

CUMBERLAND VALLEY SCHOOL DISTRICT
STUDENT CODE OF CONDUCT
2025-2026



CUMBERLAND VALLEY
SCHOOL DISTRICT

Soaring to Greatness, Committed to Excellence

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Cumberland Valley School District Student Code of Conduct
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Cumberland Valley School District Student Code of Conduct 2025-2026 District and Building Administration

District Administration

Dr. Mark A. Blanchard	Superintendent of Schools
Dr. Robyn R. Euker	Assistant Superintendent
TBD	Assistant Superintendent
Mr. Timothy Cohen	Director of Human Resources
Ms. Doris Hagemann	Director of Student Services
Mr. Daniel McGannon, Esq.	Director of Policy and Legal Affairs
Mr. Chad Pellman	Director of Special Education
Mrs. Deana Raymer	Director of Curriculum, Instruction, Assessment
Mr. Chris Smith	Director of Technology and Innovation
Mr. Michael M. Willis	Director of Finance and Operations

Building Administration

Mr. Adam Andrechik	Principal, Cumberland Valley HS
Mrs. Jamie Croft	Assistant Principal, Cumberland Valley HS
Dr. Allie LaKari	Assistant Principal, Cumberland Valley HS
TBD	Assistant Principal, Cumberland Valley HS
Mrs. Donna Rupp	Dean of Students, Cumberland Valley HS
Mr. Robert Shaw	Dean of Students, Cumberland Valley HS
Mr. Jeffrey Hosenfeld	Principal, Ninth Grade Academy (CV9)
Ms. Nichole Nye	Assistant Principal, Ninth Grade Academy (CV9)
Mrs. Karen Trybulski	Principal, Eagle View MS
Mr. Michael Garraway	Assistant Principal, Eagle View MS
Mrs. Zara Wroblewski	Assistant Principal, Eagle View MS
Mr. Michael Snell	Principal, Mountain View MS
Ms. Stacey Knerr	Assistant Principal, Mountain View MS
Mr. Tyler Pierce	Assistant Principal, Mountain View MS
Mrs. Gina Petruzzelli	Dean of Students, Mountain View MS
Mr. Todd Franze	Principal, Green Ridge Elementary
Mrs. Stacy Ireland	Assistant Principal, Green Ridge Elementary
Ms. Amber Owen	Principal, Hampden Elementary
Dr. Amy Miller	Principal, Middlesex Elementary
Mr. Joe Bucher	Principal, Monroe Elementary
Mr. Richard Tysarczyk	Principal, Shaul Elementary
Mr. David Gilbert	Principal, Silver Spring Elementary
Mrs. Dayl Lynn Shaddock	Principal, Sporting Hill Elementary
Dr. Chad Runkle	Principal, Winding Creek Elementary
Mrs. Devin Stanford	Assistant Principal, Winding Creek Elementary
Mrs. Stephanie Sabol	Dean of Students, Winding Creek Elementary
Ms. Lauren Whiteko	Principal, Cumberland Valley Virtual Academy (CVVA)

Cumberland Valley School District

Mission, Beliefs and Goals

Our Mission

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

Our Beliefs

We believe...

