

FABIUS-POMPEY CENTRAL SCHOOL DISTRICT
Fabius, New York 13063

CODE OF CONDUCT

May 18, 2001

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CODE OF CONDUCT

I. INTRODUCTION

The Fabius-Pompey Board of Education ('Board') is committed to providing a safe and orderly school environment where students may receive, and District personnel may deliver, quality educational services without disruption or interference. Responsible behavior by students, teachers, other staff, parents, and visitors is essential to achievement of this goal. Accordingly, in collaboration with students, parents, teachers, and administrators, the Board has established this code of conduct. It applies to all students, school personnel, parents, and other visitors when on school property or in attendance at a school function.

The District has a long-standing set of expectations for conduct on school property and at school functions. These expectations, based on the principles of civility, mutual respect, citizenship, character, tolerance, honesty, and integrity, are described on the next page.

FABIUS-POMPEY SCHOOL DISTRICT
STATEMENT OF BEHAVIORAL EXPECTATIONS

Schools are often referred to as microcosms of society. It seems fitting then that behavioral expectations within a school community should be governed by an overarching set of tenets applicable equally and consistently to society as a whole.

The school community has the responsibility to preserve societal values related to freedom and democracy. Given this, we all must recognize the necessity of the democratic process of law making and demonstrate its importance through respect for laws, rules, and authority.

Members of the school community must also respect themselves through an understanding and appreciation of their own individuality. Self-respect is demonstrated through academic and social integrity, the making of healthful choices, personal appearance, and interpersonal relationships. It is only through this knowledge and respect for self that we become empowered with the ability to extend this respect to others, to acknowledge the expression of uniqueness in others, and to give of ourselves in assisting others to develop a stronger sense of self.

All members must demonstrate respect for the beliefs and values of others, their points of view, their religions, and their rights as human beings. We must be active and positive in our respect, curtailng acts or language that would diminish another. Treatment, judgment, or evaluation of others should be conducted with fairness tempered by empathy for individual differences. At the same time, expression of one's individuality must be balanced by the often greater needs of the community, particularly those related to respect for the environment, and for the health, safety, personal property and dignity of others.

All members must realize the importance of honesty in our daily tasks, activities, and responsibilities. We must encourage and expect each other to offer honest opinions and preferences on important issues.

Finally, members must encourage and expect each other to be positively contributing members of the school community by accepting the responsibilities associated with our respective roles in public education. Students and staff must work collaboratively in developing and maintaining a school climate which demonstrates a positive attitude toward learning, a safe and orderly environment, and an acceptance of the needs and differences of others.

II. DEFINITIONS

For purposes of this code, the following definitions apply.

“Disruptive student” means a student who is substantially disruptive of the educational process or substantially interferes with the teacher’s authority over the classroom.

“Principal” within the context of teacher removal of a student from class means either the principal of the building or any other administrator in the District acting in the principal’s absence or at the principal’s direction.

“Parent” means the biological, adoptive or foster parent, guardian or person in parental relation to a student.

“School function” means any school-sponsored event or activity on or off school property.

“School property” means any building, structure, athletic playing field, playground, parking lot, or land contained within the real property boundary line of the school district, or in or on a school vehicle.

“Violent student” means a student who:

1. Commits an act of violence upon a school employee.
2. Commits an act of violence upon another student or any other person on school property or at a school function.
3. Possesses a weapon while on school property or at a school function.
4. Displays what appears to be a weapon while on school property or at a school function.
5. Threatens to use a weapon while on school property or at a school function.
6. Knowingly and intentionally damages or destroys school district property.
7. Knowingly and intentionally damages or destroys the personal property of any person on school property or at a school function.

“Twenty-four hours,” within the context of a teacher removal of a student from class, is equal to one school day. Weekends, holidays, and vacation days are not counted as part of a twenty-four hour period.

“Weapon” means a firearm as defined in 18 USC § 921 for purposes of the Gun Free Schools Act. It also means any other gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, dagger, dirk, razor, stiletto, switchblade knife, gravity knife, brass knuckles, sling shot, metal knuckle knife, box cutters, cane sword, bow and arrow or crossbow, electronic dart gun, Kung Fu star, electronic stun gun, pepper spray or other noxious spray, explosive or incendiary bomb, or other device, instrument, material or substance that can cause serious physical injury or death when used as a weapon.

