



Toledo Public Schools

Student Code of Conduct

Toledo Public Schools

Introduction



Summary of the TPS Policy on Student Behavior

Toledo Public Schools’ mission is to produce college and career ready graduates through a rigorous curriculum across all grade levels by implementing Ohio’s new learning standards with fidelity. To make that mission a success, a top priority of District leaders is to create a safe, inclusive and productive environment for educators to effectively help students learn and grow.

Everyone has a role to play in ensuring that schools are safe places, where all members of the school community are respected and know how they contribute to excellent teaching and learning for all students. This Code of Conduct defines behavior expectations and provides responses to, and interventions for behavior that does not meet the expectations. Please note that the interventions and behaviors covered by the definitions are not limited to the examples given. The Toledo Board of Education annually reviews the Code of Conduct and makes needed changes to the way school discipline is enforced. In addition to the Code of Conduct, each school has its own Positive School Climate Plan that includes activities for teaching and encouraging expected behaviors.

The Code of Conduct was developed to provide consequences that consider the circumstances and seriousness of an incident, while also focusing on ways to redirect behavior and teach students appropriate social-emotional skills. All members of the school community, including students, parents and guardians, principals, school staff, and the District office, have rights and responsibilities that support an inclusive and safe school community. Disciplinary responses focus on teaching expectations, social and emotional learning and promoting positive relationships, using intervention strategies to prevent reoccurrence of the discipline situation. The use of suspensions as a disciplinary measure will be used as a last resort to minimize the amount of time that students spend out of the classroom. Toledo Public Schools (TPS or the District) is committed to providing a safe environment for all students and providing additional behavioral interventions to students if needed. The Code of Conduct is communicated by each school to all students and their families. Please take time as a family to review this Code of Conduct, and to talk about the behavior that TPS expects for all students. **If you have questions or concerns, please speak with your principal or contact the Office of Pupil Placement at 419-671-0812.**

SCHOOL CLIMATE AND CULTURE

TPS defines school climate as the elements in a school related to effective leadership, positive relationships, engaging teaching and learning, welcoming physical environment, and safety. Positive relationships are critical to creating a positive school climate. School leaders set the tone and expectations for the entire school community, paving the way for all members of that community to take meaningful steps to improve school climate.

Schools with a positive climate and culture have:

- Effective leadership that creates and communicates clear expectations and is accessible and supportive of school staff and staff development
- Positive relationships with all stakeholders, students, parents, teachers/staff, school Resource Officer, and community partners
- Training and resources to resolve conflicts peacefully and respectfully, with suspensions used only as a disciplinary measure of last resort
- Supports for students who are experiencing emotional crisis, trauma, or serious challenges in their homes or communities
- Engaging academic and extracurricular activities for students that meet behavioral, developmental, and academic needs
- Effective communication among schools, parents, and communities
- Clean, well-maintained, and welcoming environments that clearly demonstrate school pride and a love of learning
- A learning environment where students and staff feel physically and emotionally safe

READY – RESPECTFUL – RESPONSIBLE/SAFE:

Code of Conduct Principles for Student Behavior

TPS's approach to discipline is to be proactive in helping students learn and practice positive behavior, while also providing alternatives to suspensions and expulsions. The Student Code of Conduct establishes clear guidelines and definitions for what behavior is expected from students, using the Positive School Climate program. This proactive approach to discipline acknowledges positive behavior with an aim to head off problems before they start and intervene early when problems arise. The building blocks of Positive School Climate are Positive Behavior Intervention and Supports, a data-driven, prevention-focused approach for meeting the behavioral needs of all students. Every school will also have a School Core Behavior Team, a group of faculty, staff, and/or administrators, who will implement the school's Positive School Climate and regularly review the school's discipline data overall for student groups, such as race/ethnicity and disability, to identify disparities.

The Code of Conduct is based on three key principles that articulate TPS's expectations for student behavior while at school or school-related activities:

Be Ready

I demonstrate pride in myself, in my future, and in my school by arriving on time, dressed appropriately and prepared to focus on my studies.

Be Respectful

My words, actions, and attitudes demonstrate respect for myself and others at all times.

Be Responsible/Safe

I seek positive relationships with all members of the school community and I help restore relationships with school community members that are affected by my conduct.

I always seek the most peaceful means of resolving conflict and I obtain the assistance of teachers, administrators, or school staff when I am unable to resolve conflicts on my own.

I take pride in promoting a safe and clean learning environment at my school.

If TPS staff members teach students to abide by these principles, the learning environment in all schools will be strengthened.