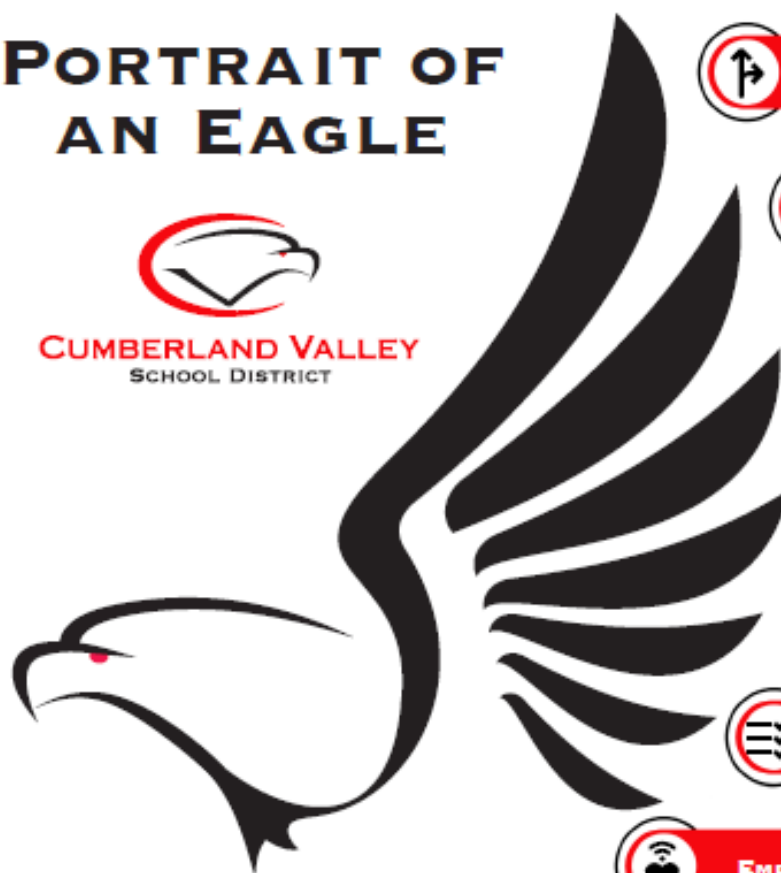
- * America's greatest resource and hope for the future is the successful education of present and future generations of our children.
- * The student is the focus of education.
- * Students have diverse needs.
- * Everyone can learn and succeed.
- * High expectations yield educational excellence.
-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

Our Goals

The Cumberland Valley School District will:

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

CUMBERLAND VALLEY
SCHOOL DISTRICT



EMPATHY



- Works effectively in a changing environment.
- Demonstrates agility in thoughts and actions.
- Shows resilience by responding productively to feedback, praise, setbacks, and criticism.
- Understands, negotiates, and balances diverse views and beliefs to reach workable solutions.



- Articulates thoughts and ideas efficiently and effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts.
- Listens respectfully and effectively to decipher meaning, including knowledge, values, attitudes, and intentions.
- Uses communication for a range of purposes, platforms, and audiences (e.g. to inform, instruct, motivate, and persuade).



- Believes in one's ability to ultimately attain a defined goal.
- Persists to overcome adversity and obstacles to uncover alternate strategies to achieve goals.
- Reflects on successes and failures as a means to refine the path moving forward.
- Takes initiative and acts with purpose and courage.



- Demonstrates awareness, sensitivity, concern, and respect for the feelings, opinions, experiences, and culture of others.
- Imagines what others are thinking, feeling, or experiencing and connects to those thoughts, feelings or experiences.



- Identifies and prioritizes information in a variety of forms.
- Elicits diverse perspectives and contributions to more deeply understand a topic or issue.
- Evaluates information to determine its relevance, source, and factual basis.



- Proposes solutions that are mindful of all potentially positive and negative impacts they may have.
- Reflects critically on a solution and takes appropriate action.
- Seeks, contributes, and responds to feedback to achieve collective outcomes.



- Demonstrates care for the interests of the larger community and greater good.
- Honors commitments and owns the outcomes, whether positive or negative.
- Earns trust and respect through honest, principled behaviors.
- Acts with integrity by adhering to a set of core values that are evident in choices and behaviors.
- Knows how to make appropriate personal economic choices.

Cumberland Valley School District Student Code of Conduct Rights and Responsibilities

Student Rights

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

Students have the right to learn in an environment free of unlawful harassment. The District is committed to providing a physically and psychologically safe learning environment. Toward that end, no person shall make any unwelcome or unwanted sexual advance, any form of improper physical contact, or sexual remarks that create a hostile or offensive learning environment. ([Board Policy #103](#))

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

Students have the right to dress as they deem appropriate unless their clothing or personal hygiene causes a health or safety hazard, disrupts the educational process, is immodest, or displays language/symbols which violate stated guidelines related to age-appropriate, profane, harassing, and/or threatening conduct. ([Board Policy #220, #221](#))

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

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

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

Student Responsibilities

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

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

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

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

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

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

Parent/Guardian Responsibilities

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

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

Staff Responsibilities

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

Cumberland Valley School District Student Code of Conduct
School Board [Policies 103](#) and [104](#) / Discrimination and Title IX

The Board declares it to be the policy of this District to provide an equal opportunity for all students to achieve their maximum potential through the programs and activities offered in the schools without discrimination on the basis of race, color, age, creed, religion, sex, sexual orientation, ancestry, national origin, marital status, pregnancy or handicap/disability.

