



Introduction and Guiding Principles

The Jamesville-DeWitt Board of Education is committed to providing a safe and orderly learning environment where students and district personnel can participate in quality educational services without disruption or interference. Responsible behavior by students, teachers, other staff, parents, and other visitors is essential to achieving this goal.

The district has a longstanding set of expectations for conduct on school property and at school functions. These expectations are based on the principles of civility, mutual respect, citizenship, character, inclusion, honesty, and integrity. The Board recognizes the need to clearly define these expectations for acceptable conduct, identify the possible consequences of unacceptable behavior, and ensure that discipline is administered fairly and in a timely manner.

This code applies to all students, school personnel, guardians, and other visitors when on school property or attending a school-sponsored function. This code is built on the foundation of the following guiding principles that work to establish and maintain a safe, healthy, and supportive school community.

Diversity, Equity and Inclusion

Jamesville-DeWitt School District stands united in support of all students and families. We are committed to providing a safe, caring, inclusive, equitable, and challenging learning environment that is free from discrimination and harassment, and to building a community that recognizes diversity as one of our greatest strengths.

Equity is not giving all students the same experience; it is about giving each student what they need to meet their potential and have full access to the opportunities that make up a Jamesville-DeWitt education. Our commitment to equity will help guide the creation and implementation of policies, practices, and student discipline. This means working with parents, guardians, and caregivers as partners when addressing student behavior issues. Also, it means developing our capacity as culturally responsive practitioners inside and outside of the classroom.

A Culture of Wellness

Jamesville-DeWitt is invested in supporting students to develop self-awareness and self-management skills that are essential to success in school and in life. This support is integrated into our daily interactions with students promoting social-awareness and interpersonal skills that establish and maintain positive relationships. Responses to behavioral issues should help students learn to be good citizens by encouraging them to take responsibility for their actions and words and fostering in them a desire to make good decisions.

Student Rights and Responsibilities

Student Rights

The district is committed to safeguarding the rights given to all students under state and federal law. In addition to those rights, all students have the right to:

1. Be treated with courtesy, respect, honesty, and fairness.
2. Learn in a safe, orderly, supportive environment.
3. To be respected as an individual and have access to an adult ally.
4. Receive constructive discipline for the development of good conduct, habits, and character.
5. Develop and express opinions, beliefs, and values, provided such expression is not disruptive, slanderous, or insubordinate.
6. To be afforded equal and appropriate educational opportunities
7. To take part in all school activities on an equal basis regardless of race, color, weight, creed, religion, religious practice, sex, sexual orientation, gender (identity or expression), national origin, ethnic group, political affiliation, age, marital status, or disability.
8. To be protected from intimidation, harassment, or discrimination based on actual or perceived race, color, weight, national origin, ethnic group, religion, or religious practice, sex, gender (identity or expression), sexual orientation, or disability, by employees or students on school property or at a school-sponsored event, function or activity.
9. Have school rules and expectations for behavior available for review and explanation.
10. Present their version of the facts and circumstances in any disciplinary matter prior to the imposition of a penalty.

Student Responsibilities

All students have the responsibility to:

1. To attend school daily, regularly and on time, perform assignments, striving to do the highest quality work possible and actively participating in educational activities.
2. Show respect toward staff, other students, visitors, school property, and the personal property of others, treating others in the manner that one would want to be treated.
3. Be familiar with all school rules, regulations, and expectations regulating student's behavior and conduct oneself in accordance with those guidelines.
4. To express opinions and ideas in a respectful manner so as not to offend, slander, or restrict, the rights and privileges of others, using appropriate language, and showing common courtesy to others during all school-related activities.
5. Dress appropriately in accordance with the dress code, so as not to endanger physical health, safety, limit participation in school activities, or be unduly distracting.
6. Comply with reasonable requests made by district staff.
7. Behave as a representative of the district, maintaining high standards of conduct, sportsmanship, and citizenship during all school-related activities.

8. Report information to a school administrator which might impact a safe and orderly school environment.
9. To respect one another and treat others fairly in accordance with the District Code of Conduct and the provisions of the Dignity Act. To conduct themselves in a manner that fosters an environment that is free from intimidation, harassment, or discrimination. To report and encourage others, to report any incidents of intimidation, harassment or discrimination.

