

Ballston Spa

C E N T R A L S C H O O L D I S T R I C T

**District Wide
Safety Plan**

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1 General Considerations and Planning Guidelines

A. Purpose

The Ballston Spa School District's District-wide Safety Plan was developed pursuant to Commissioner's Regulation 155.17. The District-wide Safety Plan serves as the framework for individual building-level responses at the Ballston Spa School District. The Board of Education appoints a District Level Safety Team at the July Organizational Meeting of the Board each school year.

The standing charge for the District Safety Team is periodically review and update the District Safety Plan to order to insure that the data, concepts and procedures it contains are a valuable resource for emergency planning and response.

B. Team Composition and Process

The membership on the standing committee includes a Board of Education Member, the District Coordinator of Facilities and Security, the New York State Police, the Assistant Principal of the High School, and a representative from each of the Faculty Bargaining Unit, an active parent, and an active student.

The District-wide Safety Plan was started in 2000, and the first version of the plan was issued District-wide in 2001. The plan has been updated periodically since that time.

C. Ongoing Operational Practice

When specific procedural changes are identified as being needed, the committee may seek the assistance of representatives from the Ballston Spa Fire Department, the Ballston Spa Rescue Squad, the School Health Services Coordinator, and the Village of Ballston Spa Police Department.

The result of this continuous improvement is a framework document for appropriate emergency response and guidance.

The District-wide Safety Plan is distributed to each building principal to:

- Serve as a resource guideline to be used by the Principal-appointed Building-level Safety Team in creating building-specific response plans to emergencies.
- Serve as a tool to contact external resources to assist the Building-level Safety Teams to refine and improve their building-specific plans.

Although buildings have established School Emergency Response Teams, the initial response to all emergencies at an individual school is not limited to the members of School Emergency Response Teams. It was the recommendation of the District-wide School Safety Team to eliminate the delays associated with personnel-defined initial response roles. Critical time is not lost in the start of emergency in initiating a building response and the building principal does not need to approve a call to 911 for emergency services or response.

The event specific plans prepared by the District-wide School Safety Team each include a notification protocol. Appropriate resources, their contact information, and the sequence to notify and activate these resources are pre-identified. The notification of these incident-specific resources is not limited to the personnel resources of the District. As appropriate, local emergency response resources, county-level services, and State-agency services are identified in the plans.

D. Confidentially and Level of Specificity

In order to preserve the effectiveness of the District's safety plans, many details of the plan must remain confidential. This document is made available to the public and is, by necessity, designed to only provide an overview of District safety operations.

2 Risk Reduction/Prevention and Intervention

A. Prevention and Intervention Strategies

In order to create a positive, safe learning environment for students and staff, each building offers positive behavior programs as a vehicle to prevent disruptive or violent behavior. Examples of these efforts include the following:

1. Gold and Silver Card Program
Students displaying high academic performance and model citizenship are acknowledged with cards that offer increased building privileges and local vendor discounts.
2. Safe Spring Programs
The High School also has the safe spring programs that address student behavior.
3. National Coalition Building Institute
This initiative provides programming and forums for both students and staff.
4. Tolerance and Bullying Prevention
The District sponsors programs on Tolerance and bullying prevention. School counselors coordinate and deliver grade appropriate lessons to the entire school on these topics throughout the year. The counseling staff has also presented on this topic at PTA meetings.

The Guidance Department runs anti-bullying programs that include the following:

1. 'Got Integrity Program' - Rewards students for demonstrating good behavior
2. 'Good Citizens Award' - Monthly reward for our students who demonstrate good citizenship
3. RAD Club – This group runs school activities to promote diversity and tolerance

B. Improving Communication with Students

Communication between and among students and between students and faculty is a vital element to improving and ensuring school safety.

To assess current issues and student reported information in school buildings, Staff Climate Committees and Student Awareness Groups meet regularly. Included in these committees and groups are building administrators, counselors, social workers, and nurses.

In addition, administrators and counselors meet in the Attendance Committee to discuss developing situations that can then be addressed proactively.

3 Training, Drills, and Exercises

A. Emergency Safety Training

All certified professional staff members are required to complete two hours of course work in violence prevention and intervention, to include the following subject matter:

1. Warning Signs
2. Statutes, Regulations and Policies
3. Effective Classroom Management Techniques
4. Social and Problem-Solving Skills Development in Curriculum
5. Violence Intervention Techniques
6. Effective Referrals

Newly certified professional staff receives this training as part of their academic requirements for professional certification by the State Education Department.

Support and training for instructional staff in school violence intervention and prevention is provided in a collaborative, on-going basis. Human Resources offers professional development that involves sensitizing staff to the issues associated with poverty and homelessness, and a collaborative parent/faculty program of gang awareness.

Internal support and reinforcement of these strategies is directly provided through on-going training efforts as part of the partnership with the New York State Police.

The District provides support in all risk reduction, prevention and intervention activities. In addition to professional support, external police agencies, including the Village and the Sheriff's Department serve as a resource to the students, offering independent programming in conflict resolution and positive decision-making skills.

B. Drills and Exercises

The District conducts presentations, exercises, and drills throughout the school year on various aspect of preparedness for emergency situations. For example, there is an annual "lock-down" drill at each school to practice procedures for an internal emergency. In addition the District practices response to an external event.

The District conducts at least one annual exercise or drill every school year to test the emergency plan. These exercises will specifically test sheltering and early dismissal, as well as the communications and transportation systems to be used in emergencies.

C. Coordination with Local Emergency Responders

The District coordinates its preparation plans for an emergency in cooperation with external emergency agencies. In addition to pre-planning with outside emergency responders, these external agencies are consulted during the conduct of drills and involved in post-drill process reviews.

Agencies assisting in the conduct of these drills include the following:

1. Local Rescue Squad
2. Fire Department
3. Village of Ballston Spa Police Department
4. Saratoga County Sheriff's Department
5. County Emergency Services Coordinator

D. Internal School Safety Personnel

While the District does not employ staff members that are exclusively devoted to security, such as security guards, the District operates under the premise that all staff members are responsible for the school security and safety.

In addition, the District does employ staff positions that include, as part of their duties, school safety related activities. These are as follows:

1. Receptionists
Each building has a receptionist that control visitor access to buildings.
2. School Aides
Aides supervise students and monitor halls, cafeterias, bus ports, etc. during the day. School Aides receive annual training in intervention and prevention from the District.

When hiring personnel for any position within the District, fingerprinting and background checks are made, references are contacted and employment history is reviewed.

4 Implementation of School Security

A. Individual Building Security

The District operates under the premise that all staff members are responsible for the school security and safety. Specifically, through the training described in **Section 3** above, personnel are made aware of safety issues and how to respond appropriately to those issues. In addition, staff and students are trained what to do in specific emergencies and practice their responses through drills and exercises.

Access to buildings is controlled by receptionist and active building security is also provided by School Aides and Receptionists. These staff members provide monitoring services in hallways during change of class periods, and also provide lunchroom monitoring.

In addition to the activities of staff, the District employs multiple systems, both physical and electronic, to monitor and maintain safety in each building. The specifics of the implementation of these systems are confidential to preserve their effectiveness.

B. Ongoing Improvement Measures

The District currently is assisted with additional resources from the New York State Police, the Village of Ballston Spa Police Department, and the Saratoga County Sheriff's Department.

In addition to responsive services, these agencies perform other duties that include, but are not limited to, building security audits, and coordination with building-level safety teams on safety plan implementation.

In addition, the District performs periodic preparedness assessments through contracts with private consulting services providers.

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5 Educational Agency Information

A. Information About Educational Agencies

1. Public Schools

District Office	70 Malta Avenue	Ballston Spa, NY 12020	518-884-7195
High School	210 Ballston Avenue	Ballston Spa, NY 12020	518-884-7150
Middle School	220 Ballston Avenue	Ballston Spa, NY 12020	518-884-7200

Elementary Schools

Malta Avenue	70 Malta Avenue	Ballston Spa, NY 12020	518-884-7250
Milton Terrace South	100 Wood Road	Ballston Spa, NY 12020	518-884-7210
Milton Terrace North	200 Wood Road	Ballston Spa, NY 12020	518-884-7270
Wood Road	300 Wood Road	Ballston Spa, NY 12020	518-884-7290

2. Non-Public Schools

Spa Christian School	206 Greenfield Ave.	Ballston Spa, NY 12020	518-885-0508
St. Mary's School	Thompson Street	Ballston Spa, NY 12020	518-885-7300

6 Early Detection of Potentially Violent Behaviors

A. Information Dissemination

Section 2 above describes some of the many methods the District uses to disseminate information to students and staff concerning school safety.

B. Community Partnerships

Local community agencies also provide useful means of distributing information about school safety. In particular, the various school parent teacher associations are provided with information about school safety each school year.

The most direct contact with other local community agencies is through either the District's Homeless Coordinator Liaison or Community Relations Coordinator. Community agencies involved include social services, mental health, preschool providers, probation department personnel and the Board of Cooperative Educational Services.

