

SOUTH COLONIE CENTRAL SCHOOLS CODE OF CONDUCT

I. INTRODUCTION

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

The South Colonie Central School District, through its present policies, has a long-standing set of expectations for its students, conduct on school property and at school functions. These expectations are based on the principles of civility, mutual respect, citizenship, character, tolerance, honesty, and integrity.

The Board recognizes the need, based upon legislation adopted by the State of New York, to clearly define these expectations for acceptable conduct on school property, to identify the possible consequences of unacceptable conduct, and to ensure that discipline, when necessary, is administered promptly and fairly. The Board now adopts this Code of Conduct (“code”).

II. DEFINITIONS

For purposes of this Code, the following definitions apply.

“Threatening another student or employee of the school district” means students will refrain from engaging in threatening language or behavior directed towards other students. Threatening language is speech that is likely to produce a clear and present danger of a serious substantive evil that rises far above public inconvenience, annoyance or interest, and which would cause a reasonable listener to apprehend direct and immediate harm from the speaker. Threatening behavior is conduct directed towards another student or employee of the school district which produces a clear and present danger of harm.

“Zero tolerance” for those actions designed as Level I Infractions for both the middle school and high school. The zero tolerance with respect to those infractions is based upon civility, mutual respect, character, tolerance, honesty, and integrity.

“Disruptive student” means an elementary, middle, or high school 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 boundary line of any school of the South Colonie Central School District, or in or on any district school bus as defined in Vehicle and Traffic Laws §142.

“**School function**” means any school-sponsored extracurricular event or activity.

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

1. Commits an act of violence upon a school employee, or attempts to do so.
2. Commits, while on school property or at a school function, an act of violence upon another student or any other person lawfully on school property or at the school function, or attempts to do so.
3. 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. Knowingly and intentionally damages or destroys the personal property of any school employee or any person lawfully on school property or at a school function.
7. Knowingly and intentionally damages or destroys school district property.

“**Weapon**” means a firearm as defined in 18 U.S.C. §921 for purposes of the Gun-Free Schools Act. It also means any other gun, BB gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, dagger, dirk, razor, stiletto, switchblade knife, gravity knife, brass knuckles, sling shot, metal knuckle knife, box 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. Any student possessing a weapon on school district property shall be suspended for a minimum of one year.

III. STUDENT RIGHTS AND RESPONSIBILITIES

A. Student Rights

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

1. Take part in all District activities on an equal basis regardless of color, creed, national origin, religion, gender or sexual orientation or disability.
2. Present their version of the relevant events to school personnel authorized to impose a disciplinary penalty in connection with the imposition of the penalty.
3. Access school rules and, when necessary, receive an explanation of those rules from authorized school personnel.

B. Student Responsibilities

All district students have the responsibility to:

1. Contribute to maintaining a safe and orderly school environment that is conducive to learning and to show respect to other persons and to property.
2. Be familiar with and abide by all district policies, rules and regulations dealing with student conduct.
3. Attend school every day unless they are excused and be in class, on time and prepared to learn.

4. Work to the best of their ability in all academic and extracurricular pursuits and strive toward their highest level of achievement possible.
5. Respond to direction given by teachers, administrators, and other school personnel in a respectful, positive manner.
6. Work to develop mechanisms to control their anger.
7. Ask questions when they do not understand.
8. Seek help in solving problems that might lead to discipline.
9. Dress appropriately for school and school functions.
10. Accept responsibility for their actions.
11. Conduct themselves as representatives of the District when participating in or attending school-sponsored extracurricular events and to hold themselves to the highest standards of conduct, demeanor, and sportsmanship.

IV. 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 that absences are excused.
5. Insist that their children be dressed and groomed in a manner consistent with the student dress code, as defined herein.
6. Help their children understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment.
7. Know school rules and help their children understand them.
8. Convey to their children a supportive attitude toward education and the District.
9. Build good relationships with teachers, other parents, and their children's friends.
10. Help their children deal effectively with peer pressure.
11. 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-concept and promote confidence to learn.
2. Be prepared to teach.
3. Demonstrate interest in teaching and concern for student achievement.
4. Know school policies and rules, and enforce them in a fair, consistent and even-handed 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, as necessary, and 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 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 and student participation in appropriation 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 to enforce the Code of Conduct and to ensure that all cases are resolved promptly and fairly.

F. Board of Education

1. Collaborate with student, teacher, administrator, and parent organizations, school safety personnel and other school personnel to develop a Code of Conduct that clearly defines expectations for the conduct of students, District personnel, and visitors on school property and at school functions.
2. Adopt and review, at least annually, the district's Code of Conduct to evaluate the Code's effectiveness and the fairness and consistency of its implementation.
3. Lead by example by conducting board meetings in a professional, respectful, courteous manner.

V. STUDENT DRESS CODE

All students – whether elementary, middle, or high school – are expected to give proper attention to personal cleanliness and to dress appropriately for school and school functions. Students and their parents have the primary responsibility for acceptable student dress and appearance. Teachers and all other district personnel should exemplify and reinforce acceptable student dress and help students develop an understanding of appropriate appearance in the school setting.

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

1. Be safe, appropriate, and not disrupt or interfere with the educational process.
2. Not entail wearing brief garments such plunging necklines (front and back), brief revealing garments, hooded sweatshirts, and coats in the classroom.
3. Ensure that underwear is completely covered with outer clothing.
4. Include footwear at all times. Footwear that is a safety hazard will not be allowed.
5. Not include headgear of any kind in the building, unless required for medical or religious reasons.
6. Not include items that are vulgar, obscene, libelous, or denigrate others on account of race, color, religion, creed, national origin, gender, sexual orientation or disability.
7. Not promote or endorse the use of alcohol, tobacco, or illegal drugs, violent activities, either individually or through group activity.
8. Hair should not be worn in a facial concealing fashion.

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

Students who violate the student dress code shall be required to modify their appearance by covering or removing the offending item and, if necessary or practical, replacing it with an acceptable item. Any student who refuses to do so shall be subject to discipline, up to and including in-school suspension of the day. Any student who repeatedly fails to comply with the dress code shall be subject to further discipline, up to and including out-of-school suspension.

VI. PROHIBITED STUDENT CONDUCT

Because of the size of the student population and the fact that students attend instruction in five elementary schools, two middle schools, and one high school, this section of the code has been divided into three sections:

- Behavior Expectations for Grades Kindergarten through 4
- Behavior Expectations and Discipline for Grades 5 through 8
- Behavior Expectations and Discipline for Grades 9 through 12 (complete copy of Code available in main office).

