

SCOTIA-GLENVILLE CENTRAL SCHOOLS
Scotia, New York 12302

SCOTIA-GLENVILLE
SENIOR HIGH SCHOOL

Revised
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INTRODUCTION TO STUDENT DISCIPLINE CODE

Every day during the school year, a large number of the students, faculty, support personnel, administrators, and parents at Scotia-Glenville join forces to provide a safe environment where hundreds of people come together to learn, teach and work. Everyone who shares this environment is responsible for providing others with safety and support.

In order to attain this atmosphere where learning and teaching can take place in the most safe and efficient way, a committee of students, faculty, administrators and parents have created guidelines for student conduct. This book contains the guidelines and procedures that the students of Scotia-Glenville are expected to follow in order to fulfill their part in the maintenance of this sound educational environment.

It would be impossible to create a code that would identify every possible adverse situation that could be encountered during the school day. Any and all behavior that has not been included should not be thought of as a deliberate omission. The basic foundation of Scotia-Glenville's school policy is that the rights, feelings, and property of others must be treated with respect at all times.

This disciplinary code has not been created as a set of laws meant to inhibit student freedom or to stifle student responsibility at a time when every student wants to become more responsible and more independent. It was created with the belief that each student, faculty/staff member, administrator, and parent will join together and lend their support so that every student may achieve his or her educational goals.

NONDISCRIMINATION

The Scotia-Glenville Central School District hereby advises students, parents, employees and the general public that it offers employment and educational opportunities, including vocational education opportunities, without regard to sex, age, race, color, national origin, disability, or religious beliefs. Inquiries regarding this nondiscrimination policy may be directed to:

Title IX and Section 504 Coordinator: Director of Curriculum & Instruction
Scotia-Glenville Central Schools
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Scotia, New York 12302
Telephone (518) 382-1218

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DEFINITIONS

For purposes of this code, the following definitions apply.

“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.

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

“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.

“School function” means any school-sponsored extra-curricular event or activity.

“Violent student” means a student under the age of 21 whom:

1. Commits or attempts an act of violence upon a school employee.
2. Commits or attempts, 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.
3. Possesses, while on school property or at a school function, a weapon.
4. Displays, while on school property or at a school function, what appears to be a weapon.
5. Threatens, while on school property or at a school function, to use a weapon.
6. Intentionally damages or destroys the personal property of any school employee or any person lawfully on school property or at a school function.
7. Intentionally damages or destroys school district property.

“Weapon” means a firearm as defined in 18 USC 921 for purposes of the Gun-Free Schools Act. **“Weapon”** also means, but is not limited to, any other gun, BB gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, dagger, dirk, razor, stiletto, switchblade knife, gravity knife, brass knuckles, sling shot, metal knuckle knife, box 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 when used to cause physical injury or death.

ESSENTIAL PARTNERS

- A. Parents.** All parents are expected to:
1. Recognize that the education of their child(ren) is a joint responsibility of the parents and the school community.
 2. Send their children to school ready to participate and learn.
 3. Ensure their children attend school regularly and on time.
 4. Ensure absences are excused.
 5. Insist their children be dressed and groomed in a manner consistent with the student dress code.
 6. Help their children understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment.
 7. Know school rules and help their children understand them.
 8. Convey to their children a supportive attitude toward education and the district.
 9. Build good relationship 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.
- B. Teachers.** All district teachers are expected to:
1. Maintain a climate of mutual respect and dignity, which will strengthen students' self-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 growth and achievement.
- C. Guidance Counselors**
1. Assist students in coping with peer pressure and emerging personal, social and emotional problems.
 2. Initiate teacher/student/counselor conferences and parent/teacher/student/counselor conferences, as necessary, as a way to resolve problems.
 3. Regularly review with students their educational progress and career plans.
 4. Provide information to assist students with career planning.
 5. Encourage students to benefit from the curriculum and extracurricular programs.
- D. Principals**
1. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning.
 2. Ensure that students, parents, and staff have the opportunity to communicate regularly with the principal and approach the principal for redress of grievances.
 3. Evaluate on a regular basis all instructional programs.
 4. Support the development of student participation in appropriate extracurricular activities.
 5. Be responsible for enforcing the code of conduct and ensuring that all cases are resolved promptly and fairly.
- E. Superintendent**
1. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning.
 2. Review with district administrators the policies of the Board of Education and state and federal laws relating to school operations and management.
 3. Inform the board about educational trends relating to student discipline.
 4. Work to create instructional programs that minimize problems of misconduct and are sensitive to student and teacher needs.
 5. Work with district administrators in enforcing the code of conduct and ensuring that all cases are resolved promptly and fairly.
- F. Board of Education**
1. Collaborate with student, teacher, administrator, 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.
- G. Other Staff**
1. Maintain a climate of mutual respect and dignity, which will strengthen student's self-concept and promote confidence to learn.
 2. Demonstrate interest in teaching and concern for student achievement.
 3. Know school policies and rules, and enforce them in a fair and consistent manner.

ROLES IN THE DISCIPLINE PROCESS

The responsibility for student discipline rests with all those individuals who interact with the students of the school. Some individuals—including parents, teachers, support personnel, classmates, and administrators—interact directly with the students, while the Superintendent and members of the Board of Education have more indirect contact. Regardless of the nature of the contact, the primary goal for each is to foster a climate of self-discipline and self-control in which all students may learn in a cooperative, safe, and positive environment.

Each individual mentioned above has a unique role to play in the growth and development of the students. The major responsibilities common to those individuals who interact with students are as follows:

1. Implement and support a clearly defined discipline policy for the school district.
2. Encourage compliance with the discipline code and implement the policy consistently, firmly, fairly, and with respect for students.
3. Exemplify an enthusiastic and supportive attitude toward school and education.
4. Enforce prompt and regular school attendance.
5. Reflect enthusiasm for teaching and learning and a general concern for the welfare of students.
6. Guide students from the earliest years to develop socially acceptable standards of behavior and to exercise self-responsibility and self-discipline.
7. Provide and support programs that will help students assume responsibility for their actions and subsequent consequences.
8. Maintain open lines of communication between school and home.
9. Encourage students to discuss their problems by listening attentively, remaining open-minded and considering students' recommendations.
10. Demonstrate, by word and personal example, respect for law and order and self-discipline.
11. Give positive reinforcement for acceptable behavior.
12. Refer to a counselor or administrator any student whose behavior requires special attention.
13. Support in-service programs for staff members.
14. Provide a sound educational program, which exemplifies a positive learning environment for all students.

REPORTING VIOLATIONS

All students are expected to promptly report violations of the code of conduct to a teacher, staff member, guidance counselor, the building principal or his or her designee. Any student observing a student possessing a weapon, alcohol or illegal substance on school property or at a school function shall report this information immediately to a teacher, staff member, the building principal, the principal's designee or the superintendent.

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 investigate, and if necessary, 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 may be made by telephone, followed by a letter mailed on the same day as the telephone call is made. The notification must identify the student and explain the conduct that violated the code of conduct and constituted a crime.

DISCIPLINARY CONSEQUENCES

Failure to comply with school rules will result in one or more of the following consequences as determined by the severity and frequency of the infraction.

Teacher Detention

Teachers may detain students before school, after school, during lunch or study hall, to fulfill teacher detention.

Time Out

A teacher may send students to the office for repeated inappropriate behavior in class. This assignment is for a short period of time and students are responsible for all assignments missed while in Time Out.

School Detention

Administrators may detain a student after school from 2:45 p.m. until 3:55 p.m. to perform assigned school work.

Lunch Detention

Students may be assigned to a restricted lunch area for the entire lunch period. Students will not be allowed to talk during this lunch restriction.

Removal from Class

A classroom teacher may remove a disruptive student from class for up to three class sessions. The removal from class applies to the class of the removing teacher only. Students removed from class must report to the office immediately.

In-School Suspension 10:50a.m. - 3:55p.m.

Based on the availability of supervisory personnel, students may be assigned to a designated room for duration of the school day, during which they will complete teacher assigned schoolwork and have no contact with other students. Lunch will be in the designated area. In-school suspension normally will be in conjunction with detention that same day.

Alternative Consequence

Administrators may consider after school projects to benefit school and/or community after consultation with parents. Removal of privileges -- e.g., parking, prom, senior picnic, school plays, interscholastic contests.

WITHDRAWAL OF STUDENT PRIVILEGES

Early release for reasons such as employment, field trips, tours, and participation in athletic events and clubs are privileges. Students, who are **on the academic ineligibility list**, fail to maintain passing grades, satisfactory attendance, or who fail to follow the **Code of Conduct**, may not be permitted to take part in these activities.

Academic Restriction

Any student who has failed at least 2 classes in a quarter will be placed in an academically restricted area or room (if available) for every study hall they are scheduled in for the following quarter. This restriction is for the entire quarter. Students who are restricted for academics may only leave this restricted study hall with a pre-signed pass to meet their academic needs. If for any reason a student abuses this, privileges may be revoked and they may be put on a full restriction for up to five weeks (Behavior Restriction).

Behavior Restriction

If a student in a study hall is in violation of any study hall procedure, the study hall teachers may restrict that student completely for up to 5 weeks. Passes to leave this study hall will not be honored. If a student is not compliant with this procedure, a referral to the office is necessary for further disciplinary action.

