HCPSS Student Code of Conduct

The Howard County Public School System (HCPSS) is committed to providing a safe, engaging and supportive learning environment for all students. HCPSS policies and regulations emphasize instruction and restoration rather than punishment. They are designed to foster a sense of belonging, affirm positive behaviors, and ensure all students are college, career, and community ready. HCPSS strives to enforce all policies equitably.

The HCPSS Student Code of Conduct provides a framework for behavioral goals and disciplinary policies. All students are expected to be aware of and abide by this Student Code of Conduct. Parents/guardians are encouraged to read the Student Code of Conduct carefully and to discuss the information with their children. HCPSS employees will follow HCPSS policies and the Student Code of Conduct when supporting students and determining consequences for violations. Students and parents/guardians will be informed of the HCPSS Student Code of Conduct and the provisions of Policy 9200 Student Discipline on an annual basis.

HCPSS Student, Staff, Family and Community Commitments

Overarching Commitments

The connections we establish by valuing our students, families and colleagues will empower our children to achieve success. All operations will be responsive, accountable, efficient and student-centered. Schools, families and community partners, working together, will deliver on these overarching commitments through a focus on student-centered practices, inclusive relationships, and responsive and efficient operations.

Students will:

- Do their best to co-create a positive classroom community where all students are able to learn in a supportive, safe, and welcoming environment.
- Self advocate and seek personal and/or academic supports when needed.
- Be knowledgeable about and adhere to HCPSS policies.
- Express values, opinions, beliefs, and perspectives in a respectful and civil manner.
- Build positive and supportive relationships with students and staff, demonstrating the acceptance of differences, with regards to, but not limited to, race/ethnicity, gender, gender identity, socioeconomic status, sexual orientation, language, culture, religion/beliefs, mental and physical ability, disability, age, and national origin.
- Avoid participating in any behavior or activity that intentionally or unintentionally causes harm to themselves or others. If harm occurs, recognize how actions affect others.
- Attend and engage in all learning experiences.
- Complete independent learning experiences and submit assignments in a timely manner.
- Give their best effort and persist in their work.
- Seek clarification, when needed, to understand the expectations for grading and attendance.
- Set personal goals and be aware of their academic progress.
- Ask questions and actively seek assistance from teachers and other school staff when they need support.

All school staff, including administrators, teachers and support staff will:

- Plan and implement high quality, engaging instruction that meets the needs of diverse learners using Maryland College and Career Readiness standards and HCPSS curriculum.
- Establish a positive school culture that honors each student's dignity and focuses on building relationships with staff, students, families and community through restorative justice implementation.
- Accept and support students' identities and experiences with regards to, but not limited to, race/ethnicity, gender, gender identity, socioeconomic status, sexual orientation, language, culture, religion/beliefs, mental and physical ability, disability, age, and national origin. Uplift the value of engaging with people from different lived experiences and how diverse perspectives benefits the learning experience.
- Model and encourage self-advocacy and seek support or assistance as needed.
- Support students' social-emotional skills development by providing a safe, nurturing, and inclusive culture that creates a sense of belonging and embraces diversity and racial equity. Monitor, support, and co-create a classroom community where all students can learn in a positive, supportive, safe, and welcoming environment.
- Be knowledgeable about and adhere to HCPSS policies.
- Communicate with families in a timely manner that is accessible and easily understood.
- Cooperate, coordinate, and collaborate with families to enhance learning opportunities, personal and academic growth, and school success for all students.
- Adhere to HCPSS expectations for consistent delivery of instructional content and messaging.
- Ensure students receive required ESOL and special education services, Section 504 accommodations, and other necessary supports to address diverse learning needs.
- Prioritize self-care practices/strategies and personal well-being (resources are available to support staff).
- Acknowledge, reflect on and be aware of the influence of personal biases and assumptions about students' backgrounds.
- Acknowledge positive and appropriate student conduct, while striving to recognize and eliminate disproportionality in discipline. Administer discipline fairly, consistently, and equitably, as required.
- Apply de-escalation strategies and provide time and space for students and/or staff to reset. Request support as needed.
- Offer or provide opportunities to re-establish relationships when harm occurs.

