

The seal of Medina Central School District is a circular emblem with a scalloped outer edge. It features a central shield with a horse and rider, a chain, and a banner. The text "MEDINA CENTRAL SCHOOL DISTRICT" is written around the top inner edge, and "MEDINA, NEW YORK" is written around the bottom inner edge. A banner across the bottom of the shield reads "THE BEST FROM EACH".

**MEDINA CENTRAL SCHOOL
DISTRICT**

CODE OF CONDUCT

2020-2021

MEDINA CENTRAL SCHOOL DISTRICT
CODE OF CONDUCT

Table of Contents

I.	Introduction.....	3
II.	Definitions.....	3
III.	Student Rights and Responsibilities.....	5
IV.	Essential Partners.....	6
V.	Student Use of Electronic Communication Devices.....	9
VI.	Student Dress Code.....	10
VII.	Prohibited Student Conduct.....	10
VIII.	Reporting Violations.....	13
IX.	Disciplinary Procedures, Penalties and Referrals.....	14
X.	Alternative Instruction.....	20
XI.	Discipline of Students with Disabilities.....	20
XII.	Corporal Punishment.....	25
XIII.	Student Searches and Interrogations.....	25
XIV.	Visitors to Schools.....	27
XV.	Public Conduct on School Property.....	28
XVI.	Dissemination and Review.....	29

Appendix

I.	Oak Orchard Elementary School.....	31
II.	Clifford H. Wise Intermediate/Middle School.....	39
III.	Medina High School.....	51

I. INTRODUCTION

The Medina Central School Board of Education is committed to providing a safe respectful environment where our students may receive and our educators may deliver the quality education expected, without any type of disruption or interference. Responsible behavior by all students, teachers, support staff, parents and other visitors are essential in order to achieve this goal.

Therefore, to create and maintain such an environment, our district will use this Code of Conduct to regulate all conduct on school property and at school functions. The district has a long-standing set of expectations for conduct on school property and at school functions. These expectations are based on the principles of civility, mutual respect, citizenship, character, tolerance, honesty and integrity.

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

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

II. DEFINITIONS

In accordance with the **Dignity for All Students Act**, School District policy and practice must ensure that no student is subject to discrimination or harassment, based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity or sex by school employees or students on school property, on a school bus, or at a school function.

School Property means in or within any building, structure, athletic playing field, playground, parking lot, or land contained within the real property boundary line of a public elementary or secondary school; or in or on a school bus (Education Law Section 11[1]).

School Bus means every motor vehicle owned and operated for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity, to or from school or school activities, or, privately owned and operated for compensation for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity to or from school or school activities (Education Law Section 11[1] and Vehicle and Traffic Law Section 142).

School Function means a school sponsored extracurricular event or activity (Education Law Section 11[2]).

Disability means (a) a physical, mental or medical impairment resulting from anatomical, physiological, genetic or neurological conditions which prevents the exercise of a normal bodily function or is demonstrable by medically accepted clinical or laboratory diagnostic techniques or (b) a record of such an impairment or (c) a condition regarded by others as such an impairment, provided, however, that in all provisions of this article dealing with employment, the term must be limited to disabilities which, upon the provision of reasonable accommodations, do not prevent the complainant from performing in a reasonable manner the activities involved in the job or occupation sought or held (Education Law Section 11[4] and Executive Law Section 292[21]).

Employee means any person receiving compensation from a school district or employee of a contracted service provider or worker placed within the school under a public assistance employment program, pursuant to title nine B of article five of the Social Services Law, and consistent with the provisions of such title for the provision of services to such district, its students or employees, directly or through contract, whereby such services performed by such person involve direct student contact (Education Law Section s11[4] and 1125[3]).

Sexual Orientation means actual or perceived heterosexuality, homosexuality, or bisexuality (Education Law Section 11[5]).

Gender means actual or perceived sex and includes a person's gender identity or expression (Education Law Section 11[6]).

Harassment means the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical wellbeing; or conduct, verbal threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; such conduct, verbal threats, intimidation or abuse includes but is not limited to conduct, verbal threats, intimidation or abuse based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex (Education Law Section 11[7]).

Race means a group of persons related by a common descent or heredity. For purposes of enumeration the U.S. Census Bureau uses terms such as: "White/Caucasian", "Black/African American/African-descent", "Asian", "Bi-racial", "Hispanics/Latinos" etc. to describe and classify the inhabitants of the United States.

Color means the term refers to the apparent pigmentation of the skin, especially as an indication or possible indication of race.

Weight means aside from the obvious meaning in the physical sciences, the word is used in reference to a person's "size".

National Origin means a person's country of birth or ancestor's country of birth.

Ethnic Group means a group of people who identify with each other through a common heritage including language, culture, and often a shared or common religion and or ideology that stresses ancestry.

Religion means specific fundamental beliefs and practices generally agreed to by large numbers of the group or a body of persons adhering to a particular set of beliefs and practices.

Religious Practice means a term including practices and observances such as attending worship services, wearing religious garb or symbols, praying at prescribed times, displaying religious objects, adhering to certain dietary rules, refraining from certain activities, proselytizing, etc.

Sex means the biological and physiological characteristics that define men and women. (MALE and FEMALE denote "sex".)

Gender means the socially constructed roles, behaviors, activities, and attributes that a given society considers appropriate for men and women. (MASCULINE and FEMININE denotes "gender".)

Sexual orientation means the sex to which a person is sexually attracted. Someone attracted primarily or exclusively to members of the opposite sex is characterized as straight or heterosexual. Someone attracted primarily or exclusively to members of the same sex is characterized as homosexual. A person with a strong or viable attraction to both genders is characterized as bisexual or pansexual.

Disability means any restriction or lack (due to any impairment) of ability to perform an activity in the manner or within the range considered typical.

III. STUDENT RIGHTS AND RESPONSIBILITIES

STUDENT BILL OF RIGHTS AND RESPONSIBILITIES

With every right comes a responsibility.

It is the student's right:

- 1) To attend school in the district in which one's parent or legal guardian resides.
- 2) To expect that school will be a safe, orderly and purposeful place for all students to gain an education and to be treated fairly.
- 3) To be respected as an individual.
- 4) To express one's opinions verbally or in writing.

It is the student's responsibility:

- To attend school daily, regularly and on time, perform assignments, and strive to do the highest quality work possible and be granted the opportunity to receive a good education.
- To be aware of all rules and expectations regulating student's behavior and conduct oneself in accordance with these guidelines.
- To respect one another, and to treat others in the manner that one would want to be treated.
- To express opinions and ideas in a respectful manner so as not to offend, slander, or restrict, the rights and privileges of others.

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|---|---|
| 5) To dress in such a way as to express one's personality. | → To dress appropriately in accordance with the dress code, so as not to endanger physical health, safety, limit participation in school activities or be unduly distracting. |
| 6) To be afforded equal and appropriate educational opportunities. | → To be aware of available educational programs in order to use and develop one's capabilities to their maximum. |
| 7) To take part in all school activities on an equal basis regardless of race, color creed, religion, religious practice, sex, sexual orientation, gender, national origin, ethnic group, political affiliation, age, marital status, or disability. | → To work to the best of one's ability in all academic and extracurricular activities, as well as being fair and supportive of others. |
| 8) To have access to relevant and objective information concerning drug and alcohol abuse, as well as access to individuals or agencies capable of providing direct assistance to students with serious personal problems. | → To be aware of the information and services available and to seek assistance in dealing with personal problems, when appropriate. |
| 9) To be protected from intimidation, bullying, harassment, or discrimination based on actual or perceived race, color, weight, national origin, ethnic group, religion, or religious practice, sex, gender/gender identity, sexual orientation, or disability, by employees or students on school property or at a school-sponsored event, function or activity. | → To respect one another and treat others fairly in accordance with the District Code of Conduct and the provisions of the Dignity Act. To conduct themselves in a manner that fosters an environment that is free from intimidation, harassment, or discrimination. To report and encourage others, to report any incidents of intimidation, harassment, discrimination or bullying. |

IV. ESSENTIAL PARTNERS

A. Expectations for Parents

All parents are expected to:

- 1) Recognize that the education of their child(ren) is a joint responsibility of the parents and the school community.
- 2) Send their children to school ready to participate and learn.
- 3) Ensure their children attend school regularly and on time.
- 4) Ensure absences are excused.
- 5) Insist their children be dressed and groomed in a manner consistent with the student dress code.
- 6) Help their children understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment.

