

# Washington County Public Schools (WCPS)

## Disciplinary Guidelines

File JK-E

*Disclaimer: This chart serves only as a guide and does not circumvent the authority of principals and assistant principals to administer responses based on the severity of the misconduct, the student's prior disciplinary record, and the age of the student. Any misconduct determined to be criminal in nature will be referred to the appropriate law enforcement agency. Responses are progressive in nature as misconduct persists and increases in severity.*

STUDENT MISCONDUCT	DEFINITION	Level 1	Level 2	Level 3	Level 4	Level 5	
Class Cutting	Failing to attend a class or school activity, after arrival at school, without an excused reason.	●	●				
Tardiness	Late to school or class.	●	●				Prek-5 should not receive any punitive or exclusionary consequences, but parents should be notified
Truancy	Unlawfully absent from school or classes for a school day or a portion of the school day.	●	●				Prek-5 should not receive any punitive or exclusionary consequences, but parents should be notified
Disrespect	Making intentional inappropriate and/or harmful gestures, verbal or written comments or symbols to others; being insubordinate or persistently disrespectful and/or in defiance of authority.	●	●	●	●		
Disruption	Behavior that interferes with the learning environment or disrupts the operation of a school.	●	●	●	●	● 3-12 only	Level 5 if chronic and/or extreme disruptions
Dress Code	Failure to follow the dress code guidelines on page 13 of the student handbook.	●	●	●			
Bullying/Harassment	Purposeful conduct or communication, (verbal, physical, written conduct or electronic) that creates a hostile educational environment by interfering with a student's educational benefits, opportunities, performance, or with a student's physical or psychological well-being.	●	●	●	●	● 6-12 only	Level 5 if bullying is persistent
Sexual Activity	Inappropriate behavior of a sexual nature, including indecent exposure, consensual sex, inappropriate texting of a sexual nature, and other sexual activity not identified as sexual assault or harassment.		●	●	●	● 6-12 only	Refer the student to counseling
Sexual Attack	Engaging in behavior directed towards a school system employee or another student that is physically, sexually aggressive.				●	● 3-12 only	Law Enforcement Notification (LEN); refer the student to counseling; Contact the Title IX Coordinator
Sexual Harassment	Engaging in intentional unwelcome sexual advances, requests for sexual favors, and/or other inappropriate verbal, written, or physical conduct of a sexual nature, directed toward others.				●	● 3-12 only	Contact the Title IX Coordinator
Extortion	The process of obtaining property from another, with or without that person's consent, by a wrongful use of force, fear or threat.		●	●	●	● 6-12 only	Conduct threat assessment; Level 5 if engaged in persistent extortion: Level 5 LEN
False Alarm/Bomb Threat	The conveyance of threats or false information concerning the placement of explosive or destructive substances. Initiating a report warning of a fire or other catastrophe without cause in person or by phone. Misuse of 911. Discharging a fire extinguisher.				●	● 3-12 only	Conduct threat assessment; refer student to counseling; Fire Marshall and LEN
Threat to Adult	Threatening or aggressive language or gestures directed toward a staff member or anyone other than a student.	●	●	●	●	● 3-12 only	Level 5 is for engaging in persistent threats
Threat to Student	Threatening, or aggressive language, or gestures directed toward another student.	●	●	●	●	● 3-12 only	Level 5 is for engaging in persistent threats