Expectations for the Essential Partners in Education

Parents and Guardians

All Parents are expected to:

1. Recognize that the education of their child(ren) is a joint responsibility of the parents and the educational community.
2. Send their children to educational programs ready to participate and learn.
3. Ensure their children attend class regularly and on time. Ensure absences are excused.
4. Ensure their children be dressed and groomed in a manner consistent with the student dress code.
5. Help their children understand that appropriate rules are required to maintain a safe, orderly environment.
6. Know school rules and help their children understand them.
7. Convey to their children a supportive attitude toward education.
8. Help their children deal effectively with peer pressure.
9. Inform school officials of changes in the home situation that may affect student conduct or performance.
10. Provide a place for study and ensure homework assignments are completed.
11. Report information to a school administrator which might impact a safe and orderly school environment.
12. Teach their children respect and dignity for themselves, and other students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (identity or expression), or sex which will strengthen the child's confidence and promote learning in accordance with the Dignity for All Students Act.

Teachers

All district teachers 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, religious practice, disability, sexual orientation, gender (identity or expression), 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.

2. Demonstrate interest in teaching and concern for student achievement.
3. Know school policies and rules, and enforce them in a fair and consistent manner.
4. Communicate the following to students and parents:
 - a. Course objectives and requirements
 - b. Marking/grading procedures
 - c. Expectations for students
 - d. Classroom and/or building discipline plan
5. Communicate regularly with students, parents, and other teachers concerning student growth, achievement, and behavior.
6. Report information to a school administrator which might impact a safe and orderly school environment.
7. Confront issues of discrimination and harassment in any situation that threatens the emotional or physical health or safety of any students, school employee or any person who is lawfully on school property or at a school function.
8. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
9. 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.
10. Address and support the social, emotional, and mental wellness of all students.

School Counselors

All Counselors are expected to:

1. Assist students in coping with peer pressure and address social, emotional, and mental health needs through individual counseling and support.
2. Initiate teacher/student/counselor conferences and parent/teacher/student/counselor conferences, as necessary, as a way to resolve problems.
3. Provide information to assist students with career and further education planning.
4. Encourage students to benefit from the curriculum and extracurricular programs.
5. Coordinate Intervention Support Services, as needed, with student, parent, Building Principal, and teachers.
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 (identity or expression) 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.
8. Report information to a school administrator which might impact a safe and orderly school environment.

9. Know school policies and rules and enforce them in a fair and consistent manner.

Student Support Service Staff

1. Maintain a climate of mutual respect and dignity, which will strengthen students' self-concept and promote confidence to learn.
2. Know school policies and rules and enforce them in a fair and consistent manner.
3. Assist students in coping with peer pressure and emerging personal, social, and emotional problems.
4. Set a good example for students and colleagues by demonstrating dependability, integrity, and other standards of ethical conduct.
5. Maintain confidentiality about all personal information and educational records concerning students and their families.
6. Initiate teacher/student/counselor conferences and parent/teacher/student/counselor conferences, as necessary or requested, as a way to resolve problems and communicate as necessary in any other manner with parents and other staff regarding student progress and needs.
7. Regularly review with students their educational progress and career plan.
8. Provide information to assist students with career planning.
9. Encourage students to benefit from the curriculum and extra-curricular programs.
10. 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 (identity or expression), 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.
11. Report incidents of discrimination and harassment that are witnessed or otherwise brought to the staff member's attention to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner.
12. Address and support the social, emotional and mental wellness of all students.

Other Staff

1. Follow the Code of Conduct; know, abide by and enforce school rules in a fair and consistent manner.
2. Set a good example for students and other staff by demonstrating dependability, integrity, and other standards of ethical conduct.
3. Assist in promoting a safe, orderly, and stimulating school environment.
4. Maintain confidentiality about all personal information and educational records concerning students and their families.
5. 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 (identity or expression) 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.

6. Report incidents of discrimination and harassment that are witnessed or otherwise brought to a staff member's attention to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner.
7. Address and support the social, emotional and mental wellness of all students.

Administrators

All administrators are expected to:

1. Promote a safe, orderly, respectful, and stimulating school environment, supporting active teaching and learning.
2. Ensure that students and staff have the opportunity to communicate regularly with the Principal and approach the Principal for redress of grievances.
3. Evaluate on a regular basis the effective safety, behavioral, and school management issues related to all instructional programs.
4. Support the development of and student participation in appropriate extracurricular activities.
5. Be responsible for enforcing the Code of Conduct, ensuring that all cases are resolved promptly and fairly and, when necessary, appropriately documenting actions.
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 (identity or expression), 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. 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).
8. Report information to the superintendent which might impact a safe and orderly environment

Superintendent

The Superintendent is expected to:

1. Promote a safe, orderly, respectful, and stimulating school environment, supporting active teaching and learning.
2. Review with district administrators the policies of the Board of Education and state and federal laws relating to school operations and management.
3. Inform the board about educational trends relating to student discipline.
4. Work to create instructional programs that minimize problems of misconduct and are sensitive to student and staff needs.

