

Taconic Hills Central School District

Code of Conduct

for

Students,

District Employees,

and

Visitors to School Property

(Adopted by the Board of Education 8/29/12)

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Preface to the Code of Conduct

Taconic Hills Central School District provides an optimal environment for learning and education. Integral to that end is the maintenance of an environment that establishes a model of civility and respect in the interactions of individuals and serves as a constructive model for our students. Any action by an individual or group that is inconsistent with this purpose or is aimed at disrupting, interfering with, or delaying the educational process, or any action having such effect, is hereby declared to be in violation of board policy.

It is the intent of the Board of Education that these codes of conduct establish minimum standards of behavior for students and all others who occupy, use or visit school property or any premises under control of the school district. The Principal of each school building may petition the Board of Education, through the Superintendent, to adopt additional measures applicable to their school community.

Additionally, the Board also has a responsibility to protect school property. The District shall take any and all legal action to prevent the damage or destruction of District property, including, but not limited to vehicles, facilities and work sites owned, operated, leased or otherwise utilized by the Taconic Hills Central School District and at any function sponsored by the Taconic Hills Central School District regardless of its location. In addition, the District will also seek restitution from, and prosecution of, any person or persons who willfully damage school property.

All students of the district are expected to report violations of these codes of conduct to a Teacher, Counselor, Principal, Vice Principal and Athletic Director or other school personnel as appropriate. All employees of the district are expected to take appropriate action in response to violations they observe or those that are reported to them. Appropriate action may include a direct response or reporting the alleged violation to the school administration. Students and employees must immediately report possession of a weapon, harassment, vandalism, the use or possession of drugs or alcohol or threats of violence on school premises or at a school sponsored event.

It is not the intent of this policy to limit or inhibit freedom of speech or freedom to assemble peaceably. Free inquiry and free expression are indispensable to the objectives of a school district, and are a fundamental feature of our national life. The sole purpose of this code, and of such rules and regulations as may be required to implement it, is to prevent abuse or inhibition of the rights of others and to maintain the educational enterprise and public order on school premises and property.

The Board of Education recognizes the need to clearly define expectations for acceptable conduct on school property by staff and students and to identify the possible consequences of unacceptable conduct, to ensure that discipline is administered promptly and fairly when necessary. To this end, the Board adopts this code of conduct. Unless otherwise indicated, these rules govern the conduct of students, faculty and other staff, licensees, invitees, and all other

persons upon property of the Taconic Hills Central School District, and any other premises or property under the control of the District and used in its teaching programs and activities, and in its administrative, cultural, recreational, athletic, and other programs and activities.

Mission Statement

Our School is a K - Life community of learners where every member is involved and dedicated to the learning process. We believe that every student should have the right, accept the responsibility, and be provided with the means to grow educationally, socially and emotionally. Therefore, we will teach all students a constantly updated curriculum, using a variety of methods to meet individual learning styles, so that students will be prepared for the demands of today and the challenges of the future. We will provide a positive, safe, and caring environment where teaching and learning are emphasized and rewarded, and where there is mutual respect. We will hold ourselves accountable for this through on-going evaluation.

Title IX of the Education Amendments of 1972

The Taconic Hills Central School District does not discriminate on the basis of race, religion, color or national origin in the employment and educational opportunities it offers, including vocational education opportunities.

Also, as required by Title IX of the Education Amendments of 1972, the Taconic Hills Central School District does not discriminate on the basis of sex in the educational programs or appointments of employees, employee pay and benefits, counseling services for students, access by students to educational programs, course offerings, textbooks, and student activities.

The District official responsible for the coordination of activities relating to nondiscrimination on the basis of sex will provide information, including information on complaint procedures, to any student or employee who feels that his or her rights under Title IX may have been violated by the District or its officials. In addition, any student or employee may make an inquiry or a complaint directly to the Federal Office for Civil Rights. The address and phone number of this office may be obtained from the main office.

Section 504 of the Rehabilitation Act of 1973

The Taconic Hills Central School District hereby gives notice that it does not discriminate on the basis of disability in admission or access to its programs and activities, including vocational education programs. No person shall be denied employment solely because of any physical, mental or medical impairment which is unrelated to the person's ability to engage in the activities involved in the job for which application has been made.

Inquiries concerning the Title IX and Section 504 policies may be referred to the Compliance Officer.

Committee on Special Education

A diverse range of Special Education services and programs are provided by the Taconic Hills Central School. Special Education provides specially designed services and programs for children with education disabilities to ensure that those children receive appropriate and equal opportunities for education up to the age of 21. The need for special education for students aged 5 – 21 is determined in the following manner:

- A discussion between a student's teacher(s) and parent(s) should precede a referral to the Committee on Special Education.
- Students thought to be educationally disabled are referred to a multi-disciplinary team called the Committee on Special Education (CSE).
- The CSE evaluates students' abilities.
- The CSE recommends an appropriate Individualized Education Program (IEP) based on evaluation results.
- The program is implemented upon Board of Education and parental approval.
- The IEP is modified or adjusted by the CSE at an annual review.

The process occurs sequentially with each step building upon the previous one. In this way, comprehensive information regarding the student is obtained and considered. Timelines are in place so delays are avoided. Parents are an integral part of this process and their active and informed participation is encouraged.

Information or questions regarding Special Education programs and procedures may be directed to Chairperson of Committee on Special Education.

Definitions

For purposes of this code, the following definitions apply:

1. "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 impairment.

2. "Discrimination" is the act 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:
 - (a) 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
 - (b) 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 practice, disability, sexual orientation, gender or sex; provided nothing in this subdivision shall be construed to prohibit a denial of admission into, or exclusion from, a course of instruction based on a persons' 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. Sec. 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.

3. "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.

4. "Employee" shall mean 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 9-B of Article 5 of the Social Services Law, and consistent with the provisions of such title for the provision of services to the district, its students or employees, directly or through contract, whereby such services performed by such person involve direct student contact.

5. “Gender” shall mean actual or perceived sex and shall include a person’s gender identity or expression.

6. “Harassment” shall mean the inclusion of a hostile environment by conduct or 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. The harassing behavior (including verbal threats, intimidation or abuse) may be based on any characteristic, including but not limited to a person’s actual or perceived:

- Race;
- Color;
- Weight;
- National Origin;
- Ethnic Group;
- Religion;
- Religious Practice;
- Disability;
- Sex;
- Sexual Orientation; or
- Gender (including gender identity and expression)

7. “Parent” means parent, guardian, or person in parental relation to a student.

8. “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 Vehicle and Traffic Law §142.

9. “School Bus” shall mean 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, or to/from 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.

10. “School function” means any school-sponsored extra-curricular event or activity regardless of where such event or activity takes place including any event or activity that may take place out of state.

11. “Sexual Orientation” shall mean actual or perceived heterosexuality, homosexuality or bisexuality.

12. “Violent student” means a student under the age of 21 who:

- a) Commits an act of violence upon a teacher, administrator or other school employee, or attempts to do so;
 - b) 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;
 - c) Uses or possesses, while on school property or at a school function, a weapon;
 - d) Displays, while on school property or at a school function, what appears to be a weapon;
 - e) Threatens, while on school property or at a school function, to use a weapon;
 - f) Knowingly and intentionally damages or destroys the personal property of any school employee, student or any person lawfully on school property or at a school function.
 - g) Knowingly and intentionally damages or destroys school district property.
13. “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, knife, dagger, dirk, razor, stiletto, switchblade knife, box cutter, 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 physical injury or death.

Essential Partners

All members of the school community, including all essential partners, have a particularly important role in promoting a positive, health and harassment free school and creating an environment of tolerance and respect for others. Every member of the school community must help to:

1. Maintain a climate of mutual respect and dignity for all, regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
2. Depending upon your role in the district, appropriately address 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.
3. Address personal biases that may prevent equal treatment of all in the school.
4. Report incidents of discrimination and harassment that are witnessed in a timely manner.

Parents/Guardians

All Parents/Guardians are expected to:

1. Recognize that the education and safety of their children is a joint responsibility of the parents/guardians 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.

Volunteers

All persons who come in contact with students voluntarily as an agent for the school district are expected to:

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. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning.
4. Accept direction from administrative personnel, staff and/or teachers when participating in school-related functions or activities.

Support Staff

All bus drivers, maintenance/custodians, clerical staff, teacher aides, coaches, and cafeteria staff are

expected to:

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. Promote a safe, orderly, and stimulating school environment, supporting active teaching and learning.
4. Accept direction from administrative personnel, staff and/or teachers when participating in school-related functions or activities.

Teachers

All district teachers are expected to:

1. Maintain a climate of mutual respect and dignity, which will strengthen students' self-concept and promote confidence to learn.
2. Be prepared to teach.
3. Reflects a personal enthusiasm for teaching and learning and a genuine concern for the individual student.
4. Know school policies and rules, and enforce them in a fair and consistent manner.
5. Communicate to students and parents:
 - Course objectives and requirements
 - Marking/grading procedures
 - Assignment deadlines
 - Expectations for students
 - Classroom discipline plan
6. Communicate regularly with students, parents and other teachers concerning growth and achievement.
7. Confront issues of discrimination and harassment or any situation that threatens the emotional or physical health and safety of any student, 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. Explain student rights, responsibilities, and the Code of Conduct to students on an annual basis.

Guidance Counselors

All district guidance counselors are expected to:

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. Know school policies and rules, and enforce them in a fair and consistent manner.
6. Encourage students to benefit from the curriculum and extracurricular programs.
7. 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.
8. 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.

Principals and Supervisory Personnel

All district principals are expected to:

1. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning.
2. Ensure that students and staff have the opportunity to communicate regularly with the principal to address their concerns.
3. Evaluate on a regular basis all instructional programs.
4. Support the development of and student participation in appropriate extracurricular activities.
5. Be responsible for reinforcing the code of conduct and ensuring that all cases are resolved promptly and fairly.
6. Verify on an annual basis that student rights, responsibilities and the code of conduct have been explained to all students.
7. 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.
8. 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.

Superintendent

The Superintendent is expected to:

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. Listen and consider the views of the total community.
4. 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.
5. Be well informed on the programs and the problems of the District and work with staff in offering leadership.
6. Promote a safe, orderly, stimulating, respectful and positive school environment, free from intimidation, harassment and discrimination.
7. Support active teaching and learning.
8. Review with district administrators the policies of the Board of Education and state and federal laws relating to school operations and management.
9. Inform the Board about educational trends relating to student discipline.
10. Work to create instrumental programs that minimize problems of misconduct and are sensitive to student and teacher needs.
11. Work with district administrators in enforcing the code of conduct and ensuring that all cases are resolved promptly and fairly.

All Employees

All employees of the district are expected to:

Take appropriate action in response to violations they observe or those that are reported to them. Appropriate action may include a direct response or reporting the alleged violation to the school administration. Employees must immediately report possession of a weapon, harassment, vandalism, the use or possession of drugs or alcohol or threats/acts of violence on school premises; or any event that could significantly disrupt the educational process on campus or at a school sponsored event.

Board of Education

All members of the Board of Education are expected to:

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. Lead by example by conducting board meetings in a professional, respectful, and courteous manner.
4. Appoint a Dignity Act Coordinator in each school building.

