



SOUTHAMPTON PUBLIC SCHOOLS

KINDERGARTEN - GRADE 12 CODE OF CONDUCT GUIDE

Presented to and Acknowledged by the Board of Education:
September 2011

Southampton Public Schools

Mission Statement

Southampton School District, in partnership with our diverse community, will educate students in a safe, supportive environment and equip them with the knowledge, values and skills to become responsible citizens in a dynamic global society.

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CODE OF CONDUCT GUIDE FOR SOUTHAMPTON PUBLIC SCHOOLS

The Southampton Public Schools 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 is the Discipline Guide to support the Code of Conduct policy. Included in this document are responsibilities that address student behavior and promote an atmosphere of dignity and respect by establishing guidelines to help students as they strive to become productive citizens in a diverse society.

The Discipline Guide provides a range of permissible disciplinary measures which ensures both consistency and equitable treatment for all students and enables a principal, the superintendent and their designees to exercise discretion and educational judgment. Principals, teachers, school staff, students and parents need to know the disciplinary measures that can be taken when a student misbehaves or substantially disrupts a classroom. Guidance and related service interventions are included because inappropriate behavior or violations of the Discipline Guide may be symptomatic of more serious problems that students are experiencing. It is, therefore, important that school personnel be sensitive to issues that may influence the behavior of students and respond in a manner that is most supportive of their needs. Final disciplinary actions and interventions will be determined by school administration.

This document is meant to support the Southampton Public Schools Code of Conduct and to uphold the “Dignity for All Students Act” (passed June 2010).

WHAT IS THE “DIGNITY FOR ALL STUDENTS ACT?”

This law amends the New York Education Law to prohibit harassment against students in school, including harassment based on real or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity and expression) and sex, and to prohibit discrimination based on these same characteristics. The prohibition would apply to all public schools in the state.

Specifically this law requires schools to:

- Adopt policies to make schools harassment-and-discrimination-free environments;
 - Inform students and parents of anti-discrimination and harassment policies;
 - Develop guidelines to be used in school training programs for teachers, administrators and other school employees to discourage the development of discrimination and harassment among staff and students;
 - Create guidelines relating to the development of nondiscriminatory instruction and counseling;
 - Incorporate discrimination and harassment awareness and sensitivity into civility, citizenship and character education curricula;
 - Provide a staff member trained in human-relations counseling; and
 - Report on incidents of discrimination and bias harassment to the State Education Department.
- The law also requires the State Education Department to assist districts in implementing the requirements of the act with regulations, direct services and model policies.

DISTRICT COMPUTER, INTERNET AND NETWORK USE

This guide is meant to support Southampton Public Schools district policy which includes a Code of Conduct and a District Computer, Internet and Network Use Policy. This guide is not limited to infractions, disciplinary responses, and counseling interventions listed in the document. It is important to ensure that all students, parents and staff members are familiarized with the District Computer, Internet and Network Use Policy. All students, staff and parents are required to sign and follow this policy at the beginning of each school year. Computer, Internet and Network infractions will be addressed using the framework set forth in this guide. Please see the District Policy Book, section 4526, for more information.

PARENTS AND STAFF AS PARTNERS

Students, parents and school personnel all have a role in making schools safe and must cooperate 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 by the teacher. 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 Discipline Code. All 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 that may affect student behavior. It is important that there be maximum consultation and communication between the school and the home. Guidance 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 where appropriate. Parents who want to discuss guidance interventions in response to student behavior should contact their child's school, beginning with the teacher.

COUNSELING AND SUPPORT STAFF 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 throughout the school year. When a student engages in misconduct, in addition to the range of possible consequences for student infractions, the Discipline Code 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 disciplinary response and students should receive guidance interventions at all stages of the disciplinary process, including while on extended suspension. When used consistently and appropriately, these interventions can be a tool to improve student behavior, lower student recidivism and contribute to a more positive school environment.

Students returning from suspension should be provided with support services to maximize their ability to meet social and academic standards within the school community. Support services may include any other range of guidance interventions or a combination of services as best meets the needs of the individual student.

APPEALS

There are two levels of student suspension: principal suspension and superintendent suspension. A principal suspension can range from 1 – 5 days. A superintendent suspension is a suspension that goes beyond 5 days.

