

# North Sanpete School District

## Behavioral Expectations and Definitions Guide

Welcome to the North Sanpete School District Behavioral Expectations and Definitions Guide. This document serves as a comprehensive resource for educators, administrators, and staff in understanding, managing, and addressing student behaviors effectively within a Multi-Tiered System of Supports (MTSS). The goal is to ensure a safe, structured, and positive learning environment for all students while providing appropriate interventions and supports.

### Purpose of This Document

This guide outlines a framework for responding to student behaviors at different levels of severity. It provides clear definitions, examples, and non-examples of behaviors to support consistent and equitable responses across schools in the district. The document is structured to assist educators in making informed decisions when addressing student behaviors, ensuring interventions are fair, restorative, and aligned with best practices.

### How to Use This Guide

- **Understand Behavior Levels:** The document categorizes behaviors into five levels, ranging from minor infractions (Level 1) to egregious violations (Level 5). Each level includes management strategies, skill-based supports, and possible administrative actions.
- **Use Definitions for Clarity:** Each behavior type is clearly defined, with examples and non-examples to guide appropriate intervention.
- **Implement Appropriate Interventions:** The guide provides skill-based supports and interventions tailored to each level of behavior, promoting positive student development and minimizing punitive measures.
- **Ensure Consistency:** By utilizing this guide, educators and administrators can maintain consistency in managing student behaviors, fostering fairness and transparency across the district.

### Key Components

1. **Factors to Consider:** Aggravating and mitigating factors that influence behavior assessments.
2. **Behavior Levels:** Definitions, management strategies, and appropriate interventions for each level.
3. **Skill-Based Supports:** Strategies for reinforcing positive behaviors and addressing underlying issues.
4. **Sanctions and Consequences:** Guidance on appropriate responses, ensuring alignment with district policies and state regulations.
5. **Resources and References:** Links to district policies and relevant state laws for further guidance.

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By implementing the strategies outlined in this document, we aim to create a school culture that prioritizes positive behavior reinforcement, student well-being, and academic success. Thank you for your commitment to fostering a supportive learning environment in the North Sanpete School District.

### Level 1 and 2 Aggravating and Mitigating Factors

Factors to Consider When Addressing Levels 1 and 2 Behaviors	
<p><b>Aggravating Factors:</b> These factors suggest an increased level of risk or seriousness in the behavior being assessed:</p> <ul style="list-style-type: none"> <li>● <b>Repetition:</b> Repeatedly engages in the same offense or a history of engaging in other offenses.</li> <li>● <b>Intent:</b> Evidence the individual knows and understands expectations and rules and the skills to follow them but purposefully chooses not to.</li> <li>● <b>Escalation:</b> A pattern escalation in severity or number of behaviors.</li> <li>● <b>Contextual Stressors:</b> Situations such as bullying, peer rejection, or personal crises that exacerbate the individual's emotional state.</li> </ul>	<p><b>Mitigating Factors:</b> These factors indicate a lower risk or help de-escalate concerns:</p> <ul style="list-style-type: none"> <li>● <b>Repetition:</b> First-time engagement in behavior of a similar nature.</li> <li>● <b>Impulsivity:</b> The behavior appears to be a spur-of-the-moment act with no planning.</li> <li>● <b>Remorse:</b> The individual expresses genuine regret or apologizes for the behavior.</li> <li>● <b>Cooperation:</b> Willingness to discuss the behavior, comply with investigations, and accept guidance.</li> <li>● <b>Contextual Factors:</b> The behavior can be attributed to a misunderstanding, joke, or momentary lapse in judgment.</li> <li>● <b>Impact:</b> The impact was small and minimally disruptive</li> </ul>

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### Level 1 Behaviors

<b>L E V E L  1</b>	<b>Low-level Infractions:</b> Behaviors are disruptive to the school environment of self and/or others and can typically be redirected with minimal classroom intervention.	
	<b>Management and Documentation</b> <ul style="list-style-type: none"> <li>● Typically teacher managed</li> <li>● Document as a minor offense in the Discipline Dashboard when appropriate</li> </ul>	
	<b>Skill Based Supports</b> <ul style="list-style-type: none"> <li>● Reteaching of classroom routines and rituals</li> <li>● Reteaching on ways to ask for help or solve problems</li> <li>● Reteaching on ways to manage emotions</li> <li>● Reteaching of appropriate classroom language</li> </ul>	<b>Instruction/Intervention (<a href="#">Support Guide</a>)</b> <ul style="list-style-type: none"> <li>● Relationship Building</li> <li>● Offering Choices</li> <li>● Reinforcement Menu</li> <li>● Frequent Opportunities to Respond</li> <li>● Instructional Pacing</li> <li>● Behavior-Specific Praise</li> <li>● Teach Needed Social/Classroom Skills</li> <li>● Teach Needed Academic Skills</li> </ul>
	<b>Staff and/or Administrative Consequences/Actions:</b> <ul style="list-style-type: none"> <li>● Document minor incident</li> <li>● Utilize Classroom Reductive Consequences</li> <li>● Review current classroom management procedures</li> <li>● Communicate with family</li> <li>● Engage in Tier 1 instruction/intervention strategies</li> </ul>	<b>Administrative Actions that May Result in Removal from Instruction</b> <ul style="list-style-type: none"> <li>● Removal from instruction is not an option for Level One behaviors.</li> </ul>
		<b>Alternatives to Suspension</b> <ul style="list-style-type: none"> <li>● Not applicable</li> </ul>
Failure to Follow Directions	<ul style="list-style-type: none"> <li>● Definitions: Student fails to comply with a clearly stated (verbal or written) direction from a school or district employee</li> </ul>	