Purpose of a Positive School Climate Plan

- To create an environment where teaching and learning can thrive
- To promote character development so students can make meaningful contributions to their school and their community
- To keep students engaged in classroom instruction as part of their regular schedule, thereby reducing the numbers of suspensions and expulsions and maximizing the time students spend in the general education classroom
- To get families and community members involved in fostering safe and successful learning environments
- To address the social and emotional needs of all students
- To include restorative practices in all reintegration procedures
- To apply the code of conduct equitably regardless of disability status, race, ethnicity, national origin, gender, sexual orientation, and religion

Positive Behavior Intervention and Supports (PBIS)

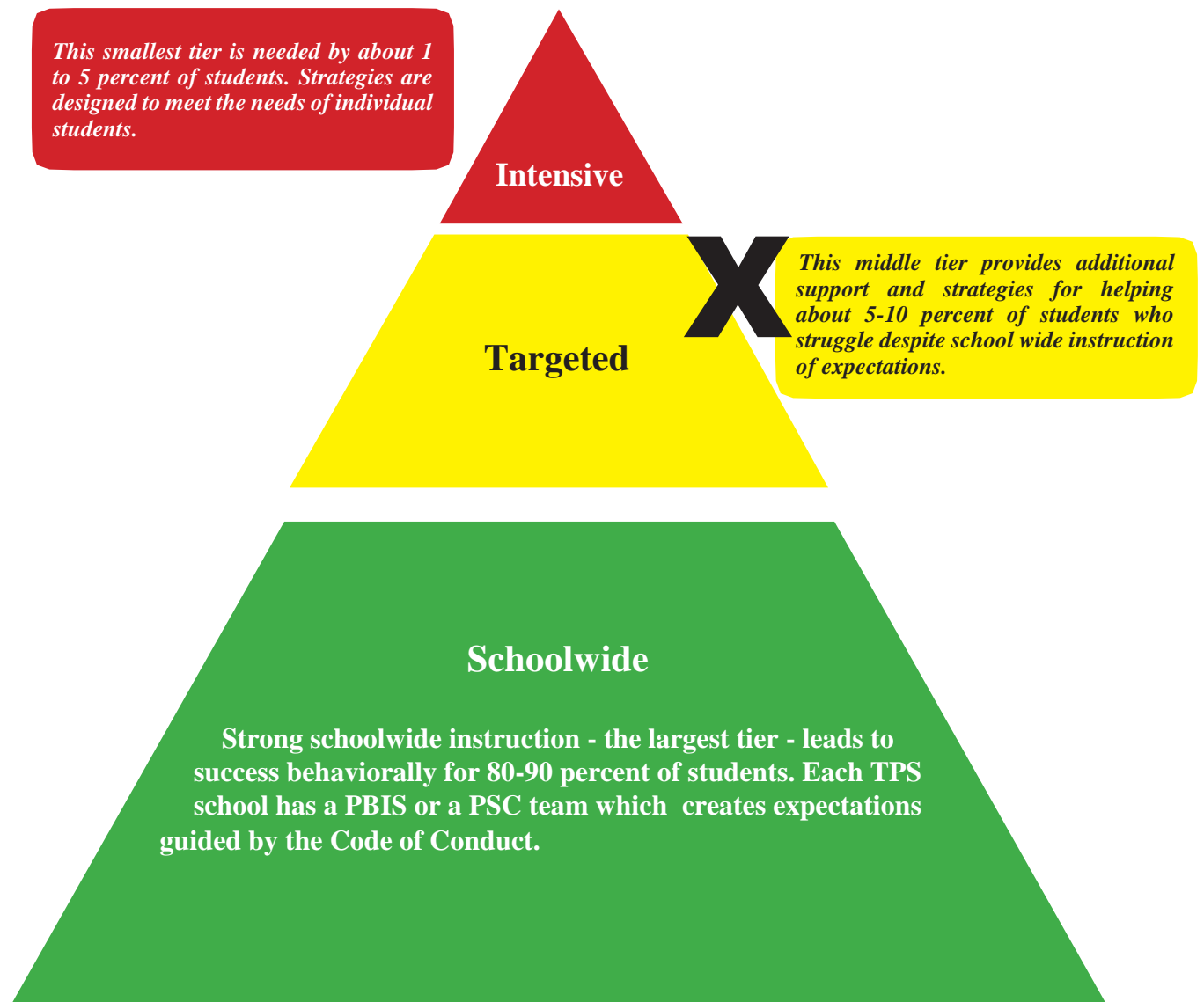
The building blocks of Positive School Climate are Positive Behavior Intervention and Supports (PBIS), a data-driven, prevention-focused approach for meeting the behavioral needs of all students.

This framework is part of the TPS Pyramid of Supports, a proven step-by-step process that uses both prevention and intervention techniques to meet the needs of the whole child.

TPS Pyramid of Supports

PBIS/PSC consists of three tiers of support:

Schoolwide, Targeted and Intensive.



Application of the Code of Conduct

The Student Code of Conduct applies to all TPS students at all times when they are inside school buildings, on school grounds and at school-related activities. It is also enforced when students are riding to and from school on both the yellow and TARTA buses.