Out-of-School Suspension

The student may not attend classes, participate in or attend any school function, or be on the school grounds during the time of the suspension. It is the student's responsibility to make up missed assignments. Students who loiter or return to campus during a suspension are subject to immediate arrest for trespassing. Parents will be contacted and must make provision for the re-admission of a suspended student or participate in a re-admission meeting.

Principal's Hearing

Cases of excessive behavioral problems may result in a Principal's Hearing. Hearings will review the student's infractions, academic standing and efforts to bring about change. Parents are required to attend. Hearings will result in a clear statement of expectations if a formal Superintendent's Hearing is to be avoided. Other consequences may also be applied. For example, students may be removed from a particular course and assigned to a study hall instead.

Superintendent's Hearing

This is a formal hearing to consider a student's long-term suspension from school. The hearing is conducted in accordance with the provision of the State Education Law. The students will have the right to be represented by an attorney and may question witnesses or challenge evidence given against them. Students placed on long-term suspension will be prohibited from attending any school related events and from being on school property without express permission.

Note: Out-of-school suspension is the most serious consequence the high school can assign for misbehavior. It is used judiciously after other measures have failed to produce appropriate behavior. However, serious offenses such as abusive actions toward a teacher or fighting will result in out-of-school suspension.

PROCEDURES

The amount of due process a student is entitled to receive before a penalty is imposed depends on the penalty being imposed. In all cases, regardless of the penalty imposed, the school personnel authorized to impose the penalty must inform the student of the alleged misconduct and must investigate, to the extent necessary, the facts surrounding the alleged misconduct. All students will have an opportunity to present their version of the facts to the school personnel imposing the disciplinary penalty in connection with the imposition of the penalty. Students who are to be given penalties other than an oral warning, written warning or written notification to their parents are entitled to additional rights before the penalty is imposed. These additional rights are explained below.

1. Detention

Teachers, principals and the superintendent may use after school detention as a penalty for student misconduct in situations where removal from the classroom or suspension would be inappropriate.

2. Suspension from transportation

If a student does not conduct himself/herself properly on a bus, the bus driver is expected to bring such misconduct to the building principal's attention. Students who become a serious disciplinary problem may have their riding privileges suspended by the building 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 an opportunity for an informal conference with the building principal or the principal's designee to discuss the conduct and the penalty involved.

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

A student subjected to a suspension from athletic participation, extra curricular activities or other privileges is not entitled to a full hearing pursuant to Education Law 3214. However, the student and the student's parent will be provided with an opportunity for an informal conference with the district official imposing the suspension to discuss the conduct and the penalty involved.

4. In-school suspension

The Board recognizes the school must balance the need of students to attend school and the need for order in the classroom to establish an environment conducive to learning. As such, the Board authorizes building 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 certified teacher will supervise in-school suspension.

5 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 to 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 three class sessions. The removal from class applies to the class of the removing teacher only. Students removed from class must report to the office immediately.

If the disruptive student does not pose a danger or on-going 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 (one school day).

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

Within 24 hours (one school day) 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. The notice must also 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 (one school day) of the student's removal at the last known address for the parents. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting parents.

The principal may require the teacher who ordered the removal to attend the informal conference. If at the informal meeting the student denies the charges, the principal or 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 (two school days) 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.

6. Suspension from school

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

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

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

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

a. Short-term (5 days or less) suspension from school:

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

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

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

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

b. Long-term (more than 5 days) suspension from school:

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

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

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

c. Permanent suspension:

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

MINIMUM PERIODS OF SUSPENSION

1. Students who bring a weapon to school:

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

1. The student's age.
2. The student's grade in school.
3. The student's prior disciplinary record.
4. The superintendent's belief that other forms of discipline may be more effective.
5. Input from parents, teachers and/or others.
6. Other extenuating circumstances.

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

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

Any student, other than a student with a disability, who is found to have committed a violent act, other than bringing a weapon onto school property, may 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 parents 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 parents will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The superintendent has the authority to modify the minimum five-day suspension on a case-by-case basis. In deciding whether to modify the penalty, the superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

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

Any student, other than a student with a disability, 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, or three or more occasions during a trimester. 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.

ATTENDANCE POLICY

Achievement at the high school level is directly related to attendance. A student is expected to attend each school session.

Homeroom provides a means of communication among faculty, administration and students. Students receive essential information and communications during this period. An accurate absentee list is essential; therefore, all students **MUST** be in homeroom during the homeroom period. It is a violation of procedure if a student is in the building but does not attend homeroom.

Attendance Information

The school day begins at times published by the Principal. Buses leave the building at approximately 2:40 p.m.

New York State Education Law requires that a student present a written statement, signed by the parent or legal guardian, explaining each absence or tardiness. Forging an attendance statement is a serious offense. **If excuses are not submitted within three days, the student may be referred to the office.**

Students will be considered to have perfect attendance if they are in attendance every day, all day, with no tardies or dismissals. Students who are on approved educational field trips from school are considered in attendance that day. Prior approval by the principal is required.

Chronic Tardy Policy

Students are expected to make every effort to be on time for school each day. A student is considered tardy to school if such student does not report to homeroom by 7:38 a.m. Promptness to school must be of the highest priority. If a written explanation for a tardy is not submitted within three days, the tardy shall be included in the illegal category even if a legal excuse is brought in after the three days for that tardy. The student is responsible for submitting an explanation, signed by a parent/guardian, in order that accurate attendance records may be maintained. Tardiness is recorded on the student's permanent attendance record. The Attendance Secretary will be responsible for writing out student referrals.

A student is tardy to homeroom if such student arrives after the tardy bell at 7:38. A student who does not report to homeroom before homeroom period ends is tardy to school.

Tardy #1, 2, & 3: Entered on student's permanent attendance record.
Tardy #4: Entered on student's permanent attendance record; student will be referred by the attendance office or classroom teacher. Lunch Detention will be assigned.
Tardy #5: Entered on student's permanent attendance record. Lunch Detention assigned; parents will be contacted by school administrator. Student is added to the **chronic tardy list** and will lose school privileges as listed below. Student will be restricted to study halls for remainder of that quarter.

→ A chronically tardy student will be ineligible for senior privileges, honors privileges, and/or work release for a term determined by the administration. Privileges such as student parking permits, sign-outs from study halls, field trips, etc., may be revoked as well. **Students on the Chronic Tardy List will also be ineligible for after school activities on those days that they are tardy to school.**

Each Subsequent Tardy entered on student's record; penalties ranging from detentions, in-school suspensions to at-home suspensions assigned as appropriate. Classes missed due to illegal tardies are recorded as class cuts. Parents may be contacted by school administrator to discuss chronic tardiness. Parent conferences will be held as necessary. Students may be referred for counseling.

Students Late to Homeroom

If a student arrives to Homeroom after the 7:38 a.m. bell, without a pass, they are tardy to Homeroom. The teacher should note the tardiness in the Homeroom Register to record the date. The Homeroom Teacher is responsible for writing out student referrals and notifying the office. The following procedure should be implemented:

Tardy#1, 2 & 3: Warning by the Teacher
Tardy #4: Teacher Detention/Home Contact
Tardy #5: Referral to the Office, Lunch Detention Assigned
***Each subsequent tardy will result in Detention.**

Failure to Sign In To School Upon Arrival

Students who report to school after homeroom has ended must immediately sign in at the Assistant Principal's Office. Failure to do so will result in detention, in-school suspension, or out-of-school suspension.

Truancy

Students who are absent from school without parent knowledge or permission are considered **truant**. Class work and assignments scheduled during an absence must be completed by the student. If a student misses a quiz or test as a result of truancy, the student will receive a zero.

A student will face two days of in-school suspensions for truancy. The student's illegal absence will be counted as a cut from each class as well. As a result of repeated truancy, a student may be withdrawn from a class and placed in a restricted study.

BEHAVIOR STANDARDS AND CONSEQUENCES

Students are to respect the rights of other members of the school community to conduct business without interference. Students who interfere with other students and teachers in the building will be initially warned and, if necessary, will be referred to the office.

Students are expected to act as responsible young adults. If a student's comments or actions are judged to be disrespectful or insubordinate, the teacher will refer the student to the Assistant Principal. **Inappropriate language in the building will not be tolerated, and consequences for such action include:**

**Warning by teacher or administrator
Referral to office**

Students who violate the academic integrity policy may be subject to disciplinary consequences as set forth in the Academic Integrity Expectations (**See Appendix A**). Consequences may include school detention, in-school suspension, external suspension, or service to the department as deemed appropriate. Each student is given every opportunity to have access to school computers and other resources (**See Appendix E**). Any student who uses this equipment inappropriately may be subject to removal of privileges, school detention, in-school suspension, external suspension, or legal action if needed.

Excessive public displays of affection are not appropriate anywhere on school property and are subject to disciplinary actions.

Defiantly failing to do as a staff member directs or directing profane or abusive language at a staff member, is a serious offense and may result in detention, in-school suspension or out-of-school suspension.

Students Late to Class

If a student enters the classroom tardy and does not have a pass, the following procedure should be implemented:

Tardy #1, 2 & 3: Warning by the Teacher
Tardy #4: Teacher Detention/Home Contact
Tardy #5: Referral to the office.