Taconic Hills Central School District Campus Rules

Closed Campus

The Taconic Hills Central School District is proud to provide a safe environment for children to learn and socialize. Thus, it is required that all children stay on campus during school hours to ensure proper supervision by District personnel. While school is in session, **no student shall be permitted to leave the campus without permission by a parent or legal guardian.** Students will not be allowed to leave school grounds during lunch period. Visitors shall only be allowed on school campus during school hours with the express permission of District administrators.

Cleanliness on School Campus

Maintaining a clean environment is directly related to school pride. Students are responsible for doing their best to keep and maintain our classrooms, hallways and all areas of the campus free of litter. Students are encouraged to pick up litter in any area (even if they are not the cause of the littering). The intent of this rule is to encourage students to assume responsibility for their learning environment.

Smoking and Other Tobacco Use on School Premises

The Taconic Hills Central School District is a tobacco free campus. No smoking of any substance and/or tobacco use will be allowed on any school grounds, including within any building or surrounding outdoor grounds contained within District property.

Cell Phones and Personal Electronic Devices in School

Students may bring their cell phones and personal electronic devices to school, but they are not permitted to use such electronic devices in a way that is disruptive to the educational process or is in violation of any other part of this Code of Conduct. Students who use their cell phones, or electronic device in a way that is disruptive to the educational process or is in violation of any other part of this Code of Conduct, may be subject to discipline and/or have the device confiscated for the remainder of the school day. If a student has an electronic device removed from their possession, it will be placed in the Main Office where the student or parent, depending on who is authorized to receive it, may pick it up at the end of the day.

In emergency situations, exceptions to the prohibitions of the use of cellular phones, pagers, and 2-way communication systems may be granted by teachers and/or administrators. Should the use of personal electronic devices constitute a violation of the law, the school will cooperate with law enforcement officials as appropriate.

Valuables in School Lockers

Children are discouraged from bringing valuable items to school. If at any time it is necessary to bring extra money or valuables to school they should be given to a teacher for safe keeping, until the child goes home. **Valuable items should never be left in an unlocked school locker.**

Conduct on School Property

Any use of the buildings and grounds under the control of the District must be preceded by notification of the following information: location of fire exits; form of notification of the need to exit (i.e. alarm, announcement, etc.); reminder of the need to exit in a calm and orderly manner and prohibition on parking of motor vehicles in designated fire lanes or spaces for the disabled.

Prohibited Activities on School Property

The following practices and procedures are prohibited during the school day:

1. Raising of money by pupils except for organizations and activities sponsored by the school.
2. The use of school or pupil's time by outside projects not connected with the school.
3. The distribution of advertising material on school premises.
4. Petitions or other publications may not be distributed or circulated on school property during class time or at any time in any manner that may be disruptive to the educational program of the District.

Public Conduct on School Property

Visitors to the Classroom

The Taconic Hills Central School District is committed to providing an orderly, respectful environment that is conducive to learning. To create and maintain this kind of environment, the District needs 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.

While the school board wishes the public to feel welcome when visiting the school, reasonable precautions to insure the safety of students and to avoid interruptions in the instructional program are necessary. Visitors, including parents and legal guardians, must make every effort to inform District administration of their desire to visit the school building and/or their child at least twenty-four (24) hours prior to their arrival, absent extenuating circumstances.

Should parents be unable to provide at least twenty-four hour notice, they shall provide as much notice as practicable. Upon arrival, visitors will notice that signs are posted at all entrances of the school which instruct visitors to “sign-in” upon entering the building. All members of the public shall obey District directives and sign in, immediately upon entering the building.

Non-resident students who wish to visit the school or individual classes in the school should request authorization from the principal **at least 48 hours in advance of their visit**. Such requests shall be approved whenever it is determined that such visits will not interrupt the planned instructional program. Non-resident students should be of the same grade level as the class which they are visiting. **Non-resident students will not be allowed to visit on days that their home school is in session.**

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 peaceable 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 respect and orderly manner. Additionally, all persons on school property or attending a school function are expected to be properly attired for the purpose they are on school property, and to treat the grounds with respect.

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 which would include graffiti or arson, or the personal property of a teacher, administrator, other district employee or any person lawfully on school property.
3. Disrupt the orderly conduct of classes, school programs or other school activities;
4. Distribute or wear material 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 race, color, creed, national origin, religion, gender, sexual orientation or disability;
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 a law enforcement officer 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. Incite others willfully 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;
16. Smoke or use tobacco products that are prohibited on school grounds, at school function, and in school vehicles.

The 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.

Students will wear footwear at all times.

Students will refrain from wearing hats, coats, backpacks, purses large enough to carry books and book bags in school unless for a medical or religious purpose except upon entry or exiting of the premises.

Clothing and accessories which interfere with the learning process or are not compatible with safety or interfere with the ability to engage in educational activities, are prohibited.

Specifically, students shall refrain from clothing, accessories, or appearance that:

- a. Is sexually suggestive or provocative;
- b. does not provide appropriate coverage of the body, including the torso and undergarments worn on the torso;
- c. is vulgar, obscene or libelous;
- d. is denigrating to the race, color, creed, gender, national origin, disability, sexual orientation or physical condition of another;
- e. promotes or encourages violent behavior or use of guns, knives or other instruments of violence;
- f. endorses or promotes the use of illegal drugs, alcohol, tobacco or violence or sexual activities.

Each building principal and 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 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 removal from classes 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.

Students Rights and Responsibilities

A) Students Rights

1. Students have the right to pursue their education in an atmosphere that is safe and conducive to learning, and to achieve all that they are capable of achieving.
2. Students have the right to pursue a particular course of study, which best meets their educational needs.
3. Students shall not be denied access or participation to a free and appropriate education as a result of inappropriate behavior.
4. Students have the right to be respected as individuals.
5. Students have the right to procedural due process guaranteed by the United States Constitution and New York State Education Law prior to disciplinary action being taken against them.
6. Students have the right to freedom of speech and expression, which does not interfere with the educational process or infringe upon the rights of others.
7. Students have the right to freedom from discrimination relative to participation in curriculum offerings and extracurricular activities.
8. Students have the right to have rules clearly stated, explained and distributed at the beginning of every school year or at the start of their enrollment in the Taconic Hills Central School District.
9. Students have the right to freedom from unreasonable search and seizure.
10. Students have the right 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.
11. Students with special needs have the right to have their educational needs and their behaviors evaluated on the basis of their special needs.

B) Students 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. Please refer to The Dress Code on page 14.
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.

Discipline Code of Student Behavior

The Board of Education of the Taconic Hills Central School District 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.

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 but are not limited to:

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 but are not limited to:

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.
4. Lateness for or cutting class.

C. Engage in conduct that is **disruptive**. Examples of disruptive conduct include but are not limited to:

1. Interfering with the educational process during class.
2. Interfering with the orderly operations of school functions.
3. Engage in inappropriate public sexual conduct.

D. Engage in conduct that is **violent**. Examples of violent conduct include but are not limited to:

1. Committing an act of violence (such as hitting, kicking, punching, and scratching) upon a teacher, administrator, other school employee, student or any other person lawfully on school property or attempting to do so.
2. 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.
3. Displaying what appears to be a weapon.
4. Threatening to use any weapon.
5. 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.
6. Intentionally damaging or destroying school district property

E. Engage in any conduct that **endangers the safety, morals, health or welfare of others**. Examples of such conduct include but are not limited to:

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 race, color creed, national origin, religion, gender, sexual orientation or disability as a basis for treating another in a negative manner.
5. Harassment, which includes a sufficiently severe action or a persistent, pervasive pattern of actions or statements directed at an identifiable individual or group which are intended to be or which a reasonable person would perceive as ridiculing or demeaning. This is inclusive of engaging in acts of sexual harassment as defined in the district's sexual harassment policies.
6. Intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm.
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. Smoking a cigarette, cigar, pipe, or using chewing or smokeless tobacco, possession of tobacco products or lighter.
11. Possessing, consuming, selling, distributing or exchanging alcoholic beverages, illegal substances, drug paraphernalia (e.g. syringe, rolling paper, pipe, etc.) or being under the influence of either alcoholic beverages or illegal substances. "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.

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 but are not limited to:

1. Plagiarism.
2. Cheating.
3. Stealing (theft of exams, grades, or testing and instructional materials.)
4. Lying (misrepresentation of academic work and/or records.)
5. Copying.
6. Altering Records.
7. Assisting another student in any of the above actions.

H. Engage in off-campus misconduct that endangers the health and safety of students or staff within the school or adversely affects the educational process. Examples of such misconduct include, but are not limited to:

1. Cyberbullying;
2. Threatening, hazing, harassing students or school personnel over the phone or the internet;
3. Using message boards to convey threats, derogatory comments or post pornographic pictures of students or school personnel.

School Response to Student Behavior

The Taconic Hills Central School District subscribes to the philosophy that student behavior management is best-focused on behavior change rather than punishment.

The best form of behavior management is self-discipline. Administrators and teachers strive to develop a safe school environment that fosters the development of self-discipline.

Addressing student behavior issues is primarily the responsibility of the classroom teacher. Consistent and fair response to student behavior issues is critical to maintaining an appropriate learning environment. Teachers must routinely document their efforts and contact parents in addressing student behavior issues. When a teacher has exhausted all reasonable efforts to address a particular student behavior without desired results, he/she should refer the student to the appropriate building administrator.

The challenge of addressing student behavior issues in a learning environment is to develop a school response that:

- encourages and allows students to accept responsibility for their actions
- places importance on the value of maintaining academic participation and achievement
- builds positive self-image and teaches appropriate methods of dealing with problems
- supports and values the morals of the community
- provides an environment whereby the individual can feel safe, valued and able to learn

Students need to know that the school response to inappropriate behavior will be consistent and hold them accountable for such behavior.

Addressing Student Behavior Issues

Protocol

Any student who violates the student Code of Conduct shall be subject to immediate and appropriate school response. Responses include, but are not limited to:

- warning
- reprimand
- parental notification
- counseling (not psychiatric counseling)
- loss of privileges
- restitution
- temporary removal from class
- suspension or exclusion and/or police involvement in accordance with provisions and proceedings of the Education Law

A student will not be subject to lower grades as a result of inappropriate behavior unless such behavior is related to his or her academic performance, such as cheating on an exam, failing to turn in homework or assigned papers or being illegally absent.

Progressive Response to Behavior Issues

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. The Code of Conduct recognizes that certain inappropriate behavior is more serious and presents a greater disruption to the educational process.

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.

The Code further describes inappropriate behaviors and responses for grades 6-12 in the Discipline Rubric (see Appendix A for examples of prohibited conduct and the disciplinary actions that may follow – the list shall not be considered exhaustive, but shall only provide a limited example of actions and the respective reactions that may follow) and offers a range of school responses for implementation by teachers and/or administrators for each category. This will encourage and facilitate the application of the Code to behavior issues by teachers and administrators in proportion to the severity of the behavior.

Out of School Suspension

Out of school suspension is to be used judiciously and only when other responses are ineffective in addressing student behavior. The provisions of Section 3214 of the Education Law shall be followed when suspension occurs.

Please note: Parents may request that a student have one referral expunged from his/her record throughout his/her school career. This request must be made in writing to the appropriate building principal. Ultimate discretion in granting said request is at the discretion of District administration and will be based upon the nature of the incident and other punishable offenses, if any, which may exist in the student's record.