7 Hazard Identification

The District has completed a thorough process to identify possible hazards, included in the list below:

1. Waterways, Lakes, Rivers and Dams within Saratoga County
2. Municipal Water Systems Serving the Schools
3. Railways
4. Bridges, Roads, Intersections and Under/Overpasses within Saratoga County
5. Known Routes of Hazardous Materials Cartage
6. Airports
7. Industries which handle Hazardous Materials
8. Radiological Industries & Utilities Sites
9. Hazardous Waste Sites
10. Rescue/Ambulance/Fire
11. EMS Coordinator
12. Broadcasters
13. Utilities
14. Hospitals
15. Red Cross
16. Saratoga County Sheriff's Department
17. Non-Public Schools
18. Highway Departments
19. Colleges and Universities

1. Waterways, Lakes, Rivers and Dams:

Waterways:

Barge Canal
Champlain Canal
Hudson River
Mohawk River

Lakes:

Galway Lake (Private)	Town of Galway
Round Lake (Private)	Town of Round Lake
Saratoga Lake	Town of Saratoga

Dams:

NYSEG Dam	Mechanicville
NIMO Dam	Mechanicville
Cohoes NIMO	Waterford
Crescent NIMO	Halfmoon
Vischer Ferry PASNY	Clifton Park

2. Municipal Water Systems Serving the Schools:

Town of Ballston Water Supply

Town of Glenville and SCWA
(Glenville: 4-drilled wells)
(SCWA: Hudson River)

Village of Ballston Spa

Rowland Street and Geyser Road
(5-drilled wells)**3. Railways**New York, Susquehanna & Western (D&H-B&M):
Main Yards off West Avenue, Saratoga Springs

Amtrack Passenger Services

Rail Service from Saratoga Springs

4. Bridges, Roads, Intersections and Under/Overpasses:Bridges:

Crescent Bridge Route 9

Halfmoon

Hemstreet Park Bridge

Mechanicville

Route 4

Waterford

Route 29

Schuylerville

Route 32, Saratoga Avenue

Waterford

Route 67

Stillwater

Route 146, Rexford

Clifton Park

Roads:

Interstate 87 (Northway)

Route 4

Route 9

Route 9N

Route 29

Route 67

Route 146

Route 197

Route 50

Intersections:

Route 50 & 67

Ballston Spa

Route 67 & Northway I-87

Ballston Spa

Malta Avenue & Route 9

Ballston Spa

5. Primary Routes of Hazardous Materials Cartage:

Routes I-87, 9, 67, 146, 29, 29A, 9P and 9N.

6. Airports:

General Aviation Airport at 600 Geyser Road, Town of Milton
Southern portion of county on glide path to Albany County Airport

7. Industries Which Handle Hazardous Materials:

A listing of businesses and government agencies within the District with registered petroleum bulk storage (PBS), major oil storage facilities (MOSF) and chemical bulk storage (CBS) is maintained by the New York State Department of Environmental Conservation, and updated nightly. It can be accessed at: <http://www.dec.ny.gov/cfmx/extapps/derexternal/index.cfm?pageid=4>

8. Radiological Industries & Utilities Sites:

Hospitals

Knolls Atomic Power Laboratory Kesselring Site Atomic Project Road 518-393-6611

9. Hazardous Waste Sites:

A listing of locations within the District which have been identified as hazardous waste sites is maintained by the New York State Department of Environmental Conservation, and updated nightly. It can be accessed at: <http://www.dec.ny.gov/cfmx/extapps/derexternal/haz/results.cfm?pageid=3>

8 Internal and External Communication

A. Law Enforcement Contact for Violent Incidents

All District staff, located at any building, are empowered to contact emergency services as the situation may require.

The *Emergency Response Plan*, prepared by the District-wide School Safety Team includes an event-specific notification protocol. The MHRP includes specific procedures for communications and identifies specific staff members and their roles, and therefore is not made public.

After the initiation of a 911 response call, the District will implement Incident Command protocols per New York State policy and procedures.

B. Disaster Notification to other Educational Institutions

The Superintendent, or their designee, shall assess the nature of the event or condition, and should it be determined to have a possible effect upon the normal and safe operation of an educational agency located within the district, notification shall be made.

Notification shall be made by telephone immediately upon finding that the event or condition could affect normal and safe operations.

C. Parental Notification

Please refer to Appendix A where parental notifications required within the Code of Conduct are defined.

The District employs an automated electronic messaging system that can be configured to issue messages via telephone, email and/or text.

The District's Community Relations Coordinator will be responsible for organizing information that is transmitted to the media and to parents during emergencies. The overall functions of the Coordinator will be:

1. To provide correct information to the public on what is occurring and what the school district is doing in response;
2. To prevent erroneous information from being disseminated;
3. To represent a positive image for the school district, and demonstrate that the district is responding to the situation in an organized and competent fashion;
4. To coordinate with other agencies that may be responding to the situation to ensure that the public is receiving a clear and consistent report of official information;

5. To act as a liaison between the media/public and school district officials who are involved in decision making and the operational response to the emergency;
6. To organize the districts response to parents as they inquire either via telephone or in person as to the health and safety of their children.

9 Responses to Specific Emergencies

A. Plans for Responses to Specific Emergencies

The District's *Emergency Response Plan* includes detailed information and procedures on the appropriate responses to over thirty emergencies, including but not limited to the following:

1. Bomb Threats
2. Civil Disturbances
3. Hostage Taking
4. Intrusions
5. Kidnappings
6. Fire and Explosions
7. Toxic Exposures
8. School Bus Accidents
9. Natural Disasters
10. System Failures

Associated with these categories are training, drills and exercises, as discussed in **Section 3**, that are conducted to test the effectiveness of the plans and provide relevant information to students and staff.

10	Responses to Implied or Direct Threats
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The Superintendent of School or designee is responsible for determining whether a threat requires a response based on situational factors.

If a threat is deemed credible, the notification procedures outlined in the *Emergency Response Plan* are then initiated. The credibility of any threat will be determined by collaborative consultation with the appropriate emergency response agency: fire, police, health, rescue, or other.

11	Responses to Acts of Violence
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The District's *Emergency Response Plan* and *Building Level Safety Plans* include detailed policies and procedures for responding to acts of violence by students, teachers, other school personnel and/or visitors to the District.

The Ballston Spa School District holds a situational emergency management philosophy. Therefore, each employee of the Ballston Spa School District is empowered in good faith to observe, assess, and react to what their senses determine to be an emergency for notifications or dispatch of emergency resources.

After the initiation of a 911 response call, the District will implement Incident Command protocols per New York State policy and procedures.

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Arrangements for Obtaining Emergency Assistance from Local Government

The Ballston Spa School District has arranged with Village, Town and County government officials, and the responding emergency agencies, to coordinate service provision during an emergency. The District's *Emergency Response Plan* includes detailed information about who the Incident Commander will contact during an emergency. This information is sorted by specific emergency.

At the request of those agencies, initial notification to emergency response units of the government shall be through the County 911 system.

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Obtaining Advice and Assistance from Local Government Officials

As soon as an emergency condition is identified, the intent of the Ballston Spa School District is to summon the appropriate emergency government resources to respond to the emergency, as expediently as possible. Initial notification to emergency response units shall be through the County 911 system.

The Ballston Spa School District holds a situational emergency management philosophy. History has found that the establishment of hierarchy trees of staff, or their designees, being the “authorized emergency contact” for notifications or dispatch of emergency resources, is counter-productive to the purpose stated above.

To satisfy the stated purpose, each employee of the Ballston Spa School District is empowered in good faith to observe, assess, and react to what their senses determine to be an “emergency”. The safety of the entire Ballston Spa School District community is the responsibility of each member of this community.

The *Emergency Response Plan* assigns responsibilities to staff positions, titles and functions for the successful management and conclusion of emergency events, once an event is initiated.

In any instance when the credibility of a threat is in question, the District shall consult with the appropriate local government agency (police, fire or health agencies, for example) to collaboratively determine the best response to the threat.

14

District Resources Available for Use in an Emergency

The Ballston Spa School District shall make all resources available to governmental agencies in response to an emergency. Resources available include, but are not limited to:

Facilities:

Three school building campuses comprising approximately 780,000 square feet, including six equipped nurse stations.

Bus Garage vehicle repair facilities.

Material:

A school bus fleet is available to be used for emergency transportation, with additional service vehicles available.

Supplies:

Quantities and the location of these resources are included in the *Emergency Response Plan*.

15	Coordinating the Use of District Resources and Manpower
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The Superintendent, or their designee, is authorized to release District resources and manpower during an emergency.

At the building level, Principals or their designee, are authorized to release building resources and manpower during an emergency.

Lists of individuals with specialized training are included in the *Emergency Response Plan*.

16 Protective Action Options

The District's *Emergency Response Plan* and *Building Level Safety Plans* have detailed plans for conducting protective actions during an emergency, including the following:

1. School Cancellation
2. Early Dismissal
3. Evacuation
4. Sheltering

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Recovery

District Level Support for Buildings

The District has developed a building-specific Violence and Crisis Response Program. This program is designed to ensure that school based intervention teams are able to provide immediate and comprehensive services following a crisis.

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Appendix A	Code of Conduct
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FILE 7.4—CODE OF CONDUCT

The Board of Education shall adopt and provide for the enforcement of a written code of conduct for the maintenance of order on school property and at school functions, as defined in Education Law section 2801(1), which shall govern the conduct of students, teachers and other school personnel and visitors. The Board of Education shall annually review and update as necessary its code of conduct, taking into consideration the effectiveness of code provisions and the fairness and consistency of its administration. The Board of Education may establish a committee pursuant to Education Law section 2801(5)(a) to facilitate the review of its code of conduct and the district's response to code of conduct violations. The Board of Education may adopt any revision to the code of conduct only after at least one public hearing that provides for the participation of school personnel, parents, students and any other interested party. The code of conduct will be given to each staff member, student and parent, filed in each school building, and available online for review by any individual.

1. The code of conduct shall include, but is not limited to:

- a. Provisions regarding conduct, dress and language deemed appropriate and acceptable on school property and at school functions, and conduct, dress and language deemed unacceptable and inappropriate on school property and provisions regarding acceptable civil and respectful treatment of teachers, school administrators, other school personnel, students and visitors on school property and at school functions, including the appropriate range of disciplinary measures which may be imposed for violation of such code, and the roles of teachers, administrators, other school personnel, the board of education and parents;
- b. Provisions prohibiting discrimination and harassment against any student, by employees or students on school property or at a school function, that creates a hostile environment by conduct, with or without physical contact and/or by verbal threats, intimidation or abuse, of such a severe nature that:
 1. Has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional and/or physical well-being; or
 2. Reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety.

