



## Levels of Behaviors, Interventions and Responses

Level One	<b>Level One Behavior Definition</b> 1. Behavior that is disruptive to the school environment of student/others. 2. Refusal to comply with reasonable requests. 3. Behavior that is generally managed with a brief intervention by an adult present in that setting.	
	<b>Level One Behavior Examples</b> <ul style="list-style-type: none"> <li>• Name Calling</li> <li>• Non-verbal disrespect</li> <li>• Inappropriate language</li> <li>• Out of area</li> <li>• Hand/head out of bus window</li> <li>• Not seated on bus</li> </ul>	
	<b>Level One Behavior Interventions and Responses</b> 1. Select and implement interventions and responses that maintain the continuity of the student's instruction or are least disruptive. 2. Consider use of interventions from multiple categories as appropriate. 3. Review and consider a student's IEP or IAP(504 Plan) prior to implementing interventions and responses. 4. Communicate with parents/guardians about reoccurring behaviors & interventions.	
	<b>Category A</b> <b>Skills-Based Supports</b> <ul style="list-style-type: none"> <li>• Reminder/Redirection of classroom routines and rituals</li> <li>• Reminder/Redirection on ways to ask for help or solve problems</li> <li>• Reminder/Redirection on ways to manage emotions</li> <li>• Reminder/Redirection of appropriate classroom language</li> </ul>	<b>Category B</b> <b>Restorative Practices</b> <ul style="list-style-type: none"> <li>• Quick individual skill coaching</li> </ul>
	<b>Category C</b> <b>Staff/Administrative Actions</b> <ul style="list-style-type: none"> <li>• Fidelity check of school-wide systems, structures and supports</li> <li>• Review (classroom/non-classroom) behavior management plan including social skills teaching and reinforcement</li> <li>• Classroom/non-classroom supports</li> <li>• Time out of classroom: less than 15 min.</li> <li>• Seat change, assigned seating</li> <li>• Loss of setting privileges</li> </ul>	<b>Category D</b> <b>Optional Administrative Actions That May Result in Removal from Instruction</b>  There are no Category D Responses for Level One behaviors.



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Level Two	<b>Level Two Behavior Definition</b> <ol style="list-style-type: none"> <li>1. Repeated or significant incident(s) of Level One infractions.</li> <li>2. Disordered behavior towards another student, staff, volunteer, etc.</li> <li>3. Behavior that is generally managed with a brief intervention by an adult present in that setting, and may include additional brief contact with support staff.</li> </ol>	
	<b>Level Two Behavior Examples</b> <ul style="list-style-type: none"> <li style="width: 50%;">• Swearing at another person</li> <li style="width: 50%;">• Inappropriate use of personal electronic device</li> <li style="width: 50%;">• Electronic based aggression including inappropriate social networking content</li> <li style="width: 50%;">• Possession/use of tobacco on school facility</li> <li style="width: 50%;">• Bullying, cyber-bullying</li> <li style="width: 50%;">• Possession of over the counter medication against policy</li> <li style="width: 50%;">• Accessing inappropriate content online</li> <li style="width: 50%;">• Cheating, plagiarism, etc.</li> </ul>	
	<b>Level Two Behavior Interventions and Responses</b> <ol style="list-style-type: none"> <li>1. Select and implement interventions and responses that maintain the continuity of the student’s instruction or are least disruptive.</li> <li>2. Consider use of interventions from prior levels &amp; multiple categories.</li> <li>3. Review and consider a student’s IEP or IAP(504 Plan) prior to implementing interventions and responses.</li> <li>4. Communicate with parents/guardians about the behaviors and interventions.</li> </ol>	
	<b>Category A</b> <b>Skills-Based Supports</b> <ul style="list-style-type: none"> <li>• Re-teaching classroom routines &amp; rituals</li> <li>• Re-teaching ways to ask for help, solve problems, manage emotions</li> <li>• Self-charting of behaviors</li> <li>• Skill practice/role play</li> <li>• Individual skill coaching for targeted student &amp; aggressor in bullying/harassment incidents</li> <li>• “Chill Pass” and contract</li> </ul>	<b>Category B</b> <b>Restorative Practices</b> <ul style="list-style-type: none"> <li>• Guided conversations using restorative questions</li> <li>• Peace-keeping Circle for problem solving</li> <li>• Community Service (as restitution)</li> <li>• Peer mediation (not to be used for bullying or harassment incidents)</li> <li>• Reflective essay</li> <li>• Restorative back to class plan</li> </ul>
	<b>Category C</b> <b>Staff/Administrative Actions</b> <ul style="list-style-type: none"> <li>• Develop a student skill plan</li> <li>• Initiate behavior intervention plan</li> <li>• Formalize check-in/out plan with adult</li> <li>• Buddy Room</li> <li>• Detention</li> <li>• Loss of setting privileges</li> <li>• Alternative Instruction Room</li> <li>• Referral to Student Assistance team</li> </ul>	<b>Category D</b> <b>Optional Administrative Actions That May Result in Removal from Instruction</b> <ul style="list-style-type: none"> <li>• In school removal from instruction 1 day or less. Consider student’s age and understanding for K-5.</li> </ul>



