



**ROCHESTER CITY SCHOOL DISTRICT  
REGULATIONS  
OF  
INTERVENTION AND DISCIPLINE**

# **ROCHESTER CITY SCHOOL DISTRICT**

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RCSD Regulations of Intervention and Discipline

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### RCSD Regulations of Intervention and Discipline

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## RCSD Regulations of Intervention and Discipline

*These district-wide regulations have been promulgated pursuant to the Code of Conduct, Board of Education Policy 5300.40.*

### **INTRODUCTION**

The Rochester City School District is committed to ensuring that our schools are safe, secure, and orderly environments in which teaching and learning take place each day. Safe, supportive school environments depend on students, staff, and parents demonstrating mutual respect. Included in this document are the Student Rights and Responsibilities that promote responsible student behavior and an atmosphere of dignity and respect by establishing guidelines to help students as they strive to become productive citizens in a diverse society.

### **STANDARDS OF BEHAVIOR: ACCOUNTABILITY AND SUPPORT**

All members of the school community — students, staff, and parents — must know and understand the standards of behavior which all students are expected to live up to and the consequences if these standards are not met. The RCSD Code of Conduct provides a comprehensive description of unacceptable behavior, including incidents involving drugs or weapons. The RCSD Regulations of Intervention and Discipline provides the range of permissible disciplinary and intervention measures which may be used when students engage in such behaviors, as well as a range of guidance interventions schools may use to address student behavior. The Board of Education’s Code of Conduct and the RCSD Regulations of Intervention and Discipline apply to all students, including those with disabilities. These regulations do not supersede students’ rights as outlined by state and federal law.

In providing a range of permissible disciplinary measures, the RCSD Regulations of Intervention and Discipline ensures both consistency and equitable treatment for all students, and enables principals and the Superintendent to exercise discretion and sound educational judgment. Principals, teachers, school staff, students, and parents should be aware of and familiar with the disciplinary measures that can be taken when a student misbehaves or substantially disrupts a classroom. Guidance interventions are included because inappropriate behavior or violations of the Board of Education’s Code of Conduct may be symptomatic of more serious problems or issues that students are experiencing. It is therefore important that school personnel be sensitive to issues that may have an impact upon the behaviors of students, and respond in a manner that is most supportive of their needs.

The standards set forth in the Board of Education’s Code of Conduct and this document apply to behavior in school during school hours, while on school property, while traveling on vehicles funded by the RCSD, at all school-sponsored events, and on other-than-school property when such behavior has a direct relationship to school.

## **PREVENTION AND INTERVENTION**

School personnel are responsible for developing and using strategies that promote optimal learning and positive behavior throughout a student's school experience. They are also responsible for addressing behaviors which disrupt learning. Administrators, teachers, counselors, and other school staff are expected to engage all students in intervention and prevention strategies that address their behavioral issues and discuss these strategies with the student and their family. Intervention and prevention approaches may include guidance support and services to address personal and family circumstances; social/emotional learning, such as conflict resolution, peer mediation/negotiation, anger management, and/or communication skills acquisition; the use of alternate instructional materials and/or methods; enrichment services; and/or the development or review of functional behavioral assessments and behavioral intervention plans which should be developed and/or reviewed as an early intervention strategy. If, at any time, school officials suspect that a student's difficulties may be related to an educational disability which may require special education services, the student should then be referred to the Committee on Special Education. Through the use of intervention and prevention strategies that engage students and give them a clear sense of purpose, school staff foster students' academic and social-emotional development and assist them in following school rules and policies.

## **PARENTS AS PARTNERS**

Students, parents, and school personnel all have a role in making schools safe and must collaborate with one another to achieve this goal. School staff should keep parents informed of their child's behavior and enlist parents as partners in addressing areas of concern. Outreach to parents can include, but is not limited to, a phone call and/or a written communication. As role models, parents and school staff should exhibit the behaviors which they would like to see students emulate. To ensure that parents become active and involved partners in promoting a safe and supportive school environment, parents must be familiar with the Board of Education's Code of Conduct, and the RCSD Regulations of Intervention and Discipline. Educators are responsible for informing parents about their child's behavior and for nurturing the skills students need to succeed in school and in society. Parents are encouraged to discuss with their child's teacher and other school staff issues and behaviors that may affect student success. It is important that there be maximum consultation and communication between the school and the home. Conferences attended by the principal or his/her designee, a guidance counselor, the student's parent, and one or more of the student's teachers, are an effective means of encouraging parental input and should be held with students as appropriate.

## **ATTENDANCE**

School personnel must ensure that appropriate outreach, intervention, and support are provided for students who exhibit attendance problems that manifest themselves as truancy or patterns of unexcused absence or educational neglect. In cases of truancy, school personnel must meet with the student and parent in order to determine an appropriate course of action which should include, but not be limited to: guidance intervention, referral for counseling, referral to after-school programs, or the filing of a Person in Need of Supervision (PINS) Petition in Family Court. The school should review cases of truancy and should involve teachers, guidance counselors, social workers, and other school staff in facilitating a resolution to address the pattern of truancy.

## **GUIDANCE INTERVENTIONS**

To promote positive behavior, schools provide a range of prevention and intervention strategies and student support services for all students during and/or after school hours. When a student engages in misconduct, the RCSD Regulations of Intervention and Discipline provides a non-exhaustive list of guidance interventions that should be considered in conjunction with the type of behavior in which a student has engaged. Guidance interventions should be employed by staff as a part of a comprehensive intervention or disciplinary response and students should receive guidance interventions at all stages of the disciplinary process, including while on extended suspension. It is the responsibility of the school to ensure follow through with intervention plans, particularly upon a student's return from alternative education. When used consistently and appropriately, these interventions can be a tool to lower student recidivism and can contribute to a more positive school environment. Students returning from suspension should be provided with individualized services designed to maximize their ability to meet social and academic standards within the school community. Support services may include any of the range of guidance interventions or a combination of services as best meets the needs of the individual student. The guidance interventions are listed with the disciplinary responses on each page and are further defined below.

## **TYPES OF GUIDANCE INTERVENTIONS**

The following are examples of guidance interventions that schools may use to address, either proactively or in response to misconduct, student behaviors. Schools must be cognizant of guidance interventions that require written parental permission.

- **Parent Outreach:** School staff is responsible for continually updating parent/guardian and emergency contact information, and ensuring the information is properly entered into the Student Management System (SMS) and readily available to school staff. The school should keep parents informed of their child's behavior and continually enlist the parent as a partner in addressing areas of concern. Outreach to the parent can include, but is not limited to: a phone call and/or written communication.

- **Intervention by Counseling Staff:** Where available, school-based counseling staff (e.g., guidance counselor, social worker, school psychologist) can intervene with students who are in need of social and emotional support. Services can include brief interventions, consultations and assessments, screenings, crisis intervention, referrals, and linkage with community-based programs.
- **Guidance Conference:** Principals and teachers may request a guidance conference with the student and, when appropriate, with the parent or guardian. The purpose of the conference is to review the behavior, find solutions to the problem, and address academic, personal, and social issues that might have caused or contributed to the behavior.
- **Individual/Group Counseling:** Counseling provides students with an outlet to privately share issues that may be negatively impacting their attendance, behavior, and/or academic success. Counseling can provide students with the opportunity to discuss and formulate goals and learn problem solving strategies that will enable them to overcome a variety of personal challenges.
- **Peer Mediation:** Peer mediators help classmates identify the problems behind their behavior and find solutions to these problems. Conflict resolution skills are incorporated into the strategies used by peer mediators so that all students involved learn new ways of handling conflict.
- **Mentoring Program:** A mentoring program matches a mentor who may be a counselor, teacher, student, and/or leader with a protégé. The object of this relationship is to help the protégé in his/her personal, academic, and social development.
- **Conflict Resolution:** Conflict resolution provides an opportunity to empower students to take responsibility for peacefully resolving conflict. The related activities teach students, parents, and staff problem-solving skills/techniques that can be used in everyday situations. Such skills can include, but are not limited to, conflict and anger management, active listening, and effective communication.
- **Development of individual behavior contract:** Students meet with teachers or administrators to create a written contract that includes objectives and the specific performance tasks that the student will accomplish to meet those objectives. The contract is signed by the student and staff member, and where appropriate, by the parent or guardian.
- **Short-term behavioral progress reports:** Teachers and/or principals may send behavioral progress reports to parents/guardians on a regular basis until they feel that the student is in control of his/her behavior and working in the classroom successfully. Additionally, behavior reports can be sent as a tool for encouraging and reinforcing positive behaviors.
- **Community Service:** Students may be provided with community service opportunities so that they gain a greater appreciation of their school neighborhoods and develop skills to become positive social change agents. Community service can help students occupy their time with positive activities, avoid negative behavior, and learn the value of service to others. Parental consent is always required for community service.
- **Referral to a Community-Based Organization (CBO):** Students may be referred to a community-based organization for a wide range of services including after-school programming, individual or group counseling, leadership development, conflict resolution, tutoring, and transition services.