Such conduct shall include, but is not limited to, threats, intimidation, or abuse based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practices, disability, sexual orientation, gender as defined in Education Law §11(6), or sex; provided that nothing in this subdivision shall be construed to prohibit a denial of admission into, or exclusion from, a course of instruction based on a person's gender that would be permissible under Education Law sections 3201-a or 2854(2) (a) and Title IX of the Education Amendments of 1972 (20 U.S.C. section 1681, et seq.), or to prohibit, as discrimination based on disability, actions that would be permissible under section 504 of the Rehabilitation Act of 1973.

- c. Standards and procedures to assure security and safety of students and school personnel;
- d. Provisions for the removal from the classroom and from school property and school functions of students and other persons who violate the code;
- e. Provisions prescribing the period for which a disruptive pupil may be removed from the classroom for each incident, provided that no such pupil shall return to the classroom until the principal makes a final determination pursuant to Education Law section 3214(3-a)(c), or the period of removal expires, whichever is less;
- f. Disciplinary measures to be taken in incidents occurring on school property or at school functions involving the possession or use of illegal substances or weapons, the use of physical force, vandalism, violation of another student's civil rights, harassment and threats of violence;
- g. Provisions for responding to acts of discrimination and harassment against students by employees or students on school property or at a school function pursuant to clause (b) of this subparagraph;
- h. Provisions for detention, suspension and removal from the classroom of students, consistent with Education Law section 3214 and other applicable Federal, State and local laws including provisions for the school authorities to establish policies and procedures to ensure the provision of continued educational programming and activities for students removed from the classroom, placed in detention, or suspended from school, which shall include alternative educational programs appropriate to individual student needs;
- i. Procedures by which violations are reported, determined, discipline measures imposed and discipline measures carried out;
- j. Provisions ensuring such code and the enforcement thereof are in compliance with State and Federal laws relating to students with disabilities;
- k. Provisions setting forth the procedures by which local law enforcement agencies shall be notified of code violations which constitute a crime;
- l. Provisions setting forth the circumstances under and procedures by which persons in parental relation to the student shall be notified of code violations;
- m. Provisions setting forth the circumstances under and procedures by which a complaint in criminal court, a juvenile delinquency petition or person in need of supervision petition as defined in articles three and seven of the Family Court Act will be filed;
- n. Circumstances under and procedures by which referral to appropriate human service agencies shall be made;
- o. A minimum suspension period, for any student who repeatedly is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom, provided that the suspending authority may reduce such period on a case-by-

case basis to be consistent with any other State and Federal Law. For purposes of this requirement, "repeatedly is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom" shall mean engaging in conduct which results in the removal of the student from the classroom by teacher(s) pursuant to the provisions of Education Law section 3214(3-a) and the provisions set forth in the code of conduct on four or more occasions during a semester, or three or more occasions during a trimester, as applicable;

- p. A minimum suspension period for acts that would qualify the pupil to be defined as a violent pupil pursuant to Education Law section 3214(2-a)(a), provided that the suspending authority may reduce such period on a case- by-case basis to be consistent with any other State and Federal Law;
- q. A bill of rights and responsibilities of students which focuses upon positive student behavior and a safe and supportive school climate, and which shall be written in plain-language, be publicized and explained in an age-appropriate manner to all students on an annual basis; and
- r. Guidelines and programs for in-service education programs for all district staff members to ensure effective implementation of school policy on school conduct and discipline, including but not limited to, guidelines on promoting a safe and supportive school climate while discouraging, among other things, discrimination or harassment against students by students and/or school employees; and including safe and supportive school climate concepts in the curriculum and classroom management.
- s. Guidelines for developing non-discriminatory instructional and counseling methods to discourage the development of discrimination and harassment and to raise awareness and sensitivity of students and employees to potential discrimination and harassment.

The Code of Conduct, if acceptable, will be adopted by the Board to become part of this policy on school conduct and discipline.

As part of this policy and in accordance with Section 3214 (3)(b) of the Education Law, the Board of Education hereby delegates the principals of school buildings within the District the power to suspend a pupil for a period not to exceed five school days. The building principals also have the authority to suspend BOCES students that are housed in Ballston Spa School District-based classrooms. Furthermore, Ballston Spa School District students who are housed in other school district's classrooms will follow the host school's code of conduct. The principal of the host school has the authority to suspend Ballston Spa School District students for a period not to exceed five school days.

Code of Conduct

Introduction:

The Board of Education 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 district personnel, parents and other visitors is essential to achieving this goal.

The district has a long-standing set of expectations for conduct on school property and at school functions as well as conduct off school premises, which relates to the Ballston Spa Central School District, its students and staff. These expectations are based on the principles of civility, mutual respect, citizenship, character, tolerance, honesty and integrity.

The Board recognizes the need to clearly define these expectations for acceptable conduct on school property, identify the possible consequences of unacceptable conduct, and to ensure that discipline, when necessary, is administered promptly and fairly. To this end, the Board adopts this code of conduct ("code").

Unless otherwise indicated, this code applies to all students, school personnel, parents and other visitors when on school property or attending a school function.

Definitions:

For purposes of this code, the following definitions apply.

- A. "Disruptive student" means an elementary or secondary student under the age of 21 who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom.
- B. "Disability" means (a) a physical, mental or medical impairment resulting from anatomical, physiological, genetic or neurological conditions which prevents the exercise of a normal bodily function or is demonstrable by medically accepted clinical or laboratory diagnostic techniques or (b) a record of such an impairment or (c) a condition regarded by others as such an impairment, provided, however, that in all provisions of this article dealing with employment, the term must be limited to disabilities which, upon the provision of reasonable accommodations, do not prevent the complainant from performing in a reasonable manner the activities involved in the job or occupation sought or held. (Education Law §11(4) and Executive Law §292(21)).
- C. "Employee" means any person receiving compensation from a school district or employee of a contracted service provider or worker placed within the school under a public assistance employment program, pursuant to title nine-B of article five of the Social Services Law, and consistent with the provisions of such title for the provision of services to such district, its students or employees, directly or through contract, whereby such services performed by such person involve direct student contact. (Education Law §§ 11(4) and 1125(3)).
- D. "Parent" means parent, guardian or person in parental relation to a student.
- E. "School property" means in or within any building, structure, athletic playing field, playground, parking lot or land contained within the real property boundary line of a public elementary or secondary school, or in or on a school bus, as defined in Education Law §11(1).

- F. "School Bus" means every motor vehicle owned by a public or governmental agency or private school and operated for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity, to or from school or school activities, or, privately owned and operated for compensation for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity to or from school or school activities. (Education Law §11(1) and Vehicle and Traffic Law §142).
- G. "School function" means any school-sponsored extra-curricular event or activity on or off school property as defined in Education Law §11(2).
- H. "Sexual Orientation" shall mean actual or perceived heterosexuality, homosexuality or bisexuality".
- I. "Gender" shall mean actual or perceived sex and shall include a person's gender identity or expression.
- J. "Harassment" shall mean the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical well being; or conduct, verbal threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; such conduct, verbal threats, intimidation or abuse includes but is not limited to conduct, verbal threats, intimidation or abuse based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
- K. "Violent student" means a student under the age of 21 who:
1. Commits an act of violence upon a school employee, or attempts to do so.
 2. Commits, while on school property or at a school function, an act of violence upon another student or any other person lawfully on school property or at the school function, or attempts to do so.
 3. Possess, while on school property or at a school function, a weapon.
 4. Displays, while on school property or at a school function, what appears to be a weapon.
 5. Threatens, while on school property or at a school function, to use a weapon.
 6. Knowingly and intentionally damages or destroys the personal property of any school employee or any person lawfully on school property or at a school function.
 7. Knowingly and intentionally damages or destroys school district property.
- a. "Weapon" means a firearm as defined in 18 USC §921 for purposes of the Gun-Free Schools Act. It also means any other gun, BB gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, dagger, dirk, razor, stiletto, switchblade knife, gravity knife, brass knuckles, sling shot, metal knuckle knife, box cutters, cane sword, electronic dart gun, Kung Fu star, electronic stun gun, pepper spray or other noxious spray, incendiary bomb, ammunition, imitation ammunition or exploding

substances, or other device, instrument, material or substance that can cause physical injury or death when used to cause physical injury or death.

Student Rights and Responsibilities:

A. Student Rights

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

1. Take part in all district activities on an equal basis regardless of race, color, creed, national origin, religion, religious practice, weight, gender, gender identity, sex, sexual orientation or disability.
2. Present their version of the relevant events to school personnel authorized to impose a disciplinary penalty in connection with the imposition of the penalty.
3. Access school rules and, when necessary, receive an explanation of those rules from school personnel.
4. To be protected from intimidation, harassment or discrimination based on actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, sex, gender, including gender identity, sexual orientation or disability, by employees or students on school property or at a school sponsored event, function or activity.

B. Student Responsibilities

All district students have the responsibility to:

1. Contribute to maintaining a safe and orderly school environment that is conducive to learning and to show respect to other persons and to property.
2. Be familiar with and abide by all district policies, rules and regulations dealing with student conduct.
3. Attend school every day unless they are legally excused and be in class, on time, and prepared to learn.
4. Work to the best of their ability in all academic and extracurricular pursuits and strive toward their highest level of achievement possible.
5. React to direction given by teachers, administrators and other school personnel in a respectful, positive manner.
6. Work to develop mechanisms to control their anger.
7. Ask questions when they do not understand.
8. Seek help in solving problems that might lead to discipline.
9. Dress appropriately for school and school functions.
10. Accept responsibility for their actions.
11. Conduct themselves as representatives of the district when participating in or attending school-sponsored extracurricular events and to hold themselves to the highest standards of conduct, demeanor, and sportsmanship.

