# Table of Contents

**GUIDING PRINCIPLES**

- Language Assistance Notice .................................................................................................................................................. 5
- Letter from the Board of Education and Superintendent ......................................................................................................... 6
- Educate and Empower Every Student, In Every Community, Everyday .......................................................................................... 8
- Blueprint 23 .............................................................................................................................................................................. 9

**SUPPORT FOR STUDENT SUCCESS**

- Rights and Responsibilities .................................................................................................................................................. 10
  - Student’s Rights and Responsibilities .................................................................................................................................. 10
  - Parent’s Rights and Responsibilities .................................................................................................................................... 11
  - Staff Rights and Responsibilities ........................................................................................................................................ 12
  - Freedom from Discrimination, Harassment and Bullying: ................................................................................................. 14
  - Effective Communication: ...................................................................................................................................................... 14
- Attendance Policy ........................................................................................................................................................................ 14
  - Daily Attendance Expectations ........................................................................................................................................... 14
  - Attendance Defined ............................................................................................................................................................... 15
  - Excused Absences ................................................................................................................................................................. 16
  - Attendance Intervention and Support .................................................................................................................................... 17
  - For additional information about Attendance, please refer to our Full Attendance Policy .............................................. 17
- Bullying Policy ............................................................................................................................................................................. 17
- Title IX Sexual Harassment ....................................................................................................................................................... 18
- Dress Code .................................................................................................................................................................................. 19
  - General requirements ............................................................................................................................................................. 19
  - Students May Not Wear ......................................................................................................................................................... 20
- Athletic Policy ................................................................................................................................................................................ 20
- Technology Use Policy/Responsible Use of Social Media ...................................................................................................... 22
- Warning About Sexually Explicit Online Communication ................................................................................................ 23
- MTSS, Restorative Practices, PBIS ........................................................................................................................................ 23

**CODE OF CONDUCT**

- Behavior Expectations ............................................................................................................................................................. 24
- Responses to Student Behavior (Tiered Interventions and Leveled Consequences) ............................................................... 25
- Undesirable Behaviors (Infractions) .......................................................................................................................................... 30
<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A01</td>
<td>DEFIANCE OF AUTHORITY/INSUBORDINATION</td>
</tr>
<tr>
<td>A03</td>
<td>ELECTRONIC DEVICE POLICY VIOLATION</td>
</tr>
<tr>
<td>A04</td>
<td>SCHOOL MATERIALS USE WITHOUT PERMISSION</td>
</tr>
<tr>
<td>A05</td>
<td>ACADEMIC DISHONESTY</td>
</tr>
<tr>
<td>A08</td>
<td>LEAVING ASSIGNED LEARNING AREA OR SCHOOL GROUNDS WITHOUT PERMISSION</td>
</tr>
<tr>
<td>A09</td>
<td>DRESS CODE VIOLATION</td>
</tr>
<tr>
<td>A10</td>
<td>DISTRACTION TO CLASSROOM/ASSIGNED LEARNING AREA</td>
</tr>
<tr>
<td>A11</td>
<td>ROUGH PLAY</td>
</tr>
<tr>
<td>B01</td>
<td>ABUSIVE AND OFFENSIVE LANGUAGE</td>
</tr>
<tr>
<td>B03</td>
<td>POSSESSION OF PROHIBITED OBJECTS</td>
</tr>
<tr>
<td>B04</td>
<td>THEFT OR RECEIPT OF STOLEN PROPERTY (less than $100)</td>
</tr>
<tr>
<td>B05</td>
<td>EXTORTION</td>
</tr>
<tr>
<td>B06</td>
<td>PROPERTY DAMAGE, INCLUDING GRAFFITTI (less than $200)</td>
</tr>
<tr>
<td>B09</td>
<td>HARASSMENT</td>
</tr>
<tr>
<td>B10</td>
<td>GAMBLING</td>
</tr>
<tr>
<td>B11</td>
<td>HATE SPEECH</td>
</tr>
<tr>
<td>B14</td>
<td>FIGHTING – MUTUAL COMBAT, MUTUAL ALTERCATION</td>
</tr>
<tr>
<td>B15</td>
<td>INITIATING AN ATTACK ON STUDENT</td>
</tr>
<tr>
<td>B16</td>
<td>RESPONSE TO A PHYSICAL ATTACK, THREAT OF ATTACK OR VERBAL ALTERCATION</td>
</tr>
<tr>
<td>B17</td>
<td>SEXUALLY SUGGESTIVE AND/OR DISCRIMINATORY ACTIONS</td>
</tr>
<tr>
<td>B20</td>
<td>HAZING</td>
</tr>
<tr>
<td>B21</td>
<td>TRESPASSING</td>
</tr>
<tr>
<td>B22</td>
<td>VERBAL ALTERCATION</td>
</tr>
<tr>
<td>B23</td>
<td>UNDER THE INFLUENCE OF DRUGS, CONTROLLED SUBSTANCES, INHALANTS OR ALCOHOL</td>
</tr>
<tr>
<td>B24</td>
<td>RESPONSE TO A PHYSICAL ATTACK, THREAT OF ATTACK OR VERBAL ALTERCATION</td>
</tr>
<tr>
<td>C02</td>
<td>PROPERTY DAMAGE/VANDALISM</td>
</tr>
<tr>
<td>C03</td>
<td>THEFT OR RECEIPT OF STOLEN PROPERTY, Value $100 or More</td>
</tr>
<tr>
<td>C04</td>
<td>SEXUAL MISCONDUCT</td>
</tr>
<tr>
<td>C07</td>
<td>BULLYING/CYBERBULLYING</td>
</tr>
<tr>
<td>C08</td>
<td>POSSESSION OF INSTRUMENTS DESIGNED OR USED FOR INFLICTING BODILY HARM OR</td>
</tr>
<tr>
<td>C09</td>
<td>USE OR POSSESSION OF DRUG PARAPHERNALIA OR CONTROLLED SUBSTANCES</td>
</tr>
<tr>
<td>C10</td>
<td>GANG RELATED ACTIVITY</td>
</tr>
<tr>
<td>C11</td>
<td>ADMITTANCE OF UNAUTHORIZED INDIVIDUALS INTO SCHOOL BUILDINGS</td>
</tr>
<tr>
<td>C12</td>
<td>FALSE ACTIVATION OF ALARM</td>
</tr>
</tbody>
</table>
GUIDING PRINCIPLES
Language Assistance Notice

Detroit Public Schools Community District provides language assistance (oral interpretation and written translation) services to parents and guardians with limited English proficiency. The District accepts a parent’s or guardian’s assertion that language assistance is needed in speaking, reading or writing English without requiring additional corroboration. For free help, please contact your child’s school or the District’s Translations Coordinator at (313) 870-3776 or (313) 212-4312.

خدمات المساعدة اللغوية - اللغة العربية
توفر منطقة مارس ترمويت العامة المجتمعية خدمات المساعدة اللغوية (ترجمة نطقية وترجمة مكتوبة) للذين يواجهون صعوبة في القراءة والكتابة باللغة الإنجليزية. وقائمة المنطقة تؤكد أن هذا الطلب هو الطلب الأول في المساعدة اللغوية في النطق أو القراءة أو الكتابة باللغة الإنجليزية دون الحاجة إلى إثبات إضافي. للحصول على المساعدة المجانية، يرجى الاتصال بقسم الترجمة بمدرسة طالب أو المنطقة على الأرقام: 870-3776 (313) أو 212-4312 (313).

Servicios Asistenciales de Traducción en Español
El Distrito Comunitario de las Escuelas Públicas de Detroit ofrece servicios de asistencia lingüística (interpretación oral y traducción escrita) a padres y tutores con dominio limitado del idioma inglés. El Distrito acepta las declaraciones de padres o tutores en las que expresan que necesitan ayuda con el idioma para hablar, leer o escribir en inglés, sin necesidad de una comprobación adicional. Para obtener ayuda gratuita, por favor comuníquese con la escuela de su hijo/a o el Coordinador de Traducciones del Distrito al (313) 870-3776 o (313) 212-4312.

বাংলা ভাষা সংক্রান্ত সহায়তা দেবা
ইংরেজিতে সীমিত দক্ষতা রয়েছে এমন বাবামা ও অতিভাবকদের জন্য Detroit Public Schools Community District ভাষা সংক্রান্ত সহায়তা (মৌলিক বাষ্পী প্রাপ্তি ও সিস্টেম অনুবাদ) দেবা দেওয়া করে। অতিরিক্ত প্রমাণের প্রয়োজন হাজার ইংরেজিতে বাবামা বা অতিভাবকদের এই দাবি মেনে নিয়ে যে, ইংরেজিতে বলা, পড়া ও লেখার জন্য ভাষা সংক্রান্ত সহায়তার প্রয়োজন রয়েছ। বিনিময়ও সহায়তার জন্য অনুমোদন করে আপনার সহায়তা সের্বর সাথে ও ইন্টারনেটের সাথে (313) 870-3776 বা (313) 212-4312 থেকে যোগাযোগ করুন।

Limba română – Servicii de asistență lingvistică
Detroit Public Schools Community District oferă părinților și tuturor legali cu cunoștințe limitate de engleză servicii de asistență lingvistică (translate orală și traducere). Districtul aderă la principiul că asistența lingvistică vizând comunicarea verbală, citire și scriere în limba engleză este necesară și nu solicită coroboration suplimentară a aceasta. Pentru asistența gratuită, vă rugăm să contactați Coordonatorul de Traduceri al Districtului, la numărul de telefon (313) 870-3776 / (313) 212-4312.

Lus Hmoob – Kev Pab Cuam Taxhais Lus
Detroit Public Schools Community District muab kev pab cuam lus (txhais ua lus thiab txhais ntawv) pab cuam rau cov niamtiv thiab cov tsom kwm uas paub lus Askiv tsis zoo. Tuam tsev kawm lees paub niam txiv thiab cov saib xyuas uas tsis paub lus zoo yuav tsum tau hais nyeem thiab sau ua lus Askiv uas tsis tag yuav nhiaiv lwm tus neeg sab nrauv pab txiv. Hais txog pab dawb, thov hu rau koj tus menyuam lub tsev kawm ntawv loos Tuam Tsev Kawm Ntawv tus neeg txuaas lus fab kev txhais lus (313) 870-3776 / (313) 212-4312.
Letter from the Board of Education and Superintendent

Detroit Public Schools Community District is committed to supporting every student feeling loved, challenged and prepared for college and career by fostering a safe, supportive learning environment that emphasizes restorative practices, Multi-Tiered System of Supports (MTSS), standardized corrective intervention strategies, and responsive wrap-around services. We believe that through proactive equitable support, our students can meet high expectations, both academically and socially.

Our school environments should be spaces that are conducive to positive student interactions and academic achievement, therefore, there is strong emphasis on teaching our students strategies that promote proactive communication skills, allowing them to engage in advocacy and restorative dialogue. Additionally, students must be equipped to problem solve and navigate conflict in a respectful and peaceful manner, so they can personally contribute to the creation of classrooms that promote and sustain high quality teaching and learning.

The “Expect Respect” campaign continues to be an anchor of our positive behavior intervention support plan which includes monthly themes and lessons for schools to focus on character traits and practice positive interactions with others. Districtwide implementation occurs through classroom and school-wide lessons, activities, and assemblies. “Expect Respect” has empowered students to build stronger relationships with peers and adults within the school community and to better understand both the value of making positive choices aligned with outlined expectations, as well as the necessary consequences when expectations are not met.

Our Student Handbook (“The Handbook”), which incorporates our Student Code of Conduct, clearly outlines behavior expectations for students to ensure they are participating in a safe learning environment that embraces fairness, diversity, and respect for the rights of others. The guidance outlined in The Handbook is in alignment with local, state, and federal mandates which emphasize promoting a safe learning environment as a foundation for academic success.

The Handbook addresses the role of the parents/guardians, the students, and school, but also focuses on student behaviors, rights, and responsibilities, even if disciplinary procedures are required due to violations of the Code of Conduct. It is extremely important to note that behaviors, including those of electronic means, committed on or off the school campus may be violations of the Code of Conduct. Off-campus conduct and conduct outside of school time that violates the Code of Conduct may also be the basis for discipline up to expulsion if it substantially disrupts the educational process or orderly operation of a school. Off-campus conduct that poses a threat or danger to the safety of other students, staff, School Board members, any other members of the District Community, or school property, may constitute behavior that has a substantial adverse impact on the educational environment requiring disciplinary action. The Superintendent, principals, and other administrators shall assign discipline/corrective strategies to students
pursuant to the Code of Conduct and where required by law, to protect the student’s due process rights to notice, hearing, and appeal.

Families, students, schools, staff, and the District must partner together to create a positive school culture as outlined in The Handbook. Therefore, we encourage everyone to review the entire Handbook, and to have additional conversations about the importance of contributing to a safe and positive learning environment by abiding by the expectations outlined. It is also important that all participants in our District community understand the defined consequences that must be implemented when violations of the Code of Conduct occur.

After reviewing and discussing the documents with your student, please sign the “Parent and Student Statement of Receipt”, and have your child return it to school. If you have questions, you want answered before signing, please take this time to engage with your student’s teachers and school staff. This is a great way to begin to build the important line of communication between you and your student’s school. Please keep a copy for your records once signed. Principals, teachers, and staff will also sign their own statement of receipt.

Thank you for working with us to create safe, positive learning environments at every school in the Detroit Public Schools Community District.

Sincerely,

Dr. Nikolai P. Vitti
Superintendent
Detroit Public Schools Community District

Board of Education
Angelique Peterson-Mayberry, President
Dr. Deborah Hunter-Harvill, Vice President
Misha Stallworth, Secretary
Sonya Mays, Treasurer
Sherry Gay-Dagnogo, Member
Georgia Lemmons, Member
Bishop Corletta Vaughn, Member
The Detroit Public Schools Community District Student Handbook 2022-2023 ("The Handbook") incorporates the Student Code of Conduct and sets forth the rights and responsibilities of students, parents, and staff while at school and school-related activities. The Handbook provides information on how DPSCD supports student success and informs on strategies to address behavior and specific consequences for student misconduct.

The Handbook applies to students, while on Detroit Public Schools Community District physical property, as well as when using District networks, accounts, telecommunications, electronic or virtual/online services or equipment. It applies during school hours as well as before and after school hours to include after-school events, student clubs, sporting events, District sponsored/sanctioned events, on school buses or in other school vehicles, during school-sponsored field trips when connected with school-related events and activities, and when students are in route to and from school.

All members of our community have a responsibility to promote behavior that creates positive culture and climate. For its part, DPSCD will administer The Handbook fairly, with due process and appropriate considerations, and without discrimination.
MISSION
We educate and empower every student, in every community, every day, to build a stronger Detroit.

VISION
All students will have the knowledge, skills and confidence necessary to thrive in our city, our nation, our world.

CORE VALUES

Students First
Make decisions that are in the best interest of students. Use every resource strategically so that we can meet students’ individual needs.

Excellence
Be relentless in your pursuit of greatness. Be bold and innovate. Learn from your mistakes. Hold yourself and others to high standards.

Integrity
Do the right thing, even when no one is looking. Be honest. Be trustworthy. Be accountable.

Equity
Diversity is an asset that makes us stronger. Advocate for the needs of others. Ensure that all members of our community have access to the tools and resources they need to be successful.

Service
Listen. Empathize. Respond. Own problems and help to solve them.

Tenacity
Embrace hard work and persevere in the face of challenges. Follow through on your commitments and strive to do your best, no matter what.

Students Rise.
We All Rise.

BLUEPRINT 2023

P Priorities

Transformative Culture
Build and sustain strong school cultures where everyone feels loved, challenged, and prepared.

Outstanding Achievement
Offer differentiated learning experiences that dramatically accelerate the academic experience of all students and to ensure they are college and career ready.

Whole Child Commitment
Provide students with opportunities and resources to meet their physical and mental health needs, explore their interests, and honor their identities.

Exceptional Talent
Build an excellent, effective team of dedicated staff to serve our students in a variety of settings.

Responsible Stewardship
Ensure sustainable, transparent, and equitable deployment of resources to support safety and success.
## Support for Student Success

### Rights and Responsibilities

#### Student’s Rights and Responsibilities

<table>
<thead>
<tr>
<th>Rights:</th>
<th>Responsibilities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• To receive a free public-school education, equitable academic</td>
<td>• To attend school on time, every day.</td>
</tr>
<tr>
<td>resources, and inclusive learning environments in all classrooms.</td>
<td>• To meet the standards of behavior in The Handbook.</td>
</tr>
<tr>
<td>• To receive written/electronic copies of the district and school</td>
<td>• To abide by and follow school rules, regulations, and policies.</td>
</tr>
<tr>
<td>policies and procedures.</td>
<td>• To behave in a manner that contributes to a safe learning environment,</td>
</tr>
<tr>
<td>• To receive an oral and written explanation of the reason(s) for</td>
<td>and which supports the rights of others to learn.</td>
</tr>
<tr>
<td>disciplinary decisions and procedures to appeal such decisions.</td>
<td>• To be truthful and accountable for actions.</td>
</tr>
<tr>
<td>• To receive due process.</td>
<td>• To use positive behavioral support offered by the school to improve</td>
</tr>
<tr>
<td>• To receive respect and dignity from the school community.</td>
<td>behavior, as necessary.</td>
</tr>
<tr>
<td>• To learn in a socially, emotionally, and physically safe and positive</td>
<td>• To demonstrate pride in self and academic future by dressing</td>
</tr>
<tr>
<td>school climate.</td>
<td>appropriately for school and school functions.</td>
</tr>
<tr>
<td>• To be taught by effective teachers.</td>
<td>• To show respect for school property and respect for the property of</td>
</tr>
<tr>
<td>• To learn in an environment that uses positive disciplinary policies</td>
<td>others.</td>
</tr>
<tr>
<td>and practices.</td>
<td>• To update contact information, including but not limited to home</td>
</tr>
<tr>
<td>• To participate in decisions affecting their education.</td>
<td>address, telephone number(s), and e-mail addresses, when necessary.</td>
</tr>
<tr>
<td>• To be safe from retaliation when bringing complaints or concerns to</td>
<td>• To respond in a timely manner to communication from the school.</td>
</tr>
<tr>
<td>the school Principal, staff, or district officials.</td>
<td></td>
</tr>
<tr>
<td>• To request or challenge in writing an explanation of anything in</td>
<td></td>
</tr>
<tr>
<td>their education records.</td>
<td></td>
</tr>
<tr>
<td>• To have family/guardian contacted to be present for, and for</td>
<td></td>
</tr>
<tr>
<td>permission to be issued before any interview is conducted with</td>
<td></td>
</tr>
<tr>
<td>DPSCD Public Safety Department presence.</td>
<td></td>
</tr>
</tbody>
</table>
- To have family/guardian notified of the nature of any investigation and other details as appropriate, unless the situation involves child abuse or neglect.

Parent’s Rights and Responsibilities

<table>
<thead>
<tr>
<th>Rights:</th>
<th>Responsibilities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• To a free public-school education for your child.</td>
<td>• To ensure regular, on-time, daily attendance of your child for the duration of the school year.</td>
</tr>
<tr>
<td>• To access information about your child.</td>
<td>• To remain aware of your child’s performance by maintaining contact with the school through reviewing work, progress reports, and other school notices; talking to the child about school; and meeting with school staff as requested.</td>
</tr>
<tr>
<td>• To be actively involved and engaged in the education of your child.</td>
<td>• To be aware of the academic and behavioral expectations outlined by District policies and this Handbook, as well as the procedures of your child’s individual school/classrooms, and to help your child understand them.</td>
</tr>
<tr>
<td>• To file complaints and/or appeals regarding matters affecting your child’s education.</td>
<td>• To partner and collaborate with the school to support expectations of academic achievement and appropriate behavior in school and in the community.</td>
</tr>
<tr>
<td>• To be treated courteously, fairly, and respectfully by all school staff.</td>
<td>• To be respectful and courteous to staff, other parents/guardians, and students while on school premises.</td>
</tr>
<tr>
<td>• To receive information about Board policies and procedures that relate to your child’s education.</td>
<td>• To support your child in ways that maintain a climate of mutual respect and cooperation.</td>
</tr>
<tr>
<td>• To receive regular reports, written, oral, or electronic, from school staff regarding your child’s academic progress, behavior, and attendance. This includes report cards, behavior progress reports, and conferences.</td>
<td>• To receive information about due process procedures for disciplinary actions.</td>
</tr>
</tbody>
</table>
matters concerning your child, including information on conferences and appeals.
• To have access to and receive recommendations for support services (e.g., tutoring, after-school programs, academic programs, mental health services, etc.) within DPSCD and the community.
• To receive information about services for students with disabilities and English language learners, when applicable.
• To receive language assistance services (including oral and written translations) to participate in District programs.

Staff Rights and Responsibilities

**Rights:**

- To work in a positive environment for teaching and learning, safe, and free from verbal or physical threats.
- To be treated courteously, fairly, and respectfully by students, parents/guardians, and other school staff.
- To receive support, training, and assistance when applying interventions, supports, and discipline.
- To communicate concerns, suggestions, and complaints to DPSCD and have them acknowledged without fear of retaliation.
- To receive supportive professional development and the necessary resources to deliver quality instruction.

**Responsibilities:**

- To create a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, age, or sex.
- To inform school officials and/or staff of changes in the home situation that may affect student conduct or performance.
- To update the school with accurate contact information including, but not limited to, home address, telephone number(s), and email address(es).
- To respond in a timely manner to communications from school.

- To work in a positive environment for teaching and learning, safe, and free from verbal or physical threats.
- To be treated courteously, fairly, and respectfully by students, parents/guardians, and other school staff.
- To receive support, training, and assistance when applying interventions, supports, and discipline.
- To communicate concerns, suggestions, and complaints to DPSCD and have them acknowledged without fear of retaliation.
- To receive supportive professional development and the necessary resources to deliver quality instruction.
| • To protect the legal rights, health, safety, and welfare of all students. |
| • To address student misconduct with appropriate interventions, supports, disciplinary actions, reporting, and follow-up in accordance with The Handbook, applicable law, and DPSCD policies. |
| • To provide alternative education and make-up work for students with lawful absences, including those students who are absent for disciplinary reasons. |
| • To maintain accurate records and report and document disciplinary actions in accordance with state law, as well as DPSCD policies and procedures. |
| • To maintain and respect the confidentiality of students, parents, and school staff. |
| • To establish expectations for all students and staff that promote positive behavior, interventions and supports, and discipline for inappropriate conduct when appropriate. |
| • To address any personal biases that may prevent equal treatment of students in the school or classroom setting. |
| • To support the development of and student participation in appropriate extracurricular activities. |
| • To refer students to the appropriate committees, departments, offices, divisions, agencies, or organizations with outside support is necessary. |
Freedom from Discrimination, Harassment and Bullying:
DPSCD does not discriminate on the basis of race, color, national origin, sex, sexual orientation, gender identity, disability, religion, height, weight, citizenship, marital or family status, ancestry, genetic information, or any other legally protected category in its educational programs and activities, including employment and admissions. Questions? Concerns? Contact the Office of Equity, Advocacy and Civil Rights, dpscd.compliance@detroit12.org, call the DPSCD Parent Hotline at (313) 240-4377, or in person at 3011 West Grand Boulevard, 10th Floor, Detroit, MI 48202.

Effective Communication:
To ensure effective communication with our students’ families or guardians we provide appropriate auxiliary aids and services free of charge, such as qualified sign language and oral interpreters, audio recordings, readers, and braille. These services are available to families or guardians limited in English language proficiency, as well as individuals who are deaf or hard of hearing, or blind. For more information on how to request such services, visit our website at www.detroitk12.org.

Attendance Policy
Attendance is required of all students, except when exempted by state law, during the days and hours that school is in session. DPSCD believes that the most essential action students and families can take to achieve academic and long-term success is to ensure daily student attendance. The classroom experience is of unique value and cannot be duplicated by make-up work. Student interaction and the development of ideas through discussion are lost when a student is absent, tardy, dropped off late, or picked up early by a parent/guardian.

Daily Attendance Expectations

Student

- Strive to come to school every day, on time.
- Attend scheduled classes daily.
- Come prepared to learn and engage in class.
- Talk to your teachers.
- Ask for help.
- Stay informed.
- Be a positive peer.
- Know that you are our number one priority.

Parent/Guardian

- Strive to get your student(s) to school every day, on time
- Understand DPSCD attendance expectations
- Encourage your student(s) to come ready to learn. Check to see if they have the materials, they need to be successful.
- Ask questions and learn about your student(s)’s school.
• Stay informed about what is happening with your student(s) and their school experience.
• Attend important events at your student(s)’s school such as Parent Teacher Conferences.
• Check-in regularly to stay updated on your student(s)’s progress.
• Know you are our partner in your student(s) success.

Schools’ Commitments

• Greet and welcome students to the building.
• Ensure there are procedures and protocols for all attendance needs.
• Maintain and be consistent about discipline procedures so student behavior is managed fairly.
• Reinforce the attendance policy regularly and apply it consistently.
• Support teachers with resources for struggling students with attendance issues.
• Provide engaging clubs, teams and activities that appeal to multiple student interests.
• Establish a viable team to respond to attendance needs and to be proactive about data trends.
• Review and share data for timely, evidence-based decision making.

Districts’ Commitments

• Promote an environment that fosters learning and development.
• Ensure that all schools have established attendance procedures and protocols.
• Enforce fair and consistent discipline procedures so student behavior is managed equitably.
• Emphasize a culture of communication for maximizing student attendance.
• Review data and communicate with schools to support strategy and action development.
• Guide and train teams to respond to attendance needs in a proactive manner.

Attendance Defined

School Attendance: Students are to be counted in attendance if they are present for a minimum of two (2) hours of the school day or if they are engaged in a school-approved educational activity, which constitutes a part of the instructional program for the student.

Class Attendance: Students are to be counted in attendance if they are physically present in class for at least half of the class period, have been excused by the teacher on a class-related assignment, or have been requested by a member of the school support staff for an approved school activity.

Tardiness: A student is considered tardy if they are not present the moment the school bell rings for their assigned class. If a student is not present when attendance is taken, but is present later in the school day, that student must be considered in attendance, but tardy,
and the absence should be changed. A student who is tardy should never remain on record as being absent.

**Chronic Absenteeism:** Defined as missing 10% or more of the available school days, at any point in the school year, for any reason including excused absences, unexcused absences, and out-of-school suspensions.

Attendance is required of all enrolled students during the days and hours that school is in session.

Students who are absent for any reason are required to provide a written excuse by a parent or legal guardian. The Superintendent or designee(s) shall report violations of the law regarding student attendance for students under the age of eighteen (18) to the proper internal and external authorities.

**Excused Absences**

Brief illness, appointments, and family business are considered absences for purposes of meeting attendance policy requirements. An absence will be considered an “excused absence” if a parent/guardian contacts the school and provides a reason for the absence. The absence, as well as the reason for the absence, will then be documented in our attendance system. Excused absences may include, but are not limited to, the following:

- Personal illness of the student (medical evidence may be required by the principal for absences exceeding five (5) consecutive days). The written statement must include all days the student has been absent from school. If a student is continually sick and repeatedly absent from school due to a specific medical condition, they must be under the supervision of a health care provider in order to receive excused absences from school;
- Medically verified chronic illnesses – statement signed by physician;
- Family emergency;
- Recovery from accident;
- Legally documented court subpoena, a required court appearance, or placement in detention at a juvenile center in which the student continues their education;
- Professional appointments;
- Death in the immediate family;
- Observation or celebration of a religious holiday or service when it is mandated for all members of a faith that such a holiday or service should be observed, or for pre-arranged religious instruction (documentation of the religious affiliation of the student may be required by school officials);
- Academic activity or school sponsored field trip directly related to the instructional outcomes of one (1) or more course;
- Approved student activities such as Student Council, National Honor Society, class meetings, and academic/athletic competitions;
- A short-term family commitment with prior notification of the absence being provided to the school administrator;
• Visits to incarcerated parent/guardian;
• College visits;
• Out of school suspension from school; and/or
• Other individual student absences beyond the control of the parent or student, as determined and approved by the principal (requires support documentation).

Long-term absenteeism, including excused absences, may lead to the failure of a course, the necessity to repeat a course, the possibility of retention, and/or the filing of a truancy petition.

Attendance Intervention and Support
The School Attendance Team addresses the attendance needs of a school. The Attendance Team implements intervention strategies, incentives, and student-centric support to promote daily school attendance. Other school-based teams are responsible for engaging in school-wide attendance progress monitoring to ensure that all students receive the necessary support and interventions they need to attend school daily. DPSCD requires all schools to hold attendance team meetings on a weekly basis. Parent/guardians will receive notification from the DPSCD upon each absence. If students are struggling to attend school on a regular basis, school-based Attendance Agents will partner with the family to provide support and intervention.

For additional information about Attendance, please refer to our Full Attendance Policy.

Bullying Policy

DPSCD is committed to providing students with a safe and orderly learning environment free from bias behavior and language, bullying and harassment, cyberbullying, and sexual harassment. All allegations of such behavior will be investigated and handled in accordance with District policy, applicable state and federal law, and this code of conduct.

Students who have been targets or witnesses to such behavior are encouraged to report this to their school immediately. All reports will be investigated by school staff.

Supportive measures will be made available to all students involved during such investigation. Supportive measures are designed to make sure students are safely able to access the District’s programs and activities and to reduce hostility in the educational environment. School counselors and/or social workers will provide support to students as appropriate when bullying and harassment occur.

Bullying

Bullying has a negative impact on student learning. Bullying is behavior that is:
• Repeated
• Intentional
• Intended to do harm – either physical or emotional
• Involves a power differential
• Creates a hostile educational environment
• Causes students to feel unsafe

Cyberbullying
Cyberbullying is bullying that takes place over digital devices like cell phones, computers, and tablets. Cyberbullying can occur through SMS, Text, and apps, or online in social media, forums, or gaming where people can view, participate in, or share content. Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else. It can include sharing personal or private information about someone else causing embarrassment or humiliation. Some cyberbullying crosses the line into unlawful or criminal behavior.

The most common places where cyberbullying occurs are:
• Social Media, such as Facebook, Instagram, Snapchat, and Tik Tok
• Text messaging and messaging apps on mobile or tablet devices
• Instant messaging, direct messaging, and online chatting over the internet
• Online forums, chat rooms, and message boards
• Email
• Online gaming communities

Cyberbullying that negatively impacts the learning environment will be addressed through this Handbook. Please note that electronically sharing photos of minors in the nude or engaging in sexual acts is a crime and reports of such incidents will be forwarded to DPSCD PD.

For additional resources on cyberbullying please visit www.stopbullying.gov

Title IX Sexual Harassment

DPSCD prohibits discrimination based on sex, sexual orientation, and gender identity in all its programs and activities including admission and employment in accordance with Title IX of the Education Amendments of 1972, 21 U.S.C. § 1681. The District is committed to responding promptly and effectively when it has actual knowledge of any form of sex discrimination including sexual harassment.

Any person may report sex discrimination, including sexual harassment. All District employees are required to promptly report incidents of sexual harassment, observed or learned about, to the Office of Equity, Advocacy & Civil Rights (EACR). Other members of the District community and third parties are encouraged to report incidents of sexual harassment to a District employee, EACR, or the Title IX Coordinator.

Alycia Meriweather
Deputy Superintendent
Civil Rights Coordinator/Title IX Coordinator
3011 W. Grand Blvd., Floor 10m Detroit, MI 48202
Phone: (313) 240-4377
Dpscd.compliance@detroitk12.org
Students have the right to Supportive Measures as appropriate when an accusation of sexual harassment has been made. Supportive Measures can be put in place before, during, and/or after any investigation. Supportive measures are designed to make sure students are safely able to access the District’s programs and activities. For more information on your rights under Title IX, or to review our Title IX grievance procedures, please visit our district website at https://www.detroitk12.org/Page/14733

Dress Code

The Dress Code purposes to promote an inclusive and positive school community, and as such, will apply to regular school days, summer school days, after school events, as well as any school-related events and course/club activities, such as graduation ceremonies, dances, prom, and athletic events. To ensure effective and equitable enforcement of this dress code, school staff shall enforce the dress code consistently without reinforcing or increasing marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income, or body type/size.

Students and parents/guardians who feel there has been discriminatory enforcement of the dress code should report the concern to school staff and/or the Office of Equity, Advocacy and Civil Rights.

Individual schools have the option of requiring students to wear a uniform — usually a polo, Oxford-style, or t-shirt and skirt, pants, or shorts. Check with your school for detailed information regarding style and color of uniform.

Students cannot be excluded from school for not wearing their uniform. Concerns about school uniform requirements should be addressed with your school's principal.

If financial need makes purchasing the required uniform difficult for your family, please ask at your school. The school may have information about uniform exchanges or low-cost purchasing options.

At schools that do not require a uniform, students must conform to this dress code:

**General requirements**

- Students may be required to wear certain types of clothing, usually for safety reasons, while participating in classes such as physical education, shop, chemistry,
etc., or in curricular and extracurricular classes or activities such as band, choir, dance, drama, and theater.

- Students are responsible for keeping themselves and their clothes neat and clean.
- Students may wear their hair in any style they choose.
- Students may wear headdress (such as hats, religious headwear, hoodies, etc.) if it allows the face to be visible to staff and does not interfere with the line of sight of any student or staff.
- Students may wear PPE (masks, gloves) to continue to guard against COVID-19.

**Students May Not Wear**

- Styles of clothes that endanger themselves or other students.
- Bedtime attire such as pajamas, undershirts, or undergarments as outerwear.
- Students’ clothing or tattoos may not display statements or pictures that are related to the use of drugs, alcohol, tobacco products, or sex, or that promote hate and/or violence or signify gang affiliations.
- Attire that may be considered weapons, including but not limited to chain belts or wallet chains.
- Jewelry or similar artifacts that are obscene or may cause disruptions to the educational environment.
- Hair rollers or hair curlers.
- Flip-flops, house slippers, steel-toe-shoes or boots, or any other type of footwear that could constitute a safety hazard.

**Athletic Policy**

DPSCD interscholastic athletic programs are intended to provide the benefits of an athletic experience which promote the physical, mental, social and emotional well-being of all participants as part of our Whole Child Commitment to unlock students’ full potential. Participation in athletics is a privilege reserved for eligible students that meet and exceed academic and behavioral expectations. DPSCD is committed to growth and our aim is to continually expand opportunities for participation as they align with the skills, interests, resources, and opportunities within the community.

**Grades K-4:** Participation in sports during the early elementary grades is meant to introduce students to athletic opportunities and the benefits of an active lifestyle. The focus is on sports fundamentals and programs are designed to allow students to sample multiple sports.

**Grades 5-8:** Participation in sports during the upper elementary and middle school grades will focus on sport fundamentals, skill development, sportsmanship and introduction to competitive athletics.

**Junior Varsity:** Junior varsity teams generally consist of 9th and 10th grade students but may also include 11th grade students. The concepts introduced at the middle school level are reinforced here, but the purpose of the junior varsity team is primarily to serve as a reserve, developmental squad for the varsity team.
**Varsity:** The focus of varsity competition is to train the district’s best representation of student athletes in their chosen sport(s). The goal of the varsity team is to win contests while adhering to game rules and promoting positive school and community culture. Teams will be administered fairly; however, there is no guarantee of playing time at the varsity level.

