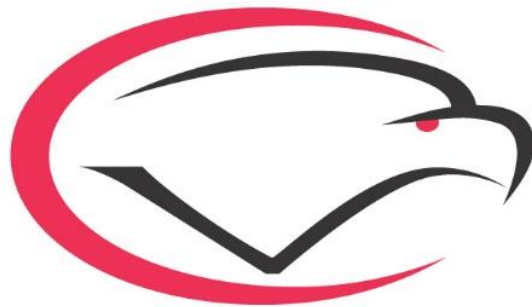


CUMBERLAND VALLEY SCHOOL DISTRICT
STUDENT CODE OF CONDUCT
2020-21



CUMBERLAND VALLEY
SCHOOL DISTRICT

Soaring to Greatness, Committed to Excellence

6746 Carlisle Pike
Mechanicsburg, PA 17050
717.506.3660
www.cvschools.org

Cumberland Valley School District

Our Mission

The Cumberland Valley School District, in collaboration with students, educators, parents and the community, is committed to developing 21st century learning and thinking skills through a rigorous, relevant, and comprehensive curriculum, while preparing students to be innovative, productive citizens in an interconnected world.

Our Beliefs

We believe...

- * America's greatest resource and hope for the future is the successful education of present and future generations of our children.
- * The student is the focus of education.
- * Students have diverse needs.
- * Everyone can learn and succeed.
- * High expectations yield educational excellence.
- * The sharing of ideas promotes personal and group growth.
- * Education is a lifelong journey.
- * Individuals are ultimately responsible for their own actions.
- * Caring and responsible attitudes create respectful individuals.
- * Goal setting and constructive evaluation enhance performance.
- * A safe, healthy, and orderly climate is essential for learning.
- * Effective leaders create long-term plans with vision.
- * A skilled, committed, and caring staff is vital for success.
- * A rapidly changing world requires adaptability.
- * Family is an important foundation for an individual's success.
- * Effective two-way communication facilitates involvement.
- * The education and welfare of students is a shared responsibility.

Our Goals

The Cumberland Valley School District will:

- (1) Maintain an educational environment that meets the diverse academic, social, emotional, and physical needs of our students.
- (2) Tailor teaching strategies and scheduling to meet the needs of the students.
- (3) Provide a safe educational setting that facilitates respect for persons, property, and individual beliefs.
- (4) Provide appropriate evaluation and reporting of student achievement.
- (5) Provide accessible pupil services that respond to the needs of a changing student population.
- (6) Recognize and support the family's role as a partner in their child's education.
- (7) Provide equipment and training so students and staff will be technologically competent.
- (8) Help students develop a spirit of volunteerism.
- (9) Provide and maintain a qualified, well-trained, professional and support staff.
- (10) Provide an effective communication system that serves the entire Cumberland Valley community.
- (11) Revise and update curriculum systematically to provide students with the most current academic opportunities.
- (12) Generate a cooperative effort by the community and school district to assure maximum use of school facilities.

**Cumberland Valley School District Student Code of Conduct
School Board Policy 218 / Student Discipline**

The Board acknowledges that conduct is closely related to learning; an effective instructional program requires a wholesome and orderly school environment and the efficacy of the educational program is, in part, reflected in the behavior of students and employees.

The Board shall require each student of this district to adhere to the rules and regulations promulgated by the administration and to submit to such disciplinary measures as are appropriately assigned for infraction of those rules. The rules govern student conduct in school, during the time spent in travel to and from school, during school activities, and any off-campus conduct that adversely affects the on-campus educational environment.

Data regarding disciplinary action(s) shall be entered on a student's record. All such information shall be removed from the student's permanent record when s/he leaves this school district, unless the student is being admitted to another public school district.

Any student disciplined by an employee of this Board shall have the right to notice of the infraction and a hearing before the building principal prior to being disciplined, and may appeal the determination thereof to the Superintendent.

The Superintendent shall promulgate rules and regulations for student conduct which carry out the purposes of this policy and are not arbitrary, but bear a reasonable relationship to the need to maintain a school environment conducive to learning; do not discriminate among students on account of race, sex, color, religion, sexual orientation, national origin, or disability; do not demean students; and do not violate any individual rights constitutionally guaranteed to students.

