# Kent County Public Schools
# Student Code of Conduct

Kent County Public Schools is committed to ensuring that all students learn in a safe and nurturing environment, and that all policies are enforced in a fair and consistent manner. Therefore, this Code of Conduct serves as guidelines that support behavioral and disciplinary policies. All students are expected to be aware of and abide by this Student Code of Conduct. Parents are asked to read this Student Code of Conduct carefully and discuss the information herein with their children.

## Levels of Responses

| Level 1 Classroom, Support, & Teacher-Led Responses | |
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| 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. | • Classroom-based Responses<br>• Check in w/School Counselor/Resource Specialist<br>• Community Conferencing<br>• Detention<br>• Informal and/or Preventative School-Based Mentoring<br>• Parent Outreach (phone, email, or text)<br>• Referral to Substance Abuse Counseling<br>• Referral to Mental Health<br>• Restorative Justice |

| Level 2 Classroom, Support, & Removal Responses | |
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| 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. | • Behavior Contract<br>• Classroom-based Responses<br>• Check in w/School Counselor/Resource Specialist<br>• Community Conferencing<br>• Community Service<br>• Detention<br>• FBA/BIP<br>• Informal and/or Preventative School-Based Mentoring<br>• Loss of Privileges<br>• Parent/Guardian, Student, & Teacher Conference<br>• Parent Outreach (phone, email, or text)<br>• Peer Mediation<br>• Referral to Substance Abuse Counseling<br>• Referral to Community-Based Organization<br>• Referral to Mental Health<br>• Referral to IEP Team (if not already receiving services)<br>• Referral to IEP Team (If already receiving services)<br>• Referral to SST |

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| | • Referral to SST for Review of 504 Plan<br>• Removal from Extracurricular Activities<br>• Restitution<br>• Restorative Practices<br>• School-Based or Outside Facilitated Conflict Resolution<br>• Student Court<br>• Temporary Removal from Class |

## Level 3
### Support, Removal, & Administrative Responses

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| 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. | • Classroom-Based Responses<br>• Behavior Contract<br>• Community Service<br>• Community Conferencing<br>• Detention<br>• FBA/BIP<br>• Informal/Preventative/Formal Mentoring<br>• ISS<br>• Loss of Privileges<br>• Parent/Guardian, Student, Administrator Conference<br>• Referral to Substance Abuse Counseling<br>• Referral to Mental Health<br>• Referral to Community-Based Organization<br>• Referral to IEP Team (if not already receiving services)<br>• Referral to IEP Team (If already receiving services)<br>• Referral to SST<br>• Referral to SST for Review of 504 Plan<br>• Removal from Extracurricular Activities<br>• Restitution<br>• Restorative Practices<br>• School-Based or Outside Facilitated Conflict Resolution<br>• Student Court<br>• Temporary Removal from Class |

## Level 4
### Support, Removal, Administrative, & Out-of-School Exclusionary Responses

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| 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. | • Formal Mentoring Program<br>• FBA/BIP<br>• ISS<br>• Loss of Privileges<br>• Parent/Guardian, Student, Administrator Conference<br>• Referral to IEP Team (if not already receiving services)<br>• Referral to IEP Team (If already receiving services)<br>• Referral to SST |

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| | • Referral to SST for Review of 504 Plan<br>• Removal from Extracurricular Activities<br>• Restitution<br>• Restorative Practices<br>• Short Term OSS (1 to 3 Days)<br>• Student Court<br>• Temporary Removal from Class |

| **Level 5**<br>**Long-Term Administrative, Out-of-School Exclusionary, & 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 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. | • Expulsion<br>• Long-Term OSS<br>• Extended Term OSS<br>• Recommend for Further Action<br>• Referral to Alternative Program<br>• Referral to IEP Team (if not already receiving services)<br>• Referral to IEP Team (If already receiving services)<br>• Referral to SST<br>• Referral to SST for Review of 504 Plan<br>• Restorative Practices |

# Offenses and Range of Responses

*The lowest intervention should be used first, followed by progressively more intensive consequences.*