The District is committed to the maintenance of a safe, positive learning environment for all students that is free from discrimination by providing all students course offerings, counseling, assistance, services, employment, athletics and extracurricular activities without any form of discrimination, including Title IX sexual harassment. Violations of this policy, including acts of retaliation as described in this policy, or knowingly providing false information, may result in disciplinary consequences under applicable Board policy and procedures.

Discrimination shall mean to treat individuals differently, or to harass or victimize based on a protected classification including race, color, age, creed, religion, sex, sexual orientation, ancestry, national origin, marital status, pregnancy, or handicap/disability.

Harassment is a form of discrimination based on the protected classifications listed in this policy consisting of unwelcome conduct such as graphic, written, electronic, verbal or nonverbal acts including offensive jokes, slurs, epithets and name-calling, ridicule or mockery, insults or put-downs, offensive objects or pictures, physical assaults or threats, intimidation, or other conduct that may be harmful or humiliating or interfere with a person's school or school-related performance when such conduct is sufficiently severe, persistent or pervasive, and a reasonable person in the complainant's position would find that it creates an intimidating, threatening or abusive educational environment such that it deprives or adversely interferes with or limits an individual or group of the ability to participate in or benefit from the services, activities or opportunities offered by a school.

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

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

Deputy Compliance Officers (Title IX):

The Compliance Officer/Title IX Coordinator can be contacted at:

Address: 6746 Carlisle Pike, Mechanicsburg, PA 17050

Email: TitleIX@cvschools.org

Phone Number: 717-697-8261

Individuals with disabilities who require assistance or special arrangements to attend a program or activity sponsored by the Cumberland Valley School District should contact Mr. Chad Pellman, Director of Special Education at cpellman@cvschools.org.

For TTY, dial 711 for Relay Service.

The complete text of [Policy 103 - Discrimination/Title IX Sexual Harassment Affecting Students](#) and [Policy 104 - Discrimination/Title IX Sexual Harassment Affecting Staff](#) may be found in the [Cumberland Valley School District Policy Manual](#) on the district website.

More information regarding the complaint process as well as complaint forms may be found on the [Non-Discrimination Information](#) page, under Human Resources on the district website.

Cumberland Valley School District Student Code of Conduct School Board [Policy 218](#) / Student Discipline

The Board finds that student conduct is closely related to learning. An effective educational program requires a safe and orderly school environment.

The Board shall establish fair, reasonable and nondiscriminatory rules and regulations regarding the conduct of all students in the School District during the time they are under the supervision of the school or at any time while on school property, while present at school-sponsored activities, and while traveling to or from school and school-sponsored activities. This policy shall also apply to student conduct prohibited by the Code of Student Conduct which occurs off school property if any of the following circumstances exist:

- The conduct occurs during the time the student is traveling to or from school, or traveling to or from a school-sponsored activity, whether or not via school District furnished transportation.
- Student expression (e.g. social media postings) or conduct materially and substantially disrupts the educational environment of the school.
- The conduct has a direct nexus to attendance at school or a school-sponsored activity, for example, a transaction conducted outside of school pursuant to an agreement made in school, that would violate the Code of Student Conduct if conducted in school.
- The conduct involves the theft or vandalism of school property.

The Board shall adopt a Code of Student Conduct to govern student discipline, and students shall not be subject to disciplinary action because of race, sex, color, religion, sexual orientation, national origin or handicap/disability. Each student must adhere to Board policies and the Code of Student Conduct governing student discipline.

Any student disciplined by a District employee shall have the right to notice of the infraction. Suspensions and expulsions shall be carried out in accordance with Board policy. In the case of a student with a disability, including a student for whom an evaluation is pending, the District shall take all steps required to comply with state and federal laws and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies.

