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Rochester Board of Education
Code of Conduct (Abbreviated Version)

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MISSION AND VISION

Mission
We cultivate a culture of academic excellence for all and a community of empathy, equity, and accountability that empowers students to succeed beyond graduation.

Vision
Activating dreams and unlocking potential.

TO WHOM, WHEN AND WHERE THIS CODE APPLIES

Unless otherwise indicated, this Code applies to all students, District staff, parents, visitors and other persons on school property or attending any school function, and applies to behavior:

1. In school during school hours;
2. Before and after school, while on school property;
3. While traveling in vehicles funded by RCSD;
4. At all school-sponsored events; and
5. Off school grounds or outside regular school hours that has the potential to result in a disruption to the educational process or endanger the health, safety or welfare of those in the school community.

PROMOTING POSITIVE STUDENT BEHAVIOR

The primary goal of student discipline is to engage and re-engage students in their educational work. Student discipline should encourage students to reflect on behavior that enables them to structure behavior productively and to support moral and ethical growth. Discipline should be governed by a desire for, and commitment to, a strong educational community based on deep and caring relationships and engagement in high-quality work.

Student Engagement

Student engagement is integral to creating a positive school culture and climate that fosters students' social/emotional growth and academic achievement. Providing students with multiple opportunities to participate in a wide range of pro-social activities, to take agency and leadership in setting the tone for their school, and to bond with caring, supportive adults can help prevent negative behaviors and create vibrant learning opportunities for all.

Examples can include:

1. providing students with meaningful opportunities to share ideas and concerns and to take an active role in school-wide initiatives and decision-making;
2. student leadership development that engages a wide variety of students with different interests, personalities and cultural backgrounds (i.e., not just academically excelling, civically engaged or so-called "popular" students) who put their creativity, talents, and peer influence into action to help set the tone of a vibrant school climate;
3. regular recognition of students' achievements in a range of academic and co-curricular areas;
4. practice sharing constructive feedback;
5. school-wide systems that promote hope, aspirations, and positive, pro-social behavior.

Such opportunities, coupled with a comprehensive guidance program of prevention and intervention, provide students with the experiences, strategies, skills, and supports they need to thrive.

SHARED ACCOUNTABILITY

Rationale

The climate of a school—the degree to which people feel safe and valued, experience communication as open, honest and caring, and feel a sense of ownership and also responsibility for one another's well-being—has a profound effect on people's ability to take creative risks, learn, grow and nurture others.

Adults can make mistakes. In hierarchical systems such as schools, as well as in a country that struggles with inequality, racism, sexism, ableism, ageism, and heterosexism, the actions of adults and their mistakes have a profound effect on students.

Adults need to be able to model positive behavior for students and this includes taking accountability for their actions. Accountability also builds trust between students and adults. Shared accountability promotes good communication. When everyone in the school community feels nourished by good communication and the liveliness of being with students who are excited to be there:

1. quality of life and work environment is enhanced;
2. learning is improved; and
3. everyone gains more respect for one another, and thus, the ability to work together as a team for students' well-being and success.

What is meant by "shared accountability?"

A school is a hierarchical system which makes it difficult for people to be held accountable equally. Nevertheless, we should strive towards shared accountability. Shared accountability requires that both adults and children are held accountable for their actions and have the ability to hold each other accountable. We will reflect on our actions and analyze whether or not we are supporting our community.

How is shared accountability practiced?

To create shared accountability, shared values in the school community must be made clear to all the members and championed by the school Principal or their designee.

These values will be assertive toward changing the conditions that have been damaging or have been holding us back from all of us reaching our full potential as individuals, as a community, and as an institution.

Members of the school community will acknowledge and show appreciation when people go above the standard.

Members of the school community must be willing to apologize and ready to analyze their actions.
All members of the school community will be held accountable through restorative practices, whenever possible.

Adults have a place of power over the students, thus holding them accountable is more difficult. Because of this, each school must identify a person and place for students to air their concerns and have restorative meetings with adults and classmates about issues that may arise.

We aspire to share accountability within our District and school communities. We know that significant shifts must be made culturally and structurally to achieve this. Thus, we commit to practicing and stretching ourselves beyond what feels familiar and comfortable to help usher in the school climate that supports continual growth and joy in teaching and learning.

RIGHTS, RESPONSIBILITIES AND EXPECTATIONS

The District commits to creating learning communities in which all members are understood to be growing, caring, respectful people. To that end, all members have the right to expect:

1. An environment that deeply supports teaching and learning.
2. Fair and respectful treatment throughout the community, with full opportunity to be heard.
3. Non-discrimination and equal treatment with respect to all school activities.
4. Open and transparent communication and explanation of school procedures, rules, and policies.
5. Commitment throughout the school to policies aimed at growth as a learning community and at growth of each individual member of the community.
6. An environment that values and practices shared accountability.

The **Dignity for All Students Act (Dignity Act)** requires that no student is subject to discrimination or harassment, based on a person's actual or perceive race, color, weight/appearance, national origin, ethnic group, religion, religious practice, disability, sex, gender, or sexual orientation by school employees or students on school property, on a school bus, at a school function or that is initiated off school grounds and has the potential to adversely affect another student's ability to participate in or benefit from a school's education or extracurricular program[1].

Bullying/Cyberbullying, among other things, is the use, both on and off school property, of intentional, reckless and/or hostile behavior which harms another person physically or emotionally, and is characterized by an imbalance of power between students. If two students are equally engaged in an altercation, this is not a bullying situation, but instead considered a "conflict" between the two students. When an imbalance of power is present it can be seen in small ways over a long period of time or in a large way all at one time. Bullying includes verbal, physical, or written communication that is threatening or seriously intimidating. Cyberbullying includes the use of information and communication technologies (i.e., e-mail, cell phones, pagers, text messages, social media, video calls, gaming systems, instant message, personal website or blogs or a combination of these) to support deliberate, hostile behavior by an individual or group who intentionally or recklessly harm or intimidate others physically or psychologically.

