

# Behavior Level Choices And Consequences

## Response Strategies, Disciplinary Consequences, and Interventions

In the Matrix, each behavior is assigned to one of four Response Levels. The four Response Levels are the progressive steps that the teachers and admin will use to respond to behavior. Each response level has a set of corresponding Disciplinary Consequences, Interventions, and Response Strategies. Brief definitions of Disciplinary Consequences, Interventions, and Response Strategies are listed below:

Type of Action	Definition	Examples
<i>Response Strategy</i>	These are the steps that a school employee takes to end a student's misbehavior or defuse a student's conflict.	<ul style="list-style-type: none"><li>• Redirection</li><li>• Take a break to calm down</li><li>• De-escalation techniques, such as avoiding power struggles</li></ul>
<b>Disciplinary Consequences:</b> The consequences for a student's misbehavior		
<ul style="list-style-type: none"><li>• Academic Recovery/Behavior Reflection/Detention</li><li>• Temporary confiscations</li><li>• Verbal warning: A verbal reminder and provision of appropriate attire, if available, along with a plan to adhere to the dress code in the future.</li><li>• Parent/Guardian/Student conferences</li><li>• Restorative practices and techniques</li><li>• In-house suspension / At-home suspension</li><li>• Loss of privileges: Temporary loss of participation in preferred activities with an opportunity to earn it back through demonstrating positive behavior.</li><li>• Loss of non-academic privileges: (e.g., recess time) with a chance to regain them through improved punctuality.</li><li>• Loss of participation points or incentives: coupled with support to improve language skills and adherence to the policy.</li><li>• Loss of technology privileges: Temporary restriction of access, gradually reinstated upon improved behavior and adherence to guidelines.</li><li>• Expulsion</li><li>• Cultural Competency Training: Require the student to participate in training sessions to increase awareness and sensitivity.</li></ul>		
<b>Interventions:</b> A support system that is used to help struggling students. These supports can be designed to help a student with academics, attendance, or behavior. Interventions work best when they are customized for		

the student's needs.

- Behavior Intervention Plan (BIP): Collaboratively develop a plan targeting specific behaviors and implementing support strategies.
- Mentoring
- Positive reinforcement
- Counseling and mental health
- Problem-Solving Team
- Reintegration meetings after discipline
- Reflection: Reflection activity, such as writing a letter of apology or engaging in acts of kindness towards affected peers, alongside accountability measures.
- Check-in/Check-out System: Daily monitoring and feedback system to address behavior patterns and provide support.

**Restorative Action:** Any measure given in response to a policy violation. Restorative Actions are meant to offer education, encourage self-reflection and accountability, and to deter future violations.

- Restorative Circles: Facilitate a discussion involving the student, teacher, and affected peers to address the impact of their behavior and find resolutions.
- Restorative Dialogue: Clarify language policies and expectations, emphasizing respect for linguistic diversity.
- Restorative Intervention: Discuss the reasons behind the dress code and its impact on the school community.
- Restorative Conversations: Hold a meeting involving the student, relevant staff, and peers to address underlying issues and repair harm.
- Restorative Mediation: Facilitate a structured conversation to address the impact of the behavior and restore relationships.
- Restorative Practice: Structured conversations to explore underlying reasons for language use and develop strategies for respectful communication.
- Restorative Consequence: Assigned tasks/projects focusing on honesty and integrity.
- Restorative Justice Meeting: Facilitate discussions to address the impact of the language and promote understanding and respect.

