

Project Save

Code of Conduct

3108 CODE OF CONDUCT

Introduction

The Board of Education ("Board") is committed to providing a safe and orderly school environment where students may receive and district personnel may deliver quality educational services without disruption or interference. Responsible behavior by students, teachers, other district personnel, parents and other visitors is essential to achieving this goal.

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

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

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

ESSENTIAL PARTNERS

A. Parents

All parents are expected to:

1. Maintain a climate of mutual respect and dignity toward the entire school community.
2. Recognize that the education of their child (ren) is a joint responsibility of the parents and the school community and collaborate with the District to optimize their children's educational opportunities.
3. Send their children to school ready to participate and learn.
4. Ensure their children attend school regularly and on time.
5. Ensure absences are excused.
6. Insist their children be dressed and groomed in a manner consistent with the Student Dress Code.
7. Help their children understand that in a democratic society, appropriate rules are required to maintain a safe, orderly environment.
8. Know school rules and help their children understand so that their children can help create a safe, supportive school environment free from discrimination and/or harassment on the basis of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
9. Convey to their children a supportive attitude toward education and the district.
10. Build good relationships with teachers, other parents and their children's friends.
11. Help their children deal effectively with peer pressure.
12. Inform school officials of changes in the home situation that may affect student conduct or performance.
13. Provide a place for study and ensure homework assignments are completed.

B. Teachers

All district teachers are expected to:

1. Maintain a climate of mutual respect and dignity for all students toward the entire school community free from discrimination and/or harassment on the basis of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex, which will strengthen students' self-concept and promote confidence to learn.
2. Be prepared to teach.
3. Demonstrate interest in teaching and concern for student achievement.
4. Know school policies and rules, and enforce them in a fair and consistent manner.
5. Communicate to students and parents:
 - a. Course objectives and requirements
 - b. Marking/grading procedures
 - c. Assignment deadlines
 - d. Expectations for students
 - e. Classroom discipline plan
6. Communicate regularly with students, parents and other teachers concerning student growth and achievement.
7. Address issues of 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.
8. Address personal biases that may prevent equal treatment of all students in the classroom setting.

9. Participate in school-wide efforts to provide appropriate supervision in all school spaces, in conformity with the Taylor Law.
10. Report incidents of discrimination and harassment that are witnessed or otherwise brought to a teacher's attention in a timely manner.

C. Guidance Counselors

All guidance counselors are expected to:

1. Maintain a climate of mutual respect and dignity for all students toward the entire school community free from discrimination and/or harassment on the basis of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
2. Assist students in coping with peer pressure and emerging personal, social and emotional problems.
3. Initiate teacher/student/counselor conferences and parent/teacher/student/counselor conferences, as necessary, as a way to resolve problems and foster learning.
4. Regularly review with students their educational progress and career plans.
5. Provide information to assist students with career planning.
6. Encourage students to benefit from the curriculum and extracurricular programs.
7. Maintain confidentiality in accordance with federal and state law.
8. Make known to students and families the resources in the community that are available to meet their needs.
9. Participate in school-wide efforts to provide appropriate supervision in all school spaces.
10. Address issues of 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.
11. Address personal biases that may prevent equal treatment of all students.

D. School-Related Personnel

All school related personnel are expected to:

1. Maintain a climate of mutual respect and dignity for all students toward the entire school community free from discrimination and/or harassment on the basis of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
2. Maintain confidentiality in accordance with federal and state law.
3. Help students who may need assistance with school or personal problems and direct them to the appropriate staff members for assistance.
4. Demonstrate an interest in students' educational and personal growth.
5. Know the school policies and rules and Code of Conduct and assist with their enforcement. Participate in school-wide efforts to provide appropriate supervision in all school spaces.
6. Inform appropriate staff of student misconduct and/or concerns for student safety.
7. Help children understand the District's expectations for maintaining and promoting a safe, orderly school environment.
8. Assist parents, visitors, and guests in a courteous and professional manner.
9. Set standards of civility, mutual respect, citizenship, character, tolerance, honesty and integrity after which students may pattern themselves.
10. Address issues of 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.
11. Address personal biases that may prevent equal treatment of all students.

E. Dignity Act Coordinator

All Dignity Act Coordinators are expected to:

1. Maintain a climate of mutual respect and dignity for all students toward the entire school community free from discrimination and/or harassment on the basis of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
2. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning for all students free from discrimination and/or harassment on the basis of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
3. Maintain confidentiality in accordance with federal and state law.
4. Be familiar with the Code of Conduct.
5. Help students understand the District's expectations for maintaining a safe and orderly environment.
6. Participate in school-wide efforts to provide appropriate supervision in all school spaces.

7. Address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any persona who is lawfully on school property or at a school function.
8. Address personal biases that may prevent equal treatment of all students.
9. The contact information for the District Dignity Act Coordinators, by building, is as follows:

Ms. Diane Provvido
 District-Wide Dignity Act Coordinator
 District Office
 145 Merle Avenue
 678-1221
dprovvido@oceansideschools.org

Mrs. Julie McGahan
 Pre-K and K Center
 2 Castleton Court
 594-2345
jmcgahan@oceansideschools.org

Ms. Erin Marone
 Florence A. Smith School #2
 2745 Terrell Avenue
 678-7557
emarone@oceansideschools.org

Mrs. Beth Castiello
 Oaks School #3
 2852 Fortesque Avenue
 678-7564
bcastiello@oceansideschools.org

Mrs. Joanna Kletter
 Oceanside School #4
 3210 Oceanside Road
 678-7581
jkletter@oceansideschools.org

Mr. Scott Bullis
 North Oceanside School #5
 2440 North Oceanside Road
 678-7585
sbullis@oceansideschools.org

Mr. Brendon Mitchell
 Oceanside High School Castleton #6
 145 Merle Avenue
 678-7593
bmitchell@oceansideschools.org