School staff, parents, students or other persons who witness harassment, bullying and/ or discrimination or receive an oral or written report of such acts shall promptly notify the Principal or Dignity Act Coordinator in accordance with Board Policy 0100 and 0100R. Students and parents/guardians who witness harassment, bullying and/or discrimination are encouraged to notify the Dignity Act Coordinator, which can be identified at your school (list can be found on the District's website under DASA Reporting).

PREVENTION, INTERVENTION AND PROGRESSIVE DISCIPLINE

Progressive Discipline

Understanding discipline as a "teachable moment" is fundamental to RCSD's approach to discipline. Progressive discipline uses incremental interventions to address inappropriate behavior with the ultimate goal of teaching pro-social behavior. Progressive discipline seeks concurrent accountability, learning, and behavioral change.

Progressive discipline aims at creating positive learning opportunities around behavioral, moral, and ethical issues. By so doing, it can prevent negative behaviors by helping students learn from their mistakes.

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[1] In addition to DASA the Rochester City School District protects students' creed, citizenship status, ancestry, disability, predisposing genetic characteristics, gender identity or expression, or age.

Implementing progressive discipline requires that school staff help students who have engaged in misconduct:

1. Understand the harm the behavior caused;
2. Understand why the behavior occurred and what they could have done differently in the same situation;
3. Take responsibility for their actions;
4. Use the opportunity to repair the harm, to rebuild relationships, and to learn strategies and skills to use in the future; and
5. Understand the progression of more stringent consequences if the behavior reoccurs.

This Code of Conduct outlines interventions and consequences that are appropriate to respond to student behaviors.

Guidance Interventions Contrasted with Disciplinary Responses

Responding to behaviors through early, systematic interventions when issues are first identified can prevent escalation and repetition of similar behaviors. Smaller interventions are attempted and, if unsuccessful, more intensive interventions are brought to bear. All interventions should connect to the norms, principles, expectations, and strategies that the district and school-wide prevention framework focuses on so children can reflect on their actions and link back to the universal prevention strategies being developed and taught.

Supportive and guidance interventions are preferred over punitive and exclusionary approaches, yet there will continue to be situations in which students will receive disciplinary and exclusionary consequences. The Code of Conduct uses the term "disciplinary response" to describe warnings, loss of privileges, detentions, suspensions and other disciplines, in contrast to "guidance intervention" which denotes more individualized, restorative and supportive responses to behaviors.

LEVELS OF INTERVENTION AND DISCIPLINARY RESPONSES

Guidance for Interventions and Disciplinary Responses

School staff have discretion in choosing which interventions and consequences within the level are appropriate, but their discretion is guided by the following:

1. Whenever possible and appropriate, the response to misconduct should begin with the lowest level of response and should prioritize restorative practices and appropriate guidance intervention(s).
2. Whenever possible and appropriate, prior to imposing exclusionary discipline, school officials should exhaust guidance interventions and less severe disciplinary responses.
3. More intensive guidance interventions and progress to a higher-level disciplinary response will be used with students who engage in a pattern of persistent misconduct.

Matrix for Guidance Interventions and Disciplinary Responses

The Code of Conduct holds students accountable for their behavior. Misconduct is grouped into four levels based on the seriousness of the behavior. Each level contains a variety of interventions and consequences for school staff to use in response to the student behavior. The Code of Conduct provides graduated accountability measures for students who engage in repeated behaviors despite prior interventions or consequences.

Under this Matrix, school staff respond to student behaviors with guidance interventions and, depending on the circumstances, disciplinary responses. School staff can choose one of many guidance interventions to help students improve their behavior. At all levels, students may receive a non-disciplinary referral to support staff in the school building.

The Matrix intentionally limits the behaviors for which a student can receive a disciplinary exclusion, such as classroom removal, short- or long-term suspension, or expulsion. Students who engage in misconduct that is not included in the Matrix are subject to appropriate disciplinary measures as determined by school administration, consistent with the disciplinary levels for similar behaviors set forth in the matrix.

Pre-kindergarten students cannot be suspended.[2] Any suspensions for primary students (grades K to 3) or for students with disabilities (grades K to 12) should first be discussed with their Chief of Schools.

Level 1	Uncooperative / Noncompliant Behavior	Classroom Interventions; Student Support Team Interventions
Level 2	Disorderly / Disruptive Behavior	Intensive Support Staff; Administrator Interventions and Responses
Level 3	Aggressive or Injurious / Harmful Behavior	Referral Interventions; Suspension Responses
Level 4	Seriously Dangerous or Violent Behavior	Referral Interventions; Extended Suspension Responses

How to Use the Behaviors and Responses Matrix

In responding to misconduct, school staff should use the matrix below, in conjunction with the table above, as follows:

1. **The "Code" column in the "Matrix Table of Contents" refers to the following:**
   a. **SSEC: Codes that are required to be reported to the state (see Appendix F, "School Safety and Educational Climate (SSEC) Reporting", for further guidance and definition).**
   b. **NS: District codes that are not required to be reported to the state.**

2. School staff should locate the behavior on the Matrix.

3. The boxes crossed out with an "X" in the matrix must not be used under any circumstances.

4. On the first instance of any inappropriate or disruptive behavior, school staff shall utilize one or more guidance interventions, and disciplinary responses, if appropriate, from the lowest level indicated on the Matrix for that behavior (or one or more interventions or disciplinary responses from any lower level). (See table above for interventions and responses.)

5. If the same behavior is persistently repeated during the same school year, school staff may utilize one or more interventions or disciplinary responses from the next higher level on the Matrix for that behavior, or any lower level as long as there is no "X" in the box at the next level. If there is only one level indicated for that offense, then any interventions or disciplinary responses utilized must be from that same level or a lower level.

6. Except in cases of repeated and persistent violations of the same or similar nature, school staff may not utilize interventions and disciplinary responses from those boxes that state "May be used if approved by the Chief of Schools". In those cases, in which the disciplinary response from the boxes that state, "May be used if approved by the Chief of Schools" are used, restorative practices should still be considered as a component of the response. Staff are encouraged to use guidance interventions whenever possible.

[2] Ref: https://www.nyssba.org/news/2025/01/10/on-board-online-january-13-2025/commissoner-pre-k-students-should-not-be-suspended/

7. If law enforcement is called then a referral should be made to the District services that specialize in the area. If there are no District services in the particular area, a referral should be made to the community organization that specializes in the particular area. The purpose of the referral is to support the student as a restorative practice.

