



# CODE OF STUDENT CONDUCT 2020-21



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# Code of Student Conduct 2020-21

The Topeka Public Schools Code of Conduct 2017-18 is written in accordance with the policies of the Board of Education, including Policy 8125, accompanying administrative regulations and Kansas law. The Code of Conduct has been developed to attach consequences to behavior that match the severity of an incident, but also to focus on ways to redirect behavior and teach students appropriate behaviors and responses. TJPSJ expects parents, guardians, teachers and school personnel to work together to improve and enhance student behavior and academic achievement.

## School Climate

The Topeka Public School District is committed to providing each student with a quality educational program, in a safe school environment, free of disruptions and distractions which interfere with teaching and learning activities. School climate is the product of the interpersonal relationships among students, families, teachers, support staff and administration. A shared vision of student engagement and respect across the educational system helps promote a positive school climate. The district operates on the premise that every student has the right to learn, every teacher has the right to teach, and all staff and students have the right to be safe.

A positive school climate requires attention to promoting a safe and supportive academic, disciplinary, and physical environment where respectful, trusting, and caring relationships between students, teachers, families, schools, and the greater school community are encouraged and maintained. Principles of equity and inclusive education are embedded in the learning environment to support a positive school climate and a culture of mutual respect.

## Code of Conduct Principles for Student Behavior

The district sets high expectations for appropriate behaviors that contribute in a positive way to the school and community. A proper balance between student rights and responsibilities is essential if the district is to provide educational experiences which allow all students to develop their fullest potential.

While at school or school-sponsored activities, a student's behavior should reflect the following:

- A student's words, actions and attitude should demonstrate respect for self and others at all times.
- Students should demonstrate pride in themselves, in their futures, and in their school by arriving on time, dressed appropriately, and prepared to learn.

- Students should seek peaceful resolution of conflicts and obtain the assistance of teachers, administrators or other school staff when necessary.
- Students should take pride in promoting a clean and safe environment at school.
- Students should seek positive relationships with all members of the school community and seek to restore relationships that are damaged by their conduct.

The teaching of self-discipline (responsibility for one's own actions) is the ultimate goal of the TPS discipline policy (Policy 8125) and this Code of Student Conduct. Good discipline is not just a side issue but is one of the major purposes of education.

If students are to develop into responsible citizens for tomorrow, they must learn the art of self-discipline today. The majority of students in the district exhibit acceptable behaviors and understand the school expectations for behavior. The behaviors listed below go beyond the years a student is attending schools. These are lifelong behaviors and attitudes which employers look for in the world of work. Students who have a high degree of self-discipline exhibit such behaviors as:

- Positive self-concept
- Cooperative attitude
- Attitude of respect toward individuals and property
- Appropriate study behavior
- Appropriate expressions, opinions, and ideas
- Responsibility for their own actions
- Self-motivation
- Guidance of their own behavior
- Consideration
- Attentiveness
- Self-control

### Application of the Code of Conduct

The Code of Conduct applies to all students at all times when they are at school, on school property or at school-sponsored activities. Incidents that occur in other places or at other times are generally not addressed by this Code of Conduct. However, where incidents undermine relationships at school, otherwise threaten school safety and climate, cause substantial disruption of school operations, or involve felonious criminal conduct, disciplinary interventions under the Code of Conduct may be applied.

## Equity in Application

TPS is committed to eliminating the disparate impact of discipline on students of color or students with disabilities. This code of conduct should be used fairly and without discrimination based on a student's disability, race, ethnicity, national origin, gender, gender identity, gender expression, sex, sexual orientation or religion.

## Students with Disabilities

Special considerations exist when suspension or expulsion is contemplated for a student with a disability. If suspension of a student with an IEP or Section 504 plan would result in exclusion for more than 10 school days in a school year, a team of individuals, usually the IEP team or Section 504 team, must determine if the student's behavior was a manifestation of his or her disability prior to imposition of the suspension or expulsion. Procedures which must be followed are fully detailed in the TPS discipline policy 8125.

## Role of School Police

The TPS Campus Police force exists to ensure that students and staff are safe and that the learning environment is orderly.

School administrators handle disciplinary interventions for behavioral infractions. School police should not be involved in matters of routine discipline, except to the extent they may be witnesses to the behavior. Police intervention is a last resort that should occur when conduct creates an imminent threat or danger that cannot otherwise be abated and police intervention is deemed necessary. Under the Memorandum of Understanding TPS has entered into with other participants in the Juvenile Justice System, criminal conduct that rises to the level of a felony will be referred to the Juvenile Justice system. Conduct that constitutes the commission of a misdemeanor will be referred to the Juvenile Justice system only if the act involves violence, resulting in significant injury to another, or, in the discretion of the officer, requires referral.