Law Enforcement Involvement

Law enforcement authorities may be informed about activities constituting a crime, such as:

- Persons participating in unlawful activities in or on any Taconic Hills Central School District building, facility, vehicle, property, or premises.
- Persons threatening, planning or attempting to commit violence against individuals or to damage or destroy Taconic Hills Central School District property.
- Persons selling, offering for sale, purchasing, possessing, or using drugs or illegal substances in or on any Taconic Hills Central School District building, facility, vehicle, property, or premises.

- Persons or situations posing a significant threat to the health, safety or welfare of the occupants of Taconic Hills Central School District buildings, facilities, vehicles, property or premises.
- Persons who are non-compliant and whose behaviors interfere with the orderly exercise and performance of school functions.

Corporal Punishment and Physical Restraint

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.

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:

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

Reporting Requirements

By July 15 and January 15 of each year, the Superintendent of Schools is required to file a report with the Commissioner of Education detailing each complaint about the use of corporal punishment, the results of the investigation of that complaint and the action, if any, taken in that particular case. Each building Principal shall maintain records related to such complaints and report them to the Superintendent of Schools in writing immediately upon receipt. 8 NYCRR, Sections 19.5, and 100.2 (1).

Student Searches and Interrogations

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, building principals, 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.

Whenever practicable, searches will be conducted in the privacy of administrative offices and students will be present when their possessions are being searched. However, school officials will tell all students why they are being questioned.

Student Lockers, Desks and Other School Storage Places

Students have no reasonable expectation of privacy with respect to student lockers, desks and other school storage 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.

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 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.

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.

Visitors to the Schools

The complete code outlines the District's expectations of visitors and other members of the public who participate in District activities or visit District buildings. As a general rule, members of the public who attend a school function or visit a school building are expected to act in a respectful and orderly manner. In addition, all persons on school property or attending a school are expected to be properly attired for the purpose they are on school property. Failure to follow District rules may result in the removal of the individual from the school function and/or District property.

Dignity for All Students Act

The Taconic Hills Central School District is committed to creating a school environment that is free from discrimination and harassment. The following policies and guidelines, as well as the attached Discipline Rubric, provide information that is included in school trainings intended to discourage discrimination and harassment, raise awareness and sensitivity, enable prevention, and respond appropriately.

It is the policy of the State of New York, as set forth in the Dignity for All Students Act (“DASA”) as well as federal civil rights statutes, including Title VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 and all subsequent amendments, to afford all students in public schools an environment free from discrimination and harassment.

In order to foster an environment which promotes and supports students’ ability to learn and to meet high academic standards in the Taconic Hills Central School District, the Board of Education is dedicated to ensuring the District promptly addresses any conduct which is inconsistent with the District’s educational mission or which detracts from a healthy and positive school climate, including discriminatory or harassing behaviors as defined by the Dignity for All Students Act or related federal civil rights statutes set forth above. The Board of Education is committed to providing all its students with an environment free from discrimination and harassment and shall take steps to prevent harassment and discriminatory behaviors through educational measures designed to promote tolerance, respect for others and to promote awareness and sensitivity to discrimination or harassment to encourage civility and a climate of mutual respect, equality and dignity for all students on school grounds and at all school sponsored activities, programs or events. Harassment against any student by any student or employee that creates a hostile environment by conduct will not be tolerated.

By combining prevention with education, the District’s goal is to decrease incidents of discrimination and harassment while simultaneously increasing awareness among students and staff to be sensitive and alert to the warning signs of bullying and harassment as well as their obligation to report or act when such acts occur. Essential components of this effort shall include:

- Instruction and strategies which identify early warning signs and precursor behaviors which, if left unaddressed, may lead to discrimination, harassment or bullying;
- Gathering information related to harassment, discrimination or bullying from students, parents, school staff and the community;
- Establishing school wide and classroom rules that clearly prohibit discrimination and harassment.
- Providing instruction to students in civility and tolerance designed to promote a climate of mutual respect and dignity for all students.

- Providing professional development and school wide training to staff to be able to identify, respond sensitively and consistently to incidents of harassment and bullying as well as to promoting tolerance and respect for all.
- Providing adequate adult supervision, particularly in less structured areas such as hallways, cafeteria and playground, as applicable.
- Notification to Parents as to District and school-wide efforts to become involved in preventing and addressing prohibited conduct and promoting a positive and healthy school environment.

The Board directs the Superintendent to establish a district-wide task force on to develop administrative procedures to promote the early identification of bullying and harassment; to develop training and implementation educational programs and professional development for students and staff and to develop other preventive strategies and interventions. The Board of Education will appoint a Dignity Act Coordinator for each school. The task force, in conjunction with the DAC shall develop procedures and forms for district-wide use for reporting, investigation, remediating, tracking and preventive actions taken to discourage reoccurrence instances of harassment or discrimination. In addition, the District will submit and report to the State on an annual basis material incidents of discrimination and harassment on school grounds or at school functions, using the VADIR reporting form developed by the State Education Department.

Harassment and Discrimination

The Board condemns and strictly prohibits all forms of harassment and discrimination on school grounds, school buses and at all school-sponsored activities, programs and events – including those that take place outside of the District.

Bullying

“Bullying” is a violation of the Taconic Hills Central School District core values and will not be tolerated. The actions of any one person or group of individuals which threaten the health and safety of students and/or staff must be addressed promptly. Early intervention, reinforcement of a consistent message and follow through from other students, parents, staff and administration can ensure that everyone’s right to learn and work in a safe environment is respected.

“Bullying” for the purpose of this code, is when someone repeatedly and on purpose says or does mean or hurtful things to another person who has a hard time defending him or herself. Bullying, by definition, involves an imbalance of power between the bully and the victim(s). It involves an aggressive behavior that is typically repeated over time and based on an imbalance of power or strength. “Bullying” is peer abuse. Students or parents should make district staff aware of any situation that may be “bullying”.

“Bullying” is characterized by:

1. **Power imbalance** – occurs when a bully uses his/her physical or social power over another person or group of people.
2. **Intent to harm** – the bully seeks to inflict physical or emotional harm and/or takes pleasure in this activity.
3. **Threat of further aggression** – the bully and the target believe the “bullying” will continue.
4. **Terror** – when any “bullying” increases, it becomes a “systematic violence or harassment used to intimidate and maintain dominance”.

There are at least three kinds of “bullying:” verbal, physical, and social/relational.

1. **“Verbal bullying”** includes but is not limited to name calling, insulting remarks, verbal teasing, frightening phone calls, violent threats, extortion, taunting, gossip, spreading rumors, racist slurs, threatening electronic communications, anonymous notes, etc.

2. **“Physical bullying”** includes but is not limited to poking, slapping, hitting tripping or causing a fall, choking, kicking, punching, biting, pinching, scratching, spitting, twisting arms or legs, damaging clothes and personal property, threatening gestures, or any other unwanted or improper “physical” conduct.

3. **“Social/Relational bullying”** includes but is not limited to excluding someone from a group, isolating, shunning, spreading rumors or gossiping, arranging public humiliation, undermining relationships, teasing about clothing , looks, giving dirty looks, aggressive stares, etc. The Taconic Hills Central School District is committed to providing a safe, secure, and friendly environment free from any form of “bullying” or intimidation. Accordingly, students will be absolutely prohibited from “bullying” and/or intimidation of students, teachers, administrators, other school employees or volunteers, school board members or visitors.

Please note: Some students may be involved in conflict, not bullying. Conflict does not meet the bullying criteria standards described above. Please refer to the information below for more detailed definitions of conflict and bullying. Incidents of conflict are handled differently than incidents of bullying. These interventions may include, but are not limited to, counseling, peer mediation, parent contact, and disciplinary consequences as described in the Code of Conduct and the Discipline Rubric.

| <u>Conflict</u> | <u>Bullying</u> |
|--------------------------------------|----------------------------------|
| Isolated or occasional | Repeated |
| Not intentionally hurtful | Intentionally hurtful |
| Not serious threat | Serious Threat |
| Similar emotional response | Unbalanced emotional response |
| Goal is not to control or intimidate | Goal is to control or intimidate |
| Likely to feel remorse | Blames target, no remorse |
| Willing to solve problem | No desire to solve problem |

Cyberbullying

The Dignity Act prohibits discrimination and harassment of students on school property, including at school functions, by any student and/or employee. However, harassment may include, among other things, the use, both on and off school property, of information technology, including, but not limited to, email, instant messaging, blogs, chat rooms, pagers, cell phones, gaming systems and social media websites, to deliberately harass or threaten others. This type of harassment is generally referred to as **cyberbullying**.

Sexting

For purposes of this code, “sexting” will mean using a cell phone or other personal communication device to send text or email messages or possessing text or email messages containing images, photos or messages which are reasonably interpreted as sexually suggestive while at school or at a school-related function constitutes gross disobedience or misconduct.

The Taconic Hills Central School District will not tolerate the possession of sexually explicit digital pictures on any device. Any individual involved in “sexting” will be disciplined. If sexually explicit digital pictures are found on a device, the student’s parents will be informed and the police may be contacted. If there is reasonable suspicion a student has been involved in “sexting”, administrators reserve the right to search the cell phone.

Prevention and Training

The Board of Education directs training for employees, including school and district administrators, and instructional and non-instructional staff designed to promote a safe and supportive school climate while discouraging discrimination or harassment against students by students or school employees, including the use of safe and supportive school climate concepts in the curriculum and classroom. The Board will review and approve training guidelines

developed by the district-wide task force consistent with this training policy. This training may be provided in conjunction with existing professional development training or any other training for school employees.

Staff members and students will be educated to help create 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 (including gender identity or expression, actual or perceived) or sex which will help strengthen student's confidence and promote learning. Staff shall also be trained to recognize that under federal civil rights laws and regulations, students are protected from harassment by school employees, other students and third parties. They shall also be trained to understand that some student misconduct which violates or falls under the District's anti-discrimination or anti-harassment policies may also implicate one or more of the federal civil rights laws enforced by the Office of Civil Rights of the Education Department.

Staff members will be provided training to raise awareness and sensitivity to potential acts of discrimination or harassment directed at students that are committed by students or school employees on school property or at school functioning. Staff members will be trained to recognize and respond to incidents of discrimination and harassment and to timely report incidents of discrimination and harassment that they witness or that are brought to a staff member's attention. Through training, staff will learn to address personal biases that may prevent the equal treatment of all students in the school or classroom setting and to promote and maintain a climate of mutual respect and dignity for all students to strengthen student's confidence and to promote learning. Teachers and administrators will receive district-wide professional development. All staff with direct student contact will receive district-wide instruction on promoting a positive school environment free from discrimination and to discourage and respond to incidents of discrimination or harassment. The Superintendent and the Professional Development Coordinator will incorporate training to support this anti-discrimination and harassment policy into new teacher orientation and the annual professional development plan.

Student Instruction

Students shall receive instruction in patriotism and citizenship as required by Section 801 of the Education Law. In addition, students shall be instructed to raise awareness and sensitivity to discrimination or harassment and to promote civility in the relations of people of different races, weights, national origins, ethnic groups, religions, religious practices, mental or physical abilities, sexual orientations, genders, gender expressions or identities and sexes. Curricular materials related to the above topics will be included in the instructional program for grades K-12. The District will use a variety of means to set forth clear expectations for student conduct and behavior, including a bill of rights and responsibilities for students which focuses on positive student behavior and the goal of promoting a safe and supportive school climate and learning environment for all students.

