



LEVELS OF STUDENT BEHAVIOR AND PROGRESSIVE INTERVENTION

Board Policy 500.2 Student Conduct and the Disciplinary Process



Progressive Intervention and Response

In a progressive approach to intervention and discipline, students learn from their behavior and receive support to change their behavior over time. When a specific student behavior does not change using the lowest identified level of intervention and/or discipline, or the behavior increases in frequency, intensity, or duration, the next level of intervention and disciplinary action is used.

All interventions and disciplinary actions should be selected, implemented, and assessed to help students do the following:

- Understand why the behavior is unacceptable and the harm it has caused
- Take responsibility for their actions
- Understand what they could have done differently in the same situation
- Learn social strategies and skills to use in the future
- Understand the progression of more serious consequences if the behavior reoccurs

Because inappropriate behavior may be symptomatic of underlying problems that students are experiencing, it is critical that all staff be sensitive to issues that may influence student behavior and respond in ways that are most supportive of student needs. The interventions and disciplinary actions described here should be carefully matched to the needs of the student and the overall context of the situation.

Considerations when Determining Disciplinary Responses

In determining how to best address inappropriate, unacceptable, and unskillful behaviors, it is necessary to evaluate the totality of the circumstances surrounding the behavior. The following facts must be considered prior to determining the appropriate assignment of consequences and interventions:

- the student's age and maturity
- the student's disciplinary record (including the nature of any prior misconduct, the number of prior instances of misconduct)
- the disciplinary consequences and interventions applied in prior behavior violations
- the nature, severity and scope of the behavior
- the circumstances/context in which the conduct occurred
- the frequency and duration of the behavior
- the number of persons involved in the behavior
- the student's IEP, BIP (Behavioral Intervention Plan) and 504 Accommodation Plan, if applicable
- the student's response to intervention

Where and When CSD Code of Conduct Applies

CSD Code of Conduct applies to incidents that occur as follows:

- in school and on school property during school hours,
- before and after school, while on school property,
- while traveling in vehicles funded by the CSD,
- at all school-sponsored events regardless of the location,
- at non-school events when such behavior can be demonstrated to negatively affect the educational process or to endanger the health, safety, morals, or welfare of the school community.

When misconduct involves communication, gestures or expressive behavior, the behavior violation applies to oral, written or electronic communications, including, but not limited to, texting, emailing, and social networking.



RESPONSE LEVEL ONE

Behavior Definitions

1. Refusal to comply with reasonable requests.
2. Behavior that is generally managed with a brief intervention by an adult present in that setting.

Behavior Examples

- Name calling
- Out of area
- Non-verbal disrespect
- Dress code violation

Interventions and Responses

1. Select and implement interventions and responses that maintain the continuity of the student's instruction or are least disruptive.
2. Consider use of interventions from multiple categories as appropriate.
3. Review and consider a student's Individualized Education Program (IEP), child find, individual accommodation plan (IAP or 504 Plan), safety plan and consider student's cultural background, history of juvenile justice/court involvement, trauma, abuse, or other adverse childhood experiences prior to implementing interventions and responses.
4. Communicate with parents/guardians about reoccurring behaviors and interventions.

Management and Documentation

- Typically teacher managed
- Document as minor offense in Discipline Dashboard, when appropriate

Skill Based Supports

- Redirection of classroom routines and rituals
- Redirection on ways to ask for help or solve problems
- Redirection on ways to manage emotions
- Redirection of appropriate classroom language

Restorative Practices

- Non-contingent teacher attention increased (e.g. 2X10 strategy)
- Quick individual skill coaching
- Restorative Questions

Staff and/or Administrative Actions

- Fidelity check of school-wide systems and supports
- Review behavior management plan including social skills teaching and reinforcement
- Loss of setting privileges
- Provide accommodations:
 - Assignments modified (e.g. DOTS for motivation)
 - Sensory aids provided (e.g. visual, auditory, tactile)
 - Quiet space provided
 - Seating arrangement changed
 - Structured routines increased
 - Work breaks offered

Administrative Actions that May Result in Removal from Instruction

- Removal from instruction is not an option for Level One behaviors.