The Superintendent shall designate sanctions for the infractions of rules which shall:

- 1) Relate in kind and degree to the infraction.
- 2) Help the student learn to accept responsibility for his/her actions.
- 3) Be directed, where possible, to ameliorating any harm that may have been caused by the student's misconduct.
- 4) Hold parents/guardians accountable for the actions of their sons or daughters or wards.

The Superintendent shall publish and provide to all students and their parents/guardians the rules of this district regarding the Code of Student Conduct and the sanctions that may be imposed for breach of those rules. The Board shall adopt the Code of Conduct.

Cumberland Valley School District Student Code of Conduct Non-Discrimination Policy

As a student in the Cumberland Valley School District, you have the right to attend school in a safe, secure environment free from bullying, discrimination and harassment. We recognize that these issues are a problem that can happen anywhere despite education and prevention efforts. We ask you to partner with us to address these issues and to ensure that our schools are safe and positive places for growing and learning.

Harassment, intimidation, or bullying" means any intentional electronic, written, verbal, or physical act that:

- Physically or emotionally harms a student or damages the student's property; or
- Has the effect of substantially interfering with a student's education; or
- Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or
- Has the effect of substantially disrupting the orderly operation of the school.
-

If you believe you or anyone else has been a target, please speak to an administrator or other trusted adult, and/or access the link listed below for reporting procedures.

Cumberland Valley School District prohibits discrimination, including sexual harassment, on the basis of race, color, age, creed, religion, sex, sexual orientation, ancestry, national origin, marital status, parenting status, pregnancy or handicap/disability in its activities, programs or employment practices. The following employees have been designated to handle questions and complaints of alleged discrimination or sexual harassment:

Compliance Officer:

Michelle Zettlemoyer, Director of Human Resources, (717) 506-3339,
mzettlemoyer@cvschools.org;

ADA/Section 504 Coordinator:

Doris Hagemann, Director of Student Services, (717) 506-3320, dhagemann@cvschools.org.

Individuals with disabilities who require assistance or special arrangements to attend a program or activity sponsored by the Cumberland Valley School District should contact Michael Willis, Director of Business and Support Services at (717) 506-3312 or mwillis@cvschools.org.

For TTY, dial 711 for Relay Service.

More information regarding the complaint process as well as complaint forms may be found at:
<https://www.cvschools.org/nondiscrimination>

Cumberland Valley School District Student Code of Conduct

2020-21 District and Building Administration

District Administration

Dr. David E. Christopher	Superintendent of Schools
Dr. Mark A. Blanchard	Assistant Superintendent of Secondary Education
Mr. Gregory J. Milbrand	Assistant Superintendent of Elementary Education
Ms. Doris Hagemann	Director of Professional and Student Services
Ms. Gaynelle Angelo	Director of Special Education
Mr. Chris Smith	Director of Technology and Innovation
Mr. Michael M. Willis	Director of Finance and Operations
Mrs. Michelle A. Zettlemyer	Director of Human Resources

Building Administration

Dr. Nicole L. Malinoski	Principal, Cumberland Valley HS
Mr. Brian Robinson	Associate Principal, Cumberland Valley HS
Mr. Rob Martin	Associate Principal, Cumberland Valley HS
Mrs. Jamie Croft	Assistant Principal, Cumberland Valley HS
Dr. Michael Jones	Assistant Principal, Cumberland Valley HS
Mrs. Colleen Staton	Assistant Principal, Cumberland Valley HS
Mrs. Amy Miller	Assistant Principal, Cumberland Valley HS
Mr. John Gallagher	Principal, Eagle View MS
Mrs. Karen Trybulski	Assistant Principal, Eagle View MS
Mr. Jeffrey Hosenfeld	Principal, Mountain View MS
Mr. Roger Riegel	Assistant Principal, Mountain View MS
Mrs. Taylor Williams	Dean of Students, Mountain View MS / CVVA
Mrs. Maria Miller	Principal, Green Ridge Elementary
Mr. Todd Franze	Principal, Hampden Elementary
Mrs. Stephanie Eldridge	Principal, Middlesex Elementary
Dr. Megan Ward	Principal, Monroe Elementary
Mrs. Deana Raymer	Principal, Shaul Elementary
Dr. Anthony Parks	Principal, Silver Spring Elementary
Mrs. Dayl Lynn Shaddock	Principal, Sporting Hill Elementary
Dr. Chad Runkle	Principal, Winding Creek Elementary
Mr. Mike Azzalina	Assistant Principal, Winding Creek Elementary / CVVA
Dr. Lyn Shaffer	Director of Instructional Technology, CVVA
Mrs. Tara Smith	Dean of Students, CVVA