*Note: External programs and entities contracted with the District may have their own exclusionary practices.

Example

1. If a student displays disrespectful behavior and it is determined that an intervention or disciplinary response is needed, the teacher should utilize one or more interventions from Level One.

2. If that student is again disruptive during the same school year, the teacher may utilize one or more interventions from Levels One or Two.

3. If the interventions are unsuccessful and the student commits the same infraction a third time, then the teacher may utilize one or more interventions from Levels One and Two.

4. In circumstances in which the student has repeatedly and persistently engaged in violations of the same or similar nature, interventions from the levels that state "May be used if approved by the Chief of Schools") may be utilized if approved.

LEVELS OF INTERVENTIONS AND DISCIPLINARY RESPONSES

Universal Prevention for All Students. The District takes a whole school approach to promoting positive behavior. Social-emotional learning is infused into a culturally responsive curriculum that engages students. Staff meets regularly to ensure that there is a comprehensive student support program in place that includes guidance services, opportunities for social-emotional learning, student engagement opportunities and prevention and intervention behavioral supports to encourage and motivate pro-social student behavior and positive connection to the school community. Restorative circles and other restorative practices are used regularly to build relationships, establish understanding and trust and create community. The school has a system in place for early identification of students in need of intervention and/or support services.

KEY: USE LOWEST LEVEL INDICATED FIRST

	Type of Intervention	Guidance Interventions*		Disciplinary Responses
Level 1	**Classroom Interventions and Responses.** These interventions aim to teach correct and alternative behavior so students can learn and demonstrate safe and respectful behavior. Teachers are encouraged to try a variety of teaching and classroom management strategies. Teachers should use these responses in a graduated fashion.	• Reminders and redirection • Verbal correction • Role play • Modeling & practicing • Parent or guardian contact • Written reflection • Written apology	• Seat change • Daily progress sheet on behavior • Teacher/student conference • Buddy teacher system • Teacher/parent conference	• In-class time out • Loss of classroom privileges • Detention
Level 1	**Student Support Team Interventions.** These interventions often involve support staff, both school based and within the broader community, and aim to engage the student's support system to ensure successful learning and consistency of interventions, and change the conditions that contribute to the student's inappropriate or disruptive behavior. Staff should use these responses in a graduated fashion.	• Any of the above interventions • Parent accompanies student to school if parent agrees and as part of contractual requirements • Referral to building-wide support location • Referral to after-school program • Referral to Student Support Team • Referral to mentoring program • Referral to school-based health or mental health clinic • Referral to community-based organization • Referral to substance abuse treatment services • Change in schedule or class if applicable • Functional Behavioral Assessment and creation of a Behavior Intervention Plan • Referral to CSE or 504 team. • Peer mediation • Restorative approaches, including community service or restitution • Conflict resolution • Community mediation • Community conferencing		
Level 2	**Intensive Support Staff and Administrative Interventions and Responses.** These interventions can involve the school administration and aim to correct behavior by stressing the seriousness of the behavior while keeping the student in school. Staff should use these responses in a graduated fashion.			• Any of the above consequences • Reprimand by appropriate administrator • Loss of school privilege • Detention • Classroom removal (up to ½ day)
Level 3	**Suspension and Referral Interventions and Responses.** These interventions may involve the short-term removal of a student from the school environment because of the severity of the behavior. The duration of the short-term suspension, if issued, is to be limited as much as practicable while adequately addressing the behavior. Staff should use these responses in a graduated fashion.			• Any of the above consequences • Short-term suspension (one to five days)
Level 4	**Extended Suspension and Referral Responses.** These interventions involve the removal of a student from the school environment because of the severity of the behavior. They may involve the placement of the student in a safe environment that provides additional structure to address behavior. These interventions focus on monitoring the safety of the school community and ending self-destructive and dangerous behavior. Staff should use these responses in a graduated fashion.			• Any of the above consequences • Long term suspension

***The list of guidance interventions is not all-inclusive. Other options that support students in the classroom and in the school without removing them from the school environment may be considered and used.**

MATRIX TABLE OF CONTENTS			
Category	**Page**	**Code**	**Inappropriate Behavior**
ACADEMIC/ CLASSROOM	11	NS05	Academic Dishonesty
	11	NS01	Classroom Disruption
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	11	NS15	Portable Electronic Device Use at Unauthorized Times
	11	NS15	School Equipment Use without Permission
NON-ACADEMIC/ ADMINISTRATION	12	NS02	Absences
	12	NS12	Class Cutting
	12	NS20	Dress Code Violation
	12	NS8	Bus Violation
	12	NS04	Insubordination
	12	NS01	Misbehavior in Non-Instructional Areas
	13	NS17	Inciting or Participating in a Disturbance
VIOLENCE/ DASA	14	NS07	Fighting
	14	NS03	Attack on Student (NO INJURY)
	14	NS18	Unintentional Physical Contact with School Staff
	14	SSEC3	Assault
	15	NS21	Serious Bodily Injury
	15	SSEC1	Homicide
	15	NS13	Sexually-Based Misconduct
	15	SSEC2	Sexual Offense
	16	SSEC5a	Material Incidents of Discrimination, Harassment and Bullying (Excluding Cyberbullying)
	16	SSEC5b	Cyberbullying
DRUGS/ SUBSTANCES	17	SSEC10	Use, Possession, or Sale of Alcohol
	17	SSEC9	Use, Possession, or Sale of Drugs
	18	NS20	Use, Possession, or Sale of Inhalants
LEGAL/ LAW	19	NS16	Gambling
	19	SSEC7	False Alarm (Activation of a Fire Alarm)
	19	NS19	Fire Setting/Arson
	19	NS06	Property Damage, including Graffiti
	19	NS10	Theft
	20	NS11	Trespassing
	20	SSEC6	Bomb Threat
	20	SSEC8	Threat of School Violence (Other than Bomb Threat or False Alarm)
	20	SSEC4	Weapons Possession
	20	NS14	Resembled Weapons Possession

ACADEMIC/CLASSROOM			
INAPPROPRIATE AND DISRUPTIVE BEHAVIORS AND LEVELS OF RESPONSE			
KEY: USE LOWEST LEVEL INDICATED FIRST			
Level 1: Classroom Support and Student Support Team – may be appropriate when student has no prior incidents and interventions have not been put in place.	**Level 2:** Intensive Support Staff and Appropriate Administration – may be appropriate when supports have been put in place in the classroom to address behavior but the behavior has continued to negatively affect the learning of the students and others.	**Level 3:** Short Term Suspension – may be appropriate when interventions and supports have been put in place but the behavior is escalating (repeated offenses).	**Level 4:** Request for Long Term Suspension.