12. To respect one another and treat each other fairly and civilly in accordance with the District Code of Conduct and provisions of the Dignity for All Students Act, including the responsibility to conduct themselves in a manner that fosters an environment free from intimidation, harassment or discrimination.

Essential Partners:

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 absences are excused.
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 good 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. Teach their children respect and dignity for themselves and for other students, regardless of actual or perceived race, color, weight, national origin, ethnic group, religion or religious practice, disability, sexual orientation, gender or gender identity or sex, which will strengthen their child's confidence and help promote learning in accordance with the Dignity for All Students Act.

B. Teachers and other instructional staff

All district teachers and other instructional staffs are expected to:

1. Maintain a climate of mutual respect and dignity, for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion or religious practice, disability, sexual orientation, gender and gender identity or sex, which will strengthen students' self-confidence and promote learning.
2. Be prepared to teach.
3. Demonstrate an interest in teaching and concern for student achievement.
4. Know school policies and rules, enforce them in a fair and consistent manner.

5. Confront issues of discrimination and harassment or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.
6. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
7. Report incidents of discrimination and harassment that are witnessed or otherwise brought to a teacher's attention to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner.
8. 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
9. Communicate regularly with students, parents and other teachers concerning growth and achievement.

C. Counseling Staff

1. Assist students in coping with peer pressure and emerging personal, social and emotional problems.
2. Initiate teacher/student/counselor conferences and parent/teacher/student/counselor conferences, as necessary, as a way to resolve problems.
3. Regularly review with students their educational progress and career plans.
4. Provide information to assist students with career planning.
5. Encourage students to benefit from the curriculum and extracurricular programs.
6. Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender and gender identity or sex, with an understanding of appropriate appearance, language and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.
7. Report incidents of discrimination and harassment that are witnessed or otherwise brought to the counselor's attention to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner.

D. Principals and Supervisory Personnel

1. Seek to develop a sound and helpful atmosphere of mutual respect within the school.
2. Evaluate the program of instruction in their school to achieve a meaningful educational program;
3. Help their staff self-evaluate their own procedures and attitudes in relation to the interactions within their classrooms;
4. Develop procedures which reduce the likelihood of student misconduct; this includes the authority to administer tests on suspicious substances, administer breath tests on students and to use metal detection devices if a reasonable suspicion exists that a student is possesses or is under the influence of drugs, alcohol, or is in possession of a weapon.

5. Provide the opportunity and encouragement for students and staff to approach the principal or other appropriate administrators directly for redress of grievances;
6. Work with students and staff to formulate individual school regulations;
7. Assist staff members to resolve any school related problems which may occur;
8. Work closely with parents to establish a cooperative relationship between home and school;
9. Utilize all appropriate support staff and community agencies as resources to help parents and students identify problems and seek solutions;
10. Establish necessary building security;
11. Assume responsibility for the distribution of the code of conduct and ensure that all discipline cases referred are resolved justly and promptly;
12. Ensure fairness, reasonableness and consistency,
13. Comply with pertinent state laws governing hearings, suspensions and student rights;
14. Demonstrate desirable standards of behavior through personal example.
15. Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion and religious practice, disability, sexual orientation, gender and gender identity or sex, with an understanding of appropriate appearance, language and behavior in a school setting, which will strengthen student' self-image and promote confidence to learn.
16. Follow up on any incidents of discrimination and harassment that are witnessed or otherwise brought to the Principal's attention in a timely manner in collaboration with the Dignity Act Coordinator (DAC).

E. Superintendent and District Administration

1. Take such steps as are necessary to develop, publicize and carry out the rules and regulations for students;
2. Consider and act upon recommendations for suspensions in keeping with the Board of Education policy;
3. Review with the principals and other supervisory personnel the policies of the Board of Education and State Laws relating to discipline,
4. Listen and consider the views of the total community;
5. Inform the Board of Education of educational trends relating to discipline;
6. Provide for the development of innovative educational programs which will help to minimize problems of misconduct;
7. Make himself/herself available to administrators, teachers and other staff, advise them on serious discipline matters and support them so long as the latter have acted in accordance with the discipline policies of the District and the laws of the State of New York;
8. Be well informed on the programs and the problems of the District and work with staff in offering leadership.
9. Promote a safe, orderly, respectful and positive school environment, free from intimidation, harassment and discrimination.

F. Board of Education

1. Collaborate with student, teacher, administrator, and parent organizations, school safety personnel and other school personnel to develop a code of conduct that clearly defines expectations for the conduct of students, district personnel and visitors on school property and at school functions.
2. Adopt and review at least annually the district's code of conduct to evaluate the code's effectiveness and the fairness and consistency of its implementation.
3. Appoint a Dignity Act Coordinator (DAC) in each school building. The Dignity Act Coordinator will be thoroughly trained to handle human relations in areas of actual or perceived race, color, weight, national origin, ethnic group, religion or religious practices, disability, sexual orientation, gender and gender identity and sex. The Dignity Act Coordinator must be accessible to students and other staff members for consultation and advice as needed on the Dignity Act.
4. Lead by example by conducting Board meetings in a professional, respectful, courteous manner.

Student Dress Code:

All students are expected to give proper 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 and help students develop an understanding of appropriate appearance in the school setting.

A student's dress, grooming and appearance, including hair style/color, jewelry, make-up, and nails, shall:

- A. Be safe, appropriate and not disrupt or interfere with the educational process. A student's attire shall not be excessively baggy. Students will keep coats and jackets in their lockers during the school day.
- B. Recognize that extremely brief garments such as tube tops, net tops, halter tops, spaghetti straps, plunging necklines (front and/or back) and see-through garments are not appropriate. A student's attire will ensure their midriff is completely covered.
- C. Ensure that underwear is completely covered with outer clothing.
- D. Include footwear at all times. Footwear that is a safety hazard will not be allowed.
- E. Not include items that are vulgar, obscene, libelous, or denigrate others on account of actual or perceived race, color, weight, religion or religious practice, creed, national origin, gender and gender identity, sexual orientation, sex or disability.

- F. Not promote and/or endorse the use of alcohol, tobacco or illegal drugs and/or encourage other illegal or violent activities. This includes prohibition on gang symbols, signs, colors, or other related apparel.
- G. Not include the wearing of hats or head coverings in the classroom except for a medical or religious purpose.

Each Building Principal or his/her designee shall be responsible for informing all students and their parents of the student dress code at the beginning of the school year and any revisions to the dress code made during the school year.

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.

Prohibited Student Conduct:

The Board of Education expects all students to conduct themselves in an appropriate and civil manner, with proper 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 only when necessary and to place emphasis on the students' ability to grow in self-discipline.

The Board recognizes the need to make its expectations for student conduct while on school property or engaged in a school function specific and clear. It is important to remember that the conduct and discipline actions outlined below are not all-inclusive and individual situations may differ and result in differing disciplinary consequences. The rules of conduct listed below are intended to focus on safety and respect for the rights and property of others. Students who will not accept responsibility for their own behavior and who violate these school rules will be required to accept the penalties for their conduct.

Students may be subject to disciplinary action, up to and including suspension from school, when they:

- A. Engage in conduct that is disorderly. Examples of disorderly conduct include:
 - 1. Running in hallways.
 - 2. Making unreasonable noise.
 - 3. Using language or gestures that are profane, lewd, vulgar or abusive.
 - 4. Obstructing vehicular or pedestrian traffic.
 - 5. Engaging in any willful act, which disrupts the normal operation of the school community.

6. Trespassing. Students are not permitted in any school building, other than the one they regularly attend, without permission from the administrator in charge of the building.
 7. Computer/electronic communications misuse, including any unauthorized use of computers, software, or internet/intranet account; accessing inappropriate websites; or any other violation of the district's acceptable use policy.
- B. Engage in conduct that is insubordinate. Examples of insubordinate conduct include:
1. Failing to comply with the reasonable directions of teachers, school administrators or other school employees in charge of students or otherwise demonstrating disrespect.
 2. Lateness for, missing or leaving school without permission.
 3. Skipping detention.
- C. Engage in conduct that is disruptive. Examples of disruptive conduct include:
1. Failing to comply with the reasonable directions of teachers, school administrators or other school personnel in charge of students.
- D. Engage in conduct that is violent. Examples of violent conduct include:
1. Committing an act of violence (such as hitting, kicking, punching, and scratching) upon a teacher, administrator or other school employee or attempting to do so.
 2. Committing an act of violence (such as hitting, kicking, punching, and scratching) upon another student or any other person lawfully on school property or attempting to do so.
 3. Possessing a weapon. Authorized law enforcement officials are the only persons permitted to have a weapon in their possession while on school property or at a school function.
 4. Displaying what appears to be a weapon.
 5. Threatening to use any weapon.
 6. Intentionally damaging or destroying the personal property of a student, teacher, administrator, other district employee or any person lawfully on school property, including graffiti or arson.
 7. Intentionally damaging or destroying school district property.
 8. Engaging in harassing conduct, verbal threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her safety or well being.
- E. Engage in any conduct that endangers the safety, morals, health or welfare of others. Examples of such conduct include:
1. Lying to school personnel.
 2. Stealing the property of other students, school personnel or any other person lawfully on school property or attending a school function.
 3. Defamation, which includes making false or unprivileged statements or representations about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them.
 4. Discrimination, which includes the use of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, gender, gender identity sexual orientation or disability as a basis for treating another in a negative manner.