- **Referral to appropriate substance abuse counseling services:** In the case where a student is presenting problems with substance abuse, including the use, possession, or distribution of illegal drugs, drug paraphernalia, and/or alcohol, referrals should be made to counseling services that are either inside the school or through an outside community-based organization.
- **Referral to counseling services for youth relationship abuse or sexual violence:** When one person uses a pattern of threatened or actual physical, sexual, and/or emotional abuse to control a dating partner, the school should refer both the victim and the student who engages in this behavior to separate appropriate school or community-based agencies for counseling, support, and education. Neither mediation nor conflict resolution are, under any circumstances, appropriate interventions for suspected relationship abuse.
- **Referral to counseling services for bias-based bullying, intimidation or harassment:** When a student or group of students engages in bias-based bullying, intimidation, or harassment of another student or group of students, both the victim and the student who engages in this behavior should be referred to separate appropriate counseling, support and education services provided by school staff or community-based agency. Neither mediation nor conflict resolution are, under any circumstances, appropriate interventions for bias-based bullying, intimidation or harassment.

## **STUDENT RIGHTS AND RESPONSIBILITIES**

All District students have specific rights and responsibilities which are enumerated in Board of Education Policy #5311, “Student Rights & Responsibilities,” which is part of the Board of Education Code of Conduct, a copy of which is available for review at every school building in the District and on the District’s website ([www.rcsdk12.org](http://www.rcsdk12.org)). Among those rights and responsibilities, or implicit within them, are certain responsibilities and rights which are particularly germane.

### **A. Student Responsibilities**

All District students have the responsibility to:

1. Work to the best of their own ability in all academic and extracurricular pursuits and strive toward their highest personal level of achievement.
2. Attend school every day unless they are legally excused, and be in class on time and prepared to learn.
3. Contribute to maintaining a safe and orderly school environment that is conducive to learning and to show respect to other persons and to property.
4. React to direction given by teachers, administrators and other school personnel in a respectful, positive manner.
5. Be familiar with and abide by all District policies, rules and regulations dealing with student conduct.
6. Work to develop mechanisms to control their anger.
7. Ask questions when they do not understand.
8. Seek help in solving problems that might lead to discipline.

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9. Dress appropriately for school and school functions and whenever on any school district property or at a school function wherever located; obey the District Dress Code and any additional dress standards adopted for particular schools (see “Student Dress Code,” §5300.25).
10. Accept responsibility for their actions.
11. Report to school officials any information which may help to prevent danger or injury to others in the school community.
12. Conduct themselves as representatives of the District when participating in or attending school functions and hold themselves to the highest standards of conduct, demeanor, and sportsmanship.
13. Conduct themselves with civility towards other students, faculty, staff, administrators, parents/guardians and visitors.

### **B. Student Rights**

The District is committed to safeguarding the rights given to all students under state and federal law, and to making its best effort to provide to each student the rights set forth in detail in Board of Education Policy #5311. In addition, to promote a safe, healthy, orderly, and civil school environment, all District students have the right to:

1. Take part in all District activities on an equal basis regardless of race, color, creed, national origin, religion, sex, gender identity and expression, sexual orientation or disability.
2. Present their version of the relevant events to school personnel authorized to impose a disciplinary penalty in connection with the imposition of the penalty.
3. Access school rules and, when necessary, receive an explanation of those rules from school personnel.
4. Have the District make reasonable efforts to provide a safe, orderly and generally courteous school environment.

### **INFRACTIONS AND RANGES OF POSSIBLE DISCIPLINARY RESPONSES**

School officials should consult the RCSD Regulations of Intervention and Discipline when determining which disciplinary measure to impose. In addition, prior to determining the appropriate disciplinary and/or intervention measures, the following should be considered: the student's age, maturity, previous disciplinary record (including the nature of the prior misconduct, the number of prior instances of misconduct, and the disciplinary measure imposed for each), attendance; the circumstances surrounding the incident leading to the discipline; and the student's Individual Education Plan, Behavior Intervention Plan and Section 504 Accommodation Plan, if applicable.

The infractions included herein are not all-inclusive. Students who engage in misconduct which is not listed are subject to appropriate disciplinary measures by the teacher, principal or the Superintendent based on violation of school rules. To ensure that staff, students, and parents are aware of all expected standards of behavior, school rules must be in writing and distributed along with the Board of Education's Code of Conduct. School rules must be consistent with these regulations and the Board of Education's Code of Conduct.

Students cannot be removed from a classroom and/or school except pursuant to the procedures set forth in the Board of Education's Code of Conduct regarding removal by a teacher, principal's (short-term) suspension, and/or Superintendent's (long-term) suspension.

### **LEVELS OF INFRACTIONS**

The RCSD Regulations of Intervention and Discipline holds students accountable for their behavior. Each level of infractions contains a minimum to a maximum range of possible disciplinary responses that may be imposed by a teacher, principal or the Superintendent. Infractions are grouped into five levels, which range from disorderly behaviors to serious offenses, particularly those that involve violence, weapon possession, or which endanger public safety and provide a corresponding range of possible disciplinary responses. Whenever possible and appropriate, consequences should begin with the lowest level of intervention or disciplinary response. The RCSD Regulations of Intervention and Discipline provide graduated consequences for students who engage in repeated misbehaviors despite the prior imposition of appropriate disciplinary measures. More severe consequences will be imposed on those students who engage in a pattern of persistent misconduct. Whenever possible and appropriate, prior to imposing such consequences, school officials should exhaust less severe disciplinary responses.

**DISCIPLINE PROCEDURES**

All entries in student records (SMS) must be made in accordance with Board of Education policy. All suspensions and removals from the classroom must be done substantively and procedurally in accordance with relevant Board of Education policies, the RCSD Regulations of Intervention and Discipline, and state and federal laws. Students that are in kindergarten through grade 2 are not subject to long term suspensions.

<b>Infractions – Insubordinate Behaviors</b>	<b>Range of Possible Disciplinary Responses</b>	<b>Range of Possible Guidance Interventions to Be Used Prior To and/or In Addition to Disciplinary Responses, as Appropriate</b>
<ol style="list-style-type: none"> <li>1. Unexcused absence from school (A-D only)</li> <li>2. Failing to wear the required school uniform (applies only to students in schools that have adopted a school uniform policy and whose parents have not secured an exemption) (A and/or D only)</li> <li>3. Being late for school</li> <li>4. Bringing prohibited equipment or material to school without authorization (e.g., cell phone, beeper, or other electronic communication/entertainment devices)</li> <li>5. Failing to be in one’s assigned place on school premises</li> <li>6. Behaving in a manner which disrupts the educational process (e.g., making excessive noise in a classroom, library or hallway)</li> <li>7. Engaging in verbally rude or disrespectful behavior</li> <li>8. Wearing clothing, headgear, or other items that are unsafe or disruptive to the educational process</li> <li>9. Posting or distributing material on school premises in violation of written Board of Education policy and/or school rules</li> <li>10. Using school computers, fax machines, telephones, or other electronic equipment or devices without appropriate permission</li> </ol>	<ol style="list-style-type: none"> <li>A. Admonishment by school staff</li> <li>B. Student/teacher conference</li> <li>C. Reprimand by appropriate administrator (e.g., assistant principal, principal)</li> <li>D. Parent conference</li> <li>E. In-school disciplinary action (e.g., exclusion from extracurricular activities, recess, or communal lunchtime)</li> <li>F. Removal from classroom by teacher (After a student is removed from any classroom by any teacher four times during a semester, a principal’s suspension must be sought if the student engages in subsequent behavior that would otherwise result in a removal by a teacher)</li> </ol>	<ul style="list-style-type: none"> <li>• Parent Outreach</li> <li>• Intervention by counseling staff</li> <li>• Guidance conference(s)</li> <li>• Individual/group counseling</li> <li>• Peer mediation</li> <li>• Mentoring program</li> <li>• Conflict resolution</li> <li>• Development of individual behavior contract</li> <li>• Conduct Functional Behavioral Assessment (FBA); Develop Behavior Intervention Plan (BIP)</li> <li>• Short-term behavioral progress reports</li> <li>• Community service (with parental consent)</li> <li>• Referral to a Community-Based Organization (CBO)</li> <li>• Referral to appropriate substance abuse counseling services</li> </ul>