LEVEL 1 - Classroom & Support Responses
LEVEL 2 - Classroom, Support, & In-School Removal (temporary removal from class)
LEVEL 3 - Support, Removal, & Administrative Response (ISS)
LEVEL 4 - Support & OSS (short-term/1 to 3 days)
LEVEL 5 - Support, OSS (long-term/4 to 10 days), Referral Responses

| LEVELS | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| **Class Cutting (101)** | | | | | |
| Failing to attend a class, after arrival to school, w/o excused reason | X | X | | | |
| Persistently failing to attend scheduled class, after arrival to school, w/o excused reason | X | X | | | |
| **Tardiness (102)** | | | | | |
| Arriving late more than once to class or school, w/o excused reason | X | X | | | |
| Persistently arriving late to school or class | X | X | | | |
| **Truancy (103)** | | | | | |
| Being absent from school w/o excused reason | X | X | | | |
| Being persistently truant | X | X | | | |

| Disrespect (701) | | | | | |
| --- | --- | --- | --- | --- | --- |
| Making intentional & harmful gestures, verbal or written comments, or symbols to others | X | X | | | |
| Being insubordinate: repeatedly or persistently disrespectful, in defiance of authority | | X | X | | |
| **Disruption (704)** | | | | | |
| Intentionally engaging in minor behavior distracting from the learning environment | X | | | | |
| Intentionally & persistently engaging in minor behavior that distracts from the learning environment | X | X | X | | |
| Intentionally engaging in moderate to serious behavior that distracts from teaching and learning, and directly affects the safety of others | X | X | X | X | |
| **Dress Code (706)** | | | | | |
| Violating dress code after warning | X | | | | |
| Persistently violating dress code after warnings | X | X | | | |

| Sexual Activity (603) | | | | | |
| --- | --- | --- | --- | --- | --- |
| Engaging in inappropriate behavior of a sexual nature | | X | X | X | X |
| **Sexual Attack (601)** | | | | | |
| Intentionally engaging in behavior towards another that is physically, sexually aggressive | | | X | X | X |
| **Bullying and/or Harassment (407)  Sexual Harassment (602)** | | | | | |
| Engaging in harassment<br>*Level 5 response only permitted from students in grades 6 - 12* | X | X | X | X | X |
| Engaging in sexual harassment<br>*Level 5 response only permitted from students in grades 6 - 12* | | X | X | X | X |
| Engaging in persistent bullying including cyberbullying<br>*Level 5 response only permitted from students in grades 6 - 12* | | X | X | X | X |
| **Threat to Adult (403)  Threat to Student (404)  Extortion (406)** | | | | | |
| Expressing (orally, in writing, or by gesture) intent to do physical harm to others | X | X | X | X | |
| Engaging in extortion: Using a threat (w/o weapon) to get person to turn over property<br>*Level 5 response only permitted from students in grades 6 - 12* | | X | X | X | X |
| Engaging in persistent threats or extortion<br>*Level 5 response only permitted from students in grades 6 - 12* | | X | X | X | X |
| **False Alarm/Bomb Threat (502)** | | | | | |
| Initiate a warning of a fire or other catastrophe w/o cause | | X | X | X | |

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| Making a bomb threat or threatening a school shooting<br>*Level 5 response only permitted from students in grades 6 - 12* | | X | X | X | X |

**Academic Dishonesty (801)**

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| Plagiarizing, such by taking someone else's work or ideas; forgery, such as faking a signature of a teacher of parent; cheating | X | X | X | | |

**Theft (803)**

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|---|---|---|---|---|---|
| Taking property w/o owner's permission, where the taker is an ES student | X | X | | | |
| Taking property w/o owner's permission | | X | X | | |
| Taking property w/o owner's permission, where the theft is especially serious based on the circumstances | | | X | X | |

**Destruction of Property (806)**

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|---|---|---|---|---|---|
| Causing accidental damage | X | | | | |
| Causing damage to school/other's property | X | X | X | | |
| Causing damage to school/other's property, where the act is especially serious based on circumstances | | X | X | X | |