III. ESSENTIAL PARTNERS

Providing a safe and orderly school environment involves a partnership of parents and school personnel. The following are expectations of each.

A. PARENTS

All parents are expected to:

1. Recognize that the education of their child(ren) is a joint responsibility of the parents and the school community.
2. Send their children to school ready to participate and learn.
3. Ensure their children attend school regularly and on time.
4. Ensure their children are absent only for legal reasons.
5. Insist their children be dressed and groomed in a manner consistent with the student dress code.
6. Help their children understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment.
7. Know school rules and help their children understand them.
8. Convey to their children a supportive attitude toward education and the district.
9. Build positive relationships with teachers, other parents, and their children's friends.
10. Help their children deal effectively with peer pressure.
11. Inform school officials of changes in the home situation that may affect student conduct or performance.
12. Provide a place for study and ensure homework assignments are completed.
13. Initiate parent/student/teacher/counselor/psychologist conferences, as necessary, as a way to resolve problems.
14. Maintain ongoing and frequent communication with school personnel.
 - A. Contact the teacher regarding their child's progress.
 - B. Contact the counselor regarding their child's personal adjustment, future plans, and their class schedule, as appropriate.
 - C. Contact the administrator regarding their child's behavior and unresolved concern.

B. TEACHERS

All district teachers are expected to:

1. Maintain a climate of mutual respect and dignity, which will strengthen each student's self-concept and promote confidence to learn.
2. Be prepared to teach.
3. Demonstrate interest in teaching and concern for student achievement.
4. Know school rules, and enforce them in a fair and consistent manner.
5. Communicate to students and parents:
 - A. Course objectives and requirements
 - B. Marking/grading procedures
 - C. Assignment deadlines
 - D. Expectations for students
 - E. Classroom discipline plan
6. Communicate regularly with students, parents, other teachers, and appropriate staff concerning student growth and achievement.
7. Initiate parent/student/teacher/counselor/psychologist conferences, as necessary, as a way to resolve a problem.

C. COUNSELORS AND PSYCHOLOGISTS

Are expected to:

1. Assist students in coping with peer pressure and emerging personal, social and emotional problems.
2. Initiate teacher/student/counselor conferences as necessary and parent/teacher/student/counselor conferences, as necessary, as a way to resolve problems.
3. Review with students their educational progress and career plans.
4. Report information to a school administrator that might impact a safe, orderly school environment.
5. Encourage students to benefit from the curriculum and extracurricular programs.
6. Participate in crisis management.
7. Refer students and/or parents to appropriate human service agencies outside the school.
8. Assess student social and emotional behaviors.

D. PRINCIPALS

Are expected to:

1. Promote a safe, orderly and stimulating school environment, supporting teaching and learning.
2. Ensure that students, staff, and parents have the opportunity to communicate regularly with the principal.
3. Evaluate all instructional programs on a regular basis.
4. Support the development of, and student participation in, appropriate extracurricular activities.
5. Be responsible for enforcing the code of conduct and ensuring that all cases are resolved promptly and fairly.
6. Ensure regular communication with supportive community agencies and law enforcement officials.
7. Initiate parent/student/teacher/counselor/psychologist conferences, as necessary, as a way to resolve a problem.

E. SUPERINTENDENT

Is expected to:

1. Promote a safe, orderly and stimulating school environment, supporting teaching and learning.
2. Review the policies of the Board and state and federal laws relating to school operations and management with district administrators.
3. Ensure that staff and parents have the opportunity to communicate with the Superintendent.
4. Work to create instructional programs that minimize problems of misconduct and are sensitive to student and teacher needs.
5. Work with district administrators, when appropriate, in reinforcing the code of conduct to ensure that cases are resolved promptly and fairly.

F. BOARD OF EDUCATION

Is expected to:

Adopt, review at least once a year, and modify as appropriate, the district's code of conduct.

IV. STUDENT CONDUCT

Given the expectations of the essential partners, the students' roles within this partnership are to understand their rights and accept their responsibilities.