Principals' suspensions may be appealed to the building principal first. An appeal may be brought to the Superintendent of Schools after a principal's decision of the appeal has been made.

A suspension of more than five days may be imposed for students in all schools by the Superintendent of Schools. An appeal may be brought directly to the Superintendent of Schools.

CODE OF CONDUCT GUIDE

Kindergarten – Grade 6 Level 1

Infractions – Insubordinate Behaviors

- Unexcused absence from school
- Being late for school
- Bringing prohibited equipment or material to school without authorization (e.g. cell phone, beeper, or other electronic communication/device)
- Failing to be in one's assigned place on school premises
- Behaving in a manner which disrupts the educational process (e.g. making excessive noises in a classroom, library or hallway)
- Engaging in verbally rude or disrespectful behavior
- Wearing clothing, headgear (e.g. caps or hats), or other items that are unsafe or disruptive to the educational process
- Posting or distributing material on school premises in violation of written Department of Education policy and/or school rules
- Using school computers, fax machines telephone or other electronic equipment or devices without appropriate permission

Range of Possible Disciplinary Responses

- Admonishment by pedagogical school staff
- Student/teacher conference
- Reprimand by appropriate supervisor (e.g. assistant principal, principal)
- Parent conference
- In-school disciplinary action (e.g. exclusion from extracurricular activities, recess or communal lunchtime and/or after school detention)
- Suspension or removal from the bus

Range of Possible Counseling Interventions

- Parent outreach
- Intervention by counseling staff
- Individual/group counseling
- Peer mediation
- Conflict resolution
- Development of individual behavior contract
- Short-term behavioral progress reports
- Referral to PPS (Pupil Personnel Team)
- Community service (with parental consent)
- Referral to a Community Based Organization (CBO)

Kindergarten – Grade 6 Level 2

Infractions-Disorderly Disruptive Behaviors

- Smoking and/or possession of matches, lighters and/or fireworks
- Using profane, obscene, vulgar, lewd or abusive language or gestures
- Lying to, giving false information to, and/or misleading school personnel
- Misusing property belonging to others
- Engaging in or causing disruptive behavior on the school bus
- Leaving class, building or school premises without permission of supervising school personnel
- Engaging in inappropriate or unwanted physical contact or touching someone in a private part of body
- Violating the department's Internet Use Policy (e.g. use of department's system for non-educational purposes, security/privacy violations)
- Engaging in scholastic dishonesty which includes but is not limited to:
 - a. Cheating
 - b. Plagiarizing
 - c. Colluding

Range of Possible Disciplinary Responses

- Admonishment by pedagogical school staff
- Student/teacher conference
- In school disciplinary action (e.g. exclusion from extracurricular activities, recess or communal lunch)
- Reprimand by appropriate supervisor
- Parent conference
- Suspension or removal from the bus

Range of Possible Counseling Interventions

- Parent outreach
- Intervention by counseling staff
- Guidance conference
- Individual/group counseling
- Peer Mediation
- Mentoring program
- Conflict resolution
- Development of individual behavior contract or Behavioral Intervention Plan (BIP)
- Short-term behavioral progress reports
- Referral to PPS (Pupil Personnel Team)
- Referral to Community Based Organization (CBO)
- Referral to appropriate outside counseling services

Supports for students transitioning from suspension

- 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.

Kindergarten – Grade 6 Level 3

Infractions-Seriously Disruptive Behavior

- Being insubordinate; defying or disobeying the lawful authority of school personnel or school safety agents
- Using slurs based upon actual or perceived race, ethnicity, color, national origin, citizenship/immigration status, religion, gender identity, gender expression, sexual orientation or disability
- Shoving, pushing, or engaging in other similar physical behavior (e.g. horseplay or other minor altercation), or throwing an object (e.g. chalk) or spitting at another person
- Knowingly possessing property belonging to another without authorization
- 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
- Engaging in inappropriate or unwanted physical contact or touching someone in a private part of body
- Engaging in gang-related behavior (e.g. wearing gang apparel and/or accessories, writing graffiti, making gestures or signs)
- Engaging in vandalism, graffiti, or other intentional damage to school property or property belonging to staff, students or others
- Posting or distributing libelous material or literature (including posting such material on the internet)
- Engaging in a pattern of persistent level 2 behavior