Families will do their best to:

- Support their child's attendance and engagement in all learning experiences.
- Create a learning environment at home to support academic and social-emotional learning.
- Encourage and reinforce the importance of building positive relationships by demonstrating the acceptance of differences with regards to, but not limited to, race/ethnicity, gender, gender identity, socioeconomic status, sexual orientation, language, culture, religion/beliefs, mental and physical ability, disability, age, and national origin.
- Encourage their child to self-advocate and seek personal and/or academic supports when needed. Encourage their child to use self-care strategies to help achieve their goals and maintain well-being.
- Encourage their child to seek assistance and support from HCPSS staff and advocate for them, when necessary.
- Communicate with their child's teachers to clarify learning expectations and support academic and social-emotional progress.
- Be active in their child's educational growth by participating in family activities that support learning and well-being outside of the school setting.
- Review Parent Portal and Canvas updates/messages to monitor attendance and academic progress.
- Be knowledgeable about and adhere to HCPSS policies.
- Partner with staff to reinforce consequences and lessons learned from violations of the Code of Conduct.

Community Partners may:

- Establish and maintain positive relationships with all stakeholders.
- Provide resources (human, financial, etc.) to support the success of school stakeholders.
- Participate in school activities as opportunities to build relationships that are supportive and culturally responsive.
- Invest in student achievement and well-being.
- Promote and practice making school a positive, supportive, safe, and welcoming place for all students, staff, and families.
- Be knowledgeable about and adhere to HCPSS policies and regulations.
- Encourage and reinforce the importance of students building positive relationships by demonstrating the acceptance of differences with regards to, but not limited to, race/ethnicity, gender, gender identity, socioeconomic status, sexual orientation, language, culture, religion/beliefs, mental and physical ability, disability, age, and national origin.
- Help students and families access both school and community resources designed to support both academic and personal well-being.
- Partner with staff, students, and families to help bridge communication, to listen and convey needs, and to promote healthy conversations between stakeholders.

For students in need of support or assistance, please reach out to your school counselor or other student services staff.

For general information on HCPSS student mental health and well-being efforts, please contact the Student Well-Being office at 410-313-1730 or visit: hcpssne.ws/mentalhealth.

Considerations for Response to Violations of Behavior and Discipline Policies

HCPSS employees have the responsibility for taking appropriate actions when a student is involved in a situation that disrupts the learning environment of a school. When determining the consequences, they take the following into consideration:

- The severity of the incident.
- A student's previous violations and/or responses for the same or a related offense.
- Whether the offense interfered with the rights/privileges/responsibilities/property of others.
- Whether the offense posed a threat to the health or safety of themselves or others.
- Whether the student has an Individualized Education Plan (IEP), 504 Plan, or Behavioral Intervention Plan (BIP) and if it was implemented as intended.
- The logical relationship between the offense and the response.
- The age-appropriateness of the consequence.
- Whether the student's actions were intentional.
- Any specific responses articulated in Board of Education Policy 1020 Sexual Discrimination, Sexual Harassment, and Sexual Misconduct and Policy 9400 Student Behavior Intervention.
- The potential for criminal charges.

Responses are NOT listed in a particular order of use. They should be used in a progressive and integrated fashion.

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LEVEL 1: Examples of Classroom, Support, and Teacher/Staff-Led Responses
These responses are designed to teach appropriate behavior and build and restore relationships, so students understand their impact on others, can learn, and can contribute to a safe environment. When appropriate, teachers may engage the student's support system to ensure successful learning and consistency of responses and change the conditions that contribute to the student's inappropriate or disruptive behavior.