The underlying theme of the following three sections is that students of this District must conduct themselves in an appropriate and civil manner, with proper regard for the rights and welfare of other students, District personnel, the general public and for the care of school facilities and equipment.

The Board of Education is of the opinion that students must learn to assume and accept responsibility for their own behavior, as well as the consequences of their misbehavior. Given this duality of discipline, the following sections detail student behavior expectations and the consequences of that behavior. District personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the students' ability to grow in self-discipline.

The Board recognizes the need to make its expectations for student conduct while on school property or engaged in a school function specific and clear. The rules of conduct listed on the following pages are intended to do that and focus on safety and respect for the rights and property of others. Students who will not accept responsibility for their own behavior and who violate these school rules will be required to accept appropriate penalties for their conduct.

VII. REPORTING VIOLATIONS

All students are expected to promptly report violations of the Code of Conduct to a teacher, guidance counselor, the building principal, or his/her designee. Any student observing a student possessing a weapon, alcohol, or illegal substance on school property or at a school function shall report this information immediately to a teacher, the 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, 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/her designee, must notify the appropriate local law enforcement agency of those Code violations that constitute a crime.

VIII. DISCIPLINARY PENALTIES

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

Students who are found to have violated the District's Code of Conduct may be subject to the penalties, outlined in the preceding sections, either alone or in combination. School personnel are authorized to impose that penalty, consistent with the student's right to due process as previously outlined.

IX. 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; or (2) an opportunity for the student to regain composure in an alternative setting. Time-honored classroom management techniques such as these do not constitute disciplinary removals for purposes of this Code.

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

A classroom teacher may remove a disruptive student from class for up to two days. The removal from class applies to the class of the removing teacher only. Removal of a student in the elementary school setting shall be for a period of up to one hour.

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

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

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

Within 24 hours after the student's removal, the principal or another District administrator designated by the principal must notify the student's 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 designee to discuss the reasons for the removal.

The written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the student's removal at the last known address for the parents. 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 designee must explain why the student was removed and give the student and the student's parents a chance to present the student's version of the relevant events. The informal meeting must be held within 48 hours of the student's removal. The timing of the informal meeting may be extended by mutual agreement of the parent and principal.

The principal, or 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 except in those situations involving firearms and controlled substances after a manifestation hearing.

X. SUSPENSION FROM SCHOOL

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

The Board retains its authority to suspend students, but places primary responsibility for the suspension of students with the superintendent and the 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 proposes to suspend a student charged with misconduct for five days or less pursuant to Education Law §3214(3), the District must immediately notify the student orally. If the student denies the misconduct, the district must provide an explanation of the basis for the proposed suspension. The District 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 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 parents.

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

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

After the conference, the principal shall promptly advise the parents in writing of his or her decision. The principal 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 (5) business days, unless they can show extraordinary circumstances precluding them from doing so. The superintendent shall issue a written decision regarding the appeal within ten (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 ten (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 (5) 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, at 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 satisfactory record. The hearing officer shall make findings of fact and recommendations as to the appropriate measure of discipline to the superintendent. The report of the hearing officer shall be advisory only, and the superintendent may accept all or any part thereof.

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

C. A Student Who Brings 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.

D. 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 as defined in Section II hereof, other than bringing a weapon onto school property or possessing a weapon on school property, shall be subject to suspension from school for at least five (5) 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.

E. Students Who are Repeatedly Substantially Disruptive of the Educational Process or Repeatedly Substantially Interfere 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 (5) days. For purposes of this Code of Conduct, "repeatedly 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.

XI. 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 problematic behaviors. 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.

A. Authorized Suspension or Removals of Students with Disabilities

1. For purposes of this section of the Code of Conduct only, the following definitions apply:

Suspension: a suspension pursuant to Education Law §3214(3)(a) through (d).

Removal: 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.

IAES: a temporary educational placement determined by the Committee on Special Education (CSE) 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 educational 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/her current educational placement as follows:
 - a. The Superintendent or 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 (5) 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 ten (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 to an IAES to be determined by the CSE, for up to 45 school days, but not to exceed the period of suspension ordered by the Superintendent, where the student has inflicted serious bodily injury upon another person; carries or possesses a weapon on school property; or possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while on school property. The period of suspension may not exceed the amount of time that a non-disabled student would be suspended for the same behavior.

For purposes of this section of the Code of Conduct only, the following definitions apply:

Serious bodily injury: bodily injury which involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement or protracted loss or impairment of the function of a bodily member, organ or mental faculty.

Weapon: means the same as “dangerous weapon” under 18 U.S.C. § 930(g)(2), which includes a weapon, device, instrument, material, or substance, animate or inanimate, that is used for or is readily capable of causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2½ inches in length.

Controlled substance: a drug or other substance identified in certain provisions of the Federal Controlled Substances Act specified in both federal and state law and regulations.

Illegal drugs: a controlled substance except for those legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under the Controlled Substances Act or any other federal law.

- e. 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/her current educational placement poses a risk of harm to the student or others.

B. Change of Placement Rule

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

- a. for more than ten (10) consecutive school days; or

- b. for a period of ten (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 ten (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 suspension or removals to one another.

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 suspensions or removals.

However, the District may impose a suspension or removal, which would otherwise result in a disciplinary change in placement, based on a pattern of suspensions or removals if the CSE has determined that the behavior was not a manifestation of the student's disability, or the student is placed in an IAES for behavior involving serious bodily injury, weapons, illegal drugs, or controlled substances.

C. Functional Behavioral Assessment and Behavioral Intervention Plan

Where a student with a disability is suspended or removed from the student's current placement for more than ten (10) consecutive school days or when a suspension or removal constitutes a disciplinary change of placement and the student's conduct is a manifestation of the student's disability, the CSE shall:

- a. conduct a functional behavioral assessment (FBA) and implement a behavioral intervention plan for such student; or
- b. if the student already has a behavioral intervention plan, the CSE shall meet to review such plan and its implementation and modify the plan and its implementation as necessary to address the behavior that resulted in the change of placement.

D. Manifestation Determination

A manifestation determination is a review of the relationship between the student's disability and the behavior subject to disciplinary action to determine if the conduct is a manifestation of the disability.

A manifestation determination must be made immediately, but in no case later than ten (10) school days after:

1. a decision is made by the Superintendent to change the placement of a student to an IAES;
2. a decision is made by an impartial hearing officer to place a student in an IAES; or
3. a decision is made the Superintendent or principal to impose a suspension that constitutes a disciplinary change in placement.