**Suspension from a Team or Squad**

Students suspended out of school due to a violation of The Handbook are prohibited from all sports related activities, including practices and games, during the day(s) of out of school suspension.

In addition, temporary suspensions from athletic participation in accordance with DPSCD Interscholastic Athletic procedure may be made by the coach of the sport, athletic director, or school administrator. The athletic director and/or administrator will confer with the coach before action is taken. Causes for interscholastic athletic temporary suspensions may include, but are not limited to the following:

- Grades
- Personal misconduct
- Unexcused absence from meetings or practices
- Violations of athletic procedures
- Unsportsmanlike conduct

Temporary suspension of athletic participation in accordance with DPSCD Interscholastic Athletic procedure may also be invoked during a period of investigation.

**Removal from a Team or Squad**

Removal from a team will be made by the coach of the sport, athletic director or school administrator. The athletic director and/or principal will confer with the coach before any removal action is taken. Causes for removal from a team may include, but not be limited to the following:

- Use of alcohol, tobacco, illegal use or possession of drugs not prescribed for the individual by a physician
- Continued violation of The Handbook
- Repeated violations of school athletic or team policies
- Personal misconduct that involves DPSCD Public Safety Department or court action, either during or after school hours and sessions of the sports season
- Verbal or physical attack upon an opponent, contest official, teacher, fan, coach, or any other person
- Continued acts of unsportsmanlike conduct

A student shall be given written notice of the coach’s intention to remove them and the reasons for removal. Parents/guardians shall be notified in writing. The student and/or their
parents have the right to meet with the coach and the athletic coordinator. The meeting request must be within 2 days of the student’s removal and the meeting shall be held within 2 days of receipt of the meeting request. The coach shall make his decision within 2 days after the informal meeting. A meeting notice must be sent in writing to all parties involved.

Please see the District’s Interscholastic Athletic Manual for additional information.

Technology Use Policy/Responsible Use of Social Media

7540 – TECHNOLOGY

The Detroit Public Schools Community District Board of Education is committed to the effective use of technology to both enhance the quality of student learning and the efficiency of District operations. Students and their parents must sign and submit a Student Technology Acceptable Use and Safety form annually.

The Superintendent or his/her designee shall oversee the development and implementation of a written District Technology Plan (DTP). One (1) of the primary purposes of the DTP is to evaluate new and emerging technologies and how they will play a role in student achievement and success and/or efficient and effective District operations.

The DTP shall set forth procedures for the proper acquisition of technology. The DTP shall also provide guidance to staff and students about making safe, appropriate and ethical use of District Technology Resources, as well as inform both staff and students about disciplinary actions that will be taken if its Technology Resources are abused in any way or used in an inappropriate, illegal, or unethical manner.

The Superintendent shall review and recommend the approval of the District Technology Plan; any changes, amendments, or revisions to the Board annually.

This policy, along with the Student and Staff Technology Acceptable Use and Safety policies, Social Media policy, Communication Device policy, and The Handbook, further govern students’ and staff members’ use of technology, including their personal devices. Users have no right or expectation of privacy when using District technology resources (including, but not limited to, privacy in the content of their personal files, e-mails, and records of their online activity when using the District’s computer network and/or Internet connection).

Further safeguards shall be established so the Board's investment in both hardware and software achieves the benefits of technology and inhibits negative side effects. Accordingly, students shall be educated about appropriate online behavior including, but not limited to, using social media to interact with others online; interacting with other individuals in chat rooms or on blogs; and, recognizing what constitutes cyberbullying, understanding cyberbullying is a violation of Board policy, and learning appropriate responses if they experience cyberbullying.
Warning About Sexually Explicit Online Communication

The sharing of sexually explicit photos by electronic means, whether by text message, social media post and or stories, chat boards, Airdropping/nearby share feature, or other messaging is prohibited.

**BEING RESPONSIBLE ONLINE**

1. **Your Online Image + Reputation** - Any time you comment or post on social media, you leave a digital footprint, even if you hit “delete.” Your online image is your reputation online. Keep in mind, once something is online, it never really goes away.

2. **Be Your Best Self Online** - Although you may not realize it, employers or colleges search social media before hiring or accepting new students.

3. **Be Mindful of Your Audience** - Think about who you are talking to and how they may feel about what you say. Online, you may not know how you made someone feel. Others may join in making a person feel bad. You may hurt more than just one person.

4. **TURN OFF AirDrop or Nearby Share Feature on Cellular Phones** - Airdropping or nearby share is a feature that allows file-sharing feature on cellular devices that lets users send photos, videos, contacts, links, and more. Turn this feature off to avoid receiving unwanted, and potentially illegal, messages and content.

5. **Follow DPSCD and School Rules** - DPSCD and the adults at your school are responsible for your safety and the safety of all students. If what you say and do online impacts what happens at school, DPSCD has a right to issue discipline and intervene for your online behavior. This is true whether you are using a DPSCD device or a personal device.

**CONSIDER THE CONSEQUENCES OF YOUR ONLINE ACTIONS**

In Michigan, it is illegal to possess, solicit (ask for), distribute, create, or share images of a minor (anyone under 18) engaged in a sexual act. A “sexual act” includes sexual intercourse, masturbation, or lewd exhibition of nudity. This includes sexting. Both minors and adults can be prosecuted for breaking this law. The penalties for breaking this law include fines of up to $50,000 depending on the crime, and prison time up to 20 years, depending on the crime.

People who are convicted of crimes involving child pornography (creating, sharing, or possessing child sexually abusive material) must register as sex offenders in Michigan.

MTSS, Restorative Practices, PBIS
DPSCD uses a Multi-Tiered System of Supports (MTSS) to proactively support students with their behavioral, social-emotional and academic needs. The integration of MTSS and restorative approaches throughout the culture and practices of schools will help cultivate safe and positive educational environments that foster student learning and well-being while reducing the incidence of negative behaviors. Interventions and consequences will be implemented in a culturally responsive and consistent manner across all schools and grade levels.

Restorative practices are used to foster positive interpersonal and intergroup relations and to address undesirable behavior when it occurs. Restorative practices emphasize repairing harm to individuals and restoring the school community. Positive Behavioral Interventions and Supports (PBIS) is an evidence-based three-tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day.

Social emotional learning, trauma informed decision-making, and cultural competency allows staff to understand each student as an individual, not their behavior. Schools provide a range of prevention and intervention support services for students during and/or after school hours throughout the school year. When a student engages in misconduct, the list of interventions should be responsive to the type of behavior the student showed. Schools will provide and document support services at all stages of the disciplinary process, including during suspensions.

MTSS acts as a connector between all the District’s programs and interventions, bringing them together. For more detailed information on the MTSS process, please refer to the MTSS Handbook (LINK).

**Code of Conduct**

Michigan law provides school districts with the authority to establish and adopt a student code of conduct. (MCL 380.1312(8)). This code of conduct describes undesirable behavior prohibited at school and provides students and parents with interventions, consequences for student misconduct, including types of conduct for which a student may be suspended or expelled and due process. This code of conduct is written to comply with federal and state law. Further, it does not diminish any students’ rights under applicable federal law.

**Behavior Expectations**

Every student has a responsibility to act in a manner that is beneficial to the school community and not solely to the individual student. Behaviors conducive to the learning environment are expected to be *socially responsible* (i.e., students take responsibility for individual actions and minimize the impact of harm individual actions have on DPSCD community, school culture and the learning environment) and meet *ethical* standards (i.e. are in compliance with District, school, and public policies) for individual and group, daily actions and decision-making. If a student’s behavior ignores established ethical standards of behavior OR if the student takes actions that are socially irresponsible, then staff and/or administrative interference is necessary.
Expect Respect is DPSCD’s universal theme, reinforcing that those in authority must lead by example, teach and reteach students the value of making positive choices, and help them own consequences when behavior is not appropriate. For DPSCD to be the institution of learning and positive culture, the provision of clear expectations for all community members shall ensure that staff, students, and families feel safe and respected at school.

**WE EXPECT:**
Students, staff, and families demonstrate respect to one another and hold high expectations for behavior.
Students, staff, and families to build and sustain ongoing positive and authentic relationships.
Students, staff, and families to contribute to a safe learning environment.

**WE BELIEVE:**
In authentic relationships and a supportive community that fosters a sense of belonging.
In a thriving school environment where staff and students are physically and emotionally safe.
In the importance of student and staff voice in decision making.
Families and school must be collaborative partners in supporting every student.

**WE WILL:**
Utilize innovative strategies and support to create a positive school community where students, staff and families feel safe.
Provide schools with the necessary resources, professional development, and technical assistance to implement the Expect Respect plan.

**Responses to Student Behavior (Tiered Interventions and Leveled Consequences)**

School instructional staff and administration use a combination of tiered interventions and leveled consequences when responding to undesirable student behavior. Interventions and consequences are often implemented simultaneously to support the student. When choosing a response, DPSCD staff will balance ensuring equity, minimizing disruptions, and maximizing students’ academic, social and emotional well-being. Equitable consequences (holding the individual student and collective to high standards) coupled with intentional instruction and guidance (e.g., corrective feedback and re-teaching) offer students an opportunity to learn from their mistakes. Progressive consequences seek to ensure accountability and behavior change, instead of seeking punishment.

**Tiered Interventions**
Tier 1 Interventions: Classroom Strategies for Teachers

Tier 1 interventions aim to encourage the student’s support system to ensure successful learning and consistency of interventions, and to change the conditions that contribute to the student’s undesirable behavior. Below are some commonly used Tier 1 interventions.

<table>
<thead>
<tr>
<th>Alternate Seating</th>
<th>Classroom Management Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily/Weekly Communication with Home</td>
<td>PBIS Rewards</td>
</tr>
<tr>
<td>Mindfulness Activity</td>
<td>Written Reflections</td>
</tr>
<tr>
<td>Social Emotional Learning Lessons</td>
<td>Student Self-Monitoring</td>
</tr>
<tr>
<td>Restorative Practices (affective statements, proactive circles, fair process)</td>
<td>Student Character Trait Lesson/Pledge Cards</td>
</tr>
<tr>
<td>Teach/Reteach Norms and Expectations</td>
<td>De-escalation Strategies</td>
</tr>
<tr>
<td>Create a “Calming Area” where students can go to de-escalate</td>
<td>Provide area for student to work with minimal stimulus</td>
</tr>
<tr>
<td>Review of Policy</td>
<td>Acknowledge feelings by using Affective Statements</td>
</tr>
</tbody>
</table>

Tier 2 Interventions: Targeted Strategies for Teachers and Support Staff

Tier 2 interventions are more targeted and often rely on support staff. They aim to correct behavior by educating the student on the seriousness of the behavior with the goal of keeping the student in school. Below are some commonly used Tier 2 interventions.

<table>
<thead>
<tr>
<th>Check-in/Check-Out</th>
<th>Behavior Intervention Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentoring</td>
<td>Structured Breaks</td>
</tr>
<tr>
<td>Restorative Behavior Agreement</td>
<td>Referral to Counselor/Social Worker</td>
</tr>
<tr>
<td>Behavioral Mental Health Referral</td>
<td>Restorative Practices (small impromptu conversations, circle process, restorative questions, responsive circles)</td>
</tr>
<tr>
<td>Informal Behavior Intervention Plan</td>
<td>Community Service</td>
</tr>
<tr>
<td>Change in Schedule or Class</td>
<td>Peer Mediation</td>
</tr>
<tr>
<td>Reflective Assignment</td>
<td>Adult Mentoring</td>
</tr>
<tr>
<td>Community Based Support and Agency Referral</td>
<td></td>
</tr>
</tbody>
</table>

Tier 3 Interventions: Administrative and Additional Staff Support

Tier 3 interventions are the most intensive interventions and may involve additional support staff and administration. Below are some commonly used Tier 3 interventions.

| Functional Behavioral Assessment | Behavioral Intervention Plan |
Levels of Consequences

**LEVEL 1**
Classroom Support Strategies/ Teacher Managed, **Tier 1** Universal Core Instruction
Appropriate when the behavior has minimal impact on the safety of others, low-level disruption, and indirect distractive behavior. Classroom supports have been put in place and behavior has been communicated to the parent/guardian.

**LEVEL 2**
Intensive Support Staff Provision of **Tier 2** Interventions and Appropriate Administrative Response
Appropriate when Tier 1 supports have been put in place, but the behavior has become persistent and continuous, negatively influencing the safety, health, and learning of others (students and/or staff). The goal is to keep the student in the classroom; however, suspension/classroom removal responses may be appropriate and correlate to the level of impact on the safety of others/the environment.

**LEVEL 3**
Suspension/Removal from Classroom or Referral **Tier 3** Responses (PST, Code Office, 504/ESE)
Appropriate when the seriousness of the behavior, impact on the school community, and/or documented interventions and supports (*over a proscribed time period) have been put in place but the behavior continues or is escalating. Removals remain a consequence of last resort with an intentional plan for reentry to the learning environment.

**LEVEL 4**
Required Expulsion Hearing Responses, appropriate only for those specified violations in accordance with the Michigan Revised School Code, the presence of the behavior presents an imminent threat of serious harm to the school community.

**Level 1 Consequences** incorporate universal school-wide and classroom practices that promote the development and practice of prosocial behaviors, self-discipline, habit of learning, health and well-being. Through observation and immediate responses, beginning with redirection, teachers aim to prevent minor discipline problems from becoming major disciplinary incidents.
<table>
<thead>
<tr>
<th>Conference with Parent/Guardian, Student, and Teacher</th>
<th>Written Parent/Guardian Notification of Behavior Referral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submission of Behavior Referral</td>
<td>Opportunity to Redo Assignment (Academic Dishonesty)</td>
</tr>
<tr>
<td>Lower or Failing Grade for an Assignment (Academic Dishonesty)</td>
<td>Behavior Contract</td>
</tr>
<tr>
<td>Loss of Privilege</td>
<td></td>
</tr>
</tbody>
</table>

**Level 2 Consequences** consist of intentionally assigned consequences when a student’s behavior warrants a more focused behavioral response beyond the immediate situation (or incident) in the classroom or other location. Students learn best when they feel safe and understood. When providing discipline, staff intervene in a way that models and teaches the positive behavior desired of all individuals in the designated learning environment. Consequences applied must ensure that the discipline is educational, this can be achieved by demonstrating care, support, and interest in the well-being of the student.

<table>
<thead>
<tr>
<th>Written Parent/Guardian Notification of Behavior Referral</th>
<th>Lunch Detention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavior Referral</td>
<td>Restorative Circle with Parent/Guardian, Teacher, Administrator, and Student with Signed Agreement</td>
</tr>
<tr>
<td>Loss of Privileges</td>
<td>Lower or Failing Grade (Academic Dishonesty)</td>
</tr>
<tr>
<td>In School Suspension</td>
<td>Responsive Circle</td>
</tr>
<tr>
<td>Restitution</td>
<td></td>
</tr>
</tbody>
</table>

**Level 3 Consequences** implement more intense and individualized strategies when the student exhibits violent or dangerous behavior that seriously jeopardizes safety and order in the learning environment is exhibited.

<table>
<thead>
<tr>
<th>Written Parent/Guardian Notification of the Behavior Referral</th>
<th>Behavior Referral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Restorative Conference with Parent/Guardian, Administrator, Support Staff (when applicable), and Student</td>
<td>Loss of Privileges</td>
</tr>
<tr>
<td>Lunch Detention</td>
<td>In School Suspension</td>
</tr>
<tr>
<td>Out of School Suspension</td>
<td></td>
</tr>
</tbody>
</table>

**Level 4 Consequences** are reserved for behaviors requiring removal and possible expulsion from the learning environment. They may involve removal of a student from the school environment because of the impact on the student and the community. They may involve the placement of the student in a safe environment that provides additional support to promote positive behavior. These consequences focus on maintaining the safety of the school community and encourage and re-engage the student in positive community
participation. Removal should remain a consequence of last resort and provide a plan for reentry for the student.

<table>
<thead>
<tr>
<th>Suspension Pending Referral to Code Office for Alternative Placement</th>
<th>Alternative Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suspension Pending Referral to Code Office for Expulsion</td>
<td>Expulsion</td>
</tr>
<tr>
<td>Referral to Law Enforcement</td>
<td></td>
</tr>
</tbody>
</table>

**Applying Responses to Code of Conduct Violations**

School instructional staff and administrators should use the lowest level of response that is appropriate for the behavior and limit the duration of the suspensions to the fewest days necessary to achieve the disciplinary goal. Each intervention tier outlines a best practice timeframe within which to implement the necessary supports in response to undesirable behavior. School instructional staff and administrators must only administer disciplinary consequences that correspond with the (lowest) intervention level outlined for the violation, before progressing to disciplinary consequences in the next elevated level. The severity of the behavior, repeated behaviors that disrupt education or persistent violations of the rules will determine whether progression to more intensive interventions and consequences is appropriate.

1. In most instances, if a student is exhibiting undesirable behavior, the first response comes from the classroom teacher. Teachers can provide responsive Tier 1 interventions or may collaborate with a Teacher Team for support in developing a plan to systematically implement additional Tier 1 interventions to find the right support. Teachers will identify at least two Tier 1 interventions, implemented for at least three weeks.
2. If the student does not make progress as expected, school staff may intensify interventions to Tier 2, identifying at least one Tier 2 intervention to implement for 6-8 weeks.
3. If the student behavior has not made the expected progress, school staff will refer the student to the MTSS Problem-Solving Team (PST). The PST may suggest a different Tier 2 intervention, may suggest a Tier 3 intervention, or may refer the student for an IEP or 504 referral.

Restorative practices will be the first consideration to remediate offenses such as interpersonal conflicts, bullying, verbal and physical conflicts, theft, damage to property, class disruption, harassment, and cyberbullying. The District shall implement restorative practices as prevention, as an alternative, and in addition to suspension or expulsion.

**Behavioral Foundations for Early Learners**

To support the developmental needs of early learners, DPSCD aims to minimize exclusionary discipline for PreK-Grade 2 students. Students in Pre-K -Grade 2 may not be
expelled unless they are found to be in violation of an infraction requiring expulsion under federal or state law (i.e., Gun Free Schools Act, etc.). Students in Pre-K to Grade 2 may be suspended for up to five days, only if the school administration, in consultation with a school psychologist or mental health professional, determines that there is an imminent threat of serious harm to other students or staff that cannot be reduced or eliminated through interventions and supports. If a student in Pre-K to Grade 2 is subject to a suspension or expulsion, the principal or school administrator must promptly contact the student’s parent or guardian and follow due process procedures.

Undesirable Behaviors (Infractions)

A01  **DEFIANCE OF AUTHORITY/INSUBORDINATION**

Refusing to comply with or disregarding directions or instructions (including health and safety protocols) given by district personnel and/or volunteers.

Using verbal insults or put-downs or lying to, misleading, or giving false information to staff.
### Tiered Interventions

**Tier 1**

Choose two Tier 1 Interventions, implement with fidelity and document for at least 3 weeks before progressing to a Level 2 Disciplinary Referral.

- Alternate Seating
- Classroom Management Strategies
- Daily/Weekly communication with home
- PBIS Rewards
- Mindfulness Activity
- Student Character Trait Lesson/Pledge Cards
- Written Reflections
- Social Emotional Learning Lesson
- Student Self-Monitoring
- Restorative Practices (affective statements, proactive circles, fair process)

**Tier 2**

Choose one Tier 2 Intervention and apply for 6-8 weeks with documentation and fidelity.

- Check-in/Check-Out
- Behavior Intervention Plan
- Mentoring
- Structured Breaks
- Restorative Behavior Agreement
- Referral to school counselor/social worker
- Behavioral Mental Health Referral
- Restorative Practices (small impromptu conversations, circle processes, restorative questions, responsive circles)

**Tier 3**

- Referral to school counselor/social worker
- Behavioral Mental Health Referral
- Restorative Practices (small impromptu conversations, circle processes, restorative questions, responsive circles)

### Level Consequences

**Level 1**

- Conference with parent/guardian, student, and teacher
- Written parent/guardian notification of the Behavior Referral
- Submission of Behavior Referral with no suspension-based removal (ISS/OSS)

**Level 2**

- Written parent/guardian notification of the Behavior Referral
- Lunch Detention may be assigned
- Grades PreK-2: submission of Behavior Referral with no suspension-based removal (ISS/OSS)
- Grades 3-12: submission of Behavior Referral may be assigned with 1-day ISS

**Level 3**

DOES NOT APPLY
A03 ELECTRONIC DEVICE POLICY VIOLATION

Section A: Use of portable electronic communication devices (cell phones, tablets, handheld game systems, etc.) at unauthorized times. Inappropriate use of personal electronic device to receive or communicate messages.

Section B: Using portable electronic communication devices to take, film, share/airdrop, or publish inappropriate pictures, videos, or recordings, including fights or other disturbances. *Pertains to circumstances where the behavior is not originating/inciting chaotic disruption throughout the school community, Refer to C16. Forwarding, sending, airdropping, using, sharing, viewing or possessing a sexually explicit image (specifically, images that do not depict any enrolled student activity; actions that are not transmitted as means of harassment) via text message or iMessage, email, social networking websites and/or other electronic means using school property (computers, devices, networks, or servers) on school grounds or at school sponsored activities/events.

Notes:
- Students with a Disability must have documented recommendation from assigned IEP Case Manager/504 Coordinator for any disciplinary determination to remove the student from the classroom, assigned learning environment, or school building.
- For all suspensions (ISS/OSS) and expulsions, the circumstances of the incident, McKinney Vento status, and MI Revised School Code’s 7 Factors for Consideration MUST be documented. Documentation should demonstrate: the student’s age, grade, developmental level, disability status, intentionality, prior violations, seriousness of the violation and/or threat of safety to others, if restorative practices will be used to address the behavior, and whether lesser interventions would properly address the behavior.
## A03 – Electronic Device Policy Violation

Per DPSCD Board Guidance, prior to assigning the first referral, schools shall ensure written warning documentation. The warning shall include at least 2 of the Tier 1 intervention strategies and/or conferences with a guidance counselor/social worker, teacher, and parent.

### Tiered Interventions

*Intervention must be documented when behavior referral is assigned*

<table>
<thead>
<tr>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose two Tier 1 Interventions, implement with fidelity and document for at least 3 weeks before progressing to a Level 2 Disciplinary Referral.</td>
<td>Choose one Tier 2 Intervention and apply for 6-8 weeks with documentation and fidelity.</td>
<td>Only Section B behavior can progress to a Level 3 Response.</td>
</tr>
<tr>
<td><strong>Interventions listed below are non-exhaustive</strong></td>
<td><strong>Interventions listed below are non-exhaustive</strong></td>
<td>School Problem Solving Team will determine appropriate interventions: Tier 2 intervention, Tier 3 intervention OR initiate requests for evaluation-based support referrals.</td>
</tr>
</tbody>
</table>

- Classroom Management System
- PBIS Rewards
- Student Character Trait Lesson
- Teach/Reteach Norms and Expectations
- Culturally Responsive Instruction
- Review and Sign Electronic Device Policy/Technology Use Agreement
- Mindfulness Activity
- Social Emotional Learning Lesson
- Daily/Weekly Progress Report Home
- Restorative practices (affective statements, proactive circles, fair process)

- Restorative Behavior Agreement with a Supervisory Arrangement for designated placement of device throughout the school day
- Check-in/Check-out
- Referral to school counselor/social worker
- Behavioral Mental Health Referral
- Restorative Practices (small impromptu conversations, circle processes, restorative questions, responsive circles)

- Functional Behavioral Assessment or Behavioral Intervention Plan
- Referral to an appropriate community organization
- Referral to a credit recovery program if applicable
- Restorative Practices (formal conferencing, conflict resolution, community reintegration planning)

### Level Consequences

*Intervention must be documented when behavior referral is assigned*

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Management System</td>
<td>Restorative Behavior Agreement with a Supervisory Arrangement for designated placement of device throughout the school day</td>
<td>Functional Behavioral Assessment or Behavioral Intervention Plan</td>
</tr>
<tr>
<td>PBIS Rewards</td>
<td>Check-in/Check-out</td>
<td>Referral to an appropriate community organization</td>
</tr>
<tr>
<td>Student Character Trait Lesson</td>
<td>Referral to school counselor/social worker</td>
<td>Referral to a credit recovery program if applicable</td>
</tr>
<tr>
<td>Teach/Reteach Norms and Expectations</td>
<td>Behavioral Mental Health Referral</td>
<td>Restorative Practices (formal conferencing, conflict resolution, community reintegration planning)</td>
</tr>
<tr>
<td>Culturally Responsive Instruction</td>
<td>Restorative Practices (small impromptu conversations, circle processes, restorative questions, responsive circles)</td>
<td></td>
</tr>
</tbody>
</table>
• Conference with parent/guardian, student and teacher
• Written parent/guardian notification of the behavior referral
• Submission of behavior referral with no suspension-based removal (ISS/OSS)

• Written parent/guardian notification of the behavior referral
• Lunch detention may be assigned
• Restorative Circle with parent/guardian, teacher, administrator and student
• Loss of Privilege (supervision/use of device) for proscribed intervention time period—conducted with agreement signed by parent/guardian and student
• Grades PreK-2: submission of behavior referral with no suspension-based removal (ISS/OSS)
• Grades 3-12: submission of behavior referral may be assigned with 1-day ISS

• Grades PreK-2: submission of behavior referral with no suspension-based removal (ISS/OSS)
• Grades 3-8: submission of behavior referral may be assigned with 1-day ISS
• Grades 9-12: submission of behavior referral may be assigned with 1-2 days ISS
• Written parent/guardian notification of the Behavior Referral
• Restorative Conference with parent/guardian, administrator, *support staff, and student
• Loss of Privilege (use of device) for proscribed intervention time period—conducted with behavior intervention plan or agreement signed by Caregiver and Student
• Lunch detention may be assigned

Notes:
• Inappropriate is defined as not following or meeting the established expectations set forth for the current situation and/or environment. Not suitable or proper in the circumstances; can still be considered an intervention.
• If not already conducted, referral to school Problem Solving Team must be conducted to initiate a Level 3 response to behavior.
• Students with a Disability must have documented recommendation from assigned IEP Case Manager/504 Coordinator for any disciplinary determination to remove the student from the classroom, assigned learning environment, or school building.
• For all suspensions (ISS/OSS) and expulsions, the circumstances of the incident, McKinney Vento status, and MI Revised School Code’s 7 Factors for Consideration MUST be documented. Documentation should demonstrate: the student’s age, grade, developmental level, disability status, intentionality, prior violations, seriousness of the violation and/or threat of safety to others,
if restorative practices will be used to address the behavior, and whether lesser interventions would properly address the behavior.

A04  SCHOOL MATERIALS USE WITHOUT PERMISSION
Using school equipment, technology, or materials when unauthorized or without prior approval from an administrator or teacher. Violation of DPSCD Technology Acceptable Use Policy, including tampering with or unauthorized use of computer hardware or software, or the use of the internet networks and servers outside of the expected terms.
**A04 – School Materials Use without Permission**

*Per DPSCD Board Guidance, prior to assigning the first referral, schools shall ensure written warning documentation. The warning shall include at least 2 of the Tier 1 intervention strategies and/or conferences with a guidance counselor/social worker, teacher, and parent.*

### Tiered Interventions

*Intervention must be documented when behavior referral is assigned*

<table>
<thead>
<tr>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose two Tier 1 Interventions, implement with fidelity and document for at least 3 weeks before progressing to a Level 2 Disciplinary Referral</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Choose one Tier 2 Intervention and apply for 6-8 weeks with documentation and fidelity</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Interventions listed below are non-exhaustive</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>§ Classroom Management Strategies</td>
<td>§ Check-in/Check-out</td>
<td></td>
</tr>
<tr>
<td>§ Review and sign Electronic Device Policy/Technology Use Agreement</td>
<td>§ Behavior Intervention Plan</td>
<td></td>
</tr>
<tr>
<td>§ Daily/Weekly Progress Report Home</td>
<td>§ Restorative Behavior Agreement with Restriction/Supervisory Arrangement</td>
<td></td>
</tr>
<tr>
<td>§ PBIS Rewards</td>
<td>§ Referral to school counselor/social worker</td>
<td></td>
</tr>
<tr>
<td>§ Mindfulness Activity</td>
<td>§ Behavioral Mental Health Referral</td>
<td></td>
</tr>
<tr>
<td>§ Student Character Trait Lesson/Pledge Cards</td>
<td>§ Restorative Practices (small impromptu conversations, circle processes, restorative questions, responsive circles)</td>
<td></td>
</tr>
<tr>
<td>§ Social Emotional Learning Lesson</td>
<td></td>
<td></td>
</tr>
<tr>
<td>§ Restorative Practices (affective statements, proactive circles, fair process)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Level Consequences

*Intervention must be documented when behavior referral is assigned*

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Conference with parent/guardian, student, and teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Written parent/guardian notification of the behavior referral</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Submission of Behavior Referral with no suspension-based removal (ISS/OSS)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Written parent/guardian notification of the Behavior Referral</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Lunch detention may be assigned</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Restorative Circle with parent/guardian, teacher, administrator, and student</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Loss of Privilege (restricted or supervised use) for proscribed intervention time period with agreement</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>DOES NOT APPLY</td>
<td></td>
</tr>
</tbody>
</table>
A05 ACADEMIC DISHONESTY
Cheating, plagiarizing, copying another's work

Notes:
- Students with a Disability must have documented recommendation from assigned IEP Case Manager/504 Coordinator for any disciplinary determination to remove the student from the classroom, assigned learning environment, or school building.
- For all suspensions (ISS/OSS) and expulsions, the circumstances of the incident, McKinney Vento status, and MI Revised School Code's 7 Factors for Consideration MUST be documented. Documentation should demonstrate: the student's age, grade, developmental level, disability status, intentionality, prior violations, seriousness of the violation and/or threat of safety to others, if restorative practices will be used to address the behavior, and whether lesser interventions would properly address the behavior.
A05 - Academic Dishonesty

Per DPSCD Board Guidance, prior to assigning the first referral, schools shall ensure written warning documentation. The warning shall include at least 2 of the Tier 1 intervention strategies and/or conferences with a guidance counselor/social worker, teacher, and parent.

### Tiered Interventions

*Intervention must be documented when behavior referral is assigned*

#### Tier 1

Choose two Tier 1 Interventions, implement with fidelity and document for at least 3 weeks before progressing to a Level 2 Disciplinary Referral

*Interventions listed below are non-exhaustive*

- Classroom Management Strategies
- Culturally Responsive Instruction
- Written Reflections
- Social Emotional Learning Lesson
- Teach/Reteach Norms and Expectations
- Student Character Trait Lesson/Pledge Cards
- Daily/Weekly Progress Report Home
- Restorative Practices (affective statements, proactive circles, fair process)

#### Tier 2

Choose one Tier 2 Intervention and apply for 6-8 weeks with documentation and fidelity

*Interventions listed below are non-exhaustive*

- Informal Behavior Intervention Plan
- Referral to school counselor/social worker
- Restorative Behavior Agreement
- Community service
- Restorative Practices (small impromptu conversations, circle processes, restorative questions, responsive circles)

#### Tier 3

- Informal Behavior Intervention Plan
- Referral to school counselor/social worker
- Restorative Behavior Agreement
- Community service
- Restorative Practices (small impromptu conversations, circle processes, restorative questions, responsive circles)

### Level Consequences

*Intervention must be documented when behavior referral is assigned*

#### Level 1

- Student may receive a lower or failing grade for that assignment
- Student may be given an opportunity to redo assignment
- Conference with parent/guardian, student, and teacher
- Written parent notification of the Behavior Referral
- Submission of behavior referral with no suspension-

#### Level 2

- Student may receive a lower or failing grade for that assignment
- Lunch detention may be assigned
- Written parent/guardian notification of the behavior referral
- Restorative Circle with parent/guardian, teacher, administrator, and student with signed agreement
- Submission of behavior

#### Level 3

DOES NOT APPLY
LEAVING ASSIGNED LEARNING AREA OR SCHOOL GROUNDS WITHOUT PERMISSION

Leaving the classroom or other assigned area without permission from the adult in charge and/or leaving the classroom or school grounds during regular school hours without permission and without a parent/guardian/an emergency contact person. This includes, skipping/class cutting; persistent hall walking; loitering in halls, cafeteria, gym, bathroom, or unassigned areas.
## Tiered Interventions

*Intervention must be documented when behavior referral is assigned*

### Tier 1
Choose two Tier 1 Interventions, implement with fidelity and document for at least 3 weeks before progressing to a Level 2 Disciplinary Referral

Interventions listed below are non-exhaustive

- Alternate Seating
- Classroom Management Strategies
- Daily/Weekly Communication with home
- Teach/Reteach norms and expectations
- PBIS Rewards
- Mindfulness Activity
- Student Character Trait Lesson/Pledge Cards
- Written Reflections
- Social Emotional Learning Lesson
- Student Self-Monitoring
- Restorative Practices (affective statements, proactive circles, fair process)

### Tier 2
Choose one Tier 2 Intervention and apply for 6-8 weeks with documentation and fidelity

Interventions listed below are non-exhaustive

- Check-in /Check-Out
- Behavior Intervention Plan
- Mentoring
- Structured Breaks
- Restorative Behavior Agreement
- Referral to School Counselor/Social Worker
- Behavioral Mental Health Referral
- Restorative Practices (small impromptu conversations, circle processes, restorative questions, responsive circles)

### Tier 3

### Level Consequences

*Intervention must be documented when behavior referral is assigned*

#### Level 1
- Conference with parent/guardian, student and teacher
- Written parent notification of the Behavior Referral
- Submission of Behavior Referral with no suspension-based removal (ISS/OSS)

#### Level 2
- Written parent notification of the Behavior Referral
- Lunch detention may be assigned
- Grades PreK-5: submission of behavior referral with no suspension-based removal (ISS/OSS)
- Grades 6-12: submission of behavior referral may be assigned with 1-day ISS
- Restorative Circle with

#### Level 3
**DOES NOT APPLY**
**Notes:**

- OSS for attendance related violations are prohibited. Attendance related violations are often a symptom of underlying issues; Schools must exercise due diligence in implementing a range of strategies and supports to prevent and address chronic absence.
- Students with a Disability must have documented recommendation from assigned IEP Case Manager/504 Coordinator for any disciplinary determination to remove the student from the classroom, assigned learning environment, or school building.
- For all suspensions (ISS/OSS) and expulsions, the circumstances of the incident, McKinney Vento status, and MI Revised School Code's 7 Factors for Consideration MUST be documented. *Documentation should demonstrate: the student's age, grade, developmental level, disability status, intentionality, prior violations, seriousness of the violation and/or threat of safety to others, if restorative practices will be used to address the behavior, and whether lesser interventions would properly address the behavior.*

<table>
<thead>
<tr>
<th>A09</th>
<th>DRESS CODE VIOLATION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Violating DPSCD dress code/expectations</td>
</tr>
</tbody>
</table>
A09 – Dress Code Violation

Per DPSCD Board Guidance, prior to assigning the first referral, schools shall ensure written warning documentation. The warning shall include at least 2 of the Tier 1 intervention strategies and/or conferences with a guidance counselor/social worker, teacher, and parent.