<b>Infractions – Insubordinate Behaviors</b>	<b>Range of Possible Disciplinary Responses</b>	<b>Range of Possible Guidance Interventions to Be Used Prior To and/or In Addition to Disciplinary Responses, as Appropriate</b>
<p>11. Smoking</p> <p>12. Gambling</p> <p>13. Using profane, obscene, vulgar, lewd, or abusive language or gestures</p> <p>14. Lying to, giving false information to, and/or misleading school personnel</p> <p>15. Misusing property belonging to others</p> <p>16. Engaging in or causing disruptive behavior on the school bus</p> <p>17. Leaving class or school premises without permission of supervising school personnel</p> <p>18. Engaging in inappropriate or unwanted physical contact (grades K-2 only; see Infraction 28 for grades 3-6)</p> <p>19. Violating the District’s Internet Use Policy (e.g., use of the District’s system for non-educational purposes, security/privacy violations)</p> <p>20. Engaging in scholastic dishonesty which includes but is not limited to:</p> <ul style="list-style-type: none"> <li>a. Cheating (e.g., copying from another’s test paper; using material during a test which is not authorized by the person giving the test; collaborating with another student during the test without authorization; knowingly using, buying, selling, stealing, transporting, or soliciting, in whole or part, the contents of an un-administered test; substituting for another student or permitting another student to substitute for oneself to take a test; bribing another person to obtain a test that is to be administered; or securing copies of the test or answers to the test in advance of the test)</li> <li>b. Plagiarizing (appropriating another’s work and using it as one’s own for credit without the required citation and attribution, e.g., copying written work from the Internet, or any other source) (grades 3-6 only)</li> <li>c. Colluding (engaging in fraudulent collaboration with another person in preparing written work for credit)</li> </ul> <p>21.*Engaging in a pattern of persistent Level 1 behavior (Whenever possible and appropriate, prior to imposing a Level 2 disciplinary response, school officials should have exhausted the disciplinary responses in Level 1. Further, repeated Level 1 infractions are limited to Level 2 disciplinary responses.)</p> <p><small>* This applies only to infractions 4-10 in Level 1, grades K-6.</small></p>	<p>A. Admonishment by school staff</p> <p>B. Student/teacher conference</p> <p>C. Reprimand by appropriate administrator (e.g., assistant principal, principal)</p> <p>D. Parent conference</p> <p>E. In-school disciplinary actions (e.g., exclusion from extracurricular activities, recess, or communal lunchtime)</p> <p>F. Removal from classroom by teacher (After a student is removed from any classroom by any teacher four times during a semester, a principal’s suspension must be sought if the student engages in subsequent behavior that would otherwise result in a removal by a teacher)</p> <p>G. Principal’s suspension</p>	<ul style="list-style-type: none"> <li>• Parent Outreach</li> <li>• Intervention by counseling staff</li> <li>• Guidance conference(s)</li> <li>• Individual/group counseling</li> <li>• Peer mediation</li> <li>• Mentoring program</li> <li>• Conflict resolution</li> <li>• Development of individual behavior contract</li> <li>• Conduct FBA; Develop BIP</li> <li>• Short-term behavioral progress reports</li> <li>• Community service (with parental consent)</li> <li>• Referral to a Community-Based Organization (CBO)</li> <li>• Referral to appropriate substance abuse counseling services</li> </ul> <p><b>Supports for Students Transitioning From Suspension</b></p> <p>Students returning from suspension should be provided with supportive services to maximize their ability to meet social and academic standards within the school community. Support services may include any of the range of guidance interventions or a combination of services as best meets the needs of the individual student. All students should be provided with appropriate intervention plans when transitioning back to school from suspensions, and should not be furthered disciplined for similar behaviors in the absence of those plans.</p>

<b>Infractions –Disruptive Behavior</b>	<b>Range of Possible Disciplinary Responses</b>	<b>Range of Possible Guidance Interventions to Be Used Prior To and/or In Addition to Disciplinary Responses, as Appropriate</b>
<p>22. Being insubordinate; defying or disobeying the lawful authority of school personnel or school safety agents</p> <p>23. Using slurs based upon race, ethnicity, color, national origin, religion, gender, gender identity, gender expression, sexual orientation, or disability</p> <p>24. Shoving, pushing, or engaging in other similar physical behavior (e.g., horseplay), or throwing an object (e.g., chalk)</p> <p>25. Bringing unauthorized visitors to school or allowing unauthorized visitors to enter school in violation of written school rules</p> <p>26. Knowingly possessing property belonging to another without authorization</p> <p>27. Tampering with, changing, or altering a record or document of a school by any method, including, but not limited to, computer access or other electronic means</p> <p>28. Engaging in inappropriate or unwanted physical contact (grades 3-6 only; see Infraction 18 for grades K-2)</p> <p>29. *Engaging in gang-related behavior (e.g., wearing gang apparel and/or accessories, writing graffiti, making gestures or signs) (grades 3-6 only) (D-I only)</p> <p>30. **Engaging in vandalism, graffiti or other intentional damage to school property or property belonging to staff, students or others (C-I only)</p> <p>31. Posting or distributing libelous material or literature (including posting such material on the Internet).</p> <p>32. ***Engaging in a pattern of persistent Level 2 behavior (Whenever possible and appropriate, prior to imposing a Level 3 disciplinary response, school officials should have exhausted the disciplinary responses in Level 2. Further, repeated Level 2 infractions are limited to Level 3 disciplinary responses.) (D-I only)</p> <p>* In determining whether the behavior is gang related, school officials may consult with the Safety and Security Department and/or Pathways to Peace.</p> <p>** If there is substantial damage to school property requiring extensive repair, the superintendent may extend the suspension.</p> <p>***This applies only to infractions 11-21 in Level 2, grades K-6.</p>	<p>A. Admonishment by school staff</p> <p>B. Student/teacher conference</p> <p>C. Reprimand by appropriate administrator (e.g., assistant principal, principal)</p> <p>D. Parent conference</p> <p>E. In-school disciplinary actions (e.g., exclusion from extracurricular activities, recess, or communal lunchtime)</p> <p>F. Removal from classroom by teacher (After a student is removed from any classroom by any teacher four times during a semester, a principal’s suspension must be sought if the student engages in subsequent behavior that would otherwise result in a removal by a teacher)</p> <p>G. Principal’s suspension</p> <p>H. Superintendent’s suspension that results in immediate reinstatement (Grades 3-6 only)</p> <p>I. Superintendent’s suspension that results in continued suspension for a fixed period of 6-10 school days (Grades 3-6 only)</p>	<ul style="list-style-type: none"> <li>• Parent Outreach</li> <li>• Intervention by counseling staff</li> <li>• Guidance conference(s)</li> <li>• Individual/group counseling</li> <li>• Peer mediation</li> <li>• Mentoring program</li> <li>• Conflict resolution</li> <li>• Development of individual behavior contract</li> <li>• Conduct FBA; Develop BIP</li> <li>• Short-term behavioral progress reports</li> <li>• Community service (with parental consent)</li> <li>• Referral to a Community-Based Organization (CBO)</li> <li>• Referral to appropriate substance abuse counseling services</li> </ul> <p><b>Supports for Students Transitioning From Suspension</b></p> <p>Students returning from suspension should be provided with supportive services to maximize their ability to meet social and academic standards within the school community. Support services may include any of the range of guidance interventions or a combination of services as best meets the needs of the individual student. All students should be provided with appropriate intervention plans when transitioning back to school from suspensions, and should not be furthered disciplined for similar behaviors in the absence of those plans.</p>