5. Work with district administrators in enforcing the code of conduct and ensuring that all cases are resolved fairly and in a timely manner.
6. Address all areas of school-related safety concerns.

Board of Education

The Board of Education is expected to:

1. Adopt and review at least once each year the district code of conduct, to evaluate the code's effectiveness and the fairness and consistency of its implementation.
2. Lead by example by conducting board meetings in a professional, respectful, and courteous manner.
3. Make public all policies related to the district code of conduct.

Visitors

Parents and other district citizens are encouraged to visit the district's schools. Since schools are a place of work and learning, certain limits must be set for such visits. The Building Principal is responsible for all persons in the building and on the grounds during school hours. All visitors are expected to sign in at the main office and abide by the rules for public conduct. Board policy 3210, Visitors to School and its associated administrative regulation provide rules for visitors.

The Dignity for All Students Act

New York State's Dignity for All Students Act (the Dignity Act or DASA) took effect on July 1, 2012. Just as does the district's Code of Conduct, the law seeks to provide the State's public elementary and secondary school students with a safe and supportive environment free from discrimination, intimidation, taunting, harassment, and bullying (including cyberbullying) on school property, school buses, and/or at school functions, as well as foster civility in public schools. Consistent with the Dignity Act, the District prohibits acts of bullying, discrimination, and harassment against students by students and/or school employees on school property based on a student's actual or perceived race (including traits associated with race such as hair texture and protected hairstyles), color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity or expression), or sex. The Amendments of 2013 afford protections under DASA to include all forms of harassment of any kind.

Prevention is the cornerstone of the District's effort to address bullying and harassment. To implement this anti-bullying prevention program, the Board will designate, at its annual organization meeting, individuals at each school to act as the Dignity for All Students Act Coordinators (Dignity Act Coordinator). These individuals shall be thoroughly trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion,

religious practice, disability, sexual orientation, gender, sex, or any other legally protected status.

Jamesville-DeWitt Dignity Act Coordinators

Jamesville Elementary School: Marcy Baker, Principal

Moses DeWitt Elementary School: Mary Sylvester, Principal

Tecumseh Elementary School: Tokinma Killins, Principal

Jamesville-DeWitt Middle School: Kerri McKee, Assistant Principal

Jamesville-DeWitt High School: Paul Gasparini, Principal and Laura Bond, Counselor

Reporting Violence, Discrimination, Harassment, Hazing, Bullying, and Cyberbullying

The DASA Coordinators are charged with receiving all reports of harassment, bullying, and discrimination; however, students and parents may make an oral or written complaint of harassment, bullying, or discrimination to any teacher, administrator, or school employee. The District will act to promptly investigate all complaints, verbal or written, formal or informal, of allegations of discrimination, harassment, and bullying; and will promptly take appropriate action to protect individuals from further discrimination, harassment, and bullying.

It is essential that any student who believes he/she has been subjected to discrimination, harassment, bullying, or retaliatory behavior, as well as any individual who is aware of and/or who has knowledge of, or witness any possible occurrence, immediately report the same to any staff member or administrator. The staff member or administrator to whom the report is made shall document and take appropriate action to address the immediacy of the situation and shall promptly report in accordance with the following paragraphs.

Upon receipt of a complaint (even an anonymous complaint), or if a District employee learns of any occurrence of possible conduct prohibited by this policy, the school employee shall promptly and orally notify the building principal no later than one school day after such school employee witnesses or receives the complaint or learns of such conduct. Such school employee shall also file a written report with the Dignity Act Coordinator no later than two school days after making such an oral report.

After receipt of a complaint, the school principal shall lead or supervise a thorough investigation of the alleged harassing, bullying and/or retaliatory conduct. The principal or the principal's designee shall ensure that such investigation is completed promptly and in accordance with the terms of District policy. All complaints shall be treated as confidential and private to the extent possible within legal constraints.