5. Harassment, which includes the creation of a hostile environment by conduct, intimidation, verbal threats or abuse that has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical well being; or fear for his or her physical safety. Harassing behavior may be based on any characteristic including but not limited to actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, gender and gender identity.
 6. Intimidation or bullying. Threatening, stalking or seeking to coerce or compel a person to do something; engaging in verbal or physical conduct that threatens another with harm, including intimidation through the use of epithets or slurs involving actual or perceived race, ethnicity, national origin, religion, religious practices, gender, gender identity and expression, sexual orientation, age or disability that substantially disrupts the educational process or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical well being. Intimidation and bullying are forms of harassment.
 7. Hazing, which includes any intentional or reckless act directed against another for the purpose of initiation into, affiliating with or maintaining membership in any school sponsored activity, organization, club or team.
 8. Selling, using or possessing obscene material.
 9. Using vulgar or abusive language, cursing or swearing.
 10. Possessing or smoking a cigarette, cigar, pipe, bidi, clove cigarette, and any other smoking product; as well as spit tobacco, also known as smokeless, dip, chew, and snuff, and any other spit tobacco product in any form.
 11. Possessing, consuming, selling, distributing or exchanging alcoholic beverages, illegal substances, or drug paraphernalia or being under the influence of either. "Illegal substances" include, but are not limited to, inhalants, marijuana, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, and any substances commonly referred to as "designer drugs."
 12. Inappropriately using or sharing prescription and over-the-counter drugs.
 13. Gambling.
 14. Indecent exposure, that is, exposure to sight of the private parts of the body in a lewd or indecent manner.
 15. Initiating a report warning of fire or other catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher.
 16. Possess, use or distribute synthetic cannabinoids on school property or at school functions.
- F. Engage in misconduct while on a school bus. It is crucial for students to behave appropriately while riding on district buses, to ensure their safety and that of other passengers and to avoid distracting the bus driver. Students are required to conduct themselves on the bus in a manner consistent with established standards for classroom behavior. Excessive noise, pushing, shoving and fighting will not be tolerated.
- G. Engage in any form of academic misconduct. Examples of academic misconduct include:
1. Plagiarism.

2. Cheating.
3. Copying.
4. Altering records.
5. Assisting another student in any of the above actions.

H. Engage in inappropriate use of electronic devices during the school day; including, but not limited to, cell phones, cameras, pagers/beepers, radios, iPods, MP3 players and CD players.

Reporting Violations

All students are expected to promptly report violations of the code of conduct to a teacher, guidance counselor, the Building Principal or his/her designee. Any student observing a student possessing a weapon, alcohol or illegal substance on school property or at a school function shall report this information immediately to a teacher, the Principal, the Principal's designee or the Superintendent of Schools. Any student observing a student being harassed or discriminated against by another student or a staff member shall report this information immediately to a teacher, the Principal, the Principal's designee, the Superintendent of Schools or the Dignity Act Coordinator.

Staff who know or reasonably should know of possible harassment or discrimination must take immediate and appropriate action to report the incident to the Principal, the Principal's designee, the Superintendent of schools or the Dignity Act Coordinator. Following the report, the District shall investigate or otherwise determine what occurred and should take prompt and effective steps reasonably calculated to end the harassment or discrimination, eliminate any hostile environment and prevent the conduct from reoccurring.

All district staff who are authorized to impose disciplinary sanctions are expected to do so in a prompt, fair and lawful manner. District staff who are not authorized to impose disciplinary sanctions are expected to promptly report violations of the code of conduct to their supervisor, who shall in turn impose an appropriate disciplinary sanction, if so authorized, or refer the matter to a staff member who is authorized to impose an appropriate sanction.

Any weapon, alcohol, tobacco, or illegal substance found shall be confiscated immediately, if possible, followed by notification to the parent of the student involved and the appropriate disciplinary sanction, which may include permanent suspension and referral for prosecution.

The Principal or his/her designee must notify the appropriate local law enforcement agency of those code violations that constitute a crime and substantially affect the order or security of a school as soon as practical, but in no event later than the close of business the day the Principal or his/her designee learns of the violation. The notification must identify the student and explain the conduct that violated the code of conduct and constituted a crime.

Disciplinary Penalties, Procedures and Referrals

Discipline is most effective when it deals directly with the problem at the time and place it occurs, and in a way that students view as fair and impartial. School personnel who interact with

students are expected to use disciplinary action only when necessary and to place emphasis on the students' ability to grow in self-discipline.

Disciplinary action, when necessary, will be firm, fair and consistent so as to be the most effective in changing student behavior. In determining the appropriate disciplinary action, school personnel authorized to impose disciplinary penalties will consider the following:

1. The student's age.
2. The nature of the offense and the circumstances, which led to the offense.
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. Other extenuating circumstances.

As a general rule, discipline will be progressive. This means that a student's first violation will usually merit a lighter penalty than subsequent violations.

If the conduct of a student is related to a disability or suspected disability, the student shall be referred to the Committee on Special Education and discipline, if warranted, shall be administered consistent with the separate requirements of this code of conduct for disciplining students with a disability or presumed to have a disability. A student identified as having a disability shall not be disciplined for behavior related to his/her disability.

A. Penalties

Students who are found to have violated the district's code of conduct may be subject to the following penalties, either alone or in combination. The school personnel identified after each penalty are authorized to impose that penalty, consistent with the student's right to due process.

1. Oral warning – any member of the district staff
2. Written warning – bus drivers, hall and lunch monitors, coaches, guidance counselors, teachers, Principal, Superintendent
3. Written notification to parent – bus driver, hall and lunch monitors, coaches, guidance counselors, teachers, Principal or his/her designee, Superintendent
4. Detention – teachers, Principal or his/her designee, Superintendent
5. Suspension from transportation – Director of Transportation, Principal or his/her designee, Superintendent
6. Suspension from athletic participation – coaches, athletic director Principal or his/her designee, Superintendent
7. Suspension from social or extracurricular activities – activity director, Principal or his/her designee, Superintendent
8. Suspension of other privileges – Principal or his/her designee, Superintendent
9. In-school suspension – Principal, Superintendent
10. Alternatives-to-Suspension Program (For tobacco violations only) – Principal, or his/her designee, Superintendent.
11. Removal from classroom by teacher – teachers, Principal or his/her designee.

12. Short-term (five days or less) suspension from school – Principal, Superintendent, Board
13. Long-term (more than five days) suspension from school – Principal, Superintendent, Board
14. Permanent suspension from school – Superintendent, Board.

B. Procedures

The amount of due process a student is entitled to receive before a penalty is imposed depends on the penalty being imposed. In all cases, regardless of the penalty imposed, the school personnel authorized to impose the penalty must inform the student of the alleged misconduct and must investigate, to the extent necessary, the facts surrounding the alleged misconduct. All students will have an opportunity to present their version of the facts to the school personnel imposing the disciplinary penalty in connection with the imposition of the penalty.

Students who are to be given penalties other than an oral warning, written warning or written notification to their parents are entitled to additional rights before the penalty is imposed. These additional rights are explained below.

1. Detention

Teachers, Principals, or their designees, and the Superintendent may use after school detention as a penalty for student misconduct in situations where removal from the classroom or suspension would be inappropriate. Detention will be imposed as a penalty only after the student's parent has been notified to confirm that there is no parental objection to the penalty and the student has appropriate transportation home following detention.

2. Suspension from transportation

If a student does not conduct himself/herself properly on a bus, the bus driver is expected to bring such misconduct to the administrative aide or Assistant Principal's attention. Students who become a serious disciplinary problem may have their riding privileges suspended by the Principal or the Superintendent or their designees.

In such cases, the student's parent will become responsible for seeing that his or her child gets to and from school safely. Should the suspension from transportation amount to a suspension from attendance; the district will make appropriate arrangements to provide for the student's education.

A student subjected to a suspension from transportation 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 Principal or his/her designee to discuss the conduct and the penalty involved.

3. Suspension from athletic participation, extra-curricular activities and other privileges

A student subjected to a suspension from athletic participation, extra-curricular 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.

4. In-school Suspension

The Board recognizes the school must balance the need of students to attend school and the need for order in the classroom to establish an environment conducive to learning. As such, the Board authorizes Principals and the Superintendent to place students who would otherwise be suspended from school as the result of a code of conduct violation in "in-school suspension."

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

5. Alternative-to-Suspension (tobacco violations only)

In light of scientific evidence that the use of tobacco is hazardous to health, students may be allowed to participate in an Alternative-to-Suspension program. Student participation in a tobacco cessation program and/or tobacco education class may be allowed as an alternative to discipline. Parent will be notified of violations involving their child and subsequent action taken by the school.

6. Teacher Disciplinary Removal of Disruptive Students

A student's behavior can affect a teacher's ability to teach and can make it difficult for other students in the classroom to learn. In most instances the classroom teacher can control a student's behavior and maintain or restore control over the classroom by exercising good classroom management. Unfortunately behavior challenges occasionally require techniques at the extreme end of the behavioral management continuum. These techniques may include practices that involve the teacher directing a student to briefly leave the classroom to give the student an opportunity to regain his or her composure and self-control in an alternative setting. Such practices may include, but are not limited to: (1) short-term "time out" in an elementary classroom or in an administrator's office; (2) sending a student into the hallway briefly; (3) sending a student to the Principal's office for the remainder of the class time only; or (4) sending a student to a guidance counselor or other district staff member for counseling. Time-honored classroom management techniques such as these do not constitute disciplinary removals for purposes of this code.

On occasion, a student's behavior may become disruptive. For purposes of this code of conduct, a disruptive student is a student who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom. A substantial disruption of the educational process or substantial interference with a teacher's authority occurs when a student demonstrates a persistent unwillingness to comply with the teacher's instructions or repeatedly violates the teacher's classroom behavior rules.