Unauthorized Absences from Class/Study Hall

Students are required to attend all scheduled classes including study halls. Disciplinary action will result if a class is cut or is missed due to illegal tardies. Unauthorized absence from class is considered to be a serious offense and will be dealt with in the following manner:

First Offense: Two detentions will be assigned. In addition, the student is responsible for class work and/or assignments missed because of the absence.

Second Offense: a) 1 day of in-school suspension will be assigned. In addition, the student is responsible for class work and/or assignments missed because of the absence. The Assistant Principal/Dean will contact the student's parents in a timely manner.
b) Students will be restricted to study hall for a ten-week period.

Additional Offenses: The student will be assigned in-school suspensions or out of school suspension, as appropriate, and a meeting with the parents and a school administrator shall be required. Students may be denied course credit should they continue to cut class.

The Classroom Teacher is responsible for taking attendance and when notified of class cuts writing out student referrals. In all circumstances, if a student cuts a class in which a quiz or test was given, that student will receive a zero for the test or quiz and will be responsible for all other missed assignments.

Unexcused Absences / Illegal Dismissals

Students are required to provide a note / legal documentation from a parent / guardian for any day that they are absent from school. The note must be turned in to the main office attendance secretary within 3 days of the student's absence. If a note is not turned in during the time frame the student's absence is marked as unexcused. At that point, it is up to the teacher's discretion whether or not to allow the student to make up class assignments or homework that was given during the student's unexcused absence.

Students are also required to turn a note / legal documentation from a parent or guardian in order to be dismissed from school any time through out the school day. If a note is determined to be an illegal dismissal from school, it is up to the teacher's discretion whether or not to allow the student to make up missed class assignments or homework that was given during the student's illegal dismissal.

Leaving School Grounds/Building

Scotia-Glenville High School is a closed-campus. Students should remain in the building and on school grounds during the school day except for students who have earned senior privileges, work release, or have permission by the nurse or the main office to leave. Parent contact must be made **prior** to a student leaving the building. If parent contact is not made, the student has left school illegally. Notes and excuses received after the student has left the building will not be accepted. Students riding the

school bus may **NOT** leave school grounds before entering school or boarding the bus.

Violation of this policy will result in the following disciplinary action:

- First Violation:** The student is assigned two detentions per CLASS MISSED.
Second Violation: The student is assigned one (1) day of in-school suspension, and parents will be notified.
Additional Violations: The student is assigned in-school suspensions or at-home suspension as appropriate. The Principal or Assistant Principal may request a parent conference.

Destruction/loss of School Property-

Students have always taken great pride in the appearance of the Scotia-Glenville High School. We trust that each individual will assume a share of the responsibility to maintain and care for the building in keeping with the established tradition. A student who causes damage to the school building or grounds will be expected to pay for damage. Any student who intentionally damages equipment in a class may be removed from that class for the remainder of the year. Students will be issued, without charge, library books, required textbooks and certain other materials such as athletic uniforms, laboratory, vocational, athletic, and music equipment. Books, uniforms, and equipment should be returned in the same condition as issued. Lost or damaged books, uniforms and equipment are the responsibility of the student, and such student will be expected to pay for losses or damages.

FIGHTING / ASSAULT & BULLYING

Scotia-Glenville students should be able to come to school and participate in classes and other school related activities without the threat of physical assault. Students who threaten or become involved in fighting in school or on the school campus will be subject to disciplinary action. Any student or students guilty of assault upon another person in or on school property will be suspended and may be subject to charges of assault or assault and battery.

Students involved in promoting or encouraging fighting or physical assaults between other students will be subject to disciplinary action. A student who has prior knowledge of, or who observes a fight or physical assault and does not notify school authorities may be considered to have promoted or encouraged the incident. The disciplinary action may include suspension from school or in-school suspension, as may be appropriate.

TOBACCO, ALCOHOL AND CONTROLLED SUBSTANCE

Alcohol Possession/Use/Abuse

Using, abusing, possessing, selling, distributing alcohol, as well as having used and/or being under the influence of alcohol on or in school property or at any school function, regardless of the location, is expressly forbidden.

Scotia-Glenville High School students must be aware that the prohibition regarding possession, use or abuse of alcohol extends to any school function regardless of the location. A student may not possess, distribute, sell, use or abuse alcohol on school property or at a school function even if such student has reached the age which permits legal purchase of alcohol in New York State. Any student or one appearing to be under the influence of alcohol will be subject to search.

Consequences of Possession/Use/Abuse of Alcohol

Any student who is found to be possessing, using, abusing, selling, distributing or is under the influence of alcohol (as determined by a school administrator) in school or while attending a school function, regardless of location, **will be externally suspended from school immediately, for up to five school days. A superintendent's hearing will be held to determine if a student will receive an extended suspension.** When a student has been found possessing, using or abusing alcohol, the parent or guardian will be notified and such parent or guardian will be requested to transport the student from the school or school activity to home.

A breath-screening device may be administered to a student with parental permission to help assist in the screening procedure. The results of these screenings will remain among the student, parent, and administration.

Students suspended due to possession, use or abuse of alcohol, on return to school following the suspension, will be referred to the Student Assistance Counselor.

Drug Possession/Use/Abuse

Using, abusing, possessing, selling, distributing drugs or drug implements, as well as, being under the influence of drugs on or in school property or at any school function, regardless of the location, is expressly forbidden. Students may not possess drug implements even if such drug implements have not been used for the purpose of abusing drugs or any other controlled substance.

Consequences of Possession or Use of Drugs/Drug Implements

All students should be aware that the use and abuse of drugs and similar controlled substances could cause physical reactions similar to those, which are the result of the use or abuse of alcohol. As a consequence, the same potential for a serious accident is present when individuals use drugs as is possible through the use of alcohol. Students should be aware that possession and use of drugs is a violation of New York State law. If a person is found using or in possession of drugs, such person is subject to arrest.

Students who are possessing, using, abusing, selling, distributing drugs or drug implements, or are found to be under the influence of drugs **will be externally suspended from school immediately, for up to five school days. A superintendent's hearing will be held to determine if a student will receive an extended suspension. Students will be excluded from any club or extra curricular activities for 20 school days commencing with the date of suspension. Reinstatement will commence on the 21st school day.** In addition, students who possess drugs or drug implements in school, on school property, or at a school function, will be referred to the local police and will be subject to arrest in accordance with the laws of New York State.

Students suspended due to possession, use or abuse of drugs, on return to school following the suspension, will be referred to the Student Assistance Counselor.

Smoking/Chewing Tobacco

Scotia-Glenville High School is making a concerned effort to assure that smoking is not occurring on school grounds. The components of such an effort would include but are not limited to:

- student handbook
- announcements during sports events, concerts and other similar activities
- posting of signs where appropriate
- disciplinary actions against student violations

Cigarettes and any other tobacco products may not be carried in pockets, in a purse, or in any other location. Smoking or use of tobacco products in school, on school grounds, or at school activities is not permitted at any time.

First violation: The student is assigned one (1) day of In-School Suspension. Parent or Guardian will be notified.

Second violation: The student is assigned two (2) days of In-School Suspension. Parent or Guardian will be notified.

Additional violations: The student is Externally Suspended for three (3) to five (5) days. In addition the parent or guardian is required to meet with a School Administrator before such student is allowed to return to regular classes.

Students congregating with those students who are smoking on school property will be subject to the following discipline:

- First offense:** Warning
Additional offenses: Two detentions. Parents are notified.

WEAPONS/FIREWORKS/ARSON

The possession of an object which is or appears to be a weapon, or can be used as a weapon, is forbidden. Violators will be subject to search, disciplinary action and arrest.

No student shall have in his or her possession upon any school premises any firearm--as defined in Federal Law--knife, explosives, dangerous chemicals, or any object which could be used as a weapon and which is not necessary for school activities. In accordance with the Gun Free Schools Act of 1994, after a hearing has been provided pursuant to Section 3214 of the Education Law, a student found guilty of bringing a firearm onto school property will be subject to at least a one year suspension from school. The penalty may be reviewed and possibly modified by the Superintendent of Schools on a case-by-case basis. (Policy No. 5312.2 adopted by Board of Education 8/8/94.)

The possession or use of fireworks is illegal in New York State. Students using or found in possession of fireworks may be suspended from school up to five days. Individuals are also subject to arrest. Students involved with arson are subject to suspension from school and may be subject to arrest.

FORGERY

Any student who is found guilty of forging or altering any pass/excuse, who is in possession of forged/altered materials, or attempts to assume another's identity may be subject to detention or in-school suspension.

If a student feels he/she is being treated unfairly by a teacher, that student should talk to the teacher in private to resolve the problem. Students should also feel free to work with Administrators, Guidance Counselors, or the Student Assistance Counselor to resolve classroom problems.

HARASSMENT

SGHS students should treat faculty and staff members, other students, and the public with proper respect. Treatment of faculty or staff members or students in an **intimidating or harassing manner** is an extremely serious matter reflecting poorly on that student and our school. **A student who feels he/she has been a victim of harassment based on gender, race, national origin, religion, age, gender, sexual orientation or disability or any other personal characteristic** is encouraged to report the incident to a teacher, counselor, nurse or the administration. Faculty and/or staff should advise the administration and encourage the complainant to file a formal complaint with the Title IX Coordinator (The Director of Curriculum and Instruction). **Any student or students guilty of harassment may be assigned detention, in-school or external suspension.**

FOOD

All food must be consumed in the cafeteria. This includes snacks from the vending machines, breakfast, and lunch. Any special circumstance should be discussed with the teacher for further follow up with the nurse or the office.