INAPPROPRIATE BEHAVIOR	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	MAY REFER TO LAW ENFORCEMENT FOR ADVICE, DIVERSION OR FURTHER ACTION
NS05 – Academic Dishonesty (i.e., cheating or plagiarizing)					
Cheating or plagiarism	✓	✓			
NS01 – Classroom Disruption*					
Talking out in class or talking out of turn; throwing objects; picking on, bothering or teasing other students and other behavior that disrupts student learning; horseplay.	✓	✓			
NS09 – Disrespectful Behavior (towards school staff)					
Using verbal insults or put-downs; lying to, misleading or giving false information.	✓	✓			
Threats of bodily harm (Grades K to 6).	✓	✓			
Threats of bodily harm (Grades 7 to 12).	✓	✓	✓		
NS15 – Portable Electronic Device Use at Unauthorized Times					
Use of cell phones, tablets, computers, electronic games, laser pointers, PDAs, iPods, and other portable electronic devices. *On first infraction, students must only be given a warning. Only after the first infraction can the student be subject to Level 1 responses. On the second infraction, parent notification must occur.*	✓	✓			
NS15 – School Equipment Use without Permission					
Use of school technology and communication equipment.	✓	✓			

***If the disruption involves behavior that is harassing, threatening, or violent, then refer to those behaviors in the Code of Conduct for the appropriate interventions.**

NON-ACADEMIC/ADMINISTRATION			
INAPPROPRIATE AND DISRUPTIVE BEHAVIORS AND LEVELS OF RESPONSE			
KEY: USE LOWEST LEVEL INDICATED FIRST			
Level 1: Classroom Support and Student Support Team – may be appropriate when student has no prior incidents and interventions have not been put in place**.**	**Level 2:** Intensive Support Staff and Appropriate Administration – may be appropriate when supports have been put in place in the classroom to address behavior but the behavior has continued to negatively affect the learning of the students and others.	**Level 3:** Short Term Suspension – may be appropriate when interventions and supports have been put in place but the behavior is escalating (repeated offenses).	**Level 4:** Request for Long Term Suspension.

INAPPROPRIATE BEHAVIOR	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	MAY REFER TO LAW ENFORCEMENT FOR ADVICE, DIVERSION OR FURTHER ACTION
NS02 – Absences					
Unexcused tardiness or absence from school.	✓				
Persistent or excessive absence from school.	✓	Guidance intervention only			
NS12 – Class Cutting					
Failure to appear or attend a scheduled class.	✓	Guidance Intervention only			
NS20 – Dress Code Violation					
Refer to dress code standards listed in Appendix A.	✓	Guidance interventions only			
NS8 – Bus Violation*					
Serious disruption on the bus (conduct causing the driver to stop the bus).		✓	Suspension ONLY from Bus	Suspension ONLY from Bus	
NS04 – Insubordination (i.e., refusal to obey an order from school staff Non-violent/Non-physical)					
Refusal to follow instructions of authorized school staff.	✓	✓			
Refusal to be scanned (Grades 7 to 12).	✓	✓	✓		
NS01 – Misbehavior in Non-instructional Areas (i.e., hallway, lunchroom, stairwell)					
Running, making excessive noise, throwing objects; picking on, bothering or teasing other students.	✓	✓			
Failure to follow directions, leading to a potential threat of harm to another person or directly leading to the harm of others (Grades K to 6).	✓	✓			
Failure to follow directions, leading to a potential threat of harm to another person or directly leading to the harm of others (Grades 7 to 12).	✓	✓	✓		

***For Students with Disabilities, a suspension from transportation or other District-initiated removal from special transportation, may constitute a removal from instruction, and as such, specific due process procedures may apply**

– See Appendices C and D.

NON-ACADEMIC/ADMINISTRATION			
INAPPROPRIATE AND DISRUPTIVE BEHAVIORS AND LEVELS OF RESPONSE			
KEY: USE LOWEST LEVEL INDICATED FIRST			
Level 1: Classroom Support and Student Support Team – may be appropriate when student has no prior incidents and interventions have not been put in place.	**Level 2:** Intensive Support Staff and Appropriate Administration – may be appropriate when supports have been put in place in the classroom to address behavior but the behavior has continued to negatively affect the learning of the students and others.	**Level 3:** Short Term Suspension – may be appropriate when interventions and supports have been put in place but the behavior is escalating (repeated offenses).	**Level 4:** Request for Long Term Suspension.