<b>Infractions – Violent Behaviors</b>	<b>Range of Possible Disciplinary Responses</b>	<b>Range of Possible Guidance Interventions to Be Used Prior to and/or In Addition to Disciplinary Responses, as Appropriate</b>
<p>33. Posting or distributing literature or material containing a threat of violence, injury or harm, or depicting violent actions against students or staff (including posting such material on the Internet) (D-I only)</p> <p>34. Engaging in an altercation and/or physically aggressive behavior, other than horseplay, which creates a substantial risk of or results in minor injury</p> <p>35. Engaging in an act of coercion or threatening violence, injury or harm to another or others</p> <p>36. Engaging in behavior on the school bus which creates a substantial risk of or results in injury (G-J only)</p> <p>37. Engaging in intimidating and bullying behavior — threatening, stalking or seeking to coerce or compel a student or staff member to do something; engaging in verbal or physical conduct that threatens another with harm, including taunting and/or intimidation through the use of epithets or slurs involving race, ethnicity, color, national origin, religion, religious practices, gender, gender identity, gender expression, sexual orientation, or disability</p> <p>38. Making sexually suggestive comments, innuendoes, propositions or similar remarks, or engaging in nonverbal or physical conduct of a sexual nature (e.g., touching, patting, pinching, lewd or indecent public behavior) (for grades 3-6 only)</p> <p>39. Possessing controlled substances without appropriate authorization, illegal drugs, drug paraphernalia, and/or alcohol</p>	<p>D. Parent conference</p> <p>E. In-school disciplinary actions (e.g., exclusion from extracurricular activities, recess or communal lunchtime)</p> <p>F. Removal from classroom by teacher (After a student is removed from any classroom by any teacher four times during a semester, a principal’s suspension must be sought if the student engages in subsequent behavior that would otherwise result in a removal by a teacher)</p> <p>G. Principal’s suspension</p> <p>H. Superintendent’s suspension that results in immediate reinstatement (Grades 3-6 only)</p> <p>I. Superintendent’s suspension that results in continued suspension for a fixed period of 6-10 school days (Grades 3-6 only)</p> <p>J. Superintendent’s suspension that results in extended suspension for up to 45 school days with an option to review for early reinstatement (Grades 3-6 only)</p>	<ul style="list-style-type: none"> <li>• Parent Outreach</li> <li>• Intervention by counseling staff</li> <li>• Guidance conference(s)</li> <li>• Individual/group counseling</li> <li>• Peer mediation</li> <li>• Mentoring program</li> <li>• Conflict resolution</li> <li>• Development of individual behavior contract</li> <li>• Conduct FBA; Develop BIP</li> <li>• Short-term behavioral progress reports</li> <li>• Community service (with parental consent)</li> <li>• Referral to a Community-Based Organization (CBO)</li> <li>• Referral to appropriate substance abuse counseling services</li> </ul> <p><b>Supports for Students Transitioning From Suspension</b></p> <p>Students returning from suspension should be provided with supportive services to maximize their ability to meet social and academic standards within the school community. Support services may include any of the range of guidance interventions or a combination of services as best meets the needs of the individual student. All students should be provided with appropriate intervention plans when transitioning back to school from suspensions, and should not be furthered disciplined for similar behaviors in the absence of those plans.</p>



## Kindergarten – Grade 6 LEVEL IV, continued

<b>Infractions – Violent Behavior</b>	<b>Range of Possible Disciplinary Responses</b>	<b>Range of Possible Guidance Interventions to Be Used Prior To and/or In Addition to Disciplinary Responses, as Appropriate</b>
<p>40. Taking property belonging to another without authorization</p> <p>41. Falsely activating a fire alarm or other disaster alarm (D-I only)</p> <p>42. Making a false bomb threat (D-I only)</p> <p>43. Creating a substantial risk of serious injury by either recklessly engaging in behavior and/or using an object that appears capable of causing physical injury (e.g., lighter, belt buckle, umbrella)</p> <p>44. Causing a serious injury by either recklessly engaging in behavior and/or using an object that appears capable of causing physical injury (e.g., lighter, belt buckle, umbrella)</p> <p>45. Starting a fire (G-J only)</p> <p>46. Inciting/causing a riot (G-J only)</p> <p>47. *Possessing any weapon as defined in Category II (page 22) (G-J only)</p> <p>48. Using controlled substances without appropriate authorization, illegal drugs and/or alcohol (G-J only)</p> <p>49. Engaging in a pattern of persistent Level 3 behavior (Whenever possible and appropriate, prior to imposing a Level 4 disciplinary response, school official should have exhausted the disciplinary responses in Level 3. Further, repeated Level 3 infractions are limited to Level 4 disciplinary responses.)</p> <p><small>* Before requesting a suspension for possession of an article listed in Category II for which a purpose other than infliction of physical harm exists, e.g., a nail file, the principal must consider whether there are mitigating factors present. In addition, the principal must consider whether an imitation gun is realistic looking by considering factors such as its color, size, shape, appearance and weight.</small></p>	<p>D. Parent conference</p> <p>E. In-school disciplinary actions (e.g., exclusion from extracurricular activities, recess or communal lunchtime)</p> <p>F. Removal from classroom by teacher (After a student is removed from any classroom by any teacher four times during a semester, a principal’s suspension must be sought if the student engages in subsequent behavior that would otherwise result in a removal by a teacher)</p> <p>G. Principal’s suspension</p> <p>H. Superintendent’s suspension that results in immediate reinstatement (Grades 3-6 only)</p> <p>I. Superintendent’s suspension that results in continued suspension for a fixed period of 6-10 school days (Grades 3-6 only)</p> <p>J. Superintendent’s suspension that results in extended suspension for up to 45 school days with an option to review for early reinstatement (Grades 3-6 only)</p>	<ul style="list-style-type: none"> <li>• Parent Outreach</li> <li>• Intervention by counseling staff</li> <li>• Guidance conference(s)</li> <li>• Individual/group counseling</li> <li>• Peer mediation</li> <li>• Mentoring program</li> <li>• Conflict resolution</li> <li>• Development of individual behavior contract</li> <li>• Conduct FBA; Develop BIP</li> <li>• Short-term behavioral progress reports</li> <li>• Community service (with parental consent)</li> <li>• Referral to a Community-Based Organization (CBO)</li> <li>• Referral to appropriate substance abuse counseling services</li> </ul> <p><b>Supports for Students Transitioning From Suspension</b></p> <p>Students returning from suspension should be provided with supportive services to maximize their ability to meet social and academic standards within the school community. Support services may include any of the range of guidance interventions or a combination of services as best meets the needs of the individual student. All students should be provided with appropriate intervention plans when transitioning back to school from suspensions, and should not be furthered disciplined for similar behaviors in the absence of those plans.</p>

Infractions – Serious Violent Behavior	Range of Possible Disciplinary Responses	Range of Possible Guidance Interventions to Be Used Prior To and/or In Addition to Disciplinary Responses, as Appropriate
<p>50. Threatening to use or using force to take property belonging to another</p> <p>51. Using force against or inflicting or attempting to inflict serious injury against school personnel or school safety agents</p> <p>52. Using extreme force against or inflicting or attempting to inflict serious injury upon students or others</p> <p>53. Participating in an incident of group violence</p> <p>54. *Engaging in threatening, dangerous or violent behavior that is gang-related</p> <p>55. Engaging in physical sexual aggression/compelling or forcing another to engage in sexual activity (grades 3-6 only) (I-J only)</p> <p>56. Selling or distributing illegal drugs or controlled substances (I-J only)</p> <p>57. Possessing any weapon, other than a firearm, as defined in Category I (page 22) (I-J only)</p> <p>58. Using any weapon as defined in Category II to attempt to inflict injury upon school personnel, students, or others (I-J only)</p> <p>59. Using any weapon, other than a firearm, as defined in Category I (page 22), to attempt to inflict injury upon school personnel, students, or others</p> <p>60. Using any weapon, other than a firearm, as defined in Category I or II (page 22), to inflict injury upon school personnel, students, or others</p> <p>61. **Possessing or using a firearm (K only)</p> <p>* In determining whether the behavior is gang-related, school officials may consult with the Safety and Security Department and/or Pathways to Peace.</p> <p>** This disciplinary measure may be modified on a case-by-case basis.</p>	<p>G. Principal’s suspension</p> <p>H. Superintendent’s suspension that results in immediate reinstatement (Grades 3-6 only)</p> <p>I. Superintendent’s suspension that results in continued suspension for a fixed period of 6-10 school days (Grades 3-6 only)</p> <p>J. Superintendent’s suspension that results in extended suspension for up to 45 school days with an option to review for early reinstatement (Grades 3-6 only)</p> <p>K. Superintendent’s suspension that results in a one year suspension and assignment to an Alternative Instruction site, with an option to review for early reinstatement (Grades 3-6 only)</p>	<ul style="list-style-type: none"> <li>• Parent Outreach</li> <li>• Intervention by counseling staff</li> <li>• Guidance conference(s)</li> <li>• Individual/group counseling</li> <li>• Peer mediation</li> <li>• Mentoring program</li> <li>• Conflict resolution</li> <li>• Development of individual behavior contract</li> <li>• Conduct FBA; Develop BIP</li> <li>• Short-term behavioral progress reports</li> <li>• Community service (with parental consent)</li> <li>• Referral to a Community-Based Organization (CBO)</li> <li>• Referral to appropriate substance abuse counseling services</li> </ul> <p><b>Supports for Students Transitioning From Suspension</b></p> <p>Students returning from suspension should be provided with supportive services to maximize their ability to meet social and academic standards within the school community. Support services may include any of the range of guidance interventions or a combination of services as best meets the needs of the individual student. All students should be provided with appropriate intervention plans when transitioning back to school from suspensions, and should not be furthered disciplined for similar behaviors in the absence of those plans.</p>