**Tiered Interventions**

*Intervention must be documented when behavior referral is assigned*

<table>
<thead>
<tr>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose two Tier 1 Interventions, implement with fidelity and document for at least 3 weeks before progressing to a Level 2 Disciplinary Referral. <em>Interventions listed below are non-exhaustive.</em></td>
<td>Choose one Tier 2 Intervention and apply for 6-8 weeks with documentation and fidelity. <em>Interventions listed below are non-exhaustive.</em></td>
<td></td>
</tr>
</tbody>
</table>
| ▪ Classroom Management Strategies  
▪ Daily/Weekly Communication with Home  
▪ Teach/Reteach norms and expectations  
▪ PBIS Rewards  
▪ Student Character Trait Lesson/Pledge Cards  
▪ Social Emotional Learning Lesson  
▪ Restorative Practices (affective statements, proactive circles, fair process) | ▪ Mentoring  
▪ Restorative Behavior Agreement  
▪ Referral to School Counselor/Social Worker  
▪ Behavioral Mental Health Referral  
▪ Restorative Practices (small impromptu conversations, circle processes, restorative questions, responsive circles) |  |

**Level Consequences**

*Intervention must be documented when behavior referral is assigned*

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
</tr>
</thead>
</table>
| ▪ Student will be asked to put on their own alternative clothing, if already available at school.  
▪ Student provided with acceptable and non-shaming temporary school clothing.  
▪ Student parent/guardian contacted to bring alternative clothing.  
▪ Conference with Parent/Guardian, Student and Teacher | ▪ Student will be asked to put on their own alternative clothing, if already available at school.  
▪ Student provided with acceptable and non-shaming temporary school clothing.  
▪ Student parent/guardian contacted to bring alternative clothing.  
▪ Written parent/guardian notification of the Behavior Referral  
▪ Submission of Behavior Referral with no suspension-based removal (ISS/OSS) | DOES NOT APPLY |
A10 DISTRACTION TO CLASSROOM/ASSIGNED LEARNING AREA

Section A: behavior that interfere with instruction and learning, such as yelling out in class or talking out of turn, rude noises, picking on or teasing other students, pranks and other non-physical contact behavior that detracts from the educational process.

Section B: excessive or chronic behavior that directly affects the safety of others such as throwing harmful items (not directed at or making physical contact with others), turning over table, refusal to remain in seat, or disrupting a safety drill.

Notes:
- ISS/OSS for dress code violations (including failure to adhere to a school’s uniform policy) are prohibited. Dress code violations are often a symptom of underlying issues; Schools must exercise due diligence in implementing a range of strategies and supports to prevent and address any barriers to learning.
- Assessment for McKinney Vento status should be conducted for persistent concerns for student manner of dress, even when code violations are not present. Contact the school building’s designated School Point of Contact (SPOC) for McKinney Vento OR submit a referral on the Office of Homeless and Foster Care webpage, so that appropriate communication is provided with student/family about what supports/resources may be available to them.
A10 – Distraction to Classroom/Assigned Learning Area

Per DPSCD Board Guidance, prior to assigning the first referral, schools shall ensure written warning documentation. The warning shall include at least 2 of the Tier 1 intervention strategies and/or conferences with a guidance counselor/social worker, teacher, and parent.

### Tiered Interventions

*Intervention must be documented when behavior referral is assigned*

<table>
<thead>
<tr>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose two Tier 1 Interventions, implement with fidelity and document for at least 3 weeks before progressing to a Level 2 Disciplinary Referral</td>
<td>Choose one Tier 2 Intervention and apply for 6-8 weeks with documentation and fidelity</td>
<td>Only Section B behavior can progress to a Level 3 Response</td>
</tr>
<tr>
<td><strong>Interventions listed below are non-exhaustive</strong></td>
<td><strong>Interventions listed below are non-exhaustive</strong></td>
<td>School Problem Solving Team will determine appropriate interventions: Tier 2 intervention, Tier 3 intervention OR initiate requests for evaluation-based support referrals</td>
</tr>
</tbody>
</table>

- Alternate Seating
- Classroom Management Strategies
- Daily/Weekly Communication with Home
- PBIS Rewards
- Mindfulness Activity/De-escalation Strategies
- Student Character Trait Lesson/Pledge Cards
- Written Reflections
- Social Emotional Learning Lesson
- Student Self-Monitoring
- Restorative practices (affective statements, proactive circles, fair process)

- Check-in/Check-Out
- Behavior Intervention Plan
- Mentoring
- Peer Mediation
- Structured Breaks
- Change in schedule or class
- Restorative Behavior Agreement
- Referral to School Counselor/Social Worker
- Behavioral Mental Health Referral
- Restorative Practices (small impromptu conversations, circle processes, restorative questions, responsive circles)

- Functional Behavioral Assessment or Behavioral Intervention Plan
- Referral to an appropriate community organization
- Referral to a credit recovery program if applicable
- Restorative Practices (formal conferencing, conflict resolution, community reintegration planning)

### Level Consequences

*Intervention must be documented when behavior referral is assigned*

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
</tr>
</thead>
</table>

44
**A11 ROUGH PLAY**

Rough, loud, possibly physical play, that does not cause intentional or unintentional harm to others. Boisterous actions against another, unintended to do physical harm, i.e. horseplay, roughhousing, or excessive touching.

<table>
<thead>
<tr>
<th>Note</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conference with Parent/Guardian, Student and Teacher</td>
<td>Written parent/guardian notification of the behavior referral</td>
</tr>
<tr>
<td>Written parent/guardian notification of the behavior referral</td>
<td>Lunch detention may be assigned</td>
</tr>
<tr>
<td>Submission of behavior referral with no suspension-based removal (ISS/OSS)</td>
<td>Grades PreK-5: submission of behavior referral with no suspension-based removal (ISS/OSS)</td>
</tr>
<tr>
<td></td>
<td>Grades 6-12: submission of behavior referral may be assigned with 1-day ISS</td>
</tr>
<tr>
<td></td>
<td>Restorative Circle with Parent/Guardian, Teacher, Administrator, and Student with signed agreement</td>
</tr>
<tr>
<td></td>
<td>Grades PreK-2: submission of behavior referral with no suspension-based removal (ISS/OSS)</td>
</tr>
<tr>
<td></td>
<td>Grades 3-5: submission of behavior referral may be assigned with 1-day ISS</td>
</tr>
<tr>
<td></td>
<td>Grades 6-8: submission of behavior referral may be assigned with 1-day ISS</td>
</tr>
<tr>
<td></td>
<td>Grades 9-12 submission of behavior referral may be assigned with 1-2 days ISS</td>
</tr>
<tr>
<td></td>
<td>Written Caregiver notification of the behavior referral</td>
</tr>
<tr>
<td></td>
<td>Restorative Conference with Parent/Guardian, Administrator, *Support Staff and Student</td>
</tr>
</tbody>
</table>

**Notes:**

- Physical contact behaviors such as rough play, fighting, physical assault, or using objects as a weapon do not apply under this violation. Please refer to appropriate violations for other contact behaviors.
- Students with a Disability must have documented recommendation from assigned IEP Case Manager/504 Coordinator for any disciplinary determination to remove the student from the classroom, assigned learning environment, or school building.
- For all suspensions (ISS/OSS) and expulsions, the circumstances of the incident, McKinney Vento status, and MI Revised School Code’s 7 Factors for Consideration MUST be documented. Documentation should demonstrate: the student’s age, grade, developmental level, disability status, intentionality, prior violations, seriousness of the violation and/or threat of safety to others, if restorative practices will be used to address the behavior, and whether lesser interventions would properly address the behavior.
A11 – Rough Play

*Per DPSCD Board Guidance, prior to assigning the first referral, schools shall ensure written warning documentation. The warning shall include at least 2 of the Tier 1 intervention strategies and/or conferences with a guidance counselor/social worker, teacher, and parent.*

**Tiered Interventions**

*Intervention must be documented when behavior referral is assigned*

<table>
<thead>
<tr>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
</table>
| Choose two Tier 1 Interventions, implement with fidelity and document for at least 3 weeks before progressing to a Level 2 Disciplinary Referral  
Interventions listed below are non-exhaustive | Choose one Tier 2 Intervention and apply for 6-8 weeks with documentation and fidelity  
Interventions listed below are non-exhaustive |  |
| ![List of Tier 1 Interventions](#) | ![List of Tier 2 Interventions](#) | ![List of Tier 3 Interventions](#) |

**Level Consequences**

*Intervention must be documented when behavior referral is assigned*

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
B01 ABUSIVE AND OFFENSIVE LANGUAGE

Harsh, violent, profane, or derogatory language (written, spoken, or nonverbal gestures) which would demean the dignity of another.

Includes, swearing, name calling, insults, or other confrontational means of expression by the student, which tends to be done for the purpose of a) expressing negative feelings (in response to something painful, upsetting, or frustrating), b) fitting in socially with peers, or c) getting a reaction from staff.
## Tiered Interventions

*Intervention must be documented when behavior referral is assigned*

<table>
<thead>
<tr>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
</table>
| **Choose two Tier 1 Interventions, implement with fidelity and document for at least 3 weeks before progressing to a Level 2 Disciplinary Referral**  
*Interventions listed below are non-exhaustive* | **Choose one Tier 2 Intervention and apply for 6-8 weeks with documentation and fidelity**  
*Interventions listed below are non-exhaustive* | **Level Consequences**  
*Intervention must be documented when behavior referral is assigned***  
**Level 1** | **Level 2** |
| - Alternate Seating  
- Classroom Management Strategies  
- Daily/Weekly Communication with Home  
- PBIS Rewards  
- Mindfulness Activity/De-escalation Strategies  
- Student Character Trait Lesson/Pledge Cards  
- Written Reflections  
- Social Emotional Learning Lesson  
- Student Self-Monitoring  
- Restorative practices (affective statements, proactive circles, fair process) | - Check-in/Check-Out  
- Behavior Intervention Plan  
- Mentoring  
- Peer Mediation  
- Structured Breaks  
- Restorative Behavior Agreement  
- Referral to School Counselor/Social Worker  
- Behavioral Mental Health Referral  
- Restorative Practices (small impromptu conversations, circle processes, restorative questions, responsive circles) | - Level 1  
- Level 2 |
**B03 POSSESSION OF PROHIBITED OBJECTS**

Possession of an object other than those listed in infractions C08, D01, D02, and D03, and that has the propensity for danger, negligent harm or disruption to the learning environment. Includes non-explosive firecrackers, lighter/matches, water guns that are non-look alike/non-replica guns.

| Conference with Parent/Guardian, Student and Teacher | Written parent notification of the behavior referral |
| Written Parent/Guardian notification of the Behavior Referral | Lunch detention may be assigned |
| Submission of Behavior Referral with no suspension-based removal (ISS/OSS) | Responsive Circle (“with all those involved with the behavior) is required when underlying peer conflict circumstances are present. |

**Notes:**

- *Inappropriate* is defined as, not following or meeting the established expectations set forth for the current situation and/or environment. Not suitable or proper in the circumstances; can still be considered an intervention.
- Students with a Disability must have documented recommendation from assigned IEP Case Manager/504 Coordinator for any disciplinary determination to remove the student from the classroom, assigned learning environment, or school building.
- For all suspensions (ISS/OSS) and expulsions, the circumstances of the incident, McKinney Vento status, and MI Revised School Code’s 7 Factors for Consideration MUST be documented. **Documentation should demonstrate: the student’s age, grade, developmental level, disability status, intentionality, prior violations, seriousness of the violation and/or threat of safety to others, if restorative practices will be used to address the behavior, and whether lesser interventions would properly address the behavior.**

**DOES NOT APPLY**

Grades PreK-2: submission of behavior referral with no suspension-based removal (ISS/OSS)

Grades 3-12: submission of behavior referral may be assigned with 1-day ISS

Restorative Circle with Parent/Guardian, Teacher, Administrator, and Student with signed agreement
### B03 – Possession of Prohibited Objects

**Tiered Interventions**

*Intervention must be documented when behavior referral is assigned*

<table>
<thead>
<tr>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose two Tier 1 Interventions, implement with fidelity and document for at least 3 weeks before progressing to a Level 2 Disciplinary Referral</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Choose one Tier 2 Intervention and apply for 6-8 weeks with documentation and fidelity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Problem Solving Team will determine appropriate interventions: Tier 2 intervention, Tier 3 intervention OR initiate requests for evaluation-based support referrals</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Interventions listed below are non-exhaustive*

#### Tier 1
- Alternate Seating
- Classroom Management Strategies
- Daily/Weekly Communication with Home
- PBIS Rewards
- Mindfulness Activity/De-escalation Strategies
- Student Character Trait Lesson/Pledge Cards
- Written Reflections
- Social Emotional Learning Lesson
- Student Self-Monitoring
- Restorative Practices (affective statements, proactive circles, fair process)

#### Tier 2
- Check-in/Check-Out
- Behavior Intervention Plan
- Mentoring
- Structured Breaks
- Restorative Behavior Agreement
- Referral to School Counselor/Social Worker
- Behavioral Mental Health Referral
- Restorative Practices (small impromptu conversations, circle processes, restorative questions, responsive circles)

#### Tier 3

#### Level Consequences

*Intervention must be documented when behavior referral is assigned*

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
</tr>
</thead>
</table>

50
THEFT OR RECEIPT OF STOLEN PROPERTY (less than $100)

Taking, conspiring to take, without permission of the owner or custodian, or receiving or possessing property known to be stolen valued at less than $100.00.

B04 – Theft or Receipt of Stolen Property (Less Than $100)

Tiered Interventions

<table>
<thead>
<tr>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose two Tier 1 Interventions, implement with fidelity and document for at least 3 weeks before</td>
<td>Choose one Tier 2 Intervention and apply for 6-8 weeks with documentation and fidelity</td>
<td>School Problem Solving Team will determine appropriate interventions: Tier 2 intervention, Tier 3 intervention</td>
</tr>
</tbody>
</table>

Notes:

- Students with a Disability must have documented recommendation from assigned IEP Case Manager/504 Coordinator for any disciplinary determination to remove the student from the classroom, assigned learning environment, or school building.
- For all suspensions (ISS/OSS) and expulsions, the circumstances of the incident, McKinney Vento status, and MI Revised School Code’s 7 Factors for Consideration MUST be documented. Documentation should demonstrate: the student’s age, grade, developmental level, disability status, intentionality, prior violations, seriousness of the violation and/or threat of safety to others, if restorative practices will be used to address the behavior, and whether lesser interventions would properly address the behavior.
### Progressing to a Level 2 Disciplinary Referral

*Interventions listed below are non-exhaustive*

OR initiate requests for evaluation-based support referrals

- Check-in/Check-Out
- Behavior Intervention Plan
- Mentoring
- Peer Mediation
- Structured Breaks
- Restorative Behavior Agreement
- Referral to School Counselor/Social Worker
- Behavioral Mental Health Referral
- Restorative Practices (small impromptu conversations, circle processes, restorative questions, responsive circles)

### Level Consequences

*Intervention must be documented when behavior referral is assigned*

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DOES NOT APPLY</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Written Parent/Guardian notification of the Behavior Referral</td>
<td>• Grades PreK-2: submission of Behavior Referral with no suspension-based removal (ISS/OSS)</td>
<td>• Grades PreK-2: submission of Behavior Referral with no suspension-based removal (ISS/OSS)</td>
</tr>
<tr>
<td>• Lunch detention may be assigned</td>
<td>• Grades 3-5: submission of Behavior Referral may be assigned with 1-day ISS</td>
<td>• Grades 3-5: submission of Behavior Referral may be assigned with 1-day ISS</td>
</tr>
<tr>
<td>• Responsive Circle (*with all those involved with the behavior) is required when underlying peer conflict circumstances are present.</td>
<td>• Grades 6-8: submission of behavior referral may be assigned with 1-2 days ISS</td>
<td>• Grades 6-8: submission of behavior referral may be assigned with 1-2 days ISS</td>
</tr>
<tr>
<td>• Grades PreK-2: submission of Behavior Referral with no suspension-based removal (ISS/OSS)</td>
<td>• Written Parent/Guardian notification of the Behavior Referral</td>
<td>• Written Parent/Guardian notification of the Behavior Referral</td>
</tr>
<tr>
<td>• Restitution (monetary or signed agreement for student’s assignment to a school service project) is permitted as an alternative to suspension</td>
<td>• Restorative Conference with Parent/Guardian, Administrator, <em>Support Staff and Student</em></td>
<td>• Restorative Conference with Parent/Guardian, Administrator, <em>Support Staff and Student</em></td>
</tr>
<tr>
<td>• Grades 3-12: submission of Behavior Referral may be assigned with 1-day ISS</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
B05  **EXTORTION**

Obtaining money, property, or anything of value from another, against their will, by forcing an individual to either act or refrain from acting by threat of harm (i.e. harm to reputation, violence or property damage) or coercion

---

### B05 – Extortion

**Guidance for Prek-2nd Grade**

#### Tiered Interventions

*Intervention must be documented when behavior referral is assigned*

<table>
<thead>
<tr>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose two Tier 1 Interventions, implement with fidelity and document for at least 3 weeks before progressing to a Level 2 Disciplinary Referral</td>
<td>Choose one Tier 2 Intervention and apply for 6-8 weeks with documentation and fidelity</td>
<td>School Problem Solving Team will determine appropriate interventions: Tier 2 intervention, Tier 3 intervention OR initiate requests for</td>
</tr>
<tr>
<td>Interventions listed below are non-exhaustive</td>
<td>Interventions listed below are non-exhaustive</td>
<td>evaluation-based support referrals</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>---------------------------------------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>▪ Alternate Seating</td>
<td>▪ Check-in/Check-Out</td>
<td>DOES NOT APPLY</td>
</tr>
<tr>
<td>▪ Classroom Management System</td>
<td>▪ Behavior Intervention Plan</td>
<td></td>
</tr>
<tr>
<td>▪ Daily/Weekly Communication with Home</td>
<td>▪ Mentoring</td>
<td></td>
</tr>
<tr>
<td>▪ PBIS Rewards</td>
<td>▪ Peer Mediation</td>
<td></td>
</tr>
<tr>
<td>▪ Mindfulness Activity/De-escalation Strategies</td>
<td>▪ Structured Breaks</td>
<td></td>
</tr>
<tr>
<td>▪ Student Character Trait Lesson/Pledge Cards</td>
<td>▪ Restorative Behavior Agreement</td>
<td></td>
</tr>
<tr>
<td>▪ Written Reflections</td>
<td>▪ Referral to School</td>
<td></td>
</tr>
<tr>
<td>▪ Social Emotional Learning Lesson</td>
<td>▪ Behavioral Mental Health Referral</td>
<td></td>
</tr>
<tr>
<td>▪ Student Self-Monitoring</td>
<td>▪ Restorative Practices (small impromptu conversations, circle processes, restorative questions, responsive circles)</td>
<td></td>
</tr>
<tr>
<td>▪ Restorative Practices (affective statements, proactive circles, fair process)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Level Consequences**

*Intervention must be documented when behavior referral is assigned*

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Conference with Parent/Guardian, Student and Teacher</td>
<td>▪ Written Parent/Guardian notification of the Behavior Referral</td>
<td>DOES NOT APPLY</td>
</tr>
<tr>
<td>▪ Written Parent/Guardian notification of the Behavior Referral</td>
<td>▪ Lunch detention may be assigned</td>
<td></td>
</tr>
<tr>
<td>▪ Submission of Behavior Referral with no suspension-based removal (ISS/OSS)</td>
<td>▪ Responsive Circle (*with all those involved with the behavior) is required when underlying peer conflict circumstances are present.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Grades PreK-2: submission of behavior referral with no suspension-based removal (ISS/OSS)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Restitution (monetary or signed agreement for student’s assignment to a school service project) permitted as an alternative to suspension</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Restorative Circle with Parent/Guardian, Teacher, Administrator, and Student with signed agreement</td>
<td></td>
</tr>
</tbody>
</table>
### Notes:
- Staff is required to complete form 63 Undesirable Incident Report
- Inform General Counsel and Risk Management for guidance related to restitution
- Students with a Disability must have documented recommendation from assigned IEP Case Manager/504 Coordinator for any disciplinary determination to remove the student from the classroom, assigned learning environment, or school building.
- For all suspensions (ISS/OSS) and expulsions, the circumstances of the incident, McKinney Vento status, and MI Revised School Code’s 7 Factors for Consideration MUST be documented. *Documentation should demonstrate: the student’s age, grade, developmental level, disability status, intentionality, prior violations, seriousness of the violation and/or threat of safety to others, if restorative practices will be used to address the behavior, and whether lesser interventions would properly address the behavior.*

---

### B05 – Extortion

**Guidance for 3rd-12th Grade**

#### Tiered Interventions

*Intervention must be documented when behavior referral is assigned*

<table>
<thead>
<tr>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose two Tier 1 Interventions, implement with fidelity and document for at least 3 weeks before progressing to a Level 2 Disciplinary Referral</td>
<td>Choose one Tier 2 Intervention and apply for 6-8 weeks with documentation and fidelity</td>
<td>School Problem Solving Team will determine appropriate interventions: Tier 2 intervention, Tier 3 intervention OR initiate requests for evaluation-based support referrals</td>
</tr>
</tbody>
</table>

*Interventions listed below are non-exhaustive*

- Check-in/Check-Out
- Behavior Intervention Plan
- Mentoring
- Peer Mediation
- Structured Breaks
- Restorative Behavior Agreement
- Referral to School Counselor/Social Worker
- Behavioral Mental Health Referral
- Restorative Practices (small impromptu conversations, circle processes, restorative questions, responsive circles)

*Interventions listed below are non-exhaustive*

- Functional Behavioral Assessment or Behavioral Intervention Plan
- Referral to an appropriate community organization
- Referral to a credit recovery program if applicable
- Restorative Practices (formal conferencing, conflict resolution, community reintegration planning)

#### Level Consequences

*Intervention must be documented when behavior referral is assigned*
<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
</tr>
</thead>
</table>
| **DOES NOT APPLY** | • Written parent/guardian notification of the behavior referral  
• Lunch detention may be assigned  
• Responsive Circle (*with all those involved with the behavior) is required when underlying peer conflict circumstances are present.  
• Restitution (monetary or signed agreement for student’s assignment to a school service project) is permitted as an alternative to suspension  
• Grades 3-12: submission of behavior referral may be assigned with 1-day ISS  
• Restorative Circle with Parent/Guardian, Teacher, Administrator, and Student with signed agreement | • Grades 3-8: submission of behavior referral may be assigned with 1-day ISS  
• Grades 9-12: submission of behavior referral may be assigned with 1-2 days ISS  
• Written Parent/Guardian notification of the behavior referral  
• Restorative Conference with Parent/Guardian, Administrator, *Support Staff and Student |

**Notes:**
- Reportable Offense: Required reporting to DPSCD DPSCD Public Safety Department and complete Undesirable Incident Report
- Refer to Behavior Mental Health/School Counselor/Social Worker
- Inform General Counsel and Risk Management for guidance related to restitution
- Students with a Disability must have documented recommendation from assigned IEP Case Manager/504 Coordinator for any disciplinary determination to remove the student from the classroom, assigned learning environment, or school building.
- For all suspensions (ISS/OSS) and expulsions, the circumstances of the incident, McKinney Vento status, and MI Revised School Code’s 7 Factors for Consideration MUST be documented. *Documentation should demonstrate: the student’s age, grade, developmental level, disability status, intentionality, prior violations, seriousness of the violation and/or threat of safety to others, if restorative practices will be used to address the behavior, and whether lesser interventions would properly address the behavior.*

**B06 PROPERTY DAMAGE, INCLUDING GRAFFITI (less than $200)**
Intentional damage, destruction or defacement to another person’s or school property valued less than $200

**B06 – Property Damage, Including Graffiti (less than $200)**
### Tiered Interventions

*Intervention must be documented when behavior referral is assigned*

<table>
<thead>
<tr>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose two Tier 1 Interventions, implement with fidelity and document for at least 3 weeks before progressing to a Level 2 Disciplinary Referral. <em>Interventions listed below are non-exhaustive.</em></td>
<td>Choose one Tier 2 Intervention and apply for 6-8 weeks with documentation and fidelity. <em>Interventions listed below are non-exhaustive.</em></td>
<td>School Problem Solving Team will determine appropriate interventions: Tier 2 intervention, Tier 3 intervention OR initiate requests for evaluation-based support referrals.</td>
</tr>
</tbody>
</table>

- Check-in/Check-Out
- Behavior Intervention Plan
- Mentoring
- Peer Mediation
- Structured Breaks
- Restorative Behavior Agreement
- Referral to School Counselor/Social Worker
- Behavioral Mental Health Referral
- Restorative Practices (small impromptu conversations, circle processes, restorative questions, responsive circles)

- Functional Behavioral Assessment or Behavioral Intervention Plan
- Referral to an appropriate community organization
- Referral to a credit recovery program if applicable
- Restorative practices (formal conferencing, conflict resolution, community reintegration planning)

### Level Consequences

*Intervention must be documented when behavior referral is assigned*

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
</tr>
</thead>
</table>
| Written parent notification of the behavior referral
- Lunch detention *may be assigned*
- Responsive Circle (*with all those involved with the behavior) is *required* when underlying peer conflict circumstances are present.
- Grades PreK-2: submission of behavior referral with no suspension-based removal (ISS/OSS)
- Restitution (monetary or signed agreement for student’s assignment to a school service) | Grades PreK-2: submission of behavior referral with no suspension-based removal (ISS/OSS)
- Grades 3-5: submission of behavior referral *may be assigned with 1-day ISS*
- Grades 6-8: submission of behavior referral *may be assigned with 1-day ISS*
- Grades 9-12: submission of behavior referral *may be* | Does Not Apply |
B09 HARASSMENT

Intentional actions that threaten or seriously intimidate another member of the school community, or adversely affects another student’s ability to participate in or benefit from a school’s educational or extracurricular program (i.e., for staff it prevents or interferes with school personnel from engaging in their lawful duties within the school).

Consists of engaging in conduct which annoys, intimidates, alarms, or puts a person in fear of his/her safety—reasonably perceived as being dehumanizing, humiliating or otherwise likely to evoke fear of physical harm or emotional distress. Conduct that is unwanted, unwelcomed, and uninvited that demeans, threatens or offends the victim and results in a hostile environment for the person harmed. Conduct may be directed at one or more students. Conduct may be conveyed through physical, verbal, written, technological, or emotional means. A hostile environment is created when harassment is sufficiently serious to deny or limit a student’s ability to participate in or benefit from the program or activity.
## Tiered Interventions

*Intervention must be documented when behavior referral is assigned*

### Tier 1

Choose two Tier 1 Interventions, implement with fidelity and document for at least 3 weeks before progressing to a Level 2 Disciplinary Referral

*Interventions listed below are non-exhaustive*

- Check-in/Check-Out
- Behavior Intervention Plan
- Mentoring
- Peer Mediation
- Structured Breaks
- Restorative Behavior Agreement
- Referral to School Counselor/Social Worker
- Behavioral Mental Health Referral
- Restorative Practices (small impromptu conversations, circle processes, restorative questions, responsive circles)

### Tier 2

Choose one Tier 2 Intervention and apply for 6-8 weeks with documentation and fidelity

*Interventions listed below are non-exhaustive*

- Functional Behavioral Assessment or Behavioral Intervention Plan
- Referral to an appropriate community organization
- Referral to a credit recovery program if applicable
- Restorative practices (formal conferencing, conflict resolution, community reintegration planning)

### Tier 3

School Problem Solving Team will determine appropriate interventions: Tier 2 intervention, Tier 3 intervention OR initiate requests for evaluation-based support referrals

### Level Consequences

*Intervention must be documented when behavior referral is assigned*

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DOES NOT APPLY</td>
<td></td>
<td>DOES NOT APPLY</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>• Written parent/guardian notification of the behavior referral</td>
<td>• Grades PreK-2: submission of behavior referral with no suspension-based removal (ISS/OSS)</td>
<td></td>
</tr>
<tr>
<td>• Lunch detention may be assigned</td>
<td>• Grades 3-5: submission of behavior referral may be assigned with 1-day ISS</td>
<td></td>
</tr>
<tr>
<td>• Responsive Circle (*with all those involved with the behavior) is required when underlying peer conflict circumstances are present.</td>
<td>• Grades 6-8: submission of behavior referral may be assigned with 1-day ISS</td>
<td></td>
</tr>
<tr>
<td>• Grades PreK-2: submission of behavior referral with no suspension-based removal (ISS/OSS)</td>
<td>• Grades 9-12: submission of behavior referral may be assigned with 1-2 days ISS</td>
<td></td>
</tr>
<tr>
<td>• Grades 3-12: submission of behavior referral may be assigned with 1-day ISS</td>
<td>• Written Caregiver notification of the behavior referral</td>
<td></td>
</tr>
<tr>
<td>• Restorative Circle with Parent/Guardian, Teacher, Administrator, and Student with signed agreement</td>
<td>• Restorative Conference with Parent/Guardian, Administrator, *Support Staff and Student</td>
<td></td>
</tr>
</tbody>
</table>

**Notes:**
- Staff is required to complete form 73, Bullying, Harassment or Intimidation Incident and School Investigation Form.
- Referral to Behavioral Mental Health Provider/School Counselor/School Social Worker is required.
- Inform/Report to district Office of Equity, Advocacy and Civil Rights and offer supportive measures to students impacted by harassment.
- Students with a Disability must have documented recommendation from assigned IEP Case Manager/504 Coordinator for any disciplinary determination to remove the student from the classroom, assigned learning environment, or school building.
- For all suspensions (ISS/OSS) and expulsions, the circumstances of the incident, McKinney Vento status, and MI Revised School Code’s 7 Factors for Consideration MUST be documented. Documentation should demonstrate: the student’s age, grade, developmental level, disability status, intentionality, prior violations, seriousness of the violation and/or threat of safety to others, if restorative practices will be used to address the behavior, and whether lesser interventions would properly address the behavior.

**B10 GAMBLING**
Participating in games of chance or skill for money or profit; requires the use of money or exchangeable goods
**B10 – Gambling**

**Tiered Interventions**

*Intervention must be documented when behavior referral is assigned*

<table>
<thead>
<tr>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose two Tier 1 Interventions, implement with fidelity and document for at least 3 weeks before progressing to a Level 2 Disciplinary Referral</td>
<td>Choose one Tier 2 Intervention and apply for 6-8 weeks with documentation and fidelity</td>
<td>School Problem Solving Team will determine appropriate interventions: Tier 2 intervention, Tier 3 intervention OR initiate requests for evaluation-based support referrals</td>
</tr>
</tbody>
</table>

*Interventions listed below are non-exhaustive*

### Tier 1
- Alternate Seating
- Classroom Management Strategies
- Daily/Weekly Communication with Home
- PBIS Rewards
- Mindfulness Activity/De-escalation Strategies
- Student Character Trait Lesson/Pledge Cards
- Written Reflections
- Social Emotional Learning Lesson
- Student Self-Monitoring
- Restorative Practices (affective statements, proactive circles, fair process)

### Tier 2
- Check-in/Check-Out
- Behavior Intervention Plan
- Mentoring
- Peer Mediation
- Structured Breaks
- Restorative Behavior Agreement
- Referral to School Counselor/Social Worker
- Behavioral Mental Health Referral
- Restorative Practices (small impromptu conversations, circle processes, restorative questions, responsive circles)

### Tier 3
- Functional Behavioral Assessment or Behavioral Intervention Plan
- Referral to an appropriate community organization
- Referral to a credit recovery program if applicable
- Restorative practices (formal conferencing, conflict resolution, community reintegration planning)

**Level Consequences**

*Intervention must be documented when behavior referral is assigned*

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
</tr>
</thead>
</table>

### B11 – Hate Speech

Engaging in abusive or threatening speech or writing that expresses a prejudice against a particular group, based on something such as race, religion, sex, or sexual orientation.

<table>
<thead>
<tr>
<th>Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students with a Disability must have documented recommendation from assigned IEP Case Manager/504 Coordinator for any disciplinary determination to remove the student from the classroom, assigned learning environment, or school building.</td>
</tr>
<tr>
<td>For all suspensions (ISS/OSS) and expulsions, the circumstances of the incident, McKinney Vento status, and MI Revised School Code’s 7 Factors for Consideration MUST be documented. Documentation should demonstrate: the student’s age, grade, developmental level, disability status, intentionality, prior violations, seriousness of the violation and/or threat of safety to others, if restorative practices will be used to address the behavior, and whether lesser interventions would properly address the behavior.</td>
</tr>
</tbody>
</table>

| Conference with Parent/Guardian, Student and Teacher |
| Written parent/guardian notification of the behavior referral |
| Lunch detention may be assigned |
| Grades PreK-2: submission of behavior referral with no suspension-based removal (ISS/OSS) |
| Restitution (monetary or signed agreement for student’s assignment to a school service project) is permitted as an alternative to suspension |
| Restorative Circle with Parent/Guardian, Teacher, Administrator, and Student with signed agreement |

| Written parent/guardian notification of the behavior referral |
| Grades PreK-2: submission of behavior referral with no suspension-based removal (ISS/OSS) |
| Grades 3-5: submission of behavior referral may be assigned with 1-day ISS |
| Grades 6-8: submission of behavior referral may be assigned with 1-day ISS |
| Grades 9-12: submission of behavior referral may be assigned with 1-2 days ISS |
| Written parent/guardian notification of the behavior referral |
| Restorative Conference with Parent/Guardian, Administrator, *Support Staff and Student |

| Conference with Parent/Guardian, Student and Teacher |
| Written parent/guardian notification of the behavior referral |
| Submission of behavior referral with no suspension-based removal (ISS/OSS) |

| Conference with Parent/Guardian, Student and Teacher |
| Written parent/guardian notification of the behavior referral |
| Submission of behavior referral with no suspension-based removal (ISS/OSS) |
### Tiered Interventions

**Intervention must be documented when behavior referral is assigned**

**Tier 1**

Choose two Tier 1 Interventions, implement with fidelity and document for at least 3 weeks before progressing to a Level 2 Disciplinary Referral.

Interventions listed below are non-exhaustive.

- Alternate Seating
- Classroom Management Strategies
- Daily/Weekly Communication with Home
- PBIS Rewards
- Mindfulness Activity/De-escalation Strategies
- Student Character Trait Lesson/Pledge Cards
- Written Reflections
- Social Emotional Learning Lesson
- Student Self-Monitoring
- Restorative Practices (affective statements, proactive circles, fair process)

**Tier 2**

Choose one Tier 2 Intervention and apply for 6-8 weeks with documentation and fidelity.

Interventions listed below are non-exhaustive.

- Check-in/Check-Out
- Behavior Intervention Plan
- Mentoring
- Peer Mediation
- Structured Breaks
- Restorative Behavior Agreement
- Referral to School Counselor/Social Worker
- Behavioral Mental Health Referral
- Restorative Practices (small impromptu conversations, circle processes, restorative questions, responsive circles)

**Tier 3**

School Problem Solving Team will determine appropriate interventions: Tier 2 intervention, Tier 3 intervention OR initiate requests for evaluation-based support referrals.