Cumberland Valley School District Student Code of Conduct Rights and Responsibilities

Student Rights

Students have the right to speak or express themselves, publish and distribute their opinions in a respectful, accurate manner, and have access to school facilities. (Board Policy #220)

Students have the right to learn in an environment free of unlawful harassment. The District is committed to providing a physically and psychologically safe learning environment. Toward that end, no person shall make any unwelcome or unwanted sexual advance, any form of improper physical contact, or sexual remarks that create a hostile or offensive learning environment. (Board Policy #248)

Students have the right to respectfully refrain from the Pledge of Allegiance and Flag Salute but must respect the rights and interests of classmates and staff who wish to participate. (Board Policy #807)

Students have the right to dress as they deem appropriate unless their clothing or personal hygiene causes a health or safety hazard, disrupts the educational process, is immodest, or displays language/symbols which violate stated guidelines related to age-appropriate, profane, harassing, and/or threatening conduct. (Board Policy #220)

A student who violates the Code of Conduct may receive a suspension from school up to an exclusion (expulsion) depending upon the nature of the offense. The principal may temporarily suspend a student for up to three days without a hearing. The principal is required to establish the facts, allow the student to respond to the charges, and notify the parent/guardian if the suspension is imposed. The principal will send a written notice to the Superintendent and student's parent/guardian.

For suspensions in excess of three days, students have the right to an informal hearing with the appropriate building administrator within the first three days of a suspension. Prior to the hearing, the student and parent/guardian must receive written notice stating the nature of the alleged charges and all information to which they are entitled in order to prepare properly for the hearing. Students are permitted to make up exams and work missed while on suspension. A suspension may be issued for up to ten days.

Expulsion is exclusion from school for more than ten consecutive days and may be permanent. Expulsion proceedings require a formal hearing before members of the School Board. Appropriate notices and appropriate information to which students and parent/guardian are entitled will be furnished. Students have the right to legal counsel at a formal hearing before the School Board. The formal hearing shall be held in private unless the student or parent/guardian requests a public hearing. If the School Board rules in a student's favor, all references to the alleged incident shall be removed from the student's records.

Student Responsibilities

All students enrolled in the school district shall conduct themselves in accordance with the rules of the district and individual schools. Such rules require proper conduct, regular attendance, acceptable quality of scholarship, good relations with others and acceptable standards of dress and grooming. It is also expected that parents/guardians will cooperate with school authorities in helping students to maintain such conduct.

All students shall exhibit good behavior, maintain regular attendance, respect the personal and property rights of others, maintain a level of decorum which will not interfere with the educational processes of this district, obey the specific policies of this district, and obey the directions of teachers and administrators.

Student responsibilities include regular school attendance, conscientious effort in classroom work and conformance to school rules and regulations. Most of all, students share with the administration and faculty a responsibility to develop a climate within the school that is conducive to wholesome learning and living.

No student has the right to interfere with the education of his/her fellow students. It is the responsibility of each student to respect the rights of teachers, students, administrators, and all others who are involved in the educational process. Students should express their ideas and opinions in a respectful manner.

It is the responsibility of the students to conform to the following expectations:

- Be aware of all rules and regulations for student behavior and conduct themselves in accordance with them. Students should assume that, until a rule is waived, altered or repealed in writing, it is in effect.
- Volunteer information in matters relating to the health, safety, and welfare of the school community and the protection of school property.
- Dress and groom to meet fair standards of safety and health, and not to cause substantial disruption to the educational processes.
- Assist the school staff in operating a safe school for all students enrolled therein.
- Comply with Commonwealth and local laws.
- Exercise proper care when using public facilities and equipment.
- Attend school daily and be on time at all classes and other school functions.
- Make up work when absent from school.
- Pursue and attempt to complete satisfactorily the courses of study prescribed by Commonwealth and local school authorities.
- Report accurately and not use indecent or obscene language in student newspapers, publications, or on school premises.

