3- Conference with student adn egt written statement/transcribe verbal statement for DH 4- Contact parent in moment with student. 5- Referral entry instructions (see &amp; follow instructions lisrted above under Inapp Behavior to staff row) 6- Send email to referring staff (&amp; case MGR for Sw IEP's) CC Lopez</p>	No need to contact, dean contacts
<p><b>Physical Assault</b> - Physical assault involving one or more members of the school community that escalates into mutual punching, wrestling, knocking down, and/or damaging/destroying property.</p>	Lvl III	<p>If student to studen conflict related, remove one student from the room and assure door is locked no matter what the perceived level of conflict is, immediately place physical barrier between students. Call dean hotline Complete referral with narrative es+ or paper.</p>	<p>1- Inform/confer with DSC prior to coding for coding, Title IX investigations, in the moment police reporting. 2- Assign consequence (DH) 3- Conference with student adn egt written statement/transcribe verbal statement for DH 4- Contact parent in moment with student. 5- Referral entry instructions (see &amp; follow instructions lisrted above under Inapp Behavior to staff row) 6- Send email to referring staff (&amp; case MGR for Sw IEP's) CC Lopez</p>	No need to contact, dean contacts

<p><b>Aggravated Assault on student/staff</b> - An unlawful physical attack by one member of the school community upon another that may result in serious bodily injury</p>	LVI III	<p>If student to studen conflict related, remove one student from the room and assure door is locked no matter what the perceived level of conflict is, immediately place physical barrier between students. Call dean hotline Complete referral with narrative es+ or paper.</p>	<p>1- Inform/confer with DSC prior to coding for coding, Title IX investigations, in the moment police reporting. 2- Assign consequence (DH) 3- Conference with student adn egt written statement/transcribe verbal statement for DH 4- Contact parent in moment with student. 5- Referral entry instructions (see &amp; follow instructions lisrted above under Inapp Behavior to staff row) 6- Send email to referring staff (&amp; case MGR for Sw IEP's) CC Lopez</p>	No need to contact, dean contacts
<p><b>Non-consensual sexual misconduct</b> - Attempting or carrying out a non-consensual sexual act with another person. Depending on the nature of the incident, law enforcement officials may be informed.</p>	LVI III	<p>If student to studen conflict related, remove one student from the room and assure door is locked no matter what the perceived level of conflict is, immediately place physical barrier between students. Call dean hotline Complete referral with narrative es+ or paper.</p>	<p>1- Inform/confer with DSC prior to coding for coding, Title IX investigations, in the moment police reporting. 2- Assign consequence (DH) 3- Conference with student adn egt written statement/transcribe verbal statement for DH 4- Contact parent in moment with student. 5- Referral entry instructions (see &amp; follow instructions lisrted above under Inapp Behavior to staff row) 6- Send email to referring staff (&amp; case MGR for Sw IEP's) CC Lopez</p>	No need to contact, dean contacts
<p><b>Firearm, other weapons or knife</b> - Possession of any object, device, or instrument or replica of, which, in its inherent and functional purpose is intended to be a weapon on school property or at a school- sponsored event. Firearms, weapons, and dangerous instruments include, but are not limited to any firearms (whether loaded or not), cap guns, pellet guns, BB guns, knives, box cutters, cutting instruments, nunchucks, or mace. This list does not include ordinary instruments, such as pencils. School administrators will report the incident to the police and provide all information concerning the matter to law enforcement authorities.</p>	LVI III	<p>If student to studen conflict related, remove one student from the room and assure door is locked no matter what the perceived level of conflict is, immediately place physical barrier between students. Call dean hotline Complete referral with narrative es+ or paper.</p>	<p>1- Inform/confer with DSC prior to coding for coding, Title IX investigations, in the moment police reporting. 2- Assign consequence (DH) 3- Conference with student adn egt written statement/transcribe verbal statement for DH 4- Contact parent in moment with student. 5- Referral entry instructions (see &amp; follow instructions lisrted above under Inapp Behavior to staff row) 6- Send email to referring staff (&amp; case MGR for Sw IEP's) CC Lopez</p>	No need to contact, dean contacts
<p><b>Terroristic threats/acts excl bombs threats</b> -</p>	LVI III	<p>If student to studen conflict related, remove one student from the room and assure door is locked no matter what the perceived level of conflict is, immediately place physical barrier between students. Call dean hotline Complete referral with narrative es+ or paper.</p>	<p>1- Inform/confer with DSC prior to coding for coding, Title IX investigations, in the moment police reporting. 2- Assign consequence (DH) 3- Conference with student adn egt written statement/transcribe verbal statement for DH 4- Contact parent in moment with student. 5- Referral entry instructions (see &amp; follow instructions lisrted above under Inapp Behavior to staff row) 6- Send email to referring staff (&amp; case MGR for Sw IEP's) CC Lopez</p>	No need to contact, dean contacts
<p><b>Robbery</b></p>	LVI III	<p>If student to studen conflict related, remove one student from the room and assure door is locked no matter what the perceived level of conflict is, immediately place physical barrier between students. Call dean hotline Complete referral with narrative es+ or paper.</p>	<p>1- Inform/confer with DSC prior to coding for coding, Title IX investigations, in the moment police reporting. 2- Assign consequence (DH) 3- Conference with student adn egt written statement/transcribe verbal statement for DH 4- Contact parent in moment with student. 5- Referral entry instructions (see &amp; follow instructions lisrted above under Inapp Behavior to staff row) 6- Send email to referring staff (&amp; case MGR for Sw IEP's) CC Lopez</p>	No need to contact, dean contacts
<p><b>Extortion</b> - Students who obtain money, property, or services from another student and/or school community member by express or implied threat of force or putting the victim in fear</p>	LVI III	<p>If student to studen conflict related, remove one student from the room and assure door is locked no matter what the perceived level of conflict is, immediately place physical barrier between students. Call dean hotline Complete referral with narrative es+ or paper.</p>	<p>1- Inform/confer with DSC prior to coding for coding, Title IX investigations, in the moment police reporting. 2- Assign consequence (DH) 3- Conference with student adn egt written statement/transcribe verbal statement for DH 4- Contact parent in moment with student. 5- Referral entry instructions (see &amp; follow instructions lisrted above under Inapp Behavior to staff row) 6- Send email to referring staff (&amp; case MGR for Sw IEP's) CC Lopez</p>	No need to contact, dean contacts

<b>Level I Infraction Category</b>	<b>Level</b>	<b>Redirection</b>	<b>Inquiry</b>	<b>Teacher Deduction and/or Other Teacher Assigned Consequence</b>	<b>Dean call conduct referral and/or classroom removal</b>
Lateness to class (per instance)	I			X	
Disruptive behavior (Instance per instructional Block)	I	X	X	X	X
Insubordination (Instance per instructional Block)	I	X	X	X	X
Uniform Violation (per instance)	I	X	X	X	
<b>Level II Infraction Category</b>	<b>Detention or Additional Kickboard Deductions</b>	<b>In-School Consequences (Select one: Loss of Privilege or Community Service plus Restorative Action</b>	<b>Loss of Privilege and Restorative Conference: Assignment of 1 day of ISS or Community Service plus Restorative Conference</b>	<b>Mandatory Parent Conference: Assignment of 1-3 days of Out-of-School Suspension and Mandatory Parent Conference</b>	<b>Disciplinary Hearing with Possible Outcome of Alternative Placement</b>
Academic Cheating, Plagiarism, and Forgery Loss of credit for assignment is an automatic consequence		X	X	X	
Repeated Level I Infractions* referral per marking period	X	X	X		
Cutting* referral per semester		X	X		
Persistent Disruption/Insubordination referral per semester	X	X	X	X	X
Elopement* referral per semester	X	X	X	X	
Physical Aggression referral per year			X	X	X
Provocation referral per year		X	X	X	X
Inappropriate Behavior to Students referral per year	X	X	X	X	
Inappropriate Behavior to Staff referral per year		X	X	X	X
Damaging or Stealing (Minor) referral per year		X	X	X	X
Presence in a Restricted Area		X	X	X	X
Disorderly Conduct		X	X	X	X
Inappropriate Use of Technology referral per year		X	X	X	X
Possession of Contraband referral per year		X	X	X	X
Gambling referral per year		X	X		

Definition				
Level I Infractions Level I infractions negatively impact Mastery's high achievement culture and community of safety, respect and cooperation.				
Level II Infractions Level II Infractions significantly impact Mastery's high achievement culture and community of safety, respect, and cooperation. Tier I Student Support Plans are created once a student receives three Level IIs within a marking period. (See Excessive Infraction SOP for additional guidance.) Please Note: Mastery does not suspend students for infractions denoted with an *. The most severe consequence for these infractions is a mandatory parent conference.				
Level III Infractions Level III infractions are very serious violations of our Disciplinary Code of Conduct and/or are criminal violations of Pennsylvania state law. When a Level III infraction occurs, Mastery is required to report the incident to the State, and it becomes part of the student's permanent record. A suspension and disciplinary hearing is mandated for all Level III infractions.		Probation: Students who have received an AEDY placement will be placed on probation for two years upon return to the home campus. Any probationary student who commits a Level III violation will face expulsion. Parents have the right to appeal the outcome of a Disciplinary Hearing. See Parent Handbook for appeal process.		
Disciplinary Hearing outcome options for Level III infractions: • Behavior Contract with Restrictions or Supports • Additional Days of Suspension (up to 10 days) & Behavior Contract (with supports) • Expulsion • AEDY Referral		Mandatory Parent Meetings (MPCs) During a Mandatory Parent Conference (MPC), the dean of students and relevant staff members meet with you, the student's parent or guardian, to review infractions and to develop support plans. The dean of students serves as the point of contact for connecting students with challenging behaviors to the appropriate supports. Students with repeated Level I, Level II, and Level III infractions receive additional resources and supports. For K-2 students, MPCs are used in place of out-of-school suspensions. Kindergarten, first and second grade students may not be suspended unless their actions result in serious bodily injury. You will receive both written and verbal communication of the date and time of the scheduled Mandatory Parent Conference, as well as an explanation of the student infraction.  Student Interventions During a Mandatory Parent Conference, the dean of students recommends intervention supports. Intervention supports include, but are not limited to:		
Level III Infraction Category		<b>STUDENT INTERVENTION</b>		
*Theft		Community service	Creation of behavior contract	Creation of safety plans
Bullying/Cyber-bullying		Loss of privilege	Habit cards	Parent conferences
Possession or Use of Illegal Drugs, Tobacco, and/or Alcohol and/or Engagement in Illicit Activity on School Grounds		Preferential seating	Proactive check-ins	Reflective essay
Arson and/or Possession of Fireworks and Other Explosive Devices		Referral to the school-based Intervention and Referral Services team	Social Emotional Learning groups	Referral to the Student Assistance Program



*Vandalism		Restorative conferencing	Student behavior trackers	Use of classroom-based "calming corner"
Reckless Endangerment				
Threatening a Staff Member or Staff Members				
Instigation and/or Participation in Group Assault				
*Physical Assault				
Aggravated Assault				
Non-Consensual Sexual Misconduct				
Firearm, Weapon, or Dangerous Instrument				
Terrorist Threats/Acts				
Robbery				
Burglary				
Extortion				
Inciting Violence-Level II-1st Offense Suspension				
Inappropriate Consensual Sex-Level II-1st Offense Suspension				
*Expulsion is not an option for the first offense for these infractions.				
<b>PREVENT</b>		TEACH		REINFORCE
<b>Seat or Class Change</b> - Re-assignment of a student's seat, class or cohort so that he/she is removed from distraction and in closer proximity to the teacher or positive peer role models.		<b>Incentivized Behavior Tracker with Replacement Behavior</b> - Identify a new pro-social behavior the student should adopt. Allow for opportunities to role play the use of the new behavior. Identify student incentive the student can earn for adopting the replacement behavior.		<b>Positive Phone Calls Home</b> - Proactive phone call in response to a student meeting expectations
<b>Proactive Check-ins with Positive Reinforcement</b> - Scheduled visits to check on students during identified times of concern. Student is offered positive narration and reinforcement when he/she is meeting expectations during a proactive check-in.		<b>Use of Calming Corner or Calming Back Pack</b> - Quiet area of the classroom equipped with soft furnishings and soothing materials to help a student de-escalate when upset. A timer should be used and should not exceed a five minute break for the student.		<b>Behavior Tracker</b> - Document that tracks frequency with which a student exhibits desired replacement behavior and spells out the increased access to incentives student will earn as a result.
<b>Break Pass</b> - Scheduled, proactive break in accordance with set criteria. (within classroom or out of class)		<b>Zones Class with Dean Check-In</b> - Weekly small group instruction course (30-45 minutes per class) facilitated by the Dean of Students, over a 6-week period. Students in the Zones classes also receive weekly check-ins with the dean.		<b>Campus Job/Leadership Opportunity</b> - Student is assigned a campus role that would allow student to give back to the school community and to exercise a sense of leadership and empowerment
		Restorative Conference - Conference between impacted parties to discuss the harm that was caused and ways to repair it and move forward.		

	CICO with Replacement Behavior Mini-Lessons - Dean will meet with student to role play challenging scenarios and explicitly teach the student a regulation strategy to use within those moments.		
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<b>Level I Infractions</b>	<b>Definition</b>
<b>Failure to Carry Hall Pass and/or Appropriate ID</b>	Students are required to carry merit/demerit cards with them as a part of the school uniform. Additionally, students traveling in the building (outside of normal schoolwide transitions) are required to carry a hall pass.
<b>Lateness to Class</b>	Arriving to class after the late bell.
<b>Community Infraction</b>	Community infractions include, but are not limited to, the following list: <input type="checkbox"/> outerwear and book bags are not appropriately stored; <input type="checkbox"/> phones, food/drink, and other distractions are visible; <input type="checkbox"/> the student's posture does not convey buy-in to the lesson (as defined by having one's head on their desk); <input type="checkbox"/> the student is out of their assigned seat without permission; <input type="checkbox"/> the student fails to produce materials needed for class (e.g., pencils, notebooks, books); and <input type="checkbox"/> the student uses profanity, sexually explicit language, or gestures (in classrooms as well as common spaces such as hallways and the cafeteria).
<b>Disruptive Behavior</b>	Behavior in classrooms and other school building spaces that disrupts the learning environment and prevents others from learning.
Insubordination	Examples of insubordination in classrooms and other school building spaces includes, but is not limited to, the following list: <input type="checkbox"/> walking/running away from staff or walking out of class without permission, <input type="checkbox"/> refusing to cooperate in any manner with multiple staff members' requests, <input type="checkbox"/> demerit card refusal, and <input type="checkbox"/> refusal to surrender a cellphone.
Uniform Violation	Failure to comply with the uniform policy
<b>Level II Infractions</b>	<b>Definition</b>
<b>Academic Cheating, Plagiarism, and Forgery</b>	Plagiarism is using, without permission, the ideas and writings of another, either word for word or in substance, and representing such as one's own. Forgery is the signing of a document in another's name. Cheating includes deceit, fraud, or deception (e.g., copying another's assignments, assisting another to cheat by lending one's own work, and giving or receiving aid during a testing period).
<b>Repeated Level I Infractions</b>	Defined as three (3) or more community infractions within a report period.
<b>Cutting</b>	Skipping scheduled classes or rostered activities and leaving the building without permission.
<b>Persistent Disruption</b>	This is behavior that continually disrupts the learning environment and results in a removal from class.

<b>Persistent Insubordination</b>	This is behavior that results in removal from class. Examples of persistent insubordination includes, but is not limited to, the following list: <input type="checkbox"/> continued and repeated ignoring of redirection, <input type="checkbox"/> walking/running away from staff or walking out of the class without permission, <input type="checkbox"/> refusing to cooperate despite multiple requests, <input type="checkbox"/> demerit card refusal, and <input type="checkbox"/> refusal to surrender a cell phone.
<b>Elopement</b>	Walking out of class or assigned area/activity without permission.
<b>Disorderly Conduct</b>	Engaging in threatening, violent, and/or tumultuous behavior; making unreasonable noise, using obscene language, and/or making an obscene gesture; or creating a hazardous or physically offensive condition by any act.
<b>Presence in a Restricted Area</b>	Knowingly entering a location of the building where the student is not allowed during the school day (e.g., teacher's lounge).
<b>Physical Aggression</b>	Physical contact (e.g., pushing, shoving, hitting, slapping) involving one or more offenders, where no student is physical injured.
<b>Provocation</b>	Argumentative words, not actions, intended to provoke a violent reaction.
<b>Inappropriate Behavior to Students</b>	Harassing another student through the use of profanity, name calling, horse play, or any other disrespectful language or gestures, without the intent to provoke a violent reaction.
<b>Inappropriate Behavior to Staff</b>	This includes, but is not limited to, any nonthreatening words and/or actions that are directed towards a staff member in either an overtly loud, profane, or demonstrative manner (e.g., "cursing out" a staff member or using obscene hand gestures).
<b>Inciting Violence</b>	Watching, encouraging, or instigating a pre-fight/fight before, during, or after school or through the use of any form of social media. It is our belief that bystanders play a role in escalating violence; therefore, anyone watching a fight has an obligation to de-escalate the situation by staying calm, remaining nonpartisan, and seeking help.
<b>Damaging or Stealing (Minor)</b>	The act of damaging, defacing, or taking of school or personal property without permission. The damage or stolen items are valued at \$10.00 or less.
<b>Inappropriate Consensual Sexual Behavior</b>	Students who, on school property or at a school-sponsored event and with the consent of witnesses and other participating students, expose or touch their own genitals, breasts, or buttocks, or those sexual parts of another person; or engage in intercourse, oral sex, or simulated sex.

<b>Inappropriate Use of Technology</b>	Inappropriate use of technology includes, but is not limited to, the following list: <input type="checkbox"/> sexting, <input type="checkbox"/> videotaping fights, <input type="checkbox"/> videotaping someone in a place where they have an expectation of privacy, and <input type="checkbox"/> posting videos of inappropriate student conduct to a social media site that affects the school community in a negative manner.
<b>Gambling</b>	Betting or wagering for money, favors, or fun.
<b>Obscene Materials or Actions</b>	The possession of materials (e.g., images, objects) or behavioral displays which others would deem offensive or inappropriate in an educational setting.
<b>Possession of Contraband</b>	Possession of any flammable paraphernalia without the intent to use (e.g., matches, lighters, poppers, etc.).
<b>Level III Infractions</b>	<b>Definition</b>
<b>Theft</b>	Taking or attempting to take the property of another student or school community member
<b>Bullying/ Cyberbullying</b>	Repeated intentional conduct that is directed to another student or students, in or outside a school setting, that is severe, persistent, or pervasive, and that either: <input type="checkbox"/> substantially interferes with a student's education, or <input type="checkbox"/> creates a hostile learning environment, or <input type="checkbox"/> substantially disrupts school operations. Bullying occurs within an interpersonal relationship where there is an imbalance of power (e.g., one person is physically larger, stronger, mentally quicker, or socially more powerful). The conduct may be physical, psychological, verbal, nonverbal, written, or electronic. Cyberbullying occurs through electronic communication devices including, but not limited to, social networking, email, instant messaging, text messages, tweets, blogs, photo and video sharing, chat rooms, dashboards, or websites.
<b>Sexual Harassment/ Intimidation</b>	Unwelcome conduct of a sexual nature that can include unwelcome sexual advances; requests for sexual favors; and other verbal, nonverbal, or physical conduct of a sexual nature.
<b>Possession or Use of Illegal Drugs, Tobacco, and/or Alcohol and/or Engagement in Illicit Activity on School Grounds</b>	Illegal/inappropriate drug/alcohol possession, use, or illicit activity (selling, storing, producing, or purchasing illegal substances or paraphernalia) on school grounds or at school-sponsored event School administrators will report the incident to the police and provide all information concerning the matter to law enforcement authorities.

<b>Arson and/or Possession of Fireworks and Other Explosive Devices</b>	The malicious burning of another's property. Students may not possess or use fireworks or the paraphernalia needed to explode them on school grounds or during school activity.
<b>Vandalism</b>	Intentional or reckless damage to, or attempt to damage, the property of another or the causing of damage while committing an act contrary to this code or the law.
<b>Reckless Endangerment</b>	Reckless behavior that could cause injury, including, but not to limited to, the throwing of objects (e.g., tables, chairs) and the pulling of fire alarms.
<b>Threatening a Staff Member or Staff Members</b>	Physical, verbal, written, or electronic threat and/or intimidation used to unlawfully place another person in fear of bodily harm through verbal threats, without displaying a weapon or subjecting the person to actual physical attack. This behavior can include, but is not limited to, stalking (i.e., secretly or stealthily pursuing another and/or spying on or watching another person, with or without the intent to harm, frighten, or coerce).
<b>Instigation and/or Participation in Group Assault</b>	Initiation and/or participation, by verbal, written, or physical act, of a simple or aggravated assault by multiple persons on one or more other persons.
<b>Physical Assault</b>	Physical assault involving one or more persons that escalates into punching, wrestling, knocking down, and/or damaging/destroying property.
<b>Aggravated Assault</b>	An unlawful physical attack by one person upon another resulting in serious bodily injury
<b>Non-Consensual Sexual Misconduct</b>	Attempting or carrying out a non-consensual sexual act with another person. Depending on the nature of the incident, law enforcement officials may be informed
<b>Firearm, Weapon, or Dangerous Instrument</b>	Possession of any object, device, or instrument, which, in its inherent and functional purpose is intended to be a weapon on school property or at a school-sponsored event. Firearms, weapons, and dangerous instruments include, but are not limited to any firearms (whether loaded or not), cap guns, pellet guns, BB guns, knives, box cutters, cutting instruments, nunchucks, or mace. This list does not include ordinary instruments, such as pencils.
<b>Terroristic Threats/ Acts</b>	A communication/act to commit violence, terrorize, evacuate building, or otherwise cause serious public inconvenience or safety risk. Depending on the nature of the incident, law enforcement officials may be informed.

<b>Robbery</b>	Taking or attempting to take the property of another student or school community member by force or threat of force or by putting the victim in fear.
<b>Burglary</b>	Unlawful entry into a building or other structure without expressed permission and/or the intent to commit a felony or theft.
<b>Extortion</b>	Students who obtain money, property, or services from another student and/or school community member by express or implied threat of force.
<b>Possession of Pornographic Material</b>	The possession, sharing, or production of any known obscene or sexually explicit material in the school environment.