LUNCH PERIOD

Students are expected to follow the lunch schedule as established and to obey the instructions of lunchroom supervisors. Students must return trays, eating utensils, and food debris to designated places.

Students are to remain in the "C" lobby area for the lunch break and are not to return to the "A", "B" and "D" classroom wings until time to report for class. During good weather, students may go outside using the "C" lobby door to the area adjacent to the cafeteria. Students found outside the "C" lobby area during lunch are subject to disciplinary action. Disciplinary actions are as follows:

First Offense:	Warning
Second Offense:	Loss of outdoor privileges for time determined by administrator
Third Offense:	Loss of outdoor privileges for a year and possible detentions or suspensions

Money, Audio Equipment, and Other Valuables

Audio Equipment: Bringing electronic and communications devices including, but not limited to, cell phones, cameras, games, radios, palm pilots, MP3 players, tape or CD players, and beepers/pagers to school is discouraged.

Cell phones may not be used in the building during the school day. Cell phones need to be kept in your locker at all times. If a cell phone is seen or heard they will be taken for the remainder of day. Use of other electronic equipment will be determined by the administration. The first violation of this policy will result in loss of the item for the remainder of the day. If more infractions occur, parents will be called to pick up the item.

Headphones may not be used or worn in class or the halls. Headphones may be used in the B-09 and B10 cafeteria or study hall only. All material must be school appropriate.

Refusal to turn over any item to a school employee may result in the student being assigned a disciplinary consequence including after school detention, Internal Suspension, or External Suspension.

Other Valuables: All valuables should be left at home. When it becomes necessary for a valuable item to be brought to school, the student is responsible for its security. The school is not responsible for stolen and/or damaged items.

Money: All lending, borrowing or giving of money is discouraged. Any requests or demands for money or valuables should be reported immediately to any adults in charge.

Card Playing: Card playing, Dice and other forms of gambling are not allowed on school grounds.

First Offense:	Confiscation--by teacher/administrator-- can be retrieved by student at end of school day
Second Offense:	Confiscation--by teacher/administrator--must be retrieved by parent
Consequent Offenses:	In-School Suspension

Images / Video Take During the School Day

Students are prohibited from taking images (either still or video) that are not being used for academic purposes. Pictures / videos taken without consent from the individual depicted in the image (student or staff) or without permission of a school employee may be subject to disciplinary consequences. Additionally, if any images are used in a negative manner either in person or through any mode of communication (picture sharing, email, message page, etc) then the student may be assigned an external suspension. In such cases, the school may notify the police and the student may have charges brought against them.

THEFT

Scotia-Glenville students who become involved in the theft of school, teacher or student property will be subject to disciplinary action. This disciplinary action will be up to a five-day out-of-school suspension. In addition, all cases of theft will be reported to police authorities. Students involved in this kind of activity are subject to arrest.

Students are encouraged to keep all valuables in a secure place.

AFTER SCHOOL CONDUCT

Starting at 2:45pm, students remaining after school must be directly supervised by a district employee. Students must be participating in an organized school activity supervised by a staff member or coach. Students waiting for a ride will wait at the rear of the building near the gym, by the B9 cafeteria, or outside the main building. As during the school day, students will not participate in horseplay or litter hallways. A student told to leave the building by a staff member for any reason will do so immediately.

Students may lose after school privileges as part of a disciplinary consequence (previously indicated).

Event Guidelines

Any student, parent, spectator, and/or visitor who wishes to attend any school-sponsored event, may be prohibited from bringing in any type of beverage, backpack,

container or bag.

STUDENTS WITH DISABILITIES (refer to Appendix B for additional information)

The Individual Education Plan of each disabled student is reviewed annually by the Committee on Special Education (CSE). A student with a disability is expected to comply with this Code of Conduct. However, it is possible that a disabled student may not, as a result of a violation of the Code, be subjected to the usual disciplinary procedures if the CSE determines that the behavior is a result of the disability.

A disabled student's Guidance Counselor and special education teacher or related service provider, in conjunction with the Dean and/or the Principal will jointly decide if the student's conduct constitutes a reason for referral to the CSE prior to the annual review. Faculty/staff should refer to the guidance document from State Ed located in the appendix when considering this. For all disabled students, however, a referral to the CSE must be made once a total of five (5) days of out-of-school suspension has been reached.

BOCES VOTEC REGULATIONS

Students attending the BOCES VOTEC programs will be responsible for complying with the rules and regulations in the BOCES School Conduct and Discipline Code as well as the Scotia-Glenville High School Code. Copies of the BOCES Code will be provided for all VOTEC students.

Any student who illegally misses the VOTEC bus 6 times during the course of the school year will be subject to possible program removal. Parents will be notified.

Any student with VOTEC driving privileges found to be transporting other students illegally would be subject to loss of driving privilege.

PROBLEM-SOLVING

In our school we know problems can arise. Do you, as students know where to go and who to talk to? Instead of talking about the problem behind the persons back, talk to them, to try to solve the problem.

Talk to the PERSON with whom there is a problem, whether it is a teacher, staff member or other student OR, if you are shy and don't feel comfortable talking to that person, have a FRIEND you trust or a PARENT, communicate with them. Remember YOUR GUIDANCE COUNSELOR, and SOCIAL WORKERS and keep in mind, you can always go to the PRINCIPAL, or the ASSISTANT PRINCIPAL. No, they are not just there for student discipline problems. Remember, everything said should be tactful and not hurtful. Yelling will get you nowhere. This system can also be used for positive comments as well. The above communications can be made verbally or through writing. Remember, COMMUNICATION is the key; problems are not solved if nothing is said.

GUESTS

Students who wish to bring a guest to school must receive permission from the office at least one day in advance of the visit and complete the necessary form.

VISITORS TO THE SCHOOLS

Since schools are a place of work and learning, certain limits must be set for such visits. The building principal or his or her designee is responsible for all persons in the building and on the grounds. For these reasons, the following rules apply to visitors to the schools:

1. Anyone who is not a regular staff member or student of the school will be considered a visitor.
2. All visitors to the school must report to the office of the principal upon arrival at the school. There they will be required to sign the visitor's register and will be issued a visitor's identification badge, which must be worn at all times while in the school or on school grounds. The visitor must return the identification badge to the principal's office before leaving the building.
3. Visitors attending school functions that are open to the public, such as parent-teacher organization meetings or public gatherings are not required to register.
4. Teachers are expected not to take class time to discuss individual matters with visitors.
5. Any unauthorized person on school property will be reported to the principal or his or her designee. Unauthorized persons will be asked to leave. The police may be called if the situation warrants.
6. All visitors are expected to abide by the rules for public conduct on school property contained in this code of conduct.

PUBLIC CONDUCT ON SCHOOL PROPERTY

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

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

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

A. Prohibited Conduct

No person, either alone or with others, shall:

1. Intentionally injure any person or threaten to do so.
2. Intentionally damage or destroy school district property or the personal property of a teacher, administrator, other district employee or any person lawfully on school property, including graffiti or arson.
3. Disrupt the orderly conduct of classes, school programs or other school activities.
4. Distribute or wear materials on school grounds or at school functions that are obscene, advocate illegal action, appears libelous, obstructs the rights of others, or is disruptive to the school program.
5. Intimidate, harass or discriminate against any person on the basis of race, color, creed, national origin, religion, age, 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 law enforcement officers or except as specifically authorized by the school district.
11. Loiter on or about school property.
12. Gamble on school property or at school functions.
13. Refuse to comply with any reasonable order of identifiable school district officials performing their duties.
14. Willfully incite others to commit any of the acts prohibited by this code.
15. Violate any federal or state statute, local ordinance or board policy while on school property or while at a school function.
16. Use of inappropriate/offensive language.

B. Penalties

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

Visitors: Their authorization, if any, to remain on school grounds or at the school function shall be withdrawn and they shall be directed to leave the premises. If they

refuse to leave, they shall be removed.

Students: Shall be subject to disciplinary action as the facts may warrant, in accordance with the due process requirements.

Tenured faculty members: Shall be subject to disciplinary action as the facts may warrant in accordance with Education Law 3020-a or any other legal rights that they may have.

Staff members in the classified service of the civil service entitled to the protection of Civil Service Law 75: Shall be subject to immediate removal and to disciplinary action as the facts may warrant in accordance with Civil Service Law 75 or any other legal rights that they may have.

Staff members other than those described above: shall be subject to removal and/or warning, reprimand, suspension or dismissal as the facts may warrant in accordance with any legal rights they may have.