A manifestation determination shall be conducted in a meeting which must include a representative of the District knowledgeable about the student, the parent and relevant members of the CSE as determined by the parent and District. The parent must receive written notification prior to any manifestation team meeting similar to prior notice requirements under the Regulations of the Commissioner of Education regarding students with disabilities.

The manifestation team shall review all relevant information in the student's file including the student's IEP, any teacher observations, and any relevant information provided by the parents to determine if:

1. the conduct in question was caused by or had a direct and substantial relationship to the student's disability; or
2. the conduct in question was the direct result of the District's failure to implement the IEP.

If the manifestation team determines that either paragraph (1) or (2) above is applicable, the behavior shall be considered a manifestation of the student's disability.

If the manifestation team determines that the conduct was a manifestation of the student's disability, the CSE shall conduct a functional behavioral assessment and implement a behavioral intervention plan, and return the student to the placement from which the student was removed, unless the parent and District agree to a change of placement.

If the school identifies deficiencies in the student's IEP or placement or in their implementation, it must take immediate steps to remedy those deficiencies.

E. Students Presumed to have a Disability for Discipline Purposes

The parent of a student who violates any District rule or the Code of Conduct and has not been identified as a student with a disability at the time of such behavior may assert any of the protections set forth in the Federal and State Education Law and Regulations, if the District is deemed to have had knowledge that the student was a student with a disability before the behavior that precipitated the disciplinary action occurred. Where the District is deemed to have had knowledge that the student was a student with a disability before such behavior occurred, such student is **presumed to have a disability for discipline purposes**.

The District shall be deemed to have had knowledge that such student had a disability, if prior to the time the behavior occurred:

1. the parent of such student had expressed concern in writing to administrative personnel or to a teacher of the student that the student needed special education;
2. the parent of the student requested an evaluation of the student; or
3. a teacher of the student, or other personnel of the District expressed specific concerns about a pattern of behavior demonstrated by the student, directly to administrative personnel in accordance with the District's child find or special education referral system.

A student is not a student presumed to have a disability for discipline purposes if:

1. the parent of the student did not allowed an evaluation of the student;
2. the parent of the student refused services; or
3. it was determined that the student was not a student with a disability.

If it is claimed that the District had a basis for knowledge that the student was a student with a disability prior to the time the behavior subject to disciplinary action occurred, it shall be the responsibility of the Superintendent or principal to determine whether the student is a student presumed to have a disability.

If the Superintendent or principal determines that there is no basis for knowledge that the student is presumed to have a disability, the student may be subjected to the same disciplinary measures as any other non-disabled student who engaged in similar behaviors. A request for an individual evaluation made while such non-disabled student is subjected to a disciplinary removal, should be conducted in an expedited manner. An expedited evaluation shall be completed no later than 15 school days after receipt of the request for evaluation. The CSE shall make a determination of eligibility of such student in a meeting held no later than 5 school days after completion of the expedited evaluation. Until the expedited evaluation is completed, the non-disabled student shall remain in the education placement determined by the District, which can include suspension.

F. Due Process Procedures

Where a student is suspended for five (5) consecutive school days or less, the parents or guardians of the student shall be provided an opportunity for an informal conference in accordance with Education Law §3214 (3)(d).

Superintendent's hearings on disciplinary charges against students with disabilities and students presumed to have a disability for discipline purposes shall be bifurcated into a guilt phase and a penalty phase and conducted as follows:

1. The Superintendent shall proceed with the guilt phase and determine whether the student is guilty of the alleged misconduct. If it is determined that the student is guilty of the alleged misconduct, the Superintendent shall make a threshold determination of whether a suspension or removal in excess of 10 consecutive school days or that would otherwise constitute a disciplinary change in placement should be considered. If the threshold determination is that such a suspension or removal should be considered, before the Superintendent recommends any such removal, the Superintendent's hearing shall be adjourned until a manifestation determination is made. If the Superintendent determines that a suspension or removal that would constitute a disciplinary change in placement should not be considered, the hearing shall proceed to the penalty phase.
2. Upon a determination by the manifestation team that the behavior of a student with a disability was not a manifestation of the student's disability, such student may be disciplined in the same manner as a non-disabled student. Upon receipt of notice of such determination, the Superintendent shall proceed with the penalty phase of the hearing. If the manifestation team determines that the behavior was a manifestation of the student's disability, the Superintendent shall dismiss the hearing.

3. If the Superintendent is considering the change in placement of a student with a disability to an IAES, upon a determination that the student is guilty of misconduct relating to serious bodily injury, weapons, illegal drugs or controlled substances, the Superintendent may recommend such change in placement to an IAES, to be determined by the CSE, for up to 45 school days, but not to exceed the length of time that a non-disabled student would be suspended for the same misconduct under the Code of Conduct.
4. The penalty phase of a Superintendent's hearing for a student with a disability or a student presumed to have a disability for discipline purposes shall be conducted in the same manner as the penalty phase of a hearing involving a non-disabled student, including the admission of anecdotal evidence of past instances of misconduct.

G. Services During Suspensions

During any period of suspension, a student with a disability shall be provided services to the extent required under the provisions of the Individuals with Disabilities Education Act and New York State Education Law and Regulations. During suspensions or removals for periods of up to ten (10) school days in a school year that do not constitute a disciplinary change in placement, students with disabilities of compulsory attendance age shall be provided with alternative instruction pursuant to Education Law §3214(3)(e) on the same basis as non-disabled students. Students with disabilities who are not of compulsory attendance age shall be entitled to receive services during such suspensions only to the extent that services are provided to non-disabled students of the same age who have been similarly suspended.

During subsequent suspensions or removals for periods of ten (10) consecutive school days or less that in the aggregate total more than 10 school days in a school year but do not constitute a disciplinary change in placement, regardless of the manifestation determination, students with disabilities shall be provided with services necessary to enable the student to continue to participate in the general education curriculum and to progress toward meeting the goals set out in the student's IEP. The CSE shall determine the services to be provided to the student.

During suspensions or other disciplinary removals for periods in excess of ten (10) school days in a school year which constitute a disciplinary change in placement, students with disabilities shall be provided with services, as determined by the CSE, necessary to enable the student to continue to participate in the general education curriculum to progress toward meeting the goals set out in the student's IEP.

The services to be provided to a student placed in an IAES shall be determined by the CSE, and should enable the student to progress toward meeting the goals in the student's IEP.