## Levels of Behaviors, Interventions and Responses

Level Three	<b>Level Three Behavior Definition</b> <ol style="list-style-type: none"> <li>1. Repeated or significant incident(s) of Level Two infractions.</li> <li>2. Behaviors targeted at or targeting others.</li> <li>3. Behaviors interfering with safety equipment.</li> </ol>	
	<b>Level Three Behavior Examples</b> <ul style="list-style-type: none"> <li>• Fighting</li> <li>• Threats/intimidation</li> <li>• Extortion</li> <li>• Sexting</li> <li>• Theft or vandalism under \$500.00</li> <li>• Property offenses</li> <li>• Substance impairment</li> <li>• Possession of stolen property</li> <li>• Propping open secured facility doors or bus doors</li> <li>• Opening, entering or leaving the bus through emergency exit</li> <li>• Holding onto exterior portion of bus</li> </ul>	
	<b>Level Three Behavior Interventions and Responses</b> <ol style="list-style-type: none"> <li>1. Select and implement interventions and responses that maintain the continuity of the student's instruction or are least disruptive.</li> <li>2. Consider use of interventions from prior levels &amp; multiple categories.</li> <li>3. Review and consider a student's IEP or IAP(504 Plan) prior to implementing interventions and responses.</li> <li>4. Communicate with parents/guardians about the behaviors and interventions.</li> <li>5. Document behavior in student information system.</li> </ol>	
	<b>Category A</b> <b>Skills-Based Supports</b> <ul style="list-style-type: none"> <li>• Small group skill instruction</li> <li>• Lessons in anger management, conflict resolution, bus safety, etc.</li> </ul>	<b>Category B</b> <b>Restorative Practices</b> <ul style="list-style-type: none"> <li>• Restorative back to class plan</li> <li>• Staff-led mediation for incidents involving equal power between persons</li> <li>• Restitution for property incidents</li> </ul>
	<b>Category C</b> <b>Staff/Administrative Actions</b> <ul style="list-style-type: none"> <li>• Referral to Student Assistance team</li> <li>• Loss of classroom/setting privileges</li> <li>• Saturday school</li> <li>• Alternative Instruction Room</li> <li>• Student-staff conference</li> <li>• Change in classroom assignment</li> <li>• Consult with School Resource Officer</li> <li>• Loss of transportation (bus) privileges no more than 1 day for bus behaviors</li> </ul>	<b>Category D</b> <b>Optional Administrative Actions That May Result in Removal from Instruction</b> <ul style="list-style-type: none"> <li>• In school removal from instruction 1 day or less.</li> <li>• Out of school removal from instruction 1 day or less. Consider student's age and understanding for K-5.</li> </ul>