A. STUDENT RIGHTS AND RESPONSIBILITIES (IN ACCORDANCE WITH BOARD POLICY, STUDENT CONDUCT, AND DISCIPLINE)

STUDENT RIGHTS

All students have the right to:

1. An education that offers opportunity for inquiry and for development to their fullest potential.
2. Constructive discipline for the development of good character, conduct and habits.
3. Security in the school community against influences detrimental to proper development.
4. An educational climate where the well-being of students is of primary concern.
5. An educational staff that exhibits a positive role model.
6. The opportunity to develop and express opinions, beliefs and values, provided such expression is not disruptive, slanderous or insubordinate.
7. Wholesome extracurricular activities.
8. Health and psychological services to assist in physical, mental and social development.
9. An appropriate education and/or remediation to serve special needs.
10. Consideration as an individual within the educational environment.
11. The opportunity to approach teachers and administrators with reasonable requests and questions concerning education.

STUDENT RESPONSIBILITIES

All students have the responsibility to:

1. Work toward personal growth.
2. Be honest with themselves and others.
3. Show respect for fellow students, teachers and all school district staff.
4. Perform all assignments to the best of their ability.
5. Consider their education as preparation for the future.
6. Obey all school rules and regulations.
7. Respect public, private, and school property.
8. Attend school regularly and punctually.
9. Develop high moral standards and the courage to live by them.
10. Strive for mutually respectful relationships with teachers and comply with reasonable requests of teachers, administrators, and other district staff.
11. Take full advantage of educational opportunities available at school.
12. Learn and practice civic responsibility.

B. STUDENT DRESS CODE

All students are expected to give attention to personal cleanliness and to dress appropriately for school and school functions. Students and their parents have the primary responsibility for acceptable student dress and appearance. Teachers and all other District personnel should exemplify and reinforce acceptable student dress, thereby helping students develop an understanding of appropriate appearance in the school setting.

A student's dress, grooming, and appearance shall:

1. Be safe, and not disrupt or interfere with the educational process.
2. Not include any item that is vulgar, obscene, inappropriately revealing, libelous, or that denigrates another's race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity, or disability.
3. Not promote and/or endorse the use of alcohol, tobacco, or illegal drugs, and/or encourage other illegal or violent activities.

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

C. BEHAVIOR-RELATED OFFENSES AND CONSEQUENCES

Students are expected to conduct themselves in an appropriate and civil manner, with regard for the rights and welfare of other students, district personnel, and other members of the school community, and for the care of school facilities and equipment.

The best discipline is self-imposed, and students must learn to assume and accept responsibility for their own behavior, as well as the consequences of their misbehavior. District personnel who interact with students are expected to use disciplinary action when, in their professional judgment, it becomes necessary. The emphasis should be placed on the students' ability to grow in self-discipline.

Expectations for student conduct while on school property or while engaged in a school function should be specific and clear. The rules of conduct listed hereafter are intended to focus on safety and respect for the rights and property of others. Students who do not accept responsibility for their own behavior and who violate school rules will be required to accept penalties for their conduct.

Disciplinary action, when necessary, will be firm, fair, and consistent so as to be the most effective in changing student behavior. The staff at a school has the responsibility for taking appropriate actions when a student is involved in a situation which disrupts the learning environment of a school. When determining the consequences, they will take the following into consideration:

1. The nature of the offense and the circumstances which led to the offense.
2. The age-appropriateness of the consequence.
3. The student's prior disciplinary record.
4. The effectiveness of other forms of discipline.
5. Information from parents, teachers and/or others, as appropriate.
6. The extent to which the offense interfered with the responsibility/rights/privileges/property of others.
7. The extent to which the offense posed a threat to the health and safety of others.
8. Other extenuating circumstances.

As a general rule, discipline will be progressive. This means that a student's first violation may merit a lesser penalty than subsequent violations. In the case of students who are habitually disruptive or who frequently violate school rules, administrators have the prerogative of applying more severe penalties at any stage, including removal from class and suspension from school.

Although not all-inclusive, the following list of offenses on school property or at a school function and range of consequences apply in most circumstances.