Based upon the results of this investigation, if the District determines that a District official, employee, volunteer, vendor, visitor and/or student has violated the Code of Conduct or determines that a material incident of harassment, bullying and/or retaliatory conduct has occurred, immediate corrective action will be taken as warranted. The District will take prompt action reasonably calculated to end the violation, eliminate any hostile environment, create a

more positive school culture and climate, prevent recurrence of the behavior, and ensure the safety of the student or students against whom such violation was directed.

In the event that the Dignity Act Coordinator is the alleged offender, the report will be directed to the Assistant Superintendent of Curriculum, Instruction, and Equity. All complaints of alleged harassing, bullying and/or retaliatory conduct shall be:

- Promptly investigated in accordance with the terms of District Policy;
- Forwarded to the school building's Dignity Act Coordinator for monitoring; and
- Treated as confidential and private to the extent possible with legal constraints.

Parents shall be notified of their right to attend any meeting with their child to review a complaint. The school district provides a variety of prevention and intervention programs addressing the safety of students and school personnel.

Attendance

Every student is expected to attend class daily as required by state law. Daily attendance fosters both a continuity of learning and personal responsibility, which are both integral to the educational process. Active student participation is an essential part of the school curriculum. Students are required to attend classes every school day unless excused for a valid reason.

Acceptable reasons for absences and/or tardiness are (per District attendance policy):

1. Personal illness or injury
2. Death or emergency illness in the immediate family
3. Religious observance
4. Required court appearance
5. Medical and dental appointments
6. School-sponsored events
7. College interviews and approved career development and academic counseling
8. Late arriving bus
9. Impassable roads or weather making travel unsafe
10. School-based music lessons
11. Any other reason as authorized at the discretion of the building principal

Dress Code

Students are to dress in clothes that promote a safe and respectful learning environment. Clothes that create a disruptive environment or cause a health or safety hazard are not appropriate and not acceptable at school. School personnel will enforce this dress code.

A students dress and appearance shall:

1. Be safe and not disrupt or interfere with the educational process.

2. Recognize that extremely brief or revealing garments are not appropriate.
3. Ensure that undergarments are completely covered with outer clothing.
4. Include footwear at all times. Footwear that is a safety hazard will not be permitted.
5. Not include items that are vulgar, obscene, libelous, or denigrate others on account of race, color, religion, creed, national origin, gender (including gender identity or expression), sexual orientation, or disability.
6. Not promote and/or endorse the use of alcohol, tobacco or illegal drugs and/or encourage other illegal, violent, or gang activities.
7. Not conceal a student's identity.

Reporting Violations of the Code of Conduct

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

The building principal or superintendent of schools will notify the appropriate law enforcement agency of those code violations that constitute a crime and substantially affect the order or security of the school. This notification will be made by telephone as soon as practical, and under normal circumstances, the same day that the building principal or superintendent became aware of the violation.

Levels of Behaviors and Responses

Determining Disciplinary Responses

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, counselors, and/or others, as appropriate.
6. Other extenuating circumstances.

As a general rule, discipline will be progressive. This means that a student's subsequent violations will usually merit a more intense intervention or response than the first violation.

If the conduct of a student is related to a disability or suspected disability, the student shall be referred to the PPS office where if determined a Committee on Special Education (CSE) meeting may be conducted to address the behavior, if warranted discipline, shall be administered consistent with the separate requirements of board policy 7615 for the discipline of students with disabilities. A student identified as having a disability shall not be disciplined for behavior related to his/her disability.

Levels of Behaviors and Responses

Level 1 responses aim to teach or correct behavior and promote the development of pro-social behaviors, self-discipline, habits of learning, and healthy well-being. Teachers are encouraged to try a variety of teaching and classroom management strategies. The responses are designed to prevent minor behavior issues from becoming major disciplinary incidents. Classroom interventions and responses may include but are not limited to private conversation with student, student break, verbal correction, seating change, alternative activity, time and space for de-escalation, loss of privilege, parent or guardian contact, restorative practices.

Level 2 behavior is more serious and often causes disruption to the school environment. These behaviors may include patterns of persistent level 1 behaviors. Interventions involve school staff besides the classroom teacher and aim to correct behavior while minimizing loss of instructional time. Interventions and responses may include but are not limited to a parent conference, additional counseling, conference with administrator, detention, exclusion from extracurricular activities, meeting with support staff (e.g., counselor, social worker, school psychologist), and restorative practices.