H. Expedited Due Process Hearings

An expedited due process hearing shall be conducted if:

- a. The District requests such a hearing to obtain an order of an impartial hearing officer placing the student in an IAES where school personnel believe that it is dangerous for the student to be in his/her current educational placement;
- b. The District requests such a hearing to obtain an order of an impartial hearing officer placing the student in an IAES during the pendency of due process hearings where school personnel maintain that it is dangerous for the student to be in his/her current educational placement during such proceedings; or
- c. 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.

During the pendency of an expedited due process hearing or appeal regarding the placement of a student in an IAES for behavior involving serious bodily injury, 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.

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.

An expedited due process hearing shall be completed within 15 business days of receipt of the request for a hearing. Although the impartial hearing officer may grant specific extensions of such time period, he/she must mail a written decision to the District and the parents within 5 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.

I. Referral to Law Enforcement and Judicial Authorities

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

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

XI. DISSEMINATION AND REVIEW

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

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

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

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

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, administrators, 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.

BEHAVIOR EXPECTATIONS AND DISCIPLINE REGULATIONS GRADES 9-12

- A.** Student behavioral incidents should be handled first by the classroom teacher who is in direct control of the situation, or if the event did not occur in the classroom, by the District personnel observing the event.
- B.** Follow-up action to all behavioral problems should include one or more of the following:
1. A conference with the student during the day or after school with remedial action where needed.
 2. A parental phone call/letter home.
 3. A conference with the student's counselor/grade level principal.
 4. A written Behavior Referral Report submitted to the grade-level principal, or the psychologist, guidance counselor, chairperson, or supervisor when the teacher's effort to resolve the behavioral problem has proven to be unsuccessful.
- C.** A serious behavioral problem or repeated instances of a behavioral problem within a class period may result in an immediate written referral.
1. The Behavioral Referral Report shall indicate the nature of the follow-up action taken by the teacher. (See the Behavioral Referral Guidelines)
 2. The type of student behavior indicated in writing on the referral form shall be keyed to the infractions listed below. (See the Behavior Referral Guidelines)
- D. Off-Campus Events:**
Students at school-sponsored events held off campus shall be governed by the rules and regulations of the school and are subject to the authority of the school officials.
- C. Search and Seizure:**
Students may expect privacy from other students regarding their lockers, desks, or other storage areas. However, under the law, items that are school property, such as lockers, desks, computers, and other technological equipment are subject to searches by school authorities at any time. School authorities may also search students and/or their belongings where reasonable suspicion of a violation of the Code of Conduct or a violation of law exists. An administrator in the presence of another District employee shall conduct all searches. Searches can also be conducted of vehicles parked on school property when there is reasonable suspicion of a violation of the Code of Conduct or violation of the law. In all cases, the student and parent shall be informed as to the reason for the search.
- D. Role of Police Officials**
District officials are committed to cooperating with police officials and other law enforcement authorities to maintain a safe school environment. Police officials may enter school property or a school function to question or search a student, or to conduct a formal investigation involving students only if they have:
- a. A search or arrest warrant; or
 - b. Probable cause to believe a crime has been committed on school property or at a school function; or
 - c. Been invited by school officials.

SOCIAL PROBATION RESULTING FROM LEVEL I, II, OR III INFRACTIONS

Any privilege offered by this building can be removed by an administrator from 30 to 90 days from the date of the infraction. Privileges can be restored if there are no other violations during the probation period. Social probation will result automatically from all Level I and Level II infractions. Violations that occur at an extra-curricular activity will lead to denial of attendance at the next similar activity(s) at the discretion of administration (even if beyond 90 days).

NOTE: Alcohol sensors may be used at selected extra-curricular activities. It is understood that school suspensions from the Albany BOCES are also enforced as suspensions from Colonie Central High School and vice versa.

LEVEL I INFRACTIONS

Refers to those infractions for which the consequence may be external suspension and/or exclusion from school. Any suspensions result in social probation and possible loss of other privileges (i.e., parking and senior privileges).

INFRACTION	CONSEQUENCE
Use and/or Possession of Controlled Substance and/or Drug Paraphernalia (e.g.: rolling papers, pipes, etc.)	<ul style="list-style-type: none"> • Immediate external suspension of 3-5 days with a phone call to parent and confirming letter. • Complaint filed with police immediately, confiscated material given to them for analysis. • Parent conference during the suspension period. • Mandated counseling intervention with school social workers. • May result in immediate Superintendent’s hearing. • Second offense will result in immediate external suspension pending a Superintendent’s hearing.
Possession of Firearms, Weapons, or Destructive Devices:	<ul style="list-style-type: none"> • Any student who is determined to have brought a “firearm”, “weapon”, or “destructive device” on school premises or any student possessing a “firearm”, “weapon”, or “destructive device” on school premises will result in an automatic expulsion from school for not less than one year. • Complaint filed with police immediately. • The Superintendent of Schools, following a Superintendent’s hearing, may modify such expulsion requirement on a case-by-case basis.

“Firearms” is defined as a weapon which will or is designed to or may be converted to expel a projectile. Firearms may include, but are not restricted to, guns, BB guns, pellet guns, starter pistols, slingshots, the frame or receiver of such weapons, and any firearm muffler or firearm silencer. **“Weapon”** is defined as a knife, club, bat, or any object that could be used to cause harm to another person. **“Destructive device”** means any explosive, incendiary or poison gas, bomb, grenade, or rocket having a propellant charge of more than four ounces, a missile having an explosive or incendiary charge of more than 1/4 ounce, a mine or device similar to any of the devices described. The Code of Conduct also prohibits devices that simulate destructive or harmful devices (e.g.: toy guns).

INFRACTION	CONSEQUENCE
Use and/or Possession of Alcohol	<ul style="list-style-type: none"> • Immediate external suspension of 3-5 days with a phone call to parent and a confirming letter. • Complaint filed with police immediately, confiscated material given to them for analysis. • Parent conference during the suspension period. • Mandated counseling intervention with school social workers. • Will result in immediate Superintendent's hearing. • Second offense will result in immediate external suspension pending a Superintendent's hearing.
Tobacco Smoking and usage of other tobacco products	<ul style="list-style-type: none"> • Tobacco products or related products seen or found will be confiscated. • Administrative action: Saturday detention/ 3 days external suspension with a phone call to parent and confirming letter. • Parent conference during the suspension period. • Mandated counseling intervention with school social workers. • Second offense will result in external suspension for 3-5 days and a parent conference. • Third offense will result in a building principal conference and an external suspension for 5 days. • Fourth offense will result in Superintendent's hearing.
Fighting (Use of physical force):	<ul style="list-style-type: none"> • Immediate suspension for 3-5 days. This applies to all if aggressor(s) cannot be determined. A phone call to parents and confirming letters will follow the student conferences. • Complaint may be filed with police. • Repeated fighting behavior will result in Superintendent's hearing.
Vandalism or Theft of Property	<ul style="list-style-type: none"> • May result in administrative action or immediate suspension up to 5 days with a phone call to parent and confirming letter. • If appropriate, police may be notified and complaint filled out. • Parent conference during the suspension period. • Request payment for costs resulting from damage. • File vandalism report with the Superintendent of Buildings and Grounds (Also see Policy 5311.4) • Vandalism may result in Superintendent's hearing.