- 7) Know school rules and help their children understand them.
- 8) Convey to their children a supportive attitude toward education and the district.
- 9) Build good relationships with teachers, other parents and their children's friends.
- 10) Help their children deal effectively with peer pressure.
- 11) Inform school officials of changes in the home situation that may affect student conduct or performance.
- 12) Provide a place for study and ensure homework assignments are completed.
- 13) Teach their children respect and dignity for themselves, and other students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex, which will strengthen the child's confidence and promote learning in accordance with the Dignity for All Students Act.

B. Expectations for Teachers

- 1) Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.
- 2) Be prepared to teach.
- 3) Demonstrate interest in teaching and concern for student achievement.
- 4) Know school policies and rules, and enforce them in a fair and consistent manner.
- 5) Communicate to students and parents:
 - a. Course objectives and requirements.
 - b. Marking/grading procedures.
 - c. Assignment deadlines.
 - d. Expectations for students.
 - e. Classroom discipline plan. Consequences for bullying and harassment should be included in discipline plan.
- 6) Communicate regularly with students, parents and other teachers concerning growth and achievement.
- 7) Confront issues of discrimination, harassment and bullying in any situation that threatens the emotional or physical health or safety of any students, school employee or any person who is lawfully on school property or at a school function.
- 8) Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
- 9) Report incidents of discrimination, harassment and bullying that are witnessed or otherwise brought to a teacher's attention to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner.

C. Expectations for School Counselors

- 1) Assist students in coping with peer pressure and emerging personal, social and emotional problems.
- 2) Initiate and appropriately document teacher/student/counselor conferences and parent/teacher/student/counselor conferences, as necessary, as a way to resolve problems.
- 3) Regularly review with the students their educational progress, career plans and graduation requirements.
- 4) Provide information to assist students with career planning.
- 5) Encourage students to benefit from the curriculum and extracurricular programs.
- 6) Coordinate Intervention Support Services, as needed, with student, parent, Building Principal and teachers.
- 7) Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex, with an understanding

of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.

- 8) Report incidents of discrimination, harassment and bullying that are witnessed or otherwise brought to the counselor's attention to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner.

D. Expectations for Student Support Service Personnel

- 1) Support educational and academic goals.
- 2) Know school rules, abide by them and enforce them in a fair and consistent manner.
- 3) Assist students in coping with peer pressure and emerging personal, social and emotional problems.
- 4) Set a good example for students and colleagues by demonstrating dependability, integrity and other standards of ethical conduct.
- 5) Maintain confidentiality about all personal information and educational records concerning students and their families.
- 6) Initiate teacher/student/counselor conferences and parent/teacher/student/ counselor conferences, as necessary or requested, as a way to resolve problems and communicate as necessary in any other manner with parents and other staff regarding student progress and needs.
- 7) Regularly review with students their educational progress and career plan.
- 8) Provide information to assist students with career planning.
- 9) Encourage students to benefit from the curriculum and extra-curricular programs.
- 10) Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.
- 11) Report incidents of discrimination, harassment and bullying that are witnessed or otherwise brought to the staff member's attention to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner.

E. Expectations for Other School Staff

- 1) Follow the Code of Conduct; know, abide by and enforce school rules in a fair and consistent manner.
- 2) Set a good example for students and other staff by demonstrating dependability, integrity and other standards of ethical conduct.
- 3) Assist in promoting a safe, orderly and stimulating school environment.
- 4) Maintain confidentiality about all personal information and educational records concerning students and their families.
- 5) Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.
- 6) Report incidents of discrimination, harassment and bullying that are witnessed or otherwise brought to a staff member's attention to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner.

F. Expectations for 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 the effective safety, behavioral and school management issues related to all instructional programs.
- 4) Support the development of and student participation in appropriate extracurricular activities.
- 5) Be responsible for enforcing the Code of Conduct, ensuring that all cases are resolved promptly and fairly and, when necessary, appropriately documenting actions.
- 6) Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.
- 7) Follow up on any incidents of discrimination, harassment and bullying that are witnessed or otherwise brought to the Principal's attention in a timely manner in collaboration with the Dignity Act Coordinator (DAC). The victim's parents shall be notified as soon as possible.

G. Expectations for the Superintendent

- 1) Promote a safe, orderly, respectful and stimulating school environment, free from intimidation, discrimination, bullying and harassment, 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 School Board about educational trends, including student discipline.
- 4) Work to create instructional programs that minimize problems of misconduct and are sensitive to student and teacher needs.
- 5) Work with District administrators in enforcing the Code of Conduct and ensuring that all cases are resolved promptly and fairly.
- 6) Address all areas of school-related safety concerns.

H. Expectations for the Board of Education

- 1) Collaborate with students, teachers, administrators 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) Approve 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) Appoint a Dignity Act Coordinator in each school building. The Dignity Act Coordinator will be thoroughly trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, and sex. The Dignity Act Coordinator will be accessible to students and other staff members for consultation and advice as needed on the Dignity Act.
- 4) Lead by example by conducting Board meetings in a professional, respectful and courteous manner.

V. STUDENT USE OF ELECTRONIC COMMUNICATION DEVICES

Students are prohibited from using or having on or in an operational mode any paging device, mobile telephone, cellular telephone, laser pointer or pen or any other type of telecommunications or imaging device during instructional time, except as expressly permitted in connection with authorized use in classrooms. While students are permitted to possess such devices during the school day, they are prohibited from using them in any manner which invades the privacy of students, employees, volunteers or visitors. Students are not permitted to use any form of information technology, including their own personal electronic devices, to intimidate, harass, bully or threaten others. This type of harassment is generally referred to as cyberbullying. If a student violates this prohibition, then he/she is subject to discipline under this provision and/or any other provision in the District *Code of Conduct* that may be applicable to the circumstances involved. Any electronic device that is permitted on school property is encouraged to be kept on the person and in a concealed manner.

Teachers and all other Board personnel should exemplify and reinforce acceptable student dress and behavior (including possession/use of electronic devices) and help students develop an understanding of appropriate appearance and conduct in the school setting.

VI. STUDENT DRESS CODE

All students are expected to give proper attention to personal cleanliness and to dress appropriately for school and school functions. Students and their parents have the primary responsibility for acceptable student dress and appearance. Teachers and all other district personnel should exemplify and reinforce acceptable student dress and help students develop an understanding of appropriate appearance in the school setting. 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) Recognize that extremely brief garments such as tube tops, net tops, halter tops, spaghetti straps, plunging necklines (front and/or back) and see-through garments are not appropriate.
- 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 the wearing of hats in the classroom or any other headgear that detracts from the learning environment, except for a medical or religious purpose.
- 6) Not include items that are vulgar, obscene, and libelous or denigrate others on account of race, color, religion, creed, national origin, gender, sexual orientation or disability.
- 7) Not promote and/or endorse the use of alcohol, tobacco or illegal drugs and/or encourage other illegal or violent activities.

Each building principal or his or 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 for the day. Any student who repeatedly fails to comply with the dress code shall be subject to further discipline, up to and including out of school suspension.

VII. PROHIBITED STUDENT CONDUCT

The Board of Education expects all students to conduct themselves in an appropriate and civil manner, with proper regard for the rights and welfare of other students, district personnel and other members of the school community, and for the care of school facilities and equipment.

The best discipline is self-imposed, and students must learn to assume and accept responsibility for their own behavior, as well as the consequences of their misbehavior. 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 below 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 the penalties for their conduct.

