

# 2025

## DISTRICT CODE OF CONDUCT



CENTRAL SQUARE CENTRAL  
SCHOOL DISTRICT – 2025-2026  
Board approved August 4, 2025

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# Code of Conduct

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*A new law was enacted by New York State, effective July 1, 2001, requiring each school district to adopt a Code of Conduct. The Central Square Central School District Board of Education took such action in June 2001.*

*The district has developed and will amend, as appropriate, a written Code of Conduct for the maintenance of order on school property, including school functions, which shall govern the conduct of students, teachers and other school personnel, as well as visitors and/or vendors. The Board of Education shall further provide for the enforcement of such Code of Conduct.*

## **Introduction**

*The Central Square School District Board of Education has developed and implemented a set of expectations for conduct on school property and at school functions. These expectations are based on the principles of civility, mutual respect, citizenship, character, tolerance, honesty and integrity.*

*The Central Square Central School District's Board of Education recognizes the need to:*

- *Clearly define the expectations for acceptable conduct on school property;*
- *Identify the possible consequences of unacceptable behavior;*
- *Ensure that when discipline is necessary it is administered promptly and fairly.*

*Unless otherwise indicated, this code applies to all students, district personnel, parents and other visitors when on school property or attending a school event or activity, including sporting events.*

## **I. Student Rights and Responsibilities**

### **A. Student Rights**

The district is committed to safeguarding the rights of all students under state and federal law. In addition, to promoting a safe, healthy, orderly and civil learning environment, students have the right to:

- Get a quality education that will make students college or career ready;
- Participate in all district activities regardless of age, race, religion, color, national origin, gender, sexual orientation or disability;
- Be heard when facing a disciplinary issue through the processes and procedures described in the Code of Conduct;
- Access to the rules, and when necessary, to receive an explanation of those rules from school staff.

### **B. Student Responsibilities**

All students have the responsibility to:

- Attend school every day, be on time and prepared to learn.
- Contribute to maintaining a safe and orderly school environment that supports learning and shows respect to other persons and property.

- Be familiar with and follow all district rules.
- Accept responsibility for their actions.
- Accept direction, requests and support from adults in a respectful, positive manner.
- Work to develop mechanisms to control their anger.
- Conduct themselves to the highest standards of conduct, behavior and sportsmanship.
- Dress appropriately for school and school functions.
- Work to the best of their ability in all academic and extracurricular activities.
- Strive toward their highest level of achievement possible.
- Ask questions when they do not understand.
- Seek help when needed.
- Maintain the confidentiality of their locker combination(s).

## **II. Responsibilities of Educational Partners**

### **A. Parents**

All parents are expected to:

- Collaborate with the school in the education of their children;
- Ensure their children attends school regularly, on time and that absences are excused;
- Help their children understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment;
- Insist their children follow the dress code;
- Know school rules and help their children understand them;
- Help their children deal with peer pressure;
- Inform school officials of changes in the home situation that may affect student conduct or performance;
- Monitor student progress by looking at progress reports, report cards and online grading programs, where available;
- Encourage their child to complete homework by checking their work and making an area for their child to study;
- Read and be familiar with the District's Code of Conduct.

### **B. Teachers**

All district teachers are expected to:

- Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex, which will strengthen student's self-concept and promote confidence to learn;
- Be prepared to teach;
- Demonstrate interest in teaching and concern for student achievement;
- Know school policies and rules, and enforce them in a fair and consistent manner;
- Maintain confidentiality in conformity with federal and state law;
- Clearly communicate:

- Progress to students and parents in a timely manner;
  - Course objectives and requirements;
  - Marking periods and grading procedures;
  - Assignment due dates;
  - Expectations for students;
  - The classroom discipline plan to students and parents;
  - Regularly with students, parents and other teachers concerning student growth and achievement.
- Participate in school-wide efforts to provide adequate supervision in all school spaces, in conformity with the Taylor Law;
  - Address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, district employee or any person who is lawfully on school property or at a school function;
  - Address personal biases that may prevent equal treatment of all students in the school or classroom setting.

### ***C. Support Staff***

All district support staff are expected to:

- Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, and gender of sex;
- Assist students in coping with peer pressure and emerging personal, social, academic, and emotional problems;
- Participate in teacher/student/counselor conferences and parent/teacher/student/counselor or administrator conferences; as a way to resolve problems;
- Regularly review with students their educational progress and career plans;
- Provide information to assist students with career planning;
- Encourage students to benefit from the curriculum and extracurricular programs;
- Maintain confidentiality in accordance with federal and state law;
- Provide information to students and families the about resources in the community that are available to meet their needs.
- Participate in school-wide efforts to provide adequate supervision in all school spaces; in conformity with the Taylor Law;
- Address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, district employee, or any person who is lawfully on school property or at a school function;
- Address personal biases that may prevent equal treatment of all students.

### ***D. Other School Personnel***

All other school personnel are expected to:

- Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex;

- Maintain confidentiality in accordance with federal and state law;
- Read and be familiar with the Code of Conduct;
- Help children understand the district's expectations for maintaining a safe, orderly environment;
- Participate in school-wide efforts to provide adequate supervision in all school spaces; in conformity with the Taylor Law;
- Address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, district employee, or any person who is lawfully on school property or at a school function;
- Address personal biases that may prevent equal treatment of all students.

#### ***E. Principals/Administrators***

All administrators are expected to:

- Promote a safe, orderly and stimulating school environment, supporting active teaching and learning for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex;
- Support active teaching and learning through the use of best practices and professional development;
- Ensure that students and staff have the opportunity to communicate regularly with the principal/administrators and have access to the principal/administrators for redress of grievances.
- Maintain confidentiality in accordance with federal and state law;
- Evaluate on a regular basis all instructional programs;
- Provide support in the development of the Code of Conduct, when called upon;
- Disseminate the Code of Conduct and anti-harassment policies;
- Support the development of and student participation in appropriate extracurricular activities;
- Be responsible for enforcing the Code of Conduct and ensuring that all cases are resolved promptly and fairly;
- Participate in school-wide efforts to provide adequate supervision in all school spaces;
- Address issues of harassment of any situation that threatens the emotional or physical health or safety of any student, district employee, or any person who is lawfully on school property or at a school function;
- Address personal biases that may prevent equal treatment of all students and staff.