<b>Infractions – Insubordinate Behaviors</b>	<b>Range of Possible Disciplinary Responses</b>	<b>Range of Possible Guidance Interventions to Be Used Prior To and/or In Addition to Disciplinary Responses, as Appropriate</b>
<ol style="list-style-type: none"> <li>1. Unexcused absence from school (A-D only)</li> <li>2. Failing to wear the required school uniform (applies only to students in grades 6-8 in schools that have adopted a school uniform policy and whose parents have not secured an exemption) (A-D only)</li> <li>3. Cutting classes (reporting to school and failing to attend one or more programmed classes)</li> <li>4. Being late for school or class</li> <li>5. Bringing prohibited equipment or material to school without authorization (e.g., cell phone, beeper, or other electronic communication/entertainment devices)</li> <li>6. Failing to be in one’s assigned place on school premises</li> <li>7. Behaving in a manner which disrupts the educational process (e.g., making excessive noise in a classroom, library or hallway)</li> <li>8. Engaging in verbally rude or disrespectful behavior</li> <li>9. Wearing clothing, headgear, or other items that are unsafe or disruptive to the educational process</li> <li>10. Posting or distributing material on school premises in violation of the Code of Conduct and/or school rules</li> <li>11. Failing to provide school officials with required identification</li> <li>12. Using school computers, fax machines, telephones or other electronic equipment or devices without appropriate permission</li> </ol>	<ol style="list-style-type: none"> <li>A. Admonishment by school staff</li> <li>B. Student/teacher conference</li> <li>C. Reprimand by appropriate supervisor (e.g., assistant principal, principal)</li> <li>D. Parent conference</li> <li>E. In-school disciplinary action (e.g., detention, exclusion from extracurricular activities, recess, or communal lunchtime)</li> <li>F. Removal from classroom by teacher (After a student is removed from any classroom by any teacher four times during a semester, a principal’s suspension must be sought if the student engages in subsequent behavior that would otherwise result in a removal by a teacher.)</li> </ol>	<ul style="list-style-type: none"> <li>• Parent Outreach</li> <li>• Intervention by counseling staff</li> <li>• Guidance conference(s)</li> <li>• Individual/group counseling</li> <li>• Peer mediation</li> <li>• Mentoring program</li> <li>• Conflict resolution</li> <li>• Development of individual behavior contract</li> <li>• Conduct FBA; Develop BIP</li> <li>• Short-term behavioral progress reports</li> <li>• Community service (with parental consent)</li> <li>• Referral to a Community-Based Organization (CBO)</li> <li>• Referral to appropriate substance abuse counseling services</li> </ul>



<b>Infractions –Disruptive Behavior</b>	<b>Range of Possible Disciplinary Responses</b>	<b>Range of Possible Guidance Interventions to Be Used Prior To and/or In Addition to Disciplinary Responses, as Appropriate</b>
<p>20. Leaving class or school premises without permission of supervising school personnel</p> <p>21. Being insubordinate; defying or disobeying the lawful authority of school personnel or school safety officers</p> <p>22. Entering or attempting to enter a school building without authorization</p> <p>23. Using slurs based upon race, ethnicity, color, national origin, religion, gender, gender identity, gender expression, sexual orientation, or disability (C-I only)</p> <p>24. Shoving, pushing, or engaging in other similar physical behavior (e.g., horseplay), or throwing an object (e.g., chalk) (C-I only)</p> <p>25. Bringing unauthorized visitors to school or allowing unauthorized visitors to enter school in violation of written school rules</p> <p>26. *Engaging in gang-related behavior (e.g., wearing gang apparel and/or accessories, writing graffiti, making gestures or signs) (D-I only)</p> <p>27. Tampering with, changing or altering a record or document of a school by any method, including, but not limited to, computer access or other electronic means</p> <p>28. **Engaging in vandalism, graffiti or other intentional damage to school property or property belonging to staff, students or others (D-I only)</p> <p>29. Knowingly possessing property belonging to another without authorization</p> <p>* In determining whether the behavior is gang-related, school officials may consult with the Safety and Security Department.</p> <p>** If there is substantial damage to school property requiring extensive repair, the superintendent may extend the suspension.</p>	<p>A. Admonishment by school staff</p> <p>B. Student/teacher conference</p> <p>C. Reprimand by appropriate supervisor (e.g., assistant principal, principal)</p> <p>D. Parent conference</p> <p>E. In-school disciplinary action (e.g., detention, exclusion from extracurricular activities, recess, or communal lunchtime)</p> <p>F. Removal from classroom by teacher (After a student is removed from any classroom by any teacher four times during a semester, a principal’s suspension must be sought if the student engages in subsequent behavior that would otherwise result in a removal by a teacher.)</p> <p>G. Principal’s suspension</p> <p>H. Superintendent’s suspension that results in immediate reinstatement</p> <p>I. Superintendent’s suspension that results in continued suspension for a fixed period of 6-10 days</p>	<ul style="list-style-type: none"> <li>• Parent Outreach</li> <li>• Intervention by counseling staff</li> <li>• Guidance conference(s)</li> <li>• Individual/group counseling</li> <li>• Peer mediation</li> <li>• Mentoring program</li> <li>• Conflict resolution</li> <li>• Development of individual behavior contract</li> <li>• Conduct FBA; Develop BIP</li> <li>• Short-term behavioral progress reports</li> <li>• Community service (with parental consent)</li> <li>• Referral to a Community-Based Organization (CBO)</li> <li>• Referral to appropriate substance abuse counseling services</li> <li>• Referral to a counseling services for youth relationship abuse or sexual violence</li> <li>• Referral to counseling services for biased based bullying, intimidation, or harassment</li> </ul> <p><b>Supports for Students Transitioning From Suspension</b></p> <p>Students returning from suspension should be provided with supportive services to maximize their ability to meet social and academic standards within the school community. Support services may include any of the range of guidance interventions or a combination of services as best meets the needs of the individual student. All students should be provided with appropriate intervention plans when transitioning back to school from suspensions, and should not be further disciplined for similar behaviors in the absence of those plans.</p>

<b>Infractions –Disruptive Behavior</b>	<b>Range of Possible Disciplinary Responses</b>	<b>Range of Possible Guidance Interventions to Be Used Prior To and/or In Addition to Disciplinary Responses, as Appropriate</b>
<p>30. Engaging in sexual conduct on school premises or at school-related functions (D-I only)</p> <p>31. Violating the District’s Internet Use Policy (e.g., use of the District’s system for non-educational purposes, security/privacy violations)</p> <p>32. Engaging in scholastic dishonesty which includes but is not limited to:</p> <p>a. Cheating (e.g., copying from another’s test paper; using material during a test which is not authorized by the person giving the test; collaborating with another student during the test without authorization; knowingly using, buying, selling, stealing, transporting, or soliciting, in whole or part, the contents of an un-administered test; substituting for another student or permitting another student to substitute for one’s self to take a test; bribing another person to obtain a test that is to be administered; or securing copies of the test or answers to the test in advance of the test)</p> <p>b. Plagiarizing (appropriating another’s work and using it as one’s own for credit without the required citation and attribution, e.g., copying written work from the Internet, or any other source)</p> <p>c. Colluding (engaging in fraudulent collaboration with another person in preparing written work for credit)</p> <p>33. Posting or distributing libelous material or literature (including posting such material on the Internet)</p> <p>34. Engaging in a pattern of persistent Level 2 behavior (Whenever possible and appropriate, prior to imposing a Level 3 disciplinary response, school officials should have exhausted the disciplinary responses in Level 2. Further, repeated Level 2 infractions are limited to Level 3 disciplinary responses.)</p>	<p>A. Admonishment by school staff</p> <p>B. Student/teacher conference</p> <p>C. Reprimand by appropriate supervisor (e.g., assistant principal, principal)</p> <p>D. Parent conference</p> <p>E. In-school disciplinary actions (e.g., detention, exclusion from extracurricular activities, recess, or communal lunchtime)</p> <p>F. Removal from classroom by teacher (After a student is removed from any classroom by any teacher four times during a semester, a principal’s suspension must be sought if the student engages in subsequent behavior that would otherwise result in a removal by a teacher)</p> <p>G. Principal’s suspension</p> <p>H. Superintendent’s suspension that results in immediate reinstatement</p> <p>I. Superintendent’s suspension that results in continued suspension for a fixed period of 6-10 school days</p>	<ul style="list-style-type: none"> <li>• Parent Outreach</li> <li>• Intervention by counseling staff</li> <li>• Guidance conference(s)</li> <li>• Individual/group counseling</li> <li>• Peer mediation</li> <li>• Mentoring program</li> <li>• Conflict resolution</li> <li>• Development of individual behavior contract</li> <li>• Conduct FBA; Develop BIP</li> <li>• Short-term behavioral progress reports</li> <li>• Community service (with parental consent)</li> <li>• Referral to a Community-Based Organization (CBO)</li> <li>• Referral to appropriate substance abuse counseling services</li> <li>• Referral to a counseling services for youth relationship abuse or sexual violence</li> <li>• Referral to counseling services for biased based bullying, intimidation, or harassment</li> </ul> <p><b>Supports for Students Transitioning From Suspension</b></p> <p>Students returning from suspension should be provided with supportive services to maximize their ability to meet social and academic standards within the school community. Support services may include any of the range of guidance interventions or a combination of services as best meets the needs of the individual student. All students should be provided with appropriate intervention plans when transitioning back to school from suspensions, and should not be further disciplined for similar behaviors in the absence of those plans.</p>