Redirect/Correct Behavior and Support Student Growth	Improve Lagging Skill(s)	Prevent and/or Reduce Harm (For the Student or Others)
Classroom-based Responses • Conversation with student • Verbal correction • Verbal or written reflection • Reminder/Redirection • Implementation of individualized support plan (if applicable) • General social-emotional skill instruction (SEL) and practice (e.g., morning meetings, Flex Time) • Community building • Restorative justice practices (if applicable) • Parent/guardian outreach (two-way communication)	• Social-emotional skills instruction (SEL) • Skill building with Student Services staff (e.g., school counselor, school psychologist, school social worker, alternative education teacher, liaison, etc.)	• Time and space provided (in or out of class) for de-escalation and/or to receive additional support • Restorative justice practices (if applicable)

LEVEL 2: Examples of Classroom, Support, and Removal Responses
These responses are designed to teach appropriate behavior and build and restore relationships, so students behave respectfully, understand their impact on others, and can learn and contribute to a safe environment. Many of these responses engage the student's support system and are designed to alter conditions that contribute to the student's inappropriate or disruptive behavior.

Redirect/Correct Behavior and Support Student Growth	Improve Lagging Skill(s)	Prevent and/or Reduce Harm (For the Student or Others)
• All Level 1 Responses • Parent/guardian and student conference with teacher/staff	All Level 1 Responses • Individualized social-emotional skill instruction (SEL) • Analyze behavior to determine if changes need to be made to the student's IEP, BIP or 504 to address unmet needs • Referral to Student Support Team (SST) or Instructional Intervention Team (IIT) for problem-solving and support • Extended School Day (i.e., additional time before, outside of regular instructional hours to provide an intervention that addresses the root cause of the offense)	All Level 1 Responses • Loss of privileges

LEVEL 3: Examples of Support, Removal Responses, and Administrative Responses
These responses engage the student's support system to ensure successful learning, to build and restore relationships, and to alter conditions that contribute to the student's inappropriate or disruptive behavior. These responses may involve the short-term removal of a student from the classroom. Such a removal should be limited as much as possible without undermining its ability to adequately address the behavior.

Redirect/Correct Behavior and Support Student Growth	Improve Lagging Skill(s)	Prevent and/or Reduce Harm (For the Student or Others)
• All Level 1 and Level 2 Responses • Student Support Plan created with student input • School community service (if it naturally connects to the offense)	• All Level 1 and Level 2 Responses • In-school intervention	• All Level 1 and Level 2 Responses • Removal from extracurricular activities

LEVEL 4: Examples of Support, Removal, Administrative, and Out-of-School Exclusionary Responses
These responses address serious behavior while keeping the student in school, or, when necessary due to the nature of the behavior or potential implications for future harm, remove a student from the school environment. They promote safety of the school community by addressing behavior that is dangerous to the student or the community.

Redirect/Correct Behavior and Support Student Growth	Improve Lagging Skill(s)	Prevent and/or Reduce Harm (For the Student or Others)
• All Level 1, Level 2, and Level 3 Responses • For a pattern of behavior, consider a functional behavior assessment/ behavior intervention plan	• All Level 1, Level 2, and Level 3 Responses • Referral to SST or IIT to consider additional services needed	• All Level 1, Level 2, and Level 3 Responses • Restricted access • Short-term suspension*

LEVEL 5: Examples of Administrative, Long-term, Out-of-School Exclusionary and Referral Responses
These responses remove a student from the school environment for an extended period of time because of the severity of the behavior and potential for future harm. They may involve the placement of the student in an alternate safe environment that provides additional structure and services.

Redirect/Correct Behavior and Support Student Growth	Improve Lagging Skill(s)	Prevent and/or Reduce Harm (For the Student or Others)
• All Level 1, Level 2, Level 3, and Level 4 Responses	• All Level 1, Level 2, Level 3, and Level 4 Responses	• All Level 1, Level 2, Level 3, and Level 4 Responses • Long-term suspension* • Extended suspension** • Expulsion**

** Per House Bill 425/Senate Bill 651, suspensions and expulsions for Pre-K through second grade students will be limited except in extreme circumstances.*
***Apply extended suspension and expulsion only to Grades 6–12.*

Definitions

In-school Intervention – The opportunity afforded a student, after the student is removed to an alternate location within the school, to continue to:

- Appropriately progress in the general curriculum.
- Receive the special education and related services specified on the student's IEP if the student is a student with a disability in accordance with COMAR 13A.05.01.
- Receive accommodations as specified in the student's 504 Plan.
- Receive instruction commensurate with the program afforded to the student in the regular classroom.
- Participate with peers as they would in their current education program to the extent appropriate.