Mrs. Geraldine DeCarlo
 Oceanside High School #7
 3160 Skillman Avenue
 678-7526
gdecarlo@oceansideschools.org

Mrs. Lucille McAssey
 Fulton Avenue School #8
 3252 Fulton Avenue
 678-8503
lmcassey@oceansideschools.org

Mr. Josh McPherson
 Boardman Elementary School #9E
 170 Beatrice Avenue
 678-8510
jmcperson@oceansideschools.org

Dr. Allison Glickman-Rogers
 Oceanside Middle School #9M
 186 Alice Avenue
 678-8518
aglickman-rogers@oceansideschools.org

F. Principals

All principals are expected to:

1. Maintain a climate of mutual respect and dignity for all students toward the entire school community free from discrimination and/or harassment on the basis of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
2. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning for all students free from discrimination and/or harassment on the basis of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
3. Ensure that students, staff, and parents have the opportunity to communicate regularly with the principal and approach the principal for redress of grievances.
4. Maintain confidentiality in accordance with federal and state law.
5. Evaluate on a regular basis all instructional programs to ensure infusion of civility education in curriculum.
6. Support the development of and student participation in appropriate extracurricular activities.
7. Be responsible for enforcing the Code of Conduct and ensuring that all cases are resolved promptly and fairly.
8. Ensure the proper channels are followed in addressing the concerns of parents.

G. Superintendent

The Superintendent is expected to:

1. Maintain a climate of mutual respect and dignity for all students toward the entire school community free from discrimination and/or harassment on the basis of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
2. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning for all students free from discrimination and/or harassment on the basis of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
3. Review with district administrators the policies of the Board of Education and state and federal laws relating to school operations and management.
4. Inform the Board about educational trends relating to student discipline.

5. Work to create instructional programs that minimize problems of misconduct and are sensitive to student and teacher needs.
6. Work with district administrators in enforcing the Code of Conduct and ensuring that all cases are resolved promptly and fairly.
7. Ensure the proper channels are followed in addressing the concerns of parents.
8. Participate in school-wide efforts to provide appropriate supervision in all school spaces.
9. Address issues of 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.
10. Address personal biases that may prevent equal treatment of all students and staff.

H. Board of Education

All members of the Board of Education are expected to:

1. Maintain a climate of mutual respect and dignity for all students toward the entire school community, free from discrimination and/or harassment on the basis of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
2. 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.
3. 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.
4. Ensure the proper channels are followed in addressing the concerns of parents.
5. Maintain confidentiality in accordance with federal and state law.
6. Address issues of 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.
7. Address personal biases that may prevent equal treatment of all students and staff.

STUDENT'S RIGHTS AND RESPONSIBILITIES

Appropriate behavior is essential to an effective educational environment.

The Oceanside School District is committed to a program of school discipline that teaches students to behave properly without direct supervision. Ideally, discipline is self-directed and self-controlled.

In order to assure an orderly environment in which each person may live and learn to his or her full capabilities in harmony with others, the school must work with community and parents to develop self-discipline by helping students to understand the effects of their behavior and providing them with alternative strategies. Rules and procedures should be established to guide students through constructive growth into mature adulthood.

These rules and procedures should be based on a recognition of the rights and responsibilities of students.

The following are student rights:

1. Students have a right to learn in a safe, non-disruptive environment free from discrimination and/or harassment on the basis of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
2. Each student has the right to a free education until the age of 21 or until he or she graduates, whichever comes first.
3. All students shall be free from discrimination and/or harassment on the basis of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex in the education program, activities, or admission policies of their schools.
4. Each student has the right to express his/her opinion either in writing, verbally or symbolically as long as it does not infringe on the rights of others.
5. Students have the right to address grievance problems and concerns through legitimate channels provided by the school and district.
6. Students have the right to due process in all disciplinary actions.
7. Students have the right to privacy and shall be free from unreasonable search and seizure, however, school lockers, desks, or other such storage places are the property of the school district and as such are subject to search at anytime.

(All the rights expressed above are based on presently existing statutes and the Constitution of the United States.)

The following are student responsibilities:

1. Each student must accept responsibility for his/her own actions.
2. Each student must assume responsibility to observe, know, and adhere to the laws of New York State.
3. Each student has a responsibility to observe the constitutional rights of other individuals including, but not limited to, students, parents, teachers, school officials, and all other participants in the educational process.
4. Each student has the responsibility to be informed of, and adhere to, rules and regulations established by the Board of Education and the Superintendent, and implemented by school administrators and teachers.
5. Each student has the responsibility to preserve school property, exercise care while using school facilities, and help maintain and improve the school environment consistent with laws governing such property.
6. Each student has the responsibility to respect the inherent human dignity and worth of every other individual.
7. Each student has the responsibility to refrain from libel, slanderous remarks and obscenity.
8. All students should cooperate with school personnel at all times.
9. All students should respect the rights of others to study and to work.
10. Each student has the responsibility to maintain habits in dress and appearance that are not distracting and meet reasonable standards of health, cleanliness, and decorum.
11. Each student should refrain from any disruptive or dangerous action to himself/herself or others.
12. Students should take advantage of the academic opportunities offered at school.
13. All students should attend classes daily, unless legally excused, and be on time for school and all classes.
14. All students should come to school prepared to work, complete all assignments, and meet all deadlines.
15. Each student is encouraged to support and participate in school activities.
16. Each student has the responsibility to maintain a climate of mutual respect and dignity for all other student free from discrimination and/or harassment on the basis of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
17. Students have a responsibility not to abuse any of the rights afforded them by the Constitution of the United States, the Laws of New York State, rules of the Board of Regents, regulations of the Commissioner of Education, policies of the Board of Education, or regulations of the Superintendent of Schools.