## Levels of Behaviors, Interventions and Responses

Level Four	<b>Level Four Behavior Definition</b> 1. Repeated or significant incident(s) of Level Three infractions. 2. Behaviors that involve safety issues.	
	<b>Level Four Behavior Examples</b> <ul style="list-style-type: none"> <li>• Suspected substance use or possession</li> <li>• Possession of drug paraphernalia</li> <li>• Assault</li> <li>• Terroristic threats</li> <li>• Theft or vandalism over \$500</li> </ul>	
	<b>Level Four Behavior Interventions and Responses</b> 1. Select and implement interventions and responses that maintain the continuity of the student’s instruction or are least disruptive. 2. Consider use of interventions from prior levels & multiple categories. 3. Review and consider a student’s IEP or IAP(504 Plan) prior to implementing interventions and responses. 4. Communicate with parents/guardians about the behaviors and interventions. 5. Document behavior in student information system.	
	<b>Category A</b> <b>Skills-Based Supports</b> <ul style="list-style-type: none"> <li>• Individual coaching by licensed support staff</li> </ul>	<b>Category B</b> <b>Restorative Practices</b> <ul style="list-style-type: none"> <li>• Restorative transition back to class plan</li> <li>• Neutral party mediation</li> <li>• Family Group Conference</li> <li>• Restitution for property incidents</li> </ul>
	<b>Category C</b> <b>Staff/Administrative Actions</b> <ul style="list-style-type: none"> <li>• Consultation with related MPS subject matter experts (Emergency Management and Safety and Security, General Counsel, Equity and Diversity, Student Support Services)</li> <li>• Consultation with the School Resource Officer</li> <li>• Refer to or review with Student Assistance team</li> <li>• Pre-assessment team referral for alcohol or drug incidents</li> <li>• Loss of transportation (bus) privileges, 1-4 days for behavior on the bus</li> </ul>	<b>Category D</b> <b>Optional Administrative Actions That May Result in Removal from Instruction</b> <ul style="list-style-type: none"> <li>• Out of school removal from instruction not to exceed 4 days. Consider student’s age and understanding for K-5.</li> </ul>



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Level Five	<b>Level Five Behavior Definition</b> 1. Behaviors identified as expellable offenses.	
	<b>Level Five Expellable Offenses</b>	
	<ul style="list-style-type: none"> <li>• Weapons possession or use</li> <li>• Arson; Pyrotechnics</li> <li>• Drug or alcohol sale/intent to sell</li> <li>• Sexual assault</li> <li>• Severe physical assault</li> <li>• Bomb threats</li> <li>• Bombs or incendiaries</li> <li>• Robbery</li> </ul>	
	<b>Level Five Behavior Interventions and Responses</b>	
	<ol style="list-style-type: none"> <li>1. Select and implement interventions and responses that maintain the continuity of the student’s instruction or are least disruptive.</li> <li>2. Consider use of interventions from prior levels &amp; multiple categories.</li> <li>3. Review and consider a student’s IEP or IAP(504 Plan) prior to implementing interventions and responses.</li> <li>4. Communicate with parents/guardians about the behaviors and interventions.</li> <li>5. Document behavior in student information system.</li> </ol>	
<b>Category A</b> <b>Skills-Based Supports</b>	<b>Category B</b> <b>Restorative Practices</b>	
<ul style="list-style-type: none"> <li>• Individual coaching by licensed support staff (may be at a new site)</li> </ul>	<ul style="list-style-type: none"> <li>• Family Group Conference, may be as part of a move to a new setting</li> </ul>	
<b>Category C</b> <b>Staff/Administrative Actions</b>	<b>Category D</b> <b>Optional Administrative Actions That May Result in Removal from Instruction</b>	
<ul style="list-style-type: none"> <li>• Consultation with related MPS subject matter experts(Emergency Management and Safety and Security, General Counsel, Equity and Diversity, Student Support Services)</li> </ul>	<ul style="list-style-type: none"> <li>• Out of school removal from instruction 5 or more days (10 days if there is a Recommendation for Expulsion). Consider student’s age and understanding for K-5.</li> <li>• Recommendation for Expulsion</li> <li>• Consult with/refer to local law enforcement</li> </ul>	