- Functional Behavioral Assessment or Behavioral Intervention Plan
- Referral to an appropriate community organization
- Referral to a credit recovery program if applicable
- Restorative Practices (formal conferencing, conflict resolution, community reintegration planning)

### Level Consequences

**Intervention must be documented when behavior referral is assigned**

**Level 1**

- Conference with Parent/Guardian, Student and Teacher
- Written parent/guardian notification of the behavior referral
- Submission of behavior referral with no suspension-based removal (ISS/OSS)

**Level 2**

- Written parent notification of the behavior referral
- Lunch detention may be assigned
- Responsive Circle (*with all those involved with the behavior) is required when underlying peer conflict circumstances are present.
- Grades PreK-2:

**Level 3**

- Grades PreK-2: submission of behavior referral with no suspension-based removal (ISS/OSS)
- Grades 3-5: submission of behavior referral may be assigned with 1-day ISS
- Grades 6-8: submission of behavior referral may
### B14 – FIGHTING – MUTUAL COMBAT, MUTUAL ALTERCATION

**Guidance for Grades PK-2**

A physical altercation between one or more students that does not cause injury but requires physical restraint; may include minor injuries

### Notes:
- Staff is required to complete form 73, Bullying, Harassment or Intimidation Incident and School Investigation Form.
- Referral to Behavioral Mental Health Provider/School Counselor/School Social Worker is required.
- Inform/Report to district Office of Equity, Advocacy and Civil Rights and provide supportive measures to any impacted students.
- Students with a Disability must have documented recommendation from assigned IEP Case Manager/504 Coordinator for any disciplinary determination to remove the student from the classroom, assigned learning environment, or school building.
- For all suspensions (ISS/OSS) and expulsions, the circumstances of the incident, McKinney Vento status, and MI Revised School Code’s 7 Factors for Consideration MUST be documented. **Documentation should demonstrate: the student’s age, grade, developmental level, disability status, intentionality, prior violations, seriousness of the violation and/or threat of safety to others, if restorative practices will be used to address the behavior, and whether lesser interventions would properly address the behavior.**

<table>
<thead>
<tr>
<th>Submission of behavior referral with no suspension-based removal (ISS/OSS)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>•</strong> Grades 3-12: submission of behavior referral may be assigned with 1-day ISS</td>
</tr>
<tr>
<td><strong>•</strong> Restorative Circle with Parent/Guardian, Teacher, Administrator, and Student with signed agreement</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Be assigned with 1-day ISS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>•</strong> Grades 9-12: submission of behavior referral may be assigned with 1-2 days ISS</td>
</tr>
<tr>
<td><strong>•</strong> Written Parent/Guardian notification of the behavior referral</td>
</tr>
<tr>
<td><strong>•</strong> Restorative Conference with Parent/Guardian, Administrator, “Support Staff and Student”</td>
</tr>
</tbody>
</table>
## Tiered Interventions

*Intervention must be documented when behavior referral is assigned*

<table>
<thead>
<tr>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose two Tier 1 Interventions, implement with fidelity and document for at least 3 weeks before progressing to a Level 2 Disciplinary Referral</td>
<td>Choose one Tier 2 Intervention and apply for 6-8 weeks with documentation and fidelity</td>
<td>School Problem Solving Team will determine appropriate interventions: Tier 2 intervention, Tier 3 intervention OR initiate requests for evaluation-based support referrals</td>
</tr>
</tbody>
</table>

*Interventions listed below are non-exhaustive*

### Tier 1 Interventions
- Alternate Seating
- Classroom Management Strategies
- Daily/Weekly Communication with Home
- PBIS Rewards
- Mindfulness Activity/De-escalation Strategies
- Student Character Trait Lesson/Pledge Cards
- Written Reflections
- Social Emotional Learning Lesson
- Student Self-Monitoring
- Restorative Practices (affective statements, proactive circles, fair process)

### Tier 2 Interventions
- Check-in/Check-Out
- Behavior Intervention Plan
- Mentoring
- Peer Mediation
- Structured Breaks
- Restorative Behavior Agreement
- Referral to School Counselor/Social Worker
- Behavioral Mental Health Referral
- Restorative Practices (small impromptu conversations, circle processes, restorative questions, responsive circles)

### Tier 3 Interventions

### Level Consequences

*Intervention must be documented when behavior referral is assigned*

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conference with Parent/Guardian, Student and Teacher&lt;br&gt;Written parent/guardian notification of the behavior referral&lt;br&gt;Submission of behavior referral with no suspension-based removal (ISS/OSS)</td>
<td>Written parent/guardian notification of the behavior referral&lt;br&gt;Lunch detention may be assigned&lt;br&gt;Responsive Circle (*with all those involved with the behavior) is required when underlying peer</td>
<td>DOES NOT APPLY</td>
</tr>
</tbody>
</table>

---

---
conflict circumstances are present.

- Grades PreK-2 submission of behavior referral with no suspension-based removal (ISS/OSS)
- Restorative Circle with Parent/Guardian, Teacher, Administrator, and Student with signed agreement

**Notes:**

- Restorative practice methods should be used as appropriate to reengage student to the classroom or in suggested adjustment to an alternate homeroom in the school, as appropriate or applicable.
- Students with a Disability must have documented recommendation from assigned IEP Case Manager/504 Coordinator for any disciplinary determination to remove the student from the classroom, assigned learning environment, or school building.
- For all suspensions (ISS/OSS) and expulsions, the circumstances of the incident, McKinney Vento status, and MI Revised School Code’s 7 Factors for Consideration MUST be documented. Documentation should demonstrate: the student’s age, grade, developmental level, disability status, intentionality, prior violations, seriousness of the violation and/or threat of safety to others, if restorative practices will be used to address the behavior, and whether lesser interventions would properly address the behavior.

---

**B14 – Fighting – Mutual Combat, Mutual Altercation**

*(Guidance for Grades 3-5)*

**Tiered Interventions**

*Intervention must be documented when behavior referral is assigned*

**Tier 1**
Choose two Tier 1 Interventions, implement with fidelity and document for at least 3 weeks before progressing to a Level 2 Disciplinary Referral

*Interventions listed below are non-exhaustive*

**Tier 2**
Choose one Tier 2 Intervention and apply for 6-8 weeks with documentation and fidelity

*Interventions listed below are non-exhaustive*

**Tier 3**
School Problem Solving Team will determine appropriate interventions: Tier 2 intervention, Tier 3 intervention OR initiate requests for evaluation-based support referrals
- Alternate Seating
- Classroom Management Strategies
- Daily/Weekly Communication with Home
- PBIS Rewards
- Mindfulness Activity/De-escalation Strategies
- Student Character Trait Lesson/Pledge Cards
- Written Reflections
- Social Emotional Learning Lesson
- Student Self-Monitoring
- Restorative practices (affective statements, proactive circles, fair process)

- Check-in/Check-Out
- Behavior Intervention Plan
- Mentoring
- Peer Mediation
- Structured Breaks
- Restorative Behavior Agreement
- Referral to School Counselor/Social Worker
- Behavioral Mental Health Referral
- Restorative Practices (small impromptu conversations, circle processes, restorative questions, responsive circles)

- Functional Behavioral Assessment or Behavioral Intervention Plan
- Referral to an appropriate community organization
- Referral to a credit recovery program if applicable
- Restorative practices (formal conferencing, conflict resolution, community reintegration planning)

### Level Consequences

*Intervention must be documented when behavior referral is assigned*

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Conference with Parent/Guardian, Student and Teacher</td>
<td>- Written parent/guardian notification of the behavior referral</td>
<td>- Grades 3-5: submission of behavior referral may be assigned with 1-day OSS</td>
</tr>
<tr>
<td>- Written Parent/Guardian notification of the behavior referral</td>
<td>- Lunch detention may be assigned</td>
<td>- Written parent/guardian notification of the behavior referral</td>
</tr>
<tr>
<td>- Submission of behavior referral with no suspension-based removal (ISS/OSS)</td>
<td>- Responsive Circle (*with all those involved with the behavior) is required when underlying peer conflict circumstances are present.</td>
<td>- Restorative Conference with Parent/Guardian, Administrator, *Support Staff, and Student</td>
</tr>
<tr>
<td></td>
<td>- Grades 3-5: submission of behavior referral may be assigned with 1-day ISS</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Restorative Circle with Parent/Guardian, Teacher, Administrator, and Student with signed agreement</td>
<td></td>
</tr>
</tbody>
</table>
Notes:
- Students with a Disability must have documented recommendation from assigned IEP Case Manager/504 Coordinator for any disciplinary determination to remove the student from the classroom, assigned learning environment, or school building.
- For all suspensions (ISS/OSS) and expulsions, the circumstances of the incident, McKinney Vento status, and MI Revised School Code’s 7 Factors for Consideration MUST be documented. Documentation should demonstrate: the student’s age, grade, developmental level, disability status, intentionality, prior violations, seriousness of the violation and/or threat of safety to others, if restorative practices will be used to address the behavior, and whether lesser interventions would properly address the behavior.

<table>
<thead>
<tr>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose two Tier 1 Interventions, implement with fidelity and document for at least 3 weeks before progressing to a Level 2 Disciplinary Referral.</td>
<td>Choose one Tier 2 Intervention and apply for 6-8 weeks with documentation and fidelity.</td>
<td>School Problem Solving Team will determine appropriate interventions: Tier 2 intervention, Tier 3 intervention OR initiate requests for evaluation-based support referrals.</td>
</tr>
</tbody>
</table>

Interventions listed below are non-exhaustive.

- Alternate Seating
- Classroom Management Strategies
- Daily/Weekly Communication with Home
- PBIS Rewards
- Mindfulness Activity/De-escalation Strategies
- Student Character Trait Lesson/Pledge Cards
- Written Reflections
- Social Emotional Learning Lesson
- Student Self-Monitoring
- Check-in/Check-Out
- Behavior Intervention Plan
- Mentoring
- Peer Mediation
- Structured Breaks
- Restorative Behavior Agreement
- Referral to School Counselor/Social Worker
- Behavioral Mental Health Referral
- Restorative Practices (small impromptu conversations, circle processes, restorative)
- Functional Behavioral Assessment or Behavioral Intervention Plan
- Referral to an appropriate community organization
- Referral to a credit recovery program if applicable
- Restorative practices (formal conferencing, conflict resolution, community reintegration planning)
- Restorative practices (affective statements, proactive circles, fair process)

Level Consequences

*Intervention must be documented when behavior referral is assigned*

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
</tr>
</thead>
</table>
| • Conference with Parent/Guardian, Student and Teacher  
  • Written Parent/Guardian notification of the behavior referral  
  • Submission of behavior referral with no suspension-based removal (ISS/OSS) | • Written parent/guardian notification of the behavior referral  
  • Lunch detention may be assigned  
  • Responsive Circle (*with all those involved with the behavior) is required when underlying peer conflict circumstances are present.  
  • Grades 6-12: submission of behavior referral may be assigned with 2-day ISS  
  • Restorative Circle with Parent/Guardian, Teacher, Administrator, and Student with signed agreement | • Grades 6-12 submission of behavior referral may be assigned with 1-2 days OSS  
  • Written parent/guardian notification of the behavior referral  
  • Restorative Conference with Parent/Guardian, Administrator, *Support Staff and Student |

Notes:

- Students with a Disability must have documented recommendation from assigned IEP Case Manager/504 Coordinator for any disciplinary determination to remove the student from the classroom, assigned learning environment, or school building.
- For all suspensions (ISS/OSS) and expulsions, the circumstances of the incident, McKinney Vento status, and MI Revised School Code’s 7 Factors for Consideration MUST be documented. *Documentation should demonstrate: the student’s age, grade, developmental level, disability status, intentionality, prior violations, seriousness of the violation and/or threat of safety to others, if restorative practices will be used to address the behavior, and whether lesser interventions would properly address the behavior.*
**B15 INITIATING AN ATTACK ON STUDENT**

Intentionally initiating an unprovoked attack that includes hitting, kicking, punching or physical harm to another student, when there is no imminent harm/danger to the attacking student; includes intentional coughing, sneezing or spitting on another student with the intention and/or hopes of infecting the other student with Covid-19 (or other communicable disease). May include bodily injury less than great bodily harm.

Intentionally threatening or aggressive language through verbal, physical, cyber or written conduct, that intends to cause actual, physical harm to a student. Includes, threats or plans to fight another student (without weapons) on school grounds or related events; or indirect/implied codes or “dog whistles” to engage in physical aggression throughout the school day or after school hours, with the intent to carry over the aggression in school. *Threat assessments will be conducted to evaluate the risk of harm and severity of intent.*

---

### B15 – Initiating an Attack on a Student

**(Guidance for Grades PK-2)**

<table>
<thead>
<tr>
<th>Tiered Interventions</th>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Intervention must be documented when behavior referral is assigned</strong></td>
<td>Choose two Tier 1 Interventions, implement with fidelity and document for at least 3 weeks before progressing to a Level 2 Disciplinary Referral</td>
<td>Choose one Tier 2 Intervention and apply for 6-8 weeks with documentation and fidelity</td>
<td>School Problem Solving Team will determine appropriate interventions: Tier 2 intervention, Tier 3 intervention OR initiate requests for evaluation-based support referrals</td>
</tr>
<tr>
<td><strong>Interventions listed below are non-exhaustive</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Tier 1</strong></td>
<td><strong>Tier 2</strong></td>
<td><strong>Tier 3</strong></td>
<td></td>
</tr>
<tr>
<td>Check-in/Check-Out</td>
<td><strong>Behavior Intervention Plan</strong></td>
<td><strong>Functional Behavioral Assessment or Behavioral Intervention Plan</strong></td>
<td></td>
</tr>
<tr>
<td>Behavior Intervention Plan</td>
<td>Mentoring</td>
<td>Referral to an appropriate community organization</td>
<td></td>
</tr>
<tr>
<td>Peer Mediation</td>
<td>Structured Breaks</td>
<td>Referral to a credit recovery program if applicable</td>
<td></td>
</tr>
<tr>
<td>Structured Breaks</td>
<td>Restorative Behavior Agreement</td>
<td>Restorative practices (formal conferencing, conflict resolution,</td>
<td></td>
</tr>
<tr>
<td>Restorative Behavior Agreement</td>
<td>Referral to School Counselor/Social Worker</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Referral to School Counselor/Social Worker</td>
<td>Behavioral Mental Health Referral</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behavioral Mental Health Referral</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
- Restorative Practices (small impromptu conversations, circle processes, restorative questions, responsive circles)

**Level Consequences**  
*Intervention must be documented when behavior referral is assigned*

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
</tr>
</thead>
</table>
| **DOES NOT APPLY** | • Written Parent/Guardian notification of the behavior referral  
• Lunch detention may be assigned  
• Responsive Circle (*with all those involved with the behavior) is required when underlying peer conflict circumstances are present.  
• Grades PreK-2: submission of behavior referral may be assigned with 1-day ISS  
• Restorative Circle with Parent/Guardian, Teacher, Administrator, and Student with signed agreement | • Grades Pre-K-2: submission of behavior referral may be assigned with 2-day ISS  
• Written parent/guardian notification of the behavior referral  
• Restorative Conference with Parent/Guardian, Administrator, *Support Staff and Student* | |

**Notes:**
- School staff must report to DPSCD DPSCD Public Safety Department and conduct a threat assessment for threats of violence; refer to administrative guidelines for forms and process flowchart
- Referral to Behavioral Mental Health Provider/School Counselor/School Social Worker is required
- Students with a Disability must have documented recommendation from assigned IEP Case Manager/504 Coordinator for any disciplinary determination to remove the student from the classroom, assigned learning environment, or school building.
- For all suspensions (ISS/OSS) and expulsions, the circumstances of the incident, McKinney Vento status, and MI Revised School Code’s 7 Factors for Consideration MUST be documented. *Documentation should demonstrate: the student’s age, grade, developmental level, disability status, intentionality, prior violations, seriousness of the violation and/or threat of safety to others, if restorative practices will be used to address the behavior, and whether lesser interventions would properly address the behavior.*
## B15 – Initiating an Attack on a Student
### (Guidance for Grades 3-5)

### Tiered Interventions

*Intervention must be documented when behavior referral is assigned*

<table>
<thead>
<tr>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose two Tier 1 Interventions, implement with fidelity and document for at least 3 weeks before progressing to a Level 2 Disciplinary Referral</td>
<td>Choose one Tier 2 Intervention and apply for 6-8 weeks with documentation and fidelity</td>
<td>School Problem Solving Team will determine appropriate interventions: Tier 2 intervention, Tier 3 intervention OR initiate requests for evaluation-based support referrals</td>
</tr>
</tbody>
</table>

*Interventions listed below are non-exhaustive*  

### Tier 1 Interventions
- Check-in/Check-Out  
- Behavior Intervention Plan  
- Mentoring  
- Peer Mediation  
- Structured Breaks  
- Restorative Behavior Agreement  
- Referral to School Counselor/Social Worker  
- Behavioral Mental Health Referral  
- Restorative Practices (small impromptu conversations, circle processes, restorative questions, responsive circles)  

### Tier 2 Interventions
- Functional Behavioral Assessment or Behavioral Intervention Plan  
- Referral to an appropriate community organization  
- Referral to a credit recovery program if applicable  
- Restorative practices (formal conferencing, conflict resolution, community reintegration planning)  

### Tier 3 Interventions

### Level Consequences

*Intervention must be documented when behavior referral is assigned*

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
</tr>
</thead>
</table>
### B15 – Initiating an Attack on a Student

**(Guidance for Grades 6-12)**

<table>
<thead>
<tr>
<th>Tiered Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intervention must be documented when behavior referral is assigned</td>
</tr>
</tbody>
</table>

---

**Notes:**

- School staff must report to DPSCD DPSCD Public Safety Department and conduct a threat assessment for threats of violence; refer to administrative guidelines for forms and process flowchart.
- Referral to Behavioral Mental Health Provider/School Counselor/School Social Worker is required.
- Students with a Disability must have documented recommendation from assigned IEP Case Manager/504 Coordinator for any disciplinary determination to remove the student from the classroom, assigned learning environment, or school building.
- For all suspensions (ISS/OSS) and expulsions, the circumstances of the incident, McKinney Vento status, and MI Revised School Code’s 7 Factors for Consideration MUST be documented. *Documentation should demonstrate: the student’s age, grade, developmental level, disability status, intentionality, prior violations, seriousness of the violation and/or threat of safety to others, if restorative practices will be used to address the behavior, and whether lesser interventions would properly address the behavior.*

---

### DOES NOT APPLY

- Written parent/guardian notification of the behavior referral
- Lunch detention may be assigned
- Responsive circle (*with all those involved with the behavior) is required when underlying peer conflict circumstances are present.
- Grades 3-5: submission of behavior referral may be assigned with 1-2 days ISS
- Restorative Circle with Parent/Guardian, Teacher, Administrator, and Student with signed agreement

### Grades 3-5: submission of behavior referral may be assigned with 1- day OSS

- Written parent/guardian notification of the behavior referral
- Restorative Conference with Parent/Guardian, Administrator, *Support Staff and Student*
<table>
<thead>
<tr>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose two Tier 1 Interventions, implement with fidelity and document for at least 3 weeks before progressing to a Level 2 Disciplinary Referral. <strong>Interventions listed below are non-exhaustive.</strong></td>
<td>Choose one Tier 2 Intervention and apply for 6-8 weeks with documentation and fidelity. <strong>Interventions listed below are non-exhaustive.</strong></td>
<td>School Problem Solving Team will determine appropriate interventions: Tier 2 intervention, Tier 3 intervention OR initiate requests for evaluation-based support referrals.</td>
</tr>
</tbody>
</table>
| - Check-in/Check-Out  
- Behavior Intervention Plan  
- Mentoring  
- Peer Mediation  
- Structured Breaks  
- Restorative Behavior Agreement  
- Referral to School Counselor/Social Worker  
- Behavioral Mental Health Referral  
- Restorative Practices (small impromptu conversations, circle processes, restorative questions, responsive circles). | - Functional Behavioral Assessment or Behavioral Intervention Plan  
- Referral to an appropriate community organization  
- Referral to a credit recovery program if applicable  
- Restorative practices (formal conferencing, conflict resolution, community reintegration planning). | |

**Level Consequences**  
*Intervention must be documented when behavior referral is assigned.*

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
</tr>
</thead>
</table>
| - Written parent/guardian notification of the behavior referral  
- Lunch detention may be assigned  
- Responsive Circle (*with all those involved with the behavior) is required when underlying peer conflict circumstances are | - Grades 6-12: submission of behavior referral may be assigned with 1 day OSS followed by 2 days ISS  
- Written parent/guardian notification of the behavior referral  
- Restorative Conference with Parent/Caregiver,, Administrator, Support Staff and Student. | |

**DOES NOT APPLY**
## Grade 6-12: Submission of Behavior Referral

- Grades 6-12: submission of behavior referral may be assigned with 2-day ISS
- Restorative Circle with Parent/Guardian, Teacher, Administrator, and Student with signed agreement

### Level 4

Appropriate when behavior presents an imminent harm to the school community or when the student has engaged in chronic and extreme disruption of the educational process that has created a substantial barrier to learning for other students across the day

*Demonstration of Tier 3 Intervention required*

- Suspension pending
- Referral to Code Office for Alternative Placement

### Notes:

- Required reporting to DPSCD Public Safety Department for all incidents of relationship violence involving domestic partners
- School staff must report to DPSCD Public Safety Department and conduct a threat assessment for threats of violence; refer to administrative guidelines for forms and process flowchart
- Referral to Behavioral Mental Health Provider/School Counselor/School Social Worker is required
- Students with a Disability must have documented recommendation from assigned IEP Case Manager/504 Coordinator for any disciplinary determination to remove the student from the classroom, assigned learning environment, or school building.
- For all suspensions (ISS/OSS) and expulsions, the circumstances of the incident, McKinney Vento status, and MI Revised School Code’s 7 Factors for Consideration MUST be documented. *Documentation should demonstrate: the student’s age, grade, developmental level, disability status, intentionality, prior violations, seriousness of the violation and/or threat of safety to others, if restorative practices will be used to address the behavior, and whether lesser interventions would properly address the behavior.*
**B16 RESPONSE TO A PHYSICAL ATTACK, THREAT OF ATTACK OR VERBAL ALTERCATION**

The commission of aggressive action for purposes of responding to a physical attack, threat of physical attack or verbal altercation in a physically, combative manner that is not defined as self-defense.

Retaliating by hitting a person back once a fight has ceased/or there is no direct and imminent threat of attack, when staff have intervened and achieved separating to zones of safety from the other, or when physically hitting another student in anticipation of physical attack (responding by physically attacking when another student is directing words of aggression during a verbal altercation) is not self-defense.

Self-defense is defined as an action to block an attack by another person or to shield yourself from being hit by another person. If the retaliation meets this definition, then there will be no consequence.

---

### B16 – Response to a Physical Attack, Threat of Attack or Verbal Altercation (Grades PK-2)

**Tiered Interventions**

*Intervention must be documented when behavior referral is assigned*

<table>
<thead>
<tr>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose two Tier 1 Interventions, implement with fidelity and document for at least 3 weeks before progressing to a Level 2 Disciplinary Referral</td>
<td>Choose one Tier 2 Intervention and apply for 6-8 weeks with documentation and fidelity</td>
<td>School Problem Solving Team will determine appropriate interventions: Tier 2 intervention, Tier 3 intervention OR initiate requests for evaluation-based support referrals</td>
</tr>
</tbody>
</table>

*Interventions listed below are non-exhaustive*

- Check-in/Check-Out
- Behavior Intervention Plan
- Mentoring
- Peer Mediation
- Structured Breaks
- Restorative Behavior Agreement
- Referral to School Counselor/Social Worker
- Behavioral Mental Health Referral

- Functional Behavioral Assessment or Behavioral Intervention Plan
- Referral to an appropriate community organization
- Referral to a credit recovery program if applicable
- Restorative practices (formal conferencing, conflict resolution,
### Level Consequences

*Intervention must be documented when behavior referral is assigned*

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DOES NOT APPLY</strong></td>
<td>• Written parent/guardian notification of the behavior referral</td>
<td>• Grades PK-2: submission of behavior referral may be assigned with 2 days ISS</td>
</tr>
<tr>
<td></td>
<td>• Lunch detention may be assigned</td>
<td>• Written Parent/Guardian notification of the behavior referral</td>
</tr>
<tr>
<td></td>
<td>• Responsive Circle (<em>with all those involved with the behavior</em>) is required when underlying peer conflict circumstances are present.</td>
<td>• Restorative Conference with Parent/Guardian, Administrator, <em>Support Staff and Student</em></td>
</tr>
<tr>
<td></td>
<td>• Grades PK-2: submission of behavior referral may be assigned with 1-day ISS</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Restorative Circle with Parent/Guardian, Teacher, Administrator, and Student with signed agreement</td>
<td></td>
</tr>
</tbody>
</table>

### Notes:
- Referral to Behavioral Mental Health Provider/School Counselor/School Social Worker is required
- Students with a Disability must have documented recommendation from assigned IEP Case Manager/504 Coordinator for any disciplinary determination to remove the student from the classroom, assigned learning environment, or school building.
- For all suspensions (ISS/OSS) and expulsions, the circumstances of the incident, McKinney Vento status, and MI Revised School Code’s 7 Factors for Consideration MUST be documented. *Documentation should demonstrate: the student’s age, grade, developmental level, disability status, intentionality, prior violations, seriousness of the violation and/or threat of safety to others, if restorative practices will be used to address the behavior, and whether lesser interventions would properly address the behavior.*
- NOTE: In the instance of an attack that would result in ISS for both parties, the school administrator will determine whether it is appropriate to place both students in ISS or to stagger the time spent in ISS in accordance with the Code of Conduct.
## B16 – Response to a Physical Attack, Threat of Attack or Verbal Altercation (Grades 3-5)

**Tiered Interventions**  
*Intervention must be documented when behavior referral is assigned*

<table>
<thead>
<tr>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
</table>
| Choose two Tier 1 Interventions, implement with fidelity and document for at least 3 weeks before progressing to a Level 2 Disciplinary Referral  
*Interventions listed below are non-exhaustive* | Choose one Tier 2 Intervention and apply for 6-8 weeks with documentation and fidelity  
*Interventions listed below are non-exhaustive* | School Problem Solving Team will determine appropriate interventions: Tier 2 intervention, Tier 3 intervention OR initiate requests for evaluation-based support referrals  
*Interventions listed below are non-exhaustive* |

- Check-in/Check-Out
- Behavior Intervention Plan
- Mentoring
- Peer Mediation
- Structured Breaks
- Restorative Behavior Agreement
- Referral to School Counselor/Social Worker
- Behavioral Mental Health Referral
- Restorative Practices (small impromptu conversations, circle processes, restorative questions, responsive circles)

### Level Consequences
*Intervention must be documented when behavior referral is assigned*

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
</tr>
</thead>
</table>

- Functional Behavioral Assessment or Behavioral Intervention Plan
- Referral to an appropriate community organization
- Referral to a credit recovery program if applicable
- Restorative practices (formal conferencing, conflict resolution, community reintegration planning)
**B16 – Response to a Physical Attack, Threat of Attack or Verbal Altercation (Grades 6-12)**

**Tiered Interventions**

*Intervention must be documented when behavior referral is assigned*
<table>
<thead>
<tr>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose two Tier 1 Interventions, implement with fidelity and document for at least 3 weeks before progressing to a Level 2 Disciplinary Referral.</td>
<td>Choose one Tier 2 Intervention and apply for 6-8 weeks with documentation and fidelity.</td>
<td>School Problem Solving Team will determine appropriate interventions: Tier 2 intervention, Tier 3 intervention OR initiate requests for evaluation-based support referrals.</td>
</tr>
<tr>
<td>Interventions listed below are non-exhaustive.</td>
<td>Interventions listed below are non-exhaustive.</td>
<td></td>
</tr>
<tr>
<td>- Check-in/Check-Out</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Behavior Intervention Plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Mentoring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Peer Mediation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Structured Breaks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Restorative Behavior Agreement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Referral to School Counselor/Social Worker</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Behavioral Mental Health Referral</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Restorative Practices (small impromptu conversations, circle processes, restorative questions, responsive circles)</td>
<td>- Functional Behavioral Assessment or Behavioral Intervention Plan</td>
<td></td>
</tr>
<tr>
<td>- Referral to an appropriate community organization</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Referral to a credit recovery program if applicable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Restorative practices (formal conferencing, conflict resolution, community reintegration planning)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Level Consequences

*Intervention must be documented when behavior referral is assigned.*

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>DOES NOT APPLY</td>
<td>• Written parent notification of the behavior referral</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Lunch detention may be assigned</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Responsive circle (*with all those involved with the behavior) is required when underlying peer conflict circumstances are present.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Grades 6-12 submission</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Grades 6-12 submission of behavior referral may be assigned with 1 day OSS followed by 1 day ISS</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Written Caregiver notification of the behavior referral</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Restorative Conference with Caregiver, Administrator, *Support Staff and Student</td>
<td></td>
</tr>
</tbody>
</table>
**B17  SEXUALLY SUGGESTIVE AND/OR DISCRIMINATORY ACTIONS**

The use of words, pictures, objects, gestures, or other actions relating to sexual activity or a person’s gender that may cause embarrassment, discomfort, or a reluctance to participate in school...
students may be charged with this infraction for transmitting materials that are construed as harassment or disparagement of others based upon sex, gender, or sexual orientation.

*Guidance for Pre-Kindergarten – 2nd Grade*

### B17 – Sexually Suggestive and/or Discriminatory Actions (Grades PK-2)

**Tiered Interventions**

*Intervention must be documented when behavior referral is assigned*

<table>
<thead>
<tr>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose two Tier 1 Interventions, implement with fidelity and document for at least 3 weeks before progressing to a Level 2 Disciplinary Referral. <em>Interventions listed below are non-exhaustive.</em></td>
<td>Choose one Tier 2 Intervention and apply for 6-8 weeks with documentation and fidelity. <em>Interventions listed below are non-exhaustive.</em></td>
<td>School Problem Solving Team will determine appropriate interventions: Tier 2 intervention, Tier 3 intervention OR initiate requests for evaluation-based support referrals.</td>
</tr>
</tbody>
</table>

- Lessons on consent/appropriate touch
- Seat change
- Skills teaching/social emotional learning

**Level Consequences**

*Intervention must be documented when behavior referral is assigned*

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
</tr>
</thead>
</table>
| After Investigation and consultation with EACR:  
  - Loss of privileges  
  - Reflective Assignment  
  - Check in/ check out  
  - Behavior contract  

No consequences may be issued prior to consultation with EACR. | DOES NOT APPLY | DOES NOT APPLY |
Notes:

- Immediately report the incident to the Office of Equity, Advocacy & Civil Rights (EACR) and the parents/guardians of students involved.
- Administration, in consultation with counselor/social worker must obtain statements from the accused student, impacted student(s), and any witnesses.
- Appropriate Supportive Measures must be put in place for accused student AND any students impacted by the behavior.
- No consequences may be issued prior to consultation with EACR.

## B17 – Sexually Suggestive and/or Discriminatory Actions (Grades 3-5)

### Tiered Interventions

*Intervention must be documented when behavior referral is assigned*

<table>
<thead>
<tr>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose two Tier 1 Interventions, implement with fidelity and document for at least 3 weeks before progressing to a Level 2 Disciplinary Referral</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interventions listed below are non-exhaustive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Lessons on consent/appropriate touch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Seat change</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Skills teaching/social emotional learning</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose one Tier 2 Intervention and apply for 6-8 weeks with documentation and fidelity</td>
<td></td>
</tr>
<tr>
<td>Interventions listed below are non-exhaustive</td>
<td></td>
</tr>
<tr>
<td>▪ Reflective assignment</td>
<td></td>
</tr>
<tr>
<td>▪ Referral to school counselor/social worker</td>
<td></td>
</tr>
<tr>
<td>▪ Restorative session with apology (pending consent from any impacted students)</td>
<td></td>
</tr>
<tr>
<td>▪ Assign an Adult Mentor</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Problem Solving Team will determine appropriate interventions: Tier 2 intervention, Tier 3 intervention OR initiate requests for evaluation-based support referrals</td>
</tr>
</tbody>
</table>

### Level Consequences

*Intervention must be documented when behavior referral is assigned*

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

83
After Investigation and consultation with EACR:
  • Loss of privileges
  • Reflective Assignment
  • Check in/ check out
  • Behavior contract

No consequences may be issued prior to consultation with EACR.

Does not apply

Notes:
  • Immediately report the incident to the Office of Equity, Advocacy & Civil Rights (EACR) and the parents/guardians of students involved.
  • Administration, in consultation with counselor/social worker must obtain statements from the accused student, impacted student(s), and any witnesses.
  • Appropriate Supportive Measures must be put in place for accused student AND any students impacted by the behavior.
  • No consequences may be issued prior to consultation with EACR.