Parent/Guardian Responsibilities

We ask that parents/guardians assist in teaching their children the importance of honesty, respect for law, respect for property, and respect for the rights of others. When parents/guardians and a school work diligently toward the fulfillment of these obligations, every individual benefits. We ask that parents/guardians:

- Assure their child's compliance with approved codes of behavior and discipline.

- Read the respective building Student Handbook(s) for their child(ren)'s building(s) and discuss school rules with their children.
- Cooperate with school personnel whenever special services are indicated for the student.
- Become involved in their child's school life.
- Participate in school/community meetings, functions, and projects.
- Call to arrange a conference with the building administrator to discuss concerns or questions regarding disciplinary action.

Staff Responsibilities

Each member of the school district's faculty/staff must understand the CVSD Student Code of Conduct and accept responsibility for making it work. In addition, faculty/staff must know the information in their respective building's Student Handbook. Efforts by staff to counsel students should convey respect for students as persons

2020-21 Code of Conduct and Table of Consequences

The examples provided in the 2020-21 Code of Conduct are not to be interpreted as an exhaustive list of behaviors which may require disciplinary action by school district personnel.

The following conduct/consequence structure includes different levels which represent a continuum of behaviors based on the seriousness of the act and the frequency of the occurrence.

Students should seek to avoid both the specific behaviors cited as examples as well as representative behaviors of the type of conduct described. All students found in violation of Board Policy or District guidelines and regulations will receive appropriate disciplinary action.

Minor Infractions

Minor offenses are misbehaviors which impede orderly classroom procedures or interfere with orderly operation of the school. They may be managed, generally, “on the spot.” (classroom, common areas, etc.) Disciplinary consequences range from warning/intervention activities to suspension.

The order of listed offenses is not ranked or sequential, nor is it to be considered an all-inclusive list. Minor infractions include:

- Electronic device violation
- Damage/deface property – minor vandalism
- Disobedience, insubordination, defiance, disrespect – failure to respond to adult directives/requests
- Disruptive behavior – interruption to class, school, school-related environments
- Dress code violation
- Driving/parking violation
- Failure to report to assigned consequence
- Forging a note
- Failure to follow procedure
- Inappropriate behavior/language – not used in an abusive or threatening manner
- Lying
- Tardiness to school/class

Recommended Interventions:

- Clearly define/post the behavioral expectations.
- Implement procedures for all class routines - entering the room, handing in assignments, sharpening the pencil, welcoming a guest, etc.
- TEACH and ROLE-PLAY the behavioral expectations, classroom procedures, use of materials, etc. Demonstrate what the expected behavior “looks like” (positive example) as well as what it “does not look like” (non-example).
- Pre-correct - Prior to directing students to perform a task, provide a description of what the expected behavior will look like. “Lunch will be in two minutes. At that time, everyone will put away all materials, push in chairs and line up.”

- Cue/Prompt/Remind - Provide a pre-arranged, previously taught cue to remind specific students to engage in the appropriate behavior.
- Acknowledge students who appropriately demonstrate the expected behavior.
- Specifically explain HOW the behavior did not meet the stated/taught expectation. “It is disrespectful to other students when you _____.”
- Provide a warning - “Respect a school rule. All students are expected to talk respectfully to staff and students here at ABC School. This is your official warning.”
- Check for student understanding of the behavioral expectations. “Please summarize what we discussed so I ensure there is no confusion.”
- Evaluate the student’s skill repertoire. Determining if the student is capable of demonstrating the behavioral expectation. Evaluate behavior & academic domains.
- Determine the FUNCTION of the misbehavior. All behaviors serve a purpose (function). Determine what the student is gaining or avoiding by misbehaving?
- Provide a structured choice - clearly offer a choice between two alternatives and state the consequence for each. “You can work quietly on your assignment now and leave with the class or work with me during lunch.”
- Evaluate ENVIRONMENTAL factors within the classroom, which may be contributing to the misbehavior: space, time, materials, and interactions.
- Collaborate with colleagues to identify behavior patterns and trends (class-to-class, year-to-year, etc.).
- Use a variety of consequences: positive reinforcement, negative reinforcement, penalties and punishments. Remember, punishment is the least effective consequence for students with anti-social behaviors.
- Evaluate the effectiveness of consequences. Ineffective consequences must be analyzed and modified. Seek assistance for “out of the box” ideas.
- Involve a problem-solving team (grade, team, family, Student Support Teams, 504, IEP).