Level 3 violations are more serious in nature and jeopardize order, safety and/or property damage. These behaviors include a pattern of persistent level 2 behaviors. Level 3 interventions may involve restorative practices or short-term removal of a student from the classroom environment depending on the severity of the behavior. The duration of the suspension is to be limited as much as possible, while still addressing the behavior. More intensive responses in Level 3 may include but are not limited to out-of-school suspensions, temporary removal from class, restitution of property or repair of damage, meeting with school district personnel, family home visit. Should an out of school suspension be the result of a Level 3 violation, the suspension shall not exceed a suspension of more than 3 consecutive school days.

Level 4 behaviors threaten the safety and well-being of others. These behaviors include a pattern of persistent level 3 behaviors. Response to Level 4 behaviors may include removing the student from the classroom or school environment because of the seriousness of the behavior. As a follow up to the incident, students and adults should participate in a restorative practice with those involved. Responses to Level 4 include more intensive responses such as a 5-day suspension with formal hearing, referral to appropriate law enforcement agency, counseling or drug treatment program

Level 5 behaviors are the most extreme, often using force, causing harm or injury, involving violence, possession or use of a weapon, causing substantial risk or a pattern of persistent Level 4 behavior. Responses to Level 5 encompass all responses in level 4 including long-term or permanent suspension.

Behavior Violation	Level 1	Level 2	Level 3	Level 4	Level 5	Notes
Absence						
<i>Leaving class or school grounds without permission or arriving late without permission</i>	X	X	X			
<i>Persistent or excessive unexcused absences from school</i>	X	X				
Academic Dishonesty						
<i>Plagiarism, copying another's work, cheating or altering records</i>	X	X	X			
Alcohol, Drugs, Tobacco						
<i>Using or possessing any tobacco product, vaping device, or any other nicotine inhaler</i>		X	X			Referral to nurse and appropriate substance abuse counseling
<i>Using or possessing any beverage containing alcohol</i>			X	X		
<i>Using or possessing illegal drugs</i>				X	X	Refer to MoU with Town of DeWitt for SRO involvement
<i>Buying, selling, or distributing alcohol, Tobacco or drugs</i>				X	X	
Disruptive and Uncooperative Behaviors						
<i>Gambling or wagering in any form that involves activities with monetary stakes on school grounds or at school-sponsored events</i>	X	X	X			
<i>Behavior that distracts from classroom instruction and the learning of other students, such as</i>	X	X				

<i>throwing objects, talking out of turn, or making excessive, distracting or disruptive movements/noises</i>						
<i>Violent or threatening conduct of a serious nature that significantly disrupts school or school-sponsored activity</i>			X	X	X	
<i>Lack of compliance with directions or requests of any school staff member</i>	X	X	X			
<i>Inciting and or encouraging a disruption, fight, or other violation of school rules, including failure to disperse from a disruptive incident</i>		X	X	X		
<i>Trespassing in unauthorized or unsupervised areas in the building</i>		X	X			
<i>Circumventing school safety protocols</i>	X	X	X			
<i>Swearing, cursing, or making obscene gestures, use of racial slurs directed towards students and school personnel</i>	X	X	X			
<i>Running, making excessive noise, loitering, or persistent hall-walking</i>	X	X				
<i>Failure to comply with the dress code</i>	X	X				
Damage to Personal or School Property or Theft						
<i>Minor damage or theft (less than \$50)</i>	X	X				Restitution can be considered in lieu of suspension
<i>Damage or theft (\$50-\$500)</i>		X	X	X		
<i>Damage or theft (over \$500)</i>			X	X	X	

Fires/Explosives/Flammables						
<i>Setting a fire, or attempting to set a fire, activating the school's fire and/or other alarm system, making a false alarm call to 911</i>				X	X	Contact fire department for any and all unwanted fires
<i>Possession or use of fireworks, a smoke bomb, flares, or any combustible or explosive substance</i>				X	X	Refer to MoU with Town of DeWitt for SRO involvement
Physical Contact						
<i>Welcomed or unwelcomed physical aggression with another student</i>		X	X			
<i>Excessive physical aggression (fighting or physical attack against a student) which causes school to initiate emergency procedures</i>			X	X	X	DASA investigation may be required
<i>Use of physical force directly against, or effecting school personnel</i>				X	X	
Harassment or Bullying Based on Protected Class						
<i>Intentional conduct (including verbal, physical or written conduct) or electronic communication that is threatening</i>	X	X	X			DASA investigation is required
<i>Persistent and repeated incidents of bullying or harassment targeted at same person or group.</i>		X	X	X		
<i>Incident that is life-threatening, seriously harmful or personally damaging to the person who is targeted</i>				X	X	
Sexual Offenses						
<i>Inappropriate physical displays of affection</i>	X	X				Refer to MoU with Town of