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	<ul style="list-style-type: none"> <li>Examples: District employee asks a student to follow a direction and the student either ignores them or tells them no.</li> </ul>
Tardiness	<ul style="list-style-type: none"> <li>Definition: Late arrival to class or school without approval.</li> <li>Example: A student arrives 10 minutes after the bell rings for their first-period class without a valid excuse or prior notification.</li> <li>Non-Example: A student enters class 10 minutes late because their bus was delayed, and they have a note from the school office explaining the situation.</li> </ul>
Misuse of Materials	<ul style="list-style-type: none"> <li>Definition: Using school material in an unauthorized way</li> <li>Examples: Playing with a whiteboard, climbing on things, playing in stage curtains, etc.</li> <li>Non-Examples: Destruction to property, electronic misuse, anything dangerous to others</li> </ul>
Mild Physical Contact	<ul style="list-style-type: none"> <li>Definition: Physical contact that causes physical or emotional discomfort but does not rise to the level of harassment or fighting.</li> <li>Examples: Pushing, roughhousing, aggressive play at recess</li> <li>Non Examples: Accidentally bumping into someone, physical contact with intent to harm</li> </ul>
Misuse of Technology	<ul style="list-style-type: none"> <li>Definition: Student engages in inappropriate use of personal or school technology and/or unauthorized access, data or system interference, misuse of any electronic device</li> <li>Examples: A student uses their personal smartphone during class to play games or browse social media without the teacher's permission.</li> <li>Non-Example: A student accidentally accesses a restricted website and immediately informs the teacher to resolve the issue.</li> </ul>
Inappropriate School Language	<ul style="list-style-type: none"> <li>Definition: Vulgar derogatory language communicated verbally, non-verbally or through gestures.</li> </ul>

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	<ul style="list-style-type: none"> <li>● Example: A student loudly uses a vulgar curse word in the hallway after dropping their books.</li> <li>● Non-Example: A student politely uses formal language to express frustration, saying, "I'm really upset that I dropped my books," without resorting to vulgarity or gestures.</li> </ul>
Lying	<ul style="list-style-type: none"> <li>● Definition: Purposeful misrepresentation or exclusion of information</li> <li>● Example: A student tells the teacher they completed their homework when they have not done it.</li> <li>● Non-Example: A student genuinely forgets they were assigned homework and mistakenly tells the teacher they had none.</li> </ul>
Name Calling (Falls under Inappropriate School Language)	<ul style="list-style-type: none"> <li>● Definition: Using offensive language to insult or demean someone or a group.</li> <li>● Example: A student calls a peer a derogatory term intended to insult or hurt their feelings during a disagreement.</li> <li>● Non-Example: A student addresses a peer by a playful nickname that both parties agree is acceptable and not offensive.</li> </ul>
Out of designated area (remains on school grounds)	<ul style="list-style-type: none"> <li>● Definition: The student leaves class without the teacher's permission. The student wanders around the class and will not comply with the designated area.</li> <li>● Examples: A student leaves the classroom during instruction without asking for or receiving the teacher's permission and is later found wandering in the hallway.</li> <li>● Example: A student asks permission to use the bathroom and takes an excessive amount of time to return.</li> <li>● Non-Example: A student asks for and receives permission from the teacher to step out of the classroom to use the restroom and returns promptly.</li> </ul>

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### Internalizing Behaviors

<p><b>Internalizing Behaviors</b>          Internalizing behavior reflects the inward-directed emotional difficulties experienced by children, such as anxiety, depression, and withdrawal, which can negatively affect their social and academic functioning" (Achenbach &amp; Rescorla, 2001). The Achenbach System of Empirically Based Assessment (ASEBA) identifies internalizing syndromes as a cluster of behaviors associated with mood and anxiety disorders, emphasizing the importance of addressing these issues early for optimal outcomes.</p>	
<p><b>Management and Documentation</b></p> <ul style="list-style-type: none"> <li>• Typically teacher managed</li> <li>• Document as a minor offense in the Discipline Dashboard when appropriate</li> </ul>	
<p><b>Skill Based Supports</b></p> <ul style="list-style-type: none"> <li>• Reteaching of classroom routines and rituals</li> <li>• Reteaching on ways to ask for help or solve problems</li> <li>• Reteaching on ways to manage emotions</li> <li>• Reteaching of appropriate classroom language</li> </ul>	<p><b>Instruction/Intervention (<a href="#">Support Guide</a>)</b></p> <ul style="list-style-type: none"> <li>• Relationship Building</li> <li>• Offering Choices</li> <li>• Reinforcement Menu</li> <li>• Frequent Opportunities to Respond</li> <li>• Instructional Pacing</li> <li>• Behavior-Specific Praise</li> <li>• Teach Needed Social/Classroom Skills</li> <li>• Teach Needed Academic Skills</li> </ul>
<p><b>Staff and/or Administrative Consequences/Actions:</b></p> <ul style="list-style-type: none"> <li>• Document minor incident</li> <li>• Utilize Classroom Reductive Consequences</li> <li>• Review current classroom management procedures</li> <li>• Communicate with family</li> <li>• Engage in Tier 1 instruction/intervention strategies</li> </ul>	<p><b>Administrative Actions That May Result in Removal from Instruction</b></p> <ul style="list-style-type: none"> <li>• Removal from instruction is not an option for Level One behaviors.</li> </ul>
	<p><b>Alternatives to Suspension</b></p> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>
<p><b>Internalizing Behaviors</b></p>	

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Internalizing behavior reflects the inward-directed emotional difficulties experienced by children, such as anxiety, depression, and withdrawal, which can negatively affect their social and academic functioning" (Achenbach & Rescorla, 2001). The Achenbach System of Empirically Based Assessment (ASEBA) identifies internalizing syndromes as a cluster of behaviors associated with mood and anxiety disorders, emphasizing the importance of addressing these issues early for optimal outcomes.

### Anxiety

- Definition: Excessive and persistent worry or fear that is disproportionate to the current circumstances.
- Key Features:
  - Persistent fear or worry about situations, events, or interactions that may not pose an actual threat.
  - Physical symptoms such as rapid heartbeat, sweating, or gastrointestinal distress.
  - Behavioral avoidance, such as refusing to participate in social or academic activities.
- Example: A student becomes so preoccupied with the possibility of failing a test that they avoid studying and cannot focus in class due to persistent worry.
- Non-Example: A student feels nervous before a test but uses deep breathing exercises and prepares adequately, performing well despite initial worry.

### Continued Sadness

- Definition: Excessive sadness and loss of interest in usually enjoyable activities.
- Key Features:
  - Persistent sadness or irritability.
  - Reduced interest in previously enjoyable activities.
  - Impairment in social, academic, or daily functioning.
- Example: A student isolates themselves, avoids previously loved activities like sports, and struggles to complete schoolwork due to low energy and feelings of hopelessness.
- Non-Example: A student feels temporarily upset after a poor grade but recovers and actively works to improve their performance.