Academic Dishonesty	Cheating, copying, forging signature of teacher and/or parent/guardian, plagiarizing, or altering records, or assisting another in such actions.	●	●				Follow Academic Integrity Policy
Inappropriate Use of School or Personally-owned Electronic Devices	Inappropriate use of any electronic device by a student.	●	●	●	●		LEN if inappropriate use includes alleged criminal activity
Vandalism and Destruction of Property	Damage, destruction, or defacement of property belonging to the school or others. (includes school devices/equipment)	●	●	●	●	● 6-12 only	LEN
Theft	Taking or obtaining property of another without permission and/or knowledge of the owner.	●	●	●	●		LEN - LE may not pursue
Trespassing	Unauthorized presence on school property, including while on suspension.		●	●	●		LEN
Alcohol	Possession, use, or showing evidence of use, sale, or distribution of any alcoholic substances.				●	● 6-12 only	Refer student to Student Assistance Program (SAP); LEN
Drugs/Controlled Substances	Possession, use, or showing evidence of use, sale, or distribution of controlled dangerous substances including prescription drugs, over-the-counter medicines, look-alike drugs, and substances represented as controlled substances or drug paraphernalia (unless documentation on file that student may self-carry).				●	● 6-12 only	Refer student to SAP; LEN; Up to Level 5 if distributing/under influence
Inhalants	Possession, use, or showing evidence of use, sale, or distribution of any inhalants or other intoxicants.				●	● 6-12 only	Refer student to SAP; LEN
Tobacco	Possession, use, sale, or distribution of tobacco, tobacco products, or e-cigarettes		●	●	●		Refer the student to the local health department
Attack on Adult	Being physically aggressive towards an employee of the school system or other adult, including physical contact with staff member who is intervening in a fight or other disruptive activity. (Not horseplay)		●	●	●	● 3-12 only	Level 5 if large, pre-planned, or with major injuries
Attack on Student	Physically pushing, hitting or otherwise being intentionally physically aggressive toward another student. (Not horseplay)		●	●	●	● 3-12 only	Level 5 if large, pre-planned, or with major injuries
Fighting	A physical confrontation involving two or more students.	●	●	●	●	● 6-12 only	Level 5 if large, pre-planned, or with major injuries
Serious Bodily Injury	Causing serious bodily injury which involves (a) substantial risk of death; (b) extreme physical pain; (c) protracted and obvious disfigurement; or (d) protracted loss or impairment of a function of a bodily member, organ or mental faculty. Reference: IDEA at 20 U.S.C. § 1415 (k)(7)(D) referring to 18 U.S.C. § 1365 (h)(3)				●	●	LEN
Arson/Fire	Attempting to set, aiding in setting, or setting fire to a building or other property.	●	●	●	●	● 6-12 only	LEN; Level 5 if there was intent to harm
Explosives	Possession, sale, distribution, detonation, or threat of detonation of an incendiary or explosive material or device including firecrackers, smoke bombs, flares or any combustible or explosive substance or combination of substances or articles, other than a firearm. See 18 U.S.C. §921.	●	●	●	●	● 6-12 only	LEN
Firearms	Possession of a firearm as defined in 18 U.S.C. §921. Examples include handguns, rifles, shotguns, and bombs.					●	LEN; Mandatory long-term suspension and request for expulsion
Other Guns	Possession of any type of gun, other than a firearm, loaded or unloaded, operable or inoperable. This may include any object that is a look-alike of a gun or firearm. (e.g., B-B guns, pellet guns, water guns)	●	●	●	●	● 6-12 only	LEN; Level 5 if it's loaded/operable
Other Weapons	Possession of any implement that could cause or is intended to cause bodily harm, other than a firearm or other gun.		●	●	●	● 3-12 only	LEN; Level 5 if it's likely to cause serious harm