<i>Inappropriate verbal or written conduct of a sexual nature</i>		X	X	X		DeWitt for SRO involvement
<i>Sexual harassment (e.g., Inappropriate physical conduct of a sexual nature)</i>				X	X	
<i>Sexual misconduct (e.g., engaging in a sexual activity, etc.)</i>				X	X	
Electronic Devices						
<i>Use of a personal cell phone or any non-educationally required device that detracts from and/or disrupts learning</i>	X	X	X			
<i>Use of electronic devices for which it is determined that such use directly causes physical or emotional harm to another person</i>			X	X	X	
Technology Acceptable Use Policy Violation						
<i>Violation of the district's Technology Acceptable Use Policy</i>	X	X	X	X		
Driving and Parking Violations						
<i>Failure to obey all state, district, and campus traffic and parking signs and rules</i>	X	X				
Weapons and Firearms						
<i>Possession of a weapon (other than a gun or firearm)</i>			X	X		Refer to MoU with Town of DeWitt for SRO involvement
<i>Possession of any gun of any kind (loaded or unloaded, operable or inoperable including BB guns, pellet guns, air rifles, etc.)</i>			X	X	X	
<i>Possession of a firearm (as defined in 18 USC 921 of the federal code; e.g., handguns, rifles,</i>					X	Expulsion for no less than one calendar

<i>shotguns, and bombs)</i>						year is mandated by state law for firearms violation
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Provisions for Removal of a Student from a Classroom

Safe School Against Violence in Education

Under the SAVE Act, a teacher may remove a violent or disruptive student from class when the student’s conduct poses a danger or is substantially disruptive or substantially interferes with the teachers authority over the classroom. Such disruption occurs when a student demonstrates a persistent unwillingness to comply with the teacher’s instruction or repeatedly violates the teacher’s classroom behavior rules. A classroom teacher may remove such a student from class for up to two days. The removal from class applies to the class of the removing teacher only.

If a teacher determines that a student presents a danger or an ongoing threat of disruption to the academic process, a teacher may remove a student from class immediately. By the end of the school day, the teacher must notify the school principal and explain why the student was removed, and the student will be provided an opportunity to present their version of the events.

Within 24 hours of the removal, the principal or designee must notify the student’s parents, in writing, that the student has been removed from class and why. The notice must inform the parent that he or she has the right, upon request, to meet informally with the principal or designee to discuss the reasons for the removal. Where possible, notice should also be provided by telephone if a phone number for notification has been provided by the parent.

If the student denies the charges, the principal or designee shall provide an explanation of the basis for the removal and shall allow the student or parent an opportunity to explain the pupil’s version of relevant events. The informal conference shall be held within 48 hours of the student’s removal unless a later time is agreed to by the student or parent. The principal may require the teacher who ordered the removal to attend the informal conference if held during normal working hours.

The principal or designee shall not set aside the discipline imposed by the teacher unless a determination is made that the charges are not supported by substantial evidence, or that the removal is a violation of law, or that the student’s conduct warrants a suspension which will be imposed. This determination must be made by the close of business on the day succeeding the 48 hour period for the informal conference (or such later informal conference date as may have been agreed to by the student or parent). No student removed from class by a teacher will be

permitted to return to that class until this determination is made 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 for all cases of removal of students from his/her class. The principal must keep a log of all such removals.

Removal of a student with a disability, under certain circumstances, may constitute a change of placement. Accordingly, no teacher may remove such a student until he/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

Gun-Free School Act

Under the federal Gun-Free School Act of 1994, a student found guilty of bringing a firearm onto school property will be subject to at least a one year suspension from school. The terms "weapon or other hazardous instrument" used above include any firearm, pellet gun, BB gun, starter pistol, whether operable or inoperable, loaded or unloaded, knife, simulated weapon, dangerous chemical, noxious substance, explosive or any other object listed in District Policy 7360 which could be used as a weapon.