Students may be subject to disciplinary action, up to and including suspension from school, when they:

A. Engage in conduct that is disorderly. Examples of disorderly conduct include:

- 1) Engaging in any act which disrupts the normal operation of the school community, running in hallways, making unreasonable noise, and using language or gestures that are profane, lewd, vulgar, abusive, intimidating, or that incite others.
- 2) Obstructing vehicular or pedestrian traffic.
- 3) Trespassing. Students are not permitted in any area of the school building, other than the one they regularly attend, without permission from the administrator in charge of the building.
- 4) Misusing computer/electronic communications devices, including any unauthorized or inappropriate use of computers, software, or Internet/intranet account; accessing inappropriate websites; evading the District's content filter; using an outside wireless network; or any other violation of the District Acceptable Use Policy.
- 5) Unauthorized use of personal electronic devices/equipment (i.e., cell phones, MP3 devices, cameras, and other personal electronic devices deemed inappropriate by the administration).
- 6) Unauthorized use of personal computer, laptop, tablet or e-reader and/or other computerized information resources through the District computer system is prohibited.

B. Engage in conduct that is insubordinate.

Examples of insubordinate conduct include:

- 1) Failing to comply with the reasonable directions of teachers, school administrators or other school employees in charge of students or otherwise demonstrating disrespect.
- 2) Lateness for, missing or leaving school without permission.
- 3) Skipping detention.

C. Engage in conduct that is disruptive.

Examples of disruptive conduct include:

- 1) Failing to comply with the reasonable directions of teachers, school administrators or other school personnel in charge of students.
- 2) Bullying or harassing other students.

D. Engage in conduct that is violent.

Examples of violent conduct include:

- 1) Committing an act of violence (such as hitting, kicking, punching, scratching, biting and spitting) upon a teacher, administrator or other school employee or attempting to do so.
- 2) Committing an act of violence (such as hitting, kicking, punching, and scratching) upon another student or any other person lawfully on school property or attempting to do so.
- 3) Possessing a weapon. Authorized law enforcement officials are the only persons permitted to have a weapon in their possession while on school property or at a school function.
- 4) Displaying what appears to be a weapon.
- 5) Threatening to use any weapon.
- 6) Intentionally damaging or destroying the personal property of a student, teacher, administrator, other district employee or any person lawfully on school property, including graffiti or arson.
- 7) Intentionally damaging or destroying District property, the personal property of a student, teacher, volunteer, contractor, vendor, administrator, other District employee or any person lawfully on District property, or at a District function including but not limited to graffiti or arson.

- 8) Engaging in harassing conduct, verbal threats, intimidation, bullying or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical well-being.
- 9) Using a weapon.
- 10) Communication by any means, including oral, written or electronic (such as through the Internet, email or texting) including cyberbullying off school property, where the content of such communication (a) can reasonably be interpreted as a threat to commit an act of violence on school property; or, (b) results in material or substantial disruption to the educational environment.

E. Engage in any conduct that endangers the safety, morals, health or welfare of others.

Examples of such conduct include:

- 1) Lying to school personnel.
- 2) Stealing the property of other students, school personnel or any other person lawfully on school property or attending a school function.
- 3) Defamation, which includes making false or unprivileged statements or representations about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them. This can include posting or publishing video, audio recordings or pictures (written material, cell phones, Internet, YouTube, etc.).
- 4) Discrimination, based on a person's actual or perceived race, age, sexual orientation, use of a recognized guide dog, hearing dog or service dog, color, creed, national origin, ethnic group, religion, religious practice, sex, sexual orientation, gender or gender identity, marital or veteran status, use of a recognized guide dog, hearing dog or service dog, or disability as a basis for treating another in a negative manner on school property or at a school function.
- 5) Harassment, the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical wellbeing based on a person's actual or perceived race, color, weight, national origin, political affiliation, ethnic group, religion, religious practice, marital or veteran status, use of a recognized guide dog, hearing dog or service dog, disability, sexual orientation, gender or sex.
- 6) Bullying and intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm and/or emotional discomfort; for example, "play" fighting, extortion of money, overt teasing, or an imbalance of power, to control or harm others.
- 7) "Internet bullying" (also referred to as "cyberbullying") including the use of instant messaging, email, websites, chat rooms, text messaging, or by any other electronic means, when such use interferes with the operation of the school; or infringes upon the general health, safety and welfare of students or employees.
- 8) Sexual harassment, which includes unwelcome sexual advances, requests for sexual favors, taking, sending or receiving sexually explicit videos, pictures or auditory recordings and other verbal or physical conduct or communication of a sexual nature.
- 9) Hazing, which includes any intentional or reckless act directed against another for the purpose of initiation into, affiliating with or maintaining membership in any school sponsored activity, organization, club or team.
- 10) Selling, using or possessing obscene material.
- 11) Using vulgar or abusive language, cursing or swearing.
- 12) Smoking a cigarette, cigar, pipe or using chewing or smokeless tobacco and e-cigarettes.
- 13) Possessing, consuming, selling, attempting to sell, distributing or exchanging alcoholic beverages, tobacco, tobacco products or illegal and/or controlled substances, counterfeit and designer drugs, or paraphernalia for use of such drugs or be under the influence of any such substances on school property or at a school function. "Illegal substances" include, but are not limited to, inhalants, marijuana, synthetic cannabinoids, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, drug paraphernalia and any substances commonly referred to as "designer drugs."

- 14) Inappropriately using, sharing, selling attempting to sell, distributing or exchanging prescription and over-the-counter drugs.
- 15) Possessing, consuming, selling, attempting to sell, distributing, or exchanging "look-alike drugs"; or, possessing or consuming (without authorization), selling, attempting to sell, distributing or exchanging other substances such as dietary supplements, weight loss pills, etc.
- 16) Gambling and gaming. **Please refer to Entertainment Devices on page 63 for clarification on gaming.
- 17) Indecent exposure, that is, exposure to sight of the private parts of the body in a lewd or indecent manner and inappropriate touching.
- 18) Initiating a report warning of fire or other catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher.
- 19) Violating gender privacy when using school restroom facilities.

F. Engage in misconduct while on a school bus.

It is crucial for students to behave appropriately while riding on district buses to ensure their safety and that of other passengers and to avoid distracting the bus driver. Students are required to conduct themselves on the bus in a manner consistent with established standards for classroom behavior. Excessive noise, pushing, shoving, fighting, harassment and discrimination will not be tolerated.

G. Engage in any form of academic misconduct.

Examples of academic misconduct include, but are not limited to:

- 1) Plagiarism.
- 2) Cheating.
- 3) Copying.
- 4) Altering records.
- 5) Accessing other users' email accounts or network storage accounts and/or attempting to read, delete, copy, modify, and interfere with the transferring and receiving of electronic communications.
- 6) Violation of the District Acceptable Use Policy for technology.
- 7) Assisting another student in any of the above actions.

VIII. 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 or her designee. Any student observing a student possessing a weapon, alcohol or illegal substance on school property or at a school function shall report this information immediately to a teacher, 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 or her designee must notify the appropriate local law enforcement agency of those code violations that constitute a crime and substantially affect the order or security of a school

as soon as practical, but in no event later than the close of business the day the principal or his or her designee learns of the violation. The notification may be made by telephone, followed by a letter mailed on same day as the telephone call is made. The notification must identify the student and explain the conduct that violated the code of conduct and constituted a crime.

IX. DISCIPLINARY PROCEDURES, PENALTIES AND REFERRALS

Discipline is most effective when it deals directly with the problem at the time and place it occurs, and in a way that students view as fair and impartial. School personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the students' ability to grow in self-discipline.

Disciplinary action, when necessary, will be firm, fair and consistent so as to be the most effective in changing student behavior. In determining the appropriate disciplinary action, school personnel authorized to impose disciplinary penalties will consider the following:

- 1) The student's age.
- 2) The nature of the offense and the circumstances which led to the offense.
- 3) The student's prior disciplinary record.
- 4) The effectiveness of other forms of discipline.
- 5) Information from parents, teachers and/or others, as appropriate.
- 6) Other extenuating circumstances.

As a general rule, discipline will be progressive. This means that a student's first violation will usually merit a lighter penalty than subsequent violations.

If the conduct of a student is related to a disability or suspected disability, 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.