A classroom teacher may remove a disruptive student from class for up to two days. The removal from class applies to the class of the removing teacher only. In the case of an elementary school teacher this removal may be up to the remainder of that school day and the next consecutive school day.

If the disruptive student does not pose a danger or ongoing threat of disruption to the academic process, the teacher must provide the student with an explanation for why he or she is being removed and an opportunity to explain his or her version of the relevant events before the student is removed. Only after the informal discussion may a teacher remove a student from class.

If the student poses a danger or ongoing threat of disruption, the teacher may order the student to be removed immediately. The teacher must, however, explain to the student why he or she was removed from the classroom and give the student a chance to present his or her version of the relevant events within 24-hours.

The teacher must complete a district-established disciplinary removal form and meet with the Principal or his or her designee as soon as possible, but no later than the end of the school day, to explain the circumstances of the removal and to present the removal form. If the Principal or designee 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 designee prior to the beginning of classes on the next school day.

Within 24 hours after the student's removal, the Principal or another district administrator designated by the Principal must notify the student's parent that the student has been removed from class and why. The notice must also inform the parent that he or she has the right, upon request, to meet informally with the Principal or his/her designee to discuss the reasons for the removal.

The Principal may require the teacher who ordered the removal to attend the informal conference.

If at the informal meeting the student denies the charges, the Principal or his/her designee must explain why the student was removed and give the student and the student's parents a chance to present the student's version of the relevant events. The informal meeting must be held within 48 hours of the student's removal. The timing of the informal meeting may be extended by mutual agreement of the parent and Principal.

The Principal or his/her designee may overturn the removal of the student from class if he/she finds any one of the following:

- a. The charges against the student are not supported by substantial evidence.
- b. The student's removal is otherwise in violation of law, including the district's code of conduct.
- c. The conduct warrants suspension from school pursuant to Education Law §3214 and a suspension will be imposed.

The Principal or his/her designee may overturn a removal at any point between receiving the referral form issued by the teacher and the close of business on the day following the 48-hour period for the informal conference, if a conference is requested. No student removed from the classroom by the classroom teacher will be permitted to return to the classroom until the Principal or his/her designee makes a final determination, or the period of removal expires, whichever is less.

Any disruptive student removed from the classroom by the classroom teacher shall be offered continued educational programming and activities until he or she is permitted to return to the classroom.

Each teacher must keep a complete log (on a district provided form) for all cases of removal of students from his/her class. The Principal must keep a log of all removals of students from class.

Removal of a student with a disability, under certain circumstances, may constitute a change in the student's placement. Accordingly, no teacher may remove a student with a disability from his or her class until he or she has verified with the Principal or the chairperson of the Committee on Special Education that the removal will not violate the student's rights under state or federal law or regulation.

7. Suspension from School

Suspension from school is a severe penalty, which may be imposed only upon students who are insubordinate, disorderly, violent or disruptive, or whose conduct otherwise endangers the safety, morals, health or welfare of others.

The Board retains its authority to suspend students, but places primary responsibility for the suspension of students with the Superintendent and the Principals.

Any staff member may recommend to their respective Principal that a student be suspended. All staff members must immediately report and refer a violent student to the Principal or his/her designee for a violation of the code of conduct. All recommendations and referrals shall be made in writing unless the conditions underlying the recommendation or referral warrant immediate attention. In such cases a written report is to be prepared as soon as possible by the staff member recommending the suspension.

The Superintendent, Principal, or their designee, upon receiving a recommendation or referral for suspension or when processing a case for suspension, shall gather the facts relevant to the matter and record them for subsequent presentation, if necessary.

a. Short term (five days or less) Suspension from School

When the Principal (referred to as the "suspending authority") proposes to suspend a student charged with misconduct for five days or less pursuant to Education Law §3214(3), the suspending authority or their designee, must immediately notify the student orally. If the student denies the misconduct, the suspending authority or their designee, must provide an explanation of the basis for the proposed suspension. The suspending authority must also notify the student's parents in writing that the student may be suspended from school. The written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the decision to propose suspension at the last known address for the parents. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting the parents.

The notice shall provide a description of the charges against the student and the incident for which suspension is proposed and shall inform the parents of the right to request an immediate informal conference with the Principal. Both the notice and informal conference shall be in the dominant language or mode of communication used by the parents. At the conference, the parents shall be permitted to ask questions of complaining witnesses under such procedures as the Principal may establish.

The notice and opportunity for an informal conference shall take place before the student is suspended unless the student's presence in school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process. If the student's presence does pose such a danger or threat of disruption, the notice and opportunity for an informal conference shall take place as soon after the suspension as is reasonably practicable.

After the conference, the Principal shall promptly advise the parents in writing of his or her decision. The Principal or designee shall advise the parents that if they are not satisfied with the decision and wish to pursue the matter, they must file a written appeal to the Superintendent within five business days, unless they can show extraordinary circumstances precluding them from doing so. The Superintendent shall issue a written decision regarding the appeal within 10 business days of receiving the appeal. If the parents are not satisfied with the Superintendent's decision, they must file a written appeal to the Board of education with the District Clerk within 10 business days of the date of the Superintendent's decision, unless they can show extraordinary circumstances precluding them from doing so. Only final decisions of the Board may be appealed to the Commissioner of Education within 30 days of the decision.

b. Long term (more than five days) Suspension from School

When the Superintendent or Principal determines that a suspension for more than five days may be warranted, he or she shall give reasonable notice to the student and the student's parents of their right to a fair hearing. At the hearing the student shall have the right to be represented by counsel, the right to question witnesses against him or her and the right to present witnesses and other evidence on his or her behalf.

The Superintendent shall personally hear and determine the proceeding or may, in his or her discretion, designate a hearing officer to conduct the hearing. The hearing officer shall be authorized to administer oaths and to issue subpoenas in conjunction with the proceeding before him or her. A record of the hearing shall be maintained, but no stenographic transcript shall be required. A tape recording shall be deemed a satisfactory record. The hearing officer shall make findings of fact and recommendations as to the appropriate measure of discipline to the Superintendent. The report of the hearing officer shall be advisory only, and the Superintendent may accept all or any part thereof.

An appeal of the decision of the Superintendent may be made to the Board that will make its decision based solely upon the record before it. All appeals to the Board must be in writing and submitted to the district clerk within 10 business days of the date of the Superintendent's decision, unless the parents can show that extraordinary circumstances precluded them from doing so. The Board may adopt in whole or in part the decision of the Superintendent. Final decisions of the Board may be appealed to the Commissioner of Education within 30 days of the decision.

c. Permanent suspension

Permanent suspension is reserved for extraordinary circumstances such as where a student's conduct poses a life-threatening danger to the safety and well being of other students, school personnel or any other person lawfully on school property or attending a school function.

C. Minimum Periods of Suspension

1. Students who bring a weapon to school

Any student, other than a student with a disability, found guilty of bringing a weapon onto school property will be subject to suspension from school for at least one calendar year. Before being suspended, the student will have an opportunity for a hearing pursuant to Education Law §3214. The Superintendent has the authority to modify the one-year suspension on a case-by-case basis. In deciding whether to modify the penalty, the Superintendent may consider the following:

- a. The student's age.
- b. The student's grade in school.
- c. The student's prior disciplinary record.
- d. The Superintendent's belief that other forms of discipline may be more effective.
- e. Input from parents, teachers and/or others.
- f. Other extenuating circumstances.

A student with a disability may be suspended only in accordance with the requirements of state and federal law.

2. Students who commit violent acts other than bringing a weapon to school

Any student, other than a student with a disability, who is found to have committed a violent act, other than bringing a weapon onto school property, shall be subject to suspension from school for at least five days. If the proposed penalty is the minimum five-day suspension, the student and the student's parent will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed penalty exceeds the minimum five-day suspension, the student and the student's parent will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The Superintendent has the authority to modify the minimum five-day suspension on a case-by-case basis. In deciding whether to modify the penalty, the Superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

3. Students who are repeatedly substantially disruptive of the educational process or repeatedly substantially interferes with the teacher's authority over the classroom

Any student, other than a student with a disability whose conduct is directly and substantially related to his or her disability, who repeatedly is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom will be suspended from school for at least five days. For purposes of this code of conduct, "repeatedly is substantially disruptive" means engaging in conduct that results in the student being removed from the classroom by teacher(s) pursuant to Education Law § 3214 (3-a) and this code on four or more occasions during a semester. If the proposed penalty is the minimum five-day suspension, the student and the student's parent will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed penalty exceeds the minimum five-day suspension, the student and the student's parent will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The Superintendent has the authority to modify the minimum five-day suspension on a case-by-case basis. In deciding whether to modify the penalty, the Superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

D. Referrals

1. Counseling

The guidance counselors and/or social workers shall handle all referrals of students to counseling. A student found guilty of alcohol or drug use and/or possession shall be scheduled for a minimum of three remedial sessions with a school counselor. Students found guilty of harassment or discrimination may be referred for counseling.

2. PINS Petitions

The district may file a PINS (person in need of supervision) petition in Family Court on any student under the age of 18 who demonstrates that he or she requires supervision and treatment by:

- a. Being habitually truant and not attending school as required by part one of Article 65 of the Education Law.
- b. Engaging in an ongoing or continual course of conduct, which makes the student ungovernable, or habitually disobedient, and beyond the lawful control of the school.
- c. Knowingly and unlawfully possesses marijuana in violation of Penal Law § 221.05. A single violation of § 221.05 will be a sufficient basis for filing a PINS petition.

3. Juvenile Delinquents and Juvenile Offenders

The Superintendent, or his designee, is required to refer the following students to the County Attorney for a juvenile delinquency proceeding before the Family Court:

- a. Any student under the age of 16 who is found to have brought a weapon to school, or
- b. Any student 14 or 15 years old who qualifies for juvenile offender status under the Criminal Procedure Law § 1.20 (42).