INAPPROPRIATE BEHAVIOR	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	MAY REFER TO LAW ENFORCEMENT FOR ADVICE, DIVERSION OR FURTHER ACTION
NS17 – Inciting or Participating in a Disturbance					
Causing a large disruption to the atmosphere of order and discipline in the school that is necessary for effective learning, outside of general classroom disruption, or obstructing (Grades K to 6).	✓	✓ AND Refer to RCSD Student Support Services/ Community Organization	✓ AND Refer to RCSD Student Support Services/ Community Organization	✓ AND Refer to RCSD Student Support Services/ Community Organization0	✓
Causing a large disruption to the atmosphere of order and discipline in the school that is necessary for effective learning, outside of general classroom disruption, or obstructing (Grades 7 to 12).		✓ AND Refer to RCSD Student Support Services/ Community Organization	✓ AND Refer to RCSD Student Support Services/ Community Organization	✓ AND Refer to RCSD Student Support Services/ Community Organization	✓
Using a personal communication device to attract others to participate in or witness a disturbance (Grades K to 6).	✓	✓ AND Refer to RCSD Student Support Services/ Community Organization	✓ AND Refer to RCSD Student Support Services/ Community Organization	✓ AND Refer to RCSD Student Support Services/ Community Organization0	✓
Using a personal communication device to attract others to participate in or witness a disturbance (Grades 7 to 12).		✓ AND Refer to RCSD Student Support Services/ Community Organization	✓ AND Refer to RCSD Student Support Services/ Community Organization	✓ AND Refer to RCSD Student Support Services/ Community Organization	✓
Using a personal communication device to display, promote, or showcase a disturbance (recording the disturbance or posting the disturbance on social media, sending video footage to others, etc.) (Grades K to 6).	✓	✓ AND Refer to RCSD Student Support Services/ Community Organization	✓ AND Refer to RCSD Student Support Services/ Community Organization	✓ AND Refer to RCSD Student Support Services/ Community Organization	
Using a personal communication device to display, promote, or showcase a disturbance (recording the disturbance or posting the disturbance on social media, sending video footage to others, etc.) (Grades 7 to 12).		✓ AND Refer to RCSD Student Support Services/ Community Organization	✓ AND Refer to RCSD Student Support Services/ Community Organization	✓ AND Refer to RCSD Student Support Services/ Community Organization	

VIOLENCE/DASA			
INAPPROPRIATE AND DISRUPTIVE BEHAVIORS AND LEVELS OF RESPONSE			
KEY: USE LOWEST LEVEL INDICATED FIRST			
Level 1: Classroom Support and Student Support Team – may be appropriate when student has no prior incidents and interventions have not been put in place.	**Level 2:** Intensive Support Staff and Appropriate Administration – may be appropriate when supports have been put in place in the classroom to address behavior but the behavior has continued to negatively affect the learning of the students and others.	**Level 3:** Short Term Suspension – may be appropriate when interventions and supports have been put in place but the behavior is escalating (repeated offenses).	**Level 4:** Request for Long Term Suspension.

INAPPROPRIATE BEHAVIOR	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	MAY REFER TO LAW ENFORCEMENT FOR ADVICE, DIVERSION OR FURTHER ACTION
NS07 – Fighting					
Physical aggression with another student (i.e., shoving or pushing).	✓	✓			
Minor fighting (may include incidents resulting in minor injuries).	✓	✓	✓		
NS03 – Attack on Student (NO INJURY) (i.e., hitting, kicking or punching another student without warning or provocation)					
No injury (no visual, physical injuries; includes incidents of domestic violence or relationship disputes).	✓	✓	✓		
NS18 – Unintentional Physical Contact with School Staff					
Unintentional, reckless physical contact with school staff.	✓	✓			
SSEC3 – Assault (intending to or recklessly causing injury with or without a deadly weapon or dangerous instrument)					
Attack against school staff; physically attacking an employee of the Rochester City Schools or other adult (ages 9 and under).	✓	✓	✓	✓	
Bodily injury (ages 9 and under)		✓	✓	May be used if approved by the Chief of Schools	
Attack against school staff; physically attacking an employee of the Rochester City Schools or other adult (ages 10 and up).	✓	✓	✓	✓	✓
Bodily injury (ages 10 and up)		✓	✓	✓	May be used if approved by the Chief of Schools

VIOLENCE/DASA			
INAPPROPRIATE AND DISRUPTIVE BEHAVIORS AND LEVELS OF RESPONSE			
KEY: USE LOWEST LEVEL INDICATED FIRST			
Level 1: Classroom Support and Student Support Team – may be appropriate when student has no prior incidents and interventions have not been put in place**.**	**Level 2:** Intensive Support Staff and Appropriate Administration – may be appropriate when supports have been put in place in the classroom to address behavior but the behavior has continued to negatively affect the learning of the students and others.	**Level 3:** Short Term Suspension – may be appropriate when interventions and supports have been put in place but the behavior is escalating (repeated offenses).	**Level 4:** Request for Long Term Suspension.

INAPPROPRIATE BEHAVIOR	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	MAY REFER TO LAW ENFORCEMENT FOR ADVICE, DIVERSION OR FURTHER ACTION
NS21 – Serious Bodily Injury					
Unintentionally causing substantial risk of death or causing permanent or serious disfigurement, loss of function of any part of the body or impairment of the function of any part of the body.			✓	✓	✓
Intentionally causing substantial risk of death or causing permanent or serious disfigurement, loss of function of any part of the body or impairment of the function of any part of the body.				✓	**MUST** BE REPORTED TO LAW ENFORCEMENT
SSEC1 – Homicide					
Any intentional violent conduct that results in the death of another person.				✓	**MUST** BE REPORTED TO LAW ENFORCEMENT
NS13 – Sexually-Based Misconduct					
Sexual harassment (i.e., unwelcome sexual advances, requests for sexual favors; other inappropriate verbal, written or physical conduct or gestures of a sexual nature, indecent exposure).	✓	✓	✓	✓	✓
Consensual sexual activity (Grades K to 12)	✓	✓	✓		May be used if approved by the Chief of Schools
SSEC2 – Sexual Offense					
Forced sexual act (use of physical force, express or implied threat of harm to gain compliance) (Grades K to 6). **(Unwanted sexual contact, including unwanted touching of intimate body parts without use of force.)**	✓	✓ AND Refer to RCSD Student Support Services/ Community Organization	✓ AND Refer to RCSD Student Support Services/ Community Organization	✓ AND Refer to RCSD Student Support Services/ Community Organization	**MUST** BE REPORTED TO LAW ENFORCEMENT
Forced sexual act (use of physical force, express or implied threat of harm to gain compliance) (Grades 7 to 12) **(Unwanted sexual contact, including unwanted touching of intimate body parts without use of force.)**				✓ AND Refer to RCSD Student Support Services/ Community Organization	**MUST** BE REPORTED TO LAW ENFORCEMENT

VIOLENCE/DASA			
INAPPROPRIATE AND DISRUPTIVE BEHAVIORS AND LEVELS OF RESPONSE			
KEY: USE LOWEST LEVEL INDICATED FIRST			
Level 1: Classroom Support and Student Support Team – may be appropriate when student has no prior incidents and interventions have not been put in place.	**Level 2:** Intensive Support Staff and Appropriate Administration – may be appropriate when supports have been put in place in the classroom to address behavior but the behavior has continued to negatively affect the learning of the students and others.	**Level 3:** Short Term Suspension – may be appropriate when interventions and supports have been put in place but the behavior is escalating (repeated offenses).	**Level 4:** Request for Long Term Suspension.