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Somatization	<ul style="list-style-type: none"> <li>● Definition: Expression of psychological distress through physical symptoms that lack an identifiable medical cause.</li> <li>● Key Features:             <ul style="list-style-type: none"> <li>○ Physical symptoms such as headaches, stomachaches, or fatigue without a clear medical explanation.</li> <li>○ Symptoms are persistent and disrupt daily activities, school attendance, or social interactions.</li> </ul> </li> <li>● Example: A student frequently complains of stomach pain before a test, despite no medical findings, indicating stress-related somatic symptoms.</li> <li>● Non-Example: A student develops stomach pain due to a diagnosed gastrointestinal disorder such as IBS, which has a clear medical cause.</li> </ul>
Executive Functioning	<ul style="list-style-type: none"> <li>● Definition: Difficulties with mental processes that enable individuals to plan, organize, prioritize, manage time, and regulate emotions effectively.</li> <li>● Key Features:             <ul style="list-style-type: none"> <li>○ Difficulty initiating or completing tasks independently.</li> <li>○ Poor time management, often leading to missed deadlines or incomplete assignments.</li> <li>○ Struggles with organization, such as keeping track of materials or following multi-step instructions.</li> <li>○ Challenges in emotional regulation lead to frustration or outbursts</li> </ul> </li> <li>● Example: A student consistently forgets to bring required materials for class and struggles to prioritize steps in a science project, leading to incomplete work.</li> <li>● Non-Example: A student occasionally forgets an assignment but uses a checklist to stay organized and manages to meet most deadlines successfully.</li> </ul>
Withdrawn	<ul style="list-style-type: none"> <li>● Definition: Reduced interest in social interactions or activities. Isolating themselves emotionally and / or physically.</li> </ul>

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	<ul style="list-style-type: none"> <li>● Key Features:             <ul style="list-style-type: none"> <li>○ Isolation: Preference in being alone and avoiding interactions.</li> <li>○ Communication: Limited verbal or non-verbal interactions.</li> <li>○ Emotional Expression: Lack of outward emotional interaction (i.e. smiling or sharing feelings)</li> </ul> </li> <li>● Example: A student very regularly and purposefully sits alone during lunch and avoids group activities. They struggle to participate in conversations with peers and often decline invitations to engage in activities with peers.</li> <li>● Non-Example: A student prefers quiet settings and activities, such as reading or drawing, but does participate in classroom discussions, responds to questions, and enjoys engaging with friends.</li> </ul>
Lonely	<ul style="list-style-type: none"> <li>● Definition: An emotional state where an individual feels disconnected, isolated, or lacks meaningful social connections, regardless of the number of relationships that they may have.</li> <li>● Key Features:             <ul style="list-style-type: none"> <li>○ Subjective Experience: Feels isolated or unconnected, even when in the presence of others.</li> <li>○ Desire for Connection: A longing for deeper and more meaningful relationships.</li> <li>○ Emotional Distress: Feeling sad, empty, or unsatisfied due to perceived social disconnect.</li> <li>○ Mismatch of Needs: Actual social interaction does not match perceived social interaction.</li> </ul> </li> <li>● Example: A student has several acquaintances and participates in social activities but feels that they do not have any shared or meaningful experiences.</li> <li>● Non-Example: A student likes spending time alone or engaging in hobbies that are solitary like painting but does not feel emotionally distressed or have a strong desire for additional social interactions.</li> </ul>

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### Level 2 Behaviors

<b>L E V E L  2</b>	<b>Mid-level Infractions:</b> Behaviors disruptive to the school environment of self and/or others that can typically be redirected with formal actions. Repeated or significant Level One infractions. Disordered behavior toward another student, staff, volunteer, etc.	
	<b>Management and Documentation</b> <ul style="list-style-type: none"> <li>Typically teacher managed</li> <li>Document as a minor offense or office discipline referral (when appropriate) in the Discipline Dashboard</li> </ul>	
	<b>Skill Based Supports</b> <ul style="list-style-type: none"> <li>All Level One supports</li> <li>Re-teach classroom routines and procedures</li> <li>Re-teach ways to ask for help, solve problems, manage emotions</li> </ul>	<b>Instruction/Intervention (<a href="#">Support Guide</a>)</b> <ul style="list-style-type: none"> <li>Relationship Building</li> <li>Offering Choices</li> <li>Reinforcement Menu</li> <li>Frequent Opportunities to Respond</li> <li>Instructional Pacing</li> <li>Behavior-Specific Praise</li> <li>Teach Needed Social/Classroom Skills</li> <li>Teach Needed Academic Skills</li> </ul>
	<b>Staff and/or Administrative Consequences/Actions:</b> <ul style="list-style-type: none"> <li>Document minor or ODR incident</li> <li>Utilize Classroom Reductive Consequences</li> <li>Review current classroom management procedures</li> <li>Communicate with family</li> <li>Engage in Tier 1 instruction/intervention strategies</li> <li>Tier 2 Student Support Team may intervene</li> </ul>	<b>Administrative Actions That May Result in Removal from Instruction</b> <ul style="list-style-type: none"> <li>In-school removal from instruction for 1 day or less.</li> </ul>
	<b>Disruption</b>	<ul style="list-style-type: none"> <li>Definition: any action by a student that significantly interferes with the learning environment, including frequent or flagrant disobedience, defiance of authority, use of abusive language,</li> </ul>

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	<p>destruction of school property, threatening behavior towards other students or staff, and actions that pose a threat to the safety or welfare of others within the school.</p> <ul style="list-style-type: none"> <li>● Example: A student repeatedly shouts during a class discussion, preventing others from participating and interfering with the teacher's ability to deliver instruction.</li> <li>● Non-Example: A student raises their hand to ask frequent, relevant questions during class, which slightly extends the discussion but does not derail the learning environment.</li> </ul>
Cheating	<ul style="list-style-type: none"> <li>● Definition: Unauthorized use or sharing of information (devices, sources, etc.) in completing academic activities</li> <li>● Example: A student copies answers from a peer's test during an exam or downloads answers from an unauthorized website for a homework assignment.</li> <li>● Non-Example: A student works collaboratively on a group project, sharing ideas and information as instructed by the teacher.</li> </ul>
Out of bounds	<ul style="list-style-type: none"> <li>● Definition: Being in a location that is off-limits at any time or during a specified time.</li> <li>● Example: A student is found in the gym during lunch without permission when they are supposed to be in the cafeteria.</li> <li>● Non-Example: A student is in the hallway with a hall pass to use the restroom or go to their locker.</li> </ul>
Loitering	<ul style="list-style-type: none"> <li>● Definition: Being in a location on school grounds without permission during or after school.</li> <li>● Example: A student is lingering in the parking lot after school without a valid reason or permission from school staff.</li> <li>● Non-Example: A student is waiting outside the school for a parent to pick them up after notifying school staff.</li> </ul>
Participating in unacceptable	<ul style="list-style-type: none"> <li>● Definition: Physical contact that causes physical or emotional discomfort but does not rise to the level of harassment or fighting.</li> </ul>