C. Enforcement

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

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

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

GENERAL INFORMATION

Cars and Parking Permits

Parking permits will be issued according to grade level. Due to the limited parking facilities, space for each student cannot be guaranteed. Permission forms are available in the main office. Students who wish to park cars on an occasional basis should receive daily permission from the Parking Coordinator. Cars on school grounds must be kept locked at all times. Students may not be in the parking lot at any time other than before school or at dismissal time unless students receive permission from the Principal or Assistant Principal. Violation of parking/driving rules, which include parking in

RESERVED SLOTS, may result in immediate loss of parking privilege. Parking permit may also be revoked for chronic offenders of the disciplinary code. **Any car parked illegally will risk being towed at the owner's expense.** All traffic signs must be obeyed.

Summer School

Since summer school is a non-mandatory alternative program, eligibility to enroll will be based on:

- a minimum grade average of 55%
- minimum of 85% attendance
- guidance counselor recommendation
- building principal approval

SCHOOL ACTIVITIES

Students riding to scheduled activities in school or charter buses should return on those buses or with their own parents/guardian pending written notification to coach or advisor.

Students who are participating in extracurricular activities scheduled for the evening hours such as sports, dramatics or social events must be in school for the entire day of the activity. **Any student on the Chronic Tardy List will not be allowed to participate in after school activities on the days that they are late to school.** Special problems should be discussed with the Principal or Assistant Principal prior to the event.

Only those students who are properly supervised may remain in the building for after-school activities. Late buses will leave the High School at 4:00 p.m. every day except Friday. Only students who participate in recognized educational or extracurricular activities scheduled between dismissal and 4:00 p.m. are permitted to ride late buses. Students are eligible for late bus transportation only as a result of their participation in a school-related activity.

Field Trips

Each student must complete field trip permission forms before participating in such activities. Students on field trips are expected to conduct themselves as if they were in class. Chaperones may not permit a student to take part in an activity if such student requires special supervision. Students who are on the **academic ineligibility list, failing,** or frequently absent **will** be denied field trip participation.

STATEMENT OF DRESS

Scotia-Glenville students take pride in their appearance. Student dress must be in accordance with the guidelines set forth in the Regulations of the Commissioner of Education Handbook.

All students are expected to present a neat appearance and be appropriately dressed during school hours and for school related activities. Hats or other head-coverings unless for medical or religious purposes are not to be worn in the building during the instructional school day. Hats are to be kept in the student's locker during the instructional day. Clothing which interferes with the learning and teaching process, which is indecent, offensive, contrary to the educational mission of the school, or represents a health or safety hazard, is not to be worn in school. This includes advertising of any things illegal.

Clothing of the nature mentioned above will be brought to the attention of the student and/or Principal by the teacher and a solution to the problem will be reached:

- Student may change or cover clothes.
- Students may be sent home to change.
- Parent/guardian may be notified.

If the problem persists, parents will be contacted.

Members of the Student Senate may discuss guidelines with the Principal on yearly basis. An agreement will be developed if necessary and announced to the student body.

Student Senate assumes a leadership role in maintaining the intent of this Statement of Dress.

LOCKER/PERSONAL SEARCH

Lockers, desks and other such storage spaces remain the exclusive property of the school and for student use. Students shall have no expectation of privacy with respect to these areas.

It is the student's responsibility to keep locker combinations confidential. The locker assigned in ninth grade will remain with the student until graduation. Personal property should be marked with the owner's name and valuables may be kept in the school safe.

Locker Search

Locker searches may be conducted without the student's knowledge or permission. Students should be aware that New York State courts have recognized that the preservation of the health and safety of students, as well as the effort to keep order in the schools, may require the search of a student's locker.

Personal Search

If the Principal or their designee determines that there is reason to believe that a student is in possession of drugs, drug implements, a controlled substance, a weapon, stolen property or contraband of any description, then the student believed to be in possession may be subjected to a personal search. Searches that are personal in nature include the examination of a student's backpack, wallet, and/or purse. A student may be directed to turn out pockets and remove shoes.

Complete Personal Search

The Board of Education has authorized the Principal or designee to direct a complete personal search of a student in accordance with district guidelines. The Principal or designee will notify parents and outline the reason(s) for the search. Parents and law enforcement officials will ordinarily be involved if a complete personal search is warranted. The guidelines for a complete personal search are published in the District Guide of the Scotia-Glenville Central School District available from any teacher or administrator.

REFERRALS

1. **Counseling**

The Guidance Office shall handle all referrals of students to counseling.

2. **PINS Petitions**

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

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

3. **Juvenile Delinquents and Juvenile Offenders**

The superintendent 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.

CHILD PROTECTIVE SERVICES INVESTIGATIONS

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

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

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

STUDENT DUE PROCESS

Whenever a student is referred to the high school administration for any failure to observe the high school disciplinary code, such student will be afforded due process. Students who are referred to the high school administration for failure to observe the high school disciplinary code will meet with the Dean of Students, the Assistant Principal or the Principal and will be given an opportunity to explain the circumstances surrounding any incident.

A parent conference related to any violation of the discipline code by a student will be arranged upon request of the parent.

Parents and students are afforded a formal due process hearing in accordance with Section 3214, part c and d of the Education Law of the State of New York.

SUMMARY

No single set of guidelines can provide a means of anticipating the variety of disciplinary situations, which occur. It is the responsibility of teachers and principals to investigate each incident on an individual basis and to determine the appropriate course of action.

Although the consequences of misbehavior are listed throughout this document, parents and students should be aware that unacceptable conduct might result in one or more of the following actions.

- Local community agency involvement -- Police/Youth Aid/Family Court/Child Protective
- Student conference with teacher or staff member in charge
- Teacher contact with parent
- Principal contact with student
- Principal contact with parent
- Conference with parent, teacher and Principal (and student)
- Exclusion from an activity
- Detention after school with parent notification
- Repair, clean or restitution of property and damages
- Loss of bus riding privileges, if a bus problem
- Suspension from school (1/2 - 5 days)
- Conference with Superintendent
- 13. Exclusion from school by Superintendent (more than 5 days)

DISSEMINATION AND REVIEW

Dissemination of Code of Conduct

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

1. Providing copies of a summary of the code to all students 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.

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

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

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

SCOTIA-GLENVILLE CENTRAL SCHOOLS
Scotia, New York 12302

STUDENT BILL OF RIGHTS AND RESPONSIBILITIES

Preface

The administration and staff of the Scotia-Glenville Central Schools recognize that the purpose of the district schools is to develop lifelong learners who, as they pursue truth, will contribute to the total community of man out of personal self-worth and dignity. The administration and staff also recognize that the enrichment and, in fact, the very survival of any group come about only as its individual members practice self-discipline and demonstrate behavior which does not infringe or intrude on basic rights and freedoms of others. Responsible exercise of individual freedoms means respect for the democratic process and for the rights of all. Only in an atmosphere of mutual respect, self-restraint, civility and trust among all, can these freedoms flourish.

The administration and staff are committed to the task of school management in a manner consistent with the legal and moral rights of all, but will neither tolerate nor condone actions or conduct in violation of the "Code of Conduct" or any penal statute. In setting forth the following code, nothing contained herein is intended, nor shall be construed, to limit or restrict freedom of speech nor peaceful assembly nor any constitutional or legal individual right.

The Code shall not prevent or limit communication between and among students or relieve the Scotia-Glenville Central Schools of its special responsibility for self-regulation in the preservation of public order. The Code does not prevent or restrain controversy and dissent. However, the Code does prevent abuse of individuals and, therefore, maintains the stable environment appropriate to a public school.

This Code is adopted in compliance with Section 280l of the Education Law and is in compliance with the Rules and Regulations for Maintenance of Public Order on Premises and in Buildings of Scotia-Glenville Central School District as filed with the Commissioner of Education, dated May 8, 1970, and revised October 10, 1972.

Student Rights

1. Students have the right to an education, the right to be treated with dignity and respect, and the right to be free of endangerment, harassment, intimidation, fear, and discrimination.
2. Students have the right to express their opinions and beliefs as long as they do not interfere with school activities or the rights of others.
3. Students have the right to participate in any student organization, according to established criteria, and the right to contribute to the educational process.
4. Students have the right of due process.
5. Students have the right to reasonable cause before a search is conducted or personal property seized.
6. Students have the right of confidentiality of records and student's information according to school policy and the Federal Family Educational Rights and Privacy Act.
7. Students have the right to be free of physical force imposed for the purpose of punishment.
8. Students have the right to an appropriate educational program and access to all of the school support services based on individual needs.

Student Responsibilities

1. Students shall be aware that all rules and regulations for student behavior are in full effect until waived, altered or repealed and conduct themselves in accordance with the rules and regulations as established by the State, the community, and the school district.
2. Students shall dress and groom themselves so as to meet fair standards of safety and health, and common standards of decency.
3. Students shall support the maintenance of a safe environment by demonstrating sensitivity to the rights of others and by protecting and respecting school property.
4. Students shall comply with school attendance regulations for classes and other school functions.
5. Students shall take initiative for making up work when absences are necessary.
6. Students shall pursue and complete the courses of study prescribed by State and local school authorities, and will work to the best of their abilities in all areas.
7. Students shall use accurate information and appropriate language in written and verbal communications.