<p><b>Infractions – Violent Behavior</b></p>	<p><b>Range of Possible Disciplinary Responses</b></p>	<p><b>Range of Possible Guidance Interventions to Be Used Prior To and/or In Addition to Disciplinary Responses, as Appropriate</b></p>
<p>35. Making sexually suggestive comments, innuendoes, propositions, or similar remarks, or engaging in nonverbal or physical conduct of a sexual nature (e.g. touching, patting, pinching, lewd or indecent public behavior)</p> <p>36. Posting or distributing literature or material containing a threat of violence, injury or harm, or depicting violent actions against students or staff, including posting such material on the Internet</p> <p>37. Engaging in an altercation and/or physically aggressive behavior, other than horseplay, which creates a substantial risk of or results in minor injury (G-I only)</p> <p>38. Engaging in an act of coercion or threatening violence, injury or harm to another or others</p> <p>39. Engaging in or causing disruptive behavior on the school bus which creates a substantial risk of or results in injury</p> <p>40. Engaging in intimidating and bullying behavior — threatening, stalking or seeking to coerce or compel a student or staff member to do something; engaging in verbal or physical conduct that threatens another with harm, including taunting and/or intimidation through the use of epithets or slurs involving race, ethnicity, color, national origin, religion, religious practices, gender, gender identity, gender expression, sexual orientation, or disability</p> <p>41. Possessing controlled substances without appropriate authorization, illegal drugs, drug paraphernalia, and/or alcohol</p> <p>42. Falsely activating a fire alarm or other disaster alarm (G-J only)</p> <p>43. Making a bomb threat (G-J only)</p> <p>44. Taking property belonging to another without authorization (G-J only)</p>	<p>G. Principal’s suspension</p> <p>H. Superintendent’s suspension that results in immediate reinstatement</p> <p>I. Superintendent’s suspension that results in continued suspension for a fixed period of 6-10 school days</p> <p>J. Superintendent’s suspension that results in extended suspension for up to 45 school days with an option to review for early reinstatement</p> <p>K. Superintendent’s suspension that results in a one year suspension and assignment to an Alternative Instruction site with an option to review for early reinstatement</p> <p>L. Permanent suspension (only for general education students who turned 17 prior to the beginning of the school year, which is July 1)</p>	<ul style="list-style-type: none"> <li>• Parent Outreach</li> <li>• Intervention by counseling staff</li> <li>• Guidance conference(s)</li> <li>• Individual/group counseling</li> <li>• Peer mediation</li> <li>• Mentoring program</li> <li>• Conflict resolution</li> <li>• Development of individual behavior contract</li> <li>• Conduct FBA; Develop BIP</li> <li>• Short-term behavioral progress reports</li> <li>• Community service (with parental consent)</li> <li>• Referral to a Community-Based Organization (CBO)</li> <li>• Referral to appropriate substance abuse counseling services</li> <li>• Referral to a counseling services for youth relationship abuse or sexual violence</li> <li>• Referral to counseling services for biased based bullying, intimidation, or harassment</li> </ul> <p><b>Supports for Students Transitioning From Suspension</b></p> <p>Students returning from suspension should be provided with supportive services to maximize their ability to meet social and academic standards within the school community. Support services may include any of the range of guidance interventions or a combination of services as best meets the needs of the individual student. All students should be provided with appropriate intervention plans when transitioning back to school from suspensions, and should not be further disciplined for similar behaviors in the absence of those plans.</p>

<p><b>Infractions – Violent Behavior</b></p>	<p><b>Range of Possible Disciplinary Responses</b></p>	<p><b>Range of Possible Guidance Interventions to Be Used Prior To and/or In Addition to Disciplinary Responses, as Appropriate</b></p>
<p>45. Creating a substantial risk of serious injury by either recklessly engaging in behavior and/or using an object that appears capable of causing physical injury (e.g., lighter, belt buckle, umbrella)</p> <p>46. Causing a serious injury by either recklessly engaging in behavior and/or using an object that appears capable of causing physical injury (e.g., lighter, belt buckle, umbrella)</p> <p>47. Starting a fire</p> <p>48. Inciting/causing a riot</p> <p>49. *Possessing any weapon as defined in Category II (page 22)</p> <p>50. Using controlled substances without appropriate authorization, illegal drugs and/or alcohol</p> <p>51. **Engaging in a pattern of persistent Level 3 behavior (Whenever possible and appropriate, prior to imposing a Level 4 disciplinary response, school official should have exhausted the disciplinary responses in Level 3. Further, repeated Level 3 infractions are limited to Level 4 disciplinary responses.) (G-J only)</p> <p>* Before requesting a suspension for possession of an article listed in Category II (page 22) for which a purpose other than infliction of physical harm exists, e.g., a nail file, the principal must consider whether there are mitigating factors present. In addition, the principal must consider whether an imitation gun is realistic looking by considering factors such as its color, size, shape, appearance and weight.</p> <p>** This applies only to infractions 21-33 in Level 3, grades 7-12</p>	<p>G. Principal’s suspension</p> <p>H. Superintendent’s suspension that results in immediate reinstatement</p> <p>I. Superintendent’s suspension that results in continued suspension for a fixed period of 6-10 school days</p> <p>J. Superintendent’s suspension that results in extended suspension for up to 45 school days with an option to review for early reinstatement</p> <p>K. Superintendent’s suspension that results in a one year suspension and assignment to an Alternative Instruction site with an option to review for early reinstatement</p> <p>L. Permanent suspension (only for general education students who turned 17 prior to the beginning of the school year, which is July 1)</p>	<ul style="list-style-type: none"> <li>• Parent Outreach</li> <li>• Intervention by counseling staff</li> <li>• Guidance conference(s)</li> <li>• Individual/group counseling</li> <li>• Peer mediation</li> <li>• Mentoring program</li> <li>• Conflict resolution</li> <li>• Development of individual behavior contract</li> <li>• Conduct FBA; Develop BIP</li> <li>• Short-term behavioral progress reports</li> <li>• Community service (with parental consent)</li> <li>• Referral to a Community-Based Organization (CBO)</li> <li>• Referral to appropriate substance abuse counseling services</li> <li>• Referral to a counseling services for youth relationship abuse or sexual violence</li> <li>• Referral to counseling services for biased based bullying, intimidation, or harassment</li> </ul> <p><b>Supports for Students Transitioning From Suspension</b></p> <p>Students returning from suspension should be provided with supportive services to maximize their ability to meet social and academic standards within the school community. Support services may include any of the range of guidance interventions or a combination of services as best meets the needs of the individual student. All students should be provided with appropriate intervention plans when transitioning back to school from suspensions, and should not be further disciplined for similar behaviors in the absence of those plans.</p>