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	physical contact (not fighting)	<ul style="list-style-type: none"><li>● Example: pushing, roughhousing, aggressive play at recess</li><li>● Non-Example: accidentally bumping into someone, physical contact with intent to harm</li></ul>
	Public Displays of Affection (PDA)	<ul style="list-style-type: none"><li>● Definition: Acts of physical intimacy on school grounds</li><li>● Example: Kissing in the hallway, over clothes, touching.</li><li>● Non-Example: A student gives a quick, friendly high-five or side-hug to a peer after a sporting event.</li></ul>

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### Level 3 and 4 Aggravating and Mitigating Factors

Factors to Consider When Addressing Levels 3 - 5 Behaviors	
<p><b>Aggravating Factors:</b> These factors suggest an increased level of risk or seriousness</p> <ul style="list-style-type: none"> <li>● <b>Repetition:</b> Repeatedly engages in the same offense or a history of engaging in other like or serious offenses.</li> <li>● <b>Intent:</b> Evidence the individual intended to carry out the threat or harmful act.</li> <li>● <b>Planning:</b> Evidence of detailed plans or preparation for a harmful act (e.g., acquiring weapons or studying targets).</li> <li>● <b>Capability:</b> The individual has access to the means to carry out the threat or act.</li> <li>● <b>History:</b> Previous incidents of violent or threatening behavior.</li> <li>● <b>Escalation:</b> A pattern of repeated behaviors or an escalation in severity.</li> <li>● <b>Explicitness:</b> The threat or behavior is specific, detailed, and targeted.</li> <li>● <b>Contextual Stressors:</b> Situations such as bullying, peer rejection, or personal crises that exacerbate the individual's emotional state.</li> <li>● <b>Fixation or Ideation:</b> Obsession with violence, weapons, or previous perpetrators of violence.</li> </ul>	<p><b>Mitigating Factors:</b> These factors indicate a lower risk</p> <ul style="list-style-type: none"> <li>● <b>Lack of Intent:</b> The individual shows no evidence of intending to follow through on the threat.</li> <li>● <b>Impulsivity:</b> The behavior appears to be a spur-of-the-moment act with no planning.</li> <li>● <b>Remorse:</b> The individual expresses genuine regret or apologizes for the behavior.</li> <li>● <b>Protective Relationships:</b> Supportive connections with family, peers, or school staff that help guide positive behavior.</li> <li>● <b>Cooperation:</b> Willingness to discuss the behavior, comply with investigations, and accept guidance.</li> <li>● <b>Contextual Factors:</b> The behavior can be attributed to a misunderstanding, joke, or momentary lapse in judgment.</li> </ul>
<p><b>When assessing a level 3 and above behavior:</b></p> <ol style="list-style-type: none"> <li>1. <b>Gather Information:</b> Collect detailed context about the behavior, including statements, actions, and circumstances.</li> <li>2. <b>Analyze Factors:</b> Weigh the presence of aggravating factors against mitigating factors.</li> <li>3. <b>Determine Risk Level:</b> Use the balance of factors to classify the behavior as low, mid, mid/high, high, or egregious.</li> <li>4. <b>Plan Interventions:</b> Tailor responses to address the specific factors present, focusing on reducing problematic behavior and supporting positive outcomes.</li> </ol>	

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### Level 3 Behaviors

<b>L E V E L  3</b>	<b>Mid/High-level Infractions:</b> Behavior has become persistent and negatively influences the learning of other Students. Repeated or significant Level Two infractions. Behaviors targeted at others or interfere with safety equipment.	
	<b>Management and Documentation</b> <ul style="list-style-type: none"> <li>● Typically, school administrator managed may require district support</li> <li>● Document as Office Referral in Discipline Dashboard</li> </ul>	
	<b>Skill Based Supports</b> <ul style="list-style-type: none"> <li>● Ongoing Tier 1 Skill-based Support</li> </ul> <b>Supported by Tier 2 SST</b> <ul style="list-style-type: none"> <li>● Tier 2 Social Skills Grouping</li> <li>● Individual Skill Building</li> </ul>	<b>Intervention</b> <ul style="list-style-type: none"> <li>● Potential Tier 1 Instruction/Intervention</li> <li>● Potential Tier 2 Intervention supported by SST             <ul style="list-style-type: none"> <li>○ 2x10</li> <li>○ Preventive Problem Solving Plan</li> <li>○ Goal Setting</li> <li>○ Check-In Check-Out (CICO)</li> </ul> </li> </ul>
	<b>Staff and/or Administrative Consequences/Actions:</b> <ul style="list-style-type: none"> <li>● Follow office referral procedure</li> <li>● Referral to SST</li> <li>● Potential ISS or OSS</li> <li>● Referral to community support</li> </ul>	<b>Administrative Actions That May Result in Removal from Instruction</b> <ul style="list-style-type: none"> <li>● In-school removal from instruction</li> <li>● Out of school removal from instruction for up to 3 days</li> </ul> <b>Alternatives to Suspension</b> <ul style="list-style-type: none"> <li>● Referral to community-based counseling</li> <li>● Referral to community service</li> <li>● Referral to after-school intervention</li> <li>● Referral to the behavioral support center</li> </ul>