Other incidents that occur off school grounds are generally not addressed by TPS or its Student Code of Conduct. However, we recognize that some incidents that occur off school grounds may seriously affect school safety and school climate. In those cases, TPS may implement intervention or disciplinary responses based on their direct impact on school safety and school climate.

Students with Disabilities

TPS recognizes that additional steps must be taken when students with disabilities are disciplined. The Student Code of Conduct requires principals and school staff to follow Board policies, administrative procedures, and state and federal laws concerning the discipline of students with disabilities, including procedures for determining manifestation (that is, whether the behavior is linked to a student's disability), conducting Functional Behavioral Assessments and developing Behavioral Intervention Plans. TPS is committed to using alternatives to suspension for students with disabilities wherever possible.

Commitment to Nondiscrimination

TPS is committed to using this code fairly and without discrimination based on a student's disability, race, ethnicity, national origin, gender, sexual orientation, or religion.

Role of School Resource Officers

School Resource Officers or "SROs" at TPS are present to support school administration in establishing positive school climates that enable students to receive quality instruction in an engaging learning environment that is safe and orderly. Officers work to build positive relationships with students, thereby reducing school violence, improving school and law enforcement collaboration, and improving perceptions and relations among students, staff, and law enforcement.

School administrators handle routine disciplinary interventions for students' behavioral infractions, as police intervention is designed to be exercised as a last resort. The necessity and appropriateness of police involvement varies with the circumstances of each incident; however, school administrators can notify their SRO where indicated in the Student Code of Conduct or otherwise when the incident involves threats to safety or criminal conduct that cannot be safely or appropriately handled by the school personnel and the District's internal disciplinary procedures. The SRO's first objective is to deescalate the situation so that school administrators can resume control of the situation and determine a disciplinary response. Students should be afforded all relevant due process rights guaranteed under federal, state, and local law. If the threat or danger cannot be adequately addressed without further police interventions, the SROs will follow District protocols and coordinate with school administrators to notify parents.

Descriptions of Disciplinary Responses

When students are disruptive or act inappropriately, school staff and principals should respond appropriately and consistently in accordance with this Code. The Student Code of Conduct describes three levels of possible response to inappropriate and disruptive behavior. Each inappropriate or disruptive behavior is assigned to one or more of these levels of intervention and response. Principals and school staff must initially use responses and interventions associated with that level of behavior. In cases where a range of possible levels of response is indicated, administrators should determine the appropriate level by considering the students' age, disability (where applicable), developmental level, individual needs, behavior history, the root cause of the behavior, and the circumstances surrounding the incident. If a student is not responding to the intervention, the school should consider strengthening or changing the behavioral support provided to the student. For example, strengthening the recognition or reward system, increasing the level of adult supervision, adjusting the intervention strategies, and/or collaborating with parents or community agencies.

In certain circumstances, disciplinary responses that remove students from the classroom or school environment may be necessary. In these cases, the goal of TPS is to make sure that students continue their education, receive appropriate educational services, learn strategies to replace inappropriate behaviors, and repair any harm they may have caused. School discipline that removes students from their regular classroom instruction, including suspensions, expulsions, and alternative to suspension programs, should be used as a last resort, after other interventions have been utilized.

In an effort to prevent further disciplinary action, principals or designees will conference with any student returning from exclusionary discipline. The administrator will also attempt to conference with the student's parent/guardian, either by phone or in person. This conference will take place prior to a student's return to school/class from exclusionary discipline, regardless of whether the exclusion was in-school or out-of-school. However, this process will not delay the student's return to class.

In-School Suspension: An alternative setting that removes the student from class while still allowing the student to attend school and receive credit on all assignments. In-School Suspension programs are offered at each comprehensive high school: Bowsher, Rogers, Scott, Start, Waite and Woodward High Schools.

Out-of-School Suspension: The exclusion of a student from any classroom instruction of less than 10 school days



Alternative to Suspension: Programs used by schools to place students who have been found in violation of the Student Code of Conduct at a location separate from the student's general education setting, while still providing classroom instruction. Students who would otherwise be assigned to an Out-of-School suspension may be eligible for an Alternative to Suspension program, and may be placed in one, provided there are openings available, at the request of the student's family. Alternative to Suspension programs are alternatives to Out-of-School Suspensions, and should not be used as an alternative to an In-School Suspension. While placed in an Alternative to Suspension Program:

- Students should receive, as appropriate, behavioral intervention services to address the behavior violation that resulted in the alternative to suspension placement.
- Placements should not exceed 10 school days.
- Records should indicate that students placed in an Alternative to Suspension program are in an alternative education placement.
- Appeal Process: Appeals are handled in the same way as appeals to an out of school suspension (see detailed description under Student and Parent Rights).

Expulsion: The removal of a student from school for a period of up to a year for bringing a gun or dangerous weapon to school, and up to 80 school days for other offenses. Prior to an expulsion, a student's parent must be provided with written notice in a language they understand and an opportunity to appeal the expulsion suspension (see detailed description under Student and Parent Rights).