RANGE OF CONSEQUENCES FOR
BEHAVIOR RELATED OFFENSES

I	II	III
OPTIONS	OPTIONS	OPTIONS
<ul style="list-style-type: none"> - Warning/verbal reprimand - Time-out or out of classroom - Loss of privilege - Conference with student - Communication with parent - Detention - *Controlled Study Hall - Restricted Study Hall - Counseling - *Restitution 	<ul style="list-style-type: none"> - Removal from class - *Suspension <li style="padding-left: 20px;">- In-school <li style="padding-left: 20px;">- Out-of-school - *Police notification - *Removal from school property 	<ul style="list-style-type: none"> - *Alternative placement - **Expulsion (permanent suspension)

*Administrator action only

**Superintendent action only

Offenses and Consequences

<u>Offense</u>	<u>Definition</u>	<u>Range of Consequences</u>
Absence (unlawful)	An absence for a day or any portion of a day for any reason other than those cited as lawful and/or failure to bring a note by a parent/guardian to verify a lawful absence.	I – II
Alcohol/Drug Violation	Possession, distribution, consumption, being under the influence, or sale of illegal drugs or alcoholic beverages, drug paraphernalia, or prescribed medication not the individual's own, on school property, at a school function, on a school bus, or in a school vehicle.	II – III
Arson/Fire	Attempting to, aiding in, or setting fire to a building or other property.	II – III

<u>Offense</u>	<u>Definition</u>	<u>Range of Consequences</u>
Cheating/ Academic Dishonesty	Copying, plagiarizing, altering records, or assisting another in such actions.	I – II
Computer/ Electronic Communication Misuse	Any unauthorized use of computers, software, or internet/intranet account to access internet/intranet; accessing another's e-mail or an inappropriate website; misuse of a website.	I - II
Cutting class	Illegal absence from a class or school activity.	I – II
Defamation	False or unprivileged statement or representation about an individual or - identifiable group of individuals that harm the reputation of the person or the identifiable group.	I - II
Destruction of Property/ Vandalism	Damage, destruction, or defacement (graffiti) of property belonging to another or the school.	II - III
Discrimination	Use of race, color, creed, national origin, religion, physical or mental disability, age, gender, marital status, physical traits, or sexual orientation as a basis for treating another in a negative manner.	I -II -III
Disrespect Toward Others	Inappropriate comment or physical gesture to a student, teacher, staff member, or other adult.	I - II
Disorderly Conduct	Behavior disturbing the atmosphere or order, to include obstructing or restraining the authorized or lawful movement or participation of another.	I - II

<u>Offense</u>	<u>Definition</u>	<u>Range of Consequences</u>
Disruption - Classroom	Behavior that is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom.	I – II
Disruption - school	Behavior that interferes with the safe and orderly environment of the school or school activity.	I –II – III
Driving/ Parking Violations	Failure to obey all state, district, and campus traffic and parking signs and rules.	I – II
Failure to Serve Assigned Consequences	Failure to serve detention, suspension or other assigned consequences.	I – II – III
False Alarms/ Bomb Threats	Initiating a report or warning of fire, or catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher	II – III
Fighting	A hostile confrontation with physical contact involving two or more students.	II – III
Fireworks or Explosives	Possession, use, and/or threat to use a firework, smoke bomb, flare, or combustible or explosive substance.	II - III
Gambling	Wagering money or property.	I - II
Harassment	An action or persistent pattern of actions or statements directed at an identifiable individual or group which is intended to be, or which a reasonable person would perceive as ridiculing, demeaning, or offensive.	I – II – III

II - III

<u>Offense</u>	<u>Definition</u>	<u>Range of Consequences</u>
Hazing	Negative or reckless act directed against another in school for the purpose of initiating into, affiliating with, or maintaining membership in any activity, organization, club, or team.	I – II
Indecent Exposure	Exposing the private parts of the body in a lewd or indecent manner.	I -II - III
Insubordination	Refusing to follow reasonable requests of teachers, staff, or administration, including failure to identify self or knowingly providing false information.	I -II - III
Leaving school grounds without permission	Leaving school grounds during regular school hours without written or verbal permission from parent/guardian, administrator or some one listed on the emergency procedure card.	I – II
Loitering	Idle presence in an area without authorization.	I - II
Physical Attack on Staff/ Students/Others	Assault, or aggressive physical action, directed at students, staff, or others, including a situation where a staff member is intervening in a fight or other disruptive activity.	
Possession of Disruptive Items	Unauthorized possession of a sound box, laser pointer, squirt gun, water balloon, personal audio device, or any other disruptive item.	I - II
Possession of Portable Electronic Communication Devices	Unauthorized possession of pager or cellular phone.	I - II