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Threat / Intimidation (causing fear or harm)	<ul style="list-style-type: none"> <li>● Definition: Using language or statements intended to threaten, intimidate, or cause fear in another individual, either verbally, non-verbally, or through written communication.</li> <li>● Example: A student says to a peer, "If you don't give me your lunch money, you'll regret it," in a tone meant to intimidate.</li> <li>● Non-Example: A student jokingly says, "I'll get you back for beating me in the game," in a lighthearted and friendly manner that is clearly understood as playful by both parties.</li> </ul>
Fighting/Physical Aggression	<ul style="list-style-type: none"> <li>● Definition: Displaying or engaging in violence and aggression.</li> <li>● Example: Two students throw punches at each other during a dispute in the hallway, causing a disturbance and potential injury.</li> <li>● Non-example: Roughhousing, horseplay, unintentional physical contact</li> </ul>
Bullying	<ul style="list-style-type: none"> <li>● Definition: As defined in 53G-9-601             <ul style="list-style-type: none"> <li>○ <a href="https://le.utah.gov/xcode/Title53G/Chapter9/53G-9-S601.html?v=C53G-9-S601_2024050120240501">https://le.utah.gov/xcode/Title53G/Chapter9/53G-9-S601.html?v=C53G-9-S601_2024050120240501</a></li> </ul> </li> <li>● Example: A student repeatedly sends threatening messages to a classmate via social media, calling them offensive names and saying they will ruin their reputation. This behavior makes the classmate fearful of going to school and impacts their ability to focus in class.</li> <li>● Non-Example: A student accidentally bumps into another student in the hallway and apologizes immediately. While the incident may have caused a moment of discomfort, it was not intentional or part of a pattern of harmful behavior.</li> </ul>
Cyber-Bullying	<ul style="list-style-type: none"> <li>● Definition: Using the Internet, a cell phone, or another device to send or post text, video, or an image with the intent or knowledge, or with reckless disregard, that the text, video, or image will hurt, embarrass, or threaten an individual, regardless of whether the individual directed, consented to, or acquiesced in the conduct, or voluntarily accessed the electronic communication.             <ul style="list-style-type: none"> <li>○ Utah Code 53G-9-601 -</li> </ul> </li> </ul>

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		<p style="text-align: center;"><a href="https://le.utah.gov/xcode/Title53G/Chapter9/53G-9-S601.html?v=C53G-9-S601_2024050120240501">https://le.utah.gov/xcode/Title53G/Chapter9/53G-9-S601.html?v=C53G-9-S601_2024050120240501</a></p> <ul style="list-style-type: none"> <li>● Example: A student creates a fake social media account, impersonating a classmate and posts false and humiliating information about them. These posts go viral, causing significant emotional distress and fear for the targeted student.</li> <li>● Non-Example: A student shares a funny meme in a group chat that unintentionally offends a classmate. Upon realizing this, the student apologized and removed the post. While it caused temporary discomfort, it was not intentional or malicious.</li> </ul>
	Alcohol	<ul style="list-style-type: none"> <li>● Definition: The possession or consumption of an alcoholic beverage inside or on the grounds of any building owned or operated by a part of the public education system or in those portions of any building, park, or stadium that are being used for an activity sponsored by or through any part of the public education system.             <ul style="list-style-type: none"> <li>○ Utah Code 53G-8-602 - <a href="https://le.utah.gov/xcode/Title53G/Chapter8/53G-8-S602.html?v=C53G-8-S602_2018012420180124">https://le.utah.gov/xcode/Title53G/Chapter8/53G-8-S602.html?v=C53G-8-S602_2018012420180124</a></li> </ul> </li> <li>● Example: A student is caught drinking beer at a school football game.</li> <li>● Non-Example: A student brings a sealed bottle of sparkling cider for a school-approved event like a classroom celebration.</li> </ul>
	Tobacco / Nicotine	<ul style="list-style-type: none"> <li>● Definition: Buys or attempts to buy, accepts, or has in the individual's possession a tobacco product, an electronic cigarette product, or a nicotine product.             <ul style="list-style-type: none"> <li>○ Utah Code 76-10-105 - <a href="https://le.utah.gov/xcode/Title76/Chapter10/76-10-S105.html">https://le.utah.gov/xcode/Title76/Chapter10/76-10-S105.html</a></li> </ul> </li> <li>● Example: A student is found vaping in the school restroom.</li> <li>● Non-Example: A student finds an e-cigarette on the ground at school and immediately turns it into a teacher.</li> </ul>

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Uncontrolled Substance	<ul style="list-style-type: none"> <li>● Definition: Possession, use, or distribution of a substance not legally regulated but used inappropriately or without permission, often causing disruption or safety concerns.</li> <li>● Example: A student brings a can of compressed air (intended for cleaning electronics) to school and misuses it to inhale fumes.</li> <li>● Non-example: A student uses over-the-counter medication, such as ibuprofen, responsibly and with proper permission from school authorities.</li> </ul>
Look-alike weapon	<ul style="list-style-type: none"> <li>● Definition: A device that resembles a firearm in appearance, shape, or configuration. In Utah, a firearm replica is defined as a firearm that is similar to another firearm described in             <ul style="list-style-type: none"> <li>○ United States Code 15 USC 5001 - <a href="https://uscode.house.gov/view.xhtml?req=(title:15%20section:5001%20edition:prelim">https://uscode.house.gov/view.xhtml?req=(title:15%20section:5001%20edition:prelim</a></li> </ul> </li> <li>● Example: A student brings a toy gun that looks like a real firearm to school, causing alarm among peers and staff.</li> <li>● Non-Example: A student brings a brightly colored plastic water gun clearly identifiable as a toy for a school-approved water activity.</li> </ul>
Truancy (sluff)	<ul style="list-style-type: none"> <li>● Definition: Unexcused absence from school or class without permission.</li> <li>● Example: A student skips their entire school day without informing a parent or school staff.</li> <li>● Non-Example: A student is late to class because of a valid doctor's appointment with prior notification to the school.</li> </ul>
Destruction of Property (\$100 - \$500 or more)	<ul style="list-style-type: none"> <li>● Definition: The student engages in an action involving deliberate destruction of or damage to public or private property.</li> <li>● Example: A student breaks several classroom windows intentionally.</li> <li>● Non-Example: A student accidentally drops and breaks a school-issued tablet.</li> </ul>
Misuse of materials (higher level)	<ul style="list-style-type: none"> <li>● Definition: Intentional misuse of classroom or school materials causing disruption, damage, or safety concerns.</li> </ul>