## The Response Levels 1-4

Level	Party	Level Definition	Example Discipline	Example Intervention
<i>Level 1</i>	Teacher	In-class responses from the teacher	<ul style="list-style-type: none"> <li>• Contact parents</li> <li>• Restorative Action</li> </ul>	<ul style="list-style-type: none"> <li>• Student conference</li> </ul>
<i>Level 2</i>	Teacher	Classroom responses, consequences, and interventions	<ul style="list-style-type: none"> <li>• Lunch Detention</li> <li>• Restorative Action</li> <li>• Parent conference</li> <li>• Loss of Privilege</li> </ul>	<ul style="list-style-type: none"> <li>• Contact parent</li> <li>• Teach proper behaviors and replacement behaviors</li> </ul>
<i>Level 3</i>	Head of Division	Admin responses & in-school consequences	<ul style="list-style-type: none"> <li>• <u>Repair harm</u></li> <li>• Restorative Action</li> </ul>	<ul style="list-style-type: none"> <li>• Problem-Solving Team Plan</li> <li>• Behavior Plan</li> </ul>
<i>Level 4</i>	Head of Division	Most intense in-school responses and out-of-school consequences	<ul style="list-style-type: none"> <li>• Repair harm</li> <li>• Out-of-School Suspension</li> <li>• Possible expulsion.</li> </ul>	<ul style="list-style-type: none"> <li>• Counseling</li> <li>• Intense, individualized support</li> <li>• <u>School Intervention Plan ("SIP")</u></li> </ul>

### LEVEL 1: Teacher-Student

These behaviors receive consequences according to each student's teacher's discipline and classroom policies. After adequate warning, possible consequences include the student losing a privilege in class and/or detention from breaks or lunch recess. It is also expected that a student apologizes and/or takes reparative action as appropriate.

Examples	Consequences
<ul style="list-style-type: none"> <li>• Disruptive behavior in class</li> <li>• Disobedient to teachers or staff</li> <li>• Ignores the rights of others</li> <li>• Arrives at class after the bell rings</li> <li>• Does not use English to the best of the student's ability in the classroom (except in Thai and Chinese classes)</li> <li>• Does not follow the dress code</li> <li>• Chewing gum</li> </ul>	<ul style="list-style-type: none"> <li>• Contact parents</li> <li>• Restorative Action</li> <li>• Student- Teacher Behavior Contract</li> </ul>

<ul style="list-style-type: none"> <li>• Leaving trash, rubbish, or belongings in undesignated areas</li> <li>• Ordering food and drink deliveries from outside the school</li> <li>• Shows a lack of discipline when variation from routine occurs</li> <li>• Runs in the halls or engages in any disorderly or potentially dangerous behavior in the halls, stairs, or classroom</li> <li>• Uses profanity</li> <li>• Has a first offense of insolence or refuses to comply when asked</li> <li>• Disrespectful towards peers (argument, bullying, making fun, harassing, etc...)</li> </ul>	
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<b>LEVEL 2: Teacher-Student-Parent</b> The classroom teacher coordinates the setting of consequences according to classroom policies. Further consequences may include:	
Examples	Consequences
<ul style="list-style-type: none"> <li>• Any behavior in Level 1 in which the classroom teacher sees a pattern developing (3 or more instances of the same behavior in the course of a month)</li> <li>• Dangerous or rough play at recess or playing in an off-limit area during recess (such as in the 2nd and 3rd-floor hallways or the Kindergarten play area)</li> <li>• Continued use of Profanity and Swearing by any person</li> <li>• Acting or speaking with the deliberate intention to mislead or misinform</li> <li>• Using cell phones, computers, headset devices, electronic games, computer games, etc., at an inappropriate time or in an inappropriate manner</li> <li>• Dangerous or Rough Play at Recess; Playing in Off-Limit Areas</li> </ul>	<ul style="list-style-type: none"> <li>• Contact parents</li> <li>• Restorative Action</li> <li>• Check-in/Check-out System</li> <li>• Loss of Privileges</li> </ul> <p>Escalating Response:</p> <ul style="list-style-type: none"> <li>• Teacher Led Behavior Contract: Clear expectations and consequences for truthfulness, with agreed-upon rewards for compliance.</li> <li>• Technology Contract: Review and sign an agreement outlining acceptable use policies and consequences.</li> <li>• Loss of Technology Privileges</li> <li>• In-school suspension</li> </ul>