## ***F. The Dignity Act Coordinator***

The Dignity Act Coordinator is expected to:

- Promote a safe, orderly and stimulating school environment, supporting active teaching and learning for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex;
- Support active teaching and learning through the use of best practices and professional development;
- Ensure that students and staff have the opportunity to communicate regularly with the principal/administrators and have access to the principal/administrators for redress of grievances.
- Maintain confidentiality in accordance with federal and state law;
- Evaluate on a regular basis all instructional programs;
- Provide support in the development of the Code of Conduct, when called upon.
- Disseminate the Code of Conduct and anti-harassment policies;
- Support the development of and student participation in appropriate extracurricular activities;
- Be responsible for enforcing the Code of Conduct and ensuring that all cases are resolved promptly and fairly:
- Participate in school-wide efforts to provide adequate supervision in all school spaces;
- Address issues of harassment of any situation that threatens the emotional or physical health or safety of any student, district employee, or any person who is lawfully on school property or at a school function;
- Address personal biases that may prevent equal treatment of all students and staff.

## ***G. Superintendent***

The Superintendent is expected to:

- Promote a safe, orderly, and stimulating school environment, supporting active teaching and learning for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex;
- Support active teaching through the use of best practices and by providing time for professional development opportunities;
- Review with district administrators the policies of the Board of Education and state and federal laws relating to school operations and management; Inform the Board of Education about educational trends relating to student discipline;
- Work to create instructional programs that minimize problems of misconduct and are sensitive to student and teacher needs;
- Work with district administrators to enforce the code of conduct and see that all cases are resolved promptly and fairly;
- Maintain confidentiality in accordance with federal and state law;
- Participate in school-wide efforts to provide adequate supervision in all school spaces;

- Address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, district employee, or any person who is lawfully on school property or at a school function;
- Address personal biases that may prevent equal treatment of all students and staff.
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#### **H. Board of Education**

The Board of Education is expected to:

- Promote a safe, orderly and stimulating school environment, supporting active teaching and learning for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex;
- Maintain confidentiality in accordance with federal and state law;
- Collaborate with students, teachers, administrators, and parent organizations, school safety personnel and other school personnel to develop a Code of Conduct that clearly defines expectations for the conduct of students, district personnel and visitors on school property and at school functions;
- Adopt and review at least annually the district's Code of Conduct to evaluate the Code's effectiveness and the fairness and consistency of its implementation
- Lead by example by conducting Board meetings in a professional, respectful, courteous manner;
- Address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, district employee, or any person who is lawfully on school property or at a school function;
- Address personal biases that may prevent equal treatment of all students and staff.

### **III. Dignity for All Students Act – (DASA)**

- New York State's Dignity for All Students Act (the Dignity Act or DASA) took effect on July 1, 2012. This law was created to provide elementary and secondary school students with a safe and supportive environment free from discrimination, intimidation, taunting, harassment, and bullying (including cyberbullying) on school property, school buses, and/or at school functions, as well as to foster civility in public schools.
- DASA specifically calls for the protection of students from harassment, bullying (including cyberbullying), or discrimination by employees or other students. DASA provides protection from bullying, harassment, intimidation, taunting, or discrimination based on actual or perceived race, color, weight, national origin, ethnic group, religion/religious practice, gender/gender identity, sexual orientation, sex or disability.
- In 2013, the law was updated to include cyberbullying, which means bullying that happens through technology, such as social media, text messages, or websites. Even if the bullying happens outside of school, it still matters if it affects the student's ability to feel safe or learn during the school day. The updated law helps schools take action when students are being targeted online and gives students more protection in today's digital world.
- The Board will designate, at its annual organizational meeting, individuals at each school to act as the Dignity for All Students Act Coordinators (Dignity Act Coordinator). These



individuals shall be thoroughly trained and manage documentation, processing, actions and interventions enforcing DASA.

#### **IV. Searches**

- A student's locker, desk, and district-issued electronic device are the property of the district and students have no expectation of privacy with regards to searches of those areas. A student's vehicle, purse, backpack, personal computer, personal communication device, and other personal possessions may be searched if there is a reasonable belief any of them contain drugs, weapons, contraband, or other items not permitted on campus or a reasonable belief that any contain evidence of violations of the Code. Trained sniff-screening dogs are allowed in the schools to prevent drugs and weapons. The routine checks by dogs are not considered a search by law. These are safety precautions to provide a safe and healthy school in which to learn. Strip searches of students by school personnel are prohibited. Nothing in this provision shall be construed to obstruct a law enforcement officer in the performance of his/her duty.
- The Board believes that the presence of weapons and other objects that may pose a safety concern in the schools threatens the district's ability to provide the safe and orderly learning environment to which district students and staff are entitled. The Board also believes that metal detector (hand-held) searches offer a reasonable means to keep weapons and other objects that may cause a safety concern out of the schools and mitigate the fears of students and staff. The Superintendent or designee may use metal detectors (hand-held) at district schools as necessary to help provide a safe learning environment. He/she shall establish a plan to ensure that metal detector searches are conducted in a uniform and consistent manner.

#### **V. Student Dress Code**

- The intent of the dress code is to foster an environment that is sanitary, safe and conducive to teaching and student learning. It is also intended to provide guidance to prepare students for their role in the workplace and society. All students are expected to give attention to personal grooming and to dress appropriately for school and school functions. Students and their parents have the primary responsibility for acceptable student dress and appearance. Teachers and all other District personnel should exemplify and reinforce acceptable student dress, thereby helping students develop an understanding of appropriate appearance in the school setting.
- A student's dress, grooming and appearance shall:
  1. Not endanger the health, safety and welfare of self or others.
  2. Not disrupt or interfere with the educational process.
  3. Not include any item that is vulgar, obscene, libelous, or that denigrates another's race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity, or disability.
  4. Not promote and/or endorse the use of alcohol, tobacco, or illegal drugs, and/or encourage other illegal or violent activities.
    - Clothing or hats that are affiliated with either the district rifle team or the Central Square club trap team are permitted.
  5. Comply with all rules and regulations as identified in each school building handbook.

- Students who violate the student dress code shall be required to modify their appearance by covering or removing the offending item, and if necessary or practical, replacing it with an acceptable item. Any student who refuses to do so shall be subject to discipline, up to and including in-school suspension for the day. Any student who repeatedly fails to comply with the dress code shall be subject to further discipline, up to and including out-of-school suspension.