# LEVELS OF RESPONSES

LEVEL 1	<p><b>EXAMPLES OF CLASSROOM, SUPPORT, AND TEACHER-LED RESPONSES</b></p> <p>These responses are designed to teach appropriate behavior, so students are respectful, and can learn and contribute to a safe environment. Teachers are encouraged to try a variety of teaching and classroom management strategies. 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. These responses should be used in a graduated fashion.</p> <ul style="list-style-type: none"> <li>• Classroom-based Responses (Verbal Correction, Written Reflection/Apology, Reminders/Redirection, Role Play, Daily Progress Sheet)</li> <li>• Check in with School Counselor/Resource Specialist</li> <li>• Community Conferencing</li> <li>• Detention</li> <li>• Informal and/or Preventative School-Based Mentoring</li> <li>• Parent Outreach (contact parent via telephone, e-mail or text)</li> <li>• Referral to appropriate substance abuse counseling service</li> <li>• Referral to health/mental health services</li> <li>• Restorative Practices (Follow IIRP training)</li> </ul>
LEVEL 2	<p><b>EXAMPLES OF CLASSROOM, SUPPORT, AND REMOVAL RESPONSES</b></p> <p>These responses are designed to teach appropriate behavior, so students behave respectfully, 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. These responses aim to correct behavior by stressing its severity and acknowledging potential implications for future harm, while still keeping the student in school. These responses should be used in a graduated fashion.</p> <p><b>ANY LEVEL 1 RESPONSE PLUS</b></p> <ul style="list-style-type: none"> <li>• Behavioral Contract</li> <li>• Community Service</li> <li>• Functional Behavior Assessment / Behavioral Intervention Plan</li> <li>• Referral to Student Support Team for review of 504 Plan</li> <li>• Loss of Privileges</li> <li>• Parent/Guardian and Student Conference (with Teacher)</li> <li>• Peer Mediation</li> <li>• Referral to Community-Based Organization</li> <li>• Referral to IEP Team (Student not Currently Eligible for Special Education Services)</li> <li>• Referral to IEP Team (Student Currently Receiving Special Education Services)</li> <li>• Referral to Student Support Team</li> <li>• Removal from Extracurricular Activities</li> <li>• Restitution</li> <li>• School-Based or Outside Facilitated Conflict Resolution</li> <li>• Student Court</li> <li>• Temporary Removal from Class</li> </ul>
LEVEL 3	<p><b>EXAMPLES OF SUPPORT, REMOVAL, AND ADMINISTRATIVE RESPONSES</b></p> <p>These responses engage the student's support system to ensure successful learning, and to alter conditions that contribute to the student's inappropriate or disruptive behavior. These responses aim to correct behavior by stressing its severity and acknowledging potential implications for future harm, while still keeping the student in school. These responses may involve the short-term removal of a student from the classroom. Such a removal should be limited as much as practicable without undermining its ability to adequately address the behavior. These responses should be used in a graduated fashion.</p> <p><b>ANY LEVEL 1 &amp; 2 RESPONSE PLUS</b></p> <ul style="list-style-type: none"> <li>• In-School Suspension</li> <li>• Parent/Guardian and Student Conference (with Administrator)</li> <li>• Referral to Appropriate Substance Abuse Counseling Services</li> <li>• Restorative Conference (Follow IIRP training)</li> </ul>
LEVEL 4	<p><b>EXAMPLES OF SUPPORT, REMOVAL, ADMINISTRATIVE, AND OUT-OF-SCHOOL EXCLUSIONARY RESPONSES</b></p> <p>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 self-destructive and dangerous behavior, and should be used in a graduated fashion.</p> <p><b>ANY LEVEL 1, 2, &amp; 3 RESPONSE PLUS</b></p> <ul style="list-style-type: none"> <li>• Formal Mentoring Program</li> <li>• Short-Term Out-of-School Suspension (1-3 days)</li> </ul>
LEVEL 5	<p><b>EXAMPLES OF LONG-TERM ADMINISTRATIVE, OUT-OF-SCHOOL EXCLUSIONARY, AND REFERRAL RESPONSES</b> (MAY BE ADMINISTRATOR OR DISTRICT STAFF-LED)</p> <p>These responses remove a student from the school environment for an extended period of time because of the severity of the behavior and potential implications for future harm. They may involve the placement of the student in a safe environment that provides additional structure and services. These responses promote the safety of the school community by addressing self-destructive and dangerous behavior, and should be used in a graduated fashion.</p> <p><b>ANY LEVEL 1, 2, 3, &amp; 4 RESPONSE PLUS</b></p> <ul style="list-style-type: none"> <li>• Expulsion (&gt; 45 days)</li> <li>• Extended-Term Out-of-School Suspension (11-45 days)</li> <li>• Long-Term Out-of-School Suspension (4-10 days)</li> <li>• Referral to Alternative Education</li> </ul>