A. Penalties

Students who are found to have violated the district's code of conduct may be subject to the following penalties, either alone or in combination. The school personnel identified after each penalty are authorized to impose that penalty, consistent with the student's right to due process. Discipline will be progressive but will depend on the severity of the offense. Where prohibitive behavior is repeated, discipline can also be progressively applied.

- 1) Oral warning – any member of the district staff
- 2) Written warning – bus drivers, hall and lunch monitors, coaches, guidance counselors, teachers, principal, superintendent
- 3) Written notification to parent – bus driver, hall and lunch monitors, coaches, guidance counselors, teachers, principal, superintendent
- 4) Detention – teachers, principal, superintendent
- 5) Suspension from transportation – director of transportation, principal, superintendent
- 6) Suspension from athletic participation – coaches, principal, superintendent
- 7) Suspension from social or extracurricular activities – activity director, principal, superintendent
- 8) Suspension of other privileges – principal, superintendent
- 9) In-school suspension – principal, superintendent
- 10) Removal from classroom by teacher – teachers, principal
- 11) Short-term (five days or less) suspension from school – principal, superintendent, board of education

- 12) Long-term (more than five days) suspension from school – principal, superintendent, board of education
- 13) Permanent suspension from school – superintendent, board of education.

B. Procedures

The amount of due process a student is entitled to receive before a penalty is imposed depends on the penalty being imposed. In all cases, regardless of the penalty imposed, the school personnel authorized to impose the penalty must inform the student of the alleged misconduct and must investigate, to the extent necessary, the facts surrounding the alleged misconduct. All students will have an opportunity to present their version of the facts to the school personnel imposing the disciplinary penalty in connection with the imposition of the penalty.

Students who are to be given penalties other than an oral warning, written warning or written notification to their parents are entitled to additional rights before the penalty is imposed. These additional rights are explained below.

1) Detention

Teachers, principals and the superintendent may use after school detention as a penalty for student misconduct in situations where removal from the classroom or suspension would be inappropriate. Detention will be imposed as a penalty only after the student's parent has been notified to confirm that there is no parental objection to the penalty and the student has appropriate transportation home following detention.

2) Suspension from transportation

If a student does not conduct himself/herself properly on a bus, the bus driver is expected to bring such misconduct to the building principal's attention. Students who become a serious disciplinary problem may have their riding privileges suspended by the building principal or the superintendent or their designees. In such cases, the student's parent will become responsible for seeing that his or her child gets to and from school safely. Should the suspension from transportation amount to a suspension from attendance, the district will make appropriate arrangements to provide for the student's education.

A student subjected to a suspension from transportation is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parent will be provided with a reasonable opportunity for an in-formal conference with the building principal or the principal's designee to discuss the conduct and the penalty involved.

3) Suspension from athletic participation, extracurricular activities and other privileges

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

4) In-school suspension

The board recognizes the school must balance the need of students to attend school and the need for order in the classroom to establish an environment conducive to learning. As such, the board authorizes building principals and the superintendent to place students who would otherwise be suspended from school as the result of a code of conduct violation in "in-school suspension." The in-school suspension teacher will be a certified teacher.

A student subjected to an in-school suspension is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the district official imposing the in-school suspension to discuss the conduct and the penalty involved.

5) Teacher disciplinary removal of disruptive students

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

On occasion, a student's behavior may become disruptive. For purposes of this code of conduct, a disruptive student is a student who is substantially disruptive 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 school days subsequent to the day of removal. The removal from class applies to the class of the removing teacher only.

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

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

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 the principal's designee to discuss the reasons for the removal.

The written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the student's removal at the last known address for the parents. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting parents.

The principal may require the teacher who ordered the removal to attend the informal conference.

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

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

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

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

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

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

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

6) Suspension from school

Suspension from school is a 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, including bullying resulting in physical harm.

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

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

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

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

When the superintendent or principal (referred to as the "suspending authority") proposes to suspend a student charged with misconduct for five days or less pursuant to Education Law §3214(3), the suspending authority must immediately notify the student orally. If the student denies the misconduct, the suspending authority must provide an explanation of the basis for the proposed suspension. The suspending

authority must also notify the student's parents in writing that the student may be suspended from school. The written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the decision to propose suspension at the last known address for the parents. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting the parents.

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

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 business days, unless they can show extraordinary circumstances precluding them from doing so. The superintendent shall issue a written decision regarding the appeal within 10 business days of receiving the appeal. If the parents are not satisfied with the superintendent's decision, they must file a written appeal to the board of education with the district clerk within 10 business days of the date of the superintendents' decision, unless they can show extraordinary circumstances precluding them from doing so. Only final decisions of the Board may be appealed to the Commissioner within 30 days of the decision.

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

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

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

An appeal of the decision of the superintendent may be made to the board that will make its decision based solely upon the record before it. All appeals to the board must be in writing and submitted to the district clerk within 10 business days of the date of the superintendent's decision, unless the parents can show that extraordinary 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. Permanent suspension

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

C. Minimum Periods of Suspension

1) Students who bring a weapon to school

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

- a. The student's age.
- b. The student's grade in school.
- c. The student's prior disciplinary record.
- d. The superintendent's belief that other forms of discipline may be more effective.
- e. Input from parents, teachers and/or others.
- f. Other extenuating circumstances.

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

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

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

3) Students who are repeatedly substantially disruptive of the educational process or repeatedly substantially interferes with the teacher's authority over the class-room.

Any student, other than a student with a disability, who repeatedly is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom, will be suspended from school for at least five days. For purposes of this code of conduct, "repeatedly is substantially disruptive" means engaging in conduct that results in the student being removed from the classroom by teacher(s) pursuant to Education Law §3214(3-a) and this code on four or more occasions during a semester, or three or more occasions during a trimester. If the proposed penalty is the minimum five-day suspension, the student and the student's parent will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed

penalty exceeds the minimum five-day suspension, the student and the student's parent will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The superintendent has the authority to modify the minimum five-day suspension on a case-by-case basis. In deciding whether to modify the penalty, the superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

D. Referrals

1) Counseling

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

2) PINS Petitions

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

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

3) Juvenile Delinquents and Juvenile Offenders

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

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

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

For repeat offenders, counseling will be encouraged.

X. ALTERNATIVE INSTRUCTION

When a student of any age is removed from class by a teacher or a student of compulsory attendance age is suspended from school pursuant to Education Law §3214, the district will take immediate steps to provide alternative means of instruction for the student.

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 problem behavior. The board also recognizes that students with disabilities enjoy certain procedural protections whenever school authorities intend to impose discipline upon them. The board is committed to ensuring that the procedures followed for

suspending, removing or otherwise disciplining students with disabilities are consistent with the procedural safeguards required by applicable laws and regulations.

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

A. Authorized Suspensions or Removals of Students with Disabilities

- 1) For purposes of this section of the Code of Conduct, the following definitions apply. A “suspension” means a suspension pursuant to Education Law § 3214.

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

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

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

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

- 1) “Weapon” means the same as “dangerous weapon” under 18 U.S.C. § 930(g)(w) which includes “a weapon, device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury, except...[for] a pocket knife with a blade of less than 2 1/2 inches in length.”

- 2) "Controlled substance" means a drug or other substance identified in certain provisions of the federal Controlled Substances Act specified in both federal and state law and regulations applicable to this policy.
- 3) "Illegal drugs" means a controlled substance except for those legally possessed or 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.

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

B. Change of Placement Rule

- 1) A disciplinary change in placement means a suspension or removal from a student's current educational placement that is either:
 - a. for more than 10 consecutive school days; or
 - b. for a period of 10 consecutive school days or less if the student is subjected to a series of suspensions or removals that constitute a pattern because they cumulate to more than 10 school days in a school year and because of such factors as the length of each suspension or removal, the total amount of time the student is removed and the proximity of the suspensions or removals to one another.

- 2) School personnel may not suspend or remove a student with disabilities if imposition of the suspension or removal would result in a disciplinary change in placement based on a pattern of suspension or removal.

However, the district may impose a suspension or removal, which would otherwise result in a disciplinary change in placement, based on a pattern of 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 weapons, illegal drugs or controlled substances.