## **VI. Rules of Conduct**

- The rules of conduct listed below are focused on safety and respecting the rights and property of others. Students may be subject to disciplinary action, up to and including suspension when they:

### **A. Engage in conduct that is disorderly.**

*Examples may include but are not limited to:*

- Engaging in any act which disrupts the normal operation of the school community, running in hallways, making unreasonable noise, and using language or gestures that are profane, lewd, vulgar, abusive, intimidating, or trigger others;
- Obstructing vehicular or pedestrian traffic;
- Engaging in any willful act, which disrupts the school community.
- Trespassing;
  - Students are not allowed in any school building, other than the one they attend, without permission from the administrator.
- Unauthorized use of personal electronic devices/equipment.
- Unauthorized use of personal computer, laptop and/or other computerized information resource through the district's computer system is prohibited.

### **B. Engage in conduct that is insubordinate.**

*Examples may include but are not limited to:*

- Failing to comply with the directions of district employees or otherwise demonstrating disrespect;
- Being late for, missing or leaving school property without permission;
- Skipping detention;
- Lying to school personnel.

### **C. Engage in conduct that is disruptive.**

*Examples may include but are not limited to:*

- Endangering the health and safety of other students or staff;
- Interfering with classes or activities due to inappropriate appearance or behavior as per the District Code of Conduct;
- Being unprepared for class.

### **D. Engage in conduct that is violent.**

*Examples of violent conduct include:*

- Threatening or committing an act of violence (such as hitting, kicking, and punching), unless otherwise related to their disability, upon any district employee.
- Threatening or committing an act of violence (such as hitting, kicking, and punching), unless otherwise related to their disability, upon another student or any other person lawfully on school property.
- Possessing a weapon in or on school property or at a school function; except for law enforcement officers;
- Displaying what appears to be a weapon;
- Threatening to use any weapon;
- Intentionally damages or destroys (including graffiti or arson) district property or the personal property of any district employee or any person lawfully on school property;
- Communication by any means; oral, written or electronic (such as through the Internet or e-mail) off school property, where the content:
  - a. can reasonably be interpreted as a threat to commit an act of violence on school property;
  - b. results in a disruption to the educational environment.

***E. Engaging in any conduct that violates the tobacco or drug and alcohol policies (#7320 & #5640).***

- Possession and/or use of tobacco products (including but not limited to a cigarette, electronic cigarette or electronic smoking device, cigar, pipe, lighter, matches or chewing/smokeless tobacco) on school property;
- Possessing, consuming, selling, distributing or exchanging alcoholic beverages or illegal substances, or being under the influence of either, “illegal substances” including synthetic cannabinoids, inhalants, marijuana, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, and any substances commonly referred to as “designer drugs”;
- Possessing or distributing prescription, over-the-counter drugs, and herbal and dietary supplements.

***F. Engage in theft by stealing the property of other students, district personnel or any other person lawfully on school property or attending a school function.***

***G. Engage in misconduct while on a school bus.***

It is important for students to behave appropriately while riding on district buses. This is to ensure their safety, the safety of other passengers and to avoid distracting the bus driver. Since students are on school property while on the bus they are required to act in the same manner as they do in the classroom.

***H. Engage in any form of academic misconduct.***

*Examples may include but are not limited to:*

- Plagiarism. “Plagiarism” is the use or close imitation of the language and ideas of another author and representation of them as one’s own original work. This includes copying from electronic sources (from the World Wide Web), even with minor alterations;

- Cheating;
- Copying;
- Altering a grade, or other student record, on paper or in electronic form;
- Assisting another student in any of the above actions;

## ***I. Guidelines for the Use of Artificial Intelligence***

### **1. Purpose and Intent:**

- The purpose of this document is to establish guidelines for the responsible and ethical use of artificial intelligence (AI) tools by students within our school district.
- We recognize the potential benefits of AI in enhancing learning experiences, but we also acknowledge the need to address risks related to academic integrity, data privacy, and copyright.

### **2. General Guidelines:**

- Students are allowed to use AI tools on school devices for educational purposes when permitted by a teacher.
- However, students must not “create, compose, generate, or edit” content that they submit for a grade using AI unless explicitly permitted by a teacher.
- AI should not be used to answer questions on tests, quizzes, or homework assignments unless explicitly permitted by a teacher.

### **3. Academic Integrity:**

- Students are expected to take credit only for their original work. As with all academic endeavors, works used to develop products should be cited.
- Deliberately copying or using content generated by AI (including large language models like ChatGPT) without citation constitutes academic dishonesty, cheating, plagiarism, or forgery.

### **4. Teacher Guidance:**

- Instructional staff may allow students to use AI for specific assignments, portions of assignments, or projects.

### **5. Data Privacy and Copyright:**

- Students must respect data privacy and copyright laws when using AI tools.
- Any AI-generated content should adhere to copyright regulations and protect individuals’ privacy.
- Students must not use AI tools to collect, store, or share personally identifiable information (PII) of other students, teachers, or staff members.

### **6. Ongoing Evaluation:**

- The district will continuously assess the impact of AI on student learning and adjust our guidelines as needed.
- Our goal is to strike a balance between openness to innovation and vigilance in safeguarding educational integrity.

## ***J. Engage in any conduct that endangers the safety, morals, physical or mental health or welfare of others.***

*Examples may include but are not limited to:*

- Falsely reporting an incident;
- Unjustified activation of any fire alarm, or any other safety or security device or alarm on school property, school transportation, or at any school related function;
- Bomb threats of any type;
- Defamation, which includes making false statements about a person or group of people that harms their reputation. This can include posting or publishing videos, audio recordings or pictures on any form of social media or electronic platforms;
- Discrimination, which includes the use of actual or perceived race, age, sexual orientation, use of a recognized guide dog, hearing dog or service dog, color, creed, national origin, religion, religious practice, ethnic group, sex, gender (identity and expression), weight or disability to deny rights, equitable treatment or access to facilities available to others.

***K. Engage in conduct that is discriminatory and harassing against any student, by employees or students on school property or at a school function.***

When these behaviors create a hostile environment by conduct that is with or without physical contact and/or verbal threats, intimidation or abuse, of such a severe nature that:

1. Has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional and/or physical well-being; or
2. Reasonably causes or would reasonably be expected to cause a student to fear for his/her physical safety.