(Amended 8/21/12)

DISCIPLINE/INTERVENTION/STANDARDS

Efforts should be made to promote success and bolster decision-making skills. A program of positive intervention should attempt to prevent minor problems from escalating into situations that require disciplinary action.

Teachers shall handle discipline problems within their classrooms and employ positive, carefully planned techniques throughout the year designed to improve behavior. In addition, teachers shall handle discipline problems within their purview outside the classroom. Where teacher intervention alone is not sufficient, the building administration shall be notified.

The following interventions can be utilized throughout the district:

- individual counseling by teacher
- parent conference with teacher
- individual counseling with administrator
- case conference with student, parent, teacher, administrator - referral to pupil services professionals; i.e., social worker, psychologist, counselor
- referral to outside professionals, agencies, or settings
- discussion groups regarding values clarification, self-image, decision-making, interpersonal relations
- programs for understanding human growth and development
- fostering participation in extracurricular performing arts, intramural, and interscholastic activities
- recognition of students on a school-wide and/or classroom-wide basis
- referral to Committee on Special Education
- individual conferences with Pupil Personnel Service provider (all levels)
- availability of full range of Pupil Personnel Services
- providing alternatives to traditional programs that meet students' individual needs (e.g., alternative ed. programs)
- progress reports sent home when appropriate (middle, high school)

Regulations have been developed which clearly describe those activities and types of behavior that cannot and should not be tolerated in a school, while detailing the range of consequences which may result from these activities and behaviors.

These regulations seek to preserve the safety and security of the school community, to promote an effective teacher-learning situation within the classroom, to promote student self-discipline and to foster an appreciation of democratic due process, as well as place students on notice about the types of proscribed behavior and range of consequences. They provide administrators with the guidelines to make fair and informed decisions in matters of discipline. They demonstrate to students that fairness in school discipline, as well as their daily dealings with both classmates and school staff, is a principle worth preserving. Where warranted, students classified by CSE who engage in proscribed behaviors will be referred to CSE for a determination of whether or not such behaviors are related to the handicapping behavior.

CLOSED CAMPUS (BUILDING) POLICY FOR 9TH AND 10TH GRADERS

1. All 9th and 10th grade students are required to remain within the school building for the entire day.
2. Once a student enters the school, he/she may not leave the building unless permission is received from an administrator, dean, attendance officer or nurse. Students may obtain permission to leave the building in cases of illness, family emergency or parental request. Prior permission must be granted.
3. At no time may a 9th or 10th grader leave the building until the end of his/her last class.
4. Parent notes will not be accepted if prior approval was not granted by a school official.

Disciplinary Response Procedures for Violating Closed Campus Regulations

The student is referred to the dean for appropriate disciplinary action. The dean then refers the student to the appropriate school principal, who meets with the student and/or the staff member who made the referral and determines the appropriate consequence. A proper and accurate record of the offense and the disciplinary action is maintained by the supervisor. A parental communication takes place.

Possible Response Options

- 1st offense – one day in-house assignment
- 2nd offense – one day out-of-school suspension
- 3rd offense – up to 5 day out-of-school suspension and a referral to the principal

DRESS AND GROOMING

The appearance of a young person is primarily the responsibility of the student and parents. The building principal is authorized, however, to establish such rules concerning dress and grooming which will contribute to a proper school atmosphere, provide for the health, safety and welfare of each student, maintain appropriate standards of decency and prevent conditions that would disrupt the teaching-learning process.

SMOKING/TOBACCO PRODUCTS

Smoking and tobacco use and distribution are prohibited on all school property and school grounds. (See Board Policy 6407) Rev. 11/19/07

RADIOS/ELECTRONIC DEVICES

The use of radios, beepers, telephones, walkmans and like electronic devices are not permitted in school unless authorized by the school district. Not only do they disturb classes, but they are often lost or stolen. These items will be confiscated and turned over to the appropriate administrator if used during school hours.

FRATERNITIES/SORORITIES

The Board of Education has adopted rules and regulations to prohibit any exclusive organization in any school. Organizations which perpetuate themselves by taking additional members on the decision of their membership other than by free choice of any pupil, and which, therefore, are not open to all students, shall be considered exclusive organizations.

No activity sponsored by such an exclusive organization may occur on school property and no uniform, dress, including any item of clothing identified by a law enforcement agency as gang related, or other adornment which identifies the members of

such exclusive organizations may be worn by the students during school hours or at activities sponsored by the school district.

USE OF SCHOOL FACILITIES

Students are expected to conduct themselves in an appropriate manner. Inappropriate actions will result in disciplinary action.

Those using school facilities should not deface school furniture, walls, etc. with pen, pencil, paint or any other instrument. They must respect each other's personal property. Anyone willfully destroying personal or school property or who is creating a hazard to the safety of others will be referred to the proper law enforcement agency.

CAFETERIA CONDUCT PROCEDURES

Students are expected to conduct themselves in an appropriate manner including but not limited to the following:

1. No food is to be consumed in the building except in the cafeteria, unless part of a school sponsored activity.
2. Students are to clean up their tables immediately after eating.
3. Students are not permitted to sit on tables nor place their feet on them.
4. Infractions of cafeteria procedures may result in disciplinary action.
5. Cafeteria sign-in is required for 9th and 10th grade students during their assigned lunch periods. Failure to sign-in will result in disciplinary action.

LIBRARY/MEDIA CENTER RULES AND REGULATIONS

Students are expected to conduct themselves in an appropriate manner including but not limited to the following:

1. Students should enter the Library/Media Center quietly and proceed to the area assigned.
2. No food or drink is permitted in the Library/Media Center.
3. Students should respect each other and the library staff. They should do what is asked in a spirit of cooperation to insure an atmosphere suitable to study, reading, the research process and the quest for knowledge.
4. Students must respect the Library/Media equipment, furnishings, books, periodicals and other materials.
5. Students must comply with District's Internet policy.