Suspensions

Suspended students may not attend classes or activities or enter upon any school property for the duration of the suspension. Suspended students may not attend any off campus activities involving teams or organizations under the auspices of the school district (athletic contests, musical performances and the like) from the time the suspension is assessed until the suspension period has been completed, including any such activities held on weekend days. Violators will be subject to the penalties associated with trespassing.

When a suspension is assessed at the conclusion of a school week, the suspension period shall commence on the next regularly scheduled school day. Weekend extracurricular activities are subject to the restrictions of the suspension period, but do not count as a part of the total number of days in the suspension. When the suspension is over, a parent is expected to accompany the student to school for re-admission.

Students suspended from instruction shall be afforded their due process rights pursuant to sections 3214 and 310 of the Education Law and section 100.2 of the Commissioner's Regulations. Students suspended from instruction for five days or less shall be given notice of the charged misconduct and may request an explanation of the basis for the suspension. The pupil or the pupil's parent may request an informal conference at which the pupil or parent may present the pupil's version of the event and ask questions of complaining witnesses. This notice

and the opportunity for an informal conference shall take place prior to the suspension unless the pupil's presence poses a continuing danger or threat of disruption to the academic process.

No student may be suspended for more than five days, however, unless the student and his/her parent have had the opportunity for a fair hearing upon reasonable notice. At that hearing the student and his/her parent have the right of representation by counsel, with the right to question witnesses against such student, and to present witnesses and other evidence on their behalf.

Students and their parents may have decisions involving suspensions and other disciplinary matters successively considered by the Superintendent of Schools, the Board of Education, and the Commissioner of Education. Appeals from the principal's decision on suspension and other discipline must follow this progression of review, and such appeals cannot be made directly to the Commissioner of Education.

When a student of compulsory education age is suspended, the District must take immediate steps to provide alternate instruction for the student. Students who are suspended from school shall not have their absences during the suspension counted against them in the attendance regulation, unless they have been offered alternate instruction and have failed to attend such instruction.

Other Laws and District Policies

Discipline of Students with Disabilities

The Board of Education 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 have 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. Board policy 7615, Discipline of Students with Disabilities and its accompanying administrative regulation describe specific rules and regulations.

Corporal Punishment - Use of Physical Force

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 will file all complaints about the use of corporal punishment with the Commissioner of Education in accordance with commissioner's regulations. However, in situations where alternative procedures and methods that do not involve the use of physical force cannot reasonably be used, reasonable physical force may be used to:

1. Protect oneself, another student, teacher or any person from physical injury.
2. Protect property from serious harm.
3. Restrain or remove a student whose behavior interferes with the orderly exercise and performance of school functions, powers, and duties, if that student has refused to refrain from further disruptive acts.

Electronic Acceptable Use Policy

Generally, the same standards of acceptable student conduct which apply to any school activity shall apply to use of the district's computer system (DCS). This policy does not attempt to articulate all required and/or acceptable uses of the DCS; nor is it the intention of this policy to define all inappropriate usage. Administrative regulations will further define general guidelines of appropriate student conduct and use as well as prescribed behavior.

District students shall also adhere to the laws, policies and rules governing computers including, but not limited to, copyright laws, rights of software publishers, license agreements, and student rights of privacy created by federal and state law.

Students who engage in unacceptable use may lose access to the DCS in accordance with applicable due process procedures, and may be subject to further discipline under the District's school conduct and discipline policy and the District Code of Conduct. The District reserves the right to pursue legal action against a student who willfully, maliciously or unlawfully damages or destroys property of the District. Further, the District may bring suit in civil court against the parents/guardians of any student who willfully, maliciously or unlawfully damages or destroys District property pursuant to General Obligations Law Section 3-112.

Student data files and other electronic storage areas will be treated like school lockers. This means that such areas shall be considered to be School District property subject to control and inspection. The Computer Coordinator may access all such files and communications without prior notice to ensure system integrity and that users are complying with the requirements of this policy and accompanying regulations. Students should NOT expect that information stored on the DCS will be private.

Student Search and Interrogation

A student may be searched and prohibited items seized on school grounds or in a school building by an authorized District official only when he or she has reasonable suspicion to believe the student has engaged in or is engaging in activity which is in violation of the law and/or the rules of the school. If reasonable suspicion exists, it is permissible for an authorized school official to search the outer clothing, pockets, or property. The student's parent or guardian will be notified if searched.

School officials have the right to question students regarding any violation of school rules and/or illegal activities. The questioning of students should be done in private outside the presence of other students, but the appropriate school administrator.