Suspension – The denial of a student's right to attend regular classes or school for a specified period of time for cause. Suspension includes extended suspension, in-school suspension, short-term suspension or long-term suspension.

- **In-School Suspension** – The removal of a student within the school building from the student's current education program to another location within the school building for up to, but not more than, 10 school days in a school year for disciplinary reasons as determined by the principal.
- **Short-Term Suspension** – The removal of a student from school for up to, but not more than, three school days for disciplinary reasons as determined by the principal.
- **Long Term Suspension** – The removal of a student from school for 4–10 school days for disciplinary reasons as determined by the principal.
- **Extended Suspension** (Grades 6–12 only) – The removal of a student from school for 11–45 school days for disciplinary reasons as determined by the Superintendent/Designee.

Expulsion – The exclusion of a student from the student's regular school program for 45 school days or longer as determined by the Superintendent/Designee.

In accordance with Maryland Law, students in prekindergarten, kindergarten, Grade 1 and Grade 2 may not be expelled from school unless required by federal law. Students in these grades may be suspended for up to five school days only if the school administration, in consultation with a school psychologist or other mental health professional, determines that there is an imminent threat of serious harm to other students or HCPSS employees that cannot be reduced or eliminated through interventions and supports. Extended expulsion applies only to Grades 6–12.

Corporal Punishment – HCPSS prohibits the use of corporal punishment, which is defined as physical punishment or undue physical discomfort inflicted on the body of a student for the purpose of maintaining discipline or to enforce school rules.

Restricted Access – Limitation of a student's presence on school property.

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LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Classroom, Support and Teacher/Staff-Led Responses	Classroom, Support and Removal Responses	Support, Removal and Administrative Responses	Support, Removal, Administrative and Out-of-School Exclusionary Responses	Administrative, Long-term, Out-of-School Exclusionary and Referral Responses