Alternatives to Suspension

- Not applicable



RESPONSE LEVEL TWO

Behavior Definitions

1. Repeated incidents of Level One infractions.
2. Prohibited behavior towards another student, staff, volunteer, etc.
3. Behavior that is generally managed with a brief intervention by an adult present in that setting, and may include additional brief contact with support staff.

Behavior Examples

- Swearing at another person
- Property damage
- Cheating, plagiarism
- Inappropriate use of personal electronic device
- Trespassing

Interventions and Responses

1. Select and implement interventions and responses that maintain the continuity of the student’s instruction or are least disruptive.
2. Consider use of interventions from prior levels & multiple categories.
3. Review and consider a student’s Individualized Education Program (IEP), child find, individual accommodation plan (IAP or 504 Plan), safety plan and consider student’s cultural background, history of juvenile justice/court involvement, trauma, abuse, or other adverse childhood experiences prior to implementing interventions and responses.
4. Communicate with parents/guardians about the behaviors and interventions.

Management and Documentation

- Typically teacher managed
- Document as minor offense or office discipline referral (when appropriate) in Discipline Dashboard

Skill Based Supports

- All Level One supports
- Re-teach classroom routines and procedures
- Re-teach ways to ask for help, solve problems, manage emotions

Restorative Practices

- Non-contingent teacher attention increased (e.g. 2x10 strategy)
- Make amends (i.e. restitution)
- Guided conversations using restorative questions
- Reflective essay
- Restorative back to class plan

Staff and/or Administrative Actions

- All Level One actions
- Behavior contract
- Detention
- Loss of privilege
- Referral to IPLC team
- Active supervision increased
- Technology restriction

Administrative Actions that May Result in Removal from Instruction

- In-school removal from instruction for 1 day or less.

Alternatives to Suspension

- Not applicable



RESPONSE LEVEL THREE

Behavior Definitions

- Repeated incidents of Level Two infractions
- Behaviors targeting others or school property

Behavior Examples

- Fighting
- Possession/Use of Illegal Substances
- Bullying, Hazing, Harassment

Interventions and Responses

1. Possible DCMT referral contact Responsive Services Director – Call, Consult, Plan
2. Select and implement interventions and responses that maintain the continuity of the student’s instruction or are least disruptive.
3. Consider use of interventions from prior levels & multiple categories.
4. Review and consider a student’s Individualized Education Program (IEP), child find, individual accommodation plan (IAP or 504 Plan), safety plan and consider student’s cultural background, history of juvenile justice/court involvement, trauma, abuse, or other adverse childhood experiences prior to implementing interventions and responses.
5. Communicate with parents/guardians about the behaviors and interventions.

Management and Documentation

- Typically school administrator managed, may require district support
- Document as Office Referral in Discipline Dashboard

Skill Based Supports

- Small group skill instruction
- Lessons in anger management, conflict resolution, bus safety, etc.

Restorative Practices

- Restorative back to class plan
- Staff-led mediation for incidents involving equal power between persons
- Restitution for property incidents

Staff and/or Administrative Actions

- ABC observation/analysis initiated
- Change in classroom assignment
- Consult with school based mental health provider
- Loss of transportation (bus) privileges - no more than 1 day for bus behavior
- Parent conference
- Referral to Student Support Team (SST)

Administrative Actions that May Result in Removal from Instruction

- In-school removal from instruction
- Out of school removal from instruction for up to 3 days
- Out of school removal from instruction pending DCMT recommendations.