The building principal shall have the authority to assign discipline to students, subject to the policies, rules and regulations of the District and to the student's due process right to notice, hearing, and appeal. Teaching staff and other District employees responsible for students shall have the authority to take reasonable actions necessary to control the conduct of students in all situations and in all places where students are within the jurisdiction of this Board, and when such conduct interferes with the educational program of the schools or threatens the health and safety of others.

The complete text of [Policy 218- Student Discipline](#) may be found in the [Cumberland Valley School District Policy Manual](#) on the district website.

Cumberland Valley School District Student Code of Conduct
School Board [Policies 247](#) and [249](#) / Hazing and Bullying

Students in the Cumberland Valley School District have the right to attend school in a safe, secure environment free from bullying, discrimination and harassment.

Bullying, including cyberbullying, means an intentional electronic, written, verbal or physical act or series of acts directed at another student or students, which occurs in a school setting and/or outside a school setting, that is severe, persistent or pervasive and has the effect of doing any of the following:

- Substantially interfering with a student's education
- Creating a threatening environment.
- Substantially disrupting the orderly operation of the school.

School setting means in the school, on school grounds, in school vehicles, at a designated bus stop or at any activity sponsored, supervised or sanctioned by the school

Hazing, including aggravated hazing and organizational hazing, occurs when a person or persons intentionally, knowingly or recklessly, for the purpose of initiating, admitting or affiliating a student with an organization, or for the purpose of continuing or enhancing membership or status in an organization, causes, coerces or forces a student to do any of the following:

- Violate federal or state criminal law.
- Consume any food, liquid, alcoholic liquid, drug or other substance which subjects the student to a risk of emotional or physical harm.
- Endure brutality of a physical nature, including whipping, beating, branding, calisthenics or exposure to the elements.
- Endure brutality of a mental nature, including activity adversely affecting the mental health or dignity of the individual, sleep deprivation, exclusion from social contact or conduct that could result in extreme embarrassment.
- Endure brutality of a sexual nature.
- Endure any other activity that creates a reasonable likelihood of bodily injury to the student.

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

The complete text of [Policy 247 - Hazing](#) and [Policy 249 – Bullying/Cyberbullying](#) may be found in the [Cumberland Valley School District Policy Manual](#) on the district website.

More information regarding the complaint process as well as complaint forms may be found on the [Non-Discrimination Information](#) page, under Human Resources on the district website.

2025-2026 Code of Conduct and Table of Consequences

The examples provided in the 2025-2026 Code of Conduct are not to be interpreted as an exhaustive list of behaviors which may require disciplinary intervention and/or action by school district personnel. The following conduct/consequence structure includes different levels which represent a continuum of behaviors based on the seriousness of the act and the frequency of the occurrence. Students should seek to avoid both the specific behaviors cited as examples as well as representative behaviors of the type of conduct described. All students found in violation of Board Policy or District guidelines and regulations will receive appropriate disciplinary action.

Minor Infractions

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

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

- Academic dishonesty— depending on scope/substantiality of infraction (i.e. plagiarism of a few words, unauthorized collaboration on assignment, inappropriate use of artificial intelligence, etc.)
- Possession and/or use of an unauthorized electronic device
- Caused, or attempted to cause, damage to school or private property including defacement and/or graffiti (non-permanent)
- Violation of Dress and Grooming [Policy #221](#)
 - Clothing and/or accessories which create a disruption to the learning and learning environment for staff and/or students (Examples include revealing garments, exposure of undergarments, costumes and/or costume material)
 - Clothing and/or accessories which create a health or safety hazard (Examples include hats/hoods which hide or blur the face)
 - Clothing and/or accessories which promote tobacco/drugs/alcohol or display profanity, vulgarity (of sexual nature), or divisive imagery and/or symbols
- Disobedience, insubordination, defiance, disrespect – failure to follow a procedure or respond to staff and/or administrative directives/requests
- Disruptive behavior – interruption to class, school, school-related environments
- Driving/parking violation
- Bus/school vehicle misconduct
- Class cut
- Failure to report to assigned consequence (lunch or after-school detention, ISS, etc.)
- Forging a note
- Inappropriate behavior/language – not used in an abusive or threatening manner
- Lying
- Tardiness to school/class