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	<ul style="list-style-type: none"> <li>● Example: A student intentionally damages a classroom 3D printer by jamming it with inappropriate materials.</li> <li>● Non-Example: A student unknowingly uses equipment incorrectly due to a lack of understanding but stops when corrected.</li> </ul>
Insubordination	<ul style="list-style-type: none"> <li>● Definition: Willful, intentional refusal or neglect to obey an express or implied command, instruction, order, or rule.</li> <li>● Example: A student is instructed to stop talking during a test and deliberately continues to talk despite multiple warnings.</li> <li>● Non-Example: A student does not follow a teacher's instruction immediately because they did not hear or understand the request but complies once the instruction is clarified.</li> </ul>
Dress Code Violations	<ul style="list-style-type: none"> <li>● Definition: As defined by North Sanpete Dress and Grooming Code V-6             <ul style="list-style-type: none"> <li>○ <a href="https://irp.cdn-website.com/43e0c387/files/uploaded/V-06_-_Dress_and_Grooming_Policy_Updated_8.17.21.pdf">https://irp.cdn-website.com/43e0c387/files/uploaded/V-06_-_Dress_and_Grooming_Policy_Updated_8.17.21.pdf</a></li> </ul> </li> <li>● Example: A student wears clothing with offensive language or imagery that violates the school's dress code policy.</li> <li>● Non-Example: A student wears a colorful hoodie with school-appropriate images but is asked to remove it during a formal school assembly.</li> </ul>
Elopement	<ul style="list-style-type: none"> <li>● Definition: Leaving a classroom or school building without permission; this can include hiding/being unable to be safely located by an adult.</li> <li>● Example: A student runs out of the classroom during instruction and hides on the playground.</li> <li>● Non-Example: A student asks for and receives permission to leave the classroom for a restroom break.</li> </ul>
Inciting a Fight	<ul style="list-style-type: none"> <li>● Definition: The student purposefully organized, promoted, or encouraged others to fight.</li> </ul>

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		<ul style="list-style-type: none"><li>● Example: A student spreads messages encouraging peers to meet and fight after school on school property.</li><li>● Non-Example: A student unintentionally miscommunicates a statement that is misinterpreted as instigating conflict.</li></ul>
	False Allegation	<ul style="list-style-type: none"><li>● Definition: The student knowingly reports a serious infraction (bullying, harassment, fighting, stealing, etc.) that is inaccurate or false.</li><li>● Example: A student falsely accuses a peer of stealing their belongings when they know this is not true.</li><li>● Non-Example: A student mistakenly reports seeing a peer cheating, later realizing they misunderstood the situation.</li></ul>

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### Level 4 Behaviors

<b>L E V E L  4</b>	<p><b>High-Level Infractions:</b>            Behavior that creates a serious impact on the school community and/or when moderately unsafe behavior continues or escalates despite documented interventions and supports. Repeated or significant Level Three infractions. Behaviors that implicate safety and require an increased level of planning, intervention, and possible outside resources due to the severity of risk and deficit.</p>	
	<p><b>Management and Documentation</b></p> <ul style="list-style-type: none"> <li>● Administrator managed, school and district</li> <li>● Document as Office Referral in Discipline Dashboard</li> <li>● Administrator may complete a district referral</li> </ul>	
	<p><b>Skill Based Supports</b></p> <ul style="list-style-type: none"> <li>● Level 1-3 supports</li> <li>● Individual school/community based therapy referral</li> </ul>	<p><b>Intervention</b></p> <ul style="list-style-type: none"> <li>● Family group conference</li> <li>● Potential Tier 2 Intervention supported by SST               <ul style="list-style-type: none"> <li>○ 2x10</li> <li>○ Preventive Problem Solving Plan</li> <li>○ Goal Setting</li> <li>○ Check-In Check-Out (CICO)</li> </ul> </li> <li>● Potential Tier 3 Student Support Plan</li> <li>● Potential Tier 3 Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP)</li> </ul>
	<p><b>Staff and/or Administrative Consequences/Actions:</b></p> <ul style="list-style-type: none"> <li>● Follow office referral process</li> <li>● Comprehensive CSTAG evaluation</li> <li>● Potential consult/referral to law enforcement</li> </ul>	<p><b>Administrative Actions That May Result in Removal from Instruction</b></p> <ul style="list-style-type: none"> <li>● Always results in a school removal and implementation of intervention.</li> </ul>

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<ul style="list-style-type: none"> <li>● Potential district team referral</li> </ul>	<ul style="list-style-type: none"> <li>● May result in district team referral</li> </ul>
<p>Controlled Substance</p>	<ul style="list-style-type: none"> <li>● Definition: The joint or individual ownership, control, occupancy, holding, retaining, belonging, maintaining, or the application, inhalation, swallowing, injection, or consumption of a drug or substance included in Schedules I, II, III, IV, or V or Section 58-37-4; included in Schedules I, II, III, IV, or V of the federal Controlled Substances Act, Title II, P.L. 91-513; that is a controlled substance analog; or listed in Section <a href="#">58-37-4.2</a> <ul style="list-style-type: none"> <li>○ Utah Code 58-37-201 - <a href="https://le.utah.gov/xcode/Title58/Chapter37/58-37-S2.html?v=C58-37-S2_2024031220240501">https://le.utah.gov/xcode/Title58/Chapter37/58-37-S2.html?v=C58-37-S2_2024031220240501</a></li> </ul> </li> <li>● Example: A student is caught using a Schedule II prescription drug without a prescription.</li> <li>● Non-Example: A student takes their prescribed ADHD medication under the supervision of the school nurse.</li> </ul>
<p>Harassment (Non-Sexual)</p>	<ul style="list-style-type: none"> <li>● Definition: A student incites mental, physical, or emotional harm to another person that is based on race, color, religion, sex, national origin, age, disability, or genetic information. <ul style="list-style-type: none"> <li>○ Title VII - <a href="https://www.eeoc.gov/harassment#:~:text=Harassment%20is%20unwelcome%20conduct%20that,(including%20family%20medical%20history)">https://www.eeoc.gov/harassment#:~:text=Harassment%20is%20unwelcome%20conduct%20that,(including%20family%20medical%20history)</a></li> </ul> </li> <li>● Example: A student repeatedly mocks another student's accent in front of peers, causing emotional distress.</li> <li>● Non-Example: A student unintentionally mispronounces another student's name and immediately apologizes upon being corrected.:</li> </ul>
<p>Hazing</p>	<ul style="list-style-type: none"> <li>● Definition: Intentionally, knowingly, or recklessly committing an act or causing another individual to commit an act towards another that: endangers the mental or physical health or safety of an individual; is committed for the purpose of initiation into, admission into,</li> </ul>