LEVEL 3: Student-Admin	
Examples	Consequences
<ul style="list-style-type: none"> <li>Any behavior in Level 2 in which the classroom teacher sees a pattern developing (3 or more instances of the same behavior in the course of a month)</li> <li>Inappropriate public display of affection</li> <li>Skipping class</li> <li>Being in a classroom unsupervised</li> <li>Repeated, documented insolence or refusal to comply when asked</li> <li>Repeated, documented disrespect of peers (argument, bullying, making fun, etc)</li> </ul>	<ul style="list-style-type: none"> <li>Referral to the admin</li> <li>Conference with the homeroom teacher</li> <li>Notification of the parents</li> <li>Documentation of the behavior placed in the student's cumulative file</li> <li>Establishing a behavior contract</li> <li>Detention from break or lunch recess</li> <li>In-school suspension</li> <li>Out of school suspension</li> <li>Support Plan (SP)</li> <li>Restorative Conversation</li> <li>Restorative Practice</li> <li>Restitution</li> </ul>

LEVEL 4: Student-Admin-Parent	
Examples	Consequences
<p>Any behavior in Level 3 in which the classroom teacher has seen and documented a pattern (3 or more instances of the same behavior in the course of a month)</p> <ul style="list-style-type: none"> <li>Racial/religious/national slurs</li> <li>Open defiance of authority</li> <li>Fighting/physical assault</li> <li>Setting off fire alarms in a non-emergency</li> <li>Vandalism/damage to school property</li> <li>Cheating/plagiarism</li> <li>Possession or creation of pornographic materials</li> <li>Gambling</li> </ul>	<ul style="list-style-type: none"> <li>Any of the consequences from Level 2 or 3 may apply, plus</li> <li>Required parent conference</li> <li>Referral to the Director for support and intervention</li> <li>Apology and reparative action</li> <li>In-school suspension (ISS) or Out-of school suspension</li> <li>Parent Meeting</li> <li>Support Services Team (SST) Meeting</li> </ul>

<ul style="list-style-type: none"> <li>• Stealing</li> <li>• Inappropriate use of the internet or technology</li> <li>• Inappropriate use of Artificial Intelligence</li> <li>• Acts of academic dishonesty</li> <li>• Forgery</li> <li>• Hazing—actions that persecute, harass, humiliate, or coerce other students</li> <li>• Chronic failure to comply with the dress code</li> <li>• Repeated, documented public display of inappropriate affectionate behavior</li> <li>• Possession of a weapon (see Serious Violations)</li> <li>• Possession of drugs, alcohol, or tobacco (see Serious Violations)</li> </ul>	<ul style="list-style-type: none"> <li>• Behavior Support Plan Review</li> <li>• Intensive Support Plan</li> <li>• Restorative Justice Meeting</li> <li>• Cultural Competency Training</li> <li>• Police intervention</li> </ul>
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### Out-of-Classroom Consequences

Consequences Title	Definition	Limit of Consequence	Response Level
<i>In-School Learning Program (ILP)</i>	ILP is a separate classroom placement for students. Students are removed from the classroom environment. The student can make up assignments missed and all teachers must visit the student to ensure that they can complete the work.	Administrators should start with a small number of periods or days (e.g., 1 day) in ILP before increasing the number of days.	Level 3
<i>Out-of-School Suspension (OSS)</i>	OSS results in a student being removed from the school environment for a designated period of time. The student can make up any assignment missed while on an OSS, and the student's teachers must allow the student to meet with them to help the student complete work and to answer questions, as schedules permit.	Upon return from OSS, the admin will ensure that at least one Intervention plan is in place. Administrators should start with a small number of days (for e.g., 1 day) in OSS before slowly increasing the number of days.	Level 4

## Progressive Consequences Approaches

Level	Interventions	Examples
Level 1 to Level 2	The teacher should use basic classroom management methods.	After attempting to correct the specific behavior (e.g., for at least three days), may move up to a Level 2. Parents must be called.
Level 2 to Level 3	The teacher should use strategies like behavior contracts.	After attempting to correct the behavior at least three times, may move up to a Level 3. Parents must be called into the school.
Level 3 to Level 4	If the student repeated the same Level 2 behavior, the admin must implement an Intervention plan.	Admin should not move to a Level 4 unless the student's Intervention plan has been implemented. If the plan is unsuccessful and the admin believes that no Level 3 Intervention will help, may move to a Level 4.