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

- 1) The district's Committee on Special Education shall:
 - a. Conduct functional behavioral assessments to determine why a student engages in a particular behavior, and develop or review behavioral intervention plans whenever the district is first suspending or removing a student with a disability for more than 10 school days in a school year or imposing a suspension or removal that constitutes a disciplinary change in placement, including a change in placement to an IAES for misconduct involving weapons, illegal drugs or controlled substances.

If subsequently, a student with a disability who has a behavioral intervention plan and who has been suspended or removed from his or her current educational placement for more than 10 school days in a school year is subjected to a suspension or removal that does not constitute a disciplinary change in placement, the members of the CSE shall review the behavioral intervention plan and its implementation to determine if modifications are necessary.

If one or more members of the CSE believe that modifications are needed, the school district shall convene a meeting of the CSE to modify such plan and its implementation, to the extent the committee determines necessary.

- b. Conduct a manifestation determination review of the relationship between the student's disability and the behavior subject to disciplinary action whenever a decision is made to place a student in an IAES either for misconduct involving weapons, illegal drugs or controlled substances or because maintaining the student in his current educational setting poses a risk of harm to the student or others; or a decision is made to impose a suspension that constitutes a disciplinary change in placement.
- 2) The parents of a student who is facing disciplinary action, but who has not been determined to be eligible for services under IDEA and Article 89 at the time of misconduct, shall have the right to invoke applicable procedural safeguards set forth in federal and state law and regulations if, in accordance with federal and state statutory and regulatory criteria, the school district is deemed to have had knowledge that their child was a student with a disability before the behavior precipitating disciplinary action occurred. If the district is deemed to have had such knowledge, the student will be considered a student presumed to have a disability for discipline purposes.
- a. The superintendent, building principal or other school official imposing a suspension or removal shall be responsible for determining whether the student is a student presumed to have a disability.
 - b. A student will not be considered a student presumed to have a disability for discipline purposes if, upon receipt of information supporting a claim that the district had knowledge the student was a student with a disability, the district either:
 - 1) conducted an individual evaluation and determined that the student is not a student with a disability, or
 - 2) determined that an evaluation was not necessary and provided notice to the parents of such determination, in the manner required by applicable law and regulations.

If there is no basis for knowledge that the student is a student with a disability prior to taking disciplinary measures against the student, the student may be subjected to the same disciplinary measures as any other non-disabled student who engaged in comparable behaviors.

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

- 3) The district shall provide parents with notice of disciplinary removal no later than the date on which a decision is made to change the placement of a student with a disability to an IAES for either misconduct involving weapons, illegal drugs or controlled sub-stances or because maintaining the student in his/her current educational setting poses a risk of harm to the student or others; or a decision is made to impose a suspension or removal that constitutes a disciplinary change in placement. The procedural safeguards notice prescribed by the Commissioner shall accompany the notice of disciplinary removal.
- 4) The parents of a student with disabilities subject to a suspension of five consecutive school days or less shall be provided with the same opportunity for an informal conference available to parents of non-disabled students under the Education Law.

- 5) Superintendent hearings on disciplinary charges against students with disabilities subject to a suspension of more than five school days shall be bifurcated into a guilt phase and a penalty phase in accordance with the procedures set forth in the Commissioner's regulations incorporated into this code.
- 6) The removal of a student with disabilities other than a suspension or placement in an IAES shall be conducted in accordance with the due process procedures applicable to such removals of non-disabled students, except that school personnel may not impose such removal for more than 10 consecutive days or for a period that would result in a disciplinary change in placement, unless the CSE has determined that the behavior is not a manifestation of the student's disability.
- 7) During any period of suspension or removal, including placement in an IAES, students with disabilities shall be provided services as required by the Commissioner's regulations incorporated into this code.

D. Expedited Due Process Hearings

- 1) An expedited due process hearing shall be conducted in the manner specified by the Commissioner's regulations incorporated into this code, if:
 - a. The district requests such a hearing to obtain an order of an impartial hearing officer placing a student with a disability in an IAES where school personnel maintain that it is dangerous for the student to be in his or her current educational placement, or during the pendency of due process hearings where school personnel maintain that it is dangerous for the student to be in his or her current educational placement during such proceedings.
 - b. The parent requests such a hearing from a determination that the student's behavior was not a manifestation of the student's disability, or relating to any decision regarding placement, including but not limited to any decision to place the student in an IAES.
 - 1) During the pendency of an expedited due process hearing or appeal regarding the placement of a student in an IAES for behavior involving weapons, illegal drugs or controlled substances, or on grounds of dangerousness, or regarding a determination that the behavior is not a manifestation of the student's disability for a student who has been placed in an IAES, the student shall remain in the IAES pending the decision of the impartial hearing officer or until expiration of the IAES placement, whichever occurs first, unless the parents and the district agree otherwise.
 - 2) If school personnel propose to change the student's placement after expiration of an IAES placement, during the pendency of any proceeding to challenge the proposed change in placement, the student shall remain in the placement prior to removal to the IAES, except where the student is again placed in an IAES.
- 2) An expedited due process hearing shall be completed within 15 business days of receipt of the request for a hearing. Although the impartial hearing officer may grant specific extensions of such time period, he or she must mail a written decision to the district and the parents within five business days after the last hearing date, and in no event later than 45 calendar days after receipt of the request for a hearing, without exceptions or extensions.

E. Referral to law enforcement and judicial authorities

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

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

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

XII. CORPORAL PUNISHMENT

Corporal punishment is any act of physical force upon a student for the purpose of punishing that student. Corporal punishment of any student by any district employee is strictly forbidden.

However, in situations where alternative procedures and methods that do not involve the use of physical force cannot reasonably be used, reasonable physical force may be used to:

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

The district will file all complaints about the use of corporal punishment with the Commissioner of Education in accordance with Commissioner's regulations.

XIII. STUDENT SEARCHES AND INTERROGATIONS

The board of education is committed to ensuring an atmosphere on school property and at school functions that is safe and orderly. To achieve this kind of environment, any school official authorized to impose a disciplinary penalty on a student may question a student about an alleged violation of law or the district code of conduct.

Students are not entitled to any sort of "Miranda"-type warning before being questioned by school officials, nor are school officials required to contact a student's parent before questioning the student. However, school officials will tell all students why they are being questioned.

In addition, the board authorizes the superintendent, building principals, the school nurse and district security officials to conduct searches of students and their belongings if the authorized school official has reasonable suspicion to believe that the search will result in evidence that the student violated the law or the district code of conduct.

An authorized school official may conduct a search of a student's belongings that is minimally intrusive, such as touching the outside of a book bag, without reasonable suspicion, so long as the school official has a legitimate reason for the very limited search.

An authorized school official may search a student or the student's belongings based upon information received from a reliable informant. Individuals, other than the district employees, will be considered reliable informants if they have previously supplied information that was accurate and verified, or they make an admission against their own interest, or they provide the same information that is received independently from other sources, or they appear to be credible and the information they are communicating relates to an immediate threat to safety. District employees will be considered reliable informants unless they are known to have previously supplied information that they knew was not accurate.

Before searching a student or the student's belongings, the authorized school official should attempt to get the student to admit that he or she possesses physical evidence that they violated the law or the district code, or get the student to voluntarily consent to the search. Searches will be limited to the extent necessary to locate the evidence sought.

Whenever practicable, searches will be conducted in the privacy of administrative offices and students will be present when their possessions are being searched.

A. Student Lockers, Desks and other School Storage Places

The rules in this code of conduct regarding searches of students and their belongings do not apply to student lockers, desks and other school storage places. Students have no reasonable expectation of privacy with respect to these places and school officials retain complete control over them. This means that student lockers, desks and other school storage places may be subject to search at any time by school officials, without prior notice to students and without their consent.

B. Documentation of Searches

The authorized school official conducting the search shall be responsible for promptly recording the following information about each search:

1. Name, age and grade of student searched.
2. Reasons for the search.
3. Name of any informant(s).
4. Purpose of search (that is, what item(s) were being sought).
5. Type and scope of search.
6. Person conducting search and his or her title and position.
7. Witnesses, if any, to the search.
8. Time and location of search.
9. Results of search (that is, what items(s) were found).
10. Disposition of items found.
11. Time, manner and results of parental notification.