Recommended Interventions:

- Clearly define/post the behavioral expectations.
- Implement procedures for all class routines - entering the room, handing in assignments, sharpening the pencil, welcoming a guest, etc.
- Teach and role-play the behavioral expectations, classroom procedures, use of materials, etc. Demonstrate what the expected behavior “looks like” (positive example) as well as what it “does not look like” (non-example).
- Pre-correct - Prior to directing students to perform a task, provide a description of what the expected behavior will look like. “Lunch will be in two minutes. At that time, everyone will put away all materials, push in chairs and line up.”
- Cue/Prompt/Remind - Provide a pre-arranged, previously taught cue to remind specific students to engage in the appropriate behavior.
- Acknowledge students who appropriately demonstrate the expected behavior.
- Specifically explain how the behavior did not meet the stated/taught expectation. “It is disrespectful to other students when you _____.”
- Provide a warning - “Respect a school rule. All students are expected to talk respectfully to staff and students here at ABC School. This is your official warning.”
- Check for student understanding of the behavioral expectations. “Please summarize what we discussed so I ensure there is no confusion.”
- Evaluate the student’s skill repertoire. Determining if the student is capable of demonstrating the behavioral expectation. Evaluate behavior & academic domains.
- Determine the function of the misbehavior. All behaviors serve a purpose (function). Determine what the student is gaining or avoiding by misbehaving?
- Provide a structured choice - clearly offer a choice between two alternatives and state the consequence for each. “You can work quietly on your assignment now and leave with the class or work with me during lunch.”
- Evaluate environmental factors within the classroom, which may be contributing to the misbehavior: space, time, materials, and interactions.
- Collaborate with colleagues to identify behavior patterns and trends (class-to-class, year-to-year, etc.).
- Use a variety of consequences: positive reinforcement, negative reinforcement, penalties and punishments. Remember, punishment is the least effective consequence for students with anti-social behaviors.
- Evaluate the effectiveness of consequences. Ineffective consequences must be analyzed and modified. Seek assistance for “out of the box” ideas.
- Involve a problem-solving team (grade, team, family, Student Support Teams, 504, IEP).

Repeated Minor Infractions Violations:

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

Major Infractions

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

Recommended Interventions

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

Step 1 Interventions

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

Step 2 Interventions

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

Step 3 Interventions

- Parent conference at the school – provide an opportunity for school personnel to discuss ways that the school/family team can work together with the family to support the student's continued growth and development
- Review behavior contract
- Develop Behavior Support Plan (BSP) – a specific plan written in a positive manner that rewards the student for continued appropriate behavior and identifies both short- and long-term behavioral expectations and goals
- Review student data for patterns and trends
- Refer to Child Study Team (CST)

- Child Study Team meets to discuss supports and interventions for targeted students
- Team generally consists of a principal, counselor, and school psychologist
- Student Assistance Program (SAP) referral required

Step 4 Interventions

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

Other Interventions

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

Level 1 Major Infractions

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

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

Level I Major Infractions:

- Refusal to adhere to Board-approved health and safety rules
- Academic dishonesty – depending on scope/substantiality of infraction (i.e. plagiarism for multiple paragraphs or full assignment; cheating; impersonation; use of artificial intelligence when not permitted, etc.)
- Repeated insubordination / Failure to adhere to administrative directives
- Repeated violations of Dressing and Grooming [Policy #221](#)
- Caused, attempted to cause, or threatened to cause physical injury to another person:
 - Threatening: Verbal Threat and/or Altercation
 - Inappropriate Behavior (Physical) – Horseplay, pushing, shoving
 - Inappropriate Behavior (Verbal) – Verbal altercation, abuse, threat
- Stole, or attempted to steal, school or private property
- Theft – less than \$200.00 in value
- Possessed or used tobacco/vaping, products and/or related paraphernalia.
- An obscene act or use of profanity or vulgarity