School Resources Officers (SROs), acting in their capacity as law enforcement, are held to a different search standard than district staff. Searches by law enforcement must be justified by probable cause, not the district's standard of reasonable suspicion. District staff need to clearly establish who is initiating and conducting a search and that the appropriate standard for the search has been met.

Police authorities may only interview students on school premises without the permission of the parent or guardian in situations where a warrant has been issued for the student's arrest. Police authorities may also question students for general investigations or general questions regarding crimes committed on school property. In other situations, unless an immediate health or safety risk exists, if the police wish to speak to a student without a warrant they must address the matter directly with the student's parent or guardian.

Child Protective Services

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 the principal. The principal shall set the time and place of the interview. The principal shall decide if it is necessary and appropriate for a school official to be present during the interview, depending on the age of the student being interviewed and the nature of the allegations. If the nature of the allegations is such that it may be necessary for the student to remove any of his or her clothing in order for the child protective services worker to verify the allegations, the nurse or other school 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 official of the opposite sex.

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

Dissemination and Review

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

- 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.
- Making copies of the Code available to all parents at the beginning of the school year.
- Providing 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.
- 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.
- Providing all new employees with a copy of the current Code of Conduct when they are first hired.
- Making copies of the Code available for review by students, parents and other community members and provide opportunities to review and discuss this Code with the appropriate 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 District shall post the complete Code of Conduct (with all amendments and annual updates) on the District's website, if available. The District shall file a copy of its Code of Conduct and any amendments with the Commissioner, in a manner prescribed by the Commissioner, no later than thirty (30) days after their respective adoptions.

The district will provide staff development for district employees to ensure the effective implementation of the code of conduct.

The Board of Education will review this code of conduct and revise 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.

Definitions

For purposes of this code, the following definitions apply.

"Disruptive student" means a student whose age qualifies him/her for attendance in public school, who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom.

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

"School property" means in or within any building, structure, play area, parking lot or land contained within the real property boundary line of a district facility, or in or on a school vehicle or a vehicle privately owned and operated for compensation for transportation to and from school or school-sponsored activities.

“Violence” means the threatened or actual use of physical force or power against another person, one’s self, a group, or a community which results or could result in injury, death, or deprivation. (This definition was developed by the Centers for Disease Control in 1998.)

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

“Violent student” means a student who:

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

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

Appendices

Examples of Restorative Practices

Affective Statements refer to the tone in which we speak to students to build relationships and show we care about the student. For example, “I liked the way you worked for the whole class period today,” is more effective than, “good job.”

Classroom Circles can be used as a response to wrongdoing and as a vehicle for discussion when creating respect and classroom norms.

Restorative Conferences are formal responses where a facilitator helps an individual or multiple students solve or respond to a problem. Examples include:

Social Discipline Conference - When a specific incident or behavior has harmed others and prompts immediate attention...

1. What happened? (What was your part in what happened?)
2. What were you thinking and feeling at the time?

3. Who else was affected by this? How?
4. What have been your thoughts/feelings since then? What are you thinking/feeling now?
5. What do you need to make things right?
6. What can I (others) do to support you? What might you do differently when this happens again?

Personal Efficacy Conference - When a student's unproductive or ineffective behaviors, habits, or mindsets raise an adult's concerns...

1. Here's what I've been noticing. What's going on for you?
2. What are you thinking or feeling about this?
3. What are some things you think I might be concerned about? If the student is struggling with this, say:
4. I am concerned about _____ and I am worried about how this is impacting _____ .
5. So what might be some things you can stop doing or start doing to get better at _____ ?
6. How will you know that your plan is working?
7. What might I do to support you?

Defusing Conference - When students are upset and their emotional state is making it hard to focus and learn...

1. I've noticed that you look upset (angry, frustrated, bored, distracted). What's going on for you?
2. What's not working for you right now? Is there anything else bothering you? Is there anything else that can help me understand?
3. How are you feeling right now? How do you want to feel?
4. What might you do to feel better / to be okay right now?
5. Is there something else we might talk about later that would help?

Problem-Solving Conference - When the focus is on helping a student address a specific academic or behavioral problem

1. What do you want?
2. What are you doing to get what you want?
3. Is it working?
4. What kind of plan will help you get _____ .
5. How will you know that your plan is working?
6. What can I do to support you?

Restorative Reflections is an exercise in which students complete a writing assignment and go through the restorative questions and steps as they try to reflect on their actions and make a better plan for the future.