Repeated Minor Infractions Violations:

In order for disruptive and defiant behaviors to reach the level of a major infraction, clear documentation of the student’s behavior pattern, as well as site interventions to correct the behavior, must be established.

Major Infractions

Major Infractions are violations of the Code of Conduct which require the immediate attention of administrative staff. Disciplinary consequences range from detention (lunch, after school, etc.) to suspension to recommendation for expulsion.

The order of listed offenses is not ranked or sequential, nor is it to be considered an all-inclusive list. Major infractions include:

- Academic dishonesty
- Caused, attempted to cause, or threatened to cause physical injury to another person
- Stole, or attempted to steal, school or private property
- Possessed or used tobacco and/or tobacco products
- Committed an obscene act or engaged in habitual profanity or vulgarity
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties
- Discriminatory harassment by students, employees, or third parties on the basis of race, color, age, creed, religion, sex, sexual orientation, ancestry, national origin, marital status, parenting status, pregnancy, and handicap/disability as defined in Policies 103 & 103.1
- Engaged in, or attempted to engage in, hazing as defined Board Policy 247
- Intentional electronic, written, verbal or physical act(s) directed at another student(s), which occurs in a school setting and/or outside a school setting, that is severe, persistent, or pervasive and has the effect of substantially interfering with a student's education or creating a threatening environment or substantially disrupting the orderly operation of the school
- Knowingly received stolen school or private property
- Sexual Harassment
- Criminal interference of a person's civil rights because of that person's race, color, religion, national origin, sex, age, disability, genetic information, or citizenship
- Aided or abetted the infliction, or attempted infliction, of physical injury
- Willfully used force or violence upon the person of another, except in self-defense.
- Possessed, used, sold, or otherwise furnished; or been under the influence of any controlled substance
- Committed or attempted robbery or extortion
- Caused, or attempted to cause, damage to school or private property
- Possessed an imitation firearm — as used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude the replica is a firearm.
- Possessed, sold, or otherwise furnished any firearm knife, explosive, or other dangerous object
- Offered, arranged, or negotiated to sell any controlled substance, alcohol, or intoxicant or representation of items thereof
- Committed, or attempted to commit, a sexual assault as defined in the Penal Code or committed a sexual battery as defined in the Penal Code
- Pupil has made terrorist threats against school officials, school property or both

Recommended Interventions

As part of all disciplinary consequences, students may be asked to complete specific reflection activities or to participate in interventions designed to reduce the likelihood of continued actions that disrupt the educational environment.

Step 1 Interventions

- Parent conference by telephone
- Schoology reflection activities – specific course designed in Schoology that requires students to reflect on their actions and how they have negatively affected the school community (proctored by a teacher)
- Identify contributing functional and environmental factors – conference with the student that works to identify the antecedent factors that were present prior to the infraction and brainstorms better ways to address them
- Prevention program – target skill development work with a teacher on specific skills that can help to reduce concerning behavior

Step 2 Interventions

- Parent conference at the school – provide an opportunity for school personnel to discuss ways that the school/family team can work together with the family to support the student's continued growth and development
- Prevention program – after a conference targeted skill development specifically addressed in the conference
- Evaluate consequence and intervention effectiveness – team meeting to discuss the effectiveness of interventions (2nd offense)
- Develop behavior contract – specific contract written to address behaviors signed by the student
- Student Assistance Program (SAP) referral possible – referral to a team of school personnel that works in an ongoing fashion with the student