The Superintendent is required to refer students age 16 and older or any student 14 or 15 years old who qualifies for juvenile offender status to the appropriate law enforcement authorities.

Alternative Instruction

When a teacher removes a student of any age from class or a student of compulsory attendance age is suspended from school pursuant to Education Law §3214, the district will act promptly to provide alternative means of instruction for the student.

Discipline of Students with Disabilities

The Board recognizes that it may be necessary to suspend, remove or otherwise discipline students with disabilities to address disruptive or problem behavior. The Board also recognizes that students with disabilities enjoy certain procedural protections whenever school authorities intend to impose discipline upon them. The Board is committed to ensuring that the procedures followed for suspending, removing or otherwise disciplining students with disabilities are consistent with the procedural safeguards required by applicable laws and regulations.

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.

A. Authorized Suspensions or Removals of Students with Disabilities

1. For purposes of this section of the code of conduct, the following definitions apply.

A "suspension" means a suspension pursuant to Education Law § 3214.

A "removal" means a removal for disciplinary reasons from the student's current educational placement other than a suspension and change in placement to an interim alternative educational setting (IAES) ordered by an impartial hearing officer because the student poses a risk of harm to himself/herself or others.

An "IAES" means a temporary educational placement for a period of up to 45 days, other than the student's current placement at the time the behavior precipitating the IAES placement occurred, that enables the student to continue to progress in the general curriculum, although in another setting, to continue to receive those services and modifications, including those described on the student's current individualized education program (IEP), that will enable the student to meet the goals set out in such IEP, and include services and modifications to address the behavior which precipitated the IAES placement that are designed to prevent the behavior from recurring.

2. School personnel may order the suspension or removal of a student with a disability from his or her current educational placement as follows:
 - a. The Board, the district (BOCES) Superintendent of Schools or a Principal may order the placement of a student with a disability into an IAES, another setting or suspension for a period not to exceed five consecutive school days and not to exceed the amount of time a non-disabled student would be subject to suspension for the same behavior.
 - b. The Superintendent may order the placement of a student with a disability into an IAES, another setting or suspension for up to 10 consecutive school days, inclusive of any period in which the student has been suspended or removed under subparagraph (a) above for the same behavior, if the Superintendent determines that the student has engaged in behavior that warrants a suspension and the suspension

or removal does not exceed the amount of time non-disabled students would be subject to suspension for the same behavior.

- c. The Superintendent may order additional suspensions of not more than 10 consecutive school days in the same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement.
- d. The Superintendent may order the placement of a student with a disability in an IAES to be determined by the committee on special education (CSE), for the same amount of time that a student without a disability would be subject to discipline, but not more than 45 days, if the student carries or possesses a weapon to school or to a school function, or the student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function.

- (1) "Weapon" means the same as "dangerous weapon" under 18 U.S.C. § 930(g)(w) which includes "a weapon, device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury, except...[for] a pocket knife with a blade of less than 2 1/2 inches in length."
- (2) "Controlled substance" means a drug or other substance identified in certain provisions of the federal Controlled Substances Act specified in both federal and state law and regulations applicable to this policy.
- (3) "Illegal drugs" means a controlled substance except for those legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under the Controlled Substances Act or any other federal law.

- 3. Subject to specified conditions required by both federal and state law and regulations, an impartial hearing officer may order the placement of a student with a disability in an IAES setting for up to 45 days at a time, if maintaining the student in his or her current educational placement poses a risk of harm to the student or others.

B. Change of Placement Rule

- 1. A disciplinary change in placement means a suspension or removal from a student's current educational placement that is either:
 - a. For more than 10 consecutive school days; or
 - b. 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.
- 2. 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, or the student is placed in an IAES for behavior involving weapons, illegal drugs or controlled substances.

C. Special Rules Regarding the Suspension or Removal of Students with Disabilities

1. The district's Committee on Special Education shall:
 - a. 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 IAES 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.

- b. Conduct a manifestation determination review of the relationship between the student's disability and the behavior subject to disciplinary action whenever a decision is made to place a student in an IAES either for misconduct involving weapons, illegal drugs or controlled substances or because maintaining the student in his current educational setting poses a risk of harm to the student or others; or a decision is made to impose a suspension that constitutes a disciplinary change in placement.
2. The parents of a student who is facing disciplinary action, but who has not been determined to be eligible for services under IDEA and Article 89 at the time of misconduct, shall have the right to invoke applicable procedural safeguards set forth in federal and state law and regulations if, in accordance with federal and state statutory and regulatory criteria, the school district is deemed to have had knowledge that their child was a student with a disability before the behavior precipitating disciplinary action occurred. If the district is deemed to have had such knowledge, the student will be considered a student presumed to have a disability for discipline purposes.

- a. The Superintendent, Principal or other school official imposing a suspension or removal shall be responsible for determining whether the student is a student presumed to have a disability.
- b. A student will not be considered a student presumed to have a disability for discipline purposes if, upon receipt of information supporting a claim that the district had knowledge the student was a student with a disability, the district either:
 - (1) Conducted an individual evaluation and determined that the student is not a student with a disability, or
 - (2) Determined that an evaluation was not necessary and provided notice to the parents of such determination, in the manner required by applicable law and regulations.

If there is no basis for knowledge that the student is a student with a disability prior to taking disciplinary measures against the student, the student may be subjected to the same disciplinary measures as any other non-disabled student who engaged in comparable behaviors.

However, if a request for an individual evaluation is made while such non-disabled student is subjected to a disciplinary removal, an expedited evaluation shall be conducted and completed in the manner prescribed by applicable federal and state law and regulations. Until the expedited evaluation is completed, the non-disabled student who is not a student presumed to have a disability for discipline purposes shall remain in the educational placement determined by the district, which can include suspension.

3. The district shall provide parents with notice of disciplinary removal no later than the date on which a decision is made to change the placement of a student with a disability to an IAES for either misconduct involving weapons, illegal drugs or controlled substances or because maintaining the student in his/her current educational setting poses a risk of harm to the student or others; or a decision is made to impose a suspension or removal that constitutes a disciplinary change in placement.

The procedural safeguards notice prescribed by the Commissioner shall accompany the notice of disciplinary removal.

4. The parents of a student with disabilities subject to a suspension of five consecutive school days or less shall be provided with the same opportunity for an informal conference available to parents of non-disabled students under the Education Law.
5. Superintendent hearings on disciplinary charges against students with disabilities subject to a suspension of more than five school days shall be divided into a guilt phase and a penalty phase in accordance with the procedures set forth in the Commissioner's regulations incorporated into this code.

6. The removal of a student with disabilities other than a suspension or placement in an IAES shall be conducted in accordance with the due process procedures applicable to such removals of non-disabled students, except that school personnel may not impose such removal for more than 10 consecutive days or for a period that would result in a disciplinary change in placement, unless the CSE has determined that the behavior is not a manifestation of the student's disability.
7. During any period of suspension or removal, including placement in an IAES, students with disabilities shall be provided services as required by the Commissioner's regulations incorporated into this code.

D. Expedited Due Process Hearings

1. An expedited due process hearing shall be conducted in the manner specified by the Commissioner's regulations incorporated into this code, if:
 - a. The district requests such a hearing to obtain an order of an impartial hearing officer placing a student with a disability in an IAES where school personnel maintain that it is dangerous for the student to be in his or her current educational placement, or during the pendency of due process hearings where school personnel maintain that it is dangerous for the student to be in his or her current educational placement during such proceedings.
 - b. The parent requests such a hearing from a determination that the student's behavior was not a manifestation of the student's disability, or relating to any decision regarding placement, including but not limited to any decision to place the student in an IAES.
 - (1) During the pendency of an expedited due process hearing or appeal regarding the placement of a student in an IAES for behavior involving weapons, illegal drugs or controlled substances, or on grounds of dangerousness, or regarding a determination that the behavior is not a manifestation of the student's disability for a student who has been placed in an IAES, the student shall remain in the IAES pending the decision of the impartial hearing officer or until expiration of the IAES placement, whichever occurs first, unless the parents and the district agree otherwise.
 - (2) If school personnel propose to change the student's placement after expiration of an IAES placement, during the pendency of any proceeding to challenge the proposed change in placement, the student shall remain in the placement prior to removal to the IAES, except where the student is again placed in an IAES.
2. An expedited due process hearing shall be completed within 15 business days of receipt of the request for a hearing. Although the impartial hearing officer may grant specific extensions of such time period, he or she must mail a written decision to the district and the parents within five business days after the last hearing date, and in no event later than

45 calendar days after receipt of the request for a hearing, without exceptions or extensions.

E. Referral to law enforcement and judicial authorities

In accordance with the provisions of IDEA and its implementing regulations:

1. The district may report a crime committed by a child with a disability to appropriate authorities, and such action will not constitute a change of the student's placement.
2. The Superintendent shall ensure that copies of the special education and disciplinary records of a student with disabilities are transmitted for consideration to the appropriate authorities to whom a crime is reported.

Corporal Punishment

Corporal punishment is any act of physical force upon a student for the purpose of punishing that student. Corporal punishment of any student by any district employee is strictly forbidden. The District has existing policy and procedures related to this topic.

Student Searches and Interrogations

The Board of Education is committed to ensuring an atmosphere on school property and at school functions that is safe and orderly. To achieve this kind of environment, any school official authorized to impose a disciplinary penalty on a student may question a student about an alleged violation of law or the district code of conduct. Students are not entitled to any sort of "Miranda"-type warning before being questioned by school officials, nor are school officials required to contact a student's parent before questioning the student. However, school officials will tell all students why they are being questioned.