Appendix Directory

- A. Academic Integrity
- B. Discipline of Students with Disabilities
- C. Internet User Guidelines
- D. Web Publishing Guidelines
- E. Technology Use Guidelines
- F. Detention Guidelines
- G. In-School Suspension Guidelines
- H. Physical Education Requirements/Policies
- I. Athletic/club code of conduct

J. School Property

APPENDIX A

**SCOTIA-GLEVILLE HIGH SCHOOL PRINCIPLES
REGARDING ACADEMIC INTEGRITY**

As part of the school community, it is the duty and responsibility of students and faculty to honor academic success that is earned as the consequence of hard work and effort. Academic integrity at SGHS is based upon a respect for individual achievement that is the result of personal integrity, honor, and diligence. Never let other students devalue your achievements by allowing anyone to take unfair advantage of your work. Report any academic dishonesty that you see.

Acknowledge your sources. Whenever you use words or ideas that are not your own quotations marks. Where appropriate, cite your source in an internal footnote, and back it up with a list of sources cited and/or consulted.

Protect your work. In examination situations, do not allow others to see your work. You are the only one who should get credit for what you know.

Avoid suspicion. Do not put yourself in the position where you could be suspected of copying another person's work or having used unauthorized notes in an examination.

Do your own work. Do not allow someone else to do your work as it defeats the purpose of your education and may result in serious charges against you.

Always be honest. Do not falsify records. Do not fabricate data. Always be truthful when discussing your work with an instructor.

*This is based on the "University Principles and Safeguards" of Northwestern University. Additional sources consulted: Niskayuna High School and Bethlehem High School Academic Integrity Policies.

VIOLATION OF ACADEMIC INTEGRITY

The following examples represent some basic types of behavior that are unacceptable; however, they are not limited to the following:

Cheating = unauthorized notes or unacceptable use of technology, unauthorized study aids, alterations of graded work after it has been returned, copying another's homework, submitting identical or similar papers for credit in more than one course without permission from the instructors.

Plagiarism = submitting material that in part or whole is not entirely one's own without citing correct sources including web sites or other resource materials.

Fabrication = falsifying or inventing information, data or citations.

Theft of Exam Materials = stealing, reproducing, or any other unauthorized collection of any and all exam material prior to the exam.

Aiding and Abetting Academic Dishonesty = providing material, information, or other assistance to another person with knowledge that it could be used in any of the violations stated above or providing false information in connection with any inquiry regarding academic integrity.

Falsification of Records and Official Documents = altering academic records or official school documents or forging signatures.

Unauthorized Access to Computerized Academic or Administrative Records = viewing, modifying or releasing any official school computer records without authorization.

Misuse of Technology = unauthorized use or misuse of web sites, Internet, graphing calculators or any other technology.

DUE PROCESS AND STUDENT RIGHTS

Any student charged or suspected of a violation of academic integrity shall be given:

- Prompt investigation of all charges.
- Written notice of the facts and evidence regarding the charges.
- An explanation of the investigation procedure.
- A hearing between the student involved and the assistant principal with a recommendation course of action to be submitted to the principal.
- A right to an appeal which must be requested within 48 hours of the assistant principal's written decision.

CONSEQUENCES

All proven cases of academic dishonesty will result in the notification of the parent, guidance counselor, principal and assistant principal.

Additionally, at least several of the following may occur:

- Reduced or failing grade on quiz, test, paper, project or exam.
- Reduced or failing grade on grade for quarter.
- Reduced or failing grade for the course.
- Record on disciplinary file and student's permanent record file.
- Detention or suspension from school.
- Letters of recommendations, scholarships, and NHS membership may be jeopardized.
- Referral to police for possible criminal prosecution.

APPENDIX B

DISCIPLINE OF STUDENTS WITH DISABILITIES

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

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

A. Authorized Suspensions or Removals of Students with Disabilities

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

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

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

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

2. School personnel may order the suspension or removal of a student with a disability from his or her current educational placement as follows:

- a. The Board, the district (BOCES) Superintendent of Schools or a Principal may order the placement of a student with a disability into an IAES, another setting or suspension for a period not to exceed five consecutive school days and not to exceed the amount of time a non-disabled student would be subject to suspension for the same behavior.
- b. The Superintendent may order the placement of a student with a disability into an IAES, another setting or suspension for up to 10 consecutive school days, inclusive of any period in which the student has been suspended or removed under subparagraph (a) above for the same behavior. If the Superintendent determines that the student has engaged in behavior that warrants a suspension and the suspension or removal does not exceed the amount of time non-disabled students would be subject to suspension for the same behavior.
- c. The Superintendent may order additional suspensions of not more than 10 consecutive school days in the same school year for separate incidents of misconduct. As long as those removals do not constitute a change of placement.
- d. The Superintendent may order the placement of a student with a disability in an IAES to be determined by the committee on special education (CSE) for the same amount of time that a student without a disability would be subject to discipline but not more than 45 days if the student carries or possesses a weapon to school or to a school function or the student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function.

(1) "Weapon" means the same as "dangerous weapon" under 18 U.S.C. 930(g)(w) which includes "a weapon, device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury.

(2) "Controlled substance" means a drug or other substance identified in certain provisions of the federal Controlled Substance Act specified in both federal and state law and regulations applicable to this policy.

(3) "Illegal drugs" means a controlled substance except for those legally possessed or that is legally possessed or used under any other authority under the Controlled Substance Act or any other federal law.

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

B. Change of Placement Rule

1. A disciplinary change in placement means a suspension or removal from a student's current educational placement that is either:

- a. for more than 10 consecutive school days; or
- b. for a period of 10 consecutive school days or less if the student is subjected to a series of suspensions or removals that constitute a pattern because they cumulate to more than 10 school days in a school year and because of such factors as the length of each suspension or removal, the total amount of time the student is removed and the proximity of the suspensions or removals to one another.

2. School personnel may not suspend or remove a student with disabilities if imposition of the suspension or removal would result in a disciplinary change in placement based on a pattern of suspension or removal. However, the district may impose a suspension or removal, which would otherwise result in a disciplinary change in placement, based on a pattern of suspension or removals if the CSE has determined that the behavior was not a manifestation of the student's disability, or the student is placed in an IAES for behavior involving weapons, illegal drugs or controlled substance.

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

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

- a. Conduct functional behavioral assessments to determine why a student engages in a particular behavior, and develop or review behavioral intervention plans whenever the district is first suspending or removing a student with a disability for more than 10 school days in a school year or imposing a suspension or removal that constitutes a disciplinary change in placement, including a change in placement to an IAES for misconduct involving weapons, illegal drugs or controlled substances.
- b. If subsequently, a student with a disability who has a behavioral intervention plan and who has been suspended or removed from his or her current educational placement for more than 10 school days in a school year is subjected to a suspension or removal that does not constitute a disciplinary change in placement, the members of the CSE shall review the behavioral intervention plan and its implementation to determine if modifications are necessary. If one or more members of the CSE believe that modifications are needed, the school district shall convene a meeting of the CSE to modify such plan and its implementation, to the extent the committee determines necessary.
- c. Conduct a manifestation determination review of the relationship between the student's disability and the behavior subject to disciplinary action whenever a decision is made to place a student in an IAES either for misconduct involving weapons, illegal drugs or controlled substances or because maintaining the student in his current educational setting poses a risk of harm to the student or others; or a decision is made to impose a suspension that constitutes a disciplinary change in placement.
- d. student or others; or a decision is made to impose a suspension that constitutes a disciplinary change in placement.

2. The parents of a student who is facing disciplinary action, but who has not been determined to be eligible for services under IDEA and Article 89 at the time of misconduct, shall have the right to invoke applicable procedural safeguards set forth in federal and state law and regulations if, in accordance with federal and state statutory and regulatory criteria the school district is deemed to have had knowledge that their child was a student with a disability before the behavior precipitating disciplinary action occurred. If the district is deemed to have had such knowledge, the student will be considered a student presumed to have a disability for discipline purposes.

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

If there is no basis for knowledge that the student is a student with a disability prior to taking disciplinary measures against the student, the student may be **subjected to**

the same disciplinary measures as any other non-disabled student who engaged in comparable behaviors.

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

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

4. The parents of a student with disabilities subject to a suspension of five consecutive school days or less shall be provided with the same opportunity for an informal conference available to parents of non-disabled students under the Education Law.

5. Superintendent hearings on disciplinary charges against students with disabilities subject to a suspension of more than five school days shall be bifurcated into a guilt phase and a penalty phase in accordance with the procedures set forth in the Commissioner's regulations incorporated into this code.

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

7. During any period of suspension or removal, including placement in an IAES, students with disabilities shall be provided services as required by the Commissioner's regulations incorporated into this code.

D. Expedited Due Process Hearings

1. An expedited due process hearing shall be conducted in the manner specified by the Commissioner's regulations incorporated into this code, if:

a. The district requests such a hearing to obtain an order of an impartial hearing officer placing a student with a disability in an IAES where school personnel maintain that it is dangerous for the student to be in his or her current educational placement, or during the pendency of due process hearings where school personnel maintain that it is dangerous for the student to be in his or her current educational placement during such proceedings.

b. The parent requests such a hearing from a determination that the student's behavior was not a manifestation of the student's disability, or relating to any decision regarding placement, including but not limited to any decision to place the student in an IAES.