Alternatives to Suspension

- Referral to community-based counseling
- Referral to community service
- Referral to after school intervention
- Referral to behavioral support center



RESPONSE LEVEL FOUR

Behavior Definitions

1. Repeated incidents of Level Three infractions
2. Behaviors that cause legitimate and immediate safety concerns/issues to self or others

Behavior Examples

- Distribution of Illegal Substances
- Sexual Offenses

Interventions and Responses

1. Contact Responsive Services to begin DCMT referral, notify School Performance Director
2. Select and implement interventions and responses that maintain the continuity of the student's instruction or are least disruptive.
3. Review and consider a student's Individualized Education Program (IEP), child find, individual accommodation plan (IAP or 504 Plan), safety plan and consider student's cultural background, history of juvenile justice/court involvement, trauma, abuse, or other adverse childhood experiences prior to implementing interventions and responses.
4. Communicate with parents/guardians about the behaviors and interventions.

Management and Documentation

- Administrator managed, school and district
- Document as Office Referral in Discipline Dashboard

Skill Based Supports

- All responses from Level One through Four
- Consult with/refer to law enforcement
- Referral to district Case Management Team

Restorative Practices

- Family group conference

Staff and/or Administrative Actions

Required Administrative Actions

- Consult with/refer to law enforcement
- Referral to district Case Management Team
- Consultation with subject matter experts (IEP team, mental health specialist, behavior specialist, crisis response team, school resource officer, school safety/student support team, equity/diversity specialist)

Administrative Actions that May Result in Removal from Instruction

- Mandatory out of school removal pending District Case Management Team recommendation.
 - Out of school removal from instruction up to ten days (UCA 53G-8-206)
 - Out of school removal from instruction up to 45 days (UCA 53G-8-205)
 - Referral to an alternative program offered by the LEA. (UCA 53G-8-208)
 - Consult with/refer to local law enforcement



RESPONSE LEVEL FIVE

Behavior Definitions

1. Substantial and dangerous conduct that will lead to a referral to District Case Management Team.
2. Behaviors classified as expellable. (UCA 53G-8-205)

Behavior Examples

- Serious Bodily Injury
- Aggravated Sexual Assault

Interventions and Responses

1. Contact Responsive Services to begin DCMT referral, notify School Performance Director
2. Review and consider a student’s Individualized Education Program (IEP), child find, individual accommodation plan (IAP or 504 Plan), safety plan and consider student’s cultural background, history of juvenile justice/court involvement, trauma, abuse, or other adverse childhood experiences prior to implementing interventions and responses.
3. Communicate with parents/guardians about the behaviors and interventions.

Management and Documentation

- Administrator managed, school and district
- Document as office discipline referral in Discipline Dashboard

Skill Based Supports

- All responses from Level One through Four
- Individual coaching by licensed support staff (may be at a different site)

Restorative Practices

- Formal conference
- Family group conference, may be a part of a move to a new setting
- Restorative re-entry plan back to school

Staff and/or Administrative Actions

Required Administrative Actions

















- Consult with/refer to law enforcement
- Referral to district Case Management Team
- Consultation with subject matter experts (IEP team, mental health specialist, behavior specialist, crisis response team, school resource officer, school safety/student support team, equity/diversity specialist)








Administrative Actions that May Result in Removal from Instruction







- Mandatory out of school removal pending District Case Management Team recommendation.
 - Out of school removal from instruction up to ten days (UCA 53G-8-206)
 - Out of school removal from instruction up to 45 days (UCA 53G-8-205)
 - Referral to an alternative program offered by the LEA. (UCA 53G-8-208)
 - Consult with/refer to local law enforcement
 - Recommendation for expulsion

Behavior Definitions and Level of Response Options				
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Behaviors disruptive to the school environment of self and/or others that can typically be redirected with minimal classroom intervention.	Behaviors disruptive to the school environment of self and/or others that can typically be redirected with formal intervention. Repeated or significant Level One infractions. Disordered behavior toward another student, staff, volunteer, etc.	Behavior has become persistent and negatively influences the learning of other students. Repeated or significant Level Two infractions. Behaviors targeted at others or interfere with safety equipment.	Behavior that creates a serious impact on the school community and/or when moderately unsafe behavior continues or escalates despite documented interventions and supports. Repeated or significant Level Three infractions. Behaviors that implicate safety.	Behavior seriously affects the safety of others in the school. Behavior presents imminent threat of serious harm to the school community. Behaviors identified as expellable offenses.
Typically Teacher Managed		Requires ODR		
	May Require ODR	May result in DCMT referral – Call, Consult, Plan		
				Refer to DCMT
Additional Considerations				
<ul style="list-style-type: none"> Start with the lowest appropriate level response while considering a student’s IEP/IAP, age and understanding, past history of similar offenses, and severity of the incident. 				
