## Behavior Examples: Definitions and Level Response Options

<b>Level 1:</b> Behaviors disruptive to the school environment of self and/or others.	<b>Level 2:</b> Repeated or significant Level One infractions. Disordered behavior toward another student, staff, volunteer, etc.	<b>Level 3:</b> Repeated or significant Level Two infractions. Behaviors targeted at others or interfere with safety equipment.	<b>Level 4:</b> Repeated or significant Level Three infractions. Behaviors that implicate safety.	<b>Level 5:</b> Behaviors identified as expellable offenses.	
<ul style="list-style-type: none"> <li>Start with the lowest appropriate level response while considering a student’s IEP/IAP, age and understanding, past history of similar offenses, and severity of the incident.</li> <li>Discovery coding questions for Levels 3-5 may be referred to subject matter experts.</li> </ul>					
ALPHABETICAL LISTING	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<b>ACADEMIC DISHONESTY</b>					
Cheating, plagiarizing	●	●	Not available as an option	Not available as an option	Not available as an option
<b>ALCOHOL</b>					
Suspected impairment	Not available as an option	Not available as an option	●	●	Not available as an option
Using, possessing or distributing	Not available as an option	Not available as an option	●	●	●
<b>ARSON</b>					
Illegal fire setting or attempts	Not available as an option	Not available as an option	Not available as an option	Not available as an option	●
<b>ASSAULT</b>					
Intentional infliction of or attempt to inflict physical or sexual bodily harm upon another	Not available as an option	Not available as an option	●	●	●
<b>BOMB</b>					
Use of an incendiary or explosive device that intends to or leads to malicious destruction of property or personal harm	Not available as an option	Not available as an option	Not available as an option	Not available as an option	●
<b>BOMB THREAT</b>					
Verbal, electronic or written threat to detonate an incendiary or explosive device to cause property damage or injuries, whether or not such a device actually exists	Not available as an option	Not available as an option	●	●	●

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Level 1: Behaviors disruptive to the school environment of self and/or others.	Level 2: Repeated or significant Level One infractions. Disordered behavior toward another student, staff, volunteer, etc.	Level 3: Repeated or significant Level Two infractions. Behaviors targeted at others or interfere with safety equipment.	Level 4: Repeated or significant Level Three infractions. Behaviors that implicate safety.	Level 5: Behaviors identified as expellable offenses.		
<ul style="list-style-type: none"> <li>Start with the lowest appropriate level response while considering a student's IEP/IAP, age and understanding, past history of similar offenses, and severity of the incident.</li> <li>Discovery coding questions for Levels 3-5 may be referred to subject matter experts.</li> </ul>						
ALPHABETICAL LISTING		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<b>BULLYING</b>						
Repeated incidents of harm directed at another individual or group in which there is an imbalance of power, including direct physical, verbal or non-verbal bullying and indirect bullying such as instigation or exclusion		●	●	●	●	●
<b>BUS BEHAVIORS</b>						
Hands, head out of bus, standing		●	●	●	Not available as an option	Not available as an option
Opening, entering or leaving through emergency exits without permission; propping open doors, holding on to exterior of bus		Not available as an option	Not available as an option	●	●	Not available as an option
<b>CONTROLLED SUBSTANCES</b>						
Refers to prescription medication - not illegal drugs such as marijuana - includes possession or use of own (without following district policy regarding use or possession on campus) or someone else's prescription medication such as Ritalin (or other stimulants), Oxycontin (or other pain medications), or other medications such as antidepressants, tranquilizers or barbiturates						
● Under the influence		Not available as an option	Not available as an option	●	●	Not available as an option
● Using or possessing		Not available as an option	Not available as an option	●	●	●
● Distributing or selling, including intent to sell		Not available as an option	Not available as an option	Not available as an option	Not available as an option	●