*Examples may include but are not limited to:*

1. Threats;
2. Intimidation; or
3. Abuse based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practices, disability, sexual orientation, gender/gender identity, or sex (as defined in Education Law Section 11(6));

Nothing in this subdivision shall be construed to deny the admission into, or exclusion from, a course of instruction based on a person's gender that would be permissible under Education Law Sections 3201-a or 2854(2) (a) and Title IX of the Education Amendments of 1972 (20 USC Section 1681 et. permissible under 504 of the Rehabilitation Act of 1973).

***L. Engage in bullying or harassing of any student, staff member, or visitor to the district as set forth by the Board of Education Policies 7550, 7551, 7552, 7553 & 3420, on Hazing, Bullying, Cyberbullying, and Harassment.***

*Examples may include but are not limited to:*

- Acts of sexual harassment'
- Selling, using or possessing obscene or pornographic material'
- Acts of hazing;
- Acts of bullying;

- Acts of cyberbullying.

*M. Engage in conduct that **misuses a school device** (detailed in the Board of Education Policy 7315 Student Acceptable use Policy)*

## **VII. Reporting Violations**

- Any student observing a student possessing a weapon, alcohol or illegal substance on school property or at a school function shall report this information immediately to a teacher, the principal, counselor or other school employee.
- Failure to report an incident to a district employee may result in disciplinary action.
- Any weapon, alcohol or illegal substance found shall be confiscated immediately, followed by notification to the parent of the student involved and the appropriate disciplinary action taken, which may include permanent suspension and referral for prosecution.
- The principal or his/her designee must notify the Superintendent as well as appropriate local law enforcement agency of those code violations that constitute a crime and substantially affect the order or security of a school as soon as possible, but no later than the close of business the day the principal learns of the violation. The notification may be made by telephone, followed by a letter mailed within 24 hours of the notification. The notification must identify the student(s) and explain the behavior that violated the Code of Conduct.

## **VIII. Levels of Interventions and Responses**

### *A. Determining Disciplinary Interventions and Consequences*

- Disciplinary action, when necessary, will be firm, fair and consistent so as to be the most effective in changing student behavior. Administrators must use this document when determining which disciplinary interventions and consequences best address the unacceptable behavior.
- In determining the appropriate disciplinary action, school personnel authorized to impose disciplinary penalties will consider the following:
  - The student's age;
  - The severity of the offense;
  - The circumstances which led to the offense;
  - The student's prior disciplinary record;
  - The effectiveness of other forms of discipline;
  - Information from parents, teachers, other district personnel, student's Individualized Education Plan (IEP) and 504 Accommodation Plan, if applicable; and/or
  - Other extenuating circumstances.
- As a general rule, discipline will be progressive.
- Administrators will use lower-level interventions when it is appropriate. They will aim to match students with interventions that are the least intensive but also the most effective. However,

multiple incidents of violations of the same behavior will warrant more intensive interventions and stiffer consequences.

- The levels of interventions and consequences are a menu of responses. Teachers and administrators can select one or more of the responses in each level. It is not expected that all interventions in each level will be used.
- If the conduct of a student is related to a disability or suspected disability, a manifestation determination hearing will be held before additional consequences are rendered.
- A student identified as having a disability shall not be disciplined for behavior related to his/her disability.

### ***B. Disciplinary Consequences***

- Students who are found to have violated the Code of Conduct may be subject to the following penalties, either alone or in combination with one another. Administrators, teachers or other school personnel assigning a consequence need to be consistent with the student's right to due process.
  - Verbal warning
  - Written warning
  - Written notification to parent
  - Detention
  - Extended Detention
  - Saturday Suspension
  - Suspension from social or extracurricular activities
  - Suspension of other privileges
  - Removal from classroom by teacher
  - Short-term (five days or less) suspension from school Long-term (more than five days) suspension from school
  - Permanent suspension from school
  - Notification of authorities

### ***C. Disciplinary Procedures***

- District personnel authorized to impose penalties must let the student know what misconduct the student is alleged to have committed, and must investigate the facts surrounding the alleged misconduct.
- All students will have an opportunity to present their version of the facts to the district personnel assigning the disciplinary penalty.
- Students who are to be given penalties other than a verbal warning, written warning or written notification to their parents are entitled to additional rights before the penalty is imposed. These additional rights are explained below.

## ***Detentions***

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Administrators and the superintendent may use after school detention as a penalty for student misconduct in situations when removal from the classroom or suspension would be inappropriate.

Detention will be assigned only after the student's parent has been notified to confirm that there is no parental objection to the penalty and the student has appropriate transportation home following detention.

## ***In-School Suspension***

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The Board recognizes that the school must balance the need of students to attend school and the need for order in the classroom to establish an environment conducive to learning. As such, the Board authorizes building administrators and the superintendent to place students who would otherwise be suspended from school as the result of a Code of Conduct violation in "in-school suspension". "In-school suspension" is the temporary removal of students from the classroom and their placement in another area of the school.

A student subjected to an in-school suspension is not entitled to a full hearing pursuant to Education Law 3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the district official imposing the in-school suspension to discuss the conduct and the penalty involved.

## **IX. Removal of a Disruptive Student**

### **A. Teachers**

A student's behavior can affect a teacher's ability to teach and makes it difficult for other students in the classroom to learn. In most instances the classroom teacher can control disruptive behavior by using good management techniques. At times, it may be necessary for a teacher to remove a disruptive student from the classroom to ensure that the other students continue to learn.

Before removing the student, the teacher must explain why he or she is being removed from the classroom. The student must also be given the opportunity to present his or her version of the story. Only after this informal discussion may a teacher remove a student from class.

If the student's behavior continues to seriously interrupt learning, or is unsafe, the teacher may order the student be removed immediately. Before removing the student, the teacher must explain why he or she is being removed from the classroom and explain that he or she will have a chance to present their version of the story within 24 hours.

The teacher must submit a discipline referral explaining the behavior that caused the removal from class. The referral form should be turned in to the appropriate administrator by the end of the school day.