Range of Possible Disciplinary Responses

- Admonishment by pedagogical school staff
- Student/teacher conference
- Reprimand by appropriate supervisor
- Parent conference
- In-school disciplinary actions (e.g. exclusion from extracurricular activities, recess or communal lunchtime)
- Removal from classroom by teacher (after a student is removed from any classroom by any teacher three times during a semester or twice in a trimester, a principal's suspension must be sought if the student engages in subsequent behavior that would otherwise result in a removal by a teacher)
- Principal's suspension
- Superintendent's suspension that results in immediate reinstatement
- Superintendent's suspension that results in continued suspension for a fixed period of 6-10 days
- Suspension or removal from the bus

Range of Possible Counseling Interventions

- Parent Outreach
- Intervention by counseling staff
- Guidance conference
- Individual/group counseling
- Peer mediation
- Mentoring program
- Conflict resolution
- Development of individual behavior contract or Behavioral Intervention Plan (BIP)
- Short-term behavioral progress reports
- Referral to PPS(Pupil Personnel Team)
- Referral to a Community Based Organization (CBO)
- Referral to appropriate substance abuse counseling services
- Referral to outside counseling services for youth relationship abuse or sexual violence

Support for students

transitioning from suspension

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.

Kindergarten – Grade 6 Level 4

Infractions – Dangerous or Violent Behaviors

- Engaging in an altercation and/or physically aggressive behavior, other than horseplay, which creates a substantial risk of or results in minor injury
- Engaging in an act of coercion or threatening violence, injury or harm to another or others
- Engaging in reckless behavior on the school bus which creates a substantial risk of or results in injury and/or using an object that appears capable of causing physical injury (e.g. lighter, belt buckle or umbrella)
- 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; taunting and/or intimidation through the use of epithets or slurs involving actual or perceived race, ethnicity, color, national origin, citizenship/immigration status, religious practices, gender, gender identity, gender expression, sexual orientation or disability
- 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)
- Possessing controlled substances without appropriate authorization, illegal drugs, drug paraphernalia and/or alcohol

Range of Possible Disciplinary Responses

- Parent conference
- In-school disciplinary actions (e.g. exclusion from extracurricular activities, recess or communal lunchtime)
- Removal from classroom by teacher. (After a student is removed from any classroom by any teacher three times during a semester or twice in a trimester, a principal's suspension must be sought if the student engages in subsequent behavior that would otherwise result in a removal by a teacher)
- Principal's suspension
- Superintendent's suspension that results in immediate reinstatement
- Superintendent's suspension that results in continued suspension for a fixed period of 6-10 school days
- Superintendent's suspension that results in extended suspension for 30 to 90 school days with an automatic review for early reinstatement after 30 or 60 school days
- Suspension or removal from the bus

Range of Possible Counseling Interventions

- Parent Outreach
- Intervention by counseling staff
- Guidance conference
- Individual/group counseling
- Peer mediation
- Mentoring program
- Conflict resolution
- Development of individual behavior contract or BIP
- Short-term behavioral progress reports
- Referral to PPS(Pupil Personnel Team)
- Referral to a Community Based Organization (CBO)
- Referral to appropriate substance abuse counseling services
- Referral to outside counseling services for youth relationship abuse or sexual violence

Support for students

transitioning from suspension

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.

Grade 7 -12 Level 1

Infractions – Insubordinate Behaviors

- Cutting class
- Being late for school or class
- Failing to be in one’s assigned place on school premises
- Behaving in verbally rude or disrespectful behavior
- Wearing clothing, headgear (e.g. caps or hats), or other items that are unsafe or disruptive to the educational process
- Failing to provide school officials with required identification

Range of Possible Disciplinary Responses

- Admonishment by pedagogical school staff
- Student/teacher conference
- Reprimand by appropriate supervisor
- Parent conference
- In-school disciplinary action (e.g. detention, exclusion from extracurricular activities, recess or communal lunchtime)
- Removal from classroom by teacher (After a student is removed from any classroom by any teacher three times during a semester or twice in a trimester, a principal’s suspension must be sought if the student engages in subsequent behavior that would otherwise result in a removal by a teacher)