Student and Parent's Rights

- Parent/guardian(s) must be notified in either writing or by telephone any time their children are removed from the classroom or school for disciplinary reasons. Such communications will be in a language the parents can understand (e.g., as indicated on the Home Language Survey).
- Students are entitled to a conference with the principal or school staff when they are removed from the classroom or school for disciplinary reasons. Schools should make a good faith effort to hold this conference immediately after the removal or as soon as practicable if an immediate conference is not feasible.
- Students must be given an opportunity to tell their side of the story before a decision is made to place them in in-school, alternative to suspension, or out-of-school suspension. Additional support must be provided for students who receive ESL or Special Education services to ensure that this process is accessible to those students given their language needs or disability.
- Parent/guardian(s) are entitled to meet with the principal to discuss the disciplinary action taken and to request information about both the investigation and the appeal process.
- Schools must provide parents with a list of community resources every time students are suspended from school.

- Discipline is designed to modify and improve student behavior so all students can learn; it is not intended to diminish educational opportunities. For that reason, students are entitled to make-up classwork for full credit or be held harmless when they are excluded from their regular classroom schedule or school and work cannot be assigned. Students are responsible for completing make-up work in a timely manner.
- Students with disabilities cannot be removed from school for more than 10 cumulative school days, regardless of whether the 10 days are consecutive, without an IEP or 504 team meeting, as appropriate, at which a manifestation determination is made. Students with disabilities should not be removed from school for behaviors that are a manifestation of their disability.
- Students should never be sent home from school due to behavior without a formal out-of-school suspension. If your child comes home prior to the end of the school day without a letter informing you of the reason for and the length of the suspension, immediately contact the principal.
- Parents and students are entitled to appeal a suspension, expulsion, or an alternative to suspension placement. The following information should be included in an appeal: the name of the student, the name of the parent or guardian, the name of the student's school, and the phone numbers where a parent or guardian can be reached. Specific directions on how to appeal are listed at the bottom of the notice that goes home with the student as well as the notice that is mailed to the parent. Parents and students are entitled to receive these materials in a language they understand or to request a translated document.

Suspensions: A parent or student may appeal a suspension by writing a letter or sending an email to the school principal that states the reason for the appeal; an appeal hearing will then be scheduled.

Expulsions: A parent or student may appeal an expulsion by sending a letter or email to the District's Senior Director of Pupil Placement stating the reason for the appeal at the contact information below:

Senior Director of Pupil Placement
 Toledo Public Schools
 Office of Pupil Placement
 1609 N. Summit St.
 Toledo, OH 43604
 Or by emailing: mpelz@tps.org

- TPS shall follow the deadlines established by the Ohio Revised Code regarding appeals, which will minimize the time the excluded student spends outside the classroom and ensure that appeals are handled on a timely basis.
- Students and their parents are entitled to an interpreter or translator when needed at any step of the disciplinary process. To request an interpreter or translator, please contact the Director of Special Projects at 419-671-0381.

To speak with a TPS staff member regarding suspension and expulsion procedures, call 419-671-0812.

TPS's Right to Seek Permanent Exclusion

Pursuant to Ohio Revised Code (O.R.C.) §3313.662, the Superintendent may seek the permanent exclusion from all public schools in the state of Ohio of a student who is convicted of, or adjudicated delinquent for, committing, when the student was 16 years of age or older, an act that would be a criminal offense if committed by an adult and if the act is any of the offenses listed in O.R.C. §3313.662.

The Superintendent may consider permanent exclusion for any of such offenses based on the severity or number of offenses.

Upon determining that the school attendance of a student who was permanently excluded no longer endangers the health and safety of other students or school employees, the Superintendent may recommend to the TPS Board that the exclusion be revoked and the student be allowed to return to the public schools of the state. A student who has been permanently excluded pursuant to O.R.C. §3313.662 may also request to be admitted on a probationary basis for a period not to exceed 90 school days.

For additional information on the process of permanent exclusion, please refer to O.R.C. §3313.662.

TPS's Right to Conduct Searches

TPS will use metal detectors and/or searches by hand on a random basis or with reasonable suspicion by District administrators or security personnel. The District may search the following:

- A student's locker
- The outer clothing, pockets, book bags or other property of a student
- A vehicle driven to school by a student and parked on school property

Searches are conducted in the presence of another administrator or staff member and searches of a student's person are conducted by a member of the same sex as the student.

In addition, there is no expectation of privacy with students' cell phones or other electronic devices that they have brought to school. If there is reasonable suspicion that a search will reveal a rule violation, these items may be taken and searched, including searching calls, texts, emails, contacts, social media and Internet access. For additional information, please refer to TPS Board Policy JFG-R.



Levels of Intervention and Disciplinary Responses

If students do not meet behavioral expectations or violate school rules, the school will provide interventions and consequences as appropriate. These categories are designed to guide teachers and administrators in using progressive interventions and responses to support, teach and motivate students.