INFRACTION	CONSEQUENCE
<p>Internet Use: Disseminating information that is illegal, defamatory, abusive, threatening, racially offensive, designed to affect school functions or the daily activity of the school, or adult-oriented is not allowed whether or not the dissemination of the information occurs from the school terminals.</p>	<ul style="list-style-type: none"> • Principal's conference with student and parents and may result in 3-5 days external suspension. • Superintendent's hearing.
<p>Inappropriate and/or indecent behavior, pranks, or activities/behaviors displayed while on school property or associated school activities (includes proven gang-related activities identified as malicious activities associated with a group of students)</p>	<ul style="list-style-type: none"> • First Offense: 3-5 day suspension, parent conference, and possible Superintendent's hearing. • Second Offense: 3-5 day suspension/parent conference and possible Superintendent's hearing.
<p>Engaging in conduct that is disorderly. For example:</p> <ol style="list-style-type: none"> a. running in hallways b. Making unreasonable noise. c. Using gestures that are obscene, profane, lewd, vulgar or abusive. d. Obstructing vehicular or pedestrian traffic. e. Engaging in any willful act, which disrupts the normal operation of the school community. 	<ul style="list-style-type: none"> • Principal's conference with student and parents and may result in 3-5 days external suspension. • May result in Superintendent's hearing.
<p>Use of Electronic Devices (must be turned off and out of sight from 7:25 a.m. to 2:05 p.m. and when working in the library, computer lab, or with a teacher during after school hours.): Within the building or on school grounds is not allowed. Electronic devices include, but are not limited to: MP3 players, Walkmans, cell phones, palm pilots, cameras (whether or not the camera accompanies a cell phone) or any other instrument that can be used to transmit images or information from one source to another. Cell phones shall not be operated within the building either for receiving or making calls. Text messaging is not allowed within the building or on school grounds. Electronic devices should not be visible.</p>	<p>One or more of the following may result:</p> <ul style="list-style-type: none"> • Confiscation of the electronic device. Item will be returned only to parent/guardian. • Immediate external suspension of 3-5 days with a phone call to parent/guardian and a confirming letter. • Parent/guardian conference during the suspension period. • May result in Superintendent's hearing.
<p>Trespassing: Students are not permitted in any school building, room, or office without permission from school personnel.</p>	<ul style="list-style-type: none"> • May result in administrative action or immediate suspension up to 5 days with a phone call to parent and confirming letter. • If appropriate, police may be notified and complaint filled out. • Parent conference during the suspension period. • May result in Superintendent's hearing.

INFRACTION	CONSEQUENCE
<p>Inappropriate Dress/Gestures: A student’s dress, grooming, and appearance, including hair style, color, jewelry, make-up, and nails shall:</p> <ul style="list-style-type: none"> • Not entail wearing brief garments, such as tube tops, net tops, halter tops, spaghetti straps, plunging necklines (front and back), brief revealing garments, and coats in the classroom; • Ensure that underwear is completely covered with outer clothing; • Include footwear at all times; • Not include headgear of any kind in the building, unless required for medical or religious reasons. • Not include items that are vulgar, obscene, libelous, or denigrate others on account of race, color, religion, creed, national origin, gender, sexual orientation, or disability; • Not promote or endorse the use of alcohol, tobacco, illegal drugs, violent activities, either individually or through group activity; • Hair should not be worn in a facial concealing fashion. • Hoods must be kept down. 	<ul style="list-style-type: none"> • Immediate modification of inappropriate dress. • Student sent home by grade level principal to correct inappropriate attire. • Refusal to comply with above consequences will result in a principal’s conference and possible suspension. • Repeated offense may result in Superintendent’s hearing.
<p>Threatening another student or employee of the school district: Students will refrain from engaging in threatening language or behavior directed towards other students or employees of the school district. Threatening language is speech that is likely to produce a clear and present danger of a serious substantive evil that rises far above public inconvenience, annoyance, hyperbole or jest, and which would cause a reasonable listener to apprehend direct and immediate mayhem from the speaker.</p>	<ul style="list-style-type: none"> • Possible parental conference. • Five day external suspension • Superintendent’s hearing
<p>Defiance and Disrespect to Any Member of the Staff</p>	<ul style="list-style-type: none"> • May warrant removal to internal suspension. • Immediate disciplinary action that could result in internal/external suspension for up to 5 days. <ul style="list-style-type: none"> a. Parent notified; conference will follow. b. Repeated infractions may result in counseling referral. • In the instance of physical abuse to a member of the staff, the student will be suspended from school for up to five (5) days pending Superintendent’s hearing.

INFRACTION	CONSEQUENCE
Sexual Harassment	<ul style="list-style-type: none"> • Administrative conference in all cases. At the discretion of the administrator, a student may be given an educational packet to complete, a phone call will be made to parents, or the student may be suspended. • Conference with counselor, if necessary. • If appropriate, police may be notified and a complaint filed. • Possible removal from class if harassment becomes disruptive to educational process, 3-5 days suspension. Mandatory parent conference. • Repeated offenses result in a Superintendent’s hearing.
Harassment (i.e., racial or otherwise): Includes all forms of electronic, verbal, or written communications	<ul style="list-style-type: none"> • Administrative conference in all cases. At the discretion of the administrator, a student may be given an educational packet to complete, a phone call may be made to parents, or the student may be suspended. • Conference with counselor, if necessary. • If appropriate, police may be notified and a complaint filed. • Possible removal from class if harassment is becoming disruptive to educational process, 3-5 day suspension. Mandatory parent conference. • Repeated offenses result in a Superintendent’s hearing.
<p>SENIORS: Exhibiting a poor academic record or displaying inappropriate behavior</p>	<p>Loss of senior privileges including, but not limited to:</p> <ul style="list-style-type: none"> • Late arrival • Early dismissal • Driving to school • Senior picnic • Senior prom • Graduation
<p>Violations of Academic Integrity: While the standards of academic integrity cannot be listed exhaustively; the following examples represent some basic types of behavior that are unacceptable:</p> <p>1. Cheating: using unauthorized notes, study aids, or information on an examination; altering a graded work after it has been returned, then submitting the work for re-grading without the teacher’s authorization; allowing another person to do one’s work and submitting that work under one’s own name; submitting identical or similar papers for credit in more than one course without prior approval from the course instructors.</p>	<p>For the first offense one or more of the following consequences may result:</p> <ul style="list-style-type: none"> • Referral to administrator • Notification of parent. • Administrative conference. • Reduced or failing grade on quiz, test, paper, project, or exam. • Reduced or failing grade for the quarter. • Reduced or failing grade for the course. • Suspension from school for a period of up to five days. • Referral to the police for criminal prosecution. • Ineligibility for academic honors such as the National Honor Society.