<p><b>Infractions – Serious Violent Behavior</b></p> <p>52. Threatening to use or using force to take property belonging to another</p> <p>53. Using force against or inflicting or attempting to inflict serious injury against school personnel or school safety officers</p> <p>54. Using extreme force against or inflicting or attempting to inflict serious injury upon students or others</p> <p>55. Participating in an incident of group violence</p> <p>56. *Engaging in threatening, dangerous or violent behavior that is gang-related</p> <p>57. Engaging in physical sexual aggression/compelling or forcing another to engage in sexual activity</p> <p>58. Selling, distributing, buying illegal drugs, controlled substances/alcohol</p> <p>59. Possessing any weapon, other than a firearm, as defined in Category I (page 22)</p> <p>60. Using any weapon as defined in Category II (page 22) to attempt to inflict injury upon school personnel, students, or others</p> <p>61. **Using any weapon, other than a firearm, as defined in Category I (page 22), to attempt to inflict injury upon school personnel, students, or others (K for students who have not turned 17 prior to the beginning of the school year, L for general education students who turned 17 prior to the beginning of the school year)</p> <p>62. **Using any weapon, other than a firearm, as defined in Category I or II (page 22), to inflict injury upon school personnel, students, or others (K for students who have not turned 17 prior to the beginning of the school year, L for general education students who turned 17 prior to the beginning of the school year)</p> <p>63. **Possessing or using a firearm (K for students who have not turned 17 prior to the beginning of the school year, L for general education students who turned 17 prior to the beginning of the school year)</p> <p>* In determining whether the behavior is gang-related, school officials may consult with the Safety and Security Department and/or Pathways to Peace.                  ** This disciplinary measure may be modified on a case-by-case basis.</p>	<p><b>Range of Possible Disciplinary Responses</b></p> <p>I. Superintendent’s suspension that results in continued suspension for a fixed period of 6-10 school days</p> <p>J. Superintendent’s suspension that results in extended suspension for up to 45 school days with an option to review for early reinstatement</p> <p>K. Superintendent’s suspension that results in a one year suspension and assignment to an Alternative Instruction site with an option to review for early reinstatement</p> <p>L. Permanent suspension (only for general education students who turned 17 prior to the beginning of the school year, which is July 1)</p>	<p><b>Range of Possible Guidance Interventions to Be Used Prior To and/or In Addition to Disciplinary Responses, as Appropriate</b></p> <ul style="list-style-type: none"> <li>• Parent Outreach</li> <li>• Intervention by counseling staff</li> <li>• Guidance conference(s)</li> <li>• Individual/group counseling</li> <li>• Peer mediation</li> <li>• Mentoring program</li> <li>• Conflict resolution</li> <li>• Development of individual behavior contract</li> <li>• Conduct FBA; Develop BIP</li> <li>• Short-term behavioral progress reports</li> <li>• Community service (with parental consent)</li> <li>• Referral to a Community-Based Organization (CBO)</li> <li>• Referral to appropriate substance abuse counseling services</li> <li>• Referral to a counseling services for youth relationship abuse or sexual violence</li> <li>• Referral to counseling services for biased based bullying, intimidation, or harassment</li> </ul> <p><b>Supports for Students Transitioning From Suspension</b></p> <p>Students returning from suspension should be provided with supportive services to maximize their ability to meet social and academic standards within the school community. Support services may include any of the range of guidance interventions or a combination of services as best meets the needs of the individual student. All students should be provided with appropriate intervention plans when transitioning back to school from suspensions, and should not be further disciplined for similar behaviors in the absence of those plans.</p>
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**PROHIBITED WEAPONS**

**Prohibited Weapons – Category I**

- Firearm, including pistol and handgun, silencers, electronic dart, and stun gun
- Shotgun, rifle, machine gun, or any other weapon which simulates or is adaptable for use as a machine gun
- Air gun, spring gun, or other instrument or weapon in which the propelling force is a spring or air, and any weapon in which any loaded or blank cartridge may be used (such as a BB gun or paintball gun)
- Switchblade knife, gravity knife, pilum ballistic knife and cane sword (a cane that conceals a knife or sword)
- Dagger, stiletto, dirk, razor, box cutter, case cutter, utility knife and all other knives
- Billy club, blackjack, bludgeon, chukka stick, and metal knuckles
- Sandbag and sand-club
- Sling shot (small, heavy weights attached to or propelled by a thong) and slung shot
- Martial arts objects including kung fu stars, nun-chucks and shirkens
- Explosives, including bombs, fire crackers and bombshells
- Unauthorized use or possession of acid or deadly dangerous chemicals

**Prohibited Weapons – Category II**

- \*Imitation gun or other imitation weapon
- Loaded or blank cartridges and other ammunition
- Stun pens or other stun weapons
- Laser beam pointers
- Any deadly, dangerous, or sharp pointed instrument which can be used or is intended for use as a weapon (such as scissors, nail file, broken glass, chains, wire).

\* Before requesting a suspension for possession of an article listed in Category II for which a purpose other than infliction of physical harm exists, e.g., a nail file, the principal must consider whether there are mitigating factors present. In addition, the principal must consider whether an imitation gun is realistic looking by considering factors such as its color, size, shape, appearance and weight.

## **DISCIPLINARY RESPONSES**

The following discipline responses must be effectuated in accordance with all the procedural requirements of RCSD Board policy, the RCSD Regulations of Intervention and Discipline, New York State and Federal Law.

### **REMOVAL FROM A CLASSROOM BY A TEACHER**

A student who engages in behavior which is substantially disruptive of the education process or substantially interferes with a teacher's authority over the classroom may be removed from the classroom by the teacher for up to two (2) classes (where the daily schedule is so arranged), or 1.5 hours, where the student ordinarily remains in the same classroom. Removed students will be sent to a location within the school where they will be provided with continued educational services including class work and homework.

*Students who are repeatedly substantially disruptive of the educational process or repeatedly substantially interfere with the education of other students (removed from classroom by teacher on four or more occasions during a semester) will be suspended for at least five days.*

### **SHORT-TERM SUSPENSION**

A principal has the authority to suspend a student for 1-5 days when a student's behavior presents a clear and present danger of physical injury to the student, other students or school personnel, or prevents the orderly operation of classes or other school activities. Suspended students must be provided with alternative instruction including homework and class work.

### **LONG-TERM SUSPENSION**

A long-term suspension is a period of suspension that exceeds five days as determined by the Superintendent or Board of Education. A student who receives a long-term suspension must be provided with the opportunity for a hearing at which the student has the opportunity to present evidence and witnesses on his/her behalf and to question the school's witnesses.

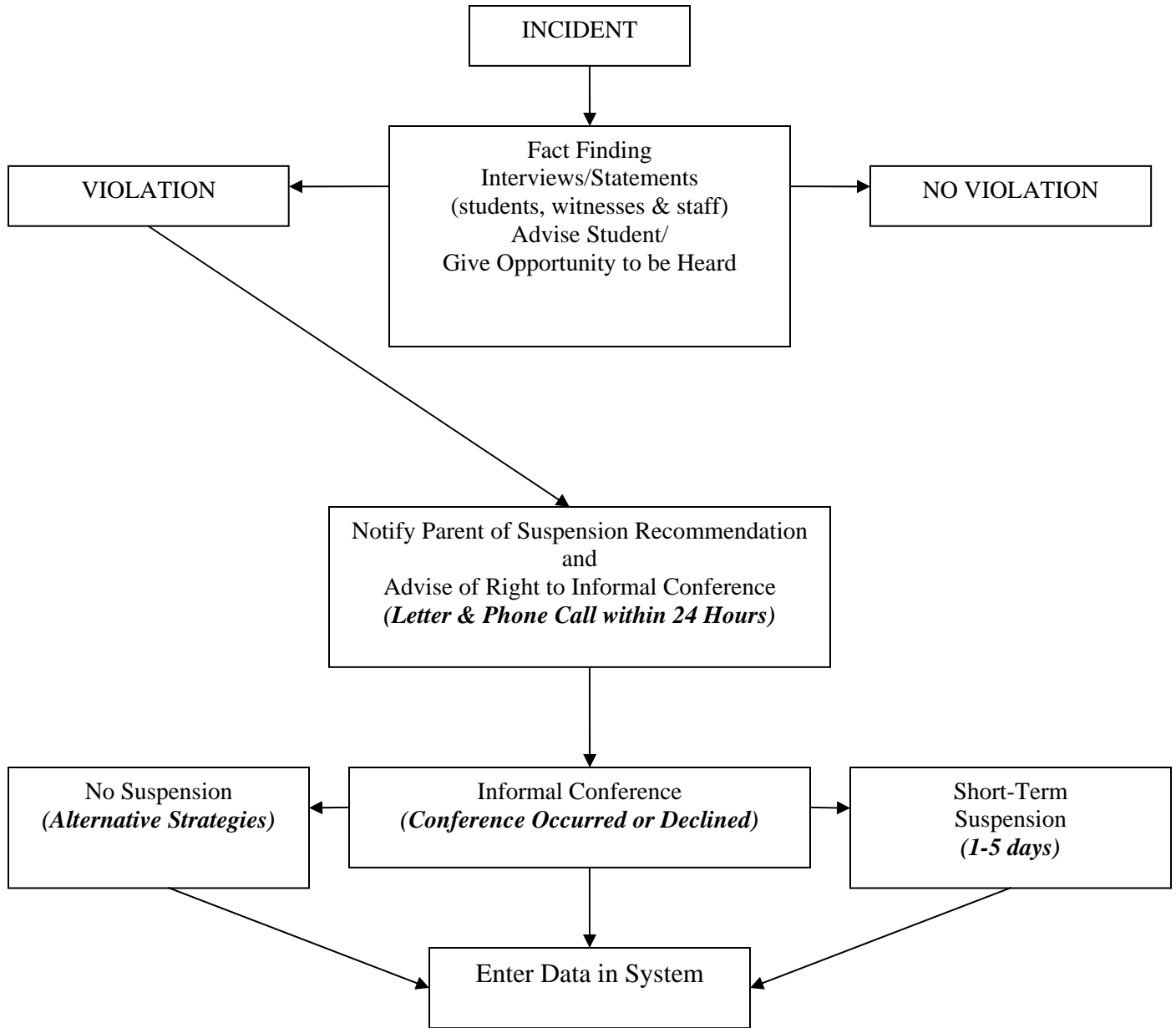
A principal may refer a child to the superintendent for further disciplinary action by submitting the following:

- (1) A long-term suspension referral form that clearly explains the facts of what occurred, and details the interventions that the school has put in place for the student and the outcomes of those interventions;
- (2) The student's attendance record and most recent report card. For students with poor classroom and/or school attendance, the school should include documentation of attendance interventions that have been utilized;
- (3) Witness statements, including a written statement from at least one eyewitness who will testify at the hearing;

RCSD Regulations of Intervention and Discipline

- (4) For students with disabilities, a copy of the student's Individual Education Plan and most recent functional behavioral assessment and Behavior Intervention Plan;
- (5) A copy of the long-term suspension letter that was sent to the parent (available on SMS);
- (6) Complete documentation must be submitted within 24 hours of the effective date of suspension. Absent exceptional circumstances, packets that are not received on time, or packets that are incomplete, will be returned to the building without consideration for further disciplinary action.

**SHORT-TERM SUSPENSION  
FLOW CHART**



**SHORT-TERM SUSPENSION LETTER TO PARENT**

Dear Parent/Guardian:

The purpose of this letter is to notify you that I have suspended your child because, on \_\_\_\_\_ [date], your child engaged in the following behavior:

I have suspended your child for \_\_\_\_\_ school days. Your child will return to his/her regular program on \_\_\_\_\_ [date]. During this period of suspension, your child will receive instruction in the in-school suspension room here at school. Please bring your child to the main office at the start of the school day on [date – next school day]. If you cannot accompany your child, please call the main office to let me know. Please note that he/she still must come to school.

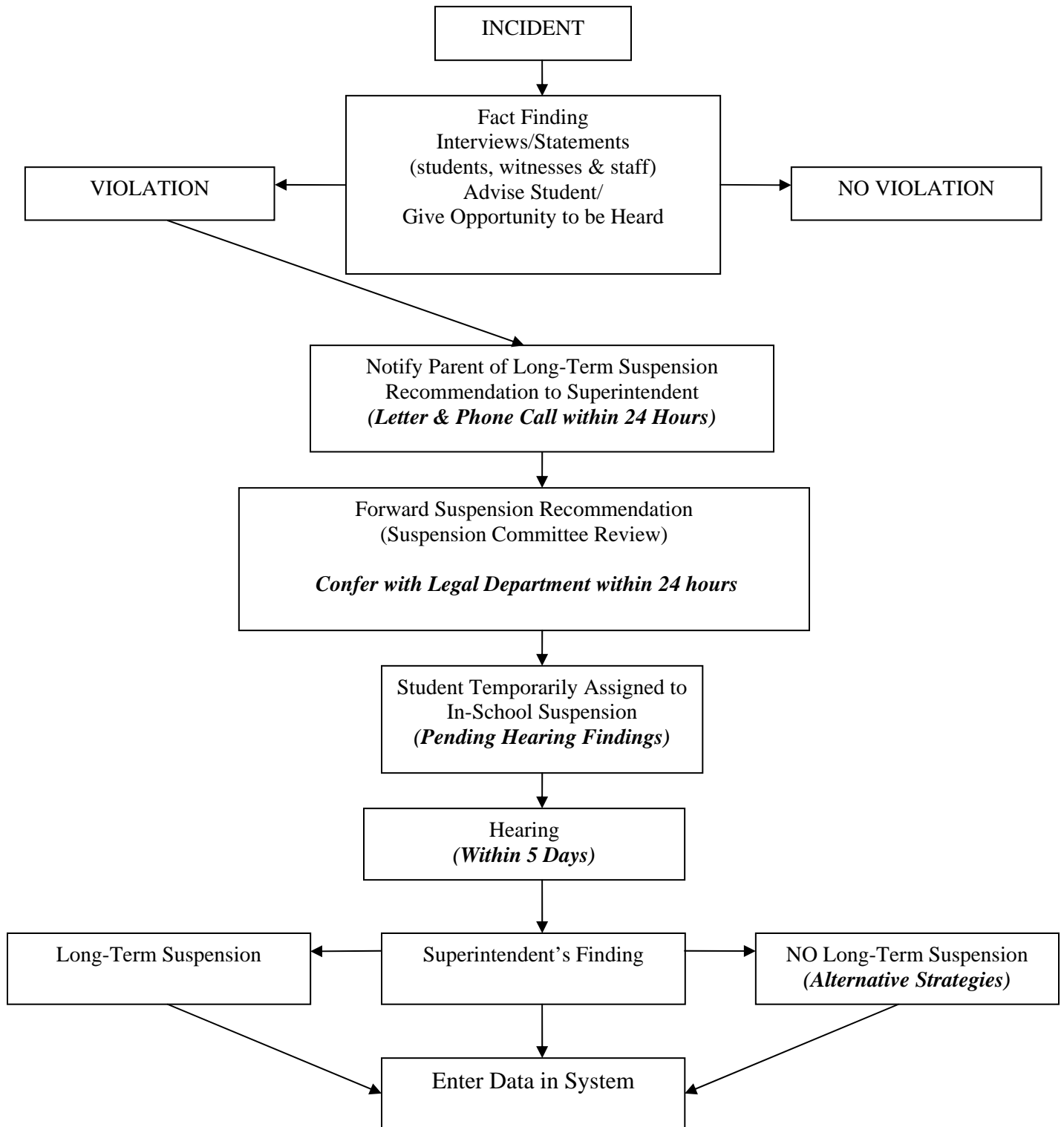
If you wish to request an informal conference with me in order to present [the student's] version of events and ask questions of the complaining witness, please contact me upon receipt of this letter to schedule the conference. My telephone number is[ ].

Thank you.

[Principal]

*NOTE: Letter accessed in the report section of SMS*

**LONG-TERM SUSPENSION  
FLOW CHART (Grades 3-12)**



LONG-TERM SUSPENSION LETTER TO PARENT

Dear Parent/Guardian:

The purpose of this letter is to notify you that I have suspended your child because, on [date], your child engaged in the following behavior:

I have referred your child to the Superintendent for a long-term suspension. You will soon receive a letter from the Superintendent informing you of whether he believes your child's conduct warrants further disciplinary action. If so, a fact-finding hearing will be held, at which the school will present evidence and witnesses to show that your child in fact engaged in the above-described conduct. You also have a right to present evidence and bring witnesses to discuss what occurred. Additionally, you may bring an advocate or an attorney to assist you.

If the hearing officer believes that your child engaged in the conduct, he will make a recommendation to the Superintendent that includes a finding and a proposed penalty. You will receive notification of the penalty following the hearing, and the hearing officer will enroll your child in alternative instruction.

Until this hearing is held, your child will receive instruction in the in-school suspension room here at school. Please accompany your child to the main office at the start of the school day on [date – next school day]. If you cannot accompany your child, please call the main office to let me know. Please note that he/she still must come to school.

If the Superintendent decides that a long-term suspension is not warranted in this matter, your child will remain in in-school suspension for five (5) school days, and will then be returned to his/her regular program. If you have questions about this process, please contact me.

Thank you,

[Principal]

*NOTE: Letter accessed in the report section of SMS*



**REDUCED LONG-TERM SUSPENSION LETTER TO PARENT**

Dear Parent/Guardian:

The purpose of this letter is to notify you that your child's long term suspension has been reduced to a short term suspension.

I have suspended your child for \_\_\_ school days. Your child will return to his/her regular program on \_\_\_ [date]. During this period of suspension, your child will receive instruction in the in-school suspension room here at school. Please note that he/she still must come to school.

If you would like to meet to discuss this incident, please feel free to contact me at [phone number].

Thank you,

[Principal]

*NOTE: Letter accessed in the report section of SMS*