Nothing in this section of the Code of Conduct lessens the right or responsibility of a principal to suspend a student or of a teacher to manage student behavior in the classroom. Classroom



management techniques that provide the student with a brief break in the classroom, in an alternate setting or allowing the student to meet with a support staff member, are not considered removals from class.

#### **B. Bus Driver**

A student's behavior can affect a bus driver's ability to safely operate the bus or poses a danger to another student. In most cases, the bus driver can control disruptive behavior by using good management techniques and communicating with parents.

The bus driver must complete a referral form to explain the behavior that caused the removal from the bus. The referral form should be turned into the appropriate administrator by the end of the bus route.

### **X. Suspension**

- For the safety of students and school staff, some behaviors call for a minimum period of suspension. The student's parents or guardian will be notified of the disciplinary action, in writing, within 24 hours after the student's removal.
- The notice must also inform the parent that he or she has the right, upon request, for an informal conference. The written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the student's removal at the last known address for the parent.
- Where possible, notice should also be provided by phone if the school has been provided with a telephone number(s) for the purpose of contacting parents.
- If the student denies the charges, the principal, or the designated administrator, must provide an explanation and give the student and the student's parents a chance to present the student's version of the relevant events. The informational meeting must be held within 48 hours of the student's removal. This may include a staff member if warranted. The timing of the information meeting may be extended by mutual agreement of the parent, teacher, and principal.
- The principal or the designee may overturn the removal of the student from school if they find any one of the following:
  1. The charges against the student are not supported by substantial evidence;
  2. The student's removal is otherwise in violation of law;
  3. The conduct warrants suspension from school pursuant to Education Law 3214 and a suspension will be imposed.
- The principal, or his/her designee, must make a decision to overturn the removal, or not, before the close of business on the day after the informal hearing.
- No student removed from school by the principal will be allowed to return to school until the principal, or designee makes a final determination, or the period of removal expires, whichever is less.

## ***Minimum Suspension Periods for:***

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### ***A. Students Who are Repeatedly Substantially Disruptive***

A student who is removed from class on three or more occasions throughout the school year may be subject to disciplinary action ranging from a Saturday detention to an out-of-school suspension. Such removals need not be by the same teacher. The discipline may be increased or reduced on a case-by-case basis by the superintendent, or his/her designee, consistent with law.

### ***B. Students Who are Violent***

Students who are deemed to be “violent pupils” as defined by Education Law Section 214(2-a) may be subject to a minimum out-of-school suspension of at least three days. The suspension period may be increased or reduced on a case-by-case basis by the superintendent, or his/her designee, consistent with law.

### ***C. Students With Disabilities***

The Board recognizes that it may be necessary to suspend, remove or otherwise discipline students with disabilities to address disruptive or problem behavior. The Board also recognizes that students with disabilities are entitled to certain procedural protections whenever school authorities intend to impose a removal or suspension that changes their educational placement. The Board is committed to providing these procedural protections when disciplining these students. This Code of Conduct affords students with disabilities subject to disciplinary action no greater or lesser rights than those expressly afforded by applicable federal and state law and regulations.

## ***Procedures to Inform Law Enforcement Officials of a Crime and Filing Criminal/Juvenile Delinquency Complaints***

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When a violation of this code constitutes a crime, the superintendent has established the following procedures to report the incident to the appropriate law enforcement agency and to follow through with filing a criminal/juvenile delinquency complaint:

- a. Any individual who believes that he/she has witnessed a crime either on school premises or at a school function should report it to the appropriate building principal or his/her designee. The principal/designee will gather information to determine whether he/she believes that a crime has been committed. If so, the appropriate local law enforcement agency will be contacted immediately. If not, the principal/designee will take whatever disciplinary steps may be necessary, consistent with the code.

These procedures should be followed in all circumstances except for reporting “child abuse in an educational setting” where the procedure for reporting such incidents is set forth in the statute.

- b. If the school district is deemed (by law enforcement) to be the appropriate entity to file a criminal/juvenile delinquency complaint against a code violator, the appropriate school official (e.g., building principal) will be expected to file such a complaint. Where the victim of the crime is

an individual, whether a student, teacher, staff member, visitor, etc., the crime victim will be strongly encouraged to file such a complaint.

## **XI. Public Conduct on School Property**

- The district is committed to providing an orderly, respectful environment that is conducive to learning. To create and maintain this kind of an environment, it is necessary to regulate public conduct on school property and at school functions. For purposes of this section of the code, “public” shall mean all persons when on school property or attending a school function including students, teachers and district personnel.
- The restrictions on public conduct on school property and at school functions contained in this code are not intended to limit freedom of speech or peaceful assembly. The district recognizes that free inquiry and free expression are indispensable to the objectives of the district. The purpose of this Code is to maintain public order and prevent abuse of the rights of others.
- All persons on school property or attending a school function shall conduct themselves in a respectful and orderly manner. In addition, all persons on a school property or attending a school function are expected to be properly attired for the purpose they are on school property.

### ***A. Prohibited Conduct***

No person either alone or with others shall:

1. Intentionally injure any person or threaten to do so.
2. Intentionally damage or destroy (including graffiti or arson) district property or the personal property of a teacher, administrator, other district employee, or any person lawfully on school property,
3. Disrupt the orderly conduct of classes, school programs, or other school activities.
4. Distribute or wear materials on school grounds or at school functions that are obscene, advocate illegal action, appear libelous, obstruct the rights of others, or are disruptive to the school program.
5. Intimidate, harass, or discriminate against a person on the basis of actual or perceived race, color, creed, national origin, ethnic group, religion, religious practice, sex, gender, sexual orientation, weight or disability.
6. Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed.
7. Obstruct the free movement of any person in any place to which this code applies.
8. Violate the traffic laws, parking regulations, or other restrictions on vehicles.
9. Possess, consume, sell, distribute, or exchange alcoholic beverages, controlled substances, over-the-counter drugs, be under the influence on school property or at a school function.
10. Possess or use weapons in or on school property or at a school function, except in the case of law enforcement officers or except as specifically authorized by the school district.
11. Loiter on or about school property.
12. Gamble on school property or at school functions.