<u>Offense</u>	<u>Definition</u>	<u>Range of Consequences</u>
Possession of Skate boards/ Roller blades/ scooters	Use or unauthorized possession of a skateboard, scooter, or roller blades on school property.	I - II
Profanity	Using vulgar or abusive language, cursing, or swearing.	I - II
Sexual Harassment	Unwanted and inappropriate verbal, written, or physical conduct of a sexual nature directed toward another person.	I -II -III
Tardiness	Lateness to school or class.	I - II
Theft	Taking or obtaining property of another without permission of the owner.	II - III
Threat to Staff, Student or Other Person	Expression, conveyed by word or action, of intent to abuse, intimidate, coerce, or injure a staff member, student, or other person.	I - II - III
Tobacco Violation	Possession or use of any tobacco product.	I - II
Trespassing	Unauthorized presence on school property, including while on suspension.	I - II
Truancy	Unlawful absence without parental knowledge and/or permission.	I – II – III
Weapon Possession	Possession of a weapon. (Reference page 5.)	II - III

D. TEACHER REMOVAL OF DISRUPTIVE STUDENTS

The District has a long-standing set of expectations for school behavior, based upon the principles of civility, mutual respect, citizenship, character, tolerance, honesty, and integrity. These expectations apply to all members of the school community, and are described in the “Statement of Behavioral Expectations” in the Introduction of this code of conduct. Accordingly, teachers maintain classroom environments reflective of good management techniques, and students behave in accordance with the code of conduct. Occasionally, students exhibit disruptive behavior, which warrants removal from class by the teacher. In these cases, the following procedures apply.

A classroom teacher may remove a disruptive student from his/her class for up to two school days if the teacher believes the student’s continued presence to pose a threat of disruption or a danger. The teacher must provide the student with an explanation of the basis for the removal, and must send the student to an administrator’s office. The two school days are additional to the day in which the removal occurs. A class at the K-6 level is the interval of time devoted to instruction in a specific subject matter area.

The teacher must complete a District-established referral form and meet with the principal as soon as possible, but no later than the end of the same school day, to explain the circumstances of the removal and to present the referral form. If the principal is not available by the end of the same school day, the teacher must leave the form with the secretary and meet with the principal, or his/her designee, prior to the beginning of classes on the next school day, or as soon as possible.

Within twenty-four hours, the principal, or his/her designee, must notify the student’s parent of the removal and provide the reason(s) for the removal. The notification should be made by telephone, followed by a letter or a copy of the referral form. The principal must inform the parent of his/her right to an informal conference that will include the student, parent, teacher and principal. At the conference, the teacher and principal will present the reason(s) for the removal and intervention(s) to remedy the cause for the removal. The informal conference also will allow the student to present his or her version of the event(s). The informal conference must take place by the end of the second full school day after the student’s removal from class. These timelines may be extended by mutual agreement of the parent, teacher, and principal. In the case of multiple removals of a student on the same day, an informal conference involving all appropriate teachers may be held. The unavailability of the parent for telephone contact or informal conference will not impede the removal process. In this case, the student maintains the right to an informal conference.

The principal may overturn the removal of the student from the class only if in the principal's judgment there is a lack of substantial evidence to support a removal, there is violation of law, there is justification for suspending the student from school, or the removal is inconsistent with the code of conduct. Accordingly, after discussion with the teacher, the principal may return the student to class. At the teacher's discretion, he/she may rescind the removal prior to the two-day removal period.

After meeting with an administrator, a student who is removed from class may be placed in a supervised setting until the period of removal is completed. As soon as possible, but no later than the beginning of the next school day, the removing teacher must provide a guide for instruction (on a district prepared form) and appropriate instructional material(s).

Each teacher must keep a complete log (on a district provided form) for all cases of removal of students from his/her class. Teachers must ensure that the cumulative days of removal of a special education student do not violate state or federal law or regulation. The principal must keep a log of all removals of students from class.