Dignity Act Coordinator

The Board will designate at least one staff member in every school to serve as the Dignity Act Coordinator. The Role of the Dignity Act Coordinator (“DAC”) is to coordinate and enforce this policy. The DAC shall be thoroughly trained in methods to respond to human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, gender identity and expression and sex. The DAC shall also be The DAC shall be responsible for coordinating employee training, supporting implementation of district policy, ensuring inclusive curriculum to reinforce and promote tolerance and a harassment free environment. The DAC shall also serve as an accessible resource to students and staff related to this policy or prevention and response strategies.

The role of the DAC is a crucial in promoting a positive educational climate, therefore there must be an acting DAC at all times. In the event that a DAC vacates his or her position, another school employee shall be immediately designated for an interim appointment as the DAC, pending approval of a successor DAC by the Board of Education within thirty (30) days of the date the position was vacated. In the event a DAC is unable to perform the duties of the position for an extended period of time, then another school employee shall be immediately designated as an interim appointment as the DAC, pending the return of the previous DAC to their duties.

To promote the communication between parents, teachers, students and other educational professionals and to publicize the availability of the DAC as a resource at each school, the name, designated school and contact information for each DAC shall be available on the district’s website; included in the plain language code of conduct summary provided to all parents and students before or at the beginning of each school year; included in at least one district or school mailing per school year and if the DAC changes, in at least one subsequent mailing as soon as practicable thereafter; by posting the contact information in highly visible areas of the school buildings and by making the contact information available at the District and school-level administrative offices.

Intervention

Intervention at the earliest stage possible is key to preventing escalation of harassment and discrimination and to encourage proactive resolution to promote a positive learning environment for all students. Intervention efforts will emphasize measured, balanced and age-appropriate responses to the discrimination and harassment of students by students and/or employees focusing on education and should be designed to discourage another occurrence of the behavior. Successful intervention may involve remedial measures. Remedial responses to bullying and harassment include measures designed to correct the problem behavior, prevent another

occurrence of the behavior and protect the target of the act. Remediation may be targeted to the individual(s) involved in the harassing or discriminatory behavior or may include environmental approaches which are targeted to the school or district as a whole. Individual-focused remedial measures may include, but are not limited to peer support groups; corrective instruction or other learning or service experience; supportive interventions; behavioral assessment or evaluation; behavioral management plans with closely monitored benchmarks; student counseling and parent conferences. Environmental remediation strategies may include supervisory systems that empower school staff with prevention and intervention tools to address incidents of bullying and harassment; strategies for determining the conditions contributing to discriminatory behaviors; adoption of research-based, systemic harassment prevention programs; modification of schedules; adjustment in hallway traffic and other student routes of travel; targeted use of monitors; staff professional development; parent conferences; involvement of parent-teacher organizations and peer support groups.

In addition to addressing the discriminatory or harassing conduct, intervention shall also include support and assistance to the student that was the target of the harassment as well as identification of prompt and effective steps reasonably calculated to end the harassment; to eliminate any hostile environment and to prevent such conduct from reoccurring. When harassment has occurred, staff, in conjunction with the DAC, the parents and the student, as appropriate, shall review whether the student requires counseling support, accommodations or other services to remedy the effects of the harassment and if there is a need, shall provide such services or supports. Accommodations and on-going supports provided to a target of harassment shall be reviewed, as needed, to ensure that any safety concerns have been addressed and to determine whether accommodations or supports should be continued, adjusted or discontinued.

The Code further describes inappropriate behaviors and responses for grades 6-12 in the Discipline Rubric (see Appendix A for examples of prohibited conduct and the disciplinary actions that may follow – the list shall not be considered exhaustive, but shall only provide a limited example of actions and the respective reactions that may follow) and offers a range of school responses for implementation by teachers and/or administrators for each category. This will encourage and facilitate the application of the Code to behavior issues by teachers and administrators in proportion to the severity of the behavior.

Reporting and Investigation

The District recognizes its ongoing commitment to provide a safe and positive educational climate free from bullying and harassment and will publicize its policies and reporting expectations for incidents of harassment or discrimination. To ensure effective and timely redress to incidents of bullying and harassment, students who have been harassed, students or staff who have witnessed what they believe to be an incident of bullying or harassment are encouraged and expected to promptly make a written or verbal complaint to school personnel in

a manner consistent with publicized school-wide practices and guidance as soon as possible after the incident.

The district can't effectively address harassment or bullying if incidents are not reported. All school personnel have a duty to report incidents of student to student or staff to student harassment which they observe to their supervisor, the building administrator or the DAC. If school personnel receive any reports of incidents of harassment against a student by staff or other student(s), they must promptly relay the report to their supervisor, the building administrator or to the DAC as set forth in the implementing procedures for this policy. If a staff member is unfamiliar with the reporting procedure, it is their obligation to inquire about the process from their supervisor and to act accordingly. An employee who fails to report an observed incident, regardless of whether the student complains, may be deemed to have permitted unlawful discrimination or harassment.

Once the school knows of an alleged incident of harassment, there must be a timely investigation to determine what occurred. Complaints shall be handled and documented in accordance with regulations and procedures developed by the district-wide task force in conjunction with the DAC. The results of the investigation shall be reported back to both the target and the individual accused of harassing or discriminatory behavior or conduct. If either of the parties disagrees with the results of the investigation, they can appeal the findings in accordance with the procedures established by the district-wide task force to implement this policy.

The District will make a bullying complaint form available on its website and at the main office in each building to facilitate reporting. The district will promptly and equitably investigate all complaints, formal or informal, verbal or written. In order to assist investigators, individuals should document the bullying as soon as it occurs and with as much detail as possible including: the nature of the incident(s); dates, times, places it has occurred; name of perpetrator(s); witnesses to the incident(s); and the target's response to the incident.

If, after appropriate investigation, the district finds that a student, an employee or a third party has violated this policy, prompt corrective and possibly disciplinary action will be taken in accordance with the code of conduct, applicable collective bargaining agreement, district policy and state law. If the reported behavior constitutes a civil rights violation, the complaint procedure associated with related anti-discrimination policies will be followed, as applicable. If either of the parties disagrees with the findings of the initial investigation, an appeal may be made to the Superintendent in accordance with the guidance procedures developed by the district wide task force.

To the extent possible, all complaints will be treated in a confidential manner, although limited disclosure may be necessary to complete a thorough investigation. The District will balance its

legal obligation to conduct its investigation, to take necessary action to resolve the complaint and to provide procedural rights to the individual(s) accused of the harassment or discrimination through the investigation. Individuals responsible for investigating complaints will discuss any concerns or issues related to confidentiality with the individuals involved. Complainants must be informed that the District's need to respond effectively to the harassment and to prevent reoccurrence is a critical part of the investigation. All complainants shall be advised that district policy and federal law prohibit retaliation against complainants and witnesses. If the complainant, witness or reporting staff member believes that they have experienced retaliation, they need to report this issue as soon as possible to the District for appropriate responsive action to address and to prevent retaliation from recurring, if applicable.

The reporting mechanism used for identifying instances of discrimination and harassment should be used to compile relevant information which may assist in assessing the school climate and the effectiveness (or challenges) related to interventions; staff training; guidance and forms or student educational programs.

Disciplinary Consequences/Remediation

Even with prevention and education, instances of discrimination or harassment may still occur. Should such an instance arise, the individual engaging in the harassing or discriminatory conduct must be advised that their actions and conduct will not be tolerated and that their behavior must be changed immediately. Students who engage in harassing or discriminatory conduct will receive guidance on making positive choices and support to understand how their actions have negatively impacted other student(s) and must not continue. As appropriate, disciplinary action will be taken by the building principal or other authorized administrator in accordance with the district's Code of Conduct. If the discriminatory or harassing behavior rises to the level of criminal activity, law enforcement will be contacted.

Progressive discipline consequences will be considered in response to instances of discrimination or harassment and the individual imposing consequences shall consider the nature and severity of the misconduct, the developmental age of the student, and the student's history of problem behaviors, prior interventions and the student's response and must be imposed in a manner consistent with the district's Code of Conduct.

In addition to disciplinary measures, remedial responses should be considered to discern why the discrimination or harassment occurred and should be targeted to correct the problem behavior, prevent another occurrence of the behavior and protect the target of the act. Remedial measures may be appropriate on an individual or school-wide basis, depending on the nature of the underlying misconduct.

Non-Retaliation for Reporting or Participating in an investigation when acting in good faith.

Any person who has reasonable cause to suspect a student has been subject to discrimination by an employee or student on school grounds or at a school function who reports such information to school officials, the Commissioner or law enforcement, who reports and acts in good faith, shall be immune from civil liability from making such a report.

In addition, all complainants; those who participate in the investigation of a complaint in conformity with state law and district policies, or who are required to testify, participate or assist in the investigation procedure shall be free from retaliation of any kind and who have acted reasonably and in good faith, have the right to be free from retaliation of any kind.

Penalties and Procedures

A person who shall violate any of the provisions of these rules shall be subject to the following penalties and procedures:

Visitor (member of the public, licensee) - his/her authorization to remain upon the grounds or other property shall be withdrawn and he/she shall be directed to leave the premises. In the event of failure to do so, he/she shall be subject to removal from the premises by law enforcement officials.

Trespasser (one without authorization or invitation) - he/she shall be subject to removal from the premises by law enforcement officials.

Student - he/she shall be subject to disciplinary action as the facts of the case may warrant. This may include suspension, probation, loss of privileges, reprimand, or warning, as prescribed by Section 3214 of the Education Law of the State of New York and the policies, rules and regulations of the district. He/she shall also be subject to removal from the premises.

Faculty member - he/she shall be subject to ejection, warning, reprimand, suspension, or other disciplinary action or combination of such actions, as prescribed by and in accordance with Section 3020-a of the Education Law.

Staff member - in the classified service of the civil service, he/she shall be subject to the penalties and procedures prescribed in Section 75 of the Civil Service Law, or such other penalties allowed by law or negotiated by the parties and are subject to ejection.

Officer or administrator - he/she shall be subject to ejection, warning, reprimand, suspension, other disciplinary action or a combination of such actions as provided by law, an individual employment agreement or an applicable collective bargaining agreement.

If a staff member other than those described above, he/she shall be subject to dismissal, suspension without pay, or censure, and be subject to ejection.

Enforcement Program

The Superintendent of Schools shall be responsible for enforcement of these rules, and he/she shall designate the other personnel who are authorized to take action in accordance with such rules when required or appropriate to carry them into effect.

In the case of any apparent violation of these rules by such persons, which, in the judgment of the Superintendent or his/her designee, does not pose any immediate threat of injury to person or property, such school official may make reasonable effort to learn the cause of the conduct in question and to persuade those engaged therein to desist and to resort to permissible methods for the resolution of any issues that may be presented. In doing so such school official shall warn such persons of the consequences of persistence in the prohibited conduct, including their ejection from any school properties where their continued presence and conduct is in violation of these rules.

Code of Conduct Publication, Dissemination, Monitoring and Reporting

This policy, or a plain language summary, shall be published in student registration materials, student, parent and employee handbooks, and posted on the district's website. A harassment incident or discriminatory complaint form will be available on the district's website. The district will ensure that the process of reporting incidents of harassment or bullying is clearly explained both in the policy, the plain language summary and on the complaint form.

On an annual basis, as part of the annual review of the Code of Conduct, this section will be reviewed to assess its effectiveness and continued compliance with state and federal law. If changes are needed, revisions will be recommended to the Board for its consideration.