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Level 1: Behaviors disruptive to the school environment of self and/or others.	Level 2: Repeated or significant Level One infractions. Disordered behavior toward another student, staff, volunteer, etc.	Level 3: Repeated or significant Level Two infractions. Behaviors targeted at others or interfere with safety equipment.	Level 4: Repeated or significant Level Three infractions. Behaviors that implicate safety.	Level 5: Behaviors identified as expellable offenses.		
<ul style="list-style-type: none"> <li>Start with the lowest appropriate level response while considering a student's IEP/IAP, age and understanding, past history of similar offenses, and severity of the incident.</li> <li>Discovery coding questions for Levels 3-5 may be referred to subject matter experts.</li> </ul>						
ALPHABETICAL LISTING		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<b>COMPUTER / ELECTRONIC DEVICE</b>						
Unauthorized access or interception, data or system interference, misuse of any electronic device	Not available as an option	●	●	●	●	Not available as an option
<b>CYBER-BULLYING</b>						
The use of technology, email, instant messaging, text messaging, social networking sites or other types of electronic technology to bully, intimidate or harm an individual or group of people	Not available as an option	●	●	●	●	●
<b>DISRUPTIVE BEHAVIORS</b>						
Failure to comply with request; persistent lack of cooperation. <ul style="list-style-type: none"> <li>behavior that interrupts class or other activity including shouting, rough-housing, persistent out of area behavior</li> <li>behavior which creates an unsafe situation for students or staff</li> <li>displaying behavior which is demeaning, derogatory or confrontational such as vulgar gesture</li> </ul>	●	●	●	Not available as an option	Not available as an option	
<b>DRESS CODE VIOLATION</b>						
Wearing clothing or items inconsistent with school dress code	●	●	Not available as an option	Not available as an option	Not available as an option	Not available as an option



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<ul style="list-style-type: none"> <li>Start with the lowest appropriate level response while considering a student's IEP/IAP, age and understanding, past history of similar offenses, and severity of the incident.</li> <li>Discovery coding questions for Levels 3-5 may be referred to subject matter experts.</li> </ul>					
ALPHABETICAL LISTING	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<b>DRUGS, ILLEGAL</b>					
Refers to drug use, possession, intent to sell/sales - includes inhalants, marijuana and cocaine, drug paraphernalia and look-alike drugs and synthetics - NOT to be used for prescription controlled substances or over the counter medication use/possession against school policy.					
<ul style="list-style-type: none"> <li>Under the influence of drugs</li> </ul>	Not available as an option	Not available as an option	●	●	Not available as an option
<ul style="list-style-type: none"> <li>Using or possessing</li> </ul>	Not available as an option	Not available as an option	●	●	●
<ul style="list-style-type: none"> <li>Distributing or selling, including intent to sell</li> </ul>	Not available as an option	Not available as an option	Not available as an option	Not available as an option	●
<b>EXTORTION</b>					
Obtaining money, property or services from another person through coercion, intimidation or through verbal, electronic or written threats of physical or reputational harm	Not available as an option	Not available as an option	●	●	●
<b>FIGHTING</b>					
Physical aggression or violence between two or more individuals with the intent to do harm	Not available as an option	Not available as an option	●	●	●
<b>HARASSMENT</b>					
Language, gestures or other actions that the student can be reasonably expected to know is hurtful or discriminatory	●	●	●	●	●

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<ul style="list-style-type: none"> <li>Start with the lowest appropriate level response while considering a student's IEP/IAP, age and understanding, past history of similar offenses, and severity of the incident.</li> <li>Discovery coding questions for Levels 3-5 may be referred to subject matter experts.</li> </ul>						
ALPHABETICAL LISTING		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<b>HAZING</b>						
Committing a potentially harmful act against a student or coercing a student into committing such an act, in order for the student to be initiated into or affiliated with an organization or for any other purpose	Not available as an option	Not available as an option	●	●	●	
<b>INCITING A DISTURBANCE</b>						
Actions that cause school officials to forecast a substantial disruption of or material interference with school activities, such as inciting a riot	Not available as an option	Not available as an option	Not available as an option	●	●	
<b>INSUBORDINATION</b>						
Refusal to comply with reasonable requests, rules, policies or directions of an adult - includes trespassing on school property	●	●	●	Not available as an option	Not available as an option	
<b>OVER THE COUNTER MEDICATIONS</b>						
See MPS Policy 6692. Consult with Licensed School Nurse or Nursing Services regarding self-carry rules/procedures for OTC pain medications						
<ul style="list-style-type: none"> <li>Possession or use of over the counter medications without permission</li> </ul>	Not available as an option	●	Not available as an option	Not available as an option	Not available as an option	
<ul style="list-style-type: none"> <li>Sale or distribution of over the counter medications</li> </ul>	Not available as an option	Not available as an option	Not available as an option	●	●	
<b>PYROTECHNICS</b>						
Possession or use of pyrotechnic devices on school property. Includes but not limited to devices such as fireworks and smoke/stink bombs	Not available as an option	Not available as an option	●	●	●	