Offense	Definition	Range
Absent from Class without Permission/ Class Cutting	Failing to attend a class, after arrival at school, without an excused reason. (Level 1-2). Persistently failing to attend a scheduled class, after arrival at school, without excused reasons. (Level 1-3). Note - Per Policy 9010 Attendance, Missing class for more than 20 minutes will be treated as an absence for that class. Missing class for more than 35 minutes of a 90-minute class will also be treated as an absence for that class.	**Levels 1–3**
Academic Dishonesty /Plagiarism	Academic Dishonesty can take many forms including plagiarism and/or cheating. Plagiarism, using the work or ideas of others, may also include the use of Artificial Intelligence writing programs without proper acknowledgment, giving the false impression of original authorship. Cheating may include forgery, such as faking a signature of a teacher or parent/guardian; or copying the work of another person digitally or in person. Furthermore, supplying work to be copied is the facilitation of cheating. (Policy 8120 Testing: State and Local Responsibilities and Protocols)	**Levels 1–2**
Alcohol Violation	Possession or use of any alcoholic substance, including constructive possession and possession with intent to sell, deliver or distribute. (Policy 1050 Alcohol, Drug, and Tobacco Free Environment)	**Levels 3–5**
Arson/Fire Violation	Attempting to, aiding in, or setting fire to (or in) a school building or to other school property.	**Levels 1–5**
Attack on Staff	Assault – Any attempt or threat to inflict harm upon another person that gives the victim a reasonable fear of physical harm. An assault may be communicated in a behavioral, oral, written, or electronic manner. Assault includes sexual assault which is unwanted sexual contact or threat. Battery – The touching of another person by the aggressor or by some substance or force put in motion by the aggressor, which is not consented to by the other person and results in a reasonable feeling of apprehension or discomfort; may be accompanied by circumstances which reflect the student's blatant disregard for the safety of employees or other persons evidenced by, but not limited to, the student's intentional conduct, disregard of directions, or the fact that the battery resulted in serious bodily harm. (Policy 9270 Student Assault and/or Battery on Employees); Unintentional Acts (Levels 1-2); Intentional Acts (Levels 2-5).	**Levels 1–5**
Attack on Student	Unwelcome, aggressive action, with physical contact, directed at another person, student or non-student, on school grounds or at a school-related activity; or substantially disrupts the orderly operation of a school or workplace. Schools should consider multiple factors, including: whether student acted in the heat of the moment, as opposed to planning ahead, whether student was verbally provoked, where student acted in self-defense, whether student was intervening in a fight, the student's age, whether the fighting is persistent/habitual.	**Levels 1–5**
Bullying, Cyberbullying, Harassment and Intimidation	Bullying – Unwanted, demeaning behavior among students or employees that involves a real or perceived power imbalance. The behavior is repeated, or is highly likely to be repeated, over time. To be considered bullying, the behavior must be intentional and include: 1) an imbalance of power (students who bully use their physical, emotional, social, or academic power to control, exclude, or harm others), and 2) repetition (bullying behaviors happen more than once or are highly likely to be repeated based on evidence gathered). Cyberbullying – Bullying that takes place over digital devices like cell phones, computers, and tablets. Cyberbullying can occur through texting, apps, or online via social media, forums, or gaming where people can view, participate in, or share content. Cyberbullying includes sending, posting, or sharing negative, harmful, false, or hurtful content about another person. It can include sharing personal or private information about someone else causing embarrassment or humiliation. Harassment – Includes actual or perceived negative actions that offend, ridicule, or demean another person with regard to race, ethnicity, national origin, immigration status, family/parental or marital status, sex, sexual orientation, gender identity, gender expression, religion, ancestry, physical attributes, socioeconomic status, physical or mental ability, disability, or political opinion. Intimidation – Any communication or action directed against another person that threatens or induces a sense of fear and/or inferiority. Retaliation may be considered a form of intimidation. (Policy 9460 Bullying, Cyberbullying, Harassment, and Intimidation)	**Levels 1–5**
Destruction of Property/Vandalism	Causing accidental damage (Level 1), intentional damage (Levels 1-3) or intentional damage in which the action is especially serious (e.g. destruction or defacement (including graffiti) to school/other's property) (Levels 2-4).	**Levels 1–4**
Discrimination	Any act or omission due to an individual's status or perceived status in a protected class that creates an intimidating, hostile, or offensive working or educational environment; or substantially interferes with an individual's ability to work, learn, or otherwise is sufficiently serious to limit an individual's employment opportunities, or to limit a student's ability to participate in or benefit from the educational program. (Policy 1010 Anti-Discrimination)	**Levels 1–5**

Policies can be viewed in their entirety at www.hcpss.org/board/policies/ or requested from the Policy Office at 410-313-8954.

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LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Classroom, Support and Teacher/Staff-Led Responses	Classroom, Support and Removal Responses	Support, Removal and Administrative Responses	Support, Removal, Administrative and Out-of-School Exclusionary Responses	Administrative, Long-term, Out-of-School Exclusionary and Referral Responses