(1) During the pendency of an expedited due process hearing or appeal regarding the placement of a student in an IAES for behavior involving weapons, illegal drugs or controlled substances, or on grounds of dangerousness or regarding a determination that the behavior is not a manifestation of the student's disability for a student who has been placed in an IAES, the student shall remain in the IAES pending the decision of the impartial hearing officer or until expiration of the IAES placement, whichever occurs first, unless the parents and the district agree otherwise.

(2) If school personnel propose to change the student's placement after expiration of an IAES placement, during the pendency of **any proceeding to challenge the proposed change in placement**, the student shall remain in the placement prior to removal to the IAES, except where the student is again placed in an IAES.

2. An expedited due process hearing shall be completed within 15 business days of receipt for a hearing. Although the impartial hearing officer may grant specific extensions of such time period, he or she must mail a written decision to the district and the parents within five business days after the last hearing date, and in no event later than 45 calendar days after receipt of the request for a hearing, without exceptions or extensions.

E. Referral to law enforcement and judicial authorities

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

(1) The district may report a crime committed by a child with a disability to appropriate authorities, and such action will not continue a change of the student's placement.

(2) The Superintendent shall ensure that copies of the special education and disciplinary records of a student with disabilities are transmitted for consideration to the appropriate authorities to which a crime is reported.

Appendix C

Internet User GUIDELINES

Scotia-Glenville Central School District

The *Scotia-Glenville Central School District* provides students and staff (users) with access to the Internet as a learning tool. This electronic communications network gives users an opportunity to explore a diverse and unique pool of information. Utilizing this network in a school setting allows users of all ages to research information related to their classes, participate in innovative educational projects, and develop personal skills needed to communicate with others in the global community.

The students and staff utilize the Internet as an instructional tool in grades K-12. The following list highlights examples of the current Internet usage in our schools:

- Searching for information to support research projects for classes
- Collecting and analyzing information for exchanges with other classes
- Evaluating web sites for accuracy of content and bias
- Utilizing interactive simulations
- Participating in enrichment activities
- Researching current events and developments

The staff guides and supports students in developing skills and behaviors needed to properly use the Internet. In addition to staff supervision, the school district network is equipped with software directed at preventing students from accessing illegal, defamatory, or potentially offensive resources. However, the content of the Internet changes on a daily basis and, even with these safeguards, by chance or determination a user may be exposed to inaccurate or inappropriate information.

Students, parents/guardians, staff, and administrators must form a partnership to promote responsible educational use of the Internet. Federal and State laws as well as Scotia-Glenville Board of Education policies outline the responsibility and govern the appropriate use of the Internet and the school district network. Scotia-Glenville staff will teach and clarify appropriate use standards to students. If a user violates acceptable use of the Internet by engaging in any of the following actions, he or she will face the consequences as outlined in the District Conduct and Discipline Policy.

- Sending or receiving offensive language or graphics
- Violating copyright laws
- Utilizing another user's password
- Attempting to harm or destroy the equipment or data of any user or organization
- Posting defamatory or slanderous statements
- Engaging in unauthorized access of data or transfer of files
- Using Internet access for non-educational purposes.

Internet access is an important privilege to aid in the educational process and to help prepare our students for their roles in the 21st century. It is our intention to provide this access for all of our students unless parents or guardians indicate they would rather their children not have this opportunity. *In that case, please send to the principal a short letter indicating that your child should not have Internet access during this school year.*

Please review this correspondence with your child. Thank you for helping to effectively extend our school-community partnership into the area of technology and the Internet.

Revised August 2006

Appendix d

Web Publishing Guidelines for the Scotia-Glenville Central School District

Statement of Purpose

The Scotia-Glenville Central School District (SGCSD) provides web server access and server space to individual schools within the district, academic departments, and teachers for maintaining web pages. School district sponsored web pages will serve one or more of the following purposes:

- enhance teaching by providing information that supports classroom instruction and relates to the curriculum;
- inform the community of school-related information and events;
- highlight instructional programs;
- showcase student achievement in the classroom and in extracurricular activities;
- support extracurricular activities (sports, clubs, and student organizations) through posting relevant information that increases visibility and participation.

Contributors to the SGCSD web pages may include administrators, faculty, and staff who have a district e-mail account. Students may also participate on a web site development team sponsored by a staff member. The sponsoring staff member is responsible for ensuring that any site produced with student collaboration adheres to the subject and content standards described below. The sponsoring staff member is directly responsible for posting the information to the web server.

Subject Matter

All subject matter on Scotia-Glenville School District web pages and their immediate links must relate to curriculum and instruction, school-authorized activities, or information about SGCSD or its mission. Staff or student work may be published only as it relates to a class project, course, or other school related activity. Faculty, staff, and students may not use the district web server to host personal non-academic pages, and may not provide links to personal non-academic pages on other servers.

Content Standards

The content of all pages will adhere to the Copyright Laws of the United States (see United States Government Copyright Office, Library of Congress website at <http://www.loc.gov/copyright>). Web designers will give credit for text and graphics gleaned from other sources using appropriate citation styles.

Text, image, movie, or sound that contains pornography, profanity, obscenity, or language that offends or tends to degrade others will not be permitted.

Communication regarding the content of web pages should be addressed to the Webmaster. Staff posting content should provide their district e-mail links on their respective pages. Site creators are responsible for responding to e-mail inquiries concerning their web pages in a timely manner.

Use of Student Images, Names, and Work (Intellectual Property) in Online Content

Parents and guardians will annually receive the opportunity to decline the online placement of their child's likeness, name in any form, and/or student-produced work. *To decline placement, parents and guardians should send a written request to their child's school principal.* Web page designers will make every effort to comply with requests from parents and guardians.

Personal information about a student is not allowed on web pages. This information includes home telephone numbers, street, or e-mail addresses, or information regarding the specific location of any student at any given time.

Students enrolled in special education programs will never be identified as a participant in a special education program.

Images

Photographs of students may be added to web pages as related to the Statement of Purpose, unless parents or guardians submit a written request to a school principal. See section below on identification of students in images, movies, and sound recordings.

Names

Students' photographs and their work may only be identified by first name, or where that is not enough, first name and last initial. Identification beyond this point is not allowed. Individuals in movies or sound recordings may not be specifically identified in any fashion.

Student Work (Intellectual Property)

Student work may be added to web pages as indicated in the Statement of Purpose, unless parents and guardians submit a written request to a school principal. Student work includes any form of learning produced by students, either at home or in school. Examples of student work include, but are not limited to, the following: digital photographs of art projects, literary products, media presentations, sound recordings, and reports.

Student e-mail addresses may not be published. Staff e-mail addresses may only be published with the permission of the individual.

Appendix e

ACCEPTABLE TECHNOLOGY USE GUIDELINES Scotia-Glenville Central School District

The Scotia-Glenville Central School District electronic telecommunications network provides vast, diverse and unique resources for district users. Our goal in providing this service to teachers, staff and students is to promote educational excellence in the Scotia-Glenville School District by facilitating resource sharing, innovation and communication. The purpose of this policy is to ensure the proper use of the Scotia-Glenville School Central School District's computer and telecommunications resources by

its employees and all persons having access to such resources.

The value of Internet access as an educational tool is immeasurable. The Internet provides users with the ability to communicate world wide as well as access to a wide variety of information in the form of data, text, graphics, photographs, video and sound. Internet use will provide users the ability to access and exchange information from a variety of resources, which will enrich the educational process within the District. The user must realize that some material accessible via the Internet contains items that are illegal, defamatory, inaccurate or potentially offensive to some people. Internet use is a privilege, not a right and as such users are responsible for their behavior and communication while utilizing this service. Users have the responsibility to use the District's Internet access and other telecommunication resources in an efficient, ethical and lawful manner.

Computer and telecommunication resources and services include the following: file servers, desktop computers, workstations, laptops, software, Internet, intranet, commercial on-line services, bulletin board systems, e-mail services, internal and external communication networks which include; fax machines, telephones, pagers, 2-way radios, PDA's and other telecommunication devices are provided by the District as resources to assist teachers and staff in the performance of their jobs.

Computers and telecommunications systems belong to the Scotia-Glenville Central School District and should only be used for the fundamental purpose of the District as set forth in the District Guide. Users should not have the expectancy of privacy in anything they create, send, or receive on the District's computer or any other telecommunication resource. (The term "User", as utilized in this policy, refers to all employees, independent contractors, and other persons using or having access to the Scotia-Glenville Central School District computers and telecommunication resources.)

Users are not permitted to attach any personal computing devices to the network. Examples include but are not limited to: computers (workstations and/or laptops), PDA's, etc. Users are welcome to use these devices offline during or after the school day. Should a user wish to donate the equipment to the District, it will be considered as long as it meets current donation criteria and will be placed in service as needed. Technical staff will not be able to support any personal equipment. Transfer of files may be done through a variety of methods including e-mail, floppy disks, CD's and Flash drives. The District will make reasonable efforts to insure the integrity of the data being transferred.

Users must comply with all State and Federal laws governing telecommunications and other guidelines set forth by this document and the Scotia-Glenville Central School District Code of Conduct. If a district employee violates the acceptable use provisions outlined in this document, his/her access to the Internet (network resources) may be denied. Users should also be aware that some violations constitute a criminal offense and may result in legal action or other District disciplinary actions as set forth in the appropriate contract provisions.

The Superintendent of Schools will establish guidelines for acceptable use of technology by all users in the Scotia-Glenville Central School District.