INFRACTION	CONSEQUENCE
<ol style="list-style-type: none"> 2. Plagiarism: submitting material that in part or whole is not entirely one's own work without attributing those same portions to their correct source. 3. Fabrication: falsifying or inventing any information, data or citation. 4. Obtaining an unfair advantage: stealing, reproducing or otherwise gaining access to examination materials prior to the time authorized by the teacher; unauthorized collaborating on an academic assignment, retaining, possessing, using or circulating administered examination materials, without the authorization of the teacher; otherwise engaging in activity to gain an unfair advantage over other students' work. 5. Aiding and Abetting Academic Dishonesty: providing material, information, or other assistance to another person with knowledge that such aid could be used in any of the violations of academic integrity. 6. Falsification of Records and Official documents: altering documents affecting academic records, forging signatures of authorization or falsifying information on an official academic document or other official school record/form. 7. Unauthorized Access to Computerized Academic or Administrative Records or systems: viewing, altering or modifying computer records, programs, or systems, releasing or dispensing information gained via unauthorized access, interfering with the use of computer systems or information. 	<p>For the second offense one or more of the following consequences may result:</p> <ul style="list-style-type: none"> • Referral to administrator. • Notification of parent. • Administrative conference. • Failing grade on quiz, test, paper, project, or exam. • Failing grade for the quarter. • Failing grade for the course. • Suspension from school for a period of up to five days. • Referral to the police for criminal prosecution. <p>For the third offense one or more of the following consequences may result:</p> <ul style="list-style-type: none"> • Referral to administrator. • Notification of parent. • Administrative conference. • Failing grade on quiz, test, paper, project, or exam. • Failing grade for the quarter. • Failing grade for the course. • Suspension from school for a period of up to five days. • Referral to the police for criminal prosecution. • Referral to the Superintendent of Schools for a Superintendent's hearing.

LEVEL II INFRACTIONS

This section refers to those infractions for which the consequence may be internal suspension and/or loss of privileges. Also, failure to report to internal suspension will result in external suspension for up to five (5) days and a parent conference during the suspension period. Upon returning to school, the student will serve the initial consequence.

INFRACTION	CONSEQUENCE
Removal from classes: Present a dangerous and/or disruptive situation to teacher and students or self	<ul style="list-style-type: none"> • Notify office to immediately remove student from class. • Notification of parent. • Suspension from school. • Principal's conference. • Superintendent's hearing.
Previous behaviors have led to teacher's asking that student be removed from class:	<ul style="list-style-type: none"> • Teacher has contacted parent. • Student removed for that class(es) only (3-5 days to suspension room). Administration will contact parent. • Possible parent, teacher, counselor administration hearing. • Chronic offenses: Superintendent's hearing.
Truancy: Definition — A student is truant if they are illegally absent from school without the knowledge and consent of parent/guardian (SEE BUILDING-WIDE EXPECTATIONS)	<ul style="list-style-type: none"> • Saturday Detention at the discretion of the administrator. • Notify parents and discuss petition to Family Court. • Counseling if it is deemed necessary. • May result in loss of privileges. • Repeated offense of truancy will result in building principal's conference and/or Superintendent's Hearing.
Card Playing and/or Gambling	<ul style="list-style-type: none"> • Saturday detention at the discretion of the administration. • Counseling if it is deemed necessary. • Repeat incidences may result in a 3-day suspension.
Illegal Parking and/or Vehicle Violation	<ul style="list-style-type: none"> • Temporary loss of driving/parking privileges. • Notify parents with confirming letter. • A second violation will cause the car to be towed at the owner's expense, loss of driving privileges, and a possible external suspension. • Temporary parking must be done in advance on a very limited basis.
Abuse of Late Arrival or Early Dismissal (i.e. not signing in or out, etc.)	<ul style="list-style-type: none"> • Loss of senior privileges. • Grade level principal will notify parents.
Inappropriate behavior in Library	<ul style="list-style-type: none"> • Loss of library use for a period of time. • Conference
Abuse of study hall assignment (i.e. not reporting, signing out, returning, etc.)	<ul style="list-style-type: none"> • Assigned one night of detention • Assigned Saturday detention. • Assignment to restricted study hall. • Principal's conference.

INFRACTION	CONSEQUENCE
Loitering in the corridors (before, during, or after school)	<ul style="list-style-type: none"> • Warning • Repeated offenses: detention/parent call. • Chronic offenses: Saturday detention/suspension • Parent conference.
Leaving school grounds without permission	<ul style="list-style-type: none"> • Saturday detention. • Parents notified by letter • Loss of parking/driving privileges. • Repeated incidents may result in a 3-day suspension.
Abuse of Senior Privileges	<ul style="list-style-type: none"> • Assignment to a no-privilege study hall. • Loss of senior privileges.
Wearing coats is disruptive of the education process	<p>Coats must be in locker or book bags. Refusal to comply when asked to put away by staff member:</p> <ul style="list-style-type: none"> • Meet with grade level principal. • Discipline, including possible parent notification, detention, Saturday detention, suspension.
Lates to class	<ul style="list-style-type: none"> • Accept students into class without pass • Immediate referral if beyond 15 minutes • 3 lates (less than 15 minutes) = detention • Chronic lates: parent conference and possible Saturday detention.
Failure to report to detention hall	<ul style="list-style-type: none"> • Assigned two nights of detention. • Assigned Saturday detention. • Up to three days external suspension.
Students may not post or distribute information or materials without prior approval from high school administration.	<ul style="list-style-type: none"> • Ranging from a warning, detention, internal suspension up to suspension from school. • Repeat offenders: principal conference/ superintendent's hearing.