The building principal or the principal's designee shall be responsible for the custody, control and disposition of any illegal or dangerous item taken from a student. The principal or his or her designee shall clearly label each item taken from the student and retain control of the item(s), until the items is turned over to the police. The principal or his or her designee shall be responsible for personally delivering dangerous or illegal items to police authorities.

C. Police Involvement in Searches and Interrogations of Students

District officials are committed to cooperating with police officials and other law enforcement authorities to maintain a safe school environment. Police officials, however, have limited authority to interview or search students in schools or at school functions, or to use school facilities in connection with police work. Police officials may enter school property or a school function to question or search a student or to conduct a formal investigation involving students only if they have:

- 1) A search or an arrest warrant; or
- 2) Probable cause to believe a crime has been committed on school property or at a school function; or
- 3) Been invited by school officials.

Before police officials are permitted to question or search any student, the building principal or his or her designee shall first try to notify the student's parent to give the parent the opportunity to be present during the police questioning or search. If the student's parent cannot be contacted prior to the police questioning or search, the questioning or search shall not be conducted. The principal or designee will also be present during any police questioning or search of a student on school property or at a school function.

Students who are questioned by police officials on school property or at a school function will be afforded the same rights they have outside the school. This means:

- 1) They must be informed of their legal rights.
- 2) They may remain silent if they so desire.
- 3) They may request the presence of an attorney.

D. Child Protective Services Investigations

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

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

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

XIV. VISITORS TO THE SCHOOLS

The board encourages parents and other district citizens to visit the district's schools and classrooms to observe the work of students, teachers and other staff. Since schools are a place of work and learning, however, certain limits must be set for such visits. The building principal or his or her designee is responsible for all persons. All visitors to the school must report to the office of the principal upon arrival at the school. There they will be required to sign the visitor's register and will be issued a visitor's identification badge, which must be worn at all times while in the school or on school grounds. The visitor must return the identification badge to the principal's office before leaving the building. Visitors attending school functions that are open to the public, such as parent-teacher organization meetings or public gatherings, are not required to register. Parents or citizens who wish to observe a classroom while school is in session are required to arrange such visits in advance with the classroom teacher(s), so that class disruption is kept to a minimum. Teachers are expected not to take class time to discuss individual matters with visitors. Parents are welcome to sign children out for lunch, but in general, we do not allow outside visitors to sit in cafeterias. Any unauthorized person on school property will be reported to the principal or his or her designee. Unauthorized persons will be asked to leave. The police may be called if the situation warrants. All visitors are expected to abide by the rules for public conduct on school property contained in this code of conduct.

XV. PUBLIC CONDUCT ON SCHOOL PROPERTY

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

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

All persons on school property or attending a school function shall conduct themselves in a respectful and orderly manner. In addition, all persons on school property or attending a school function are expected to be properly attired for the purpose they are on school property. in the building and on the grounds. For these reasons, the following rules apply to visitors to the schools: Anyone who is not a regular staff member or student of the school will be considered a visitor.

A. Prohibited Conduct

No person, either alone or with others, shall:

- 1) Intentionally injure any person or threaten to do so.
- 2) Intentionally damage or destroy school district property or the personal property of a teacher, administrator, other district employee or any person lawfully on school property, including graffiti or arson.
- 3) Disrupt the orderly conduct of classes, school programs or other school activities.
- 4) Distribute or wear materials on school grounds or at school functions that are obscene, advocate illegal action, appears libelous, obstruct the rights of others, or are disruptive to the school program.
- 5) Intimidate, harass or discriminate against any person on the basis of race, color, creed, national origin, religion, age, gender, sexual orientation or disability.
- 6) Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed.
- 7) Obstruct the free movement of any person in any place to which this code applies.
- 8) Violate the traffic laws, parking regulations or other restrictions on vehicles;
- 9) Possess, consume, sell, distribute or exchange alcoholic beverages, controlled substances, or be under the influence of either on school property or at a school function.
- 10) Smoking prohibited on all school premises.
- 11) Possess or use weapons in or on school property or at a school function, except in the case of law enforcement officers or except as specifically authorized by the school district.
- 12) Loiter on or about school property.
- 13) Gamble on school property or at school functions.
- 14) Refuse to comply with any reasonable order of identifiable school district Officials performing their duties.
- 15) Willfully incite others to commit any of the acts prohibited by this code.
- 16) Violate any federal or state statute, local ordinance or board policy while on School property or while at a school function.

B. Penalties

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

- 1) Visitors. Their authorization, if any, to remain on school grounds or at the school function shall be withdrawn and they shall be directed to leave the premises. If they refuse to leave, they shall be subject to ejection.
- 2) Students. They shall be subject to disciplinary action as the facts may warrant, in accordance with the due process requirements.
- 3) Tenured faculty members. They shall be subject to disciplinary action as the facts may warrant in accordance with Education Law §3020-a or any other legal rights that they may have.
- 4) Staff members in the classified service of the civil service entitled to the protection of Civil Service Law §75. They shall be subject to immediate ejection and to disciplinary action as the facts may warrant in accordance with Civil Service Law §75 or any other legal rights that they may have.
- 5) Staff members other than those described in subdivisions 4 and 5. They shall be subject to warning, reprimand, suspension or dismissal as the facts may warrant in accordance with any legal rights they may have.

C. Enforcement

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

When the building principal or his or her designee sees an individual engaged in prohibited conduct, which in his or her judgment does not pose any immediate threat of injury to persons or property, the principal or his or her designee shall tell the individual that the conduct is prohibited and attempt to persuade the individual to stop. The principal or his or her designee shall also warn the individual of the consequences for failing to stop. If the person refuses to stop engaging in the prohibited conduct, or if the person's conduct poses an immediate threat of injury to persons or property, the principal or his or her designee shall have the individual removed immediately from school property the school function. If necessary, local law enforcement authorities will be contacted to assist in removing the person. The district shall initiate disciplinary action against any student or staff member, as appropriate, with the "Penalties" section above. In addition, the district reserves its right to pursue a civil or criminal legal action against any person violating the code.

XVI. DISSEMINATION AND REVIEW

A. Dissemination of Code of Conduct

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

- 1) Providing a public hearing prior to Board approval.
- 2) Providing copies of a summary of the Code to all students, in an age-appropriate, plain-language version, at a general school assembly held at the beginning of each school year.
- 3) Making copies of the Code available to all parents at the beginning of the school year.
- 4) Providing a summary of the Code of Conduct written in plain language to all parents of District students before the beginning of the school year and making this summary available later upon request.
- 5) 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.
- 6) Providing all new employees with a copy of the current Code of Conduct when they are first hired.
- 7) Making copies of the Code available for review by students, parents and other community members and provide opportunities to review and discuss this Code with the appropriate personnel.

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

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

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

The District shall post the complete Code of Conduct (with all amendments and annual updates) on the District's website, if available. The District shall file a copy of its Code of Conduct and any amendments with the Commissioner, in a manner prescribed by the Commissioner, no later than thirty (30) days after their respective adoptions.

MEDINA CENTRAL SCHOOL DISTRICT
Medina, New York

Oak Orchard Elementary
Grades PreK-3
Code of Conduct

2020-2021

CODE OF CONDUCT

Mustang Mission - Positive Behavior Intervention Services (PBIS)

1. **Respect** yourself, others and your school.
2. Show **Responsibility**- Do your best.
3. **Honesty** – Always tell the truth
4. **Kindness**-Use appropriate behavior.



Consequences

1. Student will be reminded of rule broken.
2. Student will receive first consequence.
3. Student will receive second consequence.
4. Student will receive third consequence and parent/guardian will be notified.
5. Student will receive administrative discipline.

(Each teacher will have specific consequences to be followed within the classroom)

If you would like a copy of the District Code of Conduct, you may pick up a copy at the main office or you can view it on the website.

NONDISCRIMINATION/ANTI-HARASSMENT - PRIMARY LEVEL

All students have a right to a safe and healthy school environment. The district, schools, and community have an obligation to promote mutual respect, tolerance, and acceptance.