Step 3 Interventions

- Parent conference at the school – provide an opportunity for school personnel to discuss ways that the school/family team can work together with the family to support the student's continued growth and development
- Review behavior contract
- Develop Behavior Support Plan (BSP) – a specific plan written in a positive manner that rewards the student for continued appropriate behavior and identifies both short- and long-term behavioral expectations and goals
- Review student data for patterns and trends
- Refer to Child Study Team (CST)
- Child Study Team meets to discuss supports and interventions for targeted students
- Team generally consists of a principal, counselor, and school psychologist
- Student Assistance Program (SAP) referral required

Step 4 Interventions

- Parent conference at the school – provide an opportunity for school personnel to discuss ways that the school/family team can work together with the family to support the student’s continued growth and development
- Review Behavior Support Plan (BSP)
- Review Child Study Team (CST) supports and interventions

Other Interventions

- Assign adult mentor
- Provide intervention support: student services (counselor school psychologist, social worker, etc.)

Level 1 Major Infractions

Level 1 Major Infractions are acts of misbehavior which disrupt the learning climate of the school or may constitute a threat to the health, safety, property and/or welfare of the students and/or staff. Level 1 infractions will involve the School Resource Officer and may require the intervention of outside agencies including law enforcement.

The order of listed infractions is not ranked or sequential, nor is it to be considered an all-inclusive list. The type and duration of discipline are within the discretion of the administration, based on the severity of the offense.

Level I Major Infractions:

- Caused, attempted to cause, or threatened to cause physical injury to another person
 - Verbal Altercation
 - Verbal Altercation: Threatening Bodily Harm
 - Fighting: Pushing, Shoving
 - Fighting: Mutual Combat without Injury
- Stole, or attempted to steal, school or private property
- Theft – less than \$200.00
- Possessed or used tobacco and/or tobacco products
- Committed an obscene act or engaged in habitual profanity or vulgarity
- Committed Obscene Act — not sexual harassment
- Habitual Profanity
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties
- Severe Classroom Disruption
- Disruption to School Activities
- Gambling
- Forgery
- Possession of Electronic Device
- Verbal Abuse
- Engaged in, or attempted to engage in, hazing as defined Board Policy 247
- Bullying and/or Cyberbullying

- Intentional electronic, written, verbal or physical act(s) directed at another student(s), which occurs in a school setting and/or outside a school setting, that is severe, persistent, or pervasive and has the effect of substantially interfering with a student's education or creating a threatening environment or substantially disrupting the orderly operation of the school

LEVEL 1 DISCIPLINE & INTERVENTIONS				
	1st offense	2nd offense	3rd offense	4th offense
Consequence	<ul style="list-style-type: none"> • Minimum 1-day ISS* • Contact School Police if appropriate 	<ul style="list-style-type: none"> • Minimum 1-day ISS/OSS* • Contact School Police if appropriate • 30-day suspension from extra-curricular activities reviewed at 15 days 	<ul style="list-style-type: none"> • Minimum 3-day ISS/OSS* • Contact School Police if appropriate • Possible recommend for expulsion or alternative education placement • 60-day suspension from extra-curricular activities 	<ul style="list-style-type: none"> • Minimum 5-day ISS/OSS* • Contact School Police if appropriate • Recommend expulsion or alternative education placement
Interventions (Recommended interventions for each violation)	<ul style="list-style-type: none"> • Parent conference by phone • Schoology Reflection Activities • Identify contributing Functional and Environmental Factors • Prevention Program - target skill development 	<ul style="list-style-type: none"> • Parent conference at school • Prevention Program - targeted skill development • Evaluate consequence and intervention effectiveness • Develop behavior contract • Student Assistance Program (SAP) referral possible 	<ul style="list-style-type: none"> • Parent conference at school • Review behavior contract • Develop Behavior Support Plan (BSP) • Review student data for patterns and trends • Refer to Child Study Team (CST) • Student Assistance Program (SAP) referral required 	<ul style="list-style-type: none"> • Parent conference at school • Review Behavior Support Plan (BSP) • Review Child Study Team (CST) supports and interventions

*In all cases, a student should be assigned ISS. A student may be assigned OSS if extenuating circumstances exist wherein the student's presence at school poses a risk to the health, safety, or welfare of other students or staff, or may otherwise be considered substantially disruptive to the educational environment.