## Definitions of Disciplinary Responses

When students are disruptive or violate Code of Conduct rules and requirements, teachers and school administrators should respond rationally, consistently and fairly. All school district staff shall have authority over students to direct and correct their behavior while students are at school, on school district property or attending a school-sponsored event. All students are expected to obey and comply with the reasonable requests and directives of school district staff.

Five levels of possible response to behavior infractions are outlined in this document. Each type of misconduct is assigned one or more of these levels of intervention and response.

In determining the appropriate intervention all relevant circumstances must be considered, including the following factors:

- Student's age
- Student's ability-functioning level
- Seriousness of the offense
- Frequency of behavior
- Circumstances and intent--including family circumstances and/or home environment situations
- Potential effect of the misconduct on the school environment
- Relationship of the behavior to any disability
- Relationship of the behavior to alcohol or drug influence

Disciplinary responses that remove students from the classroom or school environment may be necessary in some cases, particularly where the safety of other students is at risk. That said, as a rule these options should be used as a last resort when other interventions have been tried without success. To the extent possible, TPS strives to make sure students who are removed from the regular classroom or school are able to continue their education and receive appropriate educational services, although in a different setting. Additionally, TPS hopes to help students learn strategies to replace inappropriate behaviors or correct any harm they might have caused.

The following disciplinary responses that remove students from the classroom or school environment are available:

- In-school suspension: A student is temporarily removed from one or more classes but remains under appropriate supervision of the school. Academic support services should be provided in in-school suspension and the student should be allowed to keep up with and complete assignments, although separated from the classroom environment.
- Short-term suspension: A student is removed from school, for not more than ten (10) consecutive school days.
- Extended-term suspension - A student is removed from school for more than ten (10) school days, but not more than 90 school days.
- Expulsion - A student is removed from school for more than 90 school days but not more than 186 school days, except in the case of possession of a weapon that meets the state or federal statutory definition, the expulsion is for one calendar year.
- Alternative school placement: A student is transferred from his or her regular middle or high school to a school site that enables students to receive the services needed to



improve their behavior while continuing to access the appropriate academic curriculum. The following options will be available:

- Center for Restorative Education. The Center for Restorative Education serves students who have received an extended-term suspension or expulsion from school. TPS has 15 seats available in this program which is run by the Kansas Children’s Service League.
- TPS Alternative School.
  - Assignment to the alternative school for not fewer than three, but not more than 10 days (at the discretion of the sending school principal) shall be an alternative to short-term suspension at the middle and high school levels.
  - A student may be referred to the alternative school at any time the student’s behavior is seriously impeding learning, for the student or others, in the regular school setting. In the alternative school setting, in addition to academic supports for keeping up in the regular school curriculum, the student will receive, as appropriate, behavioral intervention services to address the behavior violation(s) that resulted in the alternative school placement. Length of the placement in the alternative school shall be determined by the student’s ability to meet the goals established by the sending school and alternative school staff at the time of referral. Any student referred for drug or alcohol-related behaviors shall be required to complete a rehabilitation program, offered at the alternative school, prior to returning to the regular school.
  - Once seats in CRE are full, students who are suspended for an extended term or expelled from school shall be served in the alternative school program.
- Interim Alternative Educational Setting (IAES). Interim alternative educational setting is a term of art under special education laws. Generally, special education students can be served in an IAES if they are placed in this setting by their IEP team, for up to 45 school days, because their behavior involved carrying or possessing a weapon, knowingly possessing or using, selling or soliciting the sale of an illegal drug, or inflicting serious bodily injury on another person at school, on school property or at a school-sponsored activity.

Special education students may also be served in an IAES if they are suspended or expelled from school for behavior that is not a manifestation of their disability. In such cases, while services cannot cease, the student can be moved to an IAES where the

student will receive services that allow him to participate in the general curriculum and progress toward meeting the IEP goals. Additionally, the student must receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications designed to address the behavior so that it does not recur.

## Student and Parent Rights – Suspension or Expulsion

Generally, students have a right to be in school and receive a public education. The following student and parent rights are relevant to school discipline situations:

- Students have a right to enjoy freedom of speech, press, assembly and religion on school property and at school-sponsored activities, so long as their actions do not substantially disrupt educational activities or materially interfere with the rights of others.
- Students should not be excluded from their regular school program or denied instructional time in the absence of a documented disciplinary intervention. Parents will be provided notification any time their children are removed from the classroom or school for disciplinary reasons.
- Students must be given an opportunity to tell their side of the story before a decision is made to impose a suspension, including in-school or out-of-school suspensions.
  - ◆ For in school or short-term suspensions (10 days or less), this may occur informally with the principal or other person designated to impose short-term suspensions. The student has a right to be present and notified of the charges and basis for the accusation before making a statement in his/her defense. The student and his or her parents have a right to receive written notice if a suspension is imposed. The notice must state the grounds for the suspension and fix the number of days of suspension. This decision is final and cannot be appealed. Please refer to Board Policy 8125-Discipline for a detailed outline of procedures.
  - ◆ In extended-term suspension (11-90 days) or expulsion (91-186 days) situations, the student and parent have a right to written notice of the charges and the time and place at which a hearing will be held to determine the validity of the charges. Parents are also provided with a copy of the TPS discipline policy 8125 and the state law governing pupil suspension or expulsion. An impartial hearing officer, appointed by the board of education presides at this hearing. The rights at this hearing include the right of the student to have counsel of his/her choice; the right of the parents to be present; the right to hear or read a full report of the testimony of witnesses against the student; the right to present witnesses in person or their testimony by affidavit; the right of the student to testify on his/her own behalf; the right to cross-examine witnesses; the right to an orderly

hearing and the right to a fair and impartial decision based on substantial evidence presented at the hearing. Extended-term suspension or expulsion hearings are recorded, at district expense. Copies of the hearing officer's written findings and conclusions, along with the recommended outcome, are mailed or hand-delivered to the student and the parent. The decision of the hearing office can be appealed to the Board of Education, and ultimately the courts. Please refer to Board Policy 8125-Discipline for a detailed outline of procedures.

- Students are entitled to make up classwork for full credit and without penalty when they are excluded from school for any period of time. Each school shall ensure teachers provide students with all daily classwork and assignments, either directly or through a staff liaison, and correct and return completed work to students on a regular basis. Students are responsible for completing make-up work in a timely manner.
- Students will be returned to their regular education program once the conditions of a suspension or expulsion are met unless the school and parent agree to a different placement.

## Levels of Intervention and Disciplinary Response

TPS recognizes the effectiveness of positive behavior interventions and supports, restorative practices and progressive disciplinary measures that help build positive relationships. These interventions are a shift away from harsh and punitive disciplinary responses. Instead, they attempt to educate students about the harm caused by their actions, while seeking to reunite them with the school community.

THE CATEGORIES SHOWN BELOW ARE DESIGNED TO GUIDE TEACHERS AND ADMINISTRATORS IN USING PROGRESSIVE INTERVENTIONS AND RESPONSE AT ALL GRADE LEVELS TO TEACH AND MOTIVATE STUDENTS TO EXHIBIT POSITIVE BEHAVIORS.

### LEVEL 1 CLASSROOM INTERVENTIONS AND RESPONSES

These interventions aim to teach correct or alternative behavior so students can learn and demonstrate safe and respectful behavior. Teachers are encouraged to try a variety of teaching and classroom management strategies.

- Contact parent via telephone, e-mail or text message (with permission)
- Verbal correction
- Reminders and redirection
- Written reflection or apology
- Seat change
- Parent or guardian conference
- Daily progress sheet on behavior
- Classroom system of positive reinforcement
- Teacher or student conference
- Detention (before or after school)

### LEVEL 2 INTENSIVE SUPPORT STAFF AND ADMINISTRATIVE INTERVENTIONS AND RESPONSES

These interventions can involve school administrators who aim to correct behavior by stressing the negative impact of the behavior while keeping the student in school.

- Parent or guardian notification
- Change in schedule or class
- Restorative practices
- Loss of privileges
- Restitution (monetary or service-based)
- Detention
- Conflict resolution; mediation
- Discussion with appropriate administrator
- Referral to student support team
- Referral to IEP or 504 team
- Assignment of work projects
- Mentoring
- Referral to substance abuse counseling
- In-school suspension
- Referral to an appropriate after-school program

### STUDENT SUPPORT TEAM (GEI) INTERVENTIONS AND RESPONSES

These interventions aim to teach correct or alternative behavior so students can learn and demonstrate safe and respectful behavior. Teachers are encouraged to try a variety of teaching and classroom management strategies.

- Parent or guardian conference
- Mentoring
- Peer mediation
- Referral to an IEP or 504 team for evaluation
- IEP or 504 team meeting
- Complete Functional Behavioral Assessment (FBA) and/or Behavior Intervention Plan (BIP)
- Development of a student support team plan
- Referral to school-based health clinic
- Referral to an appropriate after school program
- Service to school
- Restitution (monetary or service-based)
- Referral to an appropriate community organization (e.g., Family Service and Guidance)
- Restorative practices (community conference or adult-led mediation or conflict resolution)

### LEVEL 3 🌀 SHORT-TERM REFERRAL TO THE ALTERNATIVE SCHOOL OR SHORT-TERM SUSPENSION 🌀

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Whenever short-term suspension of a student is contemplated, the school administrator shall first offer the student and the student’s parent or guardian, assignment to the alternative school for a period of not less than three or more than ten days. Parents must agree with this placement in order for the student to be transferred to the Alternative School. Referral to the Alternative School is not required for students subject to a one or two day suspension. However, such students may attend the Alternative School on days of suspension voluntarily.