Student Right to Procedural Due Process

Student Right to Procedural Due Process, Generally

Students will be afforded procedural due process in all instances where student behavior in violation of this Code of Conduct may result in the imposition of a school response. The amount of due process a student is entitled to receive before a penalty is imposed depends on the penalty to be imposed.

Generally, such due process shall include the following:

- a. The student must be given notice verbally or in writing of the specific behavior in question and how it violates the Code of Conduct.
- b. The student must be given the opportunity to appear informally before the person authorized to impose a school response to the alleged behavior in order to discuss the allegation. The student must be given an opportunity to address the allegation.
- c. The student must be given notice verbally or in writing of the specific behavior in question and how it violates the Code of Conduct.
- d. After consideration of all the facts and investigation into the matter, the person authorized to impose a school response to the alleged behavior shall determine whether a school response is in order. If so, the response shall be consistent with the range of responses prescribed for the inappropriate behavior in the Code of Conduct. In determining the school response, the following factors shall be taken into consideration: any mitigating or aggravating circumstances surrounding the behavior; the student's prior record of conduct; the student's age; the student's intent; and other information deemed pertinent.

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.

Detention

Teachers, Principals or their designees, and the Superintendent may use after school or lunch 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. No such notification shall be necessary where lunch detention is imposed.

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.

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.

In-school Suspension

The Board recognizes the school must balance the need of students to attend school 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.

Removal from the Classroom

A teacher may remove a student from the classroom for disciplinary and non-disciplinary reasons. Non-disciplinary removal would include a visit to the Principal's office or guidance counselor's office to discuss inappropriate behavior or a "time-out" to enable a student to regain control or composure. Disciplinary removal will constitute any removal of a disruptive student from the classroom in excess of one school day. A student removed from a classroom for disciplinary reasons shall be placed in an alternative classroom where educational programming shall be provided. A teacher may remove a disruptive student from his/her classroom for up to 2 days.

In the event a teacher wishes to remove a student from the classroom the student shall be afforded procedural due process as follows:

1. In the event the disruptive student does not pose a danger or ongoing threat of disruption to the academic process, the teacher must inform the student that he/she is going to be

removed from the classroom.

2. The teacher must specifically explain to the student why he/she is to be removed.
3. The teacher must give the student an opportunity to explain or respond.
4. The teacher may then decide to remove the student from the classroom.

A teacher may remove a student who poses a danger or ongoing threat of disruption from his/ her classroom immediately.

In the event of such removal, the following procedures must be followed within 24 hours of the removal:

1. The teacher must explain to the student why he/she was removed from the classroom.
2. The teacher must give the student the opportunity to provide an explanation of the incident(s) that led to the removal.

When a teacher removes a student from the classroom, the teacher must immediately notify the building Principal. The student must be sent to the Principal's office or an alternative classroom specifically designated for the purpose of receiving students who have been removed from class. The teacher must complete the district prescribed disciplinary form and provide it to the Principal of the school as soon as possible but no later than the end of the school day.

As soon as possible and no later than 24 hours after the removal, the Principal must provide telephone and written notification to the student's parents or guardian of the removal and the circumstances that led to the removal. The notice must inform the parents of their right to request an informal meeting with the Principal to discuss the reasons for the removal. Written notice must be by personal delivery, express mail or some other means to reasonably ensure parental notification within 24 hours. If requested by the parents, the informal meeting must be held within 48 hours of the removal. If the parents agree, the meeting may be held at another mutually convenient time. The Principal may require the teacher who removed the student from the classroom to be present at the informal conference with the parents.

A Principal or designee may overturn a teacher's removal of a student from the classroom upon a finding that:

1. the charges against the student are not supported by substantial evidence;
2. the removal is in violation of the law or the district's policies, regulations or procedures;
or
3. the conduct warrants suspension from school pursuant to a Superintendent's hearing (Education Law Section 3214) and such suspension will be imposed.

Such determination may be made at any time from the time the Principal becomes aware of the incident, to the time at which the disciplinary referral form is received, to the close of the business day following the 48-hour period for the informal conference.

A disruptive student removed from the classroom by a teacher shall be provided continued educational programming and activities until allowed back into the classroom.

The district shall prescribe forms upon which each teacher shall maintain a record of all cases of removal of a student from their classroom and upon which each Principal shall maintain a record of each removal of a student from a classroom in the school for which he/she is responsible.

No teacher may remove a student with a disability from a classroom without first consulting with the Principal or the Chair of the Committee on Special Education to ensure that such removal will not constitute a change in placement.

Suspension from School

The Superintendent or a Principal may suspend a student from school for a period not to exceed five days.

In the event the Superintendent or a Principal proposes to suspend a student for a period not to exceed five (5) days, the student shall be afforded procedural due process follows:

1. The student must be verbally notified.
2. If the student denies the allegations, he/she must be provided with an explanation of the rationale for the suspension.
3. As soon as possible and within 24 hours of the decision to propose suspension, the Principal/Superintendent must provide telephone and written notification to the student's parents or guardian of the proposed suspension and the circumstances that led to the decision. The notice must inform the parents of the specific charges against the student and a description of the incident that led to the charges. It shall also provide notification of their right to request an informal meeting with the Principal/Superintendent to discuss the reasons for the suspension. Written notice must be by personal delivery, express mail or some other means to reasonably ensure parental notification within 24 hours.
4. If requested by the parents, the informal meeting must be held within 48 hours of the removal. If the parents agree, the meeting may be held at another mutually convenient time. The Principal/Superintendent may require the staff member who referred the student to be present at the informal conference with the parents. The parents shall have the opportunity to ask questions of complaining witnesses at such informal conference subject to procedures established by the Principal/ Superintendent.
5. The student shall not be suspended until after the informal conference unless the student poses a continuing danger to persons or property or an ongoing threat of disruption to the educational process. In such case, the notice and the informal conference shall take place as soon as is reasonably possible after the suspension is imposed.
6. After the conference, the parents will be provided with a written decision on the matter.
7. The parents may appeal such decision to the Superintendent of schools within 5

business days.

8. The Superintendent shall hear such appeal and issue a written decision regarding the matter within 10 business days of receiving the appeal.

9. If the parents are not satisfied with the decision of the Superintendent, they may file an appeal with the Board of Education within 15 days of receipt of the Superintendent's decision. Only upon a final decision of the Board of Education may the parents appeal a decision to the Commissioner of Education.

In the event the school response to student behavior may result in suspension of the student for a period in excess of 5 school days, the student and his or her parents must be given an opportunity for a hearing on reasonable notice. The notice shall advise the student of the behavior that gives rise to the proceeding. Parents may attend the hearing and the student has a right to be represented by an attorney, to testify on his or her own behalf, to present witnesses and evidence and to cross-examine witnesses against the student.

Notice of such charges and hearing shall be provided to the parents/guardians of the student by registered certified mail return receipt requested. The hearing on the charges must be conducted within 5 days of the notice unless otherwise agreed between the parties.

The Superintendent of Schools may preside at the hearing or designate a hearing officer who will render a recommendation to the Superintendent, which he/she is free to accept or reject in whole or in part. The decision of the Superintendent in such matters may be appealed to the Board of Education within 15 days in accordance with the rules and procedures established by the Board. The Board may accept or reject the Superintendent's decision in whole or in part. Only upon a final decision of the Board of Education may the parents appeal a decision to the Commissioner of Education.

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.

Minimum Periods of Suspension

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.

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.

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.

Student Right to Procedural Due Process, Students with Disabilities

General Principles and Definitions

For purposes of these rules and procedures, “student” refers to a student with a disability, unless otherwise noted.

A disciplinary change in placement shall mean a suspension or removal from a student’s current educational placement that is either:

- for more than 10 consecutive school days; or
- 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: (1) they accumulate to more than 10 school days in a school year; and (2) 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, as well as other factors, create a pattern.

Placement in an interim alternative educational setting shall mean a temporary educational placement for a period of up to forty-five days that is different from the student’s current placement at the time the behavior occurred. An interim alternative educational setting shall enable the student to continue to progress in the general curriculum and to continue to receive those special education services and modifications, including those described in the student’s current IEP (Individualized Educational Plan) that will enable the student to meet the goals set out in his or her IEP. At the same time, the interim alternative educational setting shall include services and modifications to address the behavior that precipitated such placement, which are designed to prevent the behavior from recurring.

The duration of any suspension or removal will not exceed the amount of time that a non-disabled student would be suspended or removed for the same behavior.

Removal shall mean a removal from the student’s current educational placement for disciplinary reasons other than a suspension, a removal to an interim alternative educational setting, or a change in placement due to a drugs or weapons violation or expedited proceeding because of a dangerous situation.

When required by law and the terms of this code, CSE (Committee on Special Education) manifestation determinations shall be conducted to review the relationship between the student’s disability and the behavior subject to disciplinary action to determine if there is a nexus between the two. Manifestation determinations shall be conducted according to Federal and State laws and regulations. Where a nexus is found, a disciplinary change in placement shall not be imposed.

Suspension or Removal, Students with Disabilities

Suspension or Removal for 5 Days or Less, Students with Disabilities

Authority to Suspend or Remove Each building Principal has the authority to order a student to be placed into an appropriate interim alternative educational setting or another setting or to be suspended for a period not to exceed 5 consecutive school days.

Procedures for Suspensions (5 days or less) Where a Principal has imposed a suspension, the student's parents shall have the opportunity for an informal conference with the Principal. At such conference, the parents may ask questions of complaining witnesses, and the Principal will follow the Board's policy and procedures for suspending non-disabled students for 5 days or less.

Procedures for Removals A student may be removed for 5 days or less and such removal shall be conducted in accordance with the due process procedures applicable to such removals of non-disabled students.

Suspensions or Removals for More than 5 Days, Students with Disabilities

Authority to Impose Suspension or Removal (more than 5 days) The Superintendent either directly or upon the recommendation of a hearing officer designated to conduct a Section 3214 hearing, may order the placement of a student with a disability into an interim alternative educational setting, another setting, or suspension for up to 10 consecutive school days without a manifestation determination conducted by the CSE. Any suspension for more than 5 consecutive school days will not be imposed unless a Section 3214 hearing has been conducted.

Additional Suspensions or Removals The Superintendent may order additional suspensions or removals of not more than 10 consecutive school days in the same school year for separate incidents of misconduct, so long as a disciplinary change in placement does not result.

Procedures for Section 3214 Hearings (suspensions of more than 5 days) For suspensions of more than 5 consecutive school days, a Section 3214 hearing will be conducted. Similar to Section 3214 hearings for non-disabled students, a two stage hearing shall be conducted by the Superintendent or a designated hearing officer, and the same notification procedures for parents shall apply.

In addition, the following procedures will be followed:

As soon as notice is given to the student's parents, the CSE will be requested to make a manifestation determination. A manifestation determination consists of a review of the relationship between a student's disability and the behavior subject to disciplinary action. The purpose of a manifestation determination is to determine whether the conduct in question was caused by or had a direct and substantial relationship to the student's disability, or the direct result of the school district's failure to implement the student's individualized education program. This manifestation hearing request will be withdrawn if the student is found to be not guilty or if a suspension of more than 10 days is not considered.

If the student is found guilty, the Superintendent/hearing officer will determine if a suspension or removal in excess of 10 consecutive school days (i.e., a disciplinary change in placement) should be considered.