13. Refuse to comply with any reasonable order of identifiable school district officials performing their duties.
14. Willfully incite others to commit any of the acts prohibited by this Code.
15. Violate any federal or state statute, local ordinance, or board policy while on school property or while at a school function.
16. Engage in any conduct that endangers the safety, physical or mental health or welfare of others. Examples of such conduct include, but are not limited to:
  - a. Initiating a report warning of fire or other catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher. Harassing, which includes a sufficiently severe action or persistent pervasive pattern of actions or statements directed at an identifiable individual or group which are intended to be, or which a reasonable person would perceive as ridiculing or demeaning. Harassment is also the creation of a hostile environment. (See Policy, 3420 Non-Discrimination and Anti-Harassment in the School District; Policy 7550 Dignity for All Students Act, Policy 7551 Sexual Harassment of Students, and; Policy 7552 Student Gender Identity for a more complete definition).
  - b. Intimidating, which includes engaging in actions or statements that put an individual in fear of bodily harm.
  - c. Bullying, this may be a hostile activity which harms or induces fear through the threat of further aggression and/or creates terror. (See Policy 7550, 7551 and 7552 for a more complete definition).
  - d. Hazing, this includes an induction, initiation or membership process involving harassment. (See Policy 7553 for a more complete definition).
  - f. Indecent exposure, that is, exposure to sight of the private parts of the body in a lewd or indecent manner.
17. Engaging in retaliation against anyone who reports bullying, harassment, discrimination, or any other rule-breaking is strictly prohibited.
18. Engage in off-campus misconduct that **interferes with, or can reasonably be expected to substantially disrupt the educational process in the school or at a school function**. Examples of such misconduct include, but are not limited to:
  - a. Cyberbullying (i.e., inflicting willful and repeated harm through the use of electronic text).
  - b. Threatening or harassing students or personal over the phone or other electronic medium.

## ***B. Penalties***

Persons who violate this code shall be subject to the following penalties:

- **Visitors** – Their authorization, if any, to remain on school grounds or at the school function shall be withdrawn and they shall be directed to leave the premises. If they refuse to leave, they shall be subject to ejection.
- **Students** – They shall be subject to disciplinary action as the facts may warrant, in accordance with the due process requirements.
- **Tenured faculty members** – They shall be subject to disciplinary action as the facts may warrant in accordance with Education Law §3020-a or any other legal rights that they may have.

- ***Staff members in the classified service of the civil service entitled to the protection of Civil Service Law §75*** – They shall be subject to immediate ejection and to disciplinary action as the facts may warrant in accordance with Civil Service Law §75 or any other legal rights that they may have.
- ***Staff members other than those described in subdivisions 3 and 4 above*** – They shall be subject to warning reprimand, suspension or dismissal as the facts may warrant in accordance with any legal rights they may have.
- ***C. Enforcement***

The administrator/designee shall be responsible for enforcing the Code of Conduct. When the code is being violated, the prohibited conduct, which does not pose any immediate threat of injury to persons or property, should be addressed and corrected. The administrator/designee shall also warn the individual of the consequences for failing to stop.

If the person refuses to stop engaging in the prohibited conduct or if the person's conduct poses an immediate threat of injury to persons or property, the Superintendent or his/her designee shall have the individual removed immediately from school property or the school function. If necessary, local law enforcement authorities will be contacted to assist in removing the person.

The district shall initiate disciplinary action against any student or staff member, as appropriate, with the "Penalties" section above. In addition, the district reserves its right to pursue a civil or criminal legal action against any person violating the code.

## **XII. Corporal Punishment, Physical Restraint & Timeout**

- Physical restraint and timeout may only be used when a student's behavior poses an imminent risk of harm to themselves or others. Whenever possible, less restrictive interventions should be attempted before resorting to physical restraint and/or timeout. Physical restraint is never a planned intervention.
- Physical restraint cannot be used with preschool students attending a preschool program that is licensed by the New York State Office of Children and Family Services.
- Restraints and timeouts may not be used as a form of punishment. The use of corporal punishment, prone restraint, seclusion or aversive interventions are strictly prohibited.
- Staff that use physical restraint and/or timeout must do so in a manner that is safe, dignified and appropriate to the student's age, size, and medical conditions. Therefore, all staff who may need to implement these interventions must receive annual, evidence-based training in safe and effective procedures.
- If a staff member uses physical restraint or timeout, it must be documented and reported to the school administration. Parents must also be informed as soon as possible following the use of a physical restraint or timeout on their child.
- The district will review any reports on the use of physical restraint and timeout to ensure compliance with state regulations. An annual report on the use of interventions will be submitted by the school district to NYSED on an annual basis.

### **XIII. Conduct and Discipline**

#### ***Responding to Behavior Violations***

The Code of Conduct uses a three-level system that emphasizes student accountability and focuses on changing behavior. When a student's behavior is significant, he or she will be assigned a consequence. The consequence indicates that the behavior was inappropriate, unacceptable or unsafe. The administrator's/designee's response will fall into one of three levels. The higher the level of response, the more serious the violation.

**For purposes of this Code, the following definitions apply.**

## **GLOSSARY**

<b>Disruptive Student</b>	Any student who is substantially disruptive of the educational process or substantially interferes with the district employees' authority.
<b>Parent</b>	The parent, guardian or person in parental relations to a student.
<b>Central Square School District Property</b>	In or within any building, structure, athletic playing field, playground, parking lot or land contained within the real property boundary line of the district's elementary or secondary schools, or in or on a school bus.
<b>Central Square School District Function</b>	Any school sponsored extracurricular event or activity including but not limited to off-site events.
<b>Violent Student</b>	<p>Any student who while on school property or at a school function:</p> <ol style="list-style-type: none"><li>1. Commits an act of violence upon a district employee or attempts to do so;</li><li>2. Commits an act of violence upon another student or any other person lawfully on school property or at a school function;</li><li>3. Possesses a weapon;</li><li>4. Displays what appears to be a weapon;</li><li>5. Threatens to use a weapon or threatens physical harm;</li><li>6. Knowingly and intentionally damages or destroys the personal property of any district employee or of any person lawfully on school property or at a school function; or</li><li>7. Knowingly and intentionally damages or destroys school property.</li></ol>
<b>Weapon</b>	A firearm as defined in 18 USC 921 for purposes of the Gun Free Schools Act. It also means any other gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, dagger, dirk, razor, stiletto, switchblade knife, gravity knife, brass knuckles, sling shot, metal knuckle knife, box cutters, cane sword, electronic dart gun, Kung Fu star, electronic stun gun, pepper spray or other noxious or malodorous materials, explosive or incendiary bomb, or other device, instrument, material or substance that can cause serious physical injury or death when used as a weapon.
<b>Bullying</b>	A form of harassment that consists of persistent or severe coercion, cruelty, insults, intimidation, or threats. The intentional acts are done willfully, knowingly and with deliberation, by an individual(s), that targets and harms another person physically or emotionally. Bullying involves a real or perceived power imbalance.
<b>Discrimination</b>	The denial of equal treatment, admission, and/or access to programs, facilities, and services based on the person's actual or perceived membership in a certain group or category.