Student Infractions	Level 1	Level 2	Level 3	Level 4
	Teachers		Admin	
Academic Dishonesty				
Plagiarizing, committing forgery, or cheating on a minor assignment (i.e. a classroom worksheet, a quiz, or classroom test).	x	x		
Plagiarizing, committing forgery, or cheating on a major assignment (i.e. an end of semester exam or benchmark exam). In lieu of receiving an exclusionary consequence, an administrator should consider giving the student a failing grade for a first offense. Exclusionary consequences are appropriate for repeat behavior.			x	x
Tampering with or assisting another in tampering with the school district’s computer network, systems, exams, or grades (i.e. changing grades in Student Information System). This includes “hacking” any school-issued device.				x
Disruptive and Uncooperative Behavior				

<p>Disrupting instruction and the learning of other students in the classroom.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• <i>Speaking out of turn, make inappropriate or humorous comments at inappropriate times</i></li> <li>• <i>Trying to engage others while they are working</i></li> <li>• <i>Dropping things, laughing, or making noises on purpose</i></li> <li>• <i>Bothering other students</i></li> <li>• <i>Being out of seat/walking around class</i></li> <li>• <i>Over socializing</i></li> <li>• <i>Knocking on doors/windows of classrooms</i></li> </ul>	x	x	x	
<p>Refusing to follow directions or truthfully respond to questions or requests of teachers, staff, or administrators.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• <i>Refusing to give name or information</i></li> <li>• <i>Giving false name or information</i></li> <li>• <i>Fraudulently representing TCIS for personal gain</i></li> <li>• <i>Possessing hall pass without authorization</i></li> <li>• <i>Refusing to follow class instructions and/or do assigned work</i></li> <li>• <i>Refusing to remove/put away items or materials as requested by teacher, staff, or administrator</i></li> <li>• <i>Refusing to sit in assigned seat</i></li> </ul> <p>Level 4 is reserved for students with an extensive history of repeated offenses.</p> <p>Before recommending Level 4 exclusionary discipline, the student must have been referred to a Problem-Solving Team and have a School Intervention Plan ("SIP") in place.</p>	x	x	x	x
<p>Inciting or encouraging a fight, including taunting, baiting, or organizing disruptive activities with or without the use of electronic devices.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• <i>Encouraging students to fight</i></li> <li>• <i>Texting a student to incite a fight</i></li> </ul>			x	x
<p>Preventing instruction for a significant time or acting in a way that significantly disrupts class, school, or a school sponsored activity.</p>			x	x



<p>Examples:</p> <ul style="list-style-type: none"> <li>• <i>Throwing objects such as furniture, laptops, books, etc.</i></li> <li>• <i>Making extreme outbursts</i></li> </ul>				
<p>Using force or some other means to gain entry to a secure or locked school facility without permission.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• <i>Breaking a window to gain entry</i></li> <li>• <i>Taking an employee's keys and using them to gain entry into a building and/or room</i></li> </ul>				x
<p>Making inappropriate body gestures towards a teacher or staff.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• <i>Rolling of eyes</i></li> <li>• <i>Using the middle finger</i></li> </ul>	x	x		
<b>Failure to Remain in Class or School</b>				
<p>Being late to class. For repeated tardiness, a teacher may refer a student to the Administrator (Level 3 Response). However, the Administrator's consequence and Intervention should be designed to maximize the student's in-class time.</p>	x	x	x	
<p>Not being in an assigned class.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• <i>Leaving class without permission</i></li> <li>• <i>Being in the hallway without permission</i></li> <li>• <i>Refusing to return to class when asked by teachers, staff, or administration</i></li> </ul> <p>When selecting consequences for this behavior, Administrators should select those which allow a student maximum in-class time such as lunch time detention. Administrators should not use out of school consequences for this behavior.</p>		x	x	
<p>Leaving the school campus during a scheduled class without permission.</p> <p>When selecting consequences for this behavior, Administrators should select those that allow a student maximum in-class time, such as lunchtime detention.</p>			x	