Offense	Definition	Range
Disrespect: Adult or Peer	Making intentional and harmful gestures, verbal or written comments, including profane language, or symbols to others (e.g., verbal put-downs, cursing, talking back) (Levels 1-2). Being insubordinate: repeatedly or persistently disrespectful in defiance of authority (Levels 2-3).	**Levels 1–3**
Disruption	Intentionally engaging in minor behavior distracting from the learning environment or school-related activities (Level 1), persistently engaging in these behaviors (Levels 1-3), engaging in behavior that affects the safety of others (Levels 1-4). This can include the use of technology and social media.	**Levels 1–4**
Dress Code Violation	Wearing attire, including wearable technology that is disruptive to the school environment, that promotes illegal or harmful activities, or that could endanger the health or safety of that student or others during school hours and school-related activities. (Policy 9210 Student Dress Code)	**Levels 1–2**
Drug Violation/ Controlled Substances	Possession or use of non-illegal drugs (e.g., Rx) (Levels 1-3). Possession or use of controlled dangerous substances including prescription drugs, over-the-counter medicines/products look-alikes, and substances represented as controlled dangerous substances; or drug paraphernalia (Levels 1-5). Distributing/selling non-illegal or illegal drugs (Levels 3-5). (Policy 1050 Alcohol, Drug, and Tobacco Free Environment)	**Levels 1–5**
Drug Violation – Inhalants	Possession, use or distribution of any inhalants; any substance inhaled for the purpose of inducing a condition of intoxication, inebriation or excitement, or to otherwise impairs one's mental faculties. (Policy 1050 Alcohol, Drug, and Tobacco Free Environment)	**Levels 3–5**
Inappropriate Use of Electronics or Personal Communication Device	Use of personal device during an unapproved time (Levels 1-2); Any unauthorized use of computers, software, internet, network or other technology; accessing inappropriate websites (Levels 1-3); misuse of account credentials (Levels 1-4); disrupting the normal operation of a technology system (Levels 2-5); Any other behavior not in compliance with the responsible use of the Technology Agreement, Policy 3040 Technology Security, or Policy 8080 Responsible Use of Technology, Digital Tools, and Social Media (Levels 1-5).	**Levels 1–5**
Explosives	Possession, sale or distribution of an explosive device (Levels 1-5); detonation or threat of detonation of an incendiary or explosive material or device (Levels 2-5). (Policy 9250 Weapons)	**Levels 1–5**
Extortion	The process of obtaining property from another, with or without that person's consent, by wrongful use of force, fears or threat.	**Levels 2–5**
False Alarms/ Threats	Initiating a warning of a fire or other catastrophe without valid cause, or discharging a fire extinguisher without cause (Levels 2-4); or making a bomb threat or threatening a school shooting (Levels 2-5).	**Levels 2–5**
Fighting	Intentionally engaging in a fight, which may be shoving, pushing or otherwise being physically aggressive toward another in the context of a fight, but not horseplay (Levels 1-3); Intentionally engaging in a fight which may be small, spontaneous and short, and/or result only in minor cuts, scrapes, bruises (Levels 1-4); Intentionally engaging in a fight which may be large, pre-planned, and result in major injuries such as a broken limb (Levels 2-5).	**Levels 1–5**
Gambling	Wagering money or property.	**Levels 1–2**
Gang Activity	Committing, attempting to commit, or soliciting of two or more crimes; or acts by a juvenile that would be a crime if committed by an adult. (Policy 9290 Gangs, Gang Activity, and Similar Destructive or Delinquent Group Behavior)	**Levels 2–5**
Leaving School Grounds Without Permission	Leaving school grounds during regular school hours (unexcused) without written or verbal permission from a parent/guardian or another emergency contact (Levels 1-2). Persistently leaving school grounds during regular school hours (unexcused) without written or verbal permission from a parent/guardian or another emergency contact (Levels 1-3).	**Levels 1–3**
Serious Bodily Injury	Causing an injury that involves a 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. Intentional misbehaving that unintentionally causes the harm (Levels 3-4); Intentionally causing the harm (Levels 4-5).	**Levels 3–5**
Sexual Activity	Behavior of a sexual nature including indecent exposure, inappropriate texts of a sexual nature, consensual sexual activity, possession of pornographic materials. (Policy 1020 Sexual Discrimination, Sexual Harassment, and Sexual Misconduct)	**Levels 2–5**
Sexual Attack	Sexual Attack: Intentionally engaging in behavior toward another that is physically and sexually aggressive (Levels 3-5). (Policy 1020 Sexual Discrimination, Sexual Harassment, and Sexual Misconduct)	**Levels 3–5**
Sexual Discrimination, Sexual Harassment and Sexual Misconduct	Discriminatory and/or unwelcome behavior of a sexual nature including but not limited to sexual discrimination, sexual harassment, and sexual violence. Sexual misconduct can be committed by a person of any gender identity and it can occur between people of the same or different gender, gender identity, or gender expression. (Policy 1020 Sexual Discrimination, Sexual Harassment, and Sexual Misconduct)	**Levels 2–5**