Range of Possible Counseling Interventions

- Parent outreach
- Intervention by counseling staff
- Guidance conference
- Individual/group counseling
- Peer Mediation
- Mentoring program
- Conflict resolution
- Development of individual behavior contract or Behavioral Intervention Plan (BIP)
- Short-term behavioral progress reports
- Referral to PPS (Pupil Personnel Team)
- Referral to Community Based Organization (CBO)

Grade 7 -12 Level 2

Infractions – Disorderly Disruptive Behaviors

- Smoking and/or possession of matches or lighters
- Gambling
- Using profane, obscene, vulgar, lewd or abusive language or gestures
- Lying to, giving false information to, and/or misleading school personnel
- Misusing property belonging to others
- Engaging in or causing disruptive behavior on the school bus
- 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)

Range of Possible Disciplinary Responses

- Admonishment by pedagogical school staff
- Student/teacher conference
- Reprimand by appropriate supervisor
- Parent conference
- In-school disciplinary action (e.g. detention, exclusion from extracurricular activities, recess or communal lunchtime)
- Removal from classroom by teacher (After a student is removed from any classroom by any teacher three times during a semester or twice in a trimester, a principal's suspension must be sought if the student engages in subsequent behavior that would otherwise result in a removal by a teacher)
- Principal's suspension

Range of Possible Counseling Interventions

- Parent Outreach
- Intervention by counseling staff
- Guidance conference
- Individual/group counseling
- Peer mediation
- Mentoring program
- Conflict resolution
- Development of individual behavior contract or BIP
- Short-term behavioral progress reports
- Referral to PPS(Pupil Personnel Team)
- Referral to a Community Based Organization (CBO)
- Referral to appropriate substance abuse counseling services
- Referral to outside counseling services for youth relationship abuse or sexual violence
- Referral to counseling services for bias-based bullying, intimidation, or harassment

Support for students

transitioning from suspension

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.

Grade 7 -12 Level 3

Infractions – Seriously Disruptive Behavior

- Leaving class or school premises without permission of supervising school personnel
- Being insubordinate; defying or disobeying the lawful authority of school personnel or school safety agents
- Entering or attempting to enter a school building without authorization
- Using slurs based upon actual or perceived race, ethnicity, color national origin, citizenship/immigration status, religion, gender, gender identity, gender expression, sexual orientation, or disability
- Shoving, pushing, or engaging in other similar physical behavior (e.g. horseplay or other minor altercation), or throwing an object (e.g. chalk) or spitting at another person
- Bringing unauthorized visitors to school or allowing unauthorized visitors to enter school in violation of written school rules
- Engaging in gang-related behavior (e.g. wearing gang apparel and/or accessories, writing graffiti, making gestures or signs)
- 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
- Engaging in vandalism, graffiti or other intentional damage to school property or property belonging to staff, students or others
- Knowingly possessing property belonging to another without authorization

Range of Possible Disciplinary Responses

- Admonishment by pedagogical school staff
- Student/teacher conference
- Reprimand by appropriate supervisor
- Parent conference
- In-school disciplinary action (e.g. detention, exclusion from extracurricular activities, recess or communal lunchtime)
- Removal from classroom by teacher (After a student is removed from any classroom by any teacher three times during a semester or twice in a trimester, a principal's suspension must be sought if the student engages in subsequent behavior that would otherwise result in a removal by a teacher)
- Principal's suspension
- Superintendent's suspension that results in immediate reinstatement
- Superintendent's suspension that results in continued suspension for a fixed period of 6-10 school days

Range of Possible Counseling Interventions

- Parent Outreach
- Intervention by counseling staff
- Guidance conference
- Individual/group counseling
- Peer mediation
- Mentoring program
- Conflict resolution
- Development of individual behavior contract or BIP
- Short-term behavioral progress reports
- Referral to PPS(Pupil Personnel Team)
- Referral to a Community Based Organization (CBO)
- Referral to appropriate substance abuse counseling services
- Referral to outside counseling services for youth relationship abuse or sexual violence
- Referral to counseling services for bias-based bullying, intimidation, or harassment

Support for students transitioning from suspension

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.