Students should not use profanity, vulgar or anti-social language, signs or gestures. There will be no shoving, pushing or horseplay. Students who cannot or will not observe the above regulations will have their library privileges suspended.

BUSES

Students are expected to conduct themselves in an appropriate manner including but not limited to the following:

1. Smoking, abusive language, vandalism, rowdiness and other forms of behavior which may endanger the safe operation of the vehicle or its passengers will not be condoned. The bus driver is responsible for student safety.
2. Students are required to obey the bus driver at all times. Any violation of bus rules will result in disciplinary action, which may include a suspension of bus privileges.
3. The principal of a school may suspend bus privileges of a student who has been disorderly or insubordinate on a bus provided that the student and the person in parental relation to him/her has been afforded an opportunity for an informal conference with the principal and the opportunity to hear the charges and explain the student's position.

Amended 5/5/03

DRUGS AND ALCOHOL

The Board of Education of the Oceanside School District is committed to a philosophy of promoting healthy life styles for its students and staff. To this end it is committed to supporting all efforts and adhering to all legal requirements which relate to the prevention of the use/abuse of alcohol, tobacco and other controlled substances.

Therefore, in accordance with the Drug-Free Workplace Act of 1988, it shall be the policy of the Board to prohibit the manufacture, distribution, sale, dispensation, possession and/or illegal use of any "controlled substance" in the "workplace." "Workplace" shall mean any site on school grounds, at school sponsored activities or any place in which an employee is working within the scope of his or her employment or duties. "Controlled substances" shall include drugs which are illegal because they have no legitimate medical purpose and drugs which have a legitimate purpose but are highly addictive.

Furthermore, the Board advocates the following principles as the basis of its actions with regard to its substance use/abuse prevention policy and any disciplinary measures related to enforcement of this policy.

1. Alcohol, tobacco, and substance use/abuse shall be addressed through the instruction of children in a sequential K-12 grade appropriate prevention curriculum.
2. Alcohol and other substance use/abuse inhibit the District from carrying out its central mission of educating students.
3. While the District can and must assume a leadership role in alcohol, tobacco, and other substance use/abuse prevention, this goal will be accomplished only through coordinated, collaborative efforts with parents, students, staff, and the community as a whole.
4. The District will comply with the law and cooperate with law enforcement agencies in matters where students or staff members violate the law with regard to possession, distribution, sale or use/abuse of alcohol, tobacco, or other controlled substances.

No person may use, possess, sell, or distribute alcohol or controlled substances, nor may use or possess drug paraphernalia on school grounds or at school sponsored events, except drugs as prescribed by a physician. The inappropriate use of prescription and over-the-counter drugs shall also be prohibited.

Additionally, the following persons shall be prohibited from entering school grounds or school sponsored events: any person exhibiting behavior, conduct, or personal or physical characteristics indicative of having used or consumed alcohol or other controlled substances.

Disciplinary Measures

Disciplinary measures for students found to have used or to be using, in possession of, selling, or distributing alcohol and/or other controlled substances and for students possessing drug paraphernalia are outlined in the District's Code of Conduct. Similar disciplinary measures for District staff are addressed in Education Law 1711 (5)(e), 2508(5), 3020-a, and 913.

Students who are disciplined for any of these infractions will be mandated to the intervention services as noted in the Superintendent's Regulations.

Students who are caught in possession of or using controlled substances may be dropped from any extracurricular activity for the balance of the school year.

STUDENT POSSESSION OF WEAPONS

The Board recognizes its responsibility to provide for the health, safety and welfare of the school community generally, and its students in particular. This responsibility may only be met by providing a safe environment at all district facilities and all school related functions. Possession or use of a weapon in a school building is prohibited. A pupil found to be in possession of a weapon on school premises before, during or after school or at any school sponsored activity, on or off school property, is subject to administrative and/or legal action. For the purposes of this policy, a weapon shall be identified as either:

- a) Articles commonly used or designed to inflict bodily harm and/or to intimidate other persons. Examples are brass knuckles, knives, box cutters, chains, clubs, laser pointers, air or spring action guns (BB guns), and firearms which include shotguns, rifles, pistols, revolvers, bombs, grenades, explosives, gas, dangerous chemicals, firearm mufflers, firearm lancers, etc.
- b) Articles designed for other purposes but which are used to inflict bodily harm and/or intimidate. Examples are belts, combs, pencils, files, compasses, scissors, etc.

Failure to comply with this policy may subject violators to disciplinary action and civil and/or criminal prosecution.

Furthermore, in accordance with federal law, a student who is found guilty of possession of a weapon (as defined in the previous paragraph) on school grounds and/or at a school related function conducted off school grounds, after a hearing is provided in accordance with Education Law 3214, is subject to a mandatory penalty of expulsion for at least one year. The Superintendent may modify the mandatory penalty on a case-by-case basis after considering the following:

1. Student's age and grade
2. Student's prior disciplinary record
3. Parent/teacher input

4. Superintendent's belief that other forms of discipline may be appropriate
5. Other pertinent circumstances.

SEXUAL HARASSMENT

The Board of Education is committed to the principle of equality among employees in the workplace and that all students are entitled to equal opportunity and equal treatment in the learning environment of the school district. The Board is committed to provide employees and students alike with an environment free from all forms of sexual harassment.

To this end, the Board condemns and strictly prohibits all unwelcome behavior of a sexual nature between employees, whether during or after work hours, which is either designed to extort sexual favors from an employee as a term or condition of continued employment, advancement, preference or promotion, or which has the effect of creating a hostile, intimidating or offensive work environment. The Board recognizes that such conduct may be either physical or verbal and may be psychological in nature. The Board further condemns and strictly prohibits behavior which may manifest itself in the creation or perpetuation of an embarrassing or uncomfortable work atmosphere, as in the case of the unwelcome use of obscene language or the telling of obscene or off-color stories or jokes. The Board also opposes any retaliatory action which might be taken against anyone filing a complaint alleging sexual harassment, as well as against anyone who appears as a witness to such a complaint.