If a student is not responding to the interventions of a particular level and the student's behavior is escalating or preventing others from learning, the teacher or administrator can respond with the interventions and responses of the next level. For example, a teacher or administrator could respond to a Level I offense with a Level II response, but not a Level III response. In determining the appropriate disciplinary response, the teacher or administrator shall consider the student's age, disability (where applicable), developmental level, individual needs, behavior history, the root cause of the behavior, and the circumstances surrounding the incident. Disciplinary consequences should focus on teaching social-emotional and self-management skills that will promote the student's success in the classroom.

School discipline that removes students from their regular classroom instruction, including suspensions, expulsions, and alternative to suspension programs, should be used as a last resort, after other interventions have been utilized. If a student meets the criteria for removal from their regular classroom instruction, an alternative to suspension or an in-school suspension should in most cases be assigned prior to an out-of-school suspension or an expulsion.

Level I Infractions

DEFINITIONS

Academic Dishonesty

Students are expected to do their own work. Students must not use, submit or attempt to obtain data or answers dishonestly, by deceit or by means other than those authorized by the teacher. Examples of acts of Academic Dishonesty/Plagiarism include any appropriation, literary theft, falsification, counterfeiting, piracy, fraud or unsupervised possession of any federal, state or district mandated tests. Plagiarism includes, but is not limited to, copying word for word from references such as books, magazines, research materials or the Internet without properly attributing the quote to its author. Academic Dishonesty includes any violation of the TPS Student Testing Code of Conduct, which may result in disciplinary action and an invalidation of test scores.

Disruptive Behavior

Students are expected to follow school-wide behavioral expectations and abide by classroom rules, routines and procedures. Students are expected to not interrupt the learning of others or behave in a manner that causes disruption to the school environment. If a teacher or other school adult is prevented from starting an activity or lesson, or has to stop what he or she is doing to try to stop the student's behavior, the behavior is considered disruptive. For example, if a student causes a disruption in the classroom by talking, making noises, throwing objects, play fighting, horseplay, or otherwise distracting one or more classmates, the student is engaging in disruptive behavior.

Failure to Follow Directions

School adults are responsible for keeping students safe and helping them learn. When school adults give instructions, students are expected to follow those directions. School adults include administrators, teachers, paraprofessionals, secretaries, security personnel, custodians, bus drivers, lunchroom workers, and school volunteers, etc. Students must not argue with adults. If students do not follow the instructions and/or directions a school adult gives them, the behavior will be considered a failure to follow directions.

Inappropriate Communication

Students are expected to speak respectfully to others. Examples of inappropriate communications include put-downs, profanity or making fun of or negatively talking about a person or their family.

Inappropriate Dress

Students are expected to adhere to district dress code policies. If your child attends an academy, please refer to the individual school's dress code policy.

Minor Damaging/Destruction of School Property

Students are expected to be respectful and take care of school property. Students must not damage, break, destroy or misuse school property or anything that belongs to someone else.

Tobacco/Smoking

Students are expected to protect their own health and safety, and the health and safety of others. Students must not possess, smoke or use any kind of tobacco, vapor products or associated paraphernalia.

Trespassing

Students are expected to stay in designated areas of the school to which they have been assigned. Trespassing is defined as: To enter or remain on a public school campus or school board facility without authorization or invitation with no lawful purpose of entry. Students must not return to any school while assigned to the alternative programs, or under expulsion or removal, except with permission from a building administrator and under escort by a parent/caregiver or emergency contact person. During alternative placement, students may not go to any school or school activity, other than to the school to which they are assigned, except with specific permission and supervision as described in this paragraph. Students must leave the building at dismissal unless they are supervised by an adult.

Unapproved Use of Electronics

Students are expected to keep electronic communication devices inaudible during school hours. Electronic devices may be brought to school and used in accordance with each school's policy.

Unexcused Absence/Tardy

Students are expected to be in school each day and in class by the official start time. Being tardy means coming late to school/class after the day starts or the bell rings. A school may consider an absence as excused with a written or verbal explanation by the parent for certain circumstances including illnesses, religious holidays, illness or death in the family, and other circumstances. In an effort to reduce habitual or excessive absences the district will be implementing the Get Connected Truancy Prevention Program. Through this program, each school in the District will be assigned an Attendance Champion and a truancy intervention team to work collaboratively with the student, parent and staff to establish truancy interventions for every truant student. In accordance with HB 410, every habitually truant student will be assigned to a Truancy Intervention Team that will create a detailed individualized truancy intervention plan for that student. Refer to the Student Handbook for additional information on tardy/absences.

Classroom & Community Interventions and Responses for Level 1 Infractions:

These supportive interventions and disciplinary responses aim to teach appropriate and alternative behavior. Teachers are encouraged to try a variety of teaching and classroom management strategies.