Consequences for special education students will consider relevant IEP information and special education law.

Level 2 Major Infractions

Level 2 Major Infractions are acts of a more serious nature than Level 1 which disrupt the learning climate of the school or may constitute a threat to the health, safety, property and/or welfare of the students and/or staff. Level 2 infractions will involve the School Resource Officer and likely require the intervention of outside agencies including law enforcement.

The order of listed infractions is not ranked or sequential, nor is it to be considered an all-inclusive list. The type and duration of discipline are within the discretion of the administration, based on the severity of the offense.

Level 2 Major Infractions:

- Caused, attempted to cause, or threatened to cause physical injury to another person
 - Fighting: mutual combat, minor injury without medical attention
 - Fighting or assault on a student: unprovoked
 - Fighting: gang related
- Stole, or attempted to steal, school or private property / Theft – between \$200.00 and \$400.00
- Committed an obscene act or engaged in habitual profanity or vulgarity
 - Habitual profanity toward an employee
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties
 - Continued willful disobedience, refusal to follow school rules and regulations, defiance
 - Interference and/or obstruction
- Knowingly received stolen school or private property.
- Sexual Harassment
 - Discrimination against a student based on the student's submission or rejection of sexual advances and/or requests or creating an atmosphere of harassment based on sexual issues/activity, such as unwelcome sexual advances; requests for sexual favors; other physical or verbal conduct or communication of a sexual nature; and any other gender-based harassment which has the purpose or effect to interfere with the individual performance, work environment, or participation in school sponsored activities, or creates an intimidating, hostile, or offensive educational environment
 - Examples – leering, pinching, grabbing, suggestive comments, gestures, jokes, or pressure to engage in sexual activity.
- Discriminatory harassment
 - Verbal or physical conduct that denigrates or shows hostility toward an individual because of his or her race, color, gender, national origin, religion, age (40 or over), physical or mental disability, sexual orientation, or because of his or her opposition to discrimination or his or her participation in the discrimination complaint process
- Intentional electronic, written, verbal or physical act(s) directed at another student(s), which occurs in a school setting and/or outside a school setting, that occurs on the basis of race, color, age, creed, religion, sex, sexual orientation, ancestry, national origin,

marital status, parenting status, pregnancy, and handicap/disability as defined in Policies 103 and 103.1 that is severe, persistent, or pervasive and has the effect of substantially interfering with a student's education or creating a threatening environment or substantially disrupting the orderly operation of the school

- Aid or abet the infliction, or attempted infliction, of physical injury

LEVEL 2 DISCIPLINE & INTERVENTIONS			
	1st offense	2nd offense	3rd offense
Consequence	<ul style="list-style-type: none"> • Minimum 1-day ISS* • Contact School Police • 30-day suspension from extra-curricular activities reviewed at 15 days 	<ul style="list-style-type: none"> • Minimum 3-day ISS/OSS* • Contact School Police • Possible recommendation for expulsion or alternative education placement • 60-day suspension from extra-curricular activities 	<ul style="list-style-type: none"> • Minimum 5-day ISS/OSS* • Contact School Police • Recommend expulsion or alternative education placement
Interventions (Recommended interventions for each violation)	<ul style="list-style-type: none"> • Parent conference at school • Prevention Program - targeted skill development • Evaluate consequence and intervention effectiveness • Develop behavior contract • Student Assistance Program (SAP) referral possible 	<ul style="list-style-type: none"> • Parent conference at school • Review behavior contract • Develop Behavior Support Plan (BSP) • Review student data for patterns and trends • Refer to Child Study Team (CST) • Student Assistance Program (SAP) referral required 	<ul style="list-style-type: none"> • Parent conference at school • Review Behavior Support Plan (BSP) • Review Child Study Team (CST) supports and interventions

*In all cases, a student should be assigned ISS. A student may be assigned OSS if extenuating circumstances exist wherein the student's presence at school poses a risk to the health, safety, or welfare of other students or staff, or may otherwise be considered substantially disruptive to the educational environment.

Consequences for special education students will consider relevant IEP information and special education law.