Our school district students, employees and school district volunteers will have an educational setting that is safe, secure and free from harassment and bullying of any kind. We will not tolerate bullying and harassment of any type. We will not tolerate behaviors that impact the safety of any student. A student shall not intimidate or harass another student through words or actions. Such behavior includes: direct physical contact, such as hitting or shoving; verbal, such as teasing or name-calling.

We expect students and/or staff to immediately report incidents of bullying to the principal. Staff is expected to immediately intervene when they see a bullying incident occur. Each complaint of bullying should be promptly investigated. This policy applies to students on school grounds, while traveling to and from school or a school-sponsored activity, during the lunch period. Conduct that constitutes bullying and harassment is defined as:

Bullying - continuous physical hurt to a person's body or feelings. This may also include unwanted and repeated written or verbal behaviors; this includes any threatening, insulting, or inappropriate gestures that cause discomfort.

Harassment - Any threatening, or insulting behaviors, written, verbal or physical conduct directed against a student, teacher, and worker/volunteer by a student, school district employee or school district volunteer.

Here at Oak Orchard we expect that students, teachers, workers, and volunteers conduct themselves appropriately for their respective levels of development and maturity. We expect our students, teachers, workers, and volunteers to follow the four pillars of PBIS: Respect, Responsibility, Kindness and Honesty.

CHARACTER EDUCATION

We work in partnership with parents to maintain a learning and working environment that supports positive student attitudes and the character development of its students. Character development will reflect and reinforce character and civic values such as honesty, integrity, responsibility, hard work, and respect for others.

Parents, students, and the school community will work together to teach, promote, and model Ethical behavior. The Medina Central School District will reflect and reinforce positive character traits that embody community values and promote principles of fairness and justice.



Character Traits for the year are as follows:

September – RESPECT – To show consideration for the worth of self, others, living things, the environment, property and rules, through my words and actions.

October – RESPONSIBILITY – Responsible people are reliable, accept the consequences of their actions, can be trusted, take care of themselves as well as others, and are accountable for all they say and do.

November – THANKFULNESS – Being grateful for the things we have, kindness shown and the world around us.

December – HONESTY – Being truthful and fair to myself and others.

January – KINDNESS - Being polite and helpful with our words and actions, and being thoughtful of how others feel.

February – FRIENDSHIP – A relationship between two people who know, like, trust, and support each other.

March – COOPERATION – Being willing to be helpful and work together to achieve a common goal.

April – PERSEVERANCE – To stick with a task and not give up even when it's hard.

May - SELF-CONTROL – Being aware of thoughts, feelings, and needs of myself and others, then making a choice about how to behave.

June – ACCEPTANCE – Recognizing and respecting the opinions, practices and behaviors of others even if they are different from our own and welcoming new experiences and people into our lives.

USE OF BICYCLES, SKATEBOARDS, ROLLERBLADES, AND SNEAKER SKATES ON SCHOOL PROPERTY

Students may ride their bicycles to school; however, they must walk their bicycles on school sidewalks. As soon as students arrive at school, they should park and lock their bicycles in the bike rack near the main entrance. The school is not responsible for stolen or damaged bicycles.

Skateboards, roller skates, sneaker skates and rollerblades are not allowed on school property. If a student brings these items to school, they will be confiscated and held until a parent comes to school and picks them up.

CELL PHONES/ ELECTRONIC GAMES/ TOYS

Students are **not** to bring in cell phones, electronic games, or toys from home. The classroom teacher, principal, or Medina Central School District **will not** be responsible for any damaged, lost, or stolen phones, electronic devices or toys.

STUDENT CONDUCT IN THE CAFETERIA/LUNCHROOM

To make lunch time more enjoyable for everyone at Oak Orchard Elementary School, the cafeteria/lunchroom staff asks that all students:

1. Respect the Monitor/Teacher.
2. Walk in single file.
3. Talk in quiet, conversational voice.
4. Follow school rules.
5. No pushing, running or throwing food.
6. No glass containers.
7. Keep uneaten food on trays and empty trays carefully.
8. Remain seated until dismissed by the Monitor/Teacher.

Students who misbehave during lunchtime will be reminded of the rules after their first offense. Students who continue to misbehave will be sent to the Principal's Office and parents will be contacted. Additional consequences may be instituted based on the district's code of conduct.

RECESS AND PLAYGROUND RULES

Students may have the opportunity to go outside for recess throughout the school year.

It is important that students are dressed appropriately for the weather conditions.

For the safety and enjoyment of all students at recess, students are asked to:

1. Stay on designated playground or area with their teacher/monitor.
2. Respect others, take turns, share and allow others to play.
3. Maintain a safe distance from playground equipment while others are using it.
4. Refrain from throwing objects (sticks, stones, dirt, rocks, snowballs, etc.).



5. Stay away from icy, muddy areas.
6. Refrain from using foul language, offensive names, or put-downs.

Failure to follow playground rules can result in a loss of playground privileges and disciplinary measures consistent with the district's code of conduct.

SCHOOL SAFETY

Ensuring the safety of all our students and staff is our priority. To help us maintain a safe and secure school, we ask your support and cooperation with our safety procedures.

Use the main entrance: During the school day, all exterior doors will be locked. All visitors must use the main entrance. Please ring the doorbell, identify yourself and we will buzz you in. Please come into the main office, sign-in and receive a visitor's pass.

Bringing students to school or picking them up:

To minimize disruptions to classroom instruction and procedures, we ask that you please do not escort your child to his/her classroom and please do not go directly to the classroom to pick up your child. If someone other than the parent or legal guardian is going to pick up a student, they must have a signed note from the parent/guardian and proper I.D. See Arrival and Dismissal sections on page 6 for more details.

ACCIDENT PREVENTION AND SAFETY PROCEDURES

These rules are to ensure the safety of students and employees of the district while on district property. All students and members of the school community must:

1. Immediately report any conditions involving equipment or buildings that may be dangerous to student or employee health or welfare;
2. Immediately report any unsafe practices by anyone in the building or on the grounds;
3. Observe the 5-mile per hour speed limit on school grounds.

DISTRICT AND SCHOOL SAFETY PLANS

The Medina Central School District has adopted a district-wide school safety plan and building-level emergency response plans for each building in the district. These plans are intended to define how the district and each school building will respond to acts of violence and other disasters. They provide a framework for identifying and implementing appropriate strategies for creating and maintaining a safe, secure learning environment for all students.

FIRE/LOCK DOWN/EVACUATION DRILLS

The building principal is responsible for conducting emergency drills in order to instruct students and staff in exiting the school building in an emergency in the shortest time possible and without confusion and panic. Emergency drills shall include instruction on exits and procedures.

All students are expected to cooperate with staff members during emergency drills and to leave the building in a quiet and orderly manner. The exit route is posted in each room. Students must stay with their teacher. Distracting behavior will be subject to either teacher or administrative discipline.

STUDENT FIELD TRIPS

The Medina Central School District believes field trips are an important part of the educational program. By providing students with hands on experience and exposure to the larger community, field trips can greatly enhance a student's educational experiences.

A signed permission slip from the parent or guardian is required for each child. A child who does not provide a signed permission slip will be prohibited from participating and will be given an alternative assignment on the day of the field trip. The classroom teacher will provide parents with specific instructions for lunch, appropriate dress, and arrival and departure times.

All students are expected to exhibit proper behavior on field trips. While field trips take place outside of school, school rules still apply. Students are expected to abide by the school's student code of conduct while on a field trip. In addition, students who are unable to maintain appropriate behavior in the classroom may jeopardize their opportunity to go on a field trip. Parents will be notified prior to the trip if there are concerns

about their child's behavior. **All students will return to school to be dismissed.** Students are expected to ride district transportation to and from field trips as provided. They will NOT be permitted to leave with anyone from the field trip.

Cancellations

In light of current events, the overall safety of the proposed trip location and of travel conditions will be a key factor in granting approval for field trips. Should conditions change during the time between the approval of a trip and the actual date of departure, it may become necessary to cancel the trip.