The Board equally condemns and strictly prohibits all behavior of a sexual nature between students or students and staff, whether during or after school hours, which is designed to make submission to sexual conduct a quid pro quo for access to benefits of an educational program or which forms the basis of gender-based exclusion from participation in an educational program. The Board recognizes that academic sexual harassment may take the form of conditioning a student's grade or academic progress to submission to sexual activity or refusing to provide assistance to a student who alleges sexual harassment on the part of a staff member. The Board acknowledges that such conduct is illegal in that it violates the civil rights of students, and under certain circumstances may constitute criminal conduct or may be in violation of the laws against child abuse or maltreatment.

Because sexual harassment can occur staff to student, staff to staff, student to student, student to staff, male to female, female to male, male to male, female to female, it shall be a violation of this policy for any student, employee or third party (school visitor, vendor, etc.) to sexually harass any student or employee.

Any student or employee believing that he or she has been subjected to unwelcome sexual advances or any other form of sexual harassment should report the alleged misconduct immediately. In the case of a student, he or she should report the allegation to a parent/guardian or to school personnel; an employee should report the allegation to the district's Sexual Harassment Officer. In either case, when allegations are received, district personnel will conduct a thorough and comprehensive investigation into such allegations and will determine whether such conduct constitutes sexual harassment, or in the case of a student, illegal behavior or child abuse. In the event that such allegations constitute illegal behavior or child abuse, it is the policy of the Board to notify such agencies or authorities as required by law. In the event there is a finding of sexual harassment on the part of an employee, the district shall take corrective action which may consist of discipline of the offending employee, up to and including therapeutic remediation, and, where appropriate, discharge. In the event the Board learns of offensive behavior or misconduct, or has reason to believe such conduct has occurred, the Board will, on its own initiative, ensure that a thorough investigation is conducted by the appropriate individuals.

The Superintendent is directed to develop and implement specific regulations designed to address the reporting, investigation and remedial action to be taken in the event of a complaint of sexual harassment and to educate employees and students regarding such procedures.

Such regulations directed at the employees must be consistent with procedures contained in the collective bargaining agreements with any of the district's bargaining units, and the requirements of law.

REPORTING CODE OF CONDUCT VIOLATIONS

All students are expected to promptly report violations of the Code of Conduct to any appropriate staff member who will report it to the building principal. Any student observing a student possessing a weapon, alcohol or illegal substance on school property or at a school function must report this information immediately to any appropriate staff member who will report it to the building principal.

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

refer the matter to a staff member who is authorized to impose an appropriate sanction.

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

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

Any person who, acting reasonably and in good faith, makes a report pursuant to this Policy, or initiates, testifies participates or assists in formal or informal proceedings arising from a report filed pursuant to this Policy shall be free from any retaliation by the District. However, any person who knowingly and deliberately makes a false report of harassment pursuant to this Policy shall be subject to appropriate disciplinary action.

REFERRALS

PINS Petitions

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

- a. Being habitually truant and not attending school as required by part one of Article 65 of the Education Law.
- b. Engaging in an ongoing or continual course of conduct which makes the student ungovernable, or habitually disobedient and beyond the lawful control of the school.
- c. Knowingly and unlawfully possessing a controlled substance.

Juvenile Delinquents and Juvenile Offenders

The superintendent is required to refer the following students to the County Attorney for a juvenile delinquency proceeding before the Family Court:

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

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

PROCEDURES FOR REPORTING CHILD ABUSE

The professional staff of public schools are mandatory reporters of suspicions of child abuse and/or neglect. As mandatory reporters they are required by law to report such suspicions by phoning the Statewide Child Abuse Registry, known as the "Hotline." Failure to report such suspicions is a criminal act punishable as a misdemeanor.

School Board members who receive an oral or written allegation of child abuse by a school employee or volunteer are required by law to submit a written report to the building principal in which the abuse allegedly occurred.

In order to establish a uniform procedure for managing the reporting obligation, members of the professional staff should report their suspicions to the building principal or social worker. Each report to the Statewide Child Abuse Registry must be made by the building principal, social worker or psychologist. In appropriate cases, physical evidence and/or photographs should be taken of any injuries or bruises.

Once the hotline is called, the state will contact the local child protective services for investigation. The investigation is not within the jurisdiction of school staff. However, school staff are required to cooperate with investigators; for example, interviews with the child on school premises must be allowed. The building principal may use his or her discretion to have staff remain present with the child or not, on a case by case basis.

School staff do not have the authority to detain a student. Therefore, in the event a staff member believes that the child's safety and/or welfare may be in jeopardy if the child returns home after school, the staff member must contact appropriate

law enforcement officials or, in an appropriate case, hospital officials. Legally, hospital and law enforcement officials may take the child into protective custody. School officials have not been given such authority. The Board has approved regulations developed to implement this policy.

PUBLIC ORDER ON SCHOOL PROPERTY

The Board of Education recognizes that the primary purpose of the District is to provide an atmosphere conducive to learning and education. Any action by an individual or group aimed at disrupting, interfering, or delaying the education process or having such effect, is hereby declared to be in violation of Board policy.

The Board also recognizes its responsibility to protect school property and declares its intent to take appropriate legal action to prevent damage or destruction of school property. The Board will also seek restitution from and prosecution of, any person who willfully damages school property.

It is not the intent of this policy to limit freedom of speech or peaceful assembly. The Board recognizes that free inquiry and free expression are indispensable to the objectives of a school district. The purpose of the rules and regulations is to prevent abuse of the rights of others and to maintain public order, not to prevent or restrain controversy or dissent. (Refer to Superintendent's Regulations for specific conduct.)