- Parent or guardian notice
- Parent or guardian conference
- Restorative practices
- Development of or revision to a GEI plan
- Revision to and IEP or Section 504 plan for a student with a disability, as needed
- Completion of a Functional Behavioral Assessment (FBA) and/or development of a Behavioral Intervention Plan (BIP)
- Referral to credit recovery programs
- Referral to substance abuse counseling
- Referral to appropriate therapeutic services
- Referral to appropriate community organizations
- Remain in current school on a probationary contract

### LEVEL 4 🌀 REFERRAL TO THE ALTERNATIVE SCHOOL FOR MORE THAN 10 DAYS 🌀

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The Alternative School intervention is designed to allow a student with a propensity for misconduct an opportunity to address behavior concerns while continuing to participate in the sending school curriculum. A student in this program will have an opportunity to stay on target academically while participating in a program that also provides therapeutic and other services to help the student learn how appropriately control unacceptable behavior and achieve success in the regular school environment.

- Parent or guardian notification
- Referral to the Alternative School
- Completion of a Functional Behavioral Assessment (FBA) and/or development of a Behavioral Intervention Plan (BIP)
- Development of a plan with goals to address specific behavior infractions
- Referral to substance abuse counseling
- Referral to appropriate therapeutic services
- Referral to appropriate community organizations

### LEVEL 5 🌀 EXTENDED-TERM SUSPENSION OR EXPULSION AND REFERRAL RESPONSES 🌀

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These interventions involve the removal of a student from the school environment because of the severity of the behavior. They may involve placement of the student in an alternative environment that provides additional structure to address the behavior. These interventions focus on maintaining the safety of the school community and stopping the behavior that is harmful to the student or others.

- Parent or guardian notification
- Hearing for extended-term suspension or expulsion
- Referral to the Center for Restorative Education
- Remain in current school on a probationary contract
- Completion of a Functional Behavioral Assessment (FBA) and/or development of a Behavioral Intervention Plan (BIP)
- Restorative Practices
- Referral to an IEP team or 504 team for manifestation determination for students with disabilities
- Revision to an IEP, 504 plan or BIP, as needed, for students with disabilities
- IEP team meeting to determine IAES for students with disabilities
- Referral to appropriate counseling or therapeutic services

**LEVEL 1**

**Classroom interventions**

May be appropriate when the behavior is a minor infraction, the student has had few or no prior incidents and/or interventions have not been put in place to address the behavior

**LEVEL 2**

**Intensive support and administrative interventions**

May be appropriate when supports have been put in place in the classroom and/or schoolwide, but the behavior continues to negatively disrupt the learning of the student and others

**LEVEL 3**

**Short-term referral to the Alternative School or Short-term suspension**

May be appropriate given the seriousness of the offense and the impact on the school; when documented interventions and supports have been put in place, but the behavior is escalating; or when services at the Alternative School are designed to better address and correct the behavior

**LEVEL 4**

**Referral to the Alternative School for more than 10 days**

May be appropriate given the seriousness of the offense, the ongoing nature of the misconduct, student’s need for services available at the Alternative School, and the impact of the student’s behavior on the ability or the student and others to learn in the regular school environment

**LEVEL 5**

**Extended term suspension or expulsion and referral**

May be appropriate when behavior presents an imminent threat of serious harm to the school community, or when the student has engaged in chronic and extreme disruption of the educational process that has created a substantial barrier to learning for other students across the school day;

**WARNING**

**Possession of a firearm, explosive or other weapon meeting the federal and state statutory definition REQUIRES expulsion for a period of one calendar year.**

CODE	TYPE OF BEHAVIOR	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	SCHOOL POLICE INFORMED	NOTES
<b>Acts of Aggression/Assaults &amp; Fighting</b>								
1010	BATTERY—Intentionally touching or striking another against his or her will							<i>This may include hitting, kicking or punching another student without provocation; if it results in serious injury, the violent attack designation should be used.</i>
	Causes no visible injury		◆	◆				
	Causes bodily injury (pre-K & elementary)		◆	◆			◆	
	Causes bodily injury (secondary)			◆	◆	◆	◆	
1020	SEXUAL ASSAULT—Engaging in sexual act(s) against a person’s will or with a victim incapable of consent; rape; indecent liberties; child molestation; sodomy				◆	◆	◆	
1030	FIGHTING—Mutual participation in an incident involving physical violence where there is no major injury	◆	◆	◆				<i>Restorative practices, conflict resolution procedures or anger management may be appropriate</i>
1050	ROBBERY—Taking or attempting to take anything of value from another under confrontational circumstance by force or threat of violence				◆	◆	◆	
1098	VIOLENT ACT AGAINST STUDENT - Violent attack on a student, whether or not the student fights back, that results in or causes injury requiring medical treatment; use of a weapon to injure another				◆	◆	◆	
1099	VIOLENT ACT AGAINST STAFF - Staff struck while breaking up a fight; assault/battery against staff; used a weapon to threaten or injure staff; or caused an injury to staff requiring medical treatment.				◆	◆	◆	
<b>GUIDANCE</b>								
Where a range of possible levels of response are indicated, administrators should use the lowest level response that is appropriate for the behavior. The duration of suspensions, expulsions, and alternative placements should be limited to the fewest days necessary to achieve the disciplinary goal. In all cases, the circumstances of the incident, the student’s age, grade, developmental level, intentionality and prior infractions should be taken into consideration.								
If, on a first offense, an administrator believes a Level 5 response is warranted, the administrator should contact his or her supervisor for guidance and support before proposing Level 5 consequences.								
School police should be informed immediately regarding incidents that pose threat of serious harm to safety.								