Available Sanctions by Response Level	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Minor Incident (documented), Teacher Managed	✔	✔	Not available as an option	Not available as an option	Not available as an option
Office Referral, Administrator Managed	Not available as an option	✔	✔	✔	✔
May Suspend	Not available as an option	Not available as an option	✔	Not available as an option	Not available as an option
Shall Suspend	Not available as an option	Not available as an option	✔	✔	✔
May Refer to DCMT – Call, Consult, Plan	Not available as an option	Not available as an option	✔	Not available as an option	Not available as an option
Shall Refer to DCMT	Not available as an option	Not available as an option	Not available as an option	✔	✔
Possible District Hearing, Expulsion	Not available as an option	Not available as an option	Not available as an option	Not available as an option	✔
May Refer to Law Enforcement, when appropriate	Not available as an option	Not available as an option	✔	✔	Not available as an option
Shall Refer to Law Enforcement	Not available as an option	Not available as an option	Not available as an option	Not available as an option	✔










Drugs and Alcohol	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Possession, control, or use of an alcoholic beverage (500.2-3.1.3.4)					
Alcohol Use/Possession: individual or joint ownership, including control, occupancy, inhalation, swallowing, injection, or group possession or use of alcohol and the intent to exercise dominion and control over it.	Not available as an option	Not available as an option		Not available as an option	Not available as an option
Alcohol Distribution/Sharing: involved in the actual, constructive, or attempted sale, transfer, delivery, or dispensing to another of alcohol or an imitation alcohol product.	Not available as an option	Not available as an option			Not available as an option
Sale, control, or distribution of a drug or controlled substance, an imitation substance, or drug paraphernalia (500.2-3.1.1.3)					
Tobacco or E-Cigarette Use/Possession: individual or joint ownership, including control, occupancy, inhalation, swallowing, injection, or group possession or use of cigarettes, tobacco products, or e-cigarettes and the intent to exercise dominion and control over it.	Not available as an option	Not available as an option		Not available as an option	Not available as an option
Marijuana Use/Possession: individual or joint ownership, including control, occupancy, inhalation, swallowing, injection, or group possession or use of marijuana, product containing marijuana, or marijuana drug paraphernalia, and the intent to exercise dominion and control over it.	Not available as an option	Not available as an option			Not available as an option
Marijuana Distribution/Sharing: involved in the actual, constructive, or attempted sale, transfer, delivery, or dispensing to another of marijuana, a product containing marijuana, or an imitation marijuana product.	Not available as an option	Not available as an option	Not available as an option		
Controlled Substance Use/Possession: Student had individual or joint ownership, including control, occupancy, inhalation, swallowing, injection, or group possession or use of a controlled substance and the intent to exercise dominion and control over it.	Not available as an option	Not available as an option		Not available as an option	Not available as an option
Controlled Substance Distribution/ Sharing: Student is involved in the actual, constructive, or attempted sale, transfer, delivery, or dispensing to another of a controlled substance or an imitation controlled substance.	Not available as an option	Not available as an option	Not available as an option		
Uncontrolled Substance Use/Possession: Student had individual or joint ownership, including control, occupancy, inhalation, swallowing, injection, or group possession or use of an uncontrolled substance (e.g. over the counter medications) without permission and the intent to exercise dominion and control over it.	Not available as an option	Not available as an option			Not available as an option
Uncontrolled Substance Distribution/ Sharing: Student is involved in the actual, constructive, or attempted sale, transfer, delivery, or dispensing to another of an uncontrolled substance (e.g. over the counter medications) without permission or an imitation uncontrolled substance.	Not available as an option	Not available as an option			
