B17 – Sexually Suggestive and/or Discriminatory Actions (Guidance for Grades 6-12)

<table>
<thead>
<tr>
<th>Tiered Interventions</th>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intervention must be documented when behavior referral is assigned</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Tier 1</strong></td>
<td>Choose two Tier 1 Interventions, implement with fidelity and document for at least 3 weeks before progressing to a Level 2 Disciplinary Referral</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Interventions listed below are non-exhaustive</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Tier 2</strong></td>
<td>Choose one Tier 2 Intervention and apply for 6-8 weeks with documentation and fidelity</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Interventions listed below are non-exhaustive</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Tier 3</strong></td>
<td>School Problem Solving Team will determine appropriate interventions: Tier 2 intervention, Tier 3 intervention OR initiate requests for evaluation-based support referrals</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### After Investigation and consultation with EACR:
- Loss of privileges
- Reflective Assignment
- Check-in/ check-out
- Behavior contract

### After Investigation and consultation with EACR:
- Reflective assignment
- Referral to school counselor/social worker
- Restorative session with apology (pending consent from any impacted students)

### Level Consequences
*Intervention must be documented when behavior referral is assigned*

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>After Investigation and consultation with EACR:</strong></td>
<td><strong>After Investigation and consultation with EACR:</strong></td>
<td><strong>DOES NOT APPLY</strong></td>
</tr>
<tr>
<td>• Loss of privileges</td>
<td>• Loss of privileges</td>
<td></td>
</tr>
<tr>
<td>• Reflective Assignment</td>
<td>• Reflective Assignment</td>
<td></td>
</tr>
<tr>
<td>• Check in/ check out</td>
<td>• Check-in/ check-out</td>
<td></td>
</tr>
<tr>
<td>• Behavior contract</td>
<td>• Behavior contract</td>
<td></td>
</tr>
<tr>
<td><strong>Notes:</strong></td>
<td><strong>No consequences may be issued prior to consultation with EACR.</strong></td>
<td><strong>No consequences may be issued prior to consultation with EACR.</strong></td>
</tr>
<tr>
<td>• Immediately report the incident to the Office of Equity, Advocacy &amp; Civil Rights (EACR) and the parents/guardians of students involved.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Administration, in consultation with counselor/social worker must obtain statements from the accused student, impacted student(s), and any witnesses.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Appropriate Supportive Measures must be put in place for accused student <strong>AND</strong> any students impacted by the behavior.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• <strong>No consequences may be issued prior to consultation with EACR.</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**B20 – Hazing**

**Tiered Interventions**

*Intervention must be documented when behavior referral is assigned*

<table>
<thead>
<tr>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose two Tier 1 Interventions, implement with fidelity and document for at least 3 weeks before progressing to a Level 2 Disciplinary Referral</td>
<td>Choose one Tier 2 Intervention and apply for 6-8 weeks with documentation and fidelity</td>
<td>School Problem Solving Team will determine appropriate interventions: Tier 2 intervention, Tier 3 intervention OR initiate requests for evaluation-based support referrals</td>
</tr>
</tbody>
</table>

*Interventions listed below are non-exhaustive*

- Check-in/Check-Out
- Behavior Intervention Plan
- Mentoring
- Peer Mediation
- Structured Breaks
- Restorative Behavior Agreement
- Referral to School Counselor/Social Worker
- Behavioral Mental Health Referral
- Restorative Practices (small impromptu conversations, circle processes, restorative questions, responsive circles)

- Functional Behavioral Assessment or Behavioral Intervention Plan
- Referral to an appropriate community organization
- Referral to a credit recovery program if applicable
- Restorative practices (formal conferencing, conflict resolution, community reintegration planning)
### Level Consequences

*Intervention must be documented when behavior referral is assigned*

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DOES NOT APPLY</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Written parent/guardian notification of the behavior referral</td>
<td>• Grades PK-2: submission of behavior referral with no suspension-based removal (ISS/OSS)</td>
<td></td>
</tr>
<tr>
<td>• Lunch detention may be assigned</td>
<td>• Grades 3-5: submission of behavior referral may be assigned with 1-day ISS</td>
<td></td>
</tr>
<tr>
<td>• Responsive Circle (*with all those involved with the behavior) is required when underlying peer conflict circumstances are present.</td>
<td>• Grades 6-8: submission of behavior referral may be assigned with 1-2 days ISS</td>
<td></td>
</tr>
<tr>
<td>• Grades PK-2: submission of behavior referral with no suspension-based removal (ISS/OSS)</td>
<td>• Grades 9-12: submission of behavior referral may be assigned with 2 days ISS</td>
<td></td>
</tr>
<tr>
<td>• Grades 3-12: submission of behavior referral may be assigned with 1-day ISS</td>
<td>• Written parent/guardian notification of the behavior referral</td>
<td></td>
</tr>
<tr>
<td>• Restorative Circle with Parent/Guardian, Teacher, Administrator, and Student with signed agreement</td>
<td>• Restorative Conference with Parent/Guardian, Administrator, Support Staff and Student</td>
<td></td>
</tr>
</tbody>
</table>

**Notes:**
- Referral to Behavioral Mental Health Provider/School Counselor/School Social Worker is required
- Inform/Report to district Office of Equity Civil Rights
- Students with a Disability must have documented recommendation from assigned IEP Case Manager/504 Coordinator for any disciplinary determination to remove the student from the classroom, assigned learning environment, or school building.
- For all suspensions (ISS/OSS) and expulsions, the circumstances of the incident, McKinney Vento status, and MI Revised School Code’s 7 Factors for Consideration MUST be documented. *Documentation should demonstrate: the student’s age, grade, developmental level, disability status, intentionality, prior violations, seriousness of the violation and/or threat of safety to others, if restorative practices will be used to address the behavior, and whether lesser interventions would properly address the behavior.*
B21  TRESPASSING
Being on any DPSCD school property without permission and/or in order to participate in a fight or other serious disturbance, including while suspended or expelled.
## B21 – Trespassing

### Tiered Interventions

*Intervention must be documented when behavior referral is assigned*

<table>
<thead>
<tr>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose two Tier 1 Interventions, implement with fidelity and document for at least 3 weeks before progressing to a Level 2 Disciplinary Referral</td>
<td>Choose one Tier 2 Intervention and apply for 6-8 weeks with documentation and fidelity</td>
<td>School Problem Solving Team will determine appropriate interventions: Tier 2 intervention, Tier 3 intervention OR initiate requests for evaluation-based support referrals</td>
</tr>
</tbody>
</table>

*Interventions listed below are non-exhaustive*

<table>
<thead>
<tr>
<th>Tier 1 Interventions</th>
<th>Tier 2 Interventions</th>
<th>Tier 3 Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Check-in/Check-Out</td>
<td></td>
<td>Functional Behavioral Assessment or Behavioral Intervention Plan</td>
</tr>
<tr>
<td>Behavior Intervention Plan</td>
<td></td>
<td>Referral to an appropriate community organization</td>
</tr>
<tr>
<td>Mentoring</td>
<td></td>
<td>Referral to a credit recovery program if applicable</td>
</tr>
<tr>
<td>Restorative Behavior Agreement</td>
<td></td>
<td>Restorative practices (formal conferencing, conflict resolution, community reintegration planning)</td>
</tr>
<tr>
<td>Referral to School Counselor/Social Worker</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behavioral Mental Health Referral</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Restorative Practices (small impromptu conversations, circle processes, restorative questions, responsive circles)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Level Consequences

*Intervention must be documented when behavior referral is assigned*

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>DOES NOT APPLY</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 1 Consequences</th>
<th>Level 2 Consequences</th>
<th>Level 3 Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written parent/guardian notification of the behavior referral</td>
<td>Lunch detention may be assigned</td>
<td>Grades PreK-2: submission of behavior referral may be assigned with 1-day ISS to expedite or revise Tier 3 support plan</td>
</tr>
<tr>
<td>Lunch detention may be assigned</td>
<td>Grades PreK-2: submission of behavior referral with no suspension-based removal (ISS/OSS)</td>
<td>Grades 3-5: submission of behavior referral may be assigned with 2-days ISS to expedite</td>
</tr>
<tr>
<td>Grades PreK-2: submission of behavior referral may be assigned with 1-day ISS to expedite or revise Tier 3 support plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grades 3-5: submission of behavior referral may be assigned with 2-days ISS to expedite</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grades 6-8: submission of behavior referral may be assigned with 2 days ISS</td>
<td>or revise Tier 3 support plan</td>
<td></td>
</tr>
<tr>
<td>Grades 9-12: submission of behavior referral may be assigned with 2 days ISS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Restorative Circle with Parent/Guardian, Teacher, Administrator, and Student with signed agreement</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Grades 6-8: submission of behavior referral may be assigned with 2 days OSS/or Submit behavior referral with 3 days ISS if violation occurs during an out of school suspension period |
| Grades 9-12: submission of behavior referral may be assigned with 2 days OSS/or Submit behavior referral with 3 days ISS if violation occurs during an out of school suspension period |
| Written parent/guardian notification of the behavior referral |
| Restorative Conference with Parent/Caregiver, Administrator, *Support Staff and Student |

### Notes:
- If suspended or suspended pending referral to Code Office, a student will not return to the school premises without permission from the proper school authorities.
- Reportable Incident: Michigan School Safety law requires trespassing incidents be immediately reported to DPSCD DPSCD Public Safety Department. School staff will complete an Undesirable Incident Report.
- Students with a Disability must have documented recommendation from assigned IEP Case Manager/504 Coordinator for any disciplinary determination to remove the student from the classroom, assigned learning environment, or school building.
- For all suspensions (ISS/OSS) and expulsions, the circumstances of the incident, McKinney Vento status, and MI Revised School Code’s 7 Factors for Consideration MUST be documented. *Documentation should demonstrate: the student’s age, grade, developmental level, disability status, intentionality, prior violations, seriousness of the violation and/or threat of safety to others, if restorative practices will be used to address the behavior, and whether lesser interventions would properly address the behavior.*
B22 VERBAL ALTERCATION

Any argument involving abusive language, threats of violence, and may include minor physical contact between students (i.e., in direct personal space of the other or close finger pointing and posturing); a heated or angry dispute that implies heightened verbal intention, stressing strained or severed relations, which may persist beyond the dispute.

Persistent confrontational and aggressive arguing; student demonstrates difficulty with getting along with others. The student’s interaction with peers may be marked by relational aggression—harm within relationships that is caused by covert bullying or manipulative behavior. Examples, social exclusion of a peer from their group, threatening to stop talking to a friend with silent treatment, or gossiping and spreading rumors at school or online. Relational aggression is a type of bullying.
### Tiered Interventions

*Intervention must be documented when behavior referral is assigned*

<table>
<thead>
<tr>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose two Tier 1 Interventions, implement with fidelity and document for at least 3 weeks before progressing to a Level 2 Disciplinary Referral.</td>
<td>Choose one Tier 2 Intervention and apply for 6-8 weeks with documentation and fidelity.</td>
<td>School Problem Solving Team will determine appropriate interventions: Tier 2 intervention, Tier 3 intervention OR initiate requests for evaluation-based support referrals.</td>
</tr>
</tbody>
</table>

**Interventions listed below are non-exhaustive.**

#### Tier 1
- Alternate Seating
- Classroom Management Strategies
- Daily/Weekly Communication with Home
- PBIS Rewards
- Mindfulness Activity/De-escalation Strategies
- Student Character Trait Lesson/Pledge Cards
- Written Reflections
- Social Emotional Learning Lesson
- Student Self-Monitoring
- Restorative practices (affective statements, proactive circles, fair process)

#### Tier 2
- Check-in/Check-Out
- Behavior Intervention Plan
- Mentoring
- Peer Mediation
- Structured Breaks
- Restorative Behavior Agreement
- Referral to School Counselor/Social Worker
- Behavioral Mental Health Referral
- Restorative Practices (small impromptu conversations, circle processes, restorative questions, responsive circles)

#### Tier 3
- Functional Behavioral Assessment or Behavioral Intervention Plan
- Referral to an appropriate community organization
- Referral to a credit recovery program if applicable
- Restorative practices (formal conferencing, conflict resolution, community reintegration planning)

### Level Consequences

*Intervention must be documented when behavior referral is assigned*

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>Level 2</td>
<td>Level 3</td>
</tr>
</tbody>
</table>
- Conference with Parent/Guardian, Student and Teacher
- Written parent/guardian notification of the behavior referral
- Submission of behavior referral with no suspension-based removal (ISS/OSS)

<table>
<thead>
<tr>
<th>Grades PreK-2: submission of behavior referral with no suspension-based removal (ISS/OSS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades 3-5: submission of behavior referral may be assigned with 1-day ISS</td>
</tr>
<tr>
<td>Grades 6-8: submission of behavior referral may be assigned with 2 days ISS</td>
</tr>
<tr>
<td>Grades 9-12: submission of behavior referral may be assigned with 2 days ISS</td>
</tr>
</tbody>
</table>

- Written parent/guardian notification of the behavior referral
- Lunch detention may be assigned
- Responsive Circle (*with all those involved with the behavior) is required when underlying peer conflict circumstances are present.
- Grades PreK-2: submission of behavior referral with no suspension-based removal (ISS/OSS)
- Grades 3-12: submission of behavior referral may be assigned with 1-day ISS
- Restorative Circle with Parent/Guardian, Teacher, Administrator, and Student with signed agreement

Notes:
- Referral to Behavioral Mental Health Provider/School Counselor/School Social Worker is required
- School staff must report to DPSCD Public Safety Department and conduct a threat assessment for any threats of violence
- Bullying behavior must be submitted on Bullying form 73 and apply DPSCD Anti-Bullying Procedure
- Students with a Disability must have documented recommendation from assigned IEP Case Manager/504 Coordinator for any disciplinary determination to remove the student from the classroom, assigned learning environment, or school building.
- For all suspensions (ISS/OSS) and expulsions, the circumstances of the incident, McKinney Vento status, and MI Revised School Code’s 7 Factors for Consideration MUST be documented.

*Documentation should demonstrate: the student’s age, grade, developmental level, disability status, intentionality, prior violations, seriousness of the violation and/or threat of safety to others, if restorative practices will be used to address the behavior, and whether lesser interventions would properly address the behavior.*
B23 UNDER THE INFLUENCE OF DRUGS, CONTROLLED SUBSTANCES, INHALANTS OR ALCOHOL

Reasonable suspicion (objective, articulable grounds) to suspect that a student is under the influence of illegal drugs or controlled substances, inhalants, or alcohol at school or school sponsored event. Established if the school official sees drug paraphernalia, alcoholic effects or questionable presence or tampered effects of solvent based chemicals, or most significant, the student displays a number of clearly articulable physical factors/affects or signs such as, slurred words, glassy eyes, or smell of alcohol or drugs—the combined presence of these factors would lead a reasonable person to strongly suggest that the student is under the influence. Most applicable when the drug/substance/alcohol is not on the student’s person or has been effectively discarded by the student; has been consumed prior to student’s arrival to school or school related event; or has been consumed during school hours, unwitnessed by staff and there is no recorded evidence of the use.

Mere possession of a drug/alcohol/inhalant paraphernalia (with no physical factors present) DOES NOT constitute being under the influence—refer to C level possession violations. An offensive scent or wearing the smell of a drug on the student’s person/clothing, i.e. loud marijuana odor, absent signs of intoxication or the presence of some witnessed/recorded use or possession (i.e., C level violation) DOES NOT establish that the student is under the influence.

School DPSCD Public Safety Department/Security Officer should be contacted if the school administration concludes there is reasonable suspicion for search and seizure of contraband.

Doctor prescribed use of marijuana/CBD, when used at home or under the supervision of a legal caregiver, not possessed or used on school grounds/related events is not an Under the Influence violation. As MI Mandatory Reporters and institutions of safe learning, school officials will first contact caregivers should a student’s documented and prescribed use of a substance begin to impact safety and learning, in a manner such as being under the influence. Referral to school support persons, school administrators or applicable reporting contact will be conducted, as safety requires.

<table>
<thead>
<tr>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose two Tier 1 Interventions, implement with fidelity and document for at least 3 weeks before progressing to a Level 2 Disciplinary Referral</td>
<td>Choose one Tier 2 Intervention and apply for 6-8 weeks with documentation and fidelity</td>
<td>School Problem Solving Team will determine appropriate interventions: Tier 2 intervention, Tier 3 intervention OR initiate requests for evaluation-based support referrals</td>
</tr>
</tbody>
</table>

*Interventions listed below are non-exhaustive*
- Alternate Seating
- Classroom Management System
- Daily/Weekly Communication with Home
- PBIS Rewards
- Mindfulness Activity/De-escalation Strategies
- Student Character Trait Lesson/Pledge Cards
- Written Reflections
- Social Emotional Learning Lesson
- Student Self-Monitoring
- Restorative practices (affective statements, proactive circles, fair process)

- Check-in/Check-out
- Behavior Intervention Plan
- Mentoring
- Peer Mediation
- Structured Breaks
- Restorative Behavior Agreement
- Referral to School Counselor/Social Worker
- Behavioral Mental Health Referral
- Community Based Support and Agency Referral and Coordination, as appropriate
- Restorative Practices (small impromptu conversations, circle processes, restorative questions, responsive circles)

**Level Consequences**

*Intervention must be documented when behavior referral is assigned*

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
</tr>
</thead>
</table>
| • Conference with Parent/Guardian, Student and Teacher  
• Written parent/guardian notification of the behavior referral  
• Submission of behavior referral with no suspension-based removal (ISS/OSS) | • Written parent/guardian notification of the behavior referral  
• Lunch detention may be assigned  
• Responsive Circle (*with all those involved with the behavior) is required when underlying peer conflict circumstances are present.  
• Grades PreK-2: submission of behavior referral with 1-day ISS  
• Grades 3-12: submission of behavior referral may be assigned with 1-2 days ISS  
• Restorative Circle with | DOES NOT APPLY |
Notes:
- School staff will complete an Undesirable Incident Report and report to DPSCD DPSCD Public Safety Department any reports of illegal drug or alcohol use.
- School staff is required to refer student to appropriate Behavioral Mental Health Provider/School Counselor/School Social Worker substance abuse counseling.
- Doctor prescribed use of Marijuana/CBD for a student must be legally filed with the school office and/or School 504 or designated district support system. Prescribed use must occur prior to arrival to school/school events and is not permitted for use or possession on school grounds. Refer to school 504 supports for other applicable guidance and accommodations support.
- Students with a Disability must have documented recommendation from assigned IEP Case Manager/504 Coordinator for any disciplinary determination to remove the student from the classroom, assigned learning environment, or school building.
- For all suspensions (ISS/OSS) and expulsions, the circumstances of the incident, McKinney Vento status, and MI Revised School Code’s 7 Factors for Consideration MUST be documented. *Documentation should demonstrate: the student’s age, grade, developmental level, disability status, intentionality, prior violations, seriousness of the violation and/or threat of safety to others, if restorative practices will be used to address the behavior, and whether lesser interventions would properly address the behavior.*

C02 PROPERTY DAMAGE/VANDALISM
- Intentional damage, destruction or defacement to another person’s or school property and the value is $200 or more
- Includes actions that impair the use of something, such as intentionally clogging the plumbing system or damaging school equipment to the point where repair is necessary

C02 – Property Damage/Vandalism

<table>
<thead>
<tr>
<th>Tiered Interventions</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tier 1</strong></td>
<td><strong>Tier 2</strong></td>
</tr>
<tr>
<td>Choose two Tier 1 Interventions, implement with fidelity and document for at least 3 weeks</td>
<td>School Problem Solving Team will determine</td>
</tr>
</tbody>
</table>
**before progressing to a Level 2 Disciplinary Referral**

*Interventions listed below are non-exhaustive*

**Choose one Tier 2 Intervention and apply for 6-8 weeks with documentation and fidelity**

*Interventions listed below are non-exhaustive*

- Check-in/Check-Out
- Behavior Intervention Plan
- Mentoring
- Peer Mediation
- Structured Breaks
- Restorative Behavior Agreement
- Referral to School Counselor/Social Worker
- Behavioral Mental Health Referral
- Restorative Practices (small impromptu conversations, circle processes, restorative questions, responsive circles)

**appropriate interventions:** Tier 2 intervention, Tier 3 intervention OR initiate requests for evaluation-based support referrals

**Level Consequences**

*Intervention must be documented when behavior referral is assigned*

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Written parent/guardian notification of the behavior referral</td>
<td>• Grades PreK-2: submission of behavior referral with no suspension-based removal (ISS/OSS)</td>
<td>• Grades PreK-2: submission of behavior referral with no suspension-based removal (ISS/OSS)</td>
</tr>
<tr>
<td>• Lunch detention <em>may</em> be assigned</td>
<td>• Grades 3-5: submission of behavior referral <em>may</em> be assigned with 1-day ISS</td>
<td>• Grades 3-5: submission of behavior referral <em>may</em> be assigned with 1-day ISS</td>
</tr>
<tr>
<td>• Responsive Circle (*with all those involved with the behavior) is required when underlying peer conflict circumstances are present.</td>
<td>• Grades 6-8: submission of behavior referral <em>may</em> be assigned with 1-2 days ISS</td>
<td>• Grades 6-8: submission of behavior referral <em>may</em> be assigned with 1-2 days ISS</td>
</tr>
<tr>
<td>• Grades PreK-2: submission of behavior referral with no suspension-based removal (ISS/OSS)</td>
<td>• Grades 9-12: submission of behavior referral <em>may</em> be assigned with 1-2 days ISS</td>
<td>• Grades 9-12: submission of behavior referral <em>may</em> be assigned with 1-2 days ISS</td>
</tr>
<tr>
<td>• Restitution (monetary or signed agreement for student’s assignment to a school service project) is permitted as an alternative to suspension</td>
<td>• Written parent/guardian notification of the behavior referral</td>
<td>• Written parent/guardian notification of the behavior referral</td>
</tr>
<tr>
<td>• Grades 3-12: submission of behavior referral <em>may</em> be assigned with 1-day ISS</td>
<td>• Restorative Conference with Parent/Guardian,</td>
<td>• Restorative Conference with Parent/Guardian,</td>
</tr>
</tbody>
</table>

**DOES NOT APPLY**
### Level 4

**Appropriate when behavior presents an imminent harm to the school community or when the student has engaged in chronic and extreme disruption of the educational process that has created a substantial barrier to learning for other students across the day**

Demonstration of Tier 3 intervention **required**

- Grades 6-12: Suspension pending referral to Code Office for Alternative Placement

### Notes:

- Reportable Offense: Required reporting to DPSCD DPSCD Public Safety Department
- Staff is required to complete Undesirable Incident Report and Form 446 Theft and Damage Report must be submitted
- Inform General Counsel and Risk Management for guidance related to restitution
- Students with a Disability must have documented recommendation from assigned IEP Case Manager/504 Coordinator for any disciplinary determination to remove the student from the classroom, assigned learning environment, or school building.
- For all suspensions (ISS/OSS) and expulsions, the circumstances of the incident, McKinney Vento status, and MI Revised School Code’s 7 Factors for Consideration MUST be documented. *Documentation should demonstrate: the student’s age, grade, developmental level, disability status, intentionality, prior violations, seriousness of the violation and/or threat of safety to others, if restorative practices will be used to address the behavior, and whether lesser interventions would properly address the behavior.*
C03 THEFT OR RECEIPT OF STOLEN PROPERTY, Value $100 or More
Taking or conspiring to take without permission the belongings of another; receiving or possessing property that was knowingly taken from the true owner

<table>
<thead>
<tr>
<th>Tiered Interventions</th>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Choose two Tier 1 Interventions, implement with fidelity and document for at least 3 weeks before progressing to a Level 2 Disciplinary Referral</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Interventions listed below are non-exhaustive</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Check-in/Check-Out</strong></td>
<td><strong>Choose one Tier 2 Intervention and apply for 6-8 weeks with documentation and fidelity</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Behavior Intervention Plan</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mentoring</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Peer Mediation</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Structured Breaks</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Restorative Behavior Agreement</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Referral to School Counselor/Social Worker</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Behavioral Mental Health Referral</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Restorative Practices (small impromptu conversations, circle processes, restorative questions, responsive circles)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Interventions listed below are non-exhaustive</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>School Problem Solving Team will determine appropriate interventions:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Tier 2 intervention, Tier 3 intervention OR initiate requests for evaluation-based support referrals</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Level Consequences</strong></td>
<td><strong>Intervention must be documented when behavior referral is assigned</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Level 1</strong></td>
<td><strong>Level 2</strong></td>
<td><strong>Level 3</strong></td>
<td></td>
</tr>
</tbody>
</table>
A student shall not engage in intimate physical sexual contact with another person, including, but not limited to: consensual sexual intercourse, oral sex or intentional touching of the other person’s genitals, groin, inner thigh, buttock or breast or the clothing covering those areas, other inappropriate behavior of a sexual nature including displays of sexual parts. A student shall not create, share, Airdrop/NearbyShare via cellular devices, or possess images of a minor (anyone under
18) engaged in a sexual act. A “sexual act” includes sexual intercourse, masturbation, or lewd exhibition of nudity.

Guidance for Pre-Kindergarten – 2nd Grade

<table>
<thead>
<tr>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Choose two Tier 1 Interventions, implement with fidelity and document for at least 3 weeks before progressing to a Level 2 Disciplinary Referral</strong>&lt;br&gt;Interventions listed below are non-exhaustive</td>
<td><strong>Choose one Tier 2 Intervention and apply for 6-8 weeks with documentation and fidelity</strong>&lt;br&gt;Interventions listed below are non-exhaustive</td>
<td>School Problem Solving Team will determine appropriate interventions: Tier 2 intervention, Tier 3 intervention OR initiate requests for evaluation-based support referrals</td>
</tr>
<tr>
<td>- Lessons on consent/appropriate touch&lt;br&gt;- Seat change&lt;br&gt;- Parent conference&lt;br&gt;- Skills teaching/social emotional learning</td>
<td>- Reflective Assignment&lt;br&gt;- Referral to school counselor/social worker&lt;br&gt;- Restorative Session with apology (pending consent from any impacted students)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level Consequences</th>
<th>Level Consequences</th>
<th>Level Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 1</strong></td>
<td><strong>Level 2</strong></td>
<td><strong>Level 3</strong></td>
</tr>
<tr>
<td>After Investigation and consultation with EACR:&lt;br&gt;• Loss of privileges&lt;br&gt;• Reflective Assignment&lt;br&gt;• Check-in/Check-out</td>
<td>After Investigation and consultation with EACR:&lt;br&gt;• Loss of privileges&lt;br&gt;• Reflective Assignment&lt;br&gt;• Check-in/Check-out&lt;br&gt;• Behavior Contract</td>
<td><strong>DOES NOT APPLY</strong></td>
</tr>
<tr>
<td>No consequences may be issued prior to consultation with EACR.</td>
<td>No consequences may be issued prior to consultation with EACR.</td>
<td></td>
</tr>
</tbody>
</table>
Notes:
- Immediately report the incident to the Office of Equity, Advocacy & Civil Rights (EACR) and the parents/guardians of students involved.
- Administration, in consultation with counselor/social worker must obtain statements from the accused student, impacted student(s), and any witnesses.
- Appropriate Supportive Measures must be put in place for accused student AND any students impacted by the behavior.
- No consequences may be issued prior to consultation with EACR.

Guidance for 3rd Grade – 5th Grade

C04 – Sexual Misconduct (Grades 3-5)

<table>
<thead>
<tr>
<th>Tiered Interventions</th>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose two Tier 1 Interventions, implement with fidelity and document for at least 3 weeks before progressing to a Level 2 Disciplinary Referral</td>
<td>Choose one Tier 2 Intervention and apply for 6-8 weeks with documentation and fidelity</td>
<td>School Problem Solving Team will determine appropriate interventions: Tier 2 intervention, Tier 3 intervention OR initiate requests for evaluation-based support referrals</td>
<td></td>
</tr>
<tr>
<td>Interventions listed below are non-exhaustive</td>
<td>Interventions listed below are non-exhaustive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Lessons on consent/appropriate touch</td>
<td>▪ Reflective Assignment</td>
<td>▪ Refer to school counselor/social worker</td>
<td></td>
</tr>
<tr>
<td>▪ Seat change</td>
<td>▪ Restorative Session with apology (pending consent from any impacted students)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Parent conference</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Skills teaching/social emotional learning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level Consequences</td>
<td>Level 1</td>
<td>Level 2</td>
<td>Level 3</td>
</tr>
<tr>
<td>Intervention must be documented when behavior referral is assigned</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

102
**Notes:**

- Immediately report the incident to the Office of Equity, Advocacy & Civil Rights (EACR) and the parents/guardians of students involved.
- Administration, in consultation with counselor/social worker must obtain statements from the accused student, impacted student(s), and any witnesses.
- Appropriate Supportive Measures must be put in place for accused student AND any students impacted by the behavior.
- No consequences may be issued prior to consultation with EACR.

---

**C04 – Sexual Misconduct (Grades 6-12)**

**Tiered Interventions**

*Intervention must be documented when behavior referral is assigned*

<table>
<thead>
<tr>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose two Tier 1 Interventions, implement with fidelity and document for at least 3 weeks before progressing to a Level 2 Disciplinary Referral</td>
<td>Choose one Tier 2 Intervention and apply for 6-8 weeks with documentation and fidelity</td>
<td>School Problem Solving Team will determine appropriate interventions: Tier 2 intervention, Tier 3 intervention OR initiate requests for evaluation-based support referrals</td>
</tr>
</tbody>
</table>

*Interventions listed below are non-exhaustive*
<table>
<thead>
<tr>
<th>Level</th>
<th>Consequences</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>DOES NOT APPLY</td>
<td></td>
</tr>
</tbody>
</table>

- Parent conference  
- Lessons on consent/appropriate touch  
- Seat change  
- Skills teaching/social emotional learning  
- Referral to school counselor/social worker  
- Restorative Session with apology (pending consent from any impacted students)  

- Reflective Assignment  
- Referral to school counselor/social worker  
- Restorative Session with apology (pending consent from any impacted students)  

**Level Consequences**

*Intervention must be documented when behavior referral is assigned*

<table>
<thead>
<tr>
<th>Level</th>
<th>Consequences</th>
<th>Notes</th>
</tr>
</thead>
</table>
| Level 1 | After Investigation and consultation with EACR:  
- Loss of privileges  
- Reflective Assignment  
- Check-in/Check-out  
- Behavior Contract  
- ISS – with targeted reflective activities  
- OSS up to 3 days |  

- No consequences may be issued prior to consultation with EACR. |

| Level 2 | After Investigation and consultation with EACR:  
- Loss of privileges  
- Reflective Assignment  
- Check-in/Check-out  
- Behavior Contract  
- ISS – with targeted reflective activities  
- OSS up to 3 days |  

- No consequences may be issued prior to consultation with EACR. |

| Level 3 | After Investigation and consultation with EACR:  
- Loss of privileges  
- Reflective Assignment  
- Check-in/Check-out  
- Behavior Contract  
- ISS – with targeted reflective activities  
- OSS up to 3 days |  

- No consequences may be issued prior to consultation with EACR. |

**Notes:**

- Immediately report the incident to the Office of Equity, Advocacy & Civil Rights (EACR) and the parents/guardians of students involved.  
- Administration, in consultation with counselor/social worker must obtain statements from the accused student, impacted student(s), and any witnesses.  
- Appropriate Supportive Measures must be put in place for accused student AND any students impacted by the behavior.  
- No consequences may be issued prior to consultation with EACR.
C07  BULLYING/CYBERBULLYING
Generally, involves repeatedly using power in an intentional manner, to inflict psychological distress or physical harm that adversely affects another’s ability to participate in or benefit from a school’s education or extracurricular programs

Engaging in written, verbal, or physical conduct intended to place one or more students in fear of harm or cause substantial emotional distress by directly or indirectly doing the following:

- Substantially interfering with educational opportunities;
- Adversely affecting the ability of a student(s) to participate in or benefit from school programs;
- Having an actual and substantial detrimental effect on a student’s physical or mental health; or
- Causing a substantial disruption of the orderly operation of school.

Cyberbullying is engaging in any electronic communication (i.e. internet, smart phone, wireless handheld device, etc.), network, or technology, including social media (e.g. Facebook, Twitter, SnapChat, Instagram, etc.), to bully a student, educator, employee, parent/guardian, contractor, agent, or volunteer.

Relational aggression is a type of bullying in which the student’s interaction with peers involves covert bullying or manipulative behavior, causing harm within relationships. Examples, social exclusion of a peer from their group, threatening to stop talking to a friend with silent treatment, or gossiping and spreading rumors at school or online.

---

**C07 – Bullying/Cyberbullying**

**Tiered Interventions**

*Intervention must be documented when behavior referral is assigned*

<table>
<thead>
<tr>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose two Tier 1 Interventions, implement with fidelity and document for at least 3 weeks before progressing to a Level 2 Disciplinary Referral</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Choose one Tier 2 Intervention and apply for 6-8 weeks with documentation and fidelity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Problem Solving Team will determine appropriate interventions: Tier 2 intervention, Tier 3 intervention OR initiate requests for evaluation-based support referrals</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Interventions listed below are non-exhaustive*
<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Written parent/guardian notification of the behavior referral&lt;br&gt;• Lunch detention may be assigned&lt;br&gt;• Responsive Circle (*with all those involved with the behavior) is required when underlying peer conflict circumstances are present.&lt;br&gt;• Grades PreK-2: submission of behavior referral with no suspension-based removal (ISS/OSS)&lt;br&gt;• Grades 3-12: submission of behavior referral may be assigned with 1-2 days ISS&lt;br&gt;• Restorative Circle with Parent/Guardian,</td>
<td>• Grades PreK-2: submission of behavior referral may be submitted with 1-day ISS&lt;br&gt;• Grades 3-5: submission of behavior referral may be assigned with 1-day OSS&lt;br&gt;• Grades 6-8: submission of behavior referral may be assigned with 1-2 days OSS&lt;br&gt;• Grades 9-12: submission of behavior referral may be assigned with 2 days OSS&lt;br&gt;• Written parent/guardian notification of the behavior referral&lt;br&gt; • Restorative Conference with Parent/Guardian, Administrator, *Support Staff and Student</td>
<td></td>
</tr>
</tbody>
</table>

**DOES NOT APPLY**

*Intervention must be documented when behavior referral is assigned*
<table>
<thead>
<tr>
<th>Teacher, Administrator, and Student with signed agreement</th>
</tr>
</thead>
</table>

### Level 4

Appropriate when behavior presents an imminent harm to the school community or when the student has engaged in chronic and extreme disruption of the educational process that has created a substantial barrier to learning for other students across the day.

*Demonstration of Tier 3 intervention required*

- Grades 6-12
- Suspension pending referral to Code Office for Alternative Placement

### Notes:

- Staff is required to complete form 73, Bullying, Harassment or Intimidation Incident and School Investigation Form
- Referral required: Those bullied and those suspected of bullying will be automatically referred for Behavioral Mental Health Provider/School Counselor/School Social Worker counseling and the parent/guardian will be notified.
- Implement Supportive Measures for any impacted students.
- Students with a Disability must have documented recommendation from assigned IEP Case Manager/504 Coordinator for any disciplinary determination to remove the student from the classroom, assigned learning environment, or school building.
- For all suspensions (ISS/OSS) and expulsions, the circumstances of the incident, McKinney Vento status, and MI Revised School Code’s 7 Factors for Consideration MUST be documented. *Documentation should demonstrate: the student’s age, grade, developmental level, disability status, intentionality, prior violations, seriousness of the violation and/or threat of safety to others, if restorative practices will be used to address the behavior, and whether lesser interventions would properly address the behavior.*
The possession of any of the following—

Facsimile or replica guns (non-firearm gun or look-alike gun): any device or object imitation of an actual firearm, including and limited to toy guns, water guns, replica non – guns, and air-air soft guns firing nonmetallic projectiles. Includes “Orbeez” gun types that expel gel water pellets.

Pneumatic guns as defined in Section 1 of the Michigan Firearms and Ammunition Act, MCL 123.1101: any implement, designed as a gun, which will expel a BB or pellet by spring, gas, or air, including a paintball gun that expels by pneumatic pressure plastic balls filled with paint for the purpose of marking the point of impact.

Knives with blade length less than 3 inches, straight razor, box cutter with razor or any other small cutting blade/weapon.

Martial arts weapons, taser, stun gun, flare gun, nail gun, or bullets (ammunition).

---

### C08 – Possession of Instruments Designed or Used for Inflicting Bodily Harm or Physical Damage

#### Tiered Interventions

*Intervention must be documented when behavior referral is assigned*

#### Tier 1

Choose two Tier 1 Interventions, implement with fidelity and document for at least 3 weeks before progressing to a Level 2 Disciplinary Referral

*Interventions listed below are non-exhaustive*

#### Tier 2

Choose one Tier 2 Intervention and apply for 6-8 weeks with documentation and fidelity

*Interventions listed below are non-exhaustive*

#### Tier 3

School Problem Solving Team will determine appropriate interventions: Tier 2 intervention, Tier 3 intervention OR initiate requests for evaluation-based support referrals
<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
</tr>
</thead>
</table>
| DOES NOT APPLY | DOES NOT APPLY | • Grades PreK-2: submission of behavior referral may be submitted with 2-days OSS  
• Grades 3-5: submission of behavior referral may be assigned with 3-days OSS  
• Grades 6-8: submission of behavior referral may be assigned with 4 days OSS  
• Grades 9-12: submission of behavior referral may be assigned with 5 days OSS  
• Written parent/guardian notification of the behavior referral  
• Restorative Conference with Parent/Guardian, Administrator, *Support Staff and Student |

**Level Consequences**  
*Intervention must be documented when behavior referral is assigned*
C09 USE OR POSSESSION OF DRUG PARAPHERNALIA OR CONTROLLED SUBSTANCES

Witnessed or recorded use or possession of illegal narcotics, drugs prohibited by law, or controlled substances, over the counter medicines and prescription medications not prescribed for use by the student in possession of them. This includes marijuana/CBD in any form (i.e. prescribed use of marijuana or CBD is not allowed at or during school hours) vape-pen, “edibles” and any other drug paraphernalia related to unauthorized substance use/possession on any school property or sanctioned event. Mere possession of an illegal substance or paraphernalia DOES constitute possession.