OUTLINE OF REQUIREMENTS FOR DISCIPLINE CODE

Level 1

Minor misbehavior on part of the student which impedes orderly classroom procedures or interferes with the orderly operation of the school.

These misbehaviors can usually be handled by an individual staff member but sometimes require the intervention of other school support personnel.

Examples:

Classroom tardiness

Disruptive classroom/hallway behavior

Non-defiant failure to complete assignments or carry out directions Cutting class

Lack of cooperation

Not following assigned program

Illegal parking (front circle, unassigned areas, fire zone, etc.)

Use of beepers, cell phones, pagers or other unauthorized electronic devices

Disciplinary Response Procedures

There is immediate intervention by the staff member who is supervising the student or who observes the misbehavior.

Repeated misbehavior requires a parent/teacher conference, conference with the counselor and/or school administrator, or a discipline referral submitted to a school administrator.

A proper and accurate record of the offenses and disciplinary action is maintained by a school administrator.

Possible Response Options

Verbal reprimand/warning conference Special Assignment Behavioral contract Counseling Withdrawal of privileges Detention, Etc.

Level II

Misbehavior whose frequency or seriousness tends to disrupt the learning climate of the school.

These infractions, which usually result from the continuation of LEVEL I misbehaviors, require the intervention of a dean or school administrator because the execution of LEVEL I disciplinary options has failed to correct the situation. Also included in this level are misbehaviors which do not represent a direct threat to the health and safety of others but whose educational consequences are serious enough to require corrective action on the part of the deans or school administrators.

Examples

Continuation of unmodified LEVEL I misbehavior
Destructive to school or personal property Inappropriate language with peers
Insubordination/refusal to do what is asked Leaving school building without authorization Smoking
Violation of bus regulations Lying Truancy
Illegal Gambling
Obscene or inappropriate materials or computer communication

Disciplinary Response Procedures

The student is referred to the dean or school administrator for appropriate disciplinary action.
The dean or school administrator meets with the student and/or teacher and applies the appropriate response. The teacher is informed of the dean's or school administrator's action.
A proper and accurate record of the offense and the disciplinary action is maintained by the dean or school administrator. A parental communication takes place.

Possible Response Options
Behavior modifications
Temporary removal from class
Referral to outside agency Counseling
In-house suspension Child-Study Team

LEVEL III

Acts directed against persons or property whose consequences may seriously endanger the health or safety of others in the school.

These acts might be considered criminal but most frequently can be handled by the disciplinary mechanism in the school. Corrective measures which the school should undertake, however, depend on the extent of the school's resources for remediating the situation in the best interest of all students.

Examples

Continuation of unmodified LEVEL II misbehavior
Cheating/plagiarism
Fighting (physical contact or retaliation)
Possession/use of unauthorized substances
Violent behavior
Vandalism
Forgery
Harassment
Hazing
Abusive language
Stealing

When a student is involved in an incident of cheating/plagiarism, a teacher/student conference will be held. The appropriate administrator will be notified, and the teacher will determine the academic consequences. The teacher will notify the student's parent/guardian. A referral will be forwarded to the deans' or school administrators' office, and a disciplinary hearing will be held, where appropriate.

Disciplinary Response Procedures

The dean or school administrator initiates disciplinary action by investigating the infraction and conferring with staff about the extent of the consequences.

The dean or school administrator meets with the student and confers with the associate principal about the student's misconduct and the resulting disciplinary action. Parents will be notified.

A proper and accurate record of offenses and disciplinary actions is maintained by the dean or school administrator.

Possible Response Options

Parent conference
Temporary removal from class
Homebound instruction
Principal's hearing
Alternative program
Police action
Out of school suspension up to 5 days

LEVEL IV

Acts which result in violence to another person or property or which pose a direct threat to the safety of others in the school. These acts are clearly criminal and are so serious that they always require administrative actions which result in the immediate removal of the student from school, the intervention of law enforcement authorities and action by the school administration.

Examples

Unmodified LEVEL III misconducts
Extortion
Bomb threat/False fire alarms
Possession/use/transfer of dangerous weapons, explosives, or dangerous chemicals
Assault/battery
Arson
Furnishing/selling/possession of unauthorized substances
Theft/possession/sale of stolen property

Disciplinary Response Procedures

The dean and/or administrator verifies the offense, confers with the staff involved and meets with student. Parents are notified.

The student is immediately removed from the school environment.

School officials contact the law enforcement agency and assist in prosecuting the offender.

A complete and accurate report may be submitted to the Superintendent for action.

The student is given a full due process hearing.

Possible Response

Options

Superintendent's hearing
Alternative schools
Other Board action which results in appropriate placement

TEACHER DISCIPLINARY REMOVAL OF DISRUPTIVE STUDENTS

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

On occasion, a student's behavior may become disruptive. For purposes of this Code of Conduct, a disruptive student is a student who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom. A substantial disruption of the educational process or substantial interference with a

teacher's authority occurs when a student demonstrates a persistent unwillingness to comply with the teacher's instructions or repeatedly violates the teacher's classroom behavior rules.

A classroom teacher may remove a disruptive student from class for up to two days. The removal from class applies to the class of the removing teacher only.

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

If the student poses a danger or ongoing threat of disruption, the teacher may order the student to be removed immediately.

The teacher must, however, explain to the student why he or she was removed from the classroom and give the student a chance to present his or her version of the relevant events within 24-hours.

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

Within a 12 hour period after a student's removal, notice must be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting parents.

Within 24-hours after the student's removal, the principal or another district administrator designated by the principal must notify the student's parents, in writing, that the student has been removed from class and why. Written notice must inform the parent that he or she has the right, upon request, to meet informally with the principal or the principal's designee to discuss the reasons for the removal.