INAPPROPRIATE BEHAVIOR	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	MAY REFER TO LAW ENFORCEMENT FOR ADVICE, DIVERSION OR FURTHER ACTION
SSEC5a – Material Incidents of Discrimination, Harassment and Bullying (Excluding Cyberbullying)					
Minor harassment (i.e., verbal discriminatory actions). **Dignity for All Students Act (DASA) Report may be filed**	✓	✓	✓		
Intentional or reckless conduct (including verbal or written conduct) that is offensive, threatening, or intimidating and may substantially disrupt the orderly operation of a school. **Dignity for All Students Act (DASA) Report must be filed**	✓	✓	✓	May be used if approved by the Chief of Schools	May be used if approved by the Chief of Schools
Physical contact in a manner intended to be offensive, threatening or intimidating and may substantially disrupt the order operation of a school. **Dignity for All Students Act (DASA) Report must be filed**		✓	✓	May be used if approved by the Chief of Schools	May be used if approved by the Chief of Schools
Serious bullying and/or harassment (i.e., repeatedly over time engaging in intentional negative behaviors that adversely affect another student's ability to participate in or benefit from a school's education or extra-curricular programs or severe isolated instances of bullying, such as threatening behavior that places a student in fear of death or serious injury, defamation, discrimination or conduct that is intended to cause another student to suffer public humiliation). **Dignity for All Students Act (DASA) Report must be filed**		✓	✓	✓	May be used if approved by the Chief of Schools
SSEC5b – Cyberbullying					
Harassment or bullying that occurs through any form of electronic communication, (Ed. Law §11[8]) including, but not limited to, cell phones, computers, and tablets, or other communication tools, including social media sites, text messages, chat rooms, and websites. **Dignity for All Students Act (DASA) Report must be filed**	✓	✓	✓	May be used if approved by the Chief of Schools	May be used if approved by the Chief of Schools

DRUGS/SUBSTANCES			
INAPPROPRIATE AND DISRUPTIVE BEHAVIORS AND LEVELS OF RESPONSE			
KEY: USE LOWEST LEVEL INDICATED FIRST			
Level 1: Classroom Support and Student Support Team – may be appropriate when student has no prior incidents and interventions have not been put in place.	**Level 2:** Intensive Support Staff and Appropriate Administration – may be appropriate when supports have been put in place in the classroom to address behavior but the behavior has continued to negatively affect the learning of the students and others.	**Level 3:** Short Term Suspension – may be appropriate when interventions and supports have been put in place but the behavior is escalating (repeated offenses).	**Level 4:** Request for Long Term Suspension.

INAPPROPRIATE BEHAVIOR	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	MAY REFER TO LAW ENFORCEMENT FOR ADVICE, DIVERSION OR FURTHER ACTION
SSEC10 – Use, Possession, or Sale of Alcohol*					
Under the influence (investigation to occur to make a determination). Medical staff must be immediately notified if a student is found to be under the influence or using an inhalant.		Refer to RCSD Student Support Services/ Community Organization			
Possessing	✓	Refer to RCSD Student Support Services/ Community Organization	✓ AND Refer to RCSD Student Support Services/ Community Organization	✓ AND Refer to RCSD Student Support Services/ Community Organization	✓
Distributing or selling			✓	✓	✓
SSEC9 – Use, Possession, or Sale of Drugs*					
Under the influence (investigation to occur to make a determination). Medical staff must be immediately notified if a student is found to be under the influence or using an inhalant.		Refer to RCSD Student Support Services/ Community Organization			
Possessing	✓	✓	✓ AND Refer to RCSD Student Support Services/ Community Organization	✓ AND Refer to RCSD Student Support Services/ Community Organization	✓
Distributing or selling			✓	✓	✓

***All students identified with or under the influence of alcohol, drugs, controlled substances or inhalants require an assessment to determine need for prevention, treatment, or medical intervention services and must be connected to appropriate services through identified school support staff, such as a nurse, social worker, counselor or administrator at the time of the incident.**

DRUGS/SUBSTANCES			
INAPPROPRIATE AND DISRUPTIVE BEHAVIORS AND LEVELS OF RESPONSE			
KEY: USE LOWEST LEVEL INDICATED FIRST			
Level 1: Classroom Support and Student Support Team – may be appropriate when student has no prior incidents and interventions have not been put in place.	**Level 2:** Intensive Support Staff and Appropriate Administration – may be appropriate when supports have been put in place in the classroom to address behavior but the behavior has continued to negatively affect the learning of the students and others.	**Level 3:** Short Term Suspension – may be appropriate when interventions and supports have been put in place but the behavior is escalating (repeated offenses).	**Level 4:** Request for Long Term Suspension.

INAPPROPRIATE BEHAVIOR	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	MAY REFER TO LAW ENFORCEMENT FOR ADVICE, DIVERSION OR FURTHER ACTION
NS20 – Use, Possession, or Sale of Inhalants*					
Under the influence (investigation to occur to make a determination). Medical staff must be immediately notified if a student is found to be under the influence or using an inhalant.		Refer to RCSD Student Support Services/ Community Organization			
Possessing	✓	✓	✓ AND Refer to RCSD Student Support Services/ Community Organization	✓ AND Refer to RCSD Student Support Services/ Community Organization	✓
Distributing or selling			✓	✓	✓

***All students identified with or under the influence of alcohol, drugs, controlled substances or inhalants require an assessment to determine need for prevention, treatment, or medical intervention services and must be connected to appropriate services through identified school support staff, such as a nurse, social worker, counselor or administrator at the time of the incident.**

LEGAL/LAW			
INAPPROPRIATE AND DISRUPTIVE BEHAVIORS AND LEVELS OF RESPONSE			
KEY: USE LOWEST LEVEL INDICATED FIRST			
Level 1: Classroom Support and Student Support Team – may be appropriate when student has no prior incidents and interventions have not been put in place**.**	**Level 2:** Intensive Support Staff and Appropriate Administration – may be appropriate when supports have been put in place in the classroom to address behavior but the behavior has continued to negatively affect the learning of the students and others.	**Level 3:** Short Term Suspension – may be appropriate when interventions and supports have been put in place but the behavior is escalating (repeated offenses).	**Level 4:** Request for Long Term Suspension.