Drug paraphernalia means any equipment, product, material, or combination of equipment, products or materials, which are specifically designed for use in converting, producing, processing, preparing, packaging, storing, containing, concealing, injecting, ingesting, inhaling, or otherwise introducing into the human body a controlled substance.

Controlled substance means any drug, or substance, that is delineated in Schedules 1 through 5 of Part 72 of the Michigan Public Health Code, being MCL 333.7201 through MCL 333.7231

Drug generally means, a substance that is recognized as a drug by official Pharmacopoeia or national formulary; a substance that is intended for use in the diagnosis, cure, mitigation, treatment, or prevention of disease; a substance, other than food, that is intended to affect the structure or function of the body or; a substance that is intended for use as a component of any substance specified within this definition.

Notes:

- Reportable Offense: school officials are required to report incident to DPSCD DPSCD Public Safety Department and complete Undesirable Incident Report
- Students with a Disability must have documented recommendation from assigned IEP Case Manager/504 Coordinator for any disciplinary determination to remove the student from the classroom, assigned learning environment, or school building.
- For all suspensions (ISS/OSS) and expulsions, the circumstances of the incident, McKinney Vento status, and MI Revised School Code’s 7 Factors for Consideration MUST be documented. Documentation should demonstrate: the student’s age, grade, developmental level, disability status, intentionality, prior violations, seriousness of the violation and/or threat of safety to others, if restorative practices will be used to address the behavior, and whether lesser interventions would properly address the behavior.

Appropriate when behavior presents an imminent harm to the school community or when the student has engaged in chronic and extreme disruption of the educational process that has created a substantial barrier to learning for other students across the day

demonstration of Tier 3 intervention required

- Suspension pending referral to Code Office for Expulsion Hearing
*For purposes of possession, IF—the drug/substance/alcohol is not on the student’s person or has been effectively discarded without trace; has been consumed prior to student’s arrival to school or school related event; or has been consumed during school hours, unwitnessed by staff and there is no recorded evidence of the use or possession—the C09 violation is not applicable and school staff will refer to a possible B23 Under the Influence response.

*An offensive scent or wearing the smell of a drug on the student’s person/clothing, (i.e. loud marijuana odor) absent other reasonable suspicion signs of intoxication, or the witnessed or recorded use or possession of drug paraphernalia DOES NOT establish an illegal use or possession violation.

<table>
<thead>
<tr>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose two Tier 1 Interventions, implement with fidelity and document for at least 3 weeks before progressing to a Level 2 Disciplinary Referral</td>
<td>Choose one Tier 2 Intervention and apply for 6-8 weeks with documentation and fidelity</td>
<td>School Problem Solving Team will determine appropriate interventions: Tier 2 intervention, Tier 3 intervention OR initiate requests for evaluation-based support referrals</td>
</tr>
<tr>
<td><em>Interventions listed below are non-exhaustive</em></td>
<td><em>Interventions listed below are non-exhaustive</em></td>
<td><em>Interventions listed below are non-exhaustive</em></td>
</tr>
<tr>
<td>▪ Check-in/Check-Out</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Behavior Intervention Plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Mentoring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Peer Mediation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Structured Breaks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Restorative Behavior Agreement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Referral to School Counselor/Social Worker</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Behavioral Mental Health Referral</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Community Based Support and Agency Referral and Coordination, as appropriate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Restorative Practices (small impromptu conversations, circle processes, restorative questions, responsive circles)</td>
<td>▪ Functional Behavioral Assessment or Behavioral Intervention Plan</td>
<td></td>
</tr>
<tr>
<td>▪ Referral to an appropriate community organization</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Referral to a credit recovery program if applicable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Restorative practices (formal conferencing, conflict resolution, community reintegration planning)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Level Consequences

*Intervention must be documented when behavior referral is assigned*

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DOES NOT APPLY</strong></td>
<td>• Written parent/guardian notification of the behavior referral&lt;br&gt;• Lunch detention <em>may be</em> assigned&lt;br&gt;• Grades PreK-2: submission of behavior referral <em>may be</em> assigned with 1-day ISS&lt;br&gt;• Grades 3-12: submission of behavior referral <em>may be</em> assigned with 2-3 days ISS&lt;br&gt;• Restorative Circle with Parent/Guardian, Teacher, Administrator, and Student with signed agreement</td>
<td>• Grades PreK-2: submission of behavior referral <em>may be</em> submitted with 2-days ISS&lt;br&gt;• Grades 3-5: submission of behavior referral <em>may be</em> assigned with 2-days OSS&lt;br&gt;• Grades 6-8: submission of behavior referral <em>may be</em> assigned with 3 days OSS&lt;br&gt;• Grades 9-12: submission of behavior referral <em>may be</em> assigned with 3 days OSS&lt;br&gt;• Written parent/guardian notification of the behavior referral&lt;br&gt;• Restorative Conference with Parent/Guardian, Administrator, Support Staff and Student</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Level 4</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Appropriate when behavior presents an imminent harm to the school community or when the student has engaged in chronic and extreme disruption of the educational process that has created a substantial barrier to learning for other students across the day</td>
</tr>
</tbody>
</table>
GANG RELATED ACTIVITY
Per Michigan Penal Code 750.411u gangs are defined as an ongoing organization, association, or group of 5 or more people, other than a nonprofit organization, that identifies itself by all of the following:

- A unifying mark, manner, protocol, or method of expressing membership, including a common name, sign or symbol, means of recognition, geographical or territorial sites, or boundary or location.
- An established leadership or command structure
- Defined membership criteria

Gang activity typically refers to a group of five or more individuals that associate periodically as an ongoing criminal group, with an overt or covert command structure, to regularly conspire and/or commit illegal and disruptive acts within the school community.
## Tiered Interventions

*Intervention must be documented when behavior referral is assigned*

<table>
<thead>
<tr>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose two Tier 1 Interventions, implement with fidelity and document for at least 3 weeks before progressing to a Level 2 Disciplinary Referral&lt;br&gt;&lt;br&gt;Interventions listed below are non-exhaustive</td>
<td>Choose one Tier 2 Intervention and apply for 6-8 weeks with documentation and fidelity&lt;br&gt;&lt;br&gt;Interventions listed below are non-exhaustive</td>
<td>School Problem Solving Team will determine appropriate interventions: Tier 2 intervention, Tier 3 intervention OR initiate requests for evaluation-based support referrals&lt;br&gt;&lt;br&gt;▪ Functional Behavioral Assessment or Behavioral Intervention Plan&lt;br▪ Referral to an appropriate community organization&lt;br▪ Referral to a credit recovery program if applicable&lt;br▪ Restorative practices (formal conferencing, conflict resolution, community reintegration planning)&lt;br▪</td>
</tr>
</tbody>
</table>

## Level Consequences

*Intervention must be documented when behavior referral is assigned*

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Grades PreK-2: submission of behavior referral may be submitted with 2-days ISS&lt;br▪ Grades 3-5: submission of behavior referral may be assigned with 2-days OSS&lt;br▪ Grades 6-8: submission of behavior referral may be assigned with 3 days OSS&lt;br▪ Grades 9-12: submission of behavior referral may be</td>
<td>▪</td>
<td>▪</td>
</tr>
</tbody>
</table>
### Level 4

Appropriate when behavior presents an imminent harm to the school community or when the student has engaged in chronic and extreme disruption of the educational process that has created a substantial barrier to learning for other students across the day.

*Demonstration of Tier 3 intervention required*

- Grades 6-12
  - Suspension pending referral to Code Office for Alternative Placement

### Notes:

- Reportable Offense: school officials are required to report incident to DPSCD DPSCD Public Safety Department and complete Undesirable Incident Report
- Students with a Disability must have documented recommendation from assigned IEP Case Manager/504 Coordinator for any disciplinary determination to remove the student from the classroom, assigned learning environment, or school building.
- For all suspensions (ISS/OSS) and expulsions, the circumstances of the incident, McKinney Vento status, and MI Revised School Code’s 7 Factors for Consideration MUST be documented. *Documentation should demonstrate: the student’s age, grade, developmental level, disability status, intentionality, prior violations, seriousness of the violation and/or threat of safety to others, if restorative practices will be used to address the behavior, and whether lesser interventions would properly address the behavior.*

---

**C11 ADMITTANCE OF UNAUTHORIZED INDIVIDUALS INTO SCHOOL BUILDINGS**

Knowingly and intentionally admitting or allowing an unauthorized person(s) or student into any school building without expressed permission from the proper school authorities, through any unopened door or unmonitored point of entry, in a manner that breaches any method of established security.
C11 – Admittance of Unauthorized Individuals In School Buildings

Tiered Interventions
*Intervention must be documented when behavior referral is assigned*

<table>
<thead>
<tr>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose two Tier 1 Interventions, implement with fidelity and document for at least 3 weeks before progressing to a Level 2 Disciplinary Referral.</td>
<td>Choose one Tier 2 Intervention and apply for 6-8 weeks with documentation and fidelity.</td>
<td>School Problem Solving Team will determine appropriate interventions: Tier 2 intervention, Tier 3 intervention OR initiate requests for evaluation-based support referrals.</td>
</tr>
</tbody>
</table>

Interventions listed below are non-exhaustive:

**Tier 1**
- Choose two Tier 1 Interventions, implement with fidelity and document for at least 3 weeks before progressing to a Level 2 Disciplinary Referral.
- Interventions listed below are non-exhaustive.

**Tier 2**
- Choose one Tier 2 Intervention and apply for 6-8 weeks with documentation and fidelity.
- Interventions listed below are non-exhaustive.

**Tier 3**
- Functional Behavioral Assessment or Behavioral Intervention Plan
- Referral to an appropriate community organization
- Referral to a credit recovery program if applicable
- Restorative practices (formal conferencing, conflict resolution, community reintegration planning)

Level Consequences
*Intervention must be documented when behavior referral is assigned*

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Level 1**
- Grades PreK-2: submission of behavior referral may be assigned with 1 day ISS only if student has the cognitive maturity to appreciate the seriousness of the behavior.

**Level 2**
- Level 2

**Level 3**
- Level 3
<table>
<thead>
<tr>
<th>Grades 3-5: submission of behavior referral may be assigned with 2-days OSS</th>
<th>Grades 6-8: submission of behavior referral may be assigned with 3 days OSS</th>
<th>Grades 9-12: submission of behavior referral may be assigned with 3 days OSS</th>
</tr>
</thead>
<tbody>
<tr>
<td>does not apply</td>
<td>does not apply</td>
<td>does not apply</td>
</tr>
<tr>
<td>Written parent/guardian notification of the behavior referral</td>
<td>Restorative Conference with Parent/Guardian, Administrator, *Support Staff and Student</td>
<td>Level 4</td>
</tr>
</tbody>
</table>

**Level 4**

Appropriate when behavior presents an imminent harm to the school community or when the student has engaged in chronic and extreme disruption of the educational process that has created a substantial barrier to learning for other students across the day.

*Demonstration of Tier 3 intervention required*

- Grades 6-12
  - Suspension pending referral to Code Office for Expulsion Hearing

**Notes:**

- Reportable Offense: school officials are required to report incident to DPSCD DPSCD Public Safety Department and complete Undesirable Incident Report
- Students with a Disability must have documented recommendation from assigned IEP Case Manager/504 Coordinator for any disciplinary determination to remove the student from the classroom, assigned learning environment, or school building.
- For all suspensions (ISS/OSS) and expulsions, the circumstances of the incident, McKinney Vento status, and MI Revised School Code’s 7 Factors for Consideration MUST be documented. *Documentation should demonstrate: the student’s age, grade, developmental level, disability status, intentionality, prior violations, seriousness of the violation and/or threat of safety to others, if restorative practices will be used to address the behavior, and whether lesser interventions would properly address the behavior.*
**C12 FALSE ACTIVATION OF ALARM**
Intentionally activating a fire alarm system in any school building and/or reporting a fire, bomb or other dangerous lockdown situation when none exists or without valid cause.

---

## C12 – False Activation of Alarm

### Tiered Interventions

*Intervention must be documented when behavior referral is assigned*

<table>
<thead>
<tr>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose two Tier 1 Interventions, implement with fidelity and document for at least 3 weeks before progressing to a Level 2 Disciplinary Referral</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Interventions listed below are non-exhaustive*

<table>
<thead>
<tr>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose one Tier 2 Intervention and apply for 6-8 weeks with documentation and fidelity</td>
<td></td>
</tr>
</tbody>
</table>

*Interventions listed below are non-exhaustive*

<table>
<thead>
<tr>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Problem Solving Team will determine appropriate interventions: Tier 2 intervention, Tier 3 intervention OR initiate requests for evaluation-based support referrals</td>
</tr>
</tbody>
</table>

### Level Consequences

*Intervention must be documented when behavior referral is assigned*

<table>
<thead>
<tr>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Suspension pending expulsion hearing</td>
</tr>
<tr>
<td>▪ Report incident to DPSCD Public Safety Department and complete for 63</td>
</tr>
<tr>
<td>▪ MDR is required if student is a student with a disability</td>
</tr>
</tbody>
</table>
C14 SEXUAL HARASSMENT

Any unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school’s educational program or activity; or

Any conduct that is determined to be Sexual Harassment under Title IX (see appendix for comprehensive definition).

**This definition can include conduct that occurs electronically or over social media if it impacts the learning environment**
# Tiered Interventions

*Intervention must be documented when behavior referral is assigned*

<table>
<thead>
<tr>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose two Tier 1 Interventions, implement with fidelity and document for at least 3 weeks before progressing to a Level 2 Disciplinary Referral</td>
<td>Choose one Tier 2 Intervention and apply for 6-8 weeks with documentation and fidelity</td>
<td>School Problem Solving Team will determine appropriate interventions: Tier 2 intervention, Tier 3 intervention OR initiate requests for evaluation-based support referrals</td>
</tr>
</tbody>
</table>

*Interventions listed below are non-exhaustive*

- Lessons on consent/appropriate touch
- Seat change
- Parent conference

- Reflective Assignment
- Referral to school counselor/social worker
- Referral to outside counselor/agency
- Change in class schedule
- Referral to Problem Solving Team
- Restorative session with apology (pending consent from any impacted students)

<table>
<thead>
<tr>
<th>Level Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
</tr>
<tr>
<td>DOES NOT APPLY</td>
</tr>
</tbody>
</table>

- Loss of privileges
- Reflective Assignment
- Check-in/Check-out
- Behavior contract
- 1- day ISS with targeted reflective assignments

**Notes:**
- Immediately report the incident to the Office of Equity, Advocacy & Civil Rights (EACR) and the parents/guardians of students involved.
- Administration, in consultation with counselor/social worker must obtain statements from the accused student, impacted student(s), and any witnesses.
- Appropriate Supportive Measures must be put in place for accused student AND any students impacted by the behavior.

*No consequences may be issued prior to consultation with EACR.*
# C14 – Sexual Harassment (Grades 3-5)

## Tiered Interventions

*Intervention must be documented when behavior referral is assigned*

### Tier 1

Choose two Tier 1 Interventions, implement with fidelity and document for at least 3 weeks before progressing to a Level 2 Disciplinary Referral

*Interventions listed below are non-exhaustive*

- Lessons on consent/appropriate touch
- Seat change
- Parent conference

### Tier 2

Choose one Tier 2 Intervention and apply for 6-8 weeks with documentation and fidelity

*Interventions listed below are non-exhaustive*

- Reflective Assignment
- Referral to school counselor/social worker
- Referral to outside counselor/agency
- Change in class schedule
- Referral to Problem Solving Team
- Restorative session with apology (pending consent from any impacted students)

### Tier 3

School Problem Solving Team will determine appropriate interventions: Tier 2 intervention, Tier 3 intervention OR initiate requests for evaluation-based support referrals

- Functional Behavioral Assessment or Behavioral Intervention Plan
- Referral to an appropriate community organization
- Referral to a credit recovery program if applicable
- Restorative Practices (formal conferencing, conflict resolution, community reintegration planning)

## Level Consequences

*Intervention must be documented when behavior referral is assigned*

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### C14 – Sexual Harassment (Grades 6-12)

**Tiered Interventions**

*Intervention must be documented when behavior referral is assigned*

<table>
<thead>
<tr>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Choose two Tier 1 Interventions, implement with fidelity and document for at least 3 weeks before progressing to a Level 2 Disciplinary Referral</strong></td>
<td><strong>Choose one Tier 2 Intervention and apply for 6-8 weeks with documentation and fidelity</strong></td>
<td><strong>School Problem Solving Team will determine appropriate interventions: Tier 2 intervention, Tier 3 intervention OR initiate requests for evaluation-based support referrals</strong></td>
</tr>
</tbody>
</table>

**Interventions listed below are non-exhaustive**

<table>
<thead>
<tr>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lessons on consent/appropriate touch</td>
<td>Reflective Assignment</td>
<td>Functional Behavioral Assessment or Behavioral Intervention Plan</td>
</tr>
<tr>
<td>Seat change</td>
<td>Referral to school counselor/social worker</td>
<td>Referral to an appropriate community organization</td>
</tr>
<tr>
<td>Parent conference</td>
<td>Referral to outside counselor/agency</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Change in class schedule</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Referral to Problem Solving Team</td>
<td></td>
</tr>
</tbody>
</table>

**Notes:**

- Immediately report the incident to the Office of Equity, Advocacy & Civil Rights (EACR) and the parents/guardians of students involved.
- Administration, in consultation with counselor/social worker must obtain statements from the accused student, impacted student(s), and any witnesses.
- Appropriate Supportive Measures must be put in place for accused student AND any students impacted by the behavior.

No consequences may be issued prior to consultation with EACR.
- Restorative session with apology (pending consent from any impacted students)
- Referral to a credit recovery program if applicable
- Restorative practices (formal conferencing, conflict resolution, community reintegration planning)

**Level Consequences**

*Intervention must be documented when behavior referral is assigned*

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
</tr>
</thead>
</table>
| **DOES NOT APPLY** | After Investigation and consultation with EACR:  
- Loss of privileges  
- Reflective Assignment  
- Check-in/Check-out  
- Behavior contract  
- ISS up to 3 days with targeted reflective assignments | After Investigation and consultation with EACR:  
- Loss of privileges  
- Reflective Assignment  
- Check-in/Check-out  
- Behavior contract  
- OSS up to 5 days for Grades 6-12 |

**Notes:**
- Immediately report the incident to the Office of Equity, Advocacy & Civil Rights (EACR) and the parents/guardians of students involved.
- Administration, in consultation with counselor/social worker must obtain statements from the accused student, impacted student(s), and any witnesses.
- Appropriate Supportive Measures must be put in place for accused student **AND** any students impacted by the behavior.

**No consequences may be issued prior to consultation with EACR.**
C15 VERBAL ASSAULT
Threatening or aggressive language or gestures directed toward staff (verbal, physical, cyber or written behavior) that threatens or intends to cause actual harm to staff

Guidance for Prekindergarten – 5th Grade

<table>
<thead>
<tr>
<th>Tiered Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tier 1</strong></td>
</tr>
<tr>
<td>Choose two Tier 1 Interventions, implement with fidelity and document for at least 3 weeks before progressing to a Level 2 Disciplinary Referral</td>
</tr>
<tr>
<td>Interventions listed below are non-exhaustive</td>
</tr>
<tr>
<td>▪ Alternate Seating</td>
</tr>
<tr>
<td>▪ Classroom Management System</td>
</tr>
<tr>
<td>▪ Daily/Weekly Communication with Home</td>
</tr>
<tr>
<td>▪ PBIS Rewards</td>
</tr>
<tr>
<td>▪ Mindfulness Activity/De-escalation Strategies</td>
</tr>
<tr>
<td>▪ Student Character Trait Lesson/Pledge Cards</td>
</tr>
<tr>
<td>▪ Written Reflections</td>
</tr>
<tr>
<td>▪ Social Emotional Learning Lesson</td>
</tr>
<tr>
<td>▪ Student Self-Monitoring</td>
</tr>
<tr>
<td>▪ Restorative Practices (affective statements, proactive circles, fair process)</td>
</tr>
<tr>
<td><strong>Tier 2</strong></td>
</tr>
<tr>
<td>Choose one Tier 2 Intervention and apply for 6-8 weeks with documentation and fidelity</td>
</tr>
<tr>
<td>Interventions listed below are non-exhaustive</td>
</tr>
<tr>
<td>▪ Check-in/Check-Out</td>
</tr>
<tr>
<td>▪ Behavior Intervention Plan</td>
</tr>
<tr>
<td>▪ Mentoring</td>
</tr>
<tr>
<td>▪ Peer Mediation</td>
</tr>
<tr>
<td>▪ Structured Breaks</td>
</tr>
<tr>
<td>▪ Restorative Behavior Agreement</td>
</tr>
<tr>
<td>▪ Referral to School Counselor/Social Worker</td>
</tr>
<tr>
<td>▪ Behavioral Mental Health Referral</td>
</tr>
<tr>
<td>▪ Restorative Practices (small impromptu conversations, circle processes, restorative questions, responsive circles)</td>
</tr>
<tr>
<td><strong>Tier 3</strong></td>
</tr>
<tr>
<td>School Problem Solving Team will determine appropriate interventions: Tier 2 intervention, Tier 3 intervention OR initiate requests for evaluation-based support referrals</td>
</tr>
<tr>
<td>▪ Functional Behavioral Assessment or Behavioral Intervention Plan</td>
</tr>
<tr>
<td>▪ Referral to an appropriate community organization</td>
</tr>
<tr>
<td>▪ Referral to a credit recovery program if applicable</td>
</tr>
<tr>
<td>▪ Restorative practices (formal conferencing, conflict resolution, community reintegration planning)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 1</strong></td>
</tr>
<tr>
<td><strong>Level 2</strong></td>
</tr>
<tr>
<td><strong>Level 3</strong></td>
</tr>
</tbody>
</table>
Guidance for 6th – 12th Grade

Serious threatening or aggressive language or gestures directed toward staff (verbal, physical, cyber or written conduct) that threatens or intends to cause actual, physical harm to staff

Includes, threats or plans to fight/place hands on a staff person (without weapons) while the staff person is engaging their lawful duties as employed by DPSCD, such as threatening to strike a staff member who is intervening in a fight or other disruptive activity, or administering de-escalation for student well-being and the maintenance of a safe and orderly environment—the student must demonstrate a capacity and intent to carry out the physical threat (i.e., generalized broadcasts of profanity or abusive disrespect with no intent or overt displays of violence, suggests a B01 Abusive and Offensive Language violation rather than Verbal Assault). *Threat assessments will be conducted to evaluate the risk of harm and severity of intent.

Notes:
- School staff must report to DPSCD DPSCD Public Safety Department and conduct a threat assessment for threats of violence; refer to administrative guidelines for forms and process flowchart
- Students with a Disability must have documented recommendation from assigned IEP Case Manager/504 Coordinator for any disciplinary determination to remove the student from the classroom, assigned learning environment, or school building.
- For all suspensions (ISS/OSS) and expulsions, the circumstances of the incident, McKinney Vento status, and MI Revised School Code’s 7 Factors for Consideration MUST be documented. Documentation should demonstrate: the student’s age, grade, developmental level, disability status, intentionality, prior violations, seriousness of the violation and/or threat of safety to others, if restorative practices will be used to address the behavior, and whether lesser interventions would properly address the behavior

Guidance for 6th – 12th Grade

Serious threatening or aggressive language or gestures directed toward staff (verbal, physical, cyber or written conduct) that threatens or intends to cause actual, physical harm to staff

Includes, threats or plans to fight/place hands on a staff person (without weapons) while the staff person is engaging their lawful duties as employed by DPSCD, such as threatening to strike a staff member who is intervening in a fight or other disruptive activity, or administering de-escalation for student well-being and the maintenance of a safe and orderly environment—the student must demonstrate a capacity and intent to carry out the physical threat (i.e., generalized broadcasts of profanity or abusive disrespect with no intent or overt displays of violence, suggests a B01 Abusive and Offensive Language violation rather than Verbal Assault). *Threat assessments will be conducted to evaluate the risk of harm and severity of intent.
### Tiered Interventions

**Intervention must be documented when behavior referral is assigned**

<table>
<thead>
<tr>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose two Tier 1 Interventions, implement with fidelity and document for at least 3 weeks before progressing to a Level 2 Disciplinary Referral</td>
<td>Choose one Tier 2 Intervention and apply for 6-8 weeks with documentation and fidelity</td>
<td>School Problem Solving Team will determine appropriate interventions: Tier 2 intervention, Tier 3 intervention OR initiate requests for evaluation-based support referrals</td>
</tr>
</tbody>
</table>

Interventions listed below are non-exhaustive

### Level Consequences

**Intervention must be documented when behavior referral is assigned**

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Grades 6-8: submission of behavior referral may be assigned with 4 days OSS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Grades 9-12: submission of behavior referral may be assigned with 5 days OSS</td>
</tr>
</tbody>
</table>
C16  INCITING OR PARTICIPATING IN MASS DISTURBANCE

Causing a large disruption to the atmosphere of order or discipline in the school that is essential for effective learning and directly affects the safety of others. Includes a physical attack on a student by multiple students (i.e., two or more students “ganging up” on an individual student), large fighting or similar disturbance that requires the immediate presence of multiple authorities (DPSCD DPSCD Public Safety Department, district leaders or other crisis intervention support).

Using an electronic device to send incendiary texts or social media messages or to bring others to initiate or engage in chaotic disturbance—“others” applies to those students lawfully attending the school, students enrolled at other school in the district, and non-attending persons (minors and adults) unlawfully gathering at the school or present on school property with unlawful purpose.

Notes:
- School staff must report to DPSCD DPSCD Public Safety Department and conduct a threat assessment for threats of violence; refer to administrative guidelines for forms and process flowchart.
- Students with a Disability must have documented recommendation from assigned IEP Case Manager/504 Coordinator for any disciplinary determination to remove the student from the classroom, assigned learning environment, or school building.
- For all suspensions (ISS/OSS) and expulsions, the circumstances of the incident, McKinney Vento status, and MI Revised School Code’s 7 Factors for Consideration MUST be documented. Documentation should demonstrate: the student’s age, grade, developmental level, disability status, intentionality, prior violations, seriousness of the violation and/or threat of safety to others, if restorative practices will be used to address the behavior, and whether lesser interventions would properly address the behavior.
Preventing or delaying scheduled transportation (i.e., walking, bus or school transport), including interference with students entering or leaving schools at scheduled hours, or causing mass hysteria, fear or jeopardy to students while walking to and from an assigned school.

### C16 – Inciting or Participating in Mass Disturbance

**Tiered Interventions**

*Intervention must be documented when behavior referral is assigned*

<table>
<thead>
<tr>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose two Tier 1 Interventions, implement with fidelity and document for at least 3 weeks before progressing to a Level 2 Disciplinary Referral</td>
<td>Choose one Tier 2 Intervention and apply for 6-8 weeks with documentation and fidelity</td>
<td>School Problem Solving Team will determine appropriate interventions: Tier 2 intervention, Tier 3 intervention OR initiate requests for evaluation-based support referrals</td>
</tr>
</tbody>
</table>

*Interventions listed below are non-exhaustive*

#### Tier 1 Interventions
- Check-in/Check-Out
- Behavior Intervention Plan
- Mentoring
- Restorative Behavior Agreement
- Referral to School Counselor/Social Worker
- Behavioral Mental Health Referral
- Restorative Practices (small impromptu conversations, circle processes, restorative questions, responsive circles)

#### Tier 2 Interventions
- Functional Behavioral Assessment or Behavioral Intervention Plan
- Referral to an appropriate community organization
- Referral to a credit recovery program if applicable
- Restorative practices (formal conferencing, conflict resolution, community reintegration planning)

#### Level Consequences

*Intervention must be documented when behavior referral is assigned*

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

128
<table>
<thead>
<tr>
<th>DOES NOT APPLY</th>
<th></th>
<th>LEVEL 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Written parent/guardian notification of the behavior referral</td>
<td></td>
<td>• Grades PreK-2: submission of behavior referral may be assigned with 1-day ISS</td>
</tr>
<tr>
<td>• Lunch detention may be assigned</td>
<td></td>
<td>• Grades 3-5: submission of behavior referral may be assigned with 2-days OSS</td>
</tr>
<tr>
<td>• Grades PreK-2: submission of behavior referral with no suspension-based removal (ISS/OSS)</td>
<td></td>
<td>• Grades 6-8: submission of behavior referral may be assigned with 3 days OSS</td>
</tr>
<tr>
<td>• Grades 3-5: submission of behavior referral may be assigned with 2-days ISS</td>
<td></td>
<td>• Grades 9-12: submission of behavior referral may be assigned with 5 days OSS</td>
</tr>
<tr>
<td>• Grades 6-8: submission of behavior referral may be assigned with 3 days ISS</td>
<td></td>
<td>• Written parent/guardian notification of the behavior referral</td>
</tr>
<tr>
<td>• Grades 9-12: submission of behavior referral may be assigned with 3 days ISS</td>
<td></td>
<td>• Restorative Conference with Parent/Guardian, Administrator, *Support Staff and Student</td>
</tr>
<tr>
<td>• Restorative Circle with Parent/Guardian, Teacher, Administrator, and Student with signed agreement</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Notes:**
- School staff must report to DPSCD DPSCD Public Safety Department and conduct a threat assessment for threats of violence
- Students with a Disability must have documented recommendation from assigned IEP Case Manager/504 Coordinator for any disciplinary determination to remove the student from the classroom, assigned learning environment, or school building.
### C17 USE OR POSSESSION OF ALCOHOL

Consumption or possession (witness or recorded) of alcoholic liquor/beverages, whether or not medicated. Includes lean or cough syrup liquids. Mere possession of an alcoholic beverage/paraphernalia DOES constitute possession.

*For purposes of possession, IF—the drug/substance/alcohol is not on the student’s person or has been effectively discarded without trace; has been consumed prior to student’s arrival to school or school related event; or has been consumed during school hours, unwitnessed by staff and there is no recorded evidence of the use or possession—the C17 violation is not applicable and school staff will refer to a possible B23 Under the Influence response.

*An offensive scent or wearing the smell of alcohol on the student’s person/clothing, (i.e. loud marijuana odor) absent other reasonable suspicion signs of intoxication, witnessed or recorded use or the possession of drug paraphernalia DOES NOT establish an illegal use or possession violation.

---

### C17 – Use or Possession of Alcohol

**Tiered Interventions**

*Intervention must be documented when behavior referral is assigned*

<table>
<thead>
<tr>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose two Tier 1 Interventions, implement with fidelity and document for at least 3 weeks before progressing to a Level 2 Disciplinary Referral</td>
<td>Choose one Tier 2 Intervention and apply for 6-8 weeks with documentation and fidelity</td>
<td>School Problem Solving Team will determine appropriate interventions: Tier 2 intervention, Tier 3 intervention OR initiate requests for evaluation-based support referrals</td>
</tr>
</tbody>
</table>

*Interventions listed below are non-exhaustive*
- Alternate Seating
- Classroom Management System
- Daily/Weekly Communication with Home
- PBIS Rewards
- Mindfulness Activity/De-escalation Strategies
- Student Character Trait Lesson/Pledge Cards
- Written Reflections
- Social Emotional Learning Lesson
- Student Self-Monitoring
- Restorative Practices (affective statements, proactive circles, fair process)

- Check-in/Check-Out
- Behavior Intervention Plan
- Mentoring
- Peer Mediation
- Structured Breaks
- Restorative Behavior Agreement
- Referral to School Counselor/Social Worker
- Behavioral Mental Health Referral
- Community Based Support and Agency Referral and Coordination, as appropriate
- Restorative Practices (small impromptu conversations, circle processes, restorative questions, responsive circles)

- Functional Behavioral Assessment or Behavioral Intervention Plan
- Referral to an appropriate community organization
- Referral to a credit recovery program if applicable
- Restorative practices (formal conferencing, conflict resolution, community reintegration planning)

**Level Consequences**

*Intervention must be documented when behavior referral is assigned*

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
</tr>
</thead>
</table>
| • Conference with Parent/Guardian, Student and Teacher  
• Written caregiver notification of the behavior referral  
• Submission of behavior referral with no suspension-based removal (ISS/OSS) | • Written parent/guardian notification of the behavior referral  
• Lunch detention may be assigned  
• Grades PreK-2: submission of behavior referral may be assigned with 1-day ISS  
• Grades 3-12: submission of behavior referral may be assigned with 2-3 days ISS  
• Restorative Circle with Parent/Guardian, Teacher, Administrator, and Student with signed agreement | • Grades PreK-2: submission of behavior referral may be submitted with 2-days ISS  
• Grades 3-5: submission of behavior referral may be assigned with 2-days OSS  
• Grades 6-8: submission of behavior referral may be assigned with 3 days OSS  
• Grades 9-12: submission of behavior referral may be assigned with 3 days OSS  
• Written parent/guardian notification of the behavior referral  
• Restorative Conference with Parent/Guardian Administrator, *Support Staff and Student* |
Notes:
- Reportable Offense: school officials are required to report incident to DPSCD DPSCD Public Safety Department
- School staff is required to refer student to appropriate Behavioral Mental Health Provider/School Counselor/School Social Worker substance abuse counseling.
- Students with a Disability must have documented recommendation from assigned IEP Case Manager/504 Coordinator for any disciplinary determination to remove the student from the classroom, assigned learning environment, or school building.
- For all suspensions (ISS/OSS) and expulsions, the circumstances of the incident, McKinney Vento status, and MI Revised School Code’s 7 Factors for Consideration MUST be documented. Documentation should demonstrate: the student’s age, grade, developmental level, disability status, intentionality, prior violations, seriousness of the violation and/or threat of safety to others, if restorative practices will be used to address the behavior, and whether lesser interventions would properly address the behavior.

C18 USE OR POSSESSION OF INHALANTS
Use or possession (witnessed or recorded) of chemicals, solvents or substances that produce volatile vapors and pressurized gases for purposes of inhalation to produce intoxication, psychoactive or mind-altering effect. Staff will use reasonable suspicion (objective, articulable grounds) to determine that a student possesses chemical solvents or substances for use, specifically as an inhalant (i.e., manner of use not intended by the manufacturer) at school or school sponsored event. Established if the school official sees questionable presence or tampered effects of solvent based chemicals, and also by a number of physical factors/afflicts such as, slurred words, glassy eyes, or smell (if any). Mere possession of solvent based chemicals, i.e., without other evidence to suggest its use as an inhalant, DOES NOT constitute possession of inhalants violations.