Supportive Interventions may include:

- Communicate with parent
- Re-teach behavioral expectations
- Teach social-emotional and/or self-management skill
- Create a behavior contract that includes expected student behaviors, and incentives for demonstrating expected behaviors, and consequences for not demonstrating expected behaviors
- Restorative circle
- Work with student to apologize or make amends with person(s) harmed or offended
- Work with student on a reflective activity
- Conduct peer mediation
- Establish buddy teacher system
- Referral to support staff such as mental health services, guidance counselor or nurse
- Refer students to an after-school program or community organization
- Utilize building supports
- Utilize a daily progress sheet
- Verbally correct or remind student of expectations, and redirect student (e.g. role play)
- Implement mentoring for the student

Disciplinary Responses

- Assign detention with school work
- Lose classroom privileges
- Refer student to the office
- Require student to complete a school/community service task
- In-class cool down
- Seat change or other changes to the learning environment

Level II Infractions

DEFINITIONS

Minor Physical Altercation

Students are expected to resolve conflicts peacefully. Students must not physically fight with another person. Fighting is defined as hitting, pushing, shoving and other physical acts. Self-defense will be considered in the investigation. Students must not use violence, or threats of violence, force or bodily harm, against any person or property.

Forgery/False Identification

Students are expected to be honest. Students must not deceive, or cause someone to be deceived, by not telling the truth. Students must not sign or give a name other than their own.

Profanity/Obscenity/Verbal Altercations

Students are expected to use appropriate language. Students must not orally, electronically or by written words, photographs or drawings direct profanity to anyone in the school environment. Students must not insult anyone by obscene gestures. Students must not engage in verbal threats or attacks that disrupt school/classroom activities.

Theft Offenses

Students are expected to use only their own belongings unless explicit permission from the owner is given to borrow an item. Students must not take anything that does not belong to them. Students must not have anything that they know, or have reason to know, has been stolen. Students must not use school owned or personal equipment to conduct illegal activity.

Gang Activity

Students are expected to associate with peers and adults who engage in safe, respectful, and responsible behavior. Students must not participate in gang activity. Gangs are defined as: groups of three or more persons whose members collectively identify themselves as a group, including having a common name, slogan, identifying sign, tattoo or physical markings, style or color of clothing, hairstyle, hand sign or graffiti; whose purpose is to engage in criminal activity which involves violence or intimidation to further its criminal objectives; whose members engage in criminal activity or acts of juvenile delinquency that if committed by an adult would be crimes with the intent to enhance or preserve the association's power, reputation, or economic resources; the association may also possess some of the following characteristics:

- The members may employ rules for joining and operating within the association;
- The members may meet on a recurring basis;
- The association may provide physical protection of its members from others;
- The association may seek to exercise control over a particular geographic location or region, or defend its perceived interests against rivals;
- The association may have an identifiable structure.

Major Damaging/Destruction of Property

Students are expected to be respectful and take care of school property. Students must not damage, break, destroy or misuse school property or anything that belongs to someone else.

Gambling

Students are expected to refrain from playing games of cards, chance or dice for money or other items, except if such games are played at a school-sponsored activity for educational purposes. Students may not organize wagers based on any activities.

Sexual Misconduct/Harassment

Students are expected to respect themselves and others. Students must not act or behave in an unacceptable way by touching or making reference to, verbally or in writing, their private body parts or those of another person. Sexual misconduct includes actions involving touching of a sexual nature, with or without consent of the other party.

Bullying /Harassment/Intimidation

Students are expected to communicate respectfully while in school. Students must not use words (written, oral, electronic), gestures, photographic images, drawings or any form of communication to intimidate, harass, bully or threaten harm to another person. Appropriate discussions of these issues, in the classroom or other school settings, are encouraged.

Bullying is an intentional written, verbal, graphic or physical act that a student or group of students exhibit toward another particular student or students more than once, and the behavior either:

- Causes mental or physical harm to the other students/school personnel, including placing an individual in reasonable fear of physical harm and/or damaging of personal property; or
- Creates a hostile environment that is sufficiently serious as to deny or limit a student's ability to participate in or benefit from the school's program.

Harassment may look similar to bullying but it differs in the fact that the intimidation or abusive behavior must be on the basis of disability, sex, race, color, national origin, sexual orientation or religion to be considered harassment and that the behaviors do not have to be repeated or do not have to be intentional in the eyes of the student being harassed. For additional information, please refer to board policies JFCF, JFCF-R, and ACA.

Misuse of Social Media

Students are expected to use social networking sites (e.g., Facebook, YouTube, Instagram, Snapchat or any other similar websites) responsibly and not view or show anything prohibited by the Code of Conduct on school property or at school events on school property or at school events. Students must not make, produce or distribute videos, images, sound recording or other mediums that show anything prohibited by the Code of Conduct, including through the use of school-owned or personal electronic devices, such as laptops, iPads, tablets, e-readers, cell phones, or video or still cameras. Any representations of anything prohibited must be immediately turned over to the principal or the principal's designee. Reproduction and distribution of anything prohibited will result in disciplinary action.