**LEVEL 1**

**Classroom interventions**

May be appropriate when the behavior is a minor infraction, the student has had few or no prior incidents and/or interventions have not been put in place to address the behavior

**LEVEL 2**

**Intensive support and administrative interventions**

May be appropriate when supports have been put in place in the classroom and/or schoolwide, but the behavior continues to negatively disrupt the learning of the student and others

**LEVEL 3**

**Short-term referral to the Alternative School or Short-term suspension**

May be appropriate given the seriousness of the offense and the impact on the school; when documented interventions and supports have been put in place, but the behavior is escalating; or when services at the Alternative School are designed to better address and correct the behavior

**LEVEL 4**

**Referral to the Alternative School for more than 10 days**

May be appropriate given the seriousness of the offense, the ongoing nature of the misconduct, student’s need for services available at the Alternative School, and the impact of the student’s behavior on the ability or the student and others to learn in the regular school environment

**LEVEL 5**

**Extended term suspension or expulsion and referral**

May be appropriate when behavior presents an imminent threat of serious harm to the school community, or when the student has engaged in chronic and extreme disruption of the educational process that has created a substantial barrier to learning for other students across the school day;

**WARNING**

**Possession of a firearm, explosive or other weapon meeting the federal and state statutory definition REQUIRES expulsion for a period of one calendar year.**

Offenses involving Weapons		L1	L2	L3	L4	L5	Inform Police	Notes
1210	POSSESSION OF A WEAPON (BOARD DEFINITION) – Possessing any device, object or substance that, in fact or under the circumstances, can reasonably be considered sufficient to cause serious harm.	◆	◆	◆				If the weapon is not used in a threatening manner and there appears to be no intent to harm, low level consequences should be used.
1230	USE OF A WEAPON—Using any weapon, as defined by the Board or state and federal statutes, at school, on school property or at a school-sponsored event, in a manner that threatens or is believed to threaten the safety of self or others.				◆	◆	◆	
1250	WEAPON SOLICITATION/SALE—Sale or purchase of an instrument designed to inflict harm on other person at school, on school property or at a school-sponsored event			◆	◆	◆	◆	
1299	POSSESSION OF A WEAPON (FEDERAL AND STATE DEFINITIONS) - Possession of a weapon, including firearms, as defined by federal and state law, at school.					◆	◆	State law requires expulsion for one calendar year.
Threats		L1	L2	L3	L4	L5	Inform Police	Notes
2000	THREATS (NON-BULLYING)—Actions causing fear of harm without physical attack, whether or not repeated or persistent	◆	◆					
2010	INTIMIDATION - Language or conduct that frightens, or inhibits another person.	◆	◆					
2080	SCHOOL THREAT—Any threat (verbal, written or electronic) by a person to bomb or use other devices for the purpose of exploding, burning or causing damage to school property or harm to students or staff			◆	◆	◆	◆	
2099	EXTORTION - Obtaining or attempting to obtain money or property by violence or threat of violence.							Report to School Police if violence is involved.
	Pre-K & Elementary		◆	◆			◆	
	Secondary			◆	◆	◆	◆	
<p><b>GUIDANCE—See previous page</b></p> <p>For purposes of these regulations, “possession” means having the object on one’s person, or in one’s pockets, bags, car, locker, etc.</p> <p>“At school” means on any school property or at any school-sponsored event.</p>								



**LEVEL 1**

**Classroom interventions**

May be appropriate when the behavior is a minor infraction, the student has had few or no prior incidents and/or interventions have not been put in place to address the behavior

**LEVEL 2**

**Intensive support and administrative interventions**

May be appropriate when supports have been put in place in the classroom and/or schoolwide, but the behavior continues to negatively disrupt the learning of the student and others

**LEVEL 3**

**Short-term referral to the Alternative School or Short-term suspension**

May be appropriate given the seriousness of the offense and the impact on the school; when documented interventions and supports have been put in place, but the behavior is escalating; or when services at the Alternative School are designed to better address and correct the behavior