INAPPROPRIATE BEHAVIOR	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	MAY REFER TO LAW ENFORCEMENT FOR ADVICE, DIVERSION OR FURTHER ACTION
NS16 – Gambling					
Requiring the use of money or exchangeable goods.	✓	✓			
SSEC7 – False Alarm (Activation of a Fire Alarm)					
Grades K to 6	✓	✓	✓	✓	**Fire Department must be notified.**
Grades 7 to 12		✓	✓	✓	**Fire Department must be notified.**
NS19 – Fire Setting/Arson					
Starting a fire; destruction of property as a result of starting a fire.		✓	✓	✓	**MUST** BE REPORTED TO FIRE DEPARTMENT NYS Fire Code §401.3
NS06 – Property Damage, including Graffiti					
Minor or reckless damage (less than $50).	✓	✓			May be used if approved by the Chief of Schools
Intentional damage to another person's or school property ($50 to $250).		✓	✓		May be used if approved by the Chief of Schools
Intentional damage to another person's or school property (over $250).		✓	✓	✓	May be used if approved by the Chief of Schools
NS10 –Theft					
Taking of property that does not belong to that person. (Grades K-6)	✓	✓	✓		
Taking of property that does not belong to that person. (Grades 7-12)	✓	✓	✓	✓	✓

LEGAL/LAW			
INAPPROPRIATE AND DISRUPTIVE BEHAVIORS AND LEVELS OF RESPONSE			
KEY: USE LOWEST LEVEL INDICATED FIRST			
Level 1: Classroom Support and Student Support Team – may be appropriate when student has no prior incidents and interventions have not been put in place.	**Level 2:** Intensive Support Staff and Appropriate Administration – may be appropriate when supports have been put in place in the classroom to address behavior but the behavior has continued to negatively affect the learning of the students and others.	**Level 3:** Short Term Suspension – may be appropriate when interventions and supports have been put in place but the behavior is escalating (repeated offenses).	**Level 4:** Request for Long Term Suspension.

INAPPROPRIATE BEHAVIOR	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	MAY REFER TO LAW ENFORCEMENT FOR ADVICE, DIVERSION OR FURTHER ACTION
NS11 – Trespassing					
Being on school property without permission.		✓	✓	✓	May be used if approved by the Chief of Schools
Being on school property while suspended or expelled.		✓	✓	✓	May be used if approved by the Chief of Schools
Breaking and entering		✓	✓	✓	✓
SSEC6 – Bomb Threat (a telephoned, written, or electronic message that a bomb, explosive, or chemical or biological weapon has been or will be placed on school property)					
K to grade 6	✓ And Threat Assessment	✓ And Threat Assessment	✓ And Threat Assessment	✓ And Threat Assessment	
Grades 7 to 12	✓ And Threat Assessment	✓ And Threat Assessment	✓ And Threat Assessment	✓ And Threat Assessment	May be used if approved by the Chief of Schools
SSEC8 – Threat of School Violence (Other than Bomb Threat or False Alarm) (a verbal, telephoned, written or electronic message of a threat of violence on school property or at a school related function)					
K to grade 6	✓ And Threat Assessment	✓ And Threat Assessment	✓ And Threat Assessment	✓ And Threat Assessment	
Grades 7 to 12	✓ And Threat Assessment	✓ And Threat Assessment	✓ And Threat Assessment	✓ And Threat Assessment	May be used if approved by the Chief of Schools
SSEC4 – Weapons Possession					
Firearms (possession of a firearm as defined in 18 USC 921 of the federal code – i.e., handguns, rifles, shotguns, and bombs) Suspension for no less than one calendar year is mandated by state law for firearms violations, but can be modified on a case-by-case basis by Rochester City School District Superintendent (Education Law §3214(3)(d)).				✓	**MUST** BE REPORTED TO LAW ENFORCEMENT Education Law §3214(3)(d)
Other guns or weapons which could cause bodily harm (i.e., loaded BB guns, pellet guns, knives, paint ball gun, silencer or other weapon that could cause serious bodily harm or look like a gun).	✓	✓	✓	✓	**MUST** BE REPORTED TO LAW ENFORCEMENT
NS14 – Resembled Weapons Possession					
Possession of objects that resemble a gun or weapon but are unlikely to cause bodily harm (i.e., water guns, toy guns, unloaded or inoperable BB guns, pellet guns).	✓	✓	✓	✓	May be used if approved by the Chief of Schools

Student Removals & Due Process

On occasion, a student may engage in behavior that threatens the safety of others in the school community or seriously disrupts the school environment and needs to be removed through a temporary classroom removal, suspension or expulsion. However, written referrals shall not be used to document supports offered to students within the classroom (i.e., timeouts and other informal measures). See Appendix F for definition of removal.

There are four ways that schools can remove students for disciplinary reasons:

1. Temporary Classroom Removal by Teacher (up to 1/2 day)
2. Short Term Suspension by Principal (1-5 days), either in or out of school
3. Long Term Suspension by Superintendent (6 days – 365 days)
4. Expulsion by Superintendent

Disciplinary practices include an in-school or out-of-school suspension, or any other removal of a student from class during which the student:

1. is not afforded the opportunity to continue to appropriately participate in the general curriculum;
2. does not receive the services specified on the student's Individualized Education Program (IEP); or
3. does not continue to participate with nondisabled children to the extent they would have in their current placement.

This includes asking a parent to pick a student up as a way of deescalating, sending a student to a "Help Zone" for an extended length of time), which will count as a suspension and must follow due process.

In these cases, students are entitled to due process, which means that the school staff must take steps to investigate the incident and talk to the student before making the decision to remove the student from school. Due process generally includes the right to receive notice of why a person is being removed from school and an opportunity for that person to tell their side of the story before a final decision is made. Parents must receive notice of the behavior and the discipline response. The longer the removal, the more steps the school must take before removing a student. Students with disabilities are entitled to additional due process.