Dangerous Items

Students are expected to refrain from bringing items to school that could be considered or used as a weapon (e.g. razors, box cutters, chains) or could be mistaken for a weapon, such as firearm look alikes, unless it is for a legitimate school purpose. Students are also expected to refrain from using any legitimate school item (e.g., compass, scissors, pens, baseball bats, etc.,) as a weapon or in a threatening manner.

Possession/Use of Alcohol and Drugs

Students must not bring, use, or be under the influence of alcohol or illegal drugs during school or school activities. This section also applies to any substance that is represented to be illegal drugs or alcohol and any related paraphernalia. Students are permitted to bring prescribed or over-the-counter medication to school only with permission from parents and with the authorization and supervision of their doctor (if the medication is prescribed) and a school administrator or the administrator's designee. Prescribed or over-the-counter medication is for the student's use only. Sharing medication with another student is prohibited.

Public Disturbance

Students are expected to seek help when they observe unsafe behavior if it can be done in a safe manner. Students must not contribute to any unsafe situation in any manner that may increase the risk of harm to themselves or others. This includes but is not limited to becoming physically involved, photographing or recording the incident, and/or verbally encouraging the behavior to continue.

Students must not cause, or contribute to, a public disturbance. A public disturbance is any act of violence by one or more persons assembled in a group of at least three people. This applies to a person who organizes or participates in a public disturbance. It can apply to anyone who urges or instigates others to disturb the public.

Intensive Supportive Interventions and Disciplinary Responses with Administrative Staff for Level II Infractions:

These interventions aim to correct behavior by stressing the seriousness of the behavior while keeping the student in school and can involve the school administration. Students may be recommended for alternative placement for chronic and/or aggravated infractions of Level II behaviors, given the seriousness of the offense and the direct impact on the school community and/or when documented interventions and supports have been put in place but the behavior is escalating. These interventions may be appropriate when supports have been put in place in the classroom and/or school community to address behavior, but the behavior has continued to negatively influence the learning of the student and others. Teachers should attempt classroom interventions prior to referring the student to an administrator or an alternative placement, unless there is an immediate threat to safety.

If a student is referred to an alternative placement, the student should receive behavioral intervention services to address the behavior that resulted in the placement, and academic services that are equivalent to the instruction the student would be receiving in his/her classroom.

Intensive Supportive Interventions

- Contact parent
- Conference with student
- Re-teach behavioral expectations
- Create a behavior contract
- Engage in a reflective activity with student
- Work with student to apologize or make amends to person(s) harmed or offended
- Refer student to a community resource or organization
- Arrange daily or weekly check-ins with an adult mentor
- Connect student with an adult mentor
- Develop FBA or BIP
- Referral to IEP or 504 team
- Mentoring
- Conflict Resolution Peer Mediation
- Utilize building supports

Disciplinary Responses that may involve an Administrator

- Reprimand by administrator
- Loss of privileges
- Require the student to complete a school/community service task
- Assign up to three after-school detentions with school work
- Assign in-school suspension for no longer than three school days with school work
- Assign one Saturday school with school work
- Refer students to an alternative to suspension placement
- Referral to law enforcement if a law is broken and if appropriate

Level III Infractions

DEFINITIONS

Distributing, Selling and Offering to Sell or Purchase Alcohol or Drugs

Students must not bring alcohol, illegal drugs, or any related paraphernalia to school, on a school bus, or to any school activity. Students may not use, be under the influence of, sell, distribute, purchase or obtain, or attempt to sell, distribute, purchase or obtain alcohol, illegal drugs, or any related paraphernalia while at school, on a school bus, or while attending school activities. A student must not sell or give prescribed or over-the-counter medication to anyone at school.

Major Physical Altercations

Students are expected to get help when needed to solve problems nonviolently. Students must not physically assault another person. Unprovoked hitting, kicking, shoving or otherwise causing physical pain or harm to another outside the context of a mutual conflict is considered physical assault. Students must not contribute to or cause bodily injury to themselves or others that involves substantial risk of death; extreme physical pain; protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ or bodily capability.

Use of Dangerous Weapons

Students are expected to keep dangerous objects out of school. Students must not possess, handle, transmit, conceal, or use as a dangerous weapon an instrument capable of harming another person. Dangerous weapons include but are not limited to knives, chemical mace, pepper gas or like substances, and stun guns/tasers.

Firearms

Students are expected to respect the safety of those around them. Students must not possess, handle or transmit, conceal or use a firearm. Students violating the firearms prohibition must be expelled in accordance with state and federal law. See Ohio Revised Code 3313.66 (B) (3). Any weapon (including starter guns) that will, is designed to, or may readily be converted to, expel a projectile by explosion (gunpowder) is considered a firearm.