<b>Harassment</b>	The creation of a hostile environment by conduct or verbal threats, intimidation, or abuse that is continued and unwanted.
<b>Taunting</b>	Intended to isolate the target, to hurt, and words used are demeaning and cruel. Taunting is a choice to bully someone for whom you have contempt.
<b>Cyberbullying</b>	Bullying that takes place through the use of electronic devices / technology. Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else. It can include sharing personal or private information about someone else causing embarrassment or humiliation. Some cyberbullying crosses the line into unlawful or criminal behavior. Cyberbullying may involve a real or perceived power imbalance.
<b>Physical Restraint</b>	The use of physical force to restrict the free movement of a student's body.
<b>Timeout</b>	A technique used to help manage a student's behavior by temporarily separating them from the group in a safe, non-locked space. The goal is to help the student calm down, regain control, and get ready to return to their regular activities. Timeout should only be used if there's an immediate safety concern or if it's part of a plan for a student with a disability.
<b>Corporal Punishment</b>	The use of physical force to punish a student. As of October 23, 2023, corporal punishment is prohibited in every school and is classified as child abuse. One example of corporal punishment would be spanking or paddling a student. (Properly implemented physical restraint, used to protect the student and others from harm, is not classified as corporal punishment).
<b>Prone Restraint</b>	When a student is restrained in the face down position.
<b>Seclusion</b>	The involuntary confinement of a student alone in a room or a space where they are physically prevented from leaving. Seclusion does not include the use of properly implemented timeout interventions.
<b>Aversive Intervention</b>	Causing pain or discomfort to eliminate or reduce a behavior. Examples include, but are not limited to, electric shock, deep muscle squeezes, denial of food, mechanical restraints, and applying unpleasant substances (i.e., soap in the mouth)





## Conduct and Discipline

### Behavior Violations and Levels of Response

OPTIONS			
Level I	Level II	Level III	SPO
<ul style="list-style-type: none"> <li>Warning/Verbal reprimand</li> <li>Time-out/out of classroom</li> <li>Loss of privilege (lunch detention, loss of recess, pass restriction, timeout in office, etc.)</li> <li>Conference with student</li> <li>Communication / conference with parent</li> <li>Detention</li> <li>Referral to support staff</li> <li>Behavior plan</li> <li>Restitution</li> </ul>	<ul style="list-style-type: none"> <li>Loss of privilege (loss of recess, lunch detention, etc.)</li> <li>Extended removal from class</li> <li>Suspension               <ul style="list-style-type: none"> <li>In-school</li> <li>Out of school</li> </ul> </li> <li>Behavior plan</li> <li>Referral to support staff</li> <li>*Police notification</li> <li>*Removal from school property</li> <li>*Social probation</li> <li>**Superintendent hearing</li> </ul>	<ul style="list-style-type: none"> <li>*/**Alternative placement</li> <li>**Long-term suspension</li> <li>**Superintendent hearing</li> </ul>	<p>X - may get SPO involved</p> <p>XX - <b>must</b> get SPO involved</p>
<p>* <b>Administrator / Superintendent Action</b></p> <p>** <b>Superintendent Action</b></p>			

## Behavioral Chart

### Interventions and Consequences

Behavior Violation	Level 1	Level 2	Level 3	SPO	Notes
<b>Absences</b>					
Skipping/late to class without a valid reason	X	X			
Persistent or excessive absences from school (School Board Policy #7110)	X	X			Significant absences from school will result in having Child Protective Services informed and possibly involved
Leaving School without permission	X	X			
<b>Academic Dishonesty</b>					
Plagiarism, copying another's work, cheating or altering records	X	X	X		
<b>Alcohol</b>					
Under the influence of Alcohol (School Board Policy #7320)		X	X	X	School staff will refer student to appropriate substance abuse counseling School nurse will be notified immediately
Use or possession of Alcohol (School Board Policy #7320)		X	X	X	
Distribution or selling of Alcohol (School Board Policy #7320)		X	X	XX	
<b>Arson</b>					
Starting a fire		X	X	X	NYS Uniform Fire Prevention Code 401.3 requires building principals to contact the fire department for any and all unwanted fires
Starting a fire: Destruction of property as a result of a fire		X	X	XX	Principals must complete NYSED Office of Facilities Planning Fire Incident Report Form 2014.
<b>Assault on Student or Other Individual</b>					
Assault with or without injury		X	X	X	
Assault on student with serious bodily injury with or without provocation (hitting, kicking or punching another student)			X	X	
Two or more persons intentionally assault with injury		X	X	X	
Two or more persons intentionally assault with serious bodily injury			X	X	

Behavior Violation	Level 1	Level 2	Level 3	SPO	Notes
<b>Bomb Threat</b>					
Making threats of providing false information about the presence of explosive materials or devices on Central Square School District property			X	XX	
<b>Bullying, Harassing and/or Discrimination</b>					
Intentional conduct (including verbal, physical, or written conduct) that constitutes bullying, discrimination, cyberbullying, or harassment that reasonably causes or would reasonably be expected to cause a student to fear for his/her physical safety	X	X	X	X	A Dignity for All Students Act (DASA) investigation is always documented and required when bullying, discrimination and/or harassment are suspected
Cyberbullying: Intentional conduct via electronic communication that constitutes bullying, harassment or discrimination that reasonably causes or would reasonably be expected to cause a student to fear for his/her physical safety	X	X	X	X	Depending on the allegations a Title IX or other investigation as outlined in applicable board policies may be required
Persistent and repeated incidents of bullying targeted at the same person or group	X	X	X	X	For more information, please visit <a href="http://cssd.org">cssd.org</a>
Defamation - making false or unprivileged statements or representations of an individual or identifiable group of individuals that harm the reputation of the person or identifiable group by demeaning them. Includes posting or publishing videos, audio recordings or pictures (written material, cell phones, Internet, Facebook, Tiktok, YouTube, Snapchat and/or any form of social media.)	X	X	X	X	
Harassment (Threatening behavior) A threat to engage in menacing behavior that is violent or sexual in nature, without physical contact, that reasonably causes or would reasonably be expected to cause a student to fear for his/her physical safety	X	X	X	X	
Harassment of Staff (Threatening behavior) A threat to engage in menacing behavior that is violent or sexual in nature, without physical contact, that reasonably causes or would reasonably be expected to cause a student to fear for his/her physical safety	X	X	X	X	