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<ul style="list-style-type: none"> <li>Start with the lowest appropriate level response while considering a student's IEP/IAP, age and understanding, past history of similar offenses, and severity of the incident.</li> <li>Discovery coding questions for Levels 3-5 may be referred to subject matter experts.</li> </ul>						
ALPHABETICAL LISTING		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<b>ROBBERY</b>						
The act of theft using force or the threat of force		Not available as an option	Not available as an option	Not available as an option	●	●
<b>TERRORISTIC THREATS</b>						
Direct or indirect threat to commit an act of violence with the intent to terrorize another individual or group, cause evacuation of school property including buses or to cause terror with reckless disregard of the risk of causing such terror or inconvenience		Not available as an option	Not available as an option	Not available as an option	●	●
<b>THEFT</b>						
Intentional use or taking possession of another's property without permission or rightful claim						
<ul style="list-style-type: none"> <li>Minor theft</li> </ul>		●	●	Not available as an option	Not available as an option	Not available as an option
<ul style="list-style-type: none"> <li>Significant theft</li> </ul>		Not available as an option	Not available as an option	●	●	●
<b>THREAT / INTIMIDATION</b>						
Explicit or implicit speech (verbal, electronic or written) or action with the intent of causing fear of harm or making another do something against their will		Not available as an option	●	●	●	●
<b>TOBACCO</b>						
Possession or use of a tobacco based or look-alike product such as but not limited to, electronic cigarettes		Not available as an option	●	●	Not available as an option	Not available as an option

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<ul style="list-style-type: none"> <li>Start with the lowest appropriate level response while considering a student's IEP/IAP, age and understanding, past history of similar offenses, and severity of the incident.</li> <li>Discovery coding questions for Levels 3-5 may be referred to subject matter experts.</li> </ul>						
ALPHABETICAL LISTING		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
VANDALISM / PROPERTY DAMAGE						
Willful or malicious destruction, injury, disfigurement or defacement of school or personal property on school grounds without consent of the owner						
<ul style="list-style-type: none"> <li>Minor damage</li> </ul>	●	●	Not available as an option	Not available as an option	Not available as an option	Not available as an option
<ul style="list-style-type: none"> <li>Significant damage</li> </ul>	Not available as an option	Not available as an option	●	●	●	●
VERBAL ABUSE						
Intentional use of language directed to another that the student can reasonably be expected to know is hurtful - includes name-calling, profanity or other types of inappropriate use of words	●	●	●	Not available as an option	Not available as an option	Not available as an option
WEAPON						
Possession or use of a firearm (loaded or unloaded) or of any item designed as a weapon that is capable of producing death or great bodily harm - includes objects modified from original purpose or look-alike weapons (regardless of capability to produce death or great bodily harm)						
<ul style="list-style-type: none"> <li>Possession or use of a look-alike, or toy weapon, firearm or explosive, or for incidents in which weapon possession or intent does not create a safety issue</li> </ul>	Not available as an option	●	●	●	●	●
<ul style="list-style-type: none"> <li>Possession, use or distribution of firearm, weapon, or explosive device as defined in district policy and regulations</li> </ul>	Not available as an option	Not available as an option	Not available as an option	●	●	●