If the Superintendent/hearing officer determines that a suspension or removal in excess of 10 days should be considered, the Section 3214 hearing will be adjourned until the manifestation determination is completed by the CSE.

- If the CSE determines that the student's behavior was not a manifestation of his or her disability, such student may be disciplined in the same manner as a non-disabled student.
- If the CSE determines that the student's behavior was a manifestation of his or her disability, the Superintendent/hearing officer shall dismiss the Section 3214 hearing (except where the Superintendent/hearing officer determines that the student should be placed in an interim alternative educational setting).

If it is determined that a suspension or removal in excess of 10 days should not be considered, the hearing shall proceed to the penalty phase, and referral to the CSE for a manifestation determination will be withdrawn

The penalty phase of the hearing will follow the procedures for Section 3214 hearings for non-disabled students, including the admission of anecdotal evidence of past instances of misconduct.

Placement of Students with Disabilities in Interim Alternative Education Setting for Not More Than 45 Days.

Weapons or Illegal Drugs/Controlled Substances A Superintendent may order the change in placement of a student with a disability to an appropriate interim alternative educational setting for up to 45 days, but not to exceed the period of suspension ordered pursuant to a Section 3214 hearing, where the student (1) carries or possesses a weapon at school, on school premises, or at a school function; or (2) possesses, uses, sells, or solicits the sale of an illegal drug/controlled substance while at school, on school premises, or at a school function.

Upon a determination that a student is guilty of the alleged misconduct at the Section 3214 hearing, the Superintendent or hearing officer may order a change in placement to an interim alternative educational setting for up to 45 days. Such placement must be determined by the CSE and cannot exceed the length of time that a non-disabled student would be suspended for the same misconduct under the school district's student discipline policy. The Superintendent may order such change in placement, even where the CSE determines that the student's behavior is a manifestation of the student's disability.

Dangerous Conduct An impartial hearing officer in an expedited due process hearing may order a change in placement to an appropriate interim alternative educational setting for not more than 45 days, if the hearing officer: (1) determines that the district has demonstrated by substantial evidence that the student's current placement is substantially likely to result in injury

to the student or to others; (2) considers the appropriateness of the student's current placement; (3) determines that the district has made reasonable efforts to minimize the risk of harm in the student's current placement, including the use of supplementary aids and services; and (4) determines that the proposed interim alternative educational setting is appropriate. The impartial hearing officer may order such change in placement, even where the CSE determines that the student's behavior is a manifestation of the student's disability.

Expedited Due Process Hearings, Students with Disabilities

Expedited due process hearings shall be conducted by an impartial hearing officer under the following circumstances: (1) the district requests one in order to place the student in an interim alternative educational setting because the district feels that it is dangerous to keep the student in his or her current educational setting in general or during the pendency of a Section 3214 hearing; (2) the parent requests one to appeal a determination that the student's behavior was not a manifestation of his or her disability; or (3) the parent requests one due to any decision related to the student's placement.

Such expedited due process hearings shall follow the procedures required by law.

CSE Functional Behavioral Assessments and Behavioral Intervention Plans

No later than 10 business days after first suspending or removing a student with a disability for more than 10 school days in a school year or imposing a suspension or removal that constitutes a disciplinary change in placement, including a change in placement to an interim alternative educational setting, the CSE shall meet to review, develop and/or implement a functional behavioral assessment and behavioral intervention plan in order to address the behavior that the student is being disciplined for.

Provision of Services during Suspensions, Students with Disabilities

Initial suspension or removal for up to 10 days

If a suspension or removal for up to 10 school days does not constitute a disciplinary change in placement, the following will occur:

- Students of compulsory attendance age will be provided with alternative instruction on the same basis as non-disabled students.
- Students not of compulsory attendance age will be entitled to receive alternative instruction during such suspension or removal only to the extent that alternative instruction is provided to non-disabled students of the same age who have been similarly suspended or removed.

Subsequent suspensions or removals for up to 10 days

If subsequent suspensions or removals for periods of 10 consecutive school days or less, which in aggregate total more than 10 school days in a school year (but do not constitute a disciplinary change in placement), the following will occur:

- Students will be provided with alternative instruction and special education services necessary to enable the student to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in the student's IEP; and
- The building Principal or Superintendent shall determine, in consultation with the student's special education teacher, the extent to which services are necessary to enable the student to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in the student's IEP.

Disciplinary Change in Placement

During any period of suspension for more than 10 consecutive school days, and/or during any other disciplinary change in placement, the following will occur:

- The student will be provided with alternative instruction and special education services necessary to enable the student to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in the student's IEP; and
- The CSE shall determine the extent to which services are necessary to enable the student to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in the student's IEP.

Placement in interim alternative educational setting

If the student has been placed in an interim alternative educational setting for up to 45 days because he or she has engaged in conduct that involves a weapon or illegal drugs/controlled substances, the CSE will determine the services to be provided.

If the student has been placed in an interim alternative educational setting for up to 45 days because an impartial hearing officer has determined in an expedited due process hearing that the student presents a threat of dangerous conduct, the impartial hearing officer will determine the services to be provided after reviewing a proposed setting determined by school personnel and the student's special education teacher.

Such setting will:

- Enable the student to continue to progress in the general curriculum, although in another setting, and to continue to receive those modifications, including those described in the student's current IEP, that will enable the child to meet the goals set out in that IEP; and

- Include services and modifications to address the behavior that is subject to disciplinary action, which are designed to prevent the behavior from recurring.

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.

APPENDIX A

Taconic Hills Central School District

Grades 6-12 Discipline Rubric

Taconic Hills Central School District Grades 6-12 Discipline Rubric

Student behavior in classroom, building, on school property, and at school events is subject to consequences stated in rubric. Taconic Hills Central School District Middle and High School students who attend school-sponsored activities after school hours off the THCS D campus are subject to the same rules that apply during the school day or on the THCS D campus (i.e., dances, field trips, and athletic contests, both home and away).

Addressing student behavior issues is primarily the responsibility of the classroom teacher. Consistent and fair response to student behavior issues is critical to maintaining an appropriate learning environment. Teachers must routinely document their efforts and contact parents to address student behavior issues. When a teacher has exhausted all reasonable efforts to address a particular behavior without desired results, he/she should refer the student to the appropriate building administrator.

| Category I Minor | First Referral | Second Referral | Third Referral | Fourth Referral and Beyond |
|--|---|---|--|--|
| Examples include, but are not limited to: | Responses may include: | Responses may include: | Responses may include: | Responses may include: |
| <ul style="list-style-type: none"> • Failure to bring materials required by teacher • Inappropriate use of gum, food or drink • Public display of affection | <ul style="list-style-type: none"> • Verbal warning and ask student to change behavior • Document | <ul style="list-style-type: none"> • State and discuss the behavior • Have student call parent • Student fills out reflection form • Check in with counselor to review reflection form and follow recommendations • Document | <ul style="list-style-type: none"> • State and discuss the behavior • Have student call parent • Lunch detention • Student fills out reflection form • Check in with counselor to review reflection form and follow recommendations • Document | <ul style="list-style-type: none"> • Child Study Team (CST) will develop individual plan • Any of the aforementioned first, second or third referral responses |

Additional school responses may include: behavior agreement, contract, or plan, teacher detention, referral to peer mediation, referral to counselor, psychologist, or social worker, verbal reprimand, and revocation of privileges, referral to student services, teacher conference, confiscation of unauthorized items, parent conference, conference with administrator, mediation, restitution, revocation of privileges (such as prom, senior trip, graduation, field trips, extra-curricular activities and sports), ASP, teacher removal, Superintendent’s Hearing (AUTOMATIC SUPERINTENDENT HEARING AND MINIMUM 5 DAY SUSPENSION FOR THEFT, BOMB THREATS, WEAPONS, DRUGS, ALCOHOL, SEXUAL IMPROPRIETY, and ARSON), out-of-school suspension, police notification, criminal charges, and PINS.

Taconic Hills Central School District Grades 6-12 Discipline Rubric

Student behavior in classroom, building, on school property, and at school events is subject to consequences stated in rubric. Taconic Hills Central School District Middle and High School students who attend school-sponsored activities after school hours off the THCS D campus are subject to the same rules that apply during the school day or on the THCS D campus (i.e., dances, field trips, and athletic contests, both home and away).

Addressing student behavior issues is primarily the responsibility of the classroom teacher. Consistent and fair response to student behavior issues is critical to maintaining an appropriate learning environment. Teachers must routinely document their efforts and contact parents to address student behavior issues. When a teacher has exhausted all reasonable efforts to address a particular behavior without desired results, he/she should refer the student to the appropriate building administrator.

| Category II Interfering with Own Education | First Referral | Second Referral | Third Referral | Fourth Referral and Beyond |
|---|--|--|---|--|
| Examples include, but are not limited to: | Responses may include: | Responses may include: | Responses may include: | Responses may include: |
| <ul style="list-style-type: none"> • Sleeping • Academic insubordination • Inappropriate language • Cheating • Plagiarism • Interruption of the teaching process <ul style="list-style-type: none"> ○ Off task ○ Interrupting teacher ○ Out of seat ○ Disrupting other students • Tardy to School/class • Truancy/ excessive absences • Lying to school personnel • Skipping detention | <ul style="list-style-type: none"> • State and discuss the behavior • Have student call parent • Lunch detention/ after school detention • Student fills out reflection form • Check in with counselor to review reflection form and follow recommendations • Document | <ul style="list-style-type: none"> • State and discuss the behavior • Have student call parent • Lunch detentions/ after school detentions • Student fills out reflection form • Check in with counselor to review reflection form and follow recommendations • Document | <ul style="list-style-type: none"> • State and discuss the behavior • Have student call parent • Alternative School Placement (ASP) • Student fills out reflection form • Check in with counselor to review reflection form and follow recommendations • Document | <ul style="list-style-type: none"> • Child Study Team (CST) will develop individual plan • Any of the aforementioned first, second or third referral responses |

Additional school responses may include: behavior agreement, contract, or plan, teacher detention, referral to peer mediation, referral to counselor, psychologist, or social worker, verbal reprimand, and revocation of privileges, referral to student services, teacher conference, confiscation of unauthorized items, parent conference, conference with administrator, mediation, restitution, revocation of privileges (such as prom, senior trip, graduation, field trips, extra-curricular activities and sports), ASP, teacher removal, Superintendent's Hearing (AUTOMATIC SUPERINTENDENT HEARING AND MINIMUM 5 DAY SUSPENSION FOR THEFT, BOMB THREATS, WEAPONS, DRUGS, ALCOHOL, SEXUAL IMPROPRIETY, and ARSON), out-of-school suspension, police notification, criminal charges, and PINS.

Taconic Hills Central School District Grades 6-12 Discipline Rubric

Student behavior in classroom, building, on school property, and at school events is subject to consequences stated in rubric. Taconic Hills Central School District Middle and High School students who attend school-sponsored activities after school hours off the THCS D campus are subject to the same rules that apply during the school day or on the THCS D campus (i.e., dances, field trips, and athletic contests, both home and away).