Behavior Violation	Level 1	Level 2	Level 3	SPO	Notes
<b>Damage to School Property or Personal Property</b>					
Minor damage (less than \$50)	X	X			
Damage to another person's or Central Square School District property (\$50-\$500)		X	X	X	
Damage to another person's or Central Square School District property (over \$500)		X	X	X	
<b>Disruption to the Educational Process/Misconduct</b>					
Disruptive behavior	X	X	X		
Use of profanity or obscene language or gestures	X	X			
Use of profanity or obscene language or gestures towards staff members	X	X	X		
Throwing objects without physical harm (including bus, classroom, hallway, etc.)	X	X			
Throwing objects that pose a potential threat of harm (including bus, classroom, hallway, etc.)	X	X	X		
Refusing to sit in an assigned seat on a school vehicle	X	X			
Deliberately tampering with emergency exits / improper activation of a fire alarm (including bus) on/or at any Central Square school district property		X	X	XX	Principals must complete NYSED Office of Facilities Planning Fire Incident Report Form. If the fire alarm is the fire department must be notified and they have jurisdiction until the event is investigated
Loitering - The act of remaining in an area for no obvious reason (hanging around) on/or at any Central Square school district property	X	X			
<b>Fighting</b>					
Fighting - Aggressive physical conflict between two or more individuals including: wrestling, shoving, punching, kicking, hitting, shaking, poking, etc.		X	X	X	DASA investigation may be warranted
Fighting with serious bodily injury		X	X	XX	
Fighting that causes the principal to initiate "hold in place" emergency procedures, prevents large numbers of students from moving through the hallways and disrupts the educational process for large numbers across the school, or poses a serious and grave threat to safety of large numbers of students, such as threat of substantial bodily harm to students			X	XX	

Behavior Violation	Level 1	Level 2	Level 3	SPO	Notes
<b>Gambling</b>					
Participating in games of chance, skill for money (including card playing) for money and/or things of value	X	X	X		
<b>Illegal Behavior</b>					
Criminal Mischief - The destruction or serious defacing of school property of the property of others	X	X	X	XX	
Trespass – Entering or remaining without permission or authority on Central Square School District property	X	X	X	XX	
Burglary - Illegal or unauthorized entry to any area of any Central Square School District property during or after regular school hours to commit theft or another crime; ex. Classrooms cabinets, auditorium, offices, lockers, gymnasium, rooms, etc.	X	X	X	XX	
<b>Illegal Drugs</b>					
Under the influence (School Board Policy #7320)		X	X	X	
Use and/or possession including drug related paraphernalia (School Board Policy #7320)		X	X	XX	
Distribution and/or selling including drug related paraphernalia (School Board Policy #7320)		X	X	XX	
<b>Inhalants</b>					
Under the influence		X	X		
Use and/or possession		X	X	X	
Distribution and/or selling		X	X	X	
<b>Sexual Assault / Sexually based Infraction or Offenses</b>					
Forced sexual act			X	XX	School staff is required to refer students to appropriate counseling
Sexual harassment (ex. Unwelcome sexual advances; requests for sexual favors or inappropriate verbal, written or physical conduct of a sexual nature)		X	X	X	Possession and/or transmission of child pornography is subject to prosecution and must be reported to the police
Sexual activity or sexual misconduct (ex. Indecent exposure, engaging in sexual activity, etc.)		X	X	X	

Behavior Violation	Level 1	Level 2	Level 3	SPO	Notes
<b>Technology Acceptable Use Policy</b>					
Inappropriate use of school devices (School Board Policy #7315, 7315R)	X	X	X		The action by any student to view or change information on an electronic device that they are authorized/not authorized to access  Possession and/or transmission of child pornography is subject to prosecution and must be reported to the police
<b>Theft</b>					
Theft / Possession/ Transfer of stolen goods under \$500	X	X		X	
Theft / Possession/ Transfer of stolen goods over \$500		X	X	X	
<b>Tobacco / Tobacco Products / Nicotine Products / Electronic Vaporizers and/or Smoking Devices</b>					
Possession and/or use including tobacco/nicotine dispensing paraphernalia (School Board Policy #7320 & #5640)		X	X		
Distribution and/or selling including tobacco/nicotine dispensing paraphernalia (School Board Policy #7320)		X	X	X	
<b>Violent</b>					
Threatening to commit an act of violence	X	X	X	X	
Striking a student	X	X			
Striking an adult	X	X			
Committing an act of violence towards a student	X	X	X	X	Committing an act of violence (such as hitting, kicking, punching, etc.), unless otherwise related to their disability
Committing an act of violence towards an adult	X	X	X	X	

Behavior Violation	Level 1	Level 2	Level 3	SPO	Notes
<b>Weapons, Firearms, Explosives</b>					
Possession of instruments or objects that could be used as weapons		X	X	X	Expulsion for no less than one calendar year is mandated by state law for firearms violation, but can be modified on a case-by-case basis by the superintendent of schools
Possession of an instrument or object used as a weapon with intent to cause physical harm or injury			X	XX	
Possession of a weapon			X	XX	
Firearms (possession of a firearm as defined in 18 USC 921 of federal code; ex. handguns, rifles, shotguns, bombs)			X	XX	
Other guns (possession of any gun of any kind, loaded or unloaded, operable or inoperable including, but not limited to, BB guns, pellet guns, etc.)			X	XX	
Explosives (possession, sale, distribution, detonation or threat of detonation) of an incendiary or explosive material or device including, but not limited to, firecrackers, smoke bombs, flares, or any combustible or explosive substances or combination of substances or articles, other than a firearm			X	XX	