In addition, the Board authorizes the Superintendent of Schools, Building Principals or his/her designee, the school nurse and district security officials to conduct searches of students and their belongings if the authorized school official has reasonable suspicion to believe that the search will result in evidence that the student violated the law or the district code of conduct.

An authorized school official may conduct a search of a student's belongings that is minimally intrusive, such as touching the outside of a book bag, without reasonable suspicion, so long as the school official has a legitimate reason for the very limited search.

An authorized school official may search a student or the student's belongings based upon information received from a reliable informant. Individuals, other than the district employees, will be considered reliable informants if they have previously supplied information that was accurate and verified, or they make an admission against their own interest, or they provide the same information that is received independently from other sources, or they appear to be credible and the information they are communicating relates to an immediate threat to safety. District employees will be considered reliable informants unless they are known to have previously supplied information that they knew was not accurate.

Before searching a student or the student's belongings, the authorized school official should attempt to get the student to admit that he or she possesses physical evidence that they violated the law or the district code, or get the student to voluntarily consent to the search. Searches will be limited to the extent necessary to locate the evidence sought.

Whenever practicable, searches will be conducted in the privacy of administrative offices and students will be present when their possessions are being searched.

A. Student Lockers, Desks and other School Storage Places

The rules in this code of conduct regarding searches of students and their belongings do not apply to student lockers, desks and other school storage places. Students have no reasonable expectation of privacy with respect to these places and school officials retain complete control over them. This means that student lockers, desks and other school storage places may be subject to search at any time by school officials, without prior notice to students and without their consent.

B. Documentation of Searches

The authorized school official conducting the search shall be responsible for promptly recording the following information about each search:

1. Name, age and grade of student searched.
2. Reasons for the search.
3. Name of any informant(s).
4. Purpose of search (that is, what item(s) were being sought).
5. Type and scope of search.
6. Person conducting search and his or her title and position.
7. Witnesses, if any, to the search.
8. Time and location of search.
9. Results of search (that is, what items(s) were found).
10. Disposition of items found.
11. Time, manner and results of parental notification.

The Principal or his/her designee shall be responsible for the custody, control and disposition of any illegal or dangerous item taken from a student. The Principal or his/her designee shall clearly label each item taken from the student and retain control of the item(s), until the item is turned over to the police. The Principal or his or her designee shall be responsible for personally delivering dangerous or illegal items to police authorities.

C. Police Involvement in Searches and Interrogations of Students

District officials are committed to cooperating with police officials and other law enforcement authorities to maintain a safe school environment. Police officials, however, have limited authority to interview or search students in schools or at school functions, or to

use school facilities in connection with police work. Police officials may enter school property or a school function to question or search a student or to conduct a formal investigation involving students only if they have:

1. A search or an arrest warrant; or
2. Probable cause to believe a crime has been committed on school property or at a school function; or
3. Been invited by school officials.

Before police officials are permitted to question or search any student, the Principal or his/her designee shall first try to notify the student's parent to give the parent the opportunity to be present during the police questioning or search. If the student's parent cannot be contacted prior to the police questioning or search, the questioning or search shall not be conducted. The Principal or his/her designee will also be present during any police questioning or search of a student on school property or at a school function.

Students who are questioned by police officials on school property or at a school function will be afforded the same rights they have outside the school. This means:

1. They must be informed of their legal rights.
2. They may remain silent if they so desire.
3. They may request the presence of an attorney.

D. 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 workers 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 Principal or his/her designee. The Principal or his/her designee shall set the time and place of the interview. The Principal or his/her designee 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 not 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.

Visitors to the Schools

The Board encourages parents and other district 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 Principal or his/her 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:

- A. Anyone who is not a regular staff member or student of the school will be considered a visitor.
- B. 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 and 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.
- C. Visitors attending school functions that are open to the public, such as parent-teacher organization meetings or public gatherings are not required to register.
- D. 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.
- E. Teachers are expected not to take class time to discuss individual matters with visitors.
- F. Any unauthorized person on school property will be reported to the Principal or his/her designee. Unauthorized persons will be asked to leave. The police may be called if the situation warrants.
- G. All visitors are expected to abide by the rules for public conduct on school property contained in this code of conduct.

Public Conduct on School Property

The district is committed to providing an orderly, respectful environment that is conducive to learning. To create and maintain this kind of an environment, it is necessary to regulate public conduct on school property and at school functions. For purposes of this section of the code, "public" shall mean all persons when on school property or attending a school function including students, teachers and district personnel.

The restrictions on public conduct on school property and at school functions contained in this code are not intended to limit freedom of speech or peaceful assembly. The district recognizes that free inquiry and free expression are indispensable to the objectives of the district. The purpose of this code is to maintain public order and prevent abuse of the rights of others.

All persons on school property or attending a school function shall conduct themselves in a respectful and orderly manner. In addition, all persons on school property or attending a school function are expected to be properly attired for the purpose they are on school property.

A. Prohibited Conduct

No person, either alone or with others, shall:

1. Intentionally injure any person or threaten to do so.
2. Intentionally damage or destroy school district property or the personal property of a teacher, administrator, other district employee or any person lawfully on school property, including graffiti or arson.
3. Disrupt the orderly conduct of classes, school programs or other school activities.
4. Distribute or wear materials on school grounds or at school functions that are obscene, advocate illegal action, appear libelous, obstruct the rights of others, or are disruptive to the school program.
5. Intimidate, harass or discriminate against any person on the basis of actual or perceived race, color, creed, national origin, religion or religious practices, age, gender, gender identity or expression, sexual orientation or disability on school grounds or at a school function.
6. Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed.
7. Obstruct the free movement of any person in any place to which this code applies.
8. Violate the traffic laws, parking regulations or other restrictions on vehicles.
9. Possess, consume, sell, distribute or exchange alcoholic beverages, controlled substances, or be under the influence of either on school property or at a school function.
10. Possess or use weapons in or on school property or at a school function, except in the case of law enforcement officers or except as specifically authorized by the school district.
11. Loiter on or about school property.
12. Gamble on school property or at school functions.
13. Refuse to comply with any reasonable order of identifiable school district officials performing their duties.
14. Willfully incite others to commit any of the acts prohibited by this code.
15. Violate any federal or state statute, local ordinance or Board policy while on school property or while at a school function.

B. Penalties

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

1. Visitors. Their authorization, if any, to remain on school grounds or at the school function shall be withdrawn and they shall be directed to leave the premises. If they refuse to leave, they shall be subject to ejection.
2. Students. They shall be subject to disciplinary action as the facts may warrant, in accordance with the due process requirements.
3. Tenured faculty members. They shall be subject to disciplinary action as the facts may warrant in accordance with Education Law § 3020-a or any other legal rights that they may have.
4. Staff members in the classified service of the civil service entitled to the protection of Civil Service Law § 75. They shall be subject to disciplinary action as the facts may

warrant in accordance with Civil Service Law § 75 or any other legal rights that they may have.

5. Staff members other than those described in subdivisions 4 and 5. They shall be subject to warning, reprimand, suspension or dismissal as the facts may warrant in accordance with any legal rights they may have.

C. Enforcement

The Principal or his/her designee shall be responsible for enforcing the conduct required by this code.

When the Principal or his/her designee sees an individual engaged in prohibited conduct, which in his or her judgment does not pose any immediate threat of injury to persons or property, the Principal or his/her designee shall tell the individual that the conduct is prohibited and attempt to persuade the individual to stop. The Principal or his/her designee shall also warn the individual of the consequences for failing to stop. If the person refuses to stop engaging in the prohibited conduct, or if the person's conduct poses an immediate threat of injury to persons or property, the Principal or designee shall have the individual removed immediately from school property or the school function. If necessary, local law enforcement authorities will be contacted to assist in removing the person.

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

Dissemination and Review

A. Dissemination of Code of Conduct

The Board will work to ensure that the community is aware of this code of conduct by:

1. Providing copies of a summary of the code to all students in an age-appropriate plain-language version at a general school assembly held at the beginning of each school year.
2. Making copies of the code available to all parents at the beginning of the school year.
3. Mailing a summary of the code of conduct written in plain language to all parents of district students before the beginning of the school year and making this summary available later upon request.
4. Providing all current teachers and other staff members with a copy of the code and a copy of any amendments to the code as soon as practicable after adoption.
5. Providing all new employees with a copy of the current code of conduct when they are first hired.
6. Making copies of the code available for review by students, parents and other community members.

The Board will sponsor an in-service education program for all district staff members to ensure the effective implementation of school policy on school conduct and discipline,

including but not limited to, guidelines for promoting a safe and supportive school climate while discouraging, among other things, discrimination or harassment against students by students and/or school employees, and including safe and supportive school climate concepts in the curriculum and classroom. Such training shall be designed to raise staff awareness and sensitivity to potential discrimination or harassment and provide strategies and responses to assist staff in responding to reports and incidents of discrimination and harassment and to help discourage their reoccurrence. The Superintendent may solicit the recommendations of the district staff, particularly teachers and administrators, regarding in-service programs pertaining to the management and discipline of students.

The District shall post the complete Code of Conduct (with all amendments and annual updates) on the District's website.

B. Review of Code of Conduct

The Board will review this code of conduct every year and update it as necessary. In conducting the review, the Board will consider how effective the code's provisions have been and whether the code has been applied fairly and consistently.

The Board may appoint an advisory committee to assist in reviewing the code and the district's response to code of conduct violations. The committee will be made up of representatives of student, teacher, administrator, and parent organizations, school safety personnel and other school personnel.

Before adopting any revisions to the code, the Board will hold at least one public hearing at which school personnel, parents, students and any other interested party may participate.

The code of conduct and any amendments to it will be filed with the Commissioner of Education no later than 30 days after adoption.

Revised May 2012

Adopted by Board of Education July 11, 2012