- Disrupt school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties
- Disruption to classroom and/or school activities
- Gambling
- Forgery
- Engaged in, or attempted to engage in, hazing ([Policy #247](#))
- Engaged in, or attempted to engage in, bullying and/or cyberbullying
 - Intentional electronic, written, verbal or physical act(s) directed at another student(s), which occurs in a school setting and/or outside a school setting, that is severe, persistent, or pervasive and has the effect of substantially interfering with a student's education or creating a threatening environment or substantially disrupting the orderly operation of the school

LEVEL 1 DISCIPLINE & INTERVENTIONS / MAJOR INFRACTIONS				
	1st offense	2nd offense	3rd offense	4th offense
Consequence	• Minimum 1-day ISS* • Contact School Police if appropriate	• Minimum 1-day ISS/OSS* • Contact School Police if appropriate • 30-day suspension from extra-curricular activities reviewed at 15 days	• Minimum 3-day ISS/OSS* • Contact School Police if appropriate • Possible recommendation for expulsion or alternative education placement • 60-day suspension from extra-curricular activities	• Minimum 5-day ISS/OSS* • Contact School Police if appropriate • Recommend expulsion or alternative education placement
Interventions (Recommended interventions for each violation)	• Parent conference by phone • Schoology Reflection Activities • Identify contributing Functional and Environmental Factors • Prevention Program - target skill development	• Parent conference at school • Prevention Program - targeted skill development • Evaluate consequence and intervention effectiveness • Develop behavior contract • Student Assistance Program (SAP) referral possible	• Parent conference at school • Review behavior contract • Develop Behavior Support Plan (BSP) • Review student data for patterns and trends • Refer to Child Study Team (CST) • Student Assistance Program (SAP) referral required	• Parent conference at school • Review Behavior Support Plan (BSP) • Review Child Study Team (CST) supports and interventions

*A combination of ISS and OSS may be used for the same offense. A student may be assigned OSS if circumstances exist wherein the student's presence at school poses a risk to the health, safety, or welfare of other students or staff or may otherwise be considered substantially disruptive to the educational environment. Consequences for special education students will consider relevant IEP information and special education law.

Level 2 Major Infractions

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

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

Level 2 Major Infractions:

- Caused, attempted to cause, or threatened to cause physical injury to another person:
 - Fighting: mutual combat without injury
 - Fighting: mutual combat, minor injury without medical attention
 - Fighting or assault on a student: unprovoked
 - Fighting: gang related
- Stole, or attempted to steal, school or private property / Theft – between \$200.00 and \$400.00 in value
- Violation of the Acceptable Use [Policy #815](#)
 - Theft and/or impersonation of personal information, bypassing of filters, installation of unauthorized software
- Caused, or attempted to cause, damage to school resources
 - District devices, textbooks
- Committed an obscene act or engaged in habitual profanity or vulgarity
 - Profanity toward an employee
- Habitual disruption to classroom and/or school activities including willful defiance of the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties
- Knowingly received stolen school or private property.
- Caused, or attempted to cause, damage to school or private property including defacement and/or graffiti (permanent requiring repair and/or replacement)
- Sexual harassment and/or discrimination based on the student's submission or rejection of sexual advances and/or requests or creating an atmosphere of harassment based on sexual issues/activity.
 - Examples – leering, pinching, grabbing, suggestive comments, gestures, jokes, or pressure to engage in sexual activity.
- Discriminatory harassment including verbal or physical conduct that denigrates or shows hostility toward an individual because of his or her race, color, gender, national origin, religion, age (40 or over), physical or mental disability, sexual orientation, or because of his or her opposition to discrimination or his or her participation in the discrimination complaint process.