Addressing student behavior issues is primarily the responsibility of the classroom teacher. Consistent and fair response to student behavior issues is critical to maintaining an appropriate learning environment. Teachers must routinely document their efforts and contact parents to address student behavior issues. When a teacher has exhausted all reasonable efforts to address a particular behavior without desired results, he/she should refer the student to the appropriate building administrator.

| Category III Interfering with Education of Others | First Referral | Second Referral | Third Referral | Fourth Referral and Beyond |
|---|---|---|---|--|
| Examples include, but are not limited to: | Responses may include: | Responses may include: | Responses may include: | Responses may include: |
| <p>LEVEL 1</p> <ul style="list-style-type: none"> • Dress Code <ul style="list-style-type: none"> ○ Dress code to include items addressed in student handbook plus hats, and electronic devices | <ul style="list-style-type: none"> • Ask student to comply with school rule. If they comply student is given a verbal warning. If they do not comply, student will call parent and be sent home. A parent conference will be required before student can return. | <ul style="list-style-type: none"> • State and discuss the behavior • Have student call parent • Alternative School Placement (ASP) • Student fills out reflection form • Check in with counselor to review reflection form and follow recommendations • Document • If student does not comply, student will call parent and be sent home. Upon return, the student will then be required to follow the ASP protocol listed above. | <ul style="list-style-type: none"> • State and discuss the behavior • Have student call parent • Alternative School Placement (ASP) • Student fills out reflection form • Check in with counselor to review reflection form and follow recommendations • Document • If student does not comply, student will call parent and be sent home. Upon return, the student will then be required to follow the ASP protocol listed above. | <ul style="list-style-type: none"> • Child Study Team (CST) will develop individual plan • Any of the aforementioned first, second or third referral responses |

Additional school responses may include: behavior agreement, contract, or plan, teacher detention, referral to peer mediation, referral to counselor, psychologist, or social worker, verbal reprimand, and revocation of privileges, referral to student services, teacher conference, confiscation of unauthorized items, parent conference, conference with administrator, mediation, restitution, revocation of privileges (such as prom, senior trip, graduation, field trips, extra-curricular activities and sports), ASP, teacher removal, Superintendent’s Hearing (AUTOMATIC SUPERINTENDENT HEARING AND MINIMUM 5 DAY SUSPENSION FOR THEFT, BOMB THREATS, WEAPONS, DRUGS, ALCOHOL, SEXUAL IMPROPRIETY, and ARSON), out-of-school suspension, police notification, criminal charges, and PINS.

Taconic Hills Central School District Grades 6-12 Discipline Rubric

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Addressing student behavior issues is primarily the responsibility of the classroom teacher. Consistent and fair response to student behavior issues is critical to maintaining an appropriate learning environment. Teachers must routinely document their efforts and contact parents to address student behavior issues. When a teacher has exhausted all reasonable efforts to address a particular behavior without desired results, he/she should refer the student to the appropriate building administrator.

| Category III Interfering with Education of Others | First Referral | Second Referral | Third Referral | Fourth Referral and Beyond |
|---|--|--|---|--|
| Examples include, but are not limited to: | Responses may include: | Responses may include: | Responses may include: | Responses may include: |
| <p>LEVEL 2</p> <ul style="list-style-type: none"> • Failure to respect others and their property • Failure to comply with a staff member request • Failure to follow class/school/district rules and policies • Leaving class or campus without permission • Vulgar, disrespectful language directed at others, gestures or symbols • Roughhousing • Misuse of computers or network • Use/possession of obscene, dangerous, disruptive or offensive materials • Exposure of private parts | <ul style="list-style-type: none"> • State and discuss the behavior • Have student call parent • Alternative School Placement (ASP) • Student fills out reflection form • Check in with counselor to review reflection form and follow recommendations • Revocation of computer privileges (<i>if applicable to offense</i>) • Document | <ul style="list-style-type: none"> • State and discuss the behavior • Have student call parent • Alternative School Placement (ASP) • Student fills out reflection form • Check in with counselor to review reflection form and follow recommendations • Revocation of computer privileges (<i>if applicable to offense</i>) • Document | <ul style="list-style-type: none"> • State and discuss the behavior • Have student call parent and be sent home (OSS) • Alternative School Placement (ASP) • Parent conference required before student can return • Student fills out reflection form • Check in with counselor to review reflection form and follow recommendations • Revocation of computer privileges (<i>if applicable to offense</i>) • Document | <ul style="list-style-type: none"> • Child Study Team (CST) will develop individual plan • Any of the aforementioned first, second or third referral responses |

Additional school responses may include: behavior agreement, contract, or plan, teacher detention, referral to peer mediation, referral to counselor, psychologist, or social worker, verbal reprimand, and revocation of privileges, referral to student services, teacher conference, confiscation of unauthorized items, parent conference, conference with administrator, mediation, restitution, revocation of privileges (such as prom, senior trip, graduation, field trips, extra-curricular activities and sports), ASP, teacher removal, Superintendent's Hearing (AUTOMATIC SUPERINTENDENT HEARING AND MINIMUM 5 DAY SUSPENSION FOR THEFT, BOMB THREATS, WEAPONS, DRUGS, ALCOHOL, SEXUAL IMPROPRIETY, and ARSON), out-of-school suspension, police notification, criminal charges, and PINS.

Taconic Hills Central School District Grades 6-12 Discipline Rubric

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Addressing student behavior issues is primarily the responsibility of the classroom teacher. Consistent and fair response to student behavior issues is critical to maintaining an appropriate learning environment. Teachers must routinely document their efforts and contact parents to address student behavior issues. When a teacher has exhausted all reasonable efforts to address a particular behavior without desired results, he/she should refer the student to the appropriate building administrator.

| Category IV Bullying | First Referral | Second Referral | Third Referral | Fourth Referral and Beyond |
|--|---|---|--|--|
| Examples include, but are not limited to: | Responses may include: | Responses may include: | Responses may include: | Responses may include: |
| Physical <ul style="list-style-type: none"> • Hitting, kicking, pinching • Taking property Verbal <ul style="list-style-type: none"> • Name calling • Written • Teasing • Cyber • Insults • Intimidation Indirect <ul style="list-style-type: none"> • Cyber • Written • Exclusion • Nonverbal gestures | <ul style="list-style-type: none"> • State and discuss the behavior • Have student call parent • Alternative School Placement (ASP) • Student fills out reflection form • Check in with counselor to review reflection form and follow recommendations • Document | <ul style="list-style-type: none"> • State and discuss the behavior • Have student call parent • Alternative School Placement (ASP) • Student fills out reflection form • Check in with counselor to review reflection form and follow recommendations • Document | <ul style="list-style-type: none"> • State and discuss the behavior • Have student call parent and be sent home • Alternative School Placement (ASP) • Have student call parent and sent home (OSS) • Parent conference required before student can return • Student fills out reflection form • Check in with counselor to review reflection form and follow recommendations • Document | <ul style="list-style-type: none"> • Child Study Team (CST) will develop individual plan • Any of the aforementioned first, second or third referral responses |

Additional school responses may include: behavior agreement, contract, or plan, teacher detention, referral to peer mediation, referral to counselor, psychologist, or social worker, verbal reprimand, and revocation of privileges, referral to student services, teacher conference, confiscation of unauthorized items, parent conference, conference with administrator, mediation, restitution, revocation of privileges (such as prom, senior trip, graduation, field trips, extra-curricular activities and sports), ASP, teacher removal, Superintendent's Hearing (AUTOMATIC SUPERINTENDENT HEARING AND MINIMUM 5 DAY SUSPENSION FOR THEFT, BOMB THREATS, WEAPONS, DRUGS, ALCOHOL, SEXUAL IMPROPRIETY, and ARSON), out-of-school suspension, police notification, criminal charges, and PINS.

Taconic Hills Central School District Grades 6-12 Discipline Rubric

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Addressing student behavior issues is primarily the responsibility of the classroom teacher. Consistent and fair response to student behavior issues is critical to maintaining an appropriate learning environment. Teachers must routinely document their efforts and contact parents to address student behavior issues. When a teacher has exhausted all reasonable efforts to address a particular behavior without desired results, he/she should refer the student to the appropriate building administrator.

| Category IV Bullying (continued) | First Referral | Second Referral | Third Referral | Fourth Referral and Beyond |
|---|---|---|---|---|
| Examples include, but are not limited to: | Responses may include: | Responses may include: | Responses may include: | Responses may include: |
| <p>Harassment/Discrimination based on actual or perceived:</p> <ul style="list-style-type: none"> • Gender, Sex, Sexual Orientation • Religion or Religious Practice • Physical Characteristics, Color, Weight • Attire • Race, Ethnicity, National Origin • Disability • Rumor Spreading • Instigating or provoking an altercation • Hazing, including intentional or reckless acts directed at another for the purpose of obtaining membership on a team or club, district sponsored activity or organization | <ul style="list-style-type: none"> • State and discuss the behavior • Have student call parent • Alternative School Placement (ASP) • Student reflection form • Counseling • Document • Peer support groups; corrective instruction or other relevant learning or service experience • modification of schedules • adjustment in hallway traffic and other student routes of travel (additional responses may apply) | <ul style="list-style-type: none"> • State and discuss the behavior • Have student call parent • Alternative School Placement (ASP) • Student reflection form • Counseling • Document • Peer support groups; corrective instruction or other relevant learning or service experience • modification of schedules • adjustment in hallway traffic and other student routes of travel (additional responses may apply) | <ul style="list-style-type: none"> • State and discuss the behavior • Have student call parent and be sent home (OSS) • Alternative School Placement (ASP) • Parent conference required before student can return • Student fills out reflection form • Check in with counselor to review reflection form and follow recommendations • Document (additional responses may apply) | <ul style="list-style-type: none"> • Child Study Team (CST) will develop individual plan Any of the aforementioned first, second or third referral responses (additional responses may apply) |

Additional school responses may include: behavior agreement, contract, or plan, teacher detention, referral to peer mediation, referral to counselor, psychologist, or social worker, verbal reprimand, and revocation of privileges, referral to student services, teacher conference, confiscation of unauthorized items, parent conference, conference with administrator, mediation, restitution, revocation of privileges (such as prom, senior trip, graduation, field trips, extra-curricular activities and sports), ASP, teacher removal, Superintendent's Hearing (AUTOMATIC SUPERINTENDENT HEARING AND MINIMUM 5 DAY SUSPENSION FOR THEFT, BOMB THREATS, WEAPONS, DRUGS, ALCOHOL, SEXUAL IMPROPRIETY, and ARSON), out-of-school suspension, police notification, criminal charges, and PINS.