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		<p>affiliation with, holding office in, or as a condition for membership in a school or school-sponsored team, organization, program club or event; or is directed toward an individual who the individual who commits the act knows, at the time the act is committed, is a member of or candidate for membership in, a school or school-sponsored team, organization, program club, or event in which the individual commits the act also participates.</p> <ul style="list-style-type: none"> <li>○ Utah Code 53G-9-601 - <a href="https://le.utah.gov/xcode/Title53G/Chapter9/53G-9-S601.html?v=C53G-9-S601_2024050120240501">https://le.utah.gov/xcode/Title53G/Chapter9/53G-9-S601.html?v=C53G-9-S601_2024050120240501</a></li> </ul> <ul style="list-style-type: none"> <li>● Example: A team requires new members to perform physically exhausting and humiliating tasks to be allowed to join.</li> <li>● Non-Example: A team asks new members to participate in a team-building activity such as sharing fun facts about themselves.</li> </ul>
	Marijuana	<ul style="list-style-type: none"> <li>● Definition: The joint or individual ownership, control, occupancy, holding, retaining, belonging, maintaining, or the application, inhalation, swallowing, injection, or consumption of any species of the genus cannabis and all parts of the genus, whether growing or not. <ul style="list-style-type: none"> <li>○ Utah Code 58-37-201 - <a href="https://le.utah.gov/xcode/Title58/Chapter37/58-37-S2.html?v=C58-37-S2_2024031220240501">https://le.utah.gov/xcode/Title58/Chapter37/58-37-S2.html?v=C58-37-S2_2024031220240501</a></li> </ul> </li> <li>● Example: A student is found with a small bag of cannabis in their backpack.</li> <li>● Non-Example: A student brings a school-approved hemp-based lotion to campus for personal use.</li> </ul>
	Physical Assault	<ul style="list-style-type: none"> <li>● Definition: A student attempts, with force or violence, to inflict bodily injury on an individual or commits an act, with unlawful force or violence, that causes bodily injury to an individual or creates a substantial risk of bodily injury to an individual.</li> </ul>

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	<ul style="list-style-type: none"> <li>○ Utah Code 76-5-102 - <a href="https://le.utah.gov/xcode/Title76/Chapter5/76-5-S102.html?v=C76-5-S102_2022050420220504">https://le.utah.gov/xcode/Title76/Chapter5/76-5-S102.html?v=C76-5-S102_2022050420220504</a></li> <li>● Example: A student punches another student during an argument, causing a bloody nose.</li> <li>● Non-Example: A student accidentally bumps into a peer while running and immediately apologizes.</li> </ul>
Robbery	<ul style="list-style-type: none"> <li>● Definition: unlawfully and intentionally takes or attempts to take personal property in the possession of an individual from the individual's person or immediate presence, against the individual's will, by means of force or fear, and with a purpose or intent to deprive the individual permanently or temporarily of the personal property; or intentionally or knowingly uses force or fear of immediate force against an individual in the course of committing a theft or unauthorized possession of property.             <ul style="list-style-type: none"> <li>○ Utah Code 76-6-301 <a href="https://le.utah.gov/xcode/title76/chapter6/76-6-s301.html">https://le.utah.gov/xcode/title76/chapter6/76-6-s301.html</a></li> </ul> </li> <li>● Example: A student forcibly takes another student's phone, threatening physical harm if they don't comply.</li> <li>● Non-Example: A student borrows a classmate's phone with verbal consent but returns it later than expected.</li> </ul>
Sexual Harassment	<ul style="list-style-type: none"> <li>● Definition: Unwelcomed conduct determined by a reasonable person to be so severe, persuasive, and objectively offensive that it effectively denies a person equal access to the school's education program or activity.             <ul style="list-style-type: none"> <li>○ U.S. DOE Revised Sexual Harassment Guidance - <a href="https://www.ed.gov/about/offices/list/ocr/docs/shguide.html">https://www.ed.gov/about/offices/list/ocr/docs/shguide.html</a></li> </ul> </li> <li>● Example: A student makes repeated sexually explicit comments to a peer despite being told to stop, leading to emotional distress and avoidance of classes.</li> </ul>

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	<ul style="list-style-type: none"> <li>● Non-Example: A student compliments another student's outfit in a respectful and non-suggestive manner.</li> </ul>
Weapon - Other objects used as a weapon (intent/damage)	<ul style="list-style-type: none"> <li>● Definition: Any item capable of causing death or serious bodily injury or facsimile or representation of the item. <ul style="list-style-type: none"> <li>○ Utah Administrative Rule R277-615 - <a href="https://schools.utah.gov/adminrules/administrativerules/administrativerules/effective_rules/R277615EffectiveAugust2020.pdf">https://schools.utah.gov/adminrules/administrativerules/administrativerules/effective_rules/R277615EffectiveAugust2020.pdf</a></li> </ul> </li> <li>● Example: A student uses a metal baseball bat to threaten or harm another student during an argument.</li> <li>● Non-Example: A student carries a wooden baseball bat to school for use in a PE class or sports practice with teacher approval.</li> </ul>
Weapon - Substance used as a weapon	<ul style="list-style-type: none"> <li>● Definition: Providing to another individual any substance capable of causing death or serious bodily injury.</li> <li>● Example: A student sprays another student in the face with a chemical cleaner during an altercation, causing harm.</li> <li>● Non-Example: A student accidentally spills cleaning solution while helping a custodian, with no intent to harm anyone.</li> </ul>
Trespassing	<ul style="list-style-type: none"> <li>● Definition: A student enters or remains unlawfully upon school property, enters or remains without authorization upon school property if notice against entry or remains has been given. <ul style="list-style-type: none"> <li>○ Utah Code 53G-8-603 - <a href="https://le.utah.gov/xcode/Title53G/Chapter8/53G-8-S603.html">https://le.utah.gov/xcode/Title53G/Chapter8/53G-8-S603.html</a></li> </ul> </li> <li>● Example: A student sneaks into a closed-off gym after hours despite signs prohibiting entry.</li> <li>● Non-Example: A student accidentally enters a restricted area but leaves immediately upon being informed of the mistake.</li> </ul>

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## Behavioral Expectations and Definitions Guide