Chaperones

Parents are invited and encouraged to chaperone selected school field trips. Teachers will notify parents if chaperones are needed. Any parent interested in chaperoning a field trip should contact your child's teacher. **Chaperones are expected to ride district transportation when provided. Please do not plan on 'showing up' at a trip location to join your child.**

STUDENT HEALTH SERVICES

The Oak Orchard Elementary School nurse monitors the health of all students in the school and is the liaison between the school and various health agencies. All students are required to have an updated emergency form on file in the Health Office. This form should be filled out completely and signed by the parent or guardian. The Health Office should be advised of any changes in address, phone numbers, and emergency contact person(s).

We encourage you to send your child to school every day. However, we are requesting that if your child does have:

- Temperature over 101.0
- Vomiting
- Diarrhea
- Crusting, with yellow drainage of the eye or eyelid

Please keep your child home for a full 24-hour period from the onset of any of these conditions.

If your child is excused from gym or outdoor play, due to illness, injury, surgery, fracture, or any other restriction, the healthcare provider ordering the restriction will need to provide the school with written permission to resume normal school activities. The school nurse will provide emergency care for students involved in accidents or unexpected medical situations.

If you have any questions or concerns, as always, please do not hesitate to contact the school nurse.

Administration of Medicine in School

If a student needs to take medication during the school day, he or she must follow these rules:

- A note from his or her parent which gives the nurse permission to store the medication for the student's use, releasing the Board and its employees of liability for the administration of medication.
- Bring a copy of the prescription.
- An adult must bring the medication to school in the original container.

NO MEDICINE WILL BE GIVEN IN THE SCHOOL UNLESS WRITTEN AUTHORIZATION IS FIRST GIVEN BY THE FAMILY PHYSICIAN, AND PARENT. MEDICATION MUST BE BROUGHT TO THE NURSE'S OFFICE BY THE PARENT, NOT THE CHILD.

Student Physicals

In accordance with the New York State Education Law, each student shall have a physical exam given by the school doctor or family physician upon entrance to school in grades Pre-K, K, 1, 3, 5, 7, 9 and 11. Physical forms for the family physician to fill out are available on the school website. If a form is not returned to the school nurse by October 1st of the school year, the school physician will complete a student's physical. In accordance with law, the school will provide vision, hearing, and scoliosis screening.

Immunizations

Students must receive proper immunizations per NYS guidelines prior to entering or being Admitted to school. Parents will be notified of the required immunizations needed for entry, certificates of proof, and available resources for obtaining appropriate certificates. A student can be removed from the school if necessary immunizations are not received. For more information on health issues, contact the school nurse at 798-6905.



Automated External Defibrillators

The Medina Central School District maintains on site, in each instructional school facility, at least one functional automated external defibrillator (AED) for use during emergencies. The AED at Oak Orchard is located in the main lobby outside the cafeteria/office.

Student Hygiene

Personal: Children should receive a bath on a daily basis. Fingernail trimming and cleaning is of special concern and needs daily attention at home.

Oral: By three years of age, your child should see a dentist. After that point in time, check-ups and cleanings should be every six months.

Sleep: Children this age need at least 9-10 hours of sleep nightly and a regular sleep routine. If a child does not receive this amount of sleep, it impacts their health and school life negatively.

FIRST AID

In emergencies, the school nurse will follow established first aid procedures. These procedures include the following requirements:

1. Only first aid is permitted in school.
2. A master first aid kit shall be kept and properly maintained in the school and on each school bus.
3. No drugs shall be administered by school personnel unless authorized by a physician.
4. Parents are asked to sign and submit an emergency medical authorization that shall indicate the procedure they wish the school to follow in the event of a medical emergency involving their child.
5. In all cases where the nature of an illness or an injury appears serious, the parent will be contacted if possible, and the instructions on the child's emergency form will be followed. In extreme emergencies, arrangements may be made for the child's immediate hospitalization whether or not the parent can be reached.



C. SCHOOL FOOD SERVICES

The Medina Central School District offers a free breakfast and lunch program. A monthly menu is sent home in student folders indicating the "hot lunch" of the day. Sandwiches are also offered daily. Milk accompanies each meal. The school also offers breakfast that includes milk, fruit or fruit juice, bread, cereal and/or muffins. Extra items such as ice cream, cookies, chips are available for an additional fee.



For health concerns, we ask that students not give or accept food to or from one another in the cafeteria.

TRANSPORTATION

Transportation is provided to certain school students. *School bus transportation is a privilege that may be withdrawn for inappropriate behavior.* Questions about the school transportation program should be directed to Mr. Rob Dennis, Supervisor of Transportation, at 798-0351. A student is to ride the bus that he/she is assigned. Any request to ride a different bus must be approved by Director of Transportation 30 days in advance.

STUDENT CONDUCT ON SCHOOL BUSES

In order for a safe bus ride the following rules must be observed:

1. Students are expected to be courteous at all times.
2. Obey the driver willingly. He/she is doing their best for you and your safety.
3. Be ready to board the bus at the roadside when it arrives.



4. You must not enter or leave the bus while it is in motion.
5. In crossing the road, pass at least 15 feet in front of the bus and always wait for the driver's signal before crossing. Never cross behind the bus.
6. Head or arms must not be extended through the windows.
7. Swearing, vile language, and horseplay will not be tolerated.
8. Loud talking or shouting that distracts the driver will not be tolerated.
9. Please make every effort to help keep the bus neat and clean.
10. Consumption of food or beverages on the bus will not be allowed.
11. No pupil will be allowed to bring dangerous items to school either on the bus or otherwise. Any driver or teacher finding such in the possession of any student will confiscate it.
12. Students should promptly be seated and remain there until the bus arrives at the stop unless directed by the driver.
13. The emergency escapes must not be tampered with.
14. No animals are allowed on the bus.
15. Books and lunch boxes are the only parcels to be brought on the school bus. We advise that all students should use a "backpack" to hold books and loose papers so as nothing could be dropped under the bus.
16. Bus drivers will report any irregularity to the Director of Transportation.
17. Drivers have the privilege of assigning seats when necessary.
18. Observance of the bus rules and good judgment should prevail at all times.

The bus driver will notify the Transportation Supervisor of discipline problems in writing. The penalty for continued misbehavior may range from suspension from riding the bus to suspension from school. All school rules apply while students are riding the buses. All students riding school buses are expected to maintain good conduct while traveling.

VIDEO CAMERAS ON SCHOOL BUSES

Video cameras will be used to monitor student behavior on school vehicles transporting students to and from school or extracurricular activities. Students found violating bus conduct rules will be subject to disciplinary action in accordance with the district's code of conduct.

PARENTS WITH DISABILITIES

Parents with disabilities will be afforded an equal opportunity to participate in the services, programs and activities of the district, particularly those which are designed for parental involvement and are directly related to their child's academic and/or disciplinary progress (e.g., parent/teacher conferences, and/or meetings with other school personnel). Requests for accommodations should be directed to the Superintendent of schools at least 10 business days prior to the scheduled activity or program. Such requests should include a description of the parent's needs and the specific accommodation they are requesting.

ACCESS TO STUDENT RECORDS

The Family Educational Rights and Privacy Act (FERPA) gives parents and students over 18 years of age (referred to in the law as "eligible students") the right to inspect and review (your child's) (your) education records within 45 days of the day the district receives a request for access.

MEDINA CENTRAL SCHOOL DISTRICT BOARD OF EDUCATION

The members of the Board of Education are unpaid public officials elected by the voters of the school district to take formal legal actions and assume the major responsibilities for the operations of the schools. These people are members of the community, who have taken on the additional task of Board membership in order to provide leadership for the welfare of district students.

Parents, students and other members of the community are encouraged to attend and demonstrate their interest in the education of district students. The Board encourages public participation at Board meetings during the Public Forum. Please see the website or district calendar for meeting dates and names of Board Members.

MEDINA CENTRAL SCHOOL DISTRICT
Medina, New York

Clifford Wise Intermediate/Middle School
Grades 4-7
(Grades 4-6 during COVID)
Code of Conduct

2020-2021

20-21 Wise Code of Conduct (