Threat	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Threat/Intimidation (causing fear or harm): Refers to an act where there was no physical contact between the offender and victim but the victim felt that physical harm could have occurred based on verbal or nonverbal communication by the offender. This includes nonverbal threats (e.g., brandishing a weapon), and verbal threats of physical harm which are made in person. Threats made over the telephone or threatening letters are excluded. Civil Rights Data Collection (CRDC)					
Transient Threat: an expression of humor, rhetoric, anger, or frustration that can be easily resolved so that there is no intent to harm.					
Low Risk Threat: the student does not appear to pose a threat of violence or serious harm to self/others, and any exhibited issues/concerns can be resolved easily.	Not available as an option		Not available as an option	Not available as an option	Not available as an option
Moderate Risk Threat: the student does not appear to pose a threat of violence, or serious harm to self/others, at this time; but exhibits behaviors that indicate a continuing intent and potential for future violence or serious harm to self/others; and/or exhibits other concerning behavior that requires intervention.	Not available as an option		Not available as an option	Not available as an option	Not available as an option
Substantive Threat: serious intent to harm others that involves a detailed plan and means <ul style="list-style-type: none"> • Threatened behavior which poses an immediate and significant threat to the welfare or safety of other students or school personnel or to the operation of the school (500.2-3.1.3.3) • Threatened use of force which if committed would be a felony or class A misdemeanor (500.2-3.1.1.4) 					
High Risk Threat: the student appears to pose a threat of violence, exhibiting behaviors that indicate both a continuing intent to harm and efforts to acquire the capacity to carry out the plan; and may also exhibit other concerning behavior that requires intervention.	Not available as an option	Not available as an option		Not available as an option	Not available as an option
Imminent Threat: the student appears to pose a clear and immediate threat of serious violence toward others that requires containment and action to protect identified or identifiable target(s); and may also exhibit other concerning behavior that require intervention.	Not available as an option	Not available as an option			Not available as an option
Direct Threat: the student poses a significant risk to the health or safety of others that cannot be eliminated by a modification of policies, practices, or procedures, or by the provision of auxiliary aids or services.	Not available as an option	Not available as an option	Not available as an option		



















Sexual Offenses	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Sexual Offenses – sexual in nature not Title IX Conduct of a sexual nature that: is without consent, does not meet the severe, pervasive, and objectively offensive criteria for a hostile environment, but has the effect of threatening or intimidating the person against whom such conduct is directed.					
Obscene Behavior: Student engages in lewd or indecent behavior via language, gestures, actions, electronic means, or removal of their own clothing, etc. <i>* If obscene behavior includes sexually explicit content, code as Pornography Possession/Distribution.</i>	Not available as an option			Not available as an option	Not available as an option
Pornography Possession/Distribution: Student accesses, sends, shares, or receives sexually explicit content on personal or school technology device in violation of CSD's Responsible Use Agreement and/or possesses or shares a physical copy of material with sexually explicit content.	Not available as an option	Not available as an option			Not available as an option
Sexual Misconduct: Unwelcome sexual actions or conduct that is both non-physical or physical undertaken to offend the sensibilities of any person, including sexual advances, lewd gestures, words or other communication of sexual nature that has the effect of threatening or intimidating the person against whom such conduct is directed. A sexual offense involving an act described here, is nonforcible if the persons involved consent to the act and both the offender and the victim are minors.	Not available as an option	Not available as an option			Not available as an option