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LEVEL 1 Classroom, Support and Teacher/Staff-Led Responses	LEVEL 2 Classroom, Support and Removal Responses	LEVEL 3 Support, Removal and Administrative Responses	LEVEL 4 Support, Removal, Administrative and Out-of-School Exclusionary Responses	LEVEL 5 Administrative, Long-term, Out-of-School Exclusionary and Referral Responses

Offense	Definition	Range
Stalking	A malicious course of conduct that includes approaching or pursuing another where the person intends to place, knows or reasonably should have known the conduct would place another in reasonable fear of; serious bodily injury or death; assault in any degree; sexual assault in any degree; or which might cause a third party to suffer from any of the above actions.	**Levels 1–5**
Tardiness	Reporting late to school or class when the day/period begins. (Policy 9010 Attendance)	**Levels 1–2**
Theft	Intentionally taking property without owner's permission, where the taker is an elementary school student (Levels 1-2); Intentionally taking property without owner's permission (Levels 2-3); Intentionally taking property without owner's permission, where the theft is especially serious based on the listed factors (Levels 3-4).	**Levels 1–4**
Threat to Adults	Expressing —orally, in writing, or by gesture— intent to do physical harm to others (Levels 1-4); Engaging in persistent threats (Levels 2-5).	**Levels 1–5**
Threat to Students	Expressing—orally, in writing, or by gesture —intent to do physical harm to others (Levels 1-4); Engaging in persistent threats (Levels 2-5).	**Levels 1–5**
Tobacco Violation	Possession or use, or sale, of any tobacco or tobacco products, cigarette rolling papers, nicotine dispensing devices or electronic cigarette products. (Policy 1050 Alcohol, Drug, and Tobacco Free Environment)	**Levels 3-5**
Trespassing Violation	Entrance onto school property or participation in a school-sponsored event by an individual who is not identified as an authorized user of the property, and who has been given prior legal notice that entry onto or use of the property has been denied or who remains on the property once notified of the request to leave. (Policy 3020 Trespassing or Willful Disturbance)	**Levels 2–4**
Truancy	An absence for a school day or any portion of a school day for any reason other than those cited as lawful and/or failure to bring a note written by a parent/guardian to verify a lawful absence. (Policy 9010 Attendance)	**Levels 1–2**
Weapons Violation – Firearms	Possessing a firearm, as defined in 18 U.S.C. § 921. (e.g., handgun) (Level 5); Weapons are prohibited on school property, school buses, vehicles on school property and at school-related activities. (Policy 9250 Weapons)	**Level 5**
Weapons Violation – Other Guns	Possessing, using, or threatening to use a look-alike gun. (e.g., water guns) (Levels 1-2); Possessing, using, or threatening to use an unloaded/inoperable non-firearm gun. (e.g., pellet guns, BB guns) (Levels 2-4); Possessing, using, or threatening to use a loaded/operable non-firearm gun (Levels 3-5). Weapons are prohibited on school property, school buses, vehicles on school property and at school-related activities. (Policy 9250 Weapons)	**Levels 1–5**
Weapons Violation – Other Weapons	Possessing an implement that could potentially cause injury, without intent to use it as a weapon or cause serious bodily harm, without intent to use. (Levels 1-3); Possessing an implement that could potentially cause injury with intent to use it as a weapon. (Levels 2-4); Using or threatening to use as a weapon an implement that is likely to cause serious bodily harm (Levels 3-5). Weapons are prohibited on school property, school buses, vehicles on school property and at school-related activities. The term "weapon" can include gun, firearm, knife, chemical spray, poison, taser, martial arts weapon (e.g., throwing star, nunchakus), explosive devices, any implement, visible or concealed, possessed under a circumstance that would reasonably lead a person to believe it was a weapon or would be used as a weapon. (Policy 9250 Weapons)	**Levels 1–5**