Nothing in this code abridges the customary right or responsibility of a principal to suspend a student. Moreover, nothing in this code abridges the customary right and responsibility of a teacher to manage student behavior in the classroom. Short-term, time-honored classroom management techniques such as "time out" in the classroom or in an administrator's office, sending students briefly into the hallway, and sending the student to an administrator's office or restricted study hall for the remainder of the class period only are not considered removals from class within the context of this code.

E. STUDENTS WHO ARE REPEATEDLY SUBSTANTIALLY DISRUPTIVE

Any student, other than a student with a disability, who engages in conduct which results in the student being removed from the classroom for a minimum of five or more occasions in a school year will be suspended from school for one day. Any student, other than a student with a disability, who engages in conduct which results in the student being removed from the classroom on ten or more occasions in a school year, by the same teacher or multiple teachers will be suspended from school initially for three days. The principal has the authority to modify the three-day suspension on a case-by-case basis. If the principal wishes to seek a suspension of greater than five days, the principal will activate the superintendent's hearing process with its required notice provisions. In addition, there may be an occasion when it will be appropriate to refer a disruptive student to a school counselor or psychologist who in turn may refer a student (and parent) to appropriate human services organizations outside the school.

F. CORPORAL PUNISHMENT

No employee, District officer, or agent of the District, shall use corporal punishment against a student. As used in this code, corporal punishment means any act of physical force against a student for the purpose of punishing that student, except as hereafter provided.

In situations in which alternative procedures and methods not involving the use of physical force cannot reasonably be employed, nothing contained in this code shall be construed to prohibit the use of reasonable physical force for the following purposes:

1. to protect oneself from physical injury;
2. to protect another student or teacher or any person from physical injury;
3. to protect the property of the school or others; or
4. to restrain or remove a student whose behavior is interfering with the orderly exercise and performance of District functions, powers and duties, if that student has refused to comply with a request to refrain from further disruptive acts.

G. DISCIPLINE OF STUDENTS WITH DISABILITIES

At times it may be necessary to suspend, remove or otherwise discipline students with disabilities to address disruptive or problem behavior. Students with disabilities are afforded certain procedural protections whenever school authorities intend to impose discipline upon them. Procedures followed for suspending, removing, or otherwise disciplining students with disabilities must be consistent with the procedural safeguards required by applicable laws and Part 201 of the Regulations of the Commissioner of Education.

This code of conduct affords students with disabilities subject to disciplinary action no greater or lesser rights than those expressly afforded by applicable federal and state law and regulations.

1. CHANGE OF PLACEMENT RULE

- a. A disciplinary change in placement means a suspension or removal from a student's current educational placement that is either:
 1. for more than 10 consecutive school days; or
 2. for a period of 10 consecutive school days or less, if the student is subjected to a series of suspensions or removals that constitute a pattern because they cumulate to more than 10 school days in a school year and because of such factors as the length of each suspension or removal, the total amount of time the student is removed, and the proximity of the suspensions or removals to one another.
- b. School personnel may not suspend or remove a student with disabilities if imposition of the suspension or removal would result in a disciplinary change in placement based on a pattern of suspension or removal.

However, the District may impose a suspension or removal, which would otherwise result in a disciplinary change in placement, based on a pattern of suspensions or removals if the CSE has determined that the behavior was not a manifestation of the student's disability.

2. SPECIAL RULES REGARDING THE SUSPENSION OR REMOVAL OF STUDENTS WITH DISABILITIES

- a. The District's Committee on Special Education shall conduct functional behavioral assessments to determine why a student engages in a particular behavior, and develop or review behavioral intervention plans whenever the District is first suspending or removing a student with a disability for more than 10 school days in a school year or imposing a suspension or removal that constitutes a disciplinary change in placement, including a change in placement to an Interim Alternative Educational Setting for misconduct involving weapons, illegal drugs or controlled substances.

If subsequently, a student with a disability who has a behavioral intervention plan and who has been suspended or removed from his or her current educational placement for more than 10 school days in a school year is subjected to a suspension or removal that does not constitute a disciplinary change in placement, the members of the CSE shall review the behavioral intervention plan and its implementation to determine if modifications are necessary.