The written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the student's removal at the last known address for the parents.

The principal must require the teacher who ordered the removal to attend the informal conference during the school day.

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

The principal or the principal's designee may overturn the removal of the student from class if the principal finds any one of the following:

1. The charges against the student are not supported by substantial evidence.
2. The student's removal is otherwise in violation of law, including the district's Code of Conduct.
3. The conduct warrants suspension from school pursuant to Education Law 3214 and a suspension will be imposed.

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

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

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

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

SUSPENSION OF STUDENTS

- a. The Board of Education, Superintendent of Schools, or building principal may suspend the following pupils from required attendance:

1. A pupil who is insubordinate or disorderly, or whose conduct otherwise endangers the safety, morals, health or welfare of others;
2. A pupil whose physical or mental condition endangers the health, safety, or morals of himself or of other pupils;
3. A pupil who, as determined in accordance with the provisions of the Education Law, cannot benefit from instruction; (Education Law 32143A.3)

- b. The Regulations of the Commissioner of Education requires written notification to the parent(s) or person(s) in parental relation of a student who is suspended from attendance for a period of five (5) days) or less.

Before any suspension shall become effective, the pupil and his/her parents shall be informed orally of the reasons for such suspension and, should he deny the charges, he will be furnished with the evidence against him and will be given the opportunity to explain his position.

Written notice of said suspension shall be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of the notice within 24 hours of the suspension.

The notice shall provide a description of the incident which resulted in the suspension and shall inform the parent(s) in parental relation of their right to request an immediate informal conference with the principal in accordance with Section 3214(3)(d) of the Education Law.

Written notice and the informal conference shall be in the dominant language or mode of communication between school officials and the parent(s) or person(s) in parental relation of the suspended student.

- c. The principal of the school where the pupil attends shall have the power to suspend a pupil for the reasons stated in Paragraph A for a period until a parent conference can be arranged, but in no case to exceed five (5) school days. At this conference, the pupil and the person in parental relationship to him shall be authorized to ask questions of complaining witnesses.
- d. No pupil may be suspended for a period in excess of five (5) school days unless such pupil and the person in parental relationship to such pupil shall have an opportunity for a fair hearing, in accordance with Section 3214 of Education law.
- e. No pupil may be involuntarily transferred for disciplinary purposes from a regular classroom to an educational setting in another school except upon recommendation of the principal and following review thereof in the manner prescribed by Section 3214 of Education law.
- f. Suspension of Special Education children shall be in accordance with applicable law.

BEHAVIOR AND CONSEQUENCES BY LEVEL

OCEANSIDE ELEMENTARY SCHOOL

I. Behavior which impedes orderly operation of class or school

Examples of Behavior	Range of Consequences
<ul style="list-style-type: none"> ▪ Late to school ▪ Chronic lateness and truancy ▪ Failure to attend to homework, classwork, or other assignments ▪ Disruptive behavior in lunchroom/ playground/hallway ▪ Inappropriate language ▪ Violation of bus regulations ▪ Truancy ▪ Unexcused absence from class/school 	<p>1. Administrative intervention which may include all interventions available to teachers as well as:</p> <ul style="list-style-type: none"> ▪ Nurse/Parent Conference ▪ Teacher/Student Conference ▪ Pupil Personnel/Parent/Student Conference ▪ Administrator Conference ▪ Teacher/Student Conference ▪ Teacher/Parent Conference ▪ Administrative/Parent/PPS Conference ▪ Suspension of student when health, safety or disruption of the education process is threatened ▪ Removal from class in conformance with Project SAVE regulations as defined in this Document ▪ Parent-Principal-Student meeting ▪ Assignment to in-school suspension ▪ PINS Referral ▪ Administrative detention ▪ Assignment to in-school suspension

II. Behavior which is directed against persons or property

Examples of Behavior	Range of Consequences
<ul style="list-style-type: none"> ▪ Arson, setting false alarms ▪ Assault ▪ Defiance ▪ Disrespect ▪ Disruptive Behavior ▪ Fighting ▪ Insubordination ▪ Theft ▪ Throwing dangerous object ▪ Vandalism or malicious destruction or defacement of school property ▪ Willful physical injury to others 	<ul style="list-style-type: none"> ▪ Teacher/Student Conference ▪ Teacher/Parent Conference ▪ Administrative/Parent/PPS Conference ▪ Suspension of student when health, safety or disruption of the education process is threatened ▪ Superintendent's Hearing possibly resulting in additional suspension or expulsion

III. Behavior which is covered by existing Board of Education Policies

Examples of Behavior	Range of Consequences
<ul style="list-style-type: none"> ▪ Possession/use/sale of alcohol / controlled substances ▪ Possession of drug paraphernalia ▪ Possession of weapons ▪ Use of beeper, cell phone, etc. ▪ Sexual harassment ▪ Smoking ▪ Violations of the Internet Policy ▪ Hazing ▪ Violations of the Harassment/Bullying/DASA Policy 	<ul style="list-style-type: none"> ▪ Action to be taken in accordance with District policies

OCEANSIDE MIDDLE SCHOOL

Middle School students are expected to develop and practice responsible behavior, respect the rights of others in the school community, and evidence a respect for property.