LEVEL 2 DISCIPLINE & INTERVENTIONS / MAJOR INFRACTIONS			
	1st offense	2nd offense	3rd offense
Consequence	• Minimum 1-day ISS* • Contact School Police • 30-day suspension from extra-curricular activities reviewed at 15 days	• Minimum 3-day ISS/OSS* • Contact School Police • Possible recommendation for expulsion or alternative education placement • 60-day suspension from extra-curricular activities	• Minimum 5-day ISS/OSS* • Contact School Police • Recommend expulsion or alternative education placement
Interventions (Recommended interventions for each violation)	• Parent conference at school • Prevention Program - targeted skill development • Evaluate consequence and intervention effectiveness • Develop behavior contract • Student Assistance Program (SAP) referral possible	• Parent conference at school • Review behavior contract • Develop Behavior Support Plan (BSP) • Review student data for patterns and trends • Refer to Child Study Team (CST) • Student Assistance Program (SAP) referral required	• Parent conference at school • Review Behavior Support Plan (BSP) • Review Child Study Team (CST) supports and interventions

*A combination of ISS and OSS may be used for the same offense. A student may be assigned OSS if circumstances exist wherein the student's presence at school poses a risk to the health, safety, or welfare of other students or staff or may otherwise be considered substantially disruptive to the educational environment. Consequences for special education students will consider relevant IEP information and special education law.

Level 3 Major Infractions

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

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

Level 3 Major Infractions:

- Willfully used force or violence upon the person of another, except in self-defense
 - Fight: gang related
- Possession, use, or delivery of any controlled substance, alcohol, or intoxicant
- Being under the influence of any controlled substance, alcohol, or intoxicant
- Sale or distribution of tobacco/vaping and/or tobacco/vaping related products
- Committed or attempted robbery or extortion
 - Robbery, extortion, grand theft: violence indicated
- Stole, or attempted to steal, school or private property / Theft – over \$400.00 in value

- Engaging in racial and/or ethnic intimidation including use of racial slurs, epithets, and jokes related to stereotypes.
 - Criminal interference of a person's civil rights because of that person's race, color, religion, national origin, sex, age, disability, genetic information, or citizenship.

LEVEL 3 DISCIPLINE & INTERVENTIONS / MAJOR INFRACTIONS		
	1st offense	2nd offense
Consequence	• Minimum 5-day ISS/OSS* • Contact School Police • Possible recommendation for expulsion or alternative education placement • 60-day suspension from extra-curricular activities • Revoking of school issued parking pass	• Minimum 5-day ISS/OSS* • Contact School Police • Recommend expulsion or alternative education placement
Interventions (Recommended interventions for each violation)	• Parent conference at school • Review behavior contract • Develop Behavior Support Plan (BSP) • Review student data for patterns and trends • Refer to Child Study Team (CST) • Student Assistance Program (SAP) referral required	• Parent conference at school • Review Behavior Support Plan (BSP) • Review Child Study Team (CST) supports and interventions

*A combination of ISS and OSS may be used for the same offense. A student may be assigned OSS if circumstances exist wherein the student's presence at school poses a risk to the health, safety, or welfare of other students or staff or may otherwise be considered substantially disruptive to the educational environment. Consequences for special education students will consider relevant IEP information and special education law.

Level 4 Major Infractions

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

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

Level 4 Major Infractions:

- Using force or violence upon another, except in self-defense, which results in serious injury
- Using force or violence upon a staff member

- Possessing, selling, or otherwise furnishing any firearm, knife, explosive, or other dangerous object. This includes the possession of an imitation firearm, knife, explosive, or other dangerous object. “Imitation” means a replica that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude the replica is an actual firearm, knife, etc.
(Note: Pursuant to Act 26, possession of a weapon results in a mandated 1-year expulsion.)
- Sale or distribution of any controlled substance, alcohol, or intoxicant
- Committing, or attempted to commit, a sexual assault as defined in the Penal Code or committed a sexual battery as defined in the Penal Code
- Making terroristic threats against school officials, other students, and/or school property

LEVEL 4 DISCIPLINE & INTERVENTIONS / MAJOR INFRACTIONS	
	1st offense
Consequence	• Minimum 5-day ISS/OSS* • Contact School Police • Possible recommendation for expulsion or alternative education placement • 90-day suspension from extra-curricular activities • Revoking of school issued parking pass
Interventions (Recommended interventions for each violation)	• Parent conference at school • Review Behavior Support Plan (BSP) • Review student data for patterns and trends • Refer to Child Study Team (CST)

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