Sexual Harassment (Title IX)	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Statement indicating need for Title IX investigation In order to give rise to a complaint for sexual harassment Title IX, the unwelcome conduct must be severe, pervasive, or objectively offensive that it adversely affects a student's education or creates a hostile or abusive educational environment. For a one-time incident to rise to the level of harassment, it must be severe.					
Sexual Assault (Title IX): An attempted or intentional act committed with unlawful force or violence while in the course of rape or attempted rape, object rape or attempted object rape, forcible sodomy, or forcible sexual abuse or attempted forcible sexual abuse. It also includes an offender who compels or attempts to compel the victim submit to a rape or attempted rape, object rape or attempted object rape, forcible sodomy, or forcible sexual abuse or attempted forcible sexual abuse. Non-forcible sexual assault may include incest or statutory rape. <u>Civil Rights Data Collection (CRDC):</u> Is an incident that includes threatened rape, fondling, indecent liberties, or child molestation. Both male and female students can be victims of sexual assault. Classification of these incidents should take into consideration the age and developmentally appropriate behavior of the offender(s).	Not available as an option	Not available as an option	Not available as an option	✔	✔
Sexual Harassment (Title IX): Unwelcome conduct on the basis of sex that satisfies one or more of the following: <ul style="list-style-type: none"> • Conditioning the provision of an aid, benefit, or service on an individual's participation in unwelcome sexual conduct (<i>quid pro quo</i>); • Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it denies a person equal access to the District's education program or activity. 	Not available as an option	Not available as an option	✔	✔	✔

Weapon	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Weapon: Student possesses, sells, or brandishes any item capable of causing serious bodily injury or death. Includes firearms, knives, explosives, (real, facsimile, or representation of a weapon). Civil Rights Data Collection (CRDC): Is any instrument or object used with the intent to threaten, injure, or kill. This includes look-alikes if they are used to threaten others.					
Real Weapon					
Threatened use of a real weapon, explosive, or noxious or flammable material (500.2-3.1.1.1)	Not available as an option	Not available as an option			Not available as an option
Possession or control of a real weapon, explosive, or noxious or flammable material (500.2-3.1.1.1)	Not available as an option	Not available as an option			
Actual use of a real weapon, explosive, or noxious or flammable material (500.2-3.1.1.1)	Not available as an option	Not available as an option	Not available as an option		
Incendiary Device: Student is in possession of an incendiary device (lighter, fireworks, matches, etc.) or a facsimile of an incendiary device.	Not available as an option				Not available as an option
Facsimile Weapon					
Possession or use of a look-alike, or toy weapon, in which weapon possession does not create a safety issue.	Not available as an option		Not available as an option	Not available as an option	Not available as an option
Threatened use of a look alike weapon with intent to intimidate another person or to disrupt normal school activities (500.2-3.1.1.2)	Not available as an option	Not available as an option			Not available as an option
Actual use of a look alike weapon with intent to intimidate another person or to disrupt normal school activities (500.2-3.1.1.2)	Not available as an option	Not available as an option			Not available as an option

Assault and Physical Aggression	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Aggression: Actions involving physical contact where injury may occur (hitting, punching, hitting with an object, kicking, hair pulling, scratching, biting, etc.)	Not available as an option	Not available as an option			Not available as an option
Fighting (mutual altercation): Student is involved in a mutual participation in physical violence where there is no one main offender and intent to harm. <i>Civil Rights Data Collection (CRDC):</i> Refers to an actual and intentional touching or striking of another person against his/her will, or the intentional causing of bodily harm to an individual.	Not available as an option	Not available as an option			Not available as an option
Physical Assault/Battery: Student engages in an act with unlawful force or violence on a student, school employee, or community member that causes serious or minor injury, except when in self-defense. This may include unsuccessful attempts to cause physical injury to another student or school employee.	Not available as an option	Not available as an option			Not available as an option
Robbery: Student unlawfully takes or attempts to take the personal property in the possession of another person, against that person's will, by means of force or fear. <i>Civil Rights Data Collection (CRDC):</i> taking or attempting to take anything of value that is owned by another person or organization, under confrontational circumstances by force or threat of force or violence and/or by putting the victim in fear.	Not available as an option	Not available as an option			Not available as an option
Serious Bodily Injury: An act that inflicts serious bodily injury (involves substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ, or mental faculty) upon another person. (500.2-3.1.1.5)	Not available as an option	Not available as an option	Not available as an option	Not available as an option	