C18 – Use or Possession of Inhalants

Tiered Interventions

*Intervention must be documented when behavior referral is assigned*
**Tier 1**
Choose two Tier 1 Interventions, implement with fidelity and document for at least 3 weeks before progressing to a Level 2 Disciplinary Referral

Interventions listed below are non-exhaustive

**Tier 2**
Choose one Tier 2 Intervention and apply for 6-8 weeks with documentation and fidelity

Interventions listed below are non-exhaustive

- Check-in/Check-Out
- Behavior Intervention Plan
- Mentoring
- Peer Mediation
- Structured Breaks
- Restorative Behavior Agreement
- Referral to School Counselor/Social Worker
- Behavioral Mental Health Referral
- Community Based Support and Agency Referral and Coordination, as appropriate
- Restorative Practices (small impromptu conversations, circle processes, restorative questions, responsive circles)

**Tier 3**
School Problem Solving Team will determine appropriate interventions: Tier 2 intervention, Tier 3 intervention OR initiate requests for evaluation-based support referrals

- Functional Behavioral Assessment or Behavioral Intervention Plan
- Referral to an appropriate community organization
- Referral to a credit recovery program if applicable
- Restorative practices (formal conferencing, conflict resolution, community reintegration planning)

---

**Level Consequences**
*Intervention must be documented when behavior referral is assigned*

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Written parent/guardian notification of the behavior referral</td>
<td>• Grades PreK-2: submission of behavior referral may be submitted with 2-days ISS</td>
<td>• Grades PreK-2: submission of behavior referral may be submitted with 2-days ISS</td>
</tr>
<tr>
<td>• Lunch detention may be assigned</td>
<td>• Grades 3-5: submission of behavior referral may be assigned with 2-days OSS</td>
<td>• Grades 3-5: submission of behavior referral may be assigned with 2-days OSS</td>
</tr>
<tr>
<td>• Grades PreK-2: submission of behavior referral may be assigned with 1-day ISS</td>
<td>• Grades 6-8: submission of behavior referral may be assigned with 3 days OSS</td>
<td>• Grades 6-8: submission of behavior referral may be assigned with 3 days OSS</td>
</tr>
<tr>
<td>• Grades 3-12: submission of behavior referral may be assigned with 2-3 days ISS</td>
<td>• Grades 9-12: submission of behavior referral may be assigned with 3 days OSS</td>
<td>• Grades 9-12: submission of behavior referral may be assigned with 3 days OSS</td>
</tr>
</tbody>
</table>
### Restorative Circle
- Restorative Circle with Parent/Guardian, Teacher, Administrator, and Student with signed agreement

**Notes:**
- Reportable Offense: school officials are required to report incident to DPSCD DPSCD Public Safety Department
- School staff is required to refer student to appropriate Behavioral Mental Health Provider/School Counselor/School Social Worker substance abuse counseling.
- Students with a Disability must have documented recommendation from assigned IEP Case Manager/504 Coordinator for any disciplinary determination to remove the student from the classroom, assigned learning environment, or school building.
- For all suspensions (ISS/OSS) and expulsions, the circumstances of the incident, McKinney Vento status, and MI Revised School Code’s 7 Factors for Consideration MUST be documented. *Documentation should demonstrate: the student’s age, grade, developmental level, disability status, intentionality, prior violations, seriousness of the violation and/or threat of safety to others, if restorative practices will be used to address the behavior, and whether lesser interventions would properly address the behavior.*

---

**C19 USE OR POSSESSION OF TOBACCO AND HOOKAH PRODUCTS**
Use or possession, witnessed or recorded, of cigarettes, e-cigarettes, hookah pipes, and products, tobacco and related tobacco products.

*An offensive scent or wearing the smell of tobacco on the student's person/clothing, (i.e. loud marijuana odor) absent other reasonable suspicion signs such as witnessed or recorded use or possession of tobacco paraphernalia DOES NOT establish an illegal use or possession violation.*

---

**C19 – Use or Possession of Tobacco and Hookah Products**

<table>
<thead>
<tr>
<th>Tiered Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tier 1</strong></td>
</tr>
<tr>
<td>Choose two Tier 1 Interventions, implement with fidelity and document for at least 3 weeks before progressing to a Level 2 Disciplinary Referral</td>
</tr>
<tr>
<td><strong>Tier 2</strong></td>
</tr>
<tr>
<td>Choose one Tier 2 Intervention and apply for 6-8 weeks with documentation and fidelity</td>
</tr>
<tr>
<td><strong>Tier 3</strong></td>
</tr>
<tr>
<td>School Problem Solving Team will determine appropriate interventions: Tier 2 intervention, Tier 3 intervention OR initiate requests for evaluation-based support referrals</td>
</tr>
</tbody>
</table>

*Interventions listed below are non-exhaustive*
### Interventions listed below are non-exhaustive

- Alternate Seating
- Classroom Management Strategies
- Daily/Weekly Communication with Home
- PBIS Rewards
- Mindfulness Activity/De-escalation Strategies
- Student Character Trait Lesson/Pledge Cards
- Written Reflections
- Social Emotional Learning Lesson
- Student Self-Monitoring
- Restorative practices (affective statements, proactive circles, fair process)

### Check-in/Check-Out
- Behavior Intervention Plan
- Mentoring
- Peer Mediation
- Structured Breaks
- Restorative Behavior Agreement
- Referral to School Counselor/Social Worker
- Behavioral Mental Health Referral
- Community Based Support and Agency Referral and Coordination, as appropriate
- Restorative Practices (small impromptu conversations, circle processes, restorative questions, responsive circles)

### Level Consequences

*Intervention must be documented when behavior referral is assigned*

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
</tr>
</thead>
</table>
| - Conference with Parent/Guardian, Student and Teacher  
- Written parent/guardian notification of the behavior referral  
- Submission of behavior referral with no suspension-based removal (ISS/OSS) | - Written parent/guardian notification of the behavior referral  
- Lunch detention may be assigned  
- Grades PreK-2: submission of behavior referral may be assigned with 1-day ISS  
- Grades 3-12: submission of behavior referral may be assigned with 2-3 days ISS  
- Restorative Circle with |  

**DOES NOT APPLY**
Parent/Guardian, Teacher, Administrator, and Student with signed agreement

Notes:
- School staff is required to complete Undesirable Incident Report and report incident to DPSCD DPSCD Public Safety Department
- School staff is required to refer student to appropriate Behavioral Mental Health Provider/School Counselor/School Social Worker substance abuse counseling.
- Students with a Disability must have documented recommendation from assigned IEP Case Manager/504 Coordinator for any disciplinary determination to remove the student from the classroom, assigned learning environment, or school building.
- For all suspensions (ISS/OSS) and expulsions, the circumstances of the incident, McKinney Vento status, and MI Revised School Code’s 7 Factors for Consideration MUST be documented. Documentation should demonstrate: the student’s age, grade, developmental level, disability status, intentionality, prior violations, seriousness of the violation and/or threat of safety to others, if restorative practices will be used to address the behavior, and whether lesser interventions would properly address the behavior.

C20 PHYSICAL CONTACT WITH SCHOOL STAFF
Unintentionally striking a staff member who is intervening in a fight or other disruptive activity

C20 – Physical Contact with School Staff

Tiered Interventions
*Intervention must be documented when behavior referral is assigned*

<table>
<thead>
<tr>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose two Tier 1 Interventions, implement with fidelity and document for at least 3 weeks before progressing to a Level 2 Disciplinary Referral</td>
<td>Choose one Tier 2 Intervention and apply for 6-8 weeks with documentation and fidelity</td>
<td>School Problem Solving Team will determine appropriate interventions: Tier 2 intervention, Tier 3 intervention OR initiate requests for evaluation-based support referrals</td>
</tr>
</tbody>
</table>

Interventions listed below are non-exhaustive
### Level Consequences

*Intervention must be documented when behavior referral is assigned*

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Written parent/guardian notification of the behavior referral</td>
<td>• Grades PreK-2: submission of behavior referral with no suspension-based removal (ISS/OSS)</td>
<td>• Grades PreK-2: submission of behavior referral with no suspension-based removal (ISS/OSS)</td>
</tr>
<tr>
<td>• Lunch detention may be assigned</td>
<td>• Grades 3-5: submission of behavior referral may be assigned with 1-2 days OSS</td>
<td>• Grades 3-5: submission of behavior referral may be assigned with 1-2 days OSS</td>
</tr>
<tr>
<td>• Grades PreK-2: submission of behavior referral with no suspension-based removal (ISS/OSS)</td>
<td>• Grades 6-8: submission of behavior referral may be assigned with 2 days OSS</td>
<td>• Grades 6-8: submission of behavior referral may be assigned with 2 days OSS</td>
</tr>
<tr>
<td>• Grades 3-5: submission of behavior referral may be assigned with 2 days ISS</td>
<td>• Grades 6-8: submission of behavior referral may be assigned with 2 days OSS</td>
<td>• Grades 9-12: submission of behavior referral may be assigned with 3 days OSS</td>
</tr>
<tr>
<td>• Grades 6-8: submission of behavior referral may be assigned with 2 days ISS</td>
<td>• Restorative Circle with Parent/Guardian, Teacher, Administrator, and Student with signed agreement</td>
<td>• Written Parent/Guardian notification of the behavior referral</td>
</tr>
<tr>
<td>• Grades 9-12: submission of behavior referral may be assigned with 2 days ISS</td>
<td>• Restorative Circle with Parent/Guardian, Teacher, Administrator, and Student with signed agreement</td>
<td>• Restorative Conference with Parent/Caregiver, Administrator, *Support Staff and Student</td>
</tr>
</tbody>
</table>

**DOES NOT APPLY**

- Check-in/Check-Out
- Behavior Intervention Plan
- Mentoring
- Restorative Behavior Agreement
- Referral to School Counselor/Social Worker
- Behavioral Mental Health Referral
- Restorative Practices (small impromptu conversations, circle processes, restorative questions, responsive circles)
- Functional Behavioral Assessment or Behavioral Intervention Plan
- Referral to an appropriate community organization
- Referral to a credit recovery program if applicable
- Restorative practices (formal conferencing, conflict resolution, community reintegration planning)
**Notes:**

- School staff is required to complete Undesirable Incident Report and report incident to DPSCD DPSCD Public Safety Department.
- Students with a Disability must have documented recommendation from assigned IEP Case Manager/504 Coordinator for any disciplinary determination to remove the student from the classroom, assigned learning environment, or school building.
- For all suspensions (ISS/OSS) and expulsions, the circumstances of the incident, McKinney Vento status, and MI Revised School Code’s 7 Factors for Consideration MUST be documented. *Documentation should demonstrate: the student’s age, grade, developmental level, disability status, intentionality, prior violations, seriousness of the violation and/or threat of safety to others, if restorative practices will be used to address the behavior, and whether lesser interventions would properly address the behavior.*

---

**C21  PHYSICAL STRIKING OF SCHOOL STAFF (PreK-5th Grade)**

Intentionally striking a school staff member who is engaging in their lawful duties as employed by DPSCD. Includes the striking of staff who are providing student directives or requests, intervening in a fight or other disruptive activity, or administering de-escalation for student well-being and the maintenance of a safe and orderly environment.
## Tiered Interventions

*Intervention must be documented when behavior referral is assigned*

### Tier 1
Choose two Tier 1 Interventions, implement with fidelity and document for at least 3 weeks before progressing to a Level 2 Disciplinary Referral

*Interventions listed below are non-exhaustive*

- Alternate Seating
- Classroom Management Strategies
- Daily/Weekly Communication with Home
- PBIS Rewards
- Mindfulness Activity/De-escalation Strategies
- Student Character Trait Lesson/Pledge Cards
- Written Reflections
- Social Emotional Learning Lesson
- Student Self-Monitoring
- Restorative Practices (affective statements, proactive circles, fair process)

### Tier 2
Choose one Tier 2 Intervention and apply for 6-8 weeks with documentation and fidelity

*Interventions listed below are non-exhaustive*

- Check-in /Check-Out
- Behavior Intervention Plan
- Mentoring
- Peer Mediation
- Structured Breaks
- Restorative Behavior Agreement
- Referral to School Counselor/Social Worker
- Behavioral Mental Health Referral
- Restorative Practices (small impromptu conversations, circle processes, restorative questions, responsive circles)

### Tier 3
School Problem Solving Team will determine appropriate interventions: Tier 2 intervention, Tier 3 intervention OR initiate requests for evaluation-based support referrals

- Functional Behavioral Assessment or Behavioral Intervention Plan
- Referral to an appropriate community organization
- Referral to a credit recovery program if applicable
- Restorative Practices (formal conferencing, conflict resolution, community reintegration planning)

### Level Consequences

*Intervention must be documented when behavior referral is assigned*

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### D01 POSSESSION OF FIREARM, INCLUDES EXPLOSIVE DEVICES

According to Section 921 of the U.S. Code, the following are included within the definition of firearm:

- any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of any explosive;
- the frame or receiver of any weapon described above;
- any firearm muffler or firearm silencer;
- any destructive device, which includes:
  - A. any explosive, incendiary, or poison gas—
    1) Bomb;
    2) Grenade,
    3) Rocket having a propellant charge of more than four ounces,

### Notes:
- School staff is required to complete Undesirable Incident Report and report incident to DPSCD DPSCD Public Safety Department.
- Referral to Behavioral Mental Health Provider/School Counselor/School Social Worker is required.
- Students with a Disability must have documented recommendation from assigned IEP Case Manager/504 Coordinator for any disciplinary determination to remove the student from the classroom, assigned learning environment, or school building.
- For all suspensions (ISS/OSS) and expulsions, the circumstances of the incident, McKinney Vento status, and MI Revised School Code’s 7 Factors for Consideration MUST be documented. Documentation should demonstrate: the student’s age, grade, developmental level, disability status, intentionality, prior violations, seriousness of the violation and/or threat of safety to others, if restorative practices will be used to address the behavior, and whether lesser interventions would properly address the behavior.

<table>
<thead>
<tr>
<th>Conference with Parent/Guardian, Student and Teacher</th>
<th>Written parent/guardian notification of the behavior referral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written parent/guardian notification of the behavior referral</td>
<td>Lunch detention may be assigned</td>
</tr>
<tr>
<td>Submission of behavior referral with no suspension-based removal (ISS/OSS)</td>
<td>Grades PreK-2: submission of behavior referral with no suspension-based removal (ISS/OSS)</td>
</tr>
<tr>
<td></td>
<td>Grades 3-5: submission of behavior referral may be assigned with 2-days ISS</td>
</tr>
<tr>
<td></td>
<td>Restorative Circle with Parent/Guardian, Teacher, Administrator, and Student with signed agreement</td>
</tr>
<tr>
<td></td>
<td>Grades PreK-2: submission of behavior referral may be assigned with 1-2 days OSS</td>
</tr>
<tr>
<td></td>
<td>Grades 3-5: submission of behavior referral may be assigned with 2-3 day OSS</td>
</tr>
<tr>
<td></td>
<td>Written parent/guardian notification of the behavior referral</td>
</tr>
<tr>
<td></td>
<td>Restorative Conference with Parent/Guardian, Administrator, *Support Staff and Student</td>
</tr>
</tbody>
</table>

---

Notes:
- School staff is required to complete Undesirable Incident Report and report incident to DPSCD DPSCD Public Safety Department.
- Referral to Behavioral Mental Health Provider/School Counselor/School Social Worker is required.
- Students with a Disability must have documented recommendation from assigned IEP Case Manager/504 Coordinator for any disciplinary determination to remove the student from the classroom, assigned learning environment, or school building.
- For all suspensions (ISS/OSS) and expulsions, the circumstances of the incident, McKinney Vento status, and MI Revised School Code’s 7 Factors for Consideration MUST be documented. Documentation should demonstrate: the student’s age, grade, developmental level, disability status, intentionality, prior violations, seriousness of the violation and/or threat of safety to others, if restorative practices will be used to address the behavior, and whether lesser interventions would properly address the behavior.

---

D01 POSSESSION OF FIREARM, INCLUDES EXPLOSIVE DEVICES

According to Section 921 of the U.S. Code, the following are included within the definition of firearm:

- any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of any explosive;
- the frame or receiver of any weapon described above;
- any firearm muffler or firearm silencer;
- any destructive device, which includes:
  - A. any explosive, incendiary, or poison gas—
    1) Bomb;
    2) Grenade,
    3) Rocket having a propellant charge of more than four ounces,
4) Missile having an explosive or incendiary charge of more than one-quarter ounce,
5) Mine, or
6) Similar (explosive) device

B. any weapon which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter

C. any combination or parts either designed or intended for use in converting any device into any destructive device described in the two immediately preceding examples, from which a destructive device may be readily assembled.

Includes explosives and non-consumer fireworks such as: homemade explosives, M-80s, M-100s, quarter sticks, cherry bombs, silver salutes, and other forbidden explosives.

---

### D01 – Possession of Firearms, Includes Explosive Devices

#### Tiered Interventions

*Intervention must be documented when behavior referral is assigned*

<table>
<thead>
<tr>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Refer to Code Office for Mandatory Expulsion Hearing</td>
</tr>
</tbody>
</table>

- Suspension pending expulsion hearing
- Report incident to DPSCD
- Public Safety Department and complete Undesirable Incident Report
- MDR is required if student is a student with a disability

#### Level Consequences

*Intervention must be documented when behavior referral is assigned*

Level 4
• Permanent Expulsion, subject to possible reinstatement
  • Permanent Expulsion will be presumed as not justified if, a) the student has no history of suspension and expulsion, and b) the student establishes in a clear and convincing manner at least 1 of the following:
    a) The object or instrument possessed by the student was not possessed for use as a weapon, or for direct or indirect delivery to another individual for use as a weapon.
    b) The weapon was not knowingly possessed by the student.
    c) The student did not know or have reason to know that the object or instrument possessed by the student constituted a dangerous weapon.
    d) The weapon was possessed by the student at the suggestion, request, or direction of, or with the express permission of, school or DPSCD Public Safety Department authorities.
  • If Permanent Expulsion is presumed to be not justified, district level response will apply MI Revised School Code’s 7 Factors for consideration of Alternative Placement Recommendation

Notes:
  ▪ Students with a Disability must have documented recommendation from assigned IEP Case Manager/504 Coordinator for any disciplinary determination to remove the student from the classroom, assigned learning environment, or school building.
  ▪ For all suspensions (ISS/OSS) and expulsions, the circumstances of the incident, McKinney Vento status, and MI Revised School Code’s 7 Factors for Consideration MUST be documented. Documentation should demonstrate: the student’s age, grade, developmental level, disability status, intentionality, prior violations, seriousness of the violation and/or threat of safety to others, if restorative practices will be used to address the behavior, and whether lesser interventions would properly address the behavior.

D02  POSSESSION OF DANGEROUS WEAPONS
Dangerous weapons as defined by Michigan Revised School Code 380.1313(4)—dagger, dirk, stiletto, knife with a blade over 3 inches, pocketknife opened by a mechanical device, iron bar, or brass knuckles.

D02 – Possession of Dangerous Weapons

Tiered Interventions

*Intervention must be documented when behavior referral is assigned*
<table>
<thead>
<tr>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Refer to Code Office for Mandatory Expulsion Hearing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ Suspension pending expulsion hearing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ Report incident to DPSCD DPSCD Public Safety Department and complete Undesirable Incident Report</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ MDR is required if student is a student with a disability</td>
</tr>
</tbody>
</table>

**Level Consequences**

*Intervention must be documented when behavior referral is assigned*

**Level 4**

- Permanent Expulsion, subject to possible reinstatement
- Permanent Expulsion will be presumed as not justified if, a) the student has no history of suspension and expulsion, and b) the student establishes in a clear and convincing manner at least 1 of the following:
  a) The object or instrument possessed by the student was not possessed for use as a weapon, or for direct or indirect delivery to another individual for use as a weapon.
  b) The weapon was not knowingly possessed by the student.
  c) The student did not know or have reason to know that the object or instrument possessed by the student constituted a dangerous weapon.
  d) The weapon was possessed by the student at the suggestion, request, or direction of, or with the express permission of, school or DPSCD Public Safety Department authorities.
- If Permanent Expulsion is presumed to be not justified, district level response will apply MI Revised School Code’s 7 Factors for consideration of Alternative Placement Recommendation
### Notes:
- Students with a Disability must have documented recommendation from assigned IEP Case Manager/504 Coordinator for any disciplinary determination to remove the student from the classroom, assigned learning environment, or school building.
- For all suspensions (ISS/OSS) and expulsions, the circumstances of the incident, McKinney Vento status, and MI Revised School Code’s 7 Factors for Consideration MUST be documented. *Documentation should demonstrate: the student’s age, grade, developmental level, disability status, intentionality, prior violations, seriousness of the violation and/or threat of safety to others, if restorative practices will be used to address the behavior, and whether lesser interventions would properly address the behavior.*

---

### D03 USE OF ANY INSTRUMENT DESIGNED OR USED FOR INFlicting Bodily Harm or Physical Damage

Using an implement, those identified in C08 violations or use of a non-weapon object, in the commission of an aggressive act toward another person

---

### D03 – Use of Any Instrument Designed or Used for Inflicting Bodily Harm or Physical Damage

#### Tiered Interventions

*Intervention must be documented when behavior referral is assigned*

<table>
<thead>
<tr>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>School Problem Solving Team will determine appropriate interventions: Tier 2 intervention, Tier 3 intervention OR initiate requests for evaluation-based support referrals</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ Functional Behavioral Assessment or Behavioral Intervention Plan</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ Referral to an appropriate community organization</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ Referral to a credit recovery program if applicable</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ Restorative practices (formal conferencing, conflict resolution,</td>
</tr>
<tr>
<td>Levels</td>
<td>Consequences</td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td>-----------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Grade PreK-2</td>
<td>Submission of behavior referral may be assigned with 1-2 days OSS</td>
<td></td>
</tr>
<tr>
<td>Grade 3-5</td>
<td>Submission of behavior referral may be assigned with 3-days OSS</td>
<td></td>
</tr>
<tr>
<td>Grade 6-8</td>
<td>Submission of behavior referral may be assigned with 4 days OSS</td>
<td></td>
</tr>
<tr>
<td>Grade 9-12</td>
<td>Submission of behavior referral may be assigned with 5 days OSS</td>
<td></td>
</tr>
<tr>
<td>Written parent/guardian notification of the behavior referral</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Support Staff and Student</em></td>
<td>Restorative Conference with Parent/Guardian, Administrator,</td>
<td></td>
</tr>
</tbody>
</table>

**Level Consequences**

*Intervention must be documented when behavior referral is assigned*
D04 PHYSICAL ASSAULT OF SCHOOL STAFF (6-12th Grade)

Intentionally causing or attempting to cause physical harm to a DPSCD employee, volunteer or contractor through force of violence; includes intentionally striking a staff member who is intervening in a fight or other disruptive activity

### Tiered Interventions

*Intervention must be documented when behavior referral is assigned*

<table>
<thead>
<tr>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Refer to Code Office for Mandatory Expulsion Hearing</td>
</tr>
</tbody>
</table>
PHYSICAL ASSAULT OF A STUDENT, GREAT BODILY HARM (6-12th Grade)

Intentionally causing or attempting to cause physical harm to another student, through force or violence which could or does result in permanent injury or disfigurement. Includes causing substantial risk of death or causing permanent or serious disfigurement, loss of function of any part of the body, or impairment of the function of any part of the body.
# D05 – Physical Assault of a Student, Great Bodily Harm

*(6-12th Grade)*

## Tiered Interventions

*Intervention must be documented when behavior referral is assigned*

<table>
<thead>
<tr>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refer to Code Office for Mandatory Expulsion Hearing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Level Consequences

*Intervention must be documented when behavior referral is assigned*

### Level 4

- Non-Permanent Expulsion, subject to possible readmission
- District level removal response: Apply MI Revised School Code’s 7 Factors for Consideration of Permanent Expulsion or Alternative Placement recommendation
**Notes:**
- Students with a Disability must have documented recommendation from assigned IEP Case Manager/504 Coordinator for any disciplinary determination to remove the student from the classroom, assigned learning environment, or school building.
- For all suspensions (ISS/OSS) and expulsions, the circumstances of the incident, McKinney Vento status, and MI Revised School Code’s 7 Factors for Consideration MUST be documented. *Documentation should demonstrate:* the student’s age, grade, developmental level, disability status, intentionality, prior violations, seriousness of the violation and/or threat of safety to others, if restorative practices will be used to address the behavior, and whether lesser interventions would properly address the behavior.

**D06 BOMB or SIMILAR THREATS**

Communicating terroristic threats, including bomb threats, or committing terroristic acts directed at any student, employee, volunteer, contractor, physical plant or property. Includes the conveyance of information to detonate explosive or incendiary devices/substances, and/or subject others to substantial risk of death or serious physical injury.

Acts of violence where the student specifically threatens the use of weapons to commit harm against any student(s)—and the student has access to carry out the threat or has demonstrated an overt act to indicate the sincerity of carrying out the threat—will be treated as a D06 violation.

---

**Guidance for PreK-2nd Grade**

---

**Tiered Interventions**

*Intervention must be documented when behavior referral is assigned*

<table>
<thead>
<tr>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose two Tier 1 Interventions, implement with fidelity and document for at least 3 weeks before progressing to a Level 2 Disciplinary Referral</td>
<td>Choose one Tier 2 Intervention and apply for 6-8 weeks with documentation and fidelity</td>
<td>School Problem Solving Team will determine appropriate interventions: Tier 2 intervention, Tier 3 intervention OR initiate requests for evaluation-based support referrals</td>
</tr>
</tbody>
</table>

*Interventions listed below are non-exhaustive*
- Alternate Seating
- Classroom Management Strategies
- Daily/Weekly Communication with Home
- PBIS Rewards
- Mindfulness Activity/De-escalation Strategies
- Student Character Trait Lesson/Pledge Cards
- Written Reflections
- Social Emotional Learning Lesson
- Student Self-Monitoring
- Restorative practices (affective statements, proactive circles, fair process)

- Check-in/Check-Out
- Behavior Intervention Plan
- Mentoring
- Peer Mediation
- Structured Breaks
- Restorative Behavior Agreement
- Referral to School Counselor/Social Worker
- Behavioral Mental Health Referral
- Restorative Practices (small impromptu conversations, circle processes, restorative questions, responsive circles)

- Functional Behavioral Assessment or Behavioral Intervention Plan
- Referral to an appropriate community organization
- Referral to a credit recovery program if applicable
- Restorative practices (formal conferencing, conflict resolution, community reintegration planning)

### Level Consequences

*Intervention must be documented when behavior referral is assigned*

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Conference with Parent/Guardian, Student and Teacher</td>
<td>• Written parent/guardian notification of the behavior referral</td>
<td>• Grades PreK-2 submission of behavior referral may be assigned with 1-2 days OSS</td>
</tr>
<tr>
<td>• Written parent/guardian notification of the behavior referral</td>
<td>• Lunch detention may be assigned</td>
<td>• Written parent/guardian notification of the behavior referral</td>
</tr>
<tr>
<td>• Submission of behavior referral with no suspension-based removal (ISS/OSS)</td>
<td>• Grades PreK-2: submission of behavior referral may be assigned with 1-2 days ISS to conduct threat assessment, and provide interventions that match student’s needs</td>
<td>• Restorative Conference with Parent/Guardian, Administrator, *Support Staff and Student</td>
</tr>
<tr>
<td></td>
<td>• Restorative Circle with Parent/Guardian, Teacher, Administrator, and Student with signed agreement</td>
<td></td>
</tr>
</tbody>
</table>

### Notes:
- School staff must complete an Undesirable Incident Report, report incident to DPSCD DPSCD Public Safety Department and conduct a threat assessment for threats of violence; refer to administrative guidelines for forms and process flowchart.
- School staff is required to refer student to appropriate Behavioral Mental Health Provider/School Counselor/School Social Worker counseling.
- Students with a Disability must have documented recommendation from assigned IEP Case Manager/504 Coordinator for any disciplinary determination to remove the student from the classroom, assigned learning environment, or school building.
- For all suspensions (ISS/OSS) and expulsions, the circumstances of the incident, McKinney Vento status, and MI Revised School Code’s 7 Factors for Consideration MUST be documented. *Documentation should demonstrate: the student’s age, grade, developmental level, disability status, intentionality, prior violations,*
Guidance for 3-5th Grade

**D06 – Bomb or Similar Threats (3 – 5th Grade)**

**Tiered Interventions**

*Intervention must be documented when behavior referral is assigned*

<table>
<thead>
<tr>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose two Tier 1 Interventions, implement with fidelity and document for at least 3 weeks before progressing to a Level 2 Disciplinary Referral</td>
<td>Choose one Tier 2 Intervention and apply for 6-8 weeks with documentation and fidelity</td>
<td>School Problem Solving Team will determine appropriate interventions: Tier 2 intervention, Tier 3 intervention OR initiate requests for evaluation-based support referrals</td>
</tr>
</tbody>
</table>

*Interventions listed below are non-exhaustive*

- Alternate Seating
- Classroom Management Strategies
- Daily/Weekly Communication with Home
- PBIS Rewards
- Mindfulness Activity/De-escalation Strategies
- Student Character Trait Lesson/Pledge Cards
- Written Reflections
- Social Emotional Learning Lesson
- Student Self-Monitoring
- Restorative practices (affective statements, proactive circles, fair process)
- Check-in/Check-Out
- Behavior Intervention Plan
- Mentoring
- Peer Mediation
- Structured Breaks
- Restorative Behavior Agreement
- Referral to School Counselor/Social Worker
- Behavioral Mental Health Referral
- Restorative Practices (small impromptu conversations, circle processes, restorative questions, responsive circles)
- Functional Behavioral Assessment or Behavioral Intervention Plan
- Referral to an appropriate community organization
- Referral to a credit recovery program if applicable
- Restorative practices (formal conferencing, conflict resolution, community reintegration planning)

**Level Consequences**

*Intervention must be documented when behavior referral is assigned*

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
</tr>
</thead>
</table>

seriousness of the violation and/or threat of safety to others, if restorative practices will be used to address the behavior, and whether lesser interventions would properly address the behavior.
- Conference with Parent/Guardian, Student and Teacher
- Written parent/guardian notification of the behavior referral
- Submission of behavior referral with no suspension-based removal (ISS/OSS)
- Written parent/guardian notification of the behavior referral
- Lunch detention may be assigned
- Grades 3-5: submission of behavior referral may be assigned with 2-days ISS
- Restorative Circle with Parent/Guardian, Teacher, Administrator, and Student with signed agreement
- Grades 3-5: submission of behavior referral may be assigned with 3 days OSS
- Written parent/guardian notification of the behavior referral
- Restorative Conference with Parent/Guardian, Administrator, *Support Staff and Student

**Notes:**
- School staff must complete an Undesirable Incident Report, report incident to DPSCD DPSCD Public Safety Department and conduct a threat assessment for threats of violence; refer to administrative guidelines for forms and process flowchart.
- School staff is required to refer student to appropriate Behavioral Mental Health Provider/School Counselor/School Social Worker counseling.
- Students with a Disability must have documented recommendation from assigned IEP Case Manager/504 Coordinator for any disciplinary determination to remove the student from the classroom, assigned learning environment, or school building.
- For all suspensions (ISS/OSS) and expulsions, the circumstances of the incident, McKinney Vento status, and MI Revised School Code’s 7 Factors for Consideration MUST be documented. *Documentation should demonstrate: the student's age, grade, developmental level, disability status, intentionality, prior violations, seriousness of the violation and/or threat of safety to others, if restorative practices will be used to address the behavior, and whether lesser interventions would properly address the behavior*

*Guidance for 6 -12th Grade*

**D06 – Bomb or Similar Threats (6 – 12th Grade)**

<table>
<thead>
<tr>
<th>Tiered Interventions</th>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intervention must be documented when behavior referral is assigned</td>
<td>Refer to Code Office for Mandatory Expulsion Hearing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

152
<table>
<thead>
<tr>
<th>Level Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intervention must be documented when behavior referral is assigned</td>
</tr>
</tbody>
</table>

### Level 4

- Non-Permanent Expulsion, subject to possible readmission
- District level removal response: Apply MI Revised School Code’s 7 Factors for Consideration of Permanent Expulsion or Alternative Placement recommendation

### Notes:
- School staff must complete an Undesirable Incident Report, report incident to DPSCD DPSCD Public Safety Department and conduct a threat assessment for threats of violence; refer to administrative guidelines for forms and process flowchart.
- School staff is required to refer student to appropriate Behavioral Mental Health Provider/School Counselor/School Social Worker counseling.
- Students with a Disability must have documented recommendation from assigned IEP Case Manager/504 Coordinator for any disciplinary determination to remove the student from the classroom, assigned learning environment, or school building.
- For all suspensions (ISS/OSS) and expulsions, the circumstances of the incident, McKinney Vento status, and MI Revised School Code’s 7 Factors for Consideration MUST be documented. Documentation should demonstrate: the student’s age, grade, developmental level, disability status, intentionality, prior violations, seriousness of the violation and/or threat of safety to others, if restorative practices will be used to address the behavior, and whether lesser interventions would properly address the behavior.

- Suspension pending expulsion hearing
- Report incident to DPSCD Public Safety Department and complete Undesirable Incident Report
- MDR is required if student is a student with a disability
D07  ARSON
Willfully or maliciously burning, damaging, or destroying by fire or explosive district buildings/property or the contents inside; generally, the intentional and malicious act of burning or setting fire to another's property. Includes attempting to set fire or aiding another in setting fire to another’s property.

<table>
<thead>
<tr>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Refer to Code Office for Mandatory Expulsion Hearing</td>
</tr>
</tbody>
</table>

- Suspension pending expulsion hearing
- Report incident to DPSCD DPSCD Public Safety Department and complete Undesirable Incident Report
- MDR is required if student is a student with a disability

<table>
<thead>
<tr>
<th>Level Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intervention must be documented when behavior referral is assigned</td>
</tr>
</tbody>
</table>

Level 4
D08 DISTRIBUTION OR SALE OF DRUG PARAPHERNALIA, CONTROLLED SUBSTANCES, ALCOHOL AND INHALANTS

Distributing, selling or attempting to sell any drugs, controlled substances, alcohol and inhalants. The combination of equipment, product or materials, designed for packaging, sale, or use will be applied to determine distributive intent.

Notes:
- Permanent Expulsion, subject to possible reinstatement
- District level removal response: Apply MI Revised School Code’s 7 Factors for Consideration of Permanent Expulsion or Alternative Placement recommendation

School staff is required to complete Undesirable Incident Report and report incident to DPSCD DPSCD Public Safety Department. Complete Form 446 Theft and Damage Report for any resulting damage to property.
- School staff is required to refer student to appropriate Behavioral Mental Health Provider/School Counselor/School Social Worker counseling.
- Students with a Disability must have documented recommendation from assigned IEP Case Manager/504 Coordinator for any disciplinary determination to remove the student from the classroom, assigned learning environment, or school building.
- For all suspensions (ISS/OSS) and expulsions, the circumstances of the incident, McKinney Vento status, and MI Revised School Code’s 7 Factors for Consideration MUST be documented. Documentation should demonstrate: the student’s age, grade, developmental level, disability status, intentionality, prior violations, seriousness of the violation and/or threat of safety to others, if restorative practices will be used to address the behavior, and whether lesser interventions would properly address the behavior.