For a full list of the steps that are required, see Appendices C (Due Process) and D (Students with Disabilities).

Continued Engagement Throughout Suspension

Suspension protocols must include at minimum before, during and after suspension consistent communication with student and family, supports to assure that the student keeps up with academics, engage student and family in developing the plan for their success, and demonstration of caring connection to their community.

Re-entry to School After Suspension

The Superintendent will create a Superintendent's regulation for re-engagement after a student is suspended.

Prohibited Conduct on School Property

No person, either alone or with others, shall:

1. Intentionally or recklessly injure any person or threaten or attempt to do so.

2. Intentionally or recklessly damage or destroy, or attempt to damage or destroy District property or the personal property of a District staff or any person lawfully on school property, including graffiti or arson.

3. Disrupt the orderly conduct of classes, school programs, sporting events, assemblies, theatrical or musical presentations, meetings, conferences, hearings, Board of Education meetings or other school activities.

4. Distribute or wear materials on school property or at school functions that are obscene, or advocate illegal action, appear libelous, obstruct the rights of others, or are disruptive to the school program.

5. Intimidate, harass or discriminate against any person on the basis of actual or perceived race, color, creed, weight/appearance, national origin, citizenship status, ethnic group, religion, religious practice, age, sex gender (including gender expression and gender identity), sexual orientation, disability, predisposing genetic characteristics, marital status, partnership status, domestic violence victim status, military work or status, veteran status, or political affiliation; or use language or gestures which a reasonable person would find intentionally discriminatory toward any person or group entitled to protection in their right to obtain an education under the New York State Executive Law. Such intimidation may be person-to-person, or communicated indirectly by writing, or by any telephonic or electronic means, including use of computers or the Internet.

6. Intimidation or "bullying" on school property or at a school function, which includes harassment that interferes with a student's education or threatens a student's well- being. Harassment includes engaging in actions or making statements that are intended to place an individual in fear or cause emotional harm; threatening, stalking or seeking to coerce or compel a person to do something; or abusive conduct or use of epithets, threats, or slurs based on actual or perceived race, color, weight/appearance, ethnicity, national origin, citizenship status, creed, religion, religious practices, age, sex, gender, gender identity or expression, sexual orientation, disability, predisposing genetic characteristics, marital status, partnership status, domestic violence victim status, military work or status, veteran status, or political affiliation. Such harassment may be person-to-person, or communicated indirectly by writing, or by any telephonic or electronic means, including use of computers or the Internet.

7. Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed.

8. Obstruct the free movement of any person in any place to which this code applies.

9. Violate the traffic laws, parking regulations or other restrictions on vehicles.

10. Possess, consume, sell, distribute or exchange alcoholic beverages or controlled substances, or be under the influence of either on school property or at a school function.

11. Possess or use weapons in or on school property or at a school function, except in the case of law enforcement officers while on duty as such, or except as specifically authorized by the Board of Education or by statute.

12. Loiter on or about school property.

13. Gamble on school property or at school functions.

14. Refuse to comply with any reasonable order of identifiable District officials performing their duties.

15. Willfully incite others to commit any of the acts prohibited by this Code.

16. Violate any federal or state statute, local ordinance or Board policy while on school property or while at a school function.

17. Comport themselves in a manner which violates District rules, particularly with regard to the limited public forum made available by the Board; or which violates the terms of any use permit.

18. Threaten to use any weapon; or brandish or display what appears to be a weapon.

19. Attempt to obtain property or favor from another by threat or by force.

20. Threaten bodily harm to staff or students. A threat exists whenever a reasonable person would interpret the statement as a serious expression of intent to harm or assault.

21. Use language or gestures that are profane, lewd, vulgar or abusive, or uncivil, particularly during meetings, conversation or discussion with any teacher, administrator, staff member or student.

22. Place a bomb, explosive, biological or chemical weapon or incendiary device on District property, whether or not active; or make a telephoned, written or electronic message that a bomb, explosive, biological or chemical weapon or incendiary device has been or will be placed on or near District property.

23. Commit any other act on District property or at a school function which would be prohibited under this Code if committed by a student of this District.

Visitors to Schools

The Board encourages parents and other citizens to visit the District's schools and classrooms to observe the work of students, teachers and other staff. Since schools are a place of work and learning, however, certain limits must be set for such visits. The building principal or their designee is responsible for all persons in the building and on the grounds. For these reasons, the following rules apply to visitors to the schools:

1. Anyone who is not a regular staff member or student of the particular school will be considered a visitor (including Central Office staff).

2. All visitors to the school must report to the office of the Principal upon arrival at the school. There they will be required to sign the visitor's register. If identification badges are used in the building, they will be issued a visitor's identification badge, which must be worn at all times while in the school or on school grounds. The visitor must return the identification badge to the Principal's office before leaving the building.

3. Visitors attending school functions that are open to the public, such as parent-teacher organization meetings, athletic competitions or public gatherings, are not required to wear an identification tag.

4. Parents or citizens who wish to observe a classroom while school is in session are required to arrange such visits in advance with the classroom teacher(s), so that class disruption is kept to a minimum.

5. Teachers are not expected to take time to discuss individual matters with visitors during class time.

6. Any unauthorized person on school property will be reported to the Principal or their designee. Unauthorized persons will be asked to leave. Law enforcement may be called if the situation warrants.

7. All visitors must abide by the rules contained in the *Code of Conduct*.

REMO

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Rochester Board of Education

Camille Simmons, *President*
Amy Maloy, *Vice President*

Commissioners
Cynthia Elliott
Jacqueline D. Griffin
Beatriz LeBron
James Patterson
Isaiah Santiago

Superintendent of Schools
Eric Jay Rosser, Ph.D.

Student Representative
Elijah Espada

Full Policy Manual:
https://www.rcsdk12.org/policy

https://www.rcsdk12.org/dueprocess
Appendix C – Due Process

https://www.rcsdk12.org/codeofconduct
Full Code of Conduct (Policy 1400)