**LEVEL 4**

**Referral to the Alternative School for more than 10 days**

May be appropriate given the seriousness of the offense, the ongoing nature of the misconduct, student's need for services available at the Alternative School, and the impact of the student's behavior on the ability or the student and others to learn in the regular school environment

**LEVEL 5**

**Extended term suspension or expulsion and referral**

May be appropriate when behavior presents an imminent threat of serious harm to the school community, or when the student has engaged in chronic and extreme disruption of the educational process that has created a substantial barrier to learning for other students across the school day;

**WARNING**

**Possession of a firearm, explosive or other weapon meeting the federal and state statutory definition REQUIRES expulsion for a period of one calendar year.**

Bullying		L1	L2	L3	L4	L5	Inform Police	Notes
2015	BULLYING—PHYSICAL—Intentional and repeated use of overt bodily acts (e.g., tripping, shoving, punching or destroying property) to gain power over peers	◆	◆	◆				Bullying incidents should be reported. Forms for reporting bullying are available at each school from the counselor or principal's office. School staff are required to investigate reports of bullying. Targets of bullying may be referred to appropriate counseling services.
2016	BULLYING—VERBAL—Intentional and repeated use of name calling, taunting, threatening, belittling or other abusive remarks to gain power over peers	◆	◆	◆				
2017	CYBERBULLYING—Use of an electronic communication device to bully	◆	◆	◆				
2018	BULLYING—RELATIONAL—Systemic diminishment of a targeted student's sense of self with the goal of hurting or diminishing their standing with peers	◆	◆	◆				
Discriminatory Harassment		L1	L2	L3	L4	L5	Inform Police	Notes
2020	DISCRIMINATORY HARASSMENT—Unwelcome remarks or behavior based on a student's race, religion, disability, sex, gender, sexual orientation, gender expression or identity, or ethnicity that is severe, persistent or pervasive enough to create an intimidating or hostile learning environment			◆	◆	◆		Discriminatory harassment of any kind is strictly prohibited under Topeka Public Schools Policies. Forms for filing complaints of harassment are available online or in the principal's office. All complaints of harassment are thoroughly investigated. Counseling services shall be available to targets of harassment.
	Pre-K through Elementary	◆	◆	◆				
	Secondary		◆	◆	◆	◆		
2099	DISCRIMINATORY REMARKS—Use of language or conduct that slurs another person's race, religion, disability, sex, gender, sexual orientation, gender expression, gender identity or ethnicity.	◆	◆	◆				
Sexual Harassment		L1	L2	L3	L4	L5	Inform Police	Notes
2030	SEXUAL HARASSMENT - Unwelcome sexual remarks or advances, requests for sexual contact or favors, or other physical, verbal or graphic conduct that is severe, persistent or pervasive enough to create an intimidating or hostile learning environment							See above. Additionally, some forms of sexual harassment may also constitute sexual abuse, requiring police and DCF reporting.
	Pre-K through Elementary	◆	◆	◆				
	Secondary		◆	◆	◆	◆		
GUIDANCE								
<p>Where a range of possible levels of response are indicated, administrators should use the lowest level response that is appropriate for the behavior. The duration of suspensions, expulsions, and alternative placements should be limited to the fewest days necessary to achieve the disciplinary goal. In all cases, the circumstances of the incident, the student's age, grade, developmental level, intentionality and prior infractions should be taken into consideration.</p> <p>If, on a first offense, an administrator believes a Level 5 response is warranted, the administrator should contact his or her supervisor for guidance and support before proposing Level 5 consequences.</p> <p>School police should be informed immediately regarding incidents that pose threat of serious harm to safety.</p>								



**LEVEL 1**

**Classroom interventions**

May be appropriate when the behavior is a minor infraction, the student has had few or no prior incidents and/or interventions have not been put in place to address the behavior

**LEVEL 2**

**Intensive support and administrative interventions**

May be appropriate when supports have been put in place in the classroom and/or schoolwide, but the behavior continues to negatively disrupt the learning of the student and others

**LEVEL 3**

**Short-term referral to the Alternative School or Short-term suspension**

May be appropriate given the seriousness of the offense and the impact on the school; when documented interventions and supports have been put in place, but the behavior is escalating; or when services at the Alternative School are designed to better address and correct the behavior

**LEVEL 4**

**Referral to the Alternative School for more than 10 days**

May be appropriate given the seriousness of the offense, the ongoing nature of the misconduct, student’s need for services available at the Alternative School, and the impact of the student’s behavior on the ability or the student and others to learn in the regular school environment

**LEVEL 5**

**Extended term suspension or expulsion and referral**

May be appropriate when behavior presents an imminent threat of serious harm to the school community, or when the student has engaged in chronic and extreme disruption of the educational process that has created a substantial barrier to learning for other students across the school day;