APPENDIX F

DETENTION GUIDELINES

Failure to observe the school rules may cause a student to be assigned school detention.

A student who fails to complete administrative detention will be given additional detentions and may be restricted to study halls. Further detention "cuts" may result in assignment to in-school or out-of-school suspension.

An administrative detention starts promptly at 2:45 p.m. and concludes at 3:55 p.m. A late bus is available at approximately 4:00 p.m.

Students must bring school related work and materials that will be sufficient for the entire detention period.

Students who fail to attend a teacher assigned detention will be referred to the Assistant Principal who will assign detention.

Administrative detention will supersede all other after-school obligations for students assigned to such detentions.

If a student is removed from detention, the following procedures will be implemented:

- teacher will send the student to the office
- teacher will call the office to notify the office of the student being removed
- home contact will be initiated from the office

APPENDIX G

IN-SCHOOL SUSPENSION GUIDELINES

In-school suspension begins at 10:50 a.m. and ends at 3:55 p.m. Failure to report promptly at 10:50 will result in further disciplinary measures. Students who fail to report, have left without permission, and/or have been removed from in-school suspension will be externally suspended for up to five days.

The following rules apply:

You will arrive to the ISS room with any and all materials needed for the day. You will not be allowed to go to your lockers, to the cafeteria, or any other area during the in-school suspension. Student work will be gathered from the teachers and distributed to the students by the in-school suspension supervisor on the day of the in-school suspension.

The in-school suspension session is a daylong, silent work/study time. You are required to complete all schoolwork for the day and to spend the time in quiet study.

If you work rapidly you will need to bring reading material to the in-school suspension room. Acceptable reading material includes: novels and other works of fiction, nonfiction and biographical materials. Newspapers and magazines are not acceptable and are not to be brought to the in-school suspension room.

You are not to talk to others in the room. The supervisor on duty will answer questions when appropriate. Eating, drinking and sleeping are not allowed.

You are not allowed to listen to music and are not allowed to possess walk-men, beepers, cell phones, etc., while in the in-school suspension room. There will be two bathroom breaks during the ISS period. You will be given a lunch break. The supervisor will take students to the cafeteria to purchase lunches and the students will return to the ISS room where they will eat lunch. You will be required to pick up after yourself. Any littering of the room will result in further disciplinary measures.

Students will be warned about behaviors that are not acceptable in in-school suspension. If a student does not follow in-school suspension rules, they will be assigned additional in-school suspensions or may be externally suspended. Students found to be truant on a day they are scheduled for in-school suspension will be suspended from school and assigned additional in-school suspensions.

All rules and regulations applicable to the regular school day are in force during the period of a student's in-school suspension. Misbehavior in the in-school suspension room will not be tolerated. A referral from the in-school suspension supervisor could result in an external suspension of up to five

days.
 Students who leave in-school suspension without permission will be subject to external suspension.

APPENDIX H

PHYSICAL EDUCATION REQUIREMENTS/POLICIES

Physical Education is a credit-bearing course required for graduation. Students must attend class and participate in class activities in order to earn credit. The physical education grade is included in the cumulative average, which is used to determine class rank. Students who fail to attend class or fail to participate in a physical education class will be subject to the rules and regulations, which govern attendance in any class. Any student who does not participate in Physical Education due to a medical excuse or an unprepared may not participate in after-school sports.

Unprepared for Class

Each student must wear proper attire to physical education class. This requires a change of clothes (except the cross-country skiing unit outdoors) from school clothes worn that day and will include a T-shirt or sweatshirt, gym shorts, or sweatpants, socks and sneakers with support. A jacket, hat, gloves, etc., may be needed for outdoor activities; and the student is responsible for bringing the appropriate attire.

Unacceptable clothing includes: cut off shorts, T-shirts advertising alcohol, tobacco or any other drug, and any clothing deemed inappropriate by the teacher. Should a student wear unacceptable clothing, she/he will be expected to change or be recorded as unprepared for the day. Except for outdoor ski classes, no student will be able to participate without a change in clothes.

Unprepared Policy - One warning per semester.

First Unprepared: A referral will be sent to the parent/guardian. Student will receive a maximum grade of 90 for the quarter.

Second Unprepared: A referral will be sent to the parent/guardian. School detention will be assigned by the teacher. Student will receive a maximum grade of 80 for the quarter.

Third Unprepared: A referral will be sent to the parent/guardian. Student will receive a maximum grade of 60 for the quarter.

Any further unprepareds will result in a grade Lower than 60 for the quarter.

APPENDIX I

BEHAVIORAL STANDARDS AND PROCEDURES FOR ATHLETICS/CLUBS

Students participating in co-curricular activities are expected to maintain appropriate standards of decorum throughout the school day and within the community. **Participation in extracurricular activities is a privilege for the students at Scotia-Glenville Senior High School.**

The standard set in this policy are not any higher than those of the school policy for all students. The difference is, that students in co-curricular activities can be suspended from partial or complete participation in those activities.

ALCOHOL AND DRUGS

Students on co-curricular activities that are found to be involved with usage will automatically be suspended from the activity. Students will be excluded from any club or extra curricular activity for 20 school days commencing with the date of suspension. Reinstatement will commence on the 21st school day.

A student involved in the use and/or possession of alcohol or the use and/or possession of any substance prohibited by law will be required to attend a minimum of ten (10) periods of substance abuse counseling with the Student Assistance counselor or outside agency in addition to any limitation on participation set forth herein.

Student Athletes

First Offense: Effective on the date when the penalties are imposed, the athlete will be placed on probation for one calendar year. The athlete will need to meet with the student assistant counselor or equivalent outside agency for counseling. The counselor and administrator must agree as to when a student can return to participation. During the period of probation, the athlete will be expected to practice with the team but will not be allowed to participate in the team's scheduled competitions according to the eligibility chart (see below). Student-athletes on probation are expected to attend all practices and contests (NOT IN UNIFORM) and be of assistance to the team, as the coach deems appropriate. Penalties that cannot be served during the sport season in which they are imposed will be carried over for completion in the next sport season in which the athlete participates. The penalty assigned will be adjusted proportionately based on the number of regular season scheduled contests in the subsequent season.

# of Regular Season Scheduled Contests	ELIGIBILITY CHART	
	Contest Penalty First Offense	Contest Penalty Second Offense
8 (or less)	2	4
9	2	4
10-13	3	6
14-17	4	8
18-21	5	10
22	6	12

Second Offense: Offense occurs during the one-year probationary period, the athlete is suspended from all participation in interscholastic athletics for one calendar year from the date of the second offense. If a second offense occurs at any time after the probationary period, all provisions set forth in the first offense will apply. However, the contest penalty will be increased according to the eligibility chart. In addition, a new one calendar year probationary period will be assigned.

Third Offense: A third offense at any time during the secondary interscholastic time will mean a suspension from future participation on any interscholastic team for the remainder of the secondary school years.

APPEALS: A student-athlete may file an appeal in writing to the Director of Athletics within three calendar days from the date the penalty was assessed. The Athletic Director will call a meeting of the Appeals Committee to review the appeal. The jurisdiction of the Appeals Committee will be limited to affirming or reversing the decision of the Athletic Director. The Appeals Committee will have no authority to increase or reduce any penalty imposed. The student-athlete and/or his/her parents/legal guardians may attend the Appeals Committee meeting. The Athletic Director will notify the student-athlete of the results of the appeal within 24 hours.

Behavioral Standards and Procedures

Students participating in extracurricular activities who receive a discipline referral to the main office for violating any part of the Scotia-Glenville Senior High School Code of Conduct may be suspended or removed from their specific activity for a period of time to be determined by building administration.

- o Students participating in extracurricular activities and receive a discipline referral to the main office for violating any part of the Scotia-Glenville Senior High School Code of Conduct may be suspended or removed from extracurricular activities.

Revised May 2009

APPENDIX J

STRICTLY PROHIBITED ON SCHOOL PROPERTY

PROPERTY CLOSED DUSK UNTIL DAWN

1. SMOKING.
2. TRESPASSING.
3. LOITERING.
4. OPERATING OF MOTORIZED VEHICLES ON SCHOOL LAWNS, PLAYING FIELDS, OR TRACKS.
5. CLIMBING ON BUILDINGS OR FENCES.
6. INAPPROPRIATE USE OF SKATEBOARDS, ROLLERBLADES, OR BICYCLES.
7. FLYING MODEL AIRPLANES OR PLAYING GOLF.
8. USE OF PROFANE, LOUD, OR ABUSIVE LANGUAGE.
9. USE OR POSSESSION OF ANY INTOXICATING BEVERAGES, OR DRUGS.
10. CARRYING & USE OF FIREARMS, BOWS & ARROWS, & KNIVES.
11. ALL PETS MUST BE: LEASHED/UNDER OWNER'S CONTROL/CLEANED UP AFTER.
12. DEFACING OR DESTROYING SCHOOL PROPERTY.
13. HORSEBACK RIDING.

ALL VIOLATORS WILL BE PROSECUTED TO THE FULL EXTENT OF THE LAW. BY ORDER OF THE BOARD OF EDUCATION, SCOTIA-GLENVILLE CENTRAL SCHOOLS.
B.O.E. APPROVED 9/2/98