Level 3 Major Infractions

Level 3 Major Infractions are acts of a more serious nature than Level 2 which disrupt the learning climate of the school or may constitute a threat to the health, safety, property and/or welfare of the students and/or staff. Level 3 infractions will involve the School Resource Officer and the intervention of outside agencies including law enforcement.

The order of listed infractions is not ranked or sequential, nor is it to be considered an all-inclusive list. The type and duration of discipline are within the discretion of the administration, based on the severity of the offense.

Level 3 Major Infractions:

- Willfully used force or violence upon the person of another, except in self-defense
 - Fight: gang related
- Possessed, used, sold, or otherwise furnished; or been under the influence of any controlled substance, alcohol, or intoxicant of any kind
- Committed or attempted robbery or extortion
 - Robbery, extortion, grand theft: violence indicated
- Caused, or attempted to cause, damage to school or private property.
 - Defacing School Property, Graffiti: Permanent Damage
- Stole, or attempted to steal, school or private property / Theft – over \$400.00
- Possessed an imitation firearm — as used in this section, “imitation firearm” means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude the replica is a firearm.
 - Possession of an Imitation Weapon
- Racial/Ethnic Intimidation
 - Criminal interference of a person’s civil rights because of that person’s race, color, religion, national origin, sex, age, disability, genetic information, or citizenship.

Level 3 Discipline & Interventions		
	1st offense	2nd offense
Consequence	<ul style="list-style-type: none"> • Minimum 5-day ISS/OSS* • Contact School Police • Possible recommendation for expulsion of alternative education placement • 60-day suspension from extra-curricular activities 	<ul style="list-style-type: none"> • Minimum 5-day ISS/OSS* • Contact School Police • Recommend expulsion or alternative education placement
Interventions (Recommended interventions for each violation)	<ul style="list-style-type: none"> • Parent conference at school • Review behavior contract • Develop Behavior Support Plan (BSP) • Review student data for patterns and trends • Refer to Child Study Team (CST) • Student Assistance Program (SAP) referral required 	<ul style="list-style-type: none"> • Parent conference at school • Review Behavior Support Plan (BSP) • Review Child Study Team (CST) supports and interventions

*In all cases, a student should be assigned ISS. A student may be assigned OSS if extenuating circumstances exist wherein the student’s presence at school poses a risk to the health, safety, or welfare of other students or staff, or may otherwise be considered substantially disruptive to the educational environment.

Level 4 Major Infractions

Level 4 Major Infractions are acts of misbehavior of the most serious nature which disrupt the learning climate of the school or may constitute a threat to the health, safety, property and/or welfare of the students and/or staff. Level 4 infractions will require the intervention of outside agencies including law enforcement. Level 4 infractions will result in an expulsion hearing before the Board of School Directors.

The order of listed infractions is not ranked or sequential, nor is it to be considered an all-inclusive list. The type and duration of discipline are within the discretion of the administration, based on the severity of the offense.

Level 4 Major Infractions:

- Willfully used force or violence upon the person of another, except in self-defense
 - Fighting: serious injury/assault
 - Assault/battery (staff member)
- Possessed, sold, or otherwise furnished any firearm knife, explosive, or other dangerous object
 - Possession of a knife or other dangerous object
 - Brandishing a knife or other dangerous object
 - Possession or brandishing of gun
 - Possession of an explosive device
 (Note: Pursuant to Act 26, possession of a weapon results in a mandated 1-year expulsion.)
- Committed, or attempted to commit, a sexual assault as defined in the Penal Code or committed a sexual battery as defined in the Penal Code
 - Sexual assault
- Pupil has made terrorist threats against school officials, school property or both
 - Terrorist threats

Level 4 Discipline & Interventions	
1st offense	
Consequence	<ul style="list-style-type: none"> • Minimum 5-day ISS/OSS* • Contact School Police • Possible recommendation for expulsion or alternative education placement
Interventions (Recommended interventions for each violation)	<ul style="list-style-type: none"> • Parent conference at school • Review Behavior Support Plan (BSP) • Review student data for patterns and trends • Refer to Child Study Team (CST)

*Consequences for special education students will consider relevant IEP information and special education law.