**WARNING**

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Alcohol Offenses		L1	L2	L3	L4	L5	Inform Police	Notes
2120	ALCOHOL POSSESSION – Possession at school with intent to consume				◆			Completion of an alcohol abuse counseling program is required.
2140	ALCOHOL USE—Use or consumption, or being under the influence of alcoholic beverages at school				◆			
2160	ALCOHOL—SALE/SOLICITATION – Selling, purchasing, or possessing an alcoholic beverage with the intent to sell at school				◆		◆	
Marijuana Offenses		L1	L2	L3	L4	L5	Inform Police	Notes
2310	MARIJUANA POSSESSION –Possession at school with the intent to use				◆		◆	Completion of a substance abuse counseling program is required. Contraband should be given to school police.
2320	MARIJUANA USE- Use, consumption or being under the influence of marijuana at school				◆		◆	
2330	MARIJUANA SALE/SOLICITATION— Selling, purchasing, or possessing marijuana with the intent to sell at school				◆		◆	
Illicit Drug Offenses		L1	L2	L3	L4	L5	Inform Police	Notes
2340	POSSESSION OF ILLICIT DRUGS--Possession at school with the intent to use narcotics or drugs				◆		◆	Completion of a substance abuse counseling program is required. Contraband should be given to school police.
2350	USE OF ILLICIT DRUGS--Use, consumption or being under the influence of narcotics or drugs at school				◆		◆	
2360	SALE/SOLICITATION OF ILLICIT DRUGS--Selling, purchasing, or possessing illicit drugs with the intent to sell at school				◆		◆	
2380	POSSESSION OF DRUG PARAPHERNALIA— Possession of equipment for use in consuming drugs			◆	◆		◆	
Tobacco Offenses		L1	L2	L3	L4	L5	Inform Police	Notes
2510	TOBACCO POSSESSION IN UNAUTHORIZED PLACES - Possession of tobacco products by students under age 18 at school	◆	◆					Completion of a tobacco cessation program is required.
2530	TOBACCO USE - Use of tobacco products at school. Repeated offenses may be treated as Level II offenses.	◆	◆					

GUIDANCE—See previous page

For purposes of these regulations, “possession” means having the object on one’s person, or in one’s pockets, bags, car, locker, etc.

“At school” means on any school property or at any school-sponsored event.

**LEVEL 1**

**Classroom interventions**

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**LEVEL 2**

**Intensive support and administrative interventions**

May be appropriate when supports have been put in place in the classroom and/or schoolwide, but the behavior continues to negatively disrupt the learning of the student and others

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<b>Arson</b>		<b>L1</b>	<b>L2</b>	<b>L3</b>	<b>L4</b>	<b>L5</b>	<b>Inform Police</b>	<b>Notes</b>
3000	ARSON—Causing unlawful and intentional damage to a school or personal property through the use of fire or an incendiary device			◆	◆	◆	◆	
<b>Academic Misconduct</b>		<b>L1</b>	<b>L2</b>	<b>L3</b>	<b>L4</b>	<b>L5</b>	<b>Inform Police</b>	<b>Notes</b>
3320	ACADEMIC MISCONDUCT—Any type of cheating in a formal academic assignment, including plagiarism, fabrication, deception, bribery or sabotage.	◆	◆					May result in academic sanctions in lieu of or in addition to disciplinary sanctions.
<b>Disruptive Behavior</b>		<b>L1</b>	<b>L2</b>	<b>L3</b>	<b>L4</b>	<b>L5</b>	<b>Inform Police</b>	<b>Notes</b>
3330	DISRUPTIVE BEHAVIOR--UNRULY CONDUCT - Any behavior that materially and substantially disrupts the normal operation of school or school activities	◆	◆					
	Behavior that detracts from student learning	◆	◆					
	Seriously disrupting or inciting others to participate in a disturbance	◆	◆	◆				
3360	USE OF OBSCENITY OR PROFANITY—Conduct or behavior offensive to school standards of decency or modesty; using or displaying abusive, vulgar, or degrading language or actions.	◆	◆	◆				
3380	INSUBORDINATION—Overt and immediate refusal to follow a direction of a teacher, administrator or other authorized school employee in the performance of their duty	◆	◆					
	Simple refusal	◆	◆					
	Willful open defiance	◆	◆	◆				
3385	FAILURE TO SERVE DISCIPLINARY CONSEQUENCES - Refusal or failure to serve detention, in-school suspension or Saturday School after being duly notified that such discipline has been imposed.		◆	◆				
3398	UNRULY CONDUCT ON SCHOOL TRANSPORTATION - Behavior that disrupts the normal operation of a school bus or other transportation; failure to comply with authorized school transportation regulations	◆	◆	◆				
3399	GANG-RELATED ACTIVITY—Committing an act that furthers gangs or gang-related activity	◆	◆					
<b>GUIDANCE</b>								
Where a range of possible levels of response are indicated, administrators should use the lowest level response that is appropriate for the behavior. The duration of suspensions, expulsions, and alternative placements should be limited to the fewest days necessary to achieve the disciplinary goal. In all cases, the circumstances of the incident, the student’s age, grade, developmental level, intentionality and prior infractions should be taken into consideration.								
If, on a first offense, an administrator believes a Level 5 response is warranted, the administrator should contact his or her supervisor for guidance and support before proposing Level 5 consequences.								
School police should be informed immediately regarding incidents that pose threat of serious harm to safety.								