### Level 5 Behaviors

L E V E L  5	<b>Egregious Violations:</b> Behavior poses a significant risk to the safety of others in the school. Behavior presents an imminent threat of serious harm to the school community. Behaviors identified as expellable offenses. These behaviors likely require a change of placement and comprehensive intervention resources.	
	<b>Management and Documentation</b> <ul style="list-style-type: none"> <li>● Administrator managed, school and district</li> <li>● District referral</li> </ul>	
	<b>Skill Based Supports</b> <ul style="list-style-type: none"> <li>● All responses from Level One through Four</li> </ul>	<b>Intervention</b> <ul style="list-style-type: none"> <li>● Student Placement Plan</li> <li>● Reintegration Plan</li> </ul>
	<b>Staff and/or Administrative Consequences/Actions: Required Administrative Actions</b> <ul style="list-style-type: none"> <li>● District Referral</li> <li>● Comprehensive CSTAG Evaluation</li> <li>● Law enforcement Referral</li> </ul>	<b>Administrative Actions That May Result in Removal from Instruction</b> <ul style="list-style-type: none"> <li>● District Team Referral</li> <li>● Placement Evaluation</li> <li>● Law Enforcement Referral</li> </ul>
	Distribution	<ul style="list-style-type: none"> <li>● Definition: A person who distributes a controlled substance or other listed chemical in Utah Code 58-37-201             <ul style="list-style-type: none"> <li>○ <a href="https://le.utah.gov/xcode/Title58/Chapter37/58-37-S2.html?v=C58-37-S2_2024031220240501">https://le.utah.gov/xcode/Title58/Chapter37/58-37-S2.html?v=C58-37-S2_2024031220240501</a></li> </ul> </li> <li>● Example: A student is caught giving prescription medication to another student without authorization.</li> <li>● Non-Example: A student delivers a school-authorized medication from the nurse's office to their sibling under staff supervision.</li> </ul>

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Homicide	<ul style="list-style-type: none"> <li>● Definition: The deliberate and unlawful killing of another person.</li> <li>● Example: A student intentionally causes the death of another individual on school grounds.</li> <li>● Non-Example: A student accidentally causes harm, leading to death in a situation devoid of intent or negligence, such as a sports accident.</li> </ul>
Terroristic Threats	<ul style="list-style-type: none"> <li>● Definition: Express or implied threat to commit an offense involving bodily injury, death, or substantial property damage by use of a weapon of mass destruction or use of hoax weapon of mass destruction, or acts with the intent to intimidate or coerce a civilian population or to influence or affect the document of a government or unit of government, prevent or interrupt the occupation of a building or portion of the building, a place to which the public has access or a facility or vehicle of public transportation operated by a common carrier; or cause an official or volunteer agency organized to deal with emergencies to take action due to the scooter's conduct posing a serious and substantial risk to the general public.             <ul style="list-style-type: none"> <li>○ Utah Code 76-5-107.3 - <a href="https://le.utah.gov/xcode/Title76/Chapter5/76-5-S107.3.html">https://le.utah.gov/xcode/Title76/Chapter5/76-5-S107.3.html</a></li> </ul> </li> <li>● Example: A student writes a note claiming they planted a bomb in the school, causing an evacuation and police involvement.</li> <li>● Non-Example: A student jokes with a peer about "blowing up" a difficult test in a clear, non-threatening, and contextually understood way.</li> </ul>
Weapons (Handgun, Rifle, Shotgun)	<ul style="list-style-type: none"> <li>● Definition: A student possessing any item capable of causing death or serious bodily injury or a facsimile or representation of the item.             <ul style="list-style-type: none"> <li>○ Utah Administrative Rule R277-615 - <a href="https://schools.utah.gov/adminrules/administrativerules/administrative_rules/effective_rules/R277615EffectiveAugust2020.pdf">https://schools.utah.gov/adminrules/administrativerules/administrative_rules/effective_rules/R277615EffectiveAugust2020.pdf</a></li> </ul> </li> <li>● Example: A student brings an unloaded handgun to school and hides it in their locker.</li> <li>● Non-Example: A student uses a plastic toy gun in a drama class performance with prior teacher approval.</li> </ul>

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## Behavioral Expectations and Definitions Guide

Weapon - Explosive Device	<ul style="list-style-type: none"><li>• Definition: any chemical compound mixture or device, the primary or common purpose of which is to function by explosion; the term includes, but is not limited to, dynamite and other high explosives, black powder, pellet powder, initiating explosives, detonators, safety fuses, squibs, detonating cord, igniter cord, and igniters.<ul style="list-style-type: none"><li>○ U.S. Code 18-1-40-841 - <a href="https://uscode.house.gov/view.xhtml?req=granuleid:USC-prelim-title18-section841&amp;num=0&amp;edition=prelim#:~:text=(d)%20Except%20for%20the%20purposes,the%20coverage%20of%20this%20chapter.">https://uscode.house.gov/view.xhtml?req=granuleid:USC-prelim-title18-section841&amp;num=0&amp;edition=prelim#:~:text=(d)%20Except%20for%20the%20purposes,the%20coverage%20of%20this%20chapter.</a></li></ul></li><li>• Example: A student brings fireworks or homemade explosive devices to school with the intent to detonate them.</li><li>• Non-Example: A student unknowingly leaves a firecracker in their backpack after a family outing but does not use or display it.</li></ul>
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Reductive Consequence Action Table

Available Sanctions by Response Level	Level 1	Level 2	Level 3	Level 4	Level 5
Minor Incident Documented (Teacher Managed)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Not available as an option	Not available as an option	Not available as an option
Office Referral, Administrator Managed	Not available as an option	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
May Suspend	Not available as an option	Not available as an option	<input checked="" type="checkbox"/>	Not available as an option	Not available as an option
Shall Suspend	Not available as an option	Not available as an option	Not Required	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Tier 3 Written Student Support Plan or Behavior Intervention Plan	Not available as an option	Not Required	Not Required	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Complete a Comprehensive CSTAG Evaluation	Not Required	Not Required	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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May Refer to District – Call, Consult, Plan	Not available as an option	Not available as an option	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Not available as an option
Shall Refer to District	Not available as an option	Not available as an option	Not available as an option	Not available as an option	<input checked="" type="checkbox"/>
Possible District Hearing, Expulsion	Not available as an option	Not available as an option	Not available as an option	Not available as an option	<input checked="" type="checkbox"/>
May refer to Law Enforcement when appropriate	Not available as an option	Not available as an option	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Not available as an option
Shall Refer to Law Enforcement	Not available as an option	Not available as an option	Not available as an option	Not available as an option	<input checked="" type="checkbox"/>