Failing to follow van/bus rules or the instructions of the bus/van driver. For minor or occasional failures to follow bus rules, the student may lose school activity privileges; however, for repeated or serious or safety-related failures, a student may lose bus privileges, temporarily or permanently.		x	x	
Failing to follow the instructions of staff, a coach, teacher, or chaperone on a field trip, camp, or during an extracurricular or after-school activity or event.	x	x	x	
<b>Not Remaining in Class or School</b>				
Being late to class (being tardy). For repeated tardiness, a teacher may refer a student to the Administrator (Level 3 Response). However, the Administrator's consequences and interventions must be designed to maximize the student's in-class time.	x	x	x	
<p>Not being in the student's assigned class.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• <i>Leaving class without permission</i></li> <li>• <i>Being in the hallway without permission</i></li> <li>• <i>Refusing to return to class when asked by teachers, staff, or administration</i></li> </ul> <p>When selecting consequences for this behavior, Administrators should select those which allow a student maximum in-class time such as lunch time detention. Administrators should not use out of school consequences for this behavior.</p>		x	x	
Leaving school campus during scheduled class without permission. When selecting consequences for this behavior, Administrators should select those which allow a student maximum in-class time such as lunch time detention			x	
<b>Failure to Respect the Property of Others</b>				
Damaging, defacing, destroying, or taking property that belongs to another person or the School. This behavior does include school prank(s).		x	x	x

Teachers have discretion to handle minor situations in the classroom.				
Physically taking or obtaining property from another's person without consent.  Examples: <ul style="list-style-type: none"> <li><i>Picking another student's pocket</i></li> <li><i>Taking a wallet from someone's pocket</i></li> <li><i>Taking something from a purse or bookbag while it is being worn</i></li> </ul>			x	x
<b>Inappropriate Language</b>				
Using profanity or minor offensive language or making inappropriate or offensive gestures, verbal or written comments, or symbols.	x	x	x	x
Using profanity or offensive language or making inappropriate or offensive gestures, verbal or written comments, or symbols <b>directed at another student.</b>		x	x	
Using offensive language that is related to racism, hate or bigotry.			x	
Using profanity or offensive language or making inappropriate or offensive gestures, verbal or written comments, or symbols <b>directed at school personnel.</b>  For students in ECE/ES, teachers have the discretion to address the first occurrence of this behavior in the classroom. For students who repeatedly use direct profanity at school personnel, the school will resort to a Level 3 to resolve the issue. Repeated instances after a Level 3 intervention will result in Level 4 response.		x	x	x
Requesting sexual acts or favors, or other inappropriate verbal, written, or physical conduct of a sexual nature. Due to the nature of the behavior and age of the students, Administrators must hold a parent/guardian conference with the student, his or her family, and the teacher.			x	x
<b>Bullying, Harassment, and Threats</b>				
Threatening conduct (including verbal, written, or electronic communication or physical gestures) directed toward another student,		x	x	x