If one or more members of the CSE believe that modifications are needed, the School District shall convene a meeting of the CSE to modify such plan and its implementation, to the extent the Committee determines necessary.

H. ATHLETIC AND FIELD TRIP CONDUCT

A student subjected to a suspension from athletic participation, extracurricular activities, or other privileges is not entitled to a full hearing pursuant to Education Law § 3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the District official imposing the suspension to discuss the conduct and the penalty involved. The athletic code of conduct is contained in Board Policy #7310 - Athletics Program.

Expected student conduct on field trips is delineated in Board Policy #8460 – Educational Field Trips and its corresponding Administrative Regulation.

V. REPORTING VIOLATIONS OF THE CODE OF CONDUCT

Any student or visitor who observes a violation of the code of conduct shall report it immediately to a staff member. Any staff member who observes, or is made aware of a violation of the code of conduct shall address the violation directly or report it to an administrator.

Certain acts of misconduct which occur may require the exercise of reasonable judgment by staff in consultation with the principal or superintendent in order to determine whether referral to law enforcement officials is appropriate, or whether the matter will be handled solely through the District's student discipline system. Examples of acts of misconduct which require the exercise of such judgment include fighting, harassment, theft, and property damage. The District's staff has the responsibility to administer District policies, rules and regulations governing student conduct in a reasonable manner taking into account the age level, maturity and/or disability of the particular student involved, as well as the seriousness of the offense.

Additional procedures for reporting information to police are described in Board Policy #7330 – Law Enforcement Officials, and its accompanying Administrative Regulation.

VI. CHILD PROTECTIVE SERVICES INVESTIGATIONS

Consistent with the District's commitment to keep students safe from harm and the obligation of school officials to report to child protective services when they have reasonable cause to suspect that a student has been abused or maltreated, the District will cooperate with local child protective services who wish to conduct interviews of students on school property relating to allegations of suspected child abuse, and/or neglect, or custody investigations.

All requests by child protective services to interview a student on school property shall be made directly to the principal. The principal shall set the time and place of the interview. The principal shall decide if it is necessary and appropriate for a school official to be present during the interview, depending on the age of the student being interviewed and the nature of the allegations. If the nature of the allegations is such that it may be necessary for the student to remove any of his or her clothing in order for the child protective services worker to verify the allegations, the school nurse or other District medical personnel must be present during that portion of the interview. No student may be required to remove his or her clothing in front of a child protective services worker or School District official of the opposite sex.

A child protective services worker may not remove a student from school property without a court order, unless the worker reasonably believes that the student would be subject to danger of abuse if he or she were not removed from school before a court order can reasonably be obtained. If the worker believes the student would be subject to danger of abuse, the worker may remove the student without a court order and without the parent's consent.

VII. VISITORS TO THE SCHOOLS

Parents and other district citizens are encouraged to visit the District's schools. Since schools are places of work and learning, however, certain limits must be set for such visits. 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 school is considered a "visitor."
2. Except for those who are attending public gatherings or meetings, visitors must report to an administrator's office upon arrival at the school.
3. 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, and to abide by Board Policy #3210 – School and Classroom Visitation, and its corresponding Administrative Regulation.
4. All visitors are expected to abide by the rules for public conduct on school property contained in this code of conduct.

The administration has authority to determine whether the visitor has an appropriate reason for being in the building. If the visitor is judged by the administrator not to have an appropriate reason, the visitor will be asked to leave. The police may be called if the situation warrants.

VIII. PUBLIC CONDUCT ON SCHOOL PROPERTY

The District is committed to providing an orderly, respectful environment that is conducive to learning. To create and maintain this kind of an environment, it is necessary to establish rules for public conduct on school property and at school functions. Such rules, as well as consequences for violation of such rules, are contained in this code as well as Board Policy #3410 – Maintenance of Order on School Property.

IX. DISSEMINATION OF CODE OF CONDUCT

Each year the District will:

1. Provide copies of the code, or a summary of the code, to all students at the beginning of each school year.
2. Publish and distribute by mail a summary of the code, and make this summary and the code available for review by students, parents, and other community members in each school building.
3. Provide all staff members with a copy of the code and a copy of any amendments to the code as soon as practicable after adoption.