Grade 7 -12 Level 3 Con't

Infractions – Seriously Disruptive Behavior

- Engaging in sexual conduct on school premises or at school related functions
- Violating the department's Internet Policy (e.g. use of the Department's system for non-educational purposes, security/privacy violations)
- Engaging in scholastic dishonesty which includes but is not limited to:
 - a. Cheating
 - b. Plagiarizing
 - c. Colluding
- Posting or distributing libelous material or literature (including posting such material on the Internet)
- 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)

Range of Possible Disciplinary Responses

- Admonishment by pedagogical school staff
- Student/teacher conference
- Reprimand by appropriate supervisor
- Parent conference
- In-school disciplinary action (e.g. detention, exclusion from extracurricular activities, recess or communal lunchtime)
- Removal from classroom by teacher (After a student is removed from any classroom by any teacher three times during a semester or twice in a trimester, a principal's suspension must be sought if the student engages in subsequent behavior that would otherwise result in a removal by a teacher)
- Principal's suspension
- Superintendent's suspension that results in immediate reinstatement
- Superintendent's suspension that results in continued suspension for a fixed period of 6-10 school days

Range of Possible Counseling Interventions

- Parent Outreach
- Intervention by counseling staff
- Guidance conference
- Individual/group counseling
- Peer mediation
- Mentoring program
- Conflict resolution
- Development of individual behavior contract or BIP
- Short-term behavioral progress reports
- Referral to PPS(Pupil Personnel Team)
- Referral to a Community Based Organization (CBO)
- Referral to appropriate substance abuse counseling services
- Referral to outside counseling services for youth relationship abuse or sexual violence
- Referral to counseling services for bias-based bullying, intimidation, or harassment

Support for students transitioning from suspension

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.

Grade 7 -12 Level 4

Infractions-Dangerous or Violent Behavior

- Making sexually suggestive comments, innuendoes, propositions or similar remarks, or engaging in nonverbal or physical conduct of a sexual nature (e.g. patting, pinching, lewd or indecent public behavior)
- Posting or distributing literature or material containing a threat of violence, injury or harm, or depicting violent actions against or obscene, vulgar or lewd pictures of students or staff, including posting such material on the internet
- Engaging in an altercation and/or physically aggressive behavior, other than horseplay, which creates a substantial risk of or results in minor injury
- Engaging in an act of coercion or threatening violence, injury or harm to another or others
- Engaging in or causing disruptive behavior on the school bus which creates a substantial risk of or results in injury
- 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; taunting and/or intimidation through the use of epithets or slurs involving actual or perceived race, ethnicity, color, national origin, citizenship/immigration status, religion, religious practices, gender identity, gender expression, sexual orientation or disability
- Possessing controlled substances without appropriate authorization, illegal drugs, drug paraphernalia, and/or alcohol
- Falsely activating a fire alarm or other disaster alarm
- Making a bomb threat
- Taking or attempting to take property belonging to another without authority

Range of Possible Disciplinary Responses

- Principal's suspension
- Superintendent's suspension that results in immediate reinstatement
- Superintendent's suspension that results in continued suspension for a fixed period of 6-10 school days
- Superintendent's suspension that results in extended suspension for 30-90 school days with an automatic review for early reinstatement after 30 or 60 school days
- Superintendent's suspension that results in a one year suspension and assignment to a Long Term Suspension Center for students in grades 7-12 with an automatic review for early reinstatement after 6 months
- Superintendent's suspension that results in a one year suspension and assignment to a Long Term Suspension Center for students in grades 7-12 without the possibility for early reinstatement
- Expulsion
- Police Notification

Range of Possible Counseling Interventions

- Parent Outreach
- Intervention by counseling staff
- Guidance conference
- Individual/group counseling
- Peer mediation
- Mentoring program
- Conflict resolution
- Development of individual behavior contract or Behavioral Intervention Plan (BIP)
- Short-term behavioral progress reports
- Referral to PPS(Pupil Personnel Team)
- Referral to a Community Based Organization (CBO)
- Referral to appropriate substance abuse counseling services
- Referral to outside counseling services for youth relationship abuse or sexual violence
- Referral to counseling services for bias-based bullying, intimidation, or harassment

Support for students transitioning from suspension

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.