teacher, staff member, administrator, or other person where there is no reasonable expectation of bodily harm.				
Acting in a manner that makes another student reasonably believe they are in danger of physical harm, including, but not limited to, verbal statements, written statements, non-verbal aggression, and intimidation.			x	x
Making threats of weapon violence towards another student where the student reasonably believes and reports that they are in danger of physical harm, including, but not limited to, verbal statements, written statements, pictures and messages on social media and other emails, chat, and text applications.		x	x	x
<b>Inappropriate Use of Technology</b>				
Using any personal device in class for calling, texting, playing games, browsing the internet, using apps, or listening to music <b>without teacher approval</b> . Temporary confiscation may be used as an additional consequence. Long-term confiscation or loss of privileges may be used as an additional consequence for students with repeat offenses.		x	x	
<p>Committing minor, inappropriate uses of technology.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• <i>Using computer for games, messaging services, chat rooms, and other non-school related activities</i></li> <li>• <i>Using computer to download, store, or create non-school related files that don't cause damage to the device, such as videos, music, apps, data or other programs</i></li> <li>• <i>Using computer to transmit personal information such as home telephone number over the internet</i></li> </ul>		x	x	
Making unauthorized changes to program settings or engaging in any behavior or activity that damages or disrupts network performance on school devices. This includes a denial of service attack				x
<p>Committing major, inappropriate uses of technology.</p> <p>Examples:</p>			x	x

<ul style="list-style-type: none"> <li>• <i>Changing a school-issued device's settings/configurations</i></li> <li>• <i>Deleting, examining, copying, or modifying files, data, or device settings of another user</i></li> <li>• <i>Using computer to download, store, or create non-school related files that cause damage to the device</i></li> <li>• <i>Sending unauthorized anonymous and/or false communications using applications such as, but not limited to, Google Chat, Line, Whatsapp</i></li> <li>• <i>Bypassing the School's web filter through a web proxy</i></li> </ul>				
<p>Committing the most significant inappropriate uses of technology.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• <i>Performing any activity that voids the device, service agreement, software license or warranty such as, but not limited to, jailbreaking or rooting (hacking the device to bypass digital rights management software)</i></li> <li>• <i>Using a school-issued device or the School's internet/network for non-educational, financial or personal gain</i></li> <li>• <i>Using a school-issued device or the School's internet/network for illegal activity, including uses that violate federal, state, or local laws or regulations</i></li> </ul>				x
<b>Recordings &amp; Transmissions</b>				
Recording a subject, using photos, audio, and/or video, without the subject's or school's permission.	x	x	x	x
<p>Recording a subject, using photos or video, while the subject is in a nude or partially nude state.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• <i>Recording an individual in the restroom or locker room</i></li> <li>• <i>Recording exposure of body parts (i.e. mooning, flashing, etc.)</i></li> </ul>			x	x
Sending, transmitting, uploading, downloading, or distributing a recording of a subject, including other students, staff, teacher, administrator, or other person, without the subject's approval and with intent to harm or demean the subject.			x	x

<p>Sending, transmitting, uploading, downloading, or distributing obscene, threatening, harassing, pornographic, sexually explicit, or racist materials.</p> <p>Example:</p> <ul style="list-style-type: none"> <li>• <i>Nude or partially nude “selfies”</i></li> <li>• <i>Memes, GIFs, screenshots, and other digital images</i></li> </ul>			x	x
<b>Inappropriate Physical Contact and Aggression</b>				
<p>Initiating an inappropriate physical act directed at another student that does not rise to the level of a fight or physical attack, such as pushing, shoving or horseplay.</p>		x	x	x
<p>Fighting with another student. The Administrator has discretion to determine the appropriate Response Level based on:</p> <ul style="list-style-type: none"> <li>• at least, each student’s actions</li> <li>• the length of the fight</li> <li>• the number of participants</li> <li>• the students’ actions leading up to the fight</li> <li>• the damage both to the school and the people involved</li> </ul> <p>If a student is defending themselves, the Administrator may select a lesser Disciplinary Consequence, including no consequence when appropriate. For students who engage in large, severe fights or who fight repeatedly, the Administrator should determine the proper consequence.</p>			x	x
<p>Physically attacking another student. The Administrator should consider, at least, the participants’ actions leading up to the assault, the number of participants, and the physical harm caused to the victim. For students who engage in severe assaults or who repeatedly assault others, the Administrator should determine the proper consequence.</p>			x	x
<p>Physically harming a TCIS employee or other adult, including throwing an object at or striking an adult who is intervening in a fight. The Administrator has the discretion to start with any Response Level, and should consider the following:</p> <ul style="list-style-type: none"> <li>• Whether the student intended to cause the harm</li> <li>• The severity of the injury caused</li> </ul> <p>An administrator has the discretion to begin with a Level 3 Response if the</p>			x	x