False Fire Alarms, Tampering with Fire Alarm System, or Threats

Students are expected to obey laws regarding fire safety. Students must not set off a fire alarm at any time unless there is an emergency. Destroying, damaging, or tampering with a fire alarm is prohibited.. Tampering with a fire alarm includes setting off any aspect of a fire alarm when there is not an emergency.

Students are prohibited from making any threat of violence, either written, oral, technological, or by any other means against any person(s) or school building(s). A threat of violence includes but is not limited to a direct or indirect threat to commit a crime of violence, a bomb threat (i.e., intentionally giving a false alarm of a bomb), or a threat of a school shooting (i.e., making a threat or giving a false alarm of a shooting which will occur on school premises or at any extracurricular activity). Students are also prohibited from falsely communicating a threat of a significant school emergency or occurrence to induce panic.

Sex Offenses

Students are expected to protect the safety and respect the rights of others. Students must not sexually assault or sexually abuse another person. Also students are expected to communicate respectfully. Students are prohibited from engaging in sexting, which means sending sexual communications or images through electronic

media, such as text messaging or social media platforms.

Stealing or Possession of Stolen Property by Force or Threat of Force

Students are expected to respect others' property. Students must not take or attempt to take from another person any property by force or threat of force.

Starting a Fire

Students are expected to protect the safety of themselves and others. They must not start or help to start a fire that may harm any person or property. Students must not create, set off or attempt to set off, or possess any type of explosive device.

Trespassing by Force

Students are expected to stay out of locked or private areas. Students must not force their way into places or onto property where they are not permitted.

Explosives

Students are expected to respect the safety of themselves and those around them. Students must not possess or use any explosives, incendiary or poisonous gas bombs, grenades, rockets having a propellant charge, missiles having an explosive charge, mines or devices similar to any of the devices described above.

Significant Supportive Interventions and Disciplinary Responses or Exclusionary Discipline for Level III Infractions:

Due to the severity of the behaviors at this level, the removal of students from may be warranted. When any of these incidents occur, the appropriate safety plan must be implemented based on the potential outcomes of the behaviors exhibited by the child and/or as determined by a District-level threat assessment expert. Furthermore, these infractions require a more serious and targeted action plan be created and implemented for the student in order to decrease the risk for reoccurrence. All plans should take into consideration the age and development stage of the student and include restorative practices and justice for all parties involved. These interventions may be appropriate when the behavior presents an imminent threat of serious harm to anyone, or when the student has engaged in chronic and extreme disruption of the educational process that created a substantial barrier to learning. The duration of the suspension, if issued, is to be limited as much as practicable while adequately addressing the behavior. If a student is referred to an alternative placement, the student should receive behavioral intervention services to address the behavior that resulted in the placement, and academic services that are equivalent to the instruction the student would be receiving in his/her classroom. These interventions may involve the removal of a student from school because of the severity of the behavior. These interventions may be appropriate when the behavior presents an imminent threat of serious harm to anyone, or when the student has engaged in chronic and extreme disruption of the educational process that has created a substantial barrier to learning.

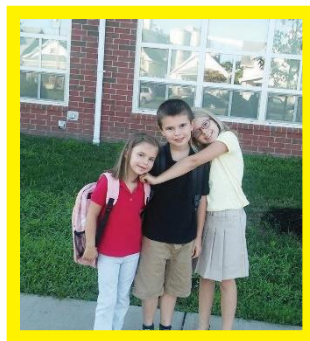
Significant Supportive Interventions

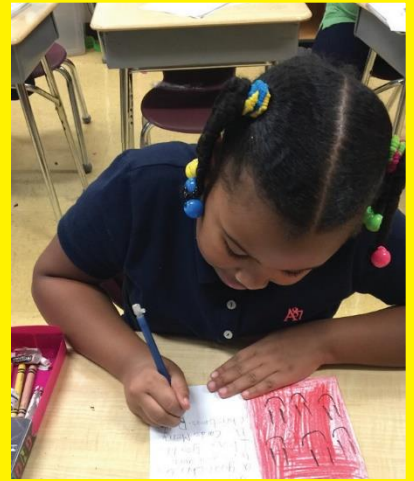
- Create a home-school communication system
- Re-teach behavior expectations
- Work with student to apologize or make amends to person(s) harmed or offended
- Refer student to community resource or community organization
- Arrange daily or weekly check-ins with designated adult for a set period of time
- Connect student with an adult mentor
- Utilize available building supports

Disciplinary Responses or Exclusionary Discipline

- Create a behavior contract
- Require student to complete a school/community service task

- Assign up to five detentions with school work
- Assign up to five days of in-school suspension with school work
- Assign up to three sessions of Saturday school with school work
- Refer student to an alternative to suspension placement
- Suspension or a recommendation for expulsion
- Referral to law enforcement if a law is broken and if appropriate





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