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<b>Theft/Stealing</b>		<b>L1</b>	<b>L2</b>	<b>L3</b>	<b>L4</b>	<b>L5</b>	<b>Inform Police</b>	<b>Notes</b>
4000	THEFT/ STEALING – Using, taking, or being in possession of the property of another person or school district property without rightful ownership or permission.							<i>Restitution may be required in addition to disciplinary sanctions.</i>
	Less than \$1000	◆	◆	◆				
	Greater than \$1000			◆	◆	◆	◆	
<b>Trespassing</b>		<b>L1</b>	<b>L2</b>	<b>L3</b>	<b>L4</b>	<b>L5</b>	<b>Inform Police</b>	<b>Notes</b>
4200	TRESPASSING—Entering or remaining on school property or in a school facility without authorization or invitation and with no lawful purpose for entry.							
	Without intent to participate in a fight or school disturbance	◆	◆					
	In order to participate in a fight or other serious school disturbance		◆	◆			◆	
	Breaking and entering		◆	◆			◆	
<b>Vandalism—Damage to Property</b>		<b>L1</b>	<b>L2</b>	<b>L3</b>	<b>L4</b>	<b>L5</b>	<b>Inform Police</b>	<b>Notes</b>
4410	VANDALISM—SCHOOL PROPERTY - Willfully destroying, defacing or damaging school district property.							<i>Police informed only if damage is at the felony level; Restitution may be required in addition to other disciplinary consequences</i>
	Minor (under \$50) or accidental damage	◆	◆					
	Intentional damage (\$50-1000)		◆	◆				
	Intentional damage (over \$1000)			◆	◆	◆	◆	
4450	VANDALISM –PERSONAL PROPERTY- Willfully destroying, defacing, or damaging the property of another person.							
	Minor (under \$50) or accidental damage	◆	◆					
	Intentional damage (\$50-1000)		◆	◆				
	Intentional damage (over \$1000)			◆	◆	◆	◆	
<b>Inappropriate Computer Use</b>		<b>L1</b>	<b>L2</b>	<b>L3</b>	<b>L4</b>	<b>L5</b>	<b>Inform Police</b>	<b>Notes</b>
5000	INAPPROPRIATE COMPUTER USE—Any violation of the district's acceptable use of computers, use of electronic communication devices or other computer policies	◆	◆				□	<i>Police informed only if child pornography is suspected; loss of computer privileges may be imposed</i>
<b>GUIDANCE</b>								
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Excessive Tardies or Absences		L1	L2	L3	L4	L5	Inform Police	Notes
5130	TARDIES(EXCESSIVE)—repeatedly arriving late to a scheduled class or assigned appointment	◆	◆					Students will not be suspended from school for attendance-related offenses. After students have been unexcusedly absent for three consecutive days, five days in a semester or seven days in a school year, truancy procedures will be implemented.
4300	TRUANCY/ABSENCES repeated failure to comply with Kansas school attendance laws.	◆	◆					
	An unexcused absence from school	◆						
	Persistent absences from school	◆	◆				◆	
4300	Truancy	◆					◆	
Commission of Certain Crimes		L1	L2	L3	L4	L5	Inform Police	Notes
1000	COMMISSION OF A MISDEMEANOR AT SCHOOL—Commission of any misdemeanor not specifically set forth in this policy						☐	Unless a misdemeanor involves violence, resulting in significant injury to another, it need not be reported to police.
1000	COMMISSION OF A FELONY, ON OR OFF CAMPUS						◆	
<p><b>GUIDANCE</b></p> <p>Where a range of possible levels of response are indicated, administrators should use the lowest level response that is appropriate for the behavior. The duration of suspensions, expulsions, and alternative placements should be limited to the fewest days necessary to achieve the disciplinary goal. In all cases, the circumstances of the incident, the student’s age, grade, developmental level, intentionality and prior infractions should be taken into consideration.</p> <p>If, on a first offense, an administrator believes a Level 5 response is warranted, the administrator should contact his or her supervisor for guidance and support before proposing Level 5 consequences.</p> <p>School police should be informed immediately regarding incidents that pose threat of serious harm to safety.</p>								