student acted intentionally or caused severe injury, such as requiring medical attention.				
<b>Inappropriate Touching</b>				
Engaging in an activity or horseplay that includes touching another student's private parts without his or her permission. Due to the nature of the behavior and the students' age, administrators should hold a parent/guardian conference with the student, his or her family, and the teacher. The admin must be involved in responding to this item, but teachers must be notified.			x	x
Touching another student's private parts with permission or letting another student touch your private parts, including public display of affection (making out). Due to the nature of the behavior and age of the students, administrators should hold a parent/guardian conference with the student, his or her family, and the teacher.		x	x	x
Intentionally touching another student's private parts without consent, as defined in the glossary. Due to the nature of the behavior and age of the students, administrators should hold a parent/guardian conference with the student, his or her family, and the teacher.			x	x
<b>Use/Possession/Distribution of Unauthorized Items</b>				
Using any items that disrupt the learning environment.  Example: <ul style="list-style-type: none"> <li><i>Playing with a toy</i></li> <li><i>Eating in class</i></li> </ul>	x	x	x	
Unauthorized selling or distributing of goods not otherwise not approved by the teacher	x	x	x	x
Knowingly using, possessing, or participating in the distribution of items that are prohibited by law.			x	x
<b>Gambling</b>				
Engaging in a game of chance requiring the use of money or the		x	x	x

exchanging of goods (i.e. poker or dice).				
<b>Alcohol, Drugs, Inhalants, and Tobacco</b>				
Failing to comply with the TCIS Medication Policy and Procedure, which students must follow prior to taking drugs of any kind at school. This provision applies to over-the-counter and Non-Prescription medicines. All medicine must be observed by the School Nurse.		x	x	x
Using or possessing tobacco, nicotine inhalers, e-cigarettes, and/or Vape			x	x
Being under the influence of any alcoholic beverage or any prohibited drug.			x	x
Using or consuming alcohol or any prohibited drug			x	x
Having possession of alcohol, prohibited drugs, or drug paraphernalia.			x	x
Buying, selling, or participating in the distribution of an alcoholic beverage or any other prohibited drug or drug paraphernalia to another student. Distribution may be inferred by the particular facts, including the amount of alcohol or drugs in a student's possession.			x	x
Buying, selling, or participating in the distribution of tobacco, nicotine inhalers, e-cigarettes, or Vape products to another student. Distribution may be inferred by the particular facts, including the amount of prohibited items in a student's possession.			x	x
Buying, selling, or participating in the distribution of Over-the-Counter and Non-Prescription Medicine to another student. Distribution may be inferred by the particular facts, including the amount of the drugs in a student's possession.				
When assigning Disciplinary Consequences for behaviors involving over-the-counter and Non-Prescription Medicine, the school administrator should consider the student's intent (e.g., helping a student with a headache as opposed to trying to make money off the sale of the medicine).		x	x	x
<b>Weapons/Firearms</b>				



Possess a toy weapon not used to threaten, intimidate, harm, or cause a disruption.		x	x	x
Possess a toy weapon used to threaten, intimidate, harm, or cause a disruption.			x	
Possessing a weapon other than a firearm as defined below. This includes, but is not limited to, bullets, pocket knives, switchblade knives, box cutters, swords, daggers, tasers, metal knuckles, BB guns, pellet guns, flare guns, air rifles, and Airsoft Rifles or anything deemed a weapon by a school official. For this to apply, the student must not have demonstrated any intent to use the weapon.			x	x
Possessing and attempting or threatening the use of a weapon, except a firearm, against another person or to cause disruption.				x
Possessing a firearm, which is defined as any weapon (including a starter gun) that will or is designed to or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of any such weapon; any firearm muffler or firearm silencer; or any destructive device.				x