Grade 7 -12 Level 4 con't

Infractions-Dangerous or Violent Behavior

- 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, or umbrella)
- Causing a serious injury by either recklessly engaging in behavior, and/or using an object that appears capable of causing physical injury
- Starting a fire
- Inciting/causing a riot
- Possessing or selling any weapon as defined in Category 2
- Using controlled substances without appropriate authorization, or using illegal drugs and/or alcohol
- Engaging in a pattern of persistent Level 3 behavior (Whenever possible and appropriate, prior to imposing a Level 4 disciplinary response, school officials should have exhausted the disciplinary responses in Level 3. Further, repeated Level 3 infractions are limited to Level 4 disciplinary responses)

Range of Possible Disciplinary Responses

- Principal's suspension
- Superintendent's suspension that results in immediate reinstatement
- Superintendent's suspension that results in continued suspension for a fixed period of 6-10 school days
- Superintendent's suspension that results in extended suspension for 30-90 school days with an automatic review for early reinstatement after 30 or 60 school days
- Superintendent's suspension that results in a one year suspension and assignment to a Long Term Suspension Center for students in grades 7-12 with an automatic review for early reinstatement after 6 months
- Superintendent's suspension that results in a one year suspension and assignment to a Long Term Suspension Center for students in grades 7-12 without the possibility for early reinstatement
- Expulsion
- Police Notification

Range of Possible Counseling Interventions

- Parent Outreach
- Intervention by counseling staff
- Guidance conference
- Individual/group counseling
- Peer mediation
- Mentoring program
- Conflict resolution
- Development of individual behavior contract or Behavioral Intervention Plan (BIP)
- Short-term behavioral progress reports
- Referral to PPS(Pupil Personnel Team)
- Referral to a Community Based Organization (CBO)
- Referral to appropriate substance abuse counseling services
- Referral to outside counseling services for youth relationship abuse or sexual violence
- Referral to counseling services for bias-based bullying, intimidation, or harassment

Support for students transitioning from suspension

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Grade 7 -12 Level 5

Infractions – Seriously Dangerous or Violent Behavior

- Threatening to use or using force to take or attempt to take property belonging to another
- Using force against or inflicting or attempting to inflict serious injury against school personnel or school safety agents
- Using extreme force against or inflicting or attempting to inflict serious injury upon students or others.
- Planning, instigating or participating in an incident of group violence
- Engaging in threatening, dangerous or violent behavior that is gang-related
- Engaging in physical sexual aggression/compelling or forcing another to engage in sexual activity
- Selling or distributing illegal drugs or controlled substances
- Possessing or selling any weapon, other than a firearm, as defined in Category 1
- Using any weapon as defined in Category 2 to threaten or to attempt to inflict injury upon school personnel, students or others
- Using any weapon, other than a firearm, as defined in Category 1, to threaten or to attempt to inflict injury upon school personnel, students or others
- Possessing or using a firearm

Range of Possible Disciplinary Responses

- Superintendent's suspension that results in continued suspension for a fixed period of 6-10 school days
- Superintendent's suspension that results in extended suspension for 30-90 school days with an automatic review for early reinstatement after 30-60 school days
- Superintendent's suspension that results in a one year suspension and assignment to a Long Term Suspension Center for students in grades 7-12 with an automatic review for early reinstatement after 6 months
- Superintendent's suspension that results in a one year suspension and assignment to a Long Term Suspension Center for students in grades 7-12 without the possibility of early reinstatement
- Expulsion
- Police notification

Range of Possible Counseling Interventions

- Parent Outreach
- Intervention by counseling staff
- Guidance conference
- Individual/group counseling
- Peer mediation
- Mentoring program
- Conflict resolution
- Development of individual behavior contract or Behavioral Intervention Plan (BIP)
- Short-term behavioral progress reports
- Referral to PPS(Pupil Personnel Team)
- Referral to a Community Based Organization (CBO)
- Referral to appropriate substance abuse counseling services
- Referral to outside counseling services for youth relationship abuse or sexual violence
- Referral to counseling services for bias-based bullying, intimidation, or harassment

Support for students transitioning from suspension

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.