Other Behaviors (Alphabetical)	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Academic dishonesty (cheating, plagiarism): Receiving or providing unauthorized assistance on classroom projects, assignments or exams	Not available as an option			Not available as an option	Not available as an option
Arson: Student unlawfully and intentionally cause damage to property by means of fire or explosives. (UCA 76-6-102).	Not available as an option	Not available as an option			
Bullying: Student intentionally commits an act that endangers the physical health or safety of a school employee or student and involves repeated behavior intending to cause harm or distress, existing in a relationship involving an imbalance of power. <i>-Bullying may be linked to discrimination and focus on race, color, disability, national origin, gender, sexual orientation or religion.</i>	Not available as an option				
Chronic Minor Offenses: Student has committed multiple minor infractions for which multiple classroom interventions have been attempted over time with minimal success (documented in minor infractions).	Not available as an option			Not available as an option	Not available as an option
Defiance: Student refuses to follow repeated directives. Defiance is considered major if it causes major disruption to the classroom environment or the student's work progress.				Not available as an option	Not available as an option
Disruption: Student engages in behavior that obstructs, prevents, or interferes with a class or school activity, resulting in a major interruption. Disruption is considered major if it is of an extended duration and has been unsuccessfully resolved with classroom-based strategies (documented in Minor Infractions).				Not available as an option	Not available as an option
Dress Code: Wearing clothing or items inconsistent with school dress code.			Not available as an option	Not available as an option	Not available as an option
False Report: Student delivers a false message (verbally or electronically) that causes concern and disruption to the school's operation. This includes the unwarranted activation of a fire alarm.	Not available as an option			Not available as an option	Not available as an option
Forgery: Student has signed another person's name without that person's permission.				Not available as an option	Not available as an option

Other Behaviors (Alphabetical)	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Gang related activity: Student uses gestures, dress, and/or speech to display affiliation with a gang. Gang defined as behavior exhibited by an individual or a group of individuals who: <ul style="list-style-type: none"> form an allegiance and engage in criminal, violent or antisocial behavior encourage or create an unreasonable and substantial disruption or risk of disruption of a class, activity, program, or other function of a school may have a name, turf, colors, symbols, distinct dress exhibit any combination of the preceding characteristics	Not available as an option	Not available as an option			Not available as an option
Harassment non-sexual (physical, verbal, or psychological): Student is repeatedly communicating to or about another individual, in an objectively demeaning or disparaging manner that contributes to a hostile learning environment for that individual. <i>Harassment may be linked to discrimination and focus on race, color, disability, national origin, gender, sexual orientation or religion.</i>	Not available as an option				Not available as an option
Other Behavior: Student engages in other behavior which interferes with the learning environment and/or school safety and is handled at a building/administrative level.	Not available as an option	Not available as an option		Not available as an option	Not available as an option
Property Damage/Vandalism: Student willfully defaces, cuts, mars, injures or damages school property or the property of another.				Not available as an option	Not available as an option
Larceny/theft: To obtain or exercise unauthorized control over property with the intent to deprive the lawful owner or possessor of possession or use.				Not available as an option	Not available as an option
Technology Violation: Student engages in inappropriate use of personal or school technology and/or unauthorized access, data or system interference, misuse of any electronic device A violation of CSD's Responsible Use Agreement. <i>*If technology violation includes sexually explicit content, code as Pornography Possession/Distribution.</i>	Not available as an option				Not available as an option
Trespass: To enter or remain unlawfully on property and intending to cause annoyance or injury or intending to commit any crime, other than theft or a felony or is reckless as to whether his presence will cause fear for the safety of another; or knowing his entry or presence is unlawful, he enters or remains on property as to which notice is given. (UCA 76-6-206).	Not available as an option	Not available as an option		Not available as an option	Not available as an option
Truancy: Repeated or excessive absenteeism without a valid excuse including failure to report to class, skipping class, leaving school without authorization, or failure to comply with disciplinary sanctions.	Not available as an option			Not available as an option	Not available as an option