LEVEL III INFRACTIONS

Unexcused Tardy to School:

An unexcused tardy to school occurs when a student does not report to homeroom on time or reports to the attendance office without a valid excuse. A student has 24 hours to bring to school a written excuse from a parent or legal guardian. A student will be excused for reasons identified in the district's Comprehensive Attendance Policy. Unexcused tardies for high school students result in the following consequences:

- 5 tardies will result in one (1) night of detention.
- 10 tardies will result in two (2) nights of detention.
- 15 tardies will result in three (3) nights of detention.
- 20 tardies will result in Saturday detention.
- 21 tardies will result in a 3-day suspension.
- 22 tardies will result in a principal conference and suspension.
- Additional tardies may result in a Superintendent's conference.
- Missed detention can result in Saturday detention or suspension.

Consequences for Unexcused Tardy to Classroom

Level 1	Warning
Level 2	Teacher contacts parents; if not able to reach them by phone, letter will be sent with copy to guidance counselor.
Level 3	Teacher keeps student after school for an amount of time which the teacher feels is appropriate and then escorts the student to detention. (If student does not stay after school, move immediately to Level 4.)
Level 4	Referral to Grade Level Principal. <ul style="list-style-type: none"> • Parent conference/contact. • Assigned up to two nights detention.
Level 5	Referral to Grade Level Principal (assigned Saturday detention.)
Level 6	Building principal's conference

Consequences for Non-Classroom / Unstructured Situations

All Incidents	The staff member should escort the student to the nearest administrative office.
First Incident	Assigned detention by Grade Level Principal.
Second Incident	Parent conference.
Third Incident	Saturday morning detention.
Fourth Incident	Building principal's conference.

Behavioral Expectations for Study Halls

- Students should bring appropriate materials to keep them busy (study materials, library book, etc.).
- Students should remain in their assigned seats unless they have permission to move.
- Students should keep hands, feet and all other objects to themselves.
- Students should remain quiet (no talking without permission).
- Students should report to study hall at the designated time.

Consequences of Not Meeting Behavioral Expectations for Study Halls

Level 1	Warning
Level 2	Form letter to parents
Level 3	Referral to grade level principal; assigned detention
Level 4	Referral to grade level principal; assigned Saturday detention; letter to parents
Level 5	Referral to grade level principal; assignment to Restricted Study Hall (minimum two weeks - maximum remainder of the semester.)
Level 6	Building principal's conference

UNEXCUSED CLASS ABSENCE (CUTTING)

Student's classes are scheduled in order to allow the best possible educational program in a healthy, safe and secure environment. When a student cuts a regularly scheduled class, his/her safety cannot be assured. That student also risks the probability of lower grades or failure as a result of missing valuable class work. Therefore, when a student misses class and has no legal excuse, the steps listed below will be taken:

NUMBER OF CUTS**ACTION**

1st Cut	<p>Teacher will verify the illegal absence by a discussion of the problem with student. Teacher will also contact parent by phone. A Behavioral Referral will be forwarded to the grade level principal who will:</p> <ul style="list-style-type: none"> • Send letter to parent concerning the cut. • Assign student detention (if multiple classes are missed, appropriate consequences will be assigned for each cut.) • Send a copy of the referral to the student's guidance counselor requesting a further discussion of the problem. • Consider loss of student privileges such as driving/parking, lounge, etc. for the remainder of the semester.
2nd Cut	<p>Behavior referral is sent to the grade level principal who will:</p> <ul style="list-style-type: none"> • Issue Saturday detention or external suspension. • Notify parents of unilateral, unavoidable consequences of a third cut by direct parental communication.
3rd Cut	<p>A third incident of cutting would establish a pattern of continued abuse. At this point the student will be denied credit in the course. The grade level principal will notify the classroom teacher to assign a grade of "NM" for the course. The grade level principal will notify the parent of this action. The student must remain actively involved in the course and meet minimum academic requirements to attend summer school.</p>
4th Cut	<p>Building principal's conference.</p>
5th Cut	<p>Consideration of Superintendent's hearing.</p>

BUILDING-WIDE BEHAVIORAL EXPECTATIONS

Building-wide behavioral expectations have been established for all students.

1. Follow directions of staff the first time they are given.
2. Treat other people and their property with respect by keeping hands, feet, and objects to oneself and by refraining from derogatory comments.
3. Report to designated areas at designated times.
4. Follow expectations developed for an individual classroom.
5. Dress in clothing that is not disruptive to the learning environment or is threatening to the student or to the other students, as outlined within Section V of this Code of Conduct.

Student I.D. Cards

All Colonie Central High School students must have an I.D. card. The I.D. card is to be clearly visible during the school day (i.e., I.D. may be worn around neck with lanyard or clipped to belt).

Rules Concerning I.D. Card

1. The I.D. card is to identify Colonie High School students, to insure the identification process in student management, and control of visitors and unauthorized intruders on campus.
2. The I.D. card must be clearly visible at all times while at school and penalties for non-possession will range from loss of privileges to detention and possible suspension from school for major violators. Refusal to submit I.D. card upon request is also grounds for suspension.
3. Requirements for I.D. before participation: (listed below are a few examples)
 - a. check out library books
 - b. purchase tickets to school events
 - c. check in and out of school
 - d. hall passes (restroom, locker, telephone, etc.)
 - e. voting in school elections
 - f. admission to dances and other social events
 - g. other (determined by the appropriate school administrator)
4. The I.D. card is non-transferable. Illegal use of I.D. card not belonging to the student is a suspendable offense and can be considered fraud or theft resulting in disciplinary action.
5. If the I.D. card is lost, damaged, or stolen, it is the student's responsibility.

Guidelines for Students Running for Elected Office:

Applicants who petition to run for office will be screened by administrators and approved based on the following criteria:

- Good academic standing (cannot be failing more than one subject)
- Students running for office are responsible for obtaining lists of duties from appropriate grade-level office.
- Students running for any class office must have participated in 50% of that classes activities for that year (exception: initial running for freshman officers fall election).
- Must have demonstrated acceptable high school citizenship (without serious behavior referrals).

Leaving School Grounds/Truancy

No student may leave the school grounds after arriving at school without approval of the administration. A parent requesting that a student leave school must submit a written request, in advance, to the attendance office. The request is verified and a dismissal slip is issued. When a student must leave school, the request must be in the attendance office before homeroom. In case of an emergency, the student will report to the attendance office to be signed out prior to leaving school grounds. Leaving school grounds without permission may result in suspension. Students may not be excused retroactively for leaving school grounds.

In-School Suspension

In-school suspension (ISS) is a program in which students who are suspended attend school but do not attend their regular classes. Students will attend ISS for the normal school day, where they are given assignments and guidance by the coordinator. These assignments will be returned to the teacher for grading and are to be used as part of the student's grades.