**Alcohol (201)**

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|---|---|---|---|---|---|
| Being under the influence of alcohol<br>*Level 5 response only permitted from students in grades 6 - 12* | X | X | X | X | X |
| Using/possessing alcohol<br>*Level 5 response only permitted from students in grades 6 - 12* | X | X | X | X | X |
| Distributing or selling alcohol<br>*Level 5 response only permitted from students in grades 6 - 12* | | X | X | X | X |

**Inhalants (202)**

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|---|---|---|---|---|---|
| Being under the influence of inhalants<br>*Level 5 response only permitted from students in grades 6 - 12* | X | X | X | X | X |
| Using/possessing inhalants<br>*Level 5 response only permitted from students in grades 6 - 12* | X | X | X | X | X |
| Distributing/selling inhalants<br>*Level 5 response only permitted from students in grades 6 - 12* | X | X | X | X | X |

**Drugs/Controlled Substances (203)**

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| Unauthorized use/possession of non-illegal drugs | X | X | X | | |
| Being under the influence of illegal drugs<br>*Level 5 response only permitted from students in grades 6 - 12* | X | X | X | X | X |
| Using/possessing illegal drugs | X | X | X | X | |

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| Distributing/selling non-illegal or illegal drugs<br>*Level 5 response only permitted from students in grades 6 - 12* | | | X | X | X |

**Tobacco (204)**

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| Using/possessing tobacco/e-cigarettes | X | X | | | |

**Fighting (405)        Attack on Adult (401)        Attack on Student (402)**

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| Shoving, pushing, or otherwise being physically aggressive toward another in the context of a fight | X | X | X | | |
| Engaging in a fight | X | X | X | X | |

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| Engaging in a fight which may be large, pre-planned, extended, and/or resulting in major injuries or otherwise especially serious circumstances<br>*Level 5 response only permitted from students in grades 6 - 12* | | X | X | X | X |

**Serious Bodily Injury (408)**

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| Intentionally behaving in a way that unintentionally causes serious bodily injury | | | X | X | |
| Intentionally causing serious bodily injury | | | | X | X |

**Trespassing (804)**

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| Being on school property w/o permission, including while on suspension or expulsion | X | X | X | X | X |

**Inappropriate Use of Personal Electronics (802)**

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| Having out a personal electronic device after warning | X | | | | |
| Persistently having out a personal electronic device, in defiance of school rules | X | X | X | | |

**Explosives (503)**

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| Possessing an incendiary or explosive device or material or any combination of combustible or explosive substances, other than a firearm, that can cause harm to people or property<br>*Level 5 response only permitted from students in grades 6 - 12* | X | X | X | X | X |
| Detonating or threatening to detonate an incendiary or explosive device or material<br>*Level 5 response only permitted from students in grades 6 - 12* | | X | X | X | X |

**Firearms (301)**

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| Possessing a firearm as defined in 18 U.S.C. § 921 | | | | | X |

**Other Guns (302)**

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| Possessing, using, threatening to use a look-alike gun | X | X | | | |
| Possessing, using, threatening to use unloaded/inoperable non-firearm gun | | X | X | X | |
| Possessing, using, threatening to use a loaded/operable non-firearm gun<br>*Level 5 response only permitted from students in grades 6 - 12* | | | X | X | X |

| Other Weapons (303) | | | | | |
|---|---|---|---|---|---|
| Possessing an implement that could potentially cause injury, w/o intent to use it as weapon | X | X | X | | |
| Possessing an implement that could potentially cause injury with intent to use it as a weapon | | X | X | X | |
| Using or threatening to use as a weapon an implement that is likely to cause serious bodily harm<br>*Level 5 response only permitted from students in grades 6 - 12* | | | X | X | X |
| **Arson/Fire (501)** | | | | | |
| Setting or attempting to set a fire or helping others to set a fire w/o intent to possibly endanger others | X | X | X | X | |
| Setting a fire or helping others to set a fire w/ intent to endanger others or w/ result of destroying valuable property<br>*Level 5 response only permitted from students in grades 6 - 12* | | X | X | X | X |
| Possessing, using, threatening to use unloaded/inoperable non-firearm gun | | X | X | X | |