Students who are responsible for any of the behavioral infractions listed below will be subject to disciplinary actions which may include any of the following consequences:

I. Behavior which impedes orderly operation of class or school.

Examples of Behavior	Range of Consequences
<ul style="list-style-type: none"> ▪ Disruption ▪ Failure to complete assignments or carry out directions ▪ Inappropriate language ▪ Insubordination ▪ Lateness to class or school ▪ Leaving class or school without permission ▪ Rude and discourteous ▪ Unexcused absence from class or school ▪ Truancy ▪ Violation of bus regulations 	<p>1. Teacher intervention may include:</p> <ul style="list-style-type: none"> ▪ Warning conference ▪ Parental notification/conference ▪ Special assignment ▪ Behavioral contracts ▪ Progress sheets ▪ Loss of privilege ▪ PPS/Administrative referral ▪ Detention ▪ Time out ▪ Removal from class in conformation with Project SAVE regulations as defined in this document <p>2. Administrative intervention which may include all interventions available to teachers as well as:</p> <ul style="list-style-type: none"> ▪ Out-of-school suspension ▪ In-house suspension ▪ Alternative placement ▪ Superintendent's Hearing possibly resulting in additional suspension or expulsion

II. Behavior which is directed against persons or property.

Examples of Behavior	Range of Consequences
<ul style="list-style-type: none"> ▪ Abusive language ▪ Any action which endangers the health/safety of students/staff ▪ Arson/false alarms ▪ Assault ▪ Bomb threats ▪ Cheating/plagiarism ▪ Extortion ▪ Fighting ▪ Forgery ▪ Illegal Gambling ▪ Theft/possession of stolen property ▪ Throwing dangerous objects ▪ Vandalism/destruction/defacement of property ▪ Willful physical injury of others 	<p>1. Administrative intervention which may include:</p> <ul style="list-style-type: none"> ▪ In-house suspension ▪ Alternative placement ▪ Out-of-school suspension ▪ Superintendent's Hearing possibly resulting in additional suspension or expulsion ▪ Referral to outside agencies/courts ▪ Notification of police

III. Behavior which is covered by existing Board of Education policies.

Examples of Behavior	Range of Consequences
<ul style="list-style-type: none"> ▪ Hazing ▪ Possession/use/sale of alcohol/controlled substances ▪ Possession of drug paraphernalia 	<ul style="list-style-type: none"> ▪ Action to be taken in accordance with District policies

- Possession of weapons
- Use of beeper, cell phone, etc.
- Sexual Harassment
- Smoking
- Violations of the Harassment/Bullying/DASA Policy

Students who are assigned to the Time-Out room three times will automatically be assigned to the In-House Suspension Room upon the next infraction in the classroom.

Students who are assigned to the In-House Suspension room for three separate infractions will be suspended out of school on the occasion of the next major infraction.

Students who receive three referrals from the bus company for behavior which endangers the health and safety of students on the bus or for distracting the driver may lose their bus privileges.

Students who are assigned to after-school detention remain in school after the regular dismissal time. Students are permitted to leave in time to catch the late bus (3:45 P.M.). Twenty-four hour notice is provided before a student is expected to remain for detention.

Students who are assigned to the In-House Suspension room are removed from classes. Assignments are sent to the students while they are in the In-House Suspension room. A parent-teacher-principal meeting must be held before the student can return to class.

OCEANSIDE HIGH SCHOOL

I. Behavior which impedes orderly operation of class or school.

Examples of Behavior	Range of Consequences
<ul style="list-style-type: none"> ▪ Disruption ▪ Failure to complete assignments or carry out directions ▪ Inappropriate language ▪ Insubordination ▪ Lateness to class or school ▪ Leaving class or school without permission ▪ Lying ▪ Rude and discourteous ▪ Violation of bus regulations ▪ Smoking ▪ Unexcused absence from class or school ▪ Truancy 	<p>1. Teacher intervention may include:</p> <ul style="list-style-type: none"> ▪ Warning conference ▪ Parental notification/conference ▪ Special assignment ▪ Behavioral contracts ▪ Progress sheets ▪ Loss of privilege ▪ PPS/Administrative referral ▪ Detention ▪ Removal from class in conformance with Project SAVE regulations as defined in this document <p>2. Administrative intervention which may include all interventions available to teachers as well as:</p> <ul style="list-style-type: none"> ▪ Out-of-school suspension ▪ In-house suspension ▪ Alternative placement ▪ Superintendent's Hearing possibly resulting in additional suspension or expulsion

II. Behavior which is directed against persons or property.

Examples of Behavior	Range of Consequences
<ul style="list-style-type: none"> ▪ Abusive language ▪ Any action which endangers the health/safety of students/staff ▪ Arson/false alarms ▪ Assault ▪ Bomb threats ▪ Cheating/plagiarism ▪ Extortion ▪ Fighting ▪ Forgery ▪ Illegal Gambling ▪ Theft/possession of stolen property ▪ Throwing dangerous objects ▪ Vandalism/destruction/defacement of property ▪ Willful physical injury of others 	<p>1. Administrative intervention which may include:</p> <ul style="list-style-type: none"> ▪ In-house suspension ▪ Alternative placement ▪ Out-of-school suspension ▪ Superintendent's Hearing possibly resulting in additional suspension or expulsion ▪ Referral to outside agencies/courts ▪ Notification of police

III. Behavior which is covered by existing Board of Education policies.

Examples of Behavior	Range of Consequences
<ul style="list-style-type: none"> ▪ Possession/use/sale of alcohol/controlled substances ▪ Possession of drug paraphernalia ▪ Possession of weapons ▪ Use of beeper, cell phone, etc. ▪ Sexual Harassment ▪ Smoking ▪ Violations of the Internet Policy ▪ Violations of the Harassment/Bullying/DASA Policy ▪ Hazing 	<ul style="list-style-type: none"> ▪ Action to be taken in accordance with District policies

DISSEMINATION AND REVIEW

The Board will work to ensure that the community is aware of this Code of Conduct by:

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

The Board will sponsor an in-service education program for all district staff members to ensure the effective implementation of the Code of Conduct. The Superintendent may solicit the recommendations of the district staff, particularly teachers and administrators, regarding in service programs pertaining to the management and discipline of students.

The Board of Education 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.

(Amended
5/5/03)
(Amended
11/15/04)
(Amended
11/19/07)
(Amended
8/21/12)