Taconic Hills Central School District Grades 6-12 Discipline Rubric

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Addressing student behavior issues is primarily the responsibility of the classroom teacher. Consistent and fair response to student behavior issues is critical to maintaining an appropriate learning environment. Teachers must routinely document their efforts and contact parents to address student behavior issues. When a teacher has exhausted all reasonable efforts to address a particular behavior without desired results, he/she should refer the student to the appropriate building administrator.

| Category V Substance Abuse | First Referral | Second Referral | Third Referral | Fourth Referral and Beyond |
|--|---|---|--|--|
| Examples include but are not limited to: | Responses may include: | Responses may include: | Responses may include: | Responses may include: |
| <p>LEVEL 1</p> <ul style="list-style-type: none"> • Tobacco or Tobacco paraphernalia use or possession | <ul style="list-style-type: none"> • Have student call parent • Alternative School Placement (ASP) • Student fills out reflection form • Check in with counselor to review reflection form and follow recommendations • Document | <ul style="list-style-type: none"> • Have student call parent • Alternative School Placement (ASP) • Student has option to complete a 3-page research paper on this topic to reduce ASP • Student fills out reflection form • Check in with counselor to review reflection form and follow recommendations • Document | <ul style="list-style-type: none"> • Have student call parent • Out of School Suspension (OSS) • Alternative School Placement (ASP) • Student has option to complete a PowerPoint presentation to an arranged group on this topic or an interview with an approved individual and complete an applicable summary to reduce ASP/OSS • Student fills out reflection form • Check in with counselor to review reflection form and follow recommendations • Parent conference required for student to return to regular classes, review and/or complete reflection form • Document | <ul style="list-style-type: none"> • Child Study Team will develop individual plan • Any of the aforementioned first, second or third referral responses |

Additional school responses may include: behavior agreement, contract, or plan, teacher detention, referral to peer mediation, referral to counselor, psychologist, or social worker, verbal reprimand, and revocation of privileges, referral to student services, teacher conference, confiscation of unauthorized items, parent conference, conference with administrator, mediation, restitution, revocation of privileges (such as prom, senior trip, graduation, field trips, extra-curricular activities and sports), ASP, teacher removal, Superintendent’s Hearing (AUTOMATIC SUPERINTENDENT HEARING AND MINIMUM 5 DAY SUSPENSION FOR THEFT, BOMB THREATS, WEAPONS, DRUGS, ALCOHOL, SEXUAL IMPROPRIETY, and ARSON), out-of-school suspension, police notification, criminal charges, and PINS.

Taconic Hills Central School District Grades 6-12 Discipline Rubric

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Addressing student behavior issues is primarily the responsibility of the classroom teacher. Consistent and fair response to student behavior issues is critical to maintaining an appropriate learning environment. Teachers must routinely document their efforts and contact parents to address student behavior issues. When a teacher has exhausted all reasonable efforts to address a particular behavior without desired results, he/she should refer the student to the appropriate building administrator.

| Category V Substance Abuse continued | First Referral | Second Referral | Third Referral | Fourth Referral and Beyond |
|---|--|--|--|--|
| Examples include but are not limited to: | Responses may include: | Responses may include: | Responses may include: | Responses may include: |
| <p>LEVEL 2</p> <ul style="list-style-type: none"> • Drug or Drug Paraphernalia Use or Possession • Alcohol Use or Possession • Chemical Abuse | <ul style="list-style-type: none"> • Student has 24 hours to obtain drug test • Refusing to drug test is considered a positive test • Out of School Suspension (OSS) • Student has option to complete certified drug/alcohol assessment and follow all treatment recommendations to reduce suspension • Treatment compliance will be monitored by school • Parent conference required for student to return to regular classes | <ul style="list-style-type: none"> • Student has 24 hours to obtain drug test • Refusing to drug test is considered a positive test • Out of School Suspension (OSS) • Student has option to complete certified drug/alcohol assessment and follow all treatment recommendations to reduce suspension • Treatment compliance will be monitored by school • Parent conference required for student to return to regular classes | <ul style="list-style-type: none"> • Student has 24 hours to obtain drug test • Refusing to drug test is considered a positive test • Out of School Suspension (OSS) • Student has option to complete certified drug/alcohol assessment and follow all treatment recommendations to reduce suspension • Treatment compliance will be monitored by school • Parent conference required for student to return to regular classes | <ul style="list-style-type: none"> • Child Study Team will develop individual plan • Any of the aforementioned first, second or third referral responses |

Additional school responses may include: behavior agreement, contract, or plan, teacher detention, referral to peer mediation, referral to counselor, psychologist, or social worker, verbal reprimand, and revocation of privileges, referral to student services, teacher conference, confiscation of unauthorized items, parent conference, conference with administrator, mediation, restitution, revocation of privileges (such as prom, senior trip, graduation, field trips, extra-curricular activities and sports), ASP, teacher removal, Superintendent’s Hearing (AUTOMATIC SUPERINTENDENT HEARING AND MINIMUM 5 DAY SUSPENSION FOR THEFT, BOMB THREATS, WEAPONS, DRUGS, ALCOHOL, SEXUAL IMPROPRIETY, and ARSON), out-of-school suspension, police notification, criminal charges, and PINS.

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| Category VI Illegal | First Referral | Second Referral | Third Referral | Fourth Referral and Beyond |
|---|---|--|--|--|
| Examples include but are not limited to: | Responses may include: | Responses may include: | Responses may include: | Responses may include: |
| <p>LEVEL 1</p> <ul style="list-style-type: none"> • Driving Infractions • Gambling • Endangering the health and safety of self and/or others | <ul style="list-style-type: none"> • State and discuss behavior • Have student call parent • Student receives warning • Document | <ul style="list-style-type: none"> • State and discuss behavior • Have student call parent • Alternative School Placement (ASP) • Student fills out reflection form • Check in with counselor to review reflection form and follow recommendations • Document | <ul style="list-style-type: none"> • State and discuss behavior • Have student call parent • Alternatives School Placement (ASP) • Student fills out reflection form • Check in with counselor to review reflection form and follow recommendations • Document • Out of School Suspension (OSS) | <ul style="list-style-type: none"> • Child Study Team (CST) will develop individual plan • Any of the aforementioned first, second or third referral responses |
| <p>LEVEL 2</p> <ul style="list-style-type: none"> • Theft/Possession of Stolen Goods • Forgery/Misrepresentation of a Parent • Vandalism • Trespassing | <ul style="list-style-type: none"> • State and discuss the behavior • Have student call parent • Alternative School Placement (ASP) • Student fills out reflection form • Check in with counselor to review reflection form and follow recommendations • Vandalism requires restitution • Document | <ul style="list-style-type: none"> • State and discuss the behavior • Have student call parent • Out of School Suspension (OSS) • Alternative School Placement (ASP) • Student fills out reflection form • Parent conference required for student to return to regular classes, review and/or complete reflection form • Check in with counselor to review reflection form and follow recommendations • Vandalism requires restitution • Document | <ul style="list-style-type: none"> • State and discuss the behavior • Have student call parent • Out of School Suspension (OSS) • Student fills out reflection form • Parent conference required for student to return to regular classes, review and/or complete reflection form • Alternative School Placement (ASP) • Check in with counselor to review reflection form and follow recommendations • Vandalism requires restitution • Document | <ul style="list-style-type: none"> • Child Study Team (CST) will develop individual plan • Any of the aforementioned first, second or third referral responses |

Additional school responses may include: behavior agreement, contract, or plan, teacher detention, referral to peer mediation, referral to counselor, psychologist, or social worker, verbal reprimand, and revocation of privileges, referral to student services, teacher conference, confiscation of unauthorized items, parent conference, conference with administrator, mediation, restitution, revocation of privileges (such as prom, senior trip, graduation, field trips, extra-curricular activities and sports), ASP, teacher removal, Superintendent's Hearing (AUTOMATIC SUPERINTENDENT HEARING AND MINIMUM 5 DAY SUSPENSION FOR THEFT, BOMB THREATS, WEAPONS, DRUGS, ALCOHOL, SEXUAL IMPROPRIETY, and ARSON), out-of-school suspension, police notification, criminal charges, and PINS.

Taconic Hills Central School District Grades 6-12 Discipline Rubric

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Addressing student behavior issues is primarily the responsibility of the classroom teacher. Consistent and fair response to student behavior issues is critical to maintaining an appropriate learning environment. Teachers must routinely document their efforts and contact parents to address student behavior issues. When a teacher has exhausted all reasonable efforts to address a particular behavior without desired results, he/she should refer the student to the appropriate building administrator.

| Category VI Illegal continued | First Referral | Second Referral | Third Referral | Fourth Referral and Beyond |
|--|--|--|--|--|
| Examples include but are not limited to: | Responses may include: | Responses may include: | Responses may include: | Responses may include: |
| <p>LEVEL 3</p> <ul style="list-style-type: none"> • Fights/Threats/Intimidation against Students or Staff • Sexual Harassment | <ul style="list-style-type: none"> • State and discuss the behavior • Have student call parent • Out of School Suspension (OSS) • Alternative School Placement (ASP) • Student fills out reflection form • Parent conference required for student to return to regular classes, review and/or complete reflection form • Check in with counselor to review reflection form and follow recommendations • Document | <ul style="list-style-type: none"> • State and discuss the behavior • Have student call parent • Out of School Suspension (OSS) • Alternative School Placement (ASP) • Student fills out reflection form • Parent conference required for student to return to regular classes, review and/or complete reflection form • Check in with counselor to review reflection form and follow recommendations • Document | <ul style="list-style-type: none"> • State and discuss the behavior • Have student call parent • Out of School Suspension (OSS) • Student fills out reflection form • Parent conference required for student to return to regular classes, review and/or complete reflection form • Check in with counselor to review reflection form and follow recommendations • Document | <ul style="list-style-type: none"> • Child Study Team (CST) will develop individual plan • Any of the aforementioned first, second or third referral responses |

Additional school responses may include: behavior agreement, contract, or plan, teacher detention, referral to peer mediation, referral to counselor, psychologist, or social worker, verbal reprimand, and revocation of privileges, referral to student services, teacher conference, confiscation of unauthorized items, parent conference, conference with administrator, mediation, restitution, revocation of privileges (such as prom, senior trip, graduation, field trips, extra-curricular activities and sports), ASP, teacher removal, Superintendent’s Hearing (AUTOMATIC SUPERINTENDENT HEARING AND MINIMUM 5 DAY SUSPENSION FOR THEFT, BOMB THREATS, WEAPONS, DRUGS, ALCOHOL, SEXUAL IMPROPRIETY, and ARSON), out-of-school suspension, police notification, criminal charges, and PINS.

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| Category VI Illegal continued | First Referral | Second Referral | Third Referral | Fourth Referral and Beyond |
|--|--|--|--|---|
| Examples include but are not limited to: | Responses may include: | Responses may include: | Responses may include: | Responses may include: |
| LEVEL 4 <ul style="list-style-type: none"> • Weapons • Other Criminal Acts • Assault • Sexual Assault • Sale/Intent to Distribute Drugs or Alcohol | <ul style="list-style-type: none"> • Have student call parent • Out of School Suspension (OSS) • Superintendent’s Hearing to determine length of suspension • Document | <ul style="list-style-type: none"> • Have student call parent • Out of School Suspension (OSS) • Superintendent’s Hearing to determine length of suspension • Document | <ul style="list-style-type: none"> • Have student call parent • Out of School Suspension (OSS) • Superintendent’s Hearing to determine length of suspension • Document | <ul style="list-style-type: none"> • Child Study Team (CST) will develop individual plan |
| LEVEL 5 <ul style="list-style-type: none"> • Firearm Possession | <ul style="list-style-type: none"> • Mandated NYS one calendar year suspension | N/A | N/A | N/A |

Additional school responses may include: behavior agreement, contract, or plan, teacher detention, referral to peer mediation, referral to counselor, psychologist, or social worker, verbal reprimand, and revocation of privileges, referral to student services, teacher conference, confiscation of unauthorized items, parent conference, conference with administrator, mediation, restitution, revocation of privileges (such as prom, senior trip, graduation, field trips, extra-curricular activities and sports), ASP, teacher removal, Superintendent’s Hearing (AUTOMATIC SUPERINTENDENT HEARING AND MINIMUM 5 DAY SUSPENSION FOR THEFT, BOMB THREATS, WEAPONS, DRUGS, ALCOHOL, SEXUAL IMPROPRIETY, and ARSON), out-of-school suspension, police notification, criminal charges, and PINS.