D08 – Distribution or Sale of Drug Paraphernalia, Controlled Substances, Alcohol and Inhalants

Tiered Interventions

<table>
<thead>
<tr>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

School Problem Solving Team will determine appropriate interventions: Tier 2 intervention, Tier 3 intervention OR initiate
<table>
<thead>
<tr>
<th>Level Consequences</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Intervention must be documented when behavior referral is assigned</em></td>
<td></td>
</tr>
<tr>
<td><strong>Level 4</strong></td>
<td></td>
</tr>
</tbody>
</table>
D09 CRIMINAL SEXUAL CONDUCT

Means a violation as set forth in the Michigan Penal Code. (MCL 750.520b to MCL 750.520g). It includes sexual penetration or sexual contact that occurs:

- with another person under 13 years of age;
- with another person at least 13 but less than 16 years of age under certain circumstances;
- when the actor knows the victim is mentally or physically incapable or is aided and abetted by 1 or more person;
- when a weapon is used or an item fashioned into a weapon;
- when concealment or the element of surprise is used to overcome the victim; or
- when force is used to accomplish the sexual penetration or contact, or the actor causes personal injury and force or coercion is used.

It is sexual contact with another person at least 13 but less than 16 years of age AND the other person is 5 or more years older.
Sexual contact is the intentional touching of the victim’s intimate parts or the intentional touching of the clothing covering the immediate area of the victim’s or actor’s intimate parts, if that intentional touching can reasonably be construed as being for the purpose of sexual arousal or gratification, done for a sexual purpose, or in a sexual manner for: (i) revenge, (ii) to inflict humiliation or (iii) out of anger.

Intimate parts means the primary genital area, groin, inner thigh, buttock, or breast of a human being.

## D09 – Criminal Sexual Conduct (ALL GRADE LEVELS)

### Tiered Interventions

*Intervention must be documented when behavior referral is assigned*

<table>
<thead>
<tr>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Referral to counselor/social worker or outside agency</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Change in class schedule</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Referral to Problem Solving Team</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Student Safety Plan</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Formal Conference</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Emergency Removal**</td>
<td></td>
</tr>
</tbody>
</table>

### Level Consequences

*Intervention must be documented when behavior referral is assigned*

**Level 4**

After Investigation and Consultation with EACR

- Suspension pending a Referral for Expulsion Hearing
- Possible Permanent Expulsion, subject to reinstatement
- Possible Alternative School Placement
- Possible Referral to law enforcement

### Notes:

- Immediately contact DPSCD PD, the Office of Equity, Advocacy & Civil Rights, and parents/guardians of students involved.
- Supportive measures must be put in place for accused student and any impacted students
- **Conduct a Threat Assessment - emergency removal may be necessary.**
DISCIPLINE DUE PROCESS PROTECTIONS

Students have a right to adequate and meaningful due process prior to being removed or excluded from school for any length of time. Prior to the beginning of such a process, non-exclusionary disciplinary alternatives must be considered, tried, and documented to the extent reasonable and feasible.

Key Terms

**Removal/Exclusionary Discipline:** Any type of school disciplinary action that removes or excludes a student from his or her usual educational setting.

**Short-Term Suspension:** A period for one (1) school day, up to and including five (5) school days during which a student’s rights and privileges of attending school, including extracurricular activities, are suspended.

**Alternative Placement:** A period for more than five (10) school days and up to 180 school days during which a student’s rights and privileges of attending school, including extracurricular activities, are recommended to occur in an alternative program setting outside of the general education program.

**Expulsion:** The temporary or permanent exclusion of a student from school for disciplinary reasons for a period of 60 days or more.

DPSCD will consider the 7 below factors, including lesser interventions, prior to issuing suspensions and expulsions, except those involving students knowingly in possession of a gun with an intent to use in accordance with State Law (380.1310d). Removals over 10 days are presumed not justified unless schools can demonstrate that they considered the 7 factors, including lesser interventions.

- a) Student’s age
- b) Student’s disciplinary history
- c) Whether the pupil is a student with a disability
- d) The seriousness of the violation or behavior committed by the pupil
- e) Whether the violation or behavior committed by the student threatened the safety of any student or staff
- f) Whether restorative practices will be used
- g) Whether a “lesser intervention” would properly address the violation or behavior

Behaviors that should not result in suspension or expulsion include, but are not limited to, cutting class, unexcused absences, or failing to wear a school uniform.
• Students may not be excluded from their regular school program or denied instructional time (more than 59 minutes a day) in the absence of a documented, official, disciplinary response (i.e. suspension, expulsion, alternative educational placement, or alternative educational setting).

• Schools may not request parents or guardians to pick up students for behavior that does not merit a suspension.

• Students are entitled to a conference with a school administrator at the time a decision is made to remove or exclude them from the classroom or school for disciplinary reasons.

• Students are entitled to receive written notification of why they are being removed or excluded from the classroom or school for disciplinary reason, the basis for the exclusion or removal, and be provided the opportunity to tell their side of the story prior to removal or exclusion implementation. **When emergency removal has been implemented, notice and the opportunity to respond shall occur as soon as reasonably possible.**

• Parents/guardians will be provided written notification, in their preferred language, any time their student is removed or excluded from the classroom or school for disciplinary reasons. School staff will also make diligent efforts to contact the family by telephone or email when removing or excluding a student from the classroom or school.

• Students are entitled to receive make-up work for missed assignments that occur as a result of a suspension and are entitled to take required examinations without penalty.

• Students are entitled to expungement of any disciplinary records placed in their student record for infractions determined to be unsubstantiated.

• Students will be reintegrated into the school community once the conditions of a suspension or expulsion are met. Schools should develop a process (i.e., reintegration conference, restorative circle, etc.) that supports the positive transition of a student back into the school and classroom, including, where needed, to address harm that may have been caused by the student’s behavior and rebuild relationships with those affected. Parents/guardians shall be a part of the reintegration plan, but schools may not delay reintegration due to the failure of a parent/guardian’s participation.

**Additional Procedures for Suspensions, Expulsions, and Alternative School Placements**

The **Office of Student Code of Conduct** represents the District in processing suspensions, expulsion decisions, and alternative school placements.

Listed below are the additional procedures that will be followed at the school level in cases of suspension pending expulsion hearing and alternative school placements.

• Any disciplinary action that may result in a student referral for alternative program or suspension pending expulsion hearing must begin with a discipline conference at the school.
• School discipline conferences must occur as soon as possible, but no longer than five (5) school days after a decision is made to refer a student for suspension pending expulsion or alternative school placement.
• Parents/guardians are expected to attend all disciplinary conferences.
• Schools must hold the discipline conference within the above timeframe even though a parent/guardian is unable or chooses not to attend. All attempts to reach the parent/guardian will be documented.
• Parents/guardians may be represented by an advisor of their choice who may or may not be an attorney.
• At the disciplinary conference, students and parents/guardians must be fully informed of the alleged breach in behavior and afforded an opportunity to present their side of the case. They must also be provided a copy of Rights of Students and Parents in Disciplinary Hearings.
• Before a school plans to suspend a student with an IEP or 504 plan for more than 10 consecutive or cumulative school days, the IEP or 504 team must meet to conduct a Manifestation Determination Review to determine whether the conduct, which resulted in disciplinary action, is a manifestation of the student’s disability, or a result of the team’s failure to implement the IEP or 504 plan. (see additional protections for students with disabilities for additional information)
• At the conclusion of the disciplinary conference, the school administrator will determine what discipline to administer. Students recommended for alternative school placement or expulsion will have their case reviewed by the Office of Student Code of Conduct.

Office of Student Code of Conduct Hearings
• The school must submit a hearing packet (i.e., written report) to the Office of Student Code of Conduct when recommending an alternative placement program or expulsion. Upon submission of a hearing packet, the Office of Student Code of Conduct review panel will evaluate all documentation and make a recommendation to either:
  • Deny the discipline recommendation and return the student to their school for possible further non-exclusionary behavior intervention.
  • Schedule an Expulsion/Alternative Placement Hearing to determine appropriate discipline.
• If it is determined that the hearing packet should proceed to an Expulsion/Alternative Placement Hearing, the family and school will be notified by phone and in writing within 48 hours of the determination. The hearing packet will be made available to the student and family upon written request received at least 24 hours before a scheduled Expulsion/Alternative Placement Hearing. If such request is received, the packet will be provided at least one hour prior to the hearing.
• An Expulsion/Alternative Placement Hearing will be scheduled at the district office for students and families within 10 school days of the review panel determination.
• The Office of Student Code of Conduct will render a final decision on the disciplinary action after the Expulsion/Alternative Placement Hearing or will submit a default disciplinary determination (should the family fail to schedule and attend a hearing in the designated timeframe) and provide written notification to the student and family. The written notification will include the student’s appeal rights.
• If the Office of Student Code of Conduct does not render a final decision on the disciplinary action within the first 10 days of the review panel determination, and provide written
notification to the student and the family, then the student shall be allowed to return to school unless the Superintendent or the Superintendent’s designee determines that the student’s return would pose an imminent threat of serious harm to other student or staff, and written notice is provided to the parent or guardian providing the reason for delay.

- Students will be admitted to school on the assigned reinstatement date, regardless of whether parents/guardians have attended a reintegration conference with the school principal. Students can return to their regular educational programs once all of the conditions of their suspension or expulsion are met.

Appeals

Short-Term Suspension
A student may appeal a short-term suspension, those suspensions assigned by a Principal/school level administration. An appeal of the short-term suspension should be made in writing and addressed to the Code of Conduct Office. Short-term suspensions found to be unsubstantiated will result in appropriate expungement of the student record.

Alternative Placement and Expulsions
In accordance with Board policy, students and families have a right to appeal an alternative placement determination or expulsion within 15 days after receiving the final decision on the disciplinary action. A student will be afforded the opportunity to appear before the Superintendent or designee to appeal if requests are made in writing to the Chief of Schools within 15 days of the Student Code of Conduct determination. Alternative placement determinations made by the Superintendent or designee are final. The Board will act on any final expulsion determination or requests for reinstatement after expulsion. In all appeals, a written decision will be rendered no later than 60 days from the date of removal. Students pending an appeal will not have a change in placement during the appeals process, i.e., if the student is in school, they would remain in school. Likewise, if a student is out of school, they should remain out of school.

Appeals can be for procedural violations or substantive violations. Appeals on procedural grounds (i.e. timelines, notice, etc.) should only be granted if the violation had a significant impact on the outcome. A minor delay beyond prescribed timelines if it had no impact, should not be grounds for appeal. An appeal on substantive grounds challenges the facts and decision. The appeal decision maker shall consider whether the student’s rights were violated, including whether:

- All prescribed timelines were met;
- All notifications were timely and accurate;
- The student was afforded the right to be accompanied by a representative of their choosing;
- The original decision maker was neutral;
- The facts presented at the hearing were fairly and fully considered;
- The school tried non-exclusionary alternatives to address the student’s behavior before proposing exclusion and how well those alternatives were implemented;
- Other factors outside the student’s control caused the behavior, including whether the student has or might have a disability or need treatment for mental health concerns;
• New facts have been uncovered that are exculpatory;
• The reasons set forth by the school describing why alternative, non-exclusionary forms of discipline were not appropriate have changed in a positive way for the student; and
• Any other relevant factors or procedures

Students with Disability Disciplinary Protections

Students with a Disability—Includes Those Students Suspected of a Disability, In the Process of Being Evaluated, or Showing a Demonstrated Pattern of Behavior

DPSCD recognizes and is committed to eliminating the disparate impact of discipline on students with disabilities. Due to the unique needs of students with disabilities, additional steps must be taken when students with disabilities, including those with Individualized Educational Programs (IEPs), Section 504 Plans, and students suspected of having a disability, receive removal based disciplinary actions that may have the impact/or potential to result in an educational change of placement.

Definitions
Student with a disability: a student who (I) is determined by an individualized education program team (IEPT), 504 Team, or administrative law judge to have one (1) or more of the impairments that necessitates special education, related services, or both, (ii) is not more than 25 years of age as of September 1 of the relevant school year, (iii) who has not completed a normal course of study, and (iv) who has not graduated from high school; or a student who is suspected of having a disability.

Suspected of having a disability/Basis of knowledge: a student is “suspected of having a disability” if: (i) the District had knowledge that the student had a disability before the behavior occurred that precipitated the disciplinary action; (ii) the parent/guardian has expressed a concern in writing; (iii) the parent/guardian has requested an evaluation of the student; or (iv) the student’s teacher or other school staff have expressed specific concerns about a pattern of behavior demonstrated by the student. If an evaluation request is made during the time the student is subject to disciplinary removal, the evaluation must be conducted in an expedited manner.

The Handbook requires principals and school staff to follow Board of Education Policies and state and federal laws concerning the discipline of students with disabilities. This includes convening manifestation determination review meetings for students with disabilities, conducting functional behavioral assessments (FBAs) as necessary, and developing or revising Behavior Intervention Plans (BIPs).

When an administrator is considering disciplinary action involving the removal from the current educational placement (i.e., each individual class period that comprises the student’s daily schedule) of a student with disabilities or a student suspected of having a disability, the student’s records must be reviewed to determine the number of days during
the current school year the student has been excluded from school for disciplinary reasons to determine whether a Manifestation Determination Review (MDR) must occur. When determining a pattern of removals, an administrator must consider: disciplinary removals which total more than 10 cumulative school days in a school year; if the behavior is similar to the behavior in previous incidents that resulted in a removal; the length of each removal; the total time removed; and the proximity of removals to each other.

An MDR must occur in the following circumstances:

- A pending removal (suspension or expulsion) is more than ten (10) consecutive days; or
- A pending suspension is less than ten (10) days but would result in ten (10) cumulative days of exclusion in one school year for the student and a pattern of exclusion has been determined.

An MDR must occur prior to any change in placement i.e., before a student has been excluded for ten (10) days.

If the MDR team finds that the student’s behavior was a manifestation of the student’s disability, the student must immediately be returned to the placement from which they were removed unless the IEP team agrees otherwise. The IEP team must conduct an FBA and implement a behavior intervention plan or review an existing behavior intervention plan. An FBA does not need to be conducted again if one has already been completed. Parental consent is required prior to any new FBA. If the student’s IEP was not implemented, identified deficiencies must be remedied immediately.

If the MDR team finds the student’s behavior was not a manifestation of the student’s disability, the code of conduct will apply to the student’s discipline, including consideration of the 7 following factors:

(a) Student’s age,
(b) Student’s disciplinary history,
(c) Whether the pupil is a student with a disability,
(d) The seriousness of the violation or behavior committed by the pupil,
(e) Whether the violation or behavior committed by the student threatened the safety of any student or staff,
(f) Whether restorative practices will be used, and
(g) Whether a “lesser intervention” would properly address the violation or behavior.

If the student is excluded from school, the student must receive FAPE (IEP services) beginning no later than the 11th day of exclusion (including cumulative suspensions during the school year) to allow them to participate in the general education curriculum.
Interim Alternative Educational Setting

The District may remove a student to an interim alternative educational setting (IAES) for no more than 45 school days for special circumstances, including:

1. Carrying or possessing a weapon at school, on school premises, or at a school function;
2. Knowingly possessing or using illegal drugs at school, on school premises, or at a school function;
3. Selling or soliciting the sale of a controlled substance while at school, on school premises, or at a school function; or
4. Inflicting serious bodily injury upon another person while at school, on school premises, or at a school function.

Such a removal is considered a change in placement and an MDR must occur. However, the student may remain in the IAES, as determined by the student’s IEP team, for up to 45 school days regardless of whether the conduct was a manifestation of the student’s disability. An IEP must be completed to reflect the services provided while the student attends the IAES to enable the student to continue to progress toward IEP goals.

When a change in placement occurs, the student is entitled to the procedural protections of Section 504/IDEA, including an expedited due process hearing. When an expedited due process hearing is pending, the student’s placement will remain in the IAES until a decision is reached or the expiration of the removal issued by the District, whichever occurs first.

Students with disabilities, even if expelled, must be provided with an appropriate education in an IAES.

Section 504 of the Rehabilitation Act of 1973

Section 504 is a federal law which prohibits discrimination against persons with disabilities. Section 504 is based on the principle that students with disabilities shall not be denied access to educational facilities, programs and opportunities on the basis of their disability. For a student to qualify for Section 504 protection, the student must have or be regarded as having: (1) a mental or physical impairment, a record of such impairment, or is regarded as having such an impairment (2) which substantially limits (3) one or more major life activities. All three criteria must be met before the student is eligible for Section 504 protection.

Section 504 requires that DPSCD offer a Free Appropriate Public Education (FAPE) to each eligible student who has a physical or mental impairment that substantially limits a major life activity. Under Section 504, an appropriate education consists of the provision of regular or special education and related aids and services that are designed to meet the student’s individual educational needs as adequately as the needs of non-disabled students, and in accordance with Section 504 requirements pertaining to educational settings, evaluation, placement and procedural safeguards.
Suspension and Expulsion of Students Served Under Section 504

Students who are eligible under Section 504 have certain additional protections when charged with a violation of the Code of Student Conduct which may result in a suspension or expulsion. Similar to suspension or expulsion of a student with a disability under the IDEA, it is necessary to conduct a manifestation determination review for a Section 504 disabled student. Section 504 allows a student to be disciplined, without going through the manifestation determination review process, where the student is charged with and found to be currently engaging in the illegal use of drugs or alcohol.

The manifestation determination process will determine if the violation was due to the student’s disability. The review must also consider the appropriateness of the student’s plan of supports and services under Section 504. Appropriate actions should include consideration for a referral for IDEA evaluation when the manifestation determines the behavior is likely related to the disability. In those situations, in which the student committed an infraction leading to state mandated removal from school, the review process must consider the obligations to provide FAPE under IDEA.

In situations in which the manifestation determination process determines the behavior is NOT related to the disability, the student is to be given the same treatment or sanctions as the nondisabled students, consistent with the Code of Conduct and district policy. For purposes of Section 504, the provisions of FAPE do not apply during the period of discipline or removal from school. The student may apply for reinstatement following the same policy as nondisabled peers.

Role of DPSCD Public Safety: Incident Report, Threat Assessment, Outside Referral, Crisis Management

DPSCD Public Safety intervention is designed to be exercised as a last resort. If an imminent threat of serious harm cannot be abated and it is determined that DPSCD Public Safety intervention is necessary to resolve the situation, students will be afforded all relevant due process rights guaranteed under federal, state, and local law. All school security officers and DPSCD Public Safety will incorporate effective de-escalation strategies when responding to requests for assistance or when monitoring schools.

DPSCD Public Safety will collaborate with School Building Teams to assist with school threat assessments in those instances where there is heightened threat to safety of the school community, acts of violence, or targeted violence. The goals of threat assessments are to a) maintain a safe school environment by preventing an act of violence from taking place and b) resolve student conflicts or problems that underlie threatening behavior.

School staff will submit Form 63 to notify DPSCD Public Safety along with other appropriate district level staff, for those identified behavior violations that pose imminent threat of serious harm by nature or where there is demonstrable risk to the safety of others. The district crisis management plan has been established to accurately safety plan and respond
to those situations that may warrant referral to outside community resources or referrals for prosecutorial intervention (methods of last resort or reporting as required by Michigan law).

The DPSCD Public Safety Department reserves the right to confiscate cellular and or technology devices for investigation purposes.

To reach the DPSCD Public Safety Department directly call (313) 748-6000 or visit 8500 Cameron St. Detroit, MI 48211. For more information visit https://www.detroitk12.org/DPSCD_Public_Safety_Department.

**Emergency Removals**

It may be necessary to remove a student from school immediately due to a threat to the immediate health and/or safety of the school environment. In such circumstances, school administration will contact the student(s)’ parents/guardians and immediately begin a threat and behavior risk assessment. If an emergency removal results in a suspension or expulsion, due process must be ensured as soon as practicable.

**Student Supports**

**Important Information for Students and Families**

If you need assistance beyond your school, the following offices and services of Detroit Public Schools Community District may be able to help. Follow the links below to be taken directly to each department’s webpage or visit our main website at www.detroitk12.org.

- **Office of Enrollment**: Enrollment, neighborhood schools, exam high schools.
- **Exceptional Student Education**: Services for students with disabilities.
- **Office of Equity and Culture**: Student attendance, discipline and support services.
- **Office of Equity, Advocacy & Civil Rights**: Reporting student harassment and discrimination.
- **Office of Family and Community Engagement**: Parent Teacher Associations, Parent Academy, and Alumni resources.
- **Homeless and Foster Care**: Supports and services for youth who are homeless or in foster care.
- **School Health and Wellness**: Vaccination forms, health and safety information.
- **DPSCD_DPSCD_Public_Safety_Department_Department**: Incident Report, threat assessment, outside referral, crisis management

**De-escalation/Seclusion and Restraint**

**De-escalation**

De-escalation is a targeted intervention for use with a student who is at risk for aggression. De-escalation involves using calm language along with other communication techniques to diffuse, redirect, or de-escalate a conflict situation.
Seclusion and Restraint

Seclusion and physical restraint are a last resort safety intervention reserved for emergency situations, in which a student’s behavior poses imminent risk to the safety of the individual student or others. Anytime emergency seclusion and emergency physical restraint are used, the District will follow applicable board policies, and state and federal laws, including appropriate documentation.

Seclusion: the confinement of a student in a room or other space from which the student is physically prevented from leaving. Seclusion does not include the general confinement of students if it is an integral part of an emergency lockdown or other security procedure necessary to protect the safety of students.

Physical Restraint: Restraint involving direct physical contact.

Emergency Seclusion: An emergency safety intervention involving seclusion that is necessitated by an ongoing emergency situation and that provides an opportunity for the student to regain self-control while maintaining the safety of the student and others. When used, there must be continuous observation by school personnel of the student in seclusion, and the room or area used for confinement must comply with state and local fire and building codes, must not be locked, must not prevent the student from exiting the area if school personnel become incapacitated or leave that area, and must provide for adequate space, lighting, ventilation, viewing, and the safety and dignity of the student and others, in accordance with state guidelines.

Emergency Physical Restraint: A last resort emergency safety intervention involving physical restraint that is necessitated by an ongoing emergency situation and that provides an opportunity for the student to regain self-control while maintaining the safety of the pupil and others.

Seclusion and Physical Restraint shall only be used in emergency situations and shall be performed in a manner that, based on research and evidence, is:

a. Safe;
b. Appropriate; and
c. Proportionate to and sensitive to the students:
   a. Severity of behavior
   b. Chronological and developmental age;
   c. Physical size;
   d. Gender;
   e. Physical condition
   f. Mental condition;
   g. Psychiatric condition; and
   h. Personal history, including any history of physical or sexual abuse or other trauma
APPENDIX A - TITLE IX DEFINITIONS

Actual Knowledge - Notice to the school of an allegation of Sexual Harassment. A school has actual knowledge when it has notice that a person may have been victimized. Schools are put on notice when any person reports Sexual Harassment to a school employee or if school personnel witnesses Sexual Harassment.

Complainant – An individual who is alleged to be the victim of conduct that could constitute sexual harassment, including a student, parent/guardian of a student, employee of the District, or third party who submits a complaint alleging Sexual Harassment prohibited by Title IX.

Respondent – An individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Sexual Harassment – Conduct on the basis of sex that meets one or more of the following descriptions:

1. A school employee conditioning an educational benefit or service on an individual's participation in unwelcome sexual conduct;
2. Any type of unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's educational program or activity;

Sexual Assault defined as:

- **Rape**: The penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim.
- **Fondling**: The touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of their age or their temporary or permanent mental incapacity
- **Incest**: Non-forcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.
- **Statutory Rape**: Non-forcible sexual intercourse with a person who is under the statutory age of consent.
Stalking - Engaging in a course of conduct directed at a specific person that would cause a reasonable person to:

1. fear for the person’s safety or the safety of others; or
2. suffers substantial emotional distress

For the purpose of this definition:

a. Course of conduct means two or more acts, including but not limited to, acts in which the stalker directly, indirectly or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about a person, or interferes with a person’s property.

b. Reasonable person means a reasonable person under similar circumstances and with similar identities to the victim.

c. Substantial emotional distress means significant mental suffering or anguish that may, but does not necessarily, require medical or other professional treatment or counseling.

Dating Violence - Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim.

For the purpose of this definition:

a. Dating violence includes, but is not limited to sexual or physical abuse or the threat of such abuse.

b. Dating violence does not include act covered under the definition of domestic violence.

Domestic Violence - A felony or misdemeanor crime of violence committed

1. By a current or former spouse or intimate partner of the victim
2. By a person with whom the victim shares a child in common
3. By a person who is cohabitating with, or has cohabitated with the victim as a spouse or intimate partner
4. By a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred, or
5. By any other person against an adult or youth victim who is protected from that person’s act under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred.

Office of Equity, Advocacy & Civil Rights (EACR) – The department within the District charged with overseeing Student Title IX investigations.

Formal Title IX Complaint – A complaint filed with the Title IX Coordinator or the Office of Equity, Advocacy & Civil Rights that triggers the below grievance procedures.

Complaint Submission Date – The date on which a Formal Title IX Complaint was submitted to the Title IX Coordinator or the Office of Equity, Advocacy, & Civil Rights.
Supportive Measures – Individualized services offered as appropriate to either or both the complainant and respondent involved in an alleged incident of Sexual Harassment prior to or during an investigation. Supportive measures may include counseling, extensions of time or other course-related adjustments, modifications of class schedules, mutual restriction on contact between the parties, changes in policies or procedures, and other similar accommodations. A Formal Title IX Complaint does not need to be filed for appropriate Supportive Measures to be implemented.

Preponderance of the Evidence – The evidence standard used to determine whether an alleged incident of Sexual Harassment occurred. The standard weighs the evidence to determine if an alleged incident more likely than not occurred.

Appendix B – Glossary of Terms

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appeal</td>
<td>To resort to a superior administrative level to review the decision of a lesser administrative level.</td>
</tr>
<tr>
<td>Arson</td>
<td>To unlawfully and intentionally burn or attempt to burn, any real or personal property by fire or incendiary device.</td>
</tr>
<tr>
<td>Bullying</td>
<td>Conduct intended to place a person in fear of harm or cause substantial distress</td>
</tr>
<tr>
<td>Breaking and Entering</td>
<td>Unlawful entry into a school building or other school structure.</td>
</tr>
<tr>
<td>Cyber Bullying</td>
<td>The use of electronic communication, network, social media or technology to intimidate, harass, bully or threaten.</td>
</tr>
<tr>
<td>Due Process</td>
<td>Orderly procedures where a person is served notice, has an opportunity to be heard and enforce/protect rights.</td>
</tr>
<tr>
<td>Expunge</td>
<td>To permanently remove from a student’s discipline record.</td>
</tr>
<tr>
<td>False Alarms</td>
<td>The act of initiating a fire alarm or initiating a report warning of a fire or an impending bombing or other catastrophe without just cause.</td>
</tr>
<tr>
<td>Fighting</td>
<td>Physical altercation between one or more students that does not cause serious injury.</td>
</tr>
<tr>
<td>Free and Appropriate Public Education</td>
<td>Section 504, The Individuals with Disabilities Education Act (IDEA) and Michigan Revised Administrative Rules that all students with a disability, aged birth through 25 have a right to receive a free appropriate education. Free means that the educational and related services are provided without cost to the parent, except for those fees that are imposed on students without disabilities.</td>
</tr>
<tr>
<td>Functional Behavior Assessment</td>
<td>An assessment of the factors that affect a student’s behavior, typically including a review of the environment and the student’s needs.</td>
</tr>
<tr>
<td>Gang Activity</td>
<td>An ongoing organization, association group of two or more individuals who use a common identifying name, sign or symbol, have a high rate</td>
</tr>
</tbody>
</table>
of interaction among themselves to the exclusion of others and are frequently involved in anti-social, delinquent or criminal activity.

<table>
<thead>
<tr>
<th><strong>Gang-Like Activity</strong></th>
<th>Activity that is associated with or similar to gang activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group Violence</strong></td>
<td>Three or more persons inflicting physical harm upon a victim or victims.</td>
</tr>
<tr>
<td><strong>Illegal Activity</strong></td>
<td>Conduct that is in violation of state and/or federal law.</td>
</tr>
<tr>
<td><strong>Incendiary Device</strong></td>
<td>Any material/object which causes a fire or explosion.</td>
</tr>
<tr>
<td><strong>Individualized Education Program (IEP)</strong></td>
<td>A specially designed instruction program developed by the IEP team, which describes the student’s eligibility, the student’s present level of performance, annual goals and short-term objectives, specific educational and related services, amount of time spent in general education, the least restrictive environment, the reasons why the IEP is accepted or rejected, transition services, and the dates and frequency of services. The IEP shall be reviewed annually or more often as needed.</td>
</tr>
<tr>
<td><strong>Intimidation</strong></td>
<td>Conduct intended to place a person in fear of harm less than bullying.</td>
</tr>
<tr>
<td><strong>Insubordination</strong></td>
<td>Refusal to obey the reasonable and lawful directions of authorized school personnel.</td>
</tr>
<tr>
<td><strong>In-School Suspension Program (ISSP)</strong></td>
<td>School wide strategy for creating and sustaining a positive nurturing school climate based on respectful relationships between teachers and students, teachers and teachers, students and students.</td>
</tr>
<tr>
<td><strong>Jurisdiction</strong></td>
<td>The power to hear and determine a school matter.</td>
</tr>
<tr>
<td><strong>Loitering</strong></td>
<td>The act of being in or about school district premises or in a specifically restricted area of a school district building at unauthorized times or without the specific authorization of school personnel.</td>
</tr>
<tr>
<td><strong>Out of School Suspension (OSS)</strong></td>
<td>A temporary removal from school and activities</td>
</tr>
<tr>
<td><strong>Petition</strong></td>
<td>A formal written request.</td>
</tr>
<tr>
<td><strong>Physical Assault</strong></td>
<td>Intentionally or attempting to cause physical harm to a student/adult through force or violence.</td>
</tr>
<tr>
<td><strong>Problem Solving Team</strong></td>
<td>A school-based problem-solving group that works collaboratively with parents, staff and community members to address issues that affect student learning.</td>
</tr>
<tr>
<td><strong>Refusal to Identify Self</strong></td>
<td>Refusing to show an identification card and/or give a correct name when requested to do so by school personnel.</td>
</tr>
<tr>
<td><strong>Restitution</strong></td>
<td>A restorative justice disciplinary action that allows students the opportunity to pay back for their misbehavior. When determining an amount, the fair market value of the property will be used.</td>
</tr>
</tbody>
</table>
| **Sexual Harassment**  | Any type of unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively
<table>
<thead>
<tr>
<th>Phase</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tardy</td>
<td>Arriving in school or class after specified start time without an excuse or pass as outlined in the District’s attendance policy.</td>
</tr>
<tr>
<td>Title IX Coordinator</td>
<td>The Title IX Coordinator oversees the Office of Equity, Advocacy &amp; Civil Rights, and is responsible for coordinating the District's response to complaints of sex discrimination.</td>
</tr>
<tr>
<td>Trespassing</td>
<td>To enter into or remain on school district premises without authorization and with no lawful purpose for entry.</td>
</tr>
<tr>
<td>Terroristic Acts</td>
<td>To threaten or cause violence to any person or property with intent to cause a reaction of any type by an official or institution or agency authorized to deal with emergencies; prevent or interrupt the occupation or use of an area, building or room or to cause interruption of public communication, water, gas or power supply.</td>
</tr>
<tr>
<td>Truancy</td>
<td>Students who have missed at least 10% of the school year with unexcused absences are considered chronically absent/truant. (Not including excused absences and suspensions)</td>
</tr>
</tbody>
</table>

(Retain this copy for your records)

PARENT AND STUDENT STATEMENT OF UNDERSTANDING, RECEIPT AND REVIEW OF STUDENTS’ RIGHTS, RESPONSIBILITIES AND CODE OF CONDUCT

TO THE PRINCIPAL:

We, the undersigned, join the Detroit Public Schools Community District in an effort to “successfully create a clean, safe and healthy environment to promote positive student behavior and achievement.”

Therefore, we, the undersigned, agree to:
FOR THE STUDENT

• Read and follow the rules and regulations outlined in The Handbook.
• Not engage in bullying and report bullying when I see it.
• Not bring a weapon or anything that may endanger others to school or to a school event.
• Notify school staff if I see a weapon or dangerous situation in school or at a school event.
• Seek school staff assistance when conflicts arise involving me or my peers.

STUDENT’S SIGNATURE _______________________________ DATE ______________

SCHOOL ________________________________________________________________

FOR THE PARENT/GUARDIAN

• Read the rules and regulations outlined in The Handbook.
• Teach and encourage my children to follow school guidelines
• Respect school staff and adhere to school policies and procedures.
• Notify school officials when conflicts arise involving students.

PARENT/GUARDIAN’S SIGNATURE ____________________________________________ DATE ______________

We agree to this commitment and expect that the School’s Principal will:

• Respect the rights of students and parents/guardians and enforce The Handbook.
• Promote conflict resolution.
• Listen and act on parent and student concerns where appropriate to develop a safe and healthy school environment.

(Return this copy to your child’s school)

PARENT AND STUDENT STATEMENT OF UNDERSTANDING, RECEIPT AND REVIEW OF STUDENTS’ RIGHTS, RESPONSIBILITIES AND CODE OF CONDUCT

TO THE PRINCIPAL:

We, the undersigned, join the Detroit Public Schools Community District in an effort to “successfully create a clean, safe and healthy environment to promote positive student behavior and achievement.”

Therefore, we, the undersigned, agree to:
FOR THE STUDENT

• Read and follow the rules and regulations outlined in The Handbook.
• Not engage in bullying and report bullying when I see it.
• Not bring a weapon or anything that may endanger others to school or to a school event.
• Notify school staff if I see a weapon or dangerous situation in school or at a school event.
• Seek school staff assistance when conflicts arise involving me or my peers.

STUDENT’S SIGNATURE ____________________________________________________ DATE

______________________________________________________________

FOR THE PARENT/GUARDIAN

• Read the rules and regulations outlined in The Handbook.
• Teach and encourage my children to follow school guidelines.
• Respect school staff and adhere to school policies and procedures.
• Notify school officials when conflicts arise involving students.

PARENT/GUARDIAN’S SIGNATURE _____________________________________________ DATE

We agree to this commitment and expect that the School’s Principal will:

• Respect the rights of students and parents/guardians and enforce The Handbook.
• Promote conflict resolution.
• Listen and act on parent and student concerns where appropriate to develop a safe and healthy school environment.

STAFF STATEMENT OF UNDERSTANDING, RECEIPT AND REVIEW OF STUDENTS’ RIGHTS, RESPONSIBILITIES AND CODE OF CONDUCT

I, the undersigned, join the Detroit Public Schools Community District in an effort to "successfully create a clean, safe and healthy environment to promote positive student behavior and achievement."

Therefore, I, the undersigned, agree to:

Read the rules and regulations outlined in The Handbook.
Respect the rights of students and parents/guardians and enforce The Handbook.
Not engage in bullying and report bullying when I see it.
Teach and encourage my students to follow school guidelines.
Promote conflict resolution.
Listen and act on parent and student concerns where appropriate to develop a safe and healthy school environment.
Abide by all Board Policies, including Policy 3139.01 - Work Rules And Staff Corrective Discipline and Policy 3210 - Standards Of Ethical Conduct, which provide that Staff members should not, “intentionally expose a student to unnecessary embarrassment or disparagement” or “use abusive and/or profane language.”

STAFF MEMBER’S SIGNATURE _____________________________________________ DATE

______________________________

SCHOOL________________________________________________________________