Failure to meet the requirements of the ISS program may result in an extension of the length of suspension. The purpose of the ISS is not to punish but rather to correct behavior.

Out-of-school suspension (OSS) is assigned for very serious offenses or for habitual problem-makers. A student may be assigned OSS for up to five (5) days and a parent conference will be scheduled before re-admission.

Lunch Policies and Regulations

All food must be eaten in the cafeteria or designated picnic areas.

Students are NOT permitted to leave school grounds during lunch without permission from an administrator. This includes all parking lots.

Corridor Pass

Any student who is released from class must have a hall pass filled out and signed by an authorized staff member.

Attendance

Students who do not attend a minimum number of scheduled classes as stated below, regardless of the reason for the absence, may be denied academic credit. Students whose absences exceed the following guidelines may lose credit for the course:

SEMESTER COURSE - 10 ABSENCES
FULL YEAR COURSE - 20 ABSENCES

Students who feel they are having troubles in class because of poor attendance are encouraged to consult with their teachers about the problems. If absences continue to accumulate, students can expect to receive warnings and advice from both their guidance counselor and grade level principal.

In addition to these final numbers, the Committee will get periodic reports from teachers on students with attendance problems.

Remember:

- There is an Attendance Review Committee
- Poor attendance can result in a variety of actions by the Committee.
- If attendance is poor enough, academic credit may be denied.
- Absences can include both excused and unexcused reasons for missing school.
- Medical excuses can be for ten (10) absences only. Physician's notes covering these ten absences must be brought in to grade level office within ten (10) school days of each absence or they will not be accepted.

ATTENDANCE REVIEW COMMITTEE

One of the most important responsibilities of any student is regular attendance in school. Colonie Central High School has an Attendance Review Committee which monitors student attendance. The Committee evaluates student attendance problems and recommends actions to the principal. These actions may include many options. Among these are:

- Guidance counseling
- Referral to outside agencies
- Filing P.I.N.S. petitions
- Involvement of the school attendance officer

In addition to the actions above, the Committee may recommend that a student be denied academic credit. This means that unless the student maintains a certain attendance level he/she may be denied school credit for the course whether or not the student has a passing average in that course.

Rationale

A considerable number of students each year accumulate an excessive number of absences from school. In some cases, verified illness is the cause, and adjustments are made for supplemental or modified instruction. In some cases, the absences are a direct result of disinterest or lack of concern for school. Periodic and systematic evaluation of student attendance is necessary to maintain the proper educational environment for all students.

Function of the Committee

The purpose of the Attendance Review Committee shall be to chart a course of action that will lead to improved attendance. This action may be any or all of the following:

- recommend denial of academic credit
- recommend guidance counseling
- recommend administrative intervention via letter, telephone call, etc.
- recommend to parents outside emergency assistance
- recommend filing P.I.N.S. petition
- recommend involvement of attendance officer
- invite student to meet with Committee
- invite parents to meet with Committee
- use any other option available
- implement attendance reduction contract

When the student reaches ten (10) absences in a half-year course or twenty (20) absences in a full-year course, the Committee would offer the parents an opportunity for a hearing. The student will be offered the opportunity to complete an "attendance reduction contract". This contract consists of a two (2) day reduction from the absence total of the student.

To fulfill the contract the student must meet with the teacher and complete course work that is equivalent to two (2) class periods. The teacher will be notified in writing of the contract. When the contract between the teacher and student is completed the grade level principal will be notified. The opportunity to enter into an "attendance reduction contract" will be offered only one time during each course.

Make-Up of the Committee

The Attendance Review Committee will be made up of the grade level principal, guidance counselor, teacher or recommendation of the teacher.

Guidelines

The awarding of academic credit at Colonie Central High School will be based in part on attendance in class. Students who do not attend a minimum number of academic classes may be denied academic credit. Exceptions to the attendance regulation may be made for students with extended illness who have completed other academic requirements. Information concerning the attendance requirement will be distributed to all students and teachers at the beginning of the school year.

Teacher Reports

The teachers will inform the grade level principal according to the Schedule below when a student's attendance becomes unsatisfactory. Guidance-originated appointments, parent conferences, administrative meetings, internal suspension and field trips are not reported as absences. Examples of absences are contained within the District's Comprehensive Attendance Policy.

Excused and Unexcused Events

The following reasons for absence, tardiness, or early departure will be deemed excused absences for the purpose of the attendance register:

1. Death in the immediate family. Immediate family is defined as a parent, grandparent, sibling, aunt, uncle or cousin.
2. Religious observances
3. Quarantine
4. Court appearances or another documented appropriate legal reason
5. Seniors with prior approval for college visits or entrance testing
6. Medical, dental, optical or other health-related appointments, with excuses in writing from the provider.
7. Home instruction approved through Guidance (upon completion of appropriate forms).
8. Late to class with a pass. The pass must have been authorized by an administrator, teacher, guidance, social worker or health office.
9. Absence from class period when student in health office, provided that absence is documented by health office.
10. Absences approved by building principal.

All other reasons not listed above are unexcused and therefore, will be counted as absences which could potentially lead to loss of course credit.

Reporting Schedule

Teachers should use the behavior referral to report absences. Include the number of absences and the student's approximate class average. Referrals should be submitted the day that each student advances to Level II or higher levels.

<u>LEVEL</u>	<u>NUMBERS OF ABSENCE</u>	<u>ACTION TO BE TAKEN</u>
I	1-5 absences in either a semester or full-year course	During this time, the teacher should confer with the student and inform parents if assignments are not made up.
II	A 6 th absence in a single semester course or a 8 th absence in a full year course	Behavioral referral sent to grade level principal. After teacher notification, grade level principal informs parents of continuing problem. Guidance counselor will contact student if academic problem is a result.
III	12 th absence in full year	Behavior referral sent to grade level principal. Guidance counselor confers with student and parents on continuing problem.
IV	8 th absence in a semester or 16 th in a full year	Behavior referral sent to grade level principal who notifies parent and student of imminent credit loss.
V	10 th absence in a semester or 20 th absence in a full year	Behavior referral sent to grade level principal. ARC will offer the "bridge" to the student and parent. The bridge may not be done solely by the teacher. If the student fails to maintain his obligation, a loss of credit letter is then sent by the Principal.

Credit Denial

The teacher will notify the grade level principal if the attendance reduction contract has not been completed. The grade level principal will recommend denial of credit. The principal will notify student, parents, grade level principal, guidance counselor and teacher of final decision. If credit is denied, a grade of NM (no mark) will be assigned. The student must remain in class.