

Behavior Levels and Responses

<i>Behaviors</i>	Intervention Response	Suspension Out of School (Under 10 days)	Extended Suspension Out of School (Over 10 days)
LEVEL 1 Behaviors			
Dress Code Violation	A	No	No
Cheating	A	No	No
Vehicle Violation	A	No	No
Tardy to School	A	No	No
Tardy to Class	A	No	No
Public Display of Affection (PDA)	A	No	No
Level 2 Behaviors			
Repeated Violations of a pattern of Level 1 Behaviors, with evidence of implemented intervention (See mandatory interventions)	A,B	No	No
Class Cut	A,B	No	No
Profanity/Abusive Language in School	A,B	No	No
Unauthorized Area	A,B	No	No
Leaving School Grounds without Permission	A,B	No	No
Failure to Serve Detention	A,B	No	No
Inappropriate Physical Contact/Horseplay	A,B	No	No
Level 3 Behaviors			
Repeated Violations of a pattern of Level 2 Behaviors, with evidence of implemented intervention	B,C,D	Yes	No
Obscene Material	A,B,C	Yes	No
Possession of Prescription or Non-Prescription Medication	A,B,C	Yes	No
Trespassing on School Grounds	A,B,C	Yes	No
Falsify/Forgery of Records	A,B,C	Yes	No
Disruption of Class or School Environment	B,C	Yes	No

Behavior Levels and Responses

Non-Compliance with Staff Request	B,C	Yes	No
Profanity/Abusive Language to Staff	B,C	Yes	No
Theft of Property (Under \$1000)	B,C	Yes	No
Bus Misconduct	B,C	Yes	No
Possession or Use of Tobacco Products (including Electronic Cigarettes)	B,C	Yes	No
Inappropriate Use of Electronic Device	B,C	Yes	No
Tamper- Fire Alarm	B,C,D	Yes	No
Possession or Use of Fireworks	B,C,D	Yes	No
Vandalism/Damage of Property	B,C,D	Yes	No
Threat Class 1	B,C,D	Yes	No
Fighting	C,D,E	Yes	Yes
Bullying	C,D,E	Yes	Yes
Cyberbullying	C,D,E	Yes	Yes
Harassment	C,D,E	Yes	Yes
Sexual Harassment	C,D,E	Yes	Yes
Possession of Drug Paraphernalia	C,D,E	Yes	Yes
Level 4 Behavior			
Repeated Violations of a pattern of Level 3 Behaviors, with evidence of implemented intervention	D,E	Yes	Yes
Theft of Property (over \$1000)	D,E	Yes	Yes
Breaking/Entering	D,E	Yes	Yes
Gang Activity	D,E	Yes	Yes
Threat Class 2	D,E	Yes	Yes
Under the Influence	D,E	Yes	Yes
Possession Use, or Distribution of Alcohol	D,E	Yes	Yes
Sexual Misconduct	D,E	Yes	Yes

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Level 5 Behaviors			
Repeated Violations of a pattern of Level 4 Behaviors, with evidence of implemented intervention	D,E	Yes	Yes
Assault of Staff	D,E	Yes	Yes
Assault of Student	D,E	Yes	Yes
Aggravated Assault of Student	D,E	Yes	Yes
Sexual Battery (Assault)	D,E	Yes	Yes
Possession of Non-Lethal Firearm	D,E	Yes	Yes
Possession of Weapon other than Firearm <i>*A lesser disciplinary response may be used following school-based investigation</i>	E	Yes	Yes
Bomb Threat	E	Yes	Yes
Felony Behavior	E	Yes	Yes
Possession, Use or Distribution of Illegal Drugs	E	NO	(ZT)Yes*
Aggravated Assault and Battery of Teacher or Staff	E	NO	(ZT)Yes*
Possession of Explosive or Incendiary Device	E	NO	(ZT)Yes*
Possession of Handgun, Rifle or Shotgun	E	NO	(ZT)Yes*
			*Mandatory 180 School Days

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DISCIPLINARY RESPONSES

When students are disruptive or act inappropriately, school staff and principals are expected to respond logically, appropriately, and consistently to ensure a safe orderly school environment for all students. The KCS Discipline Guidelines describes five levels of behavior, increasing in seriousness from a Level 1 Behavior to a Level 5 Behavior. For example, a dress code violation is a Level 1 Behavior, while bringing a firearm to school is a Level 5 Behavior.

The Discipline Guidelines also includes levels of possible response to inappropriate behavior (Response A through E). Each behavior is assigned to one or more of these levels of response. Principals and school staff should use only the levels suggested for each behavior. Responses and interventions are to be progressive. If a behavior is assigned to two or more levels of response, the lowest level of intervention should generally be used first.

When choosing a higher-level response within the range of possible responses), an administrator should consider:

the student's age, health, disability, decision-making ability and prior discipline history,
the student's willingness to repair the harm,
the seriousness of the act,
the harm caused or the potential to cause, including any injuries caused,
the extent of actual disruption to the learning environment, and
whether the act was intentional

As in the past, each administrator will clearly document the reasons for using the selected response by citing the factors above in the discipline referral. In each case, KCS administrators and staff will ensure consequences applied will minimize the amount of instructional time lost and ensure a safe and orderly learning environment. Suspensions are considered responses of last resort. An administrator is not required to suspend a student unless the behavior is a Level 5, Zero Tolerance Offense.

*Extended Suspension (suspension over 45 days)- Administrators may consider extended suspension when student behavior or culmination of behaviors pose an on-going safety concern to the school, staff, and/or students. Administrators must notify KCS Grade Level Director (GLD) prior to Extended Suspension assignment.

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Administrative Response Guidelines

Response A	Response B	Response C	Response D	Response E
Student tells his/her side of the the story and parent/guardian notified	Student tells his/her side of the story and has opportunity to write a statement	Student tells his/her side of the story and has opportunity to write a statement	Student tells his/her side of the story and has opportunity to write a statement	Student tells his/her side of the story and has opportunity to write a statement
Teacher or designated staff has Restorative Conversation with student	Administrator communicates with parent/guardian and determines whether to involve additional school staff	Administrator communicates with parent/guardian and determines whether to involve additional school staff	Administrator communicates with parent/guardian and determines whether to involve additional school staff	Administrator communicates with parent/guardian and determines whether to involve additional school staff
Teacher or designated Staff determines whether to involve additional school support staff	Documentation of prior interventions is reviewed with the parent/guardian	Documentation of prior interventions is reviewed with the parent/guardian	Documentation of prior interventions is reviewed with the parent/guardian	Documentation of prior interventions is reviewed with the parent/guardian
One or more classroom management strategies or intervention supports are initiated. Student's individual needs and abilities should be considered when choosing interventions.	One or more additional interventions are initiated or revised as appropriate. New interventions should be considered if previous interventions have been unsuccessful	One or more additional interventions are initiated or revised as appropriate. New interventions should be considered if previous interventions have been unsuccessful	One or more additional interventions are initiated or revised as appropriate. New interventions should be considered if previous interventions have been unsuccessful	One or more additional interventions are initiated or revised as appropriate. New interventions should be considered if previous interventions have been unsuccessful
	If necessary, administrator may assign an alternate learning location within the school for up to two (2) days	If necessary, administrator may assign an alternate learning location within the school for up to three (3) days OR one (1) to four (4) days of out-of-school suspension	If necessary, administrator may assign five (5) to ten (10) days of out-of-school suspension	If necessary, administrator may assign eleven (11) to forty-five (45) days of out-of-school suspension or Extended Suspension *(Does not include Zero Tolerance offenses)
		Restorative Conference should be considered upon re-entry depending on the nature and level of harm caused by the behavior	Restorative Conference required upon re-entry to school	Restorative Conference required upon re-entry to school
	If response has been escalated as a result of a repeated pattern of Level 1 behaviors, Administrators could refer student to PIT as an intervention in Response B	If response has been escalated as a result of a repeated pattern of Level 2 behaviors, Administrators could refer student to PIT as an intervention in Response C	NOTE: As with previous practice, any out of school suspension over 4 days requires a Disciplinary Hearing	NOTE: As with previous practice, any out of school suspension over 4 days requires a Disciplinary Hearing

***NOTE** - All interventions are documented on the Student Support and Intervention page

- All out of school suspensions over five (5) days must be referred to School Support Teams prior to a disciplinary hearing.
- Students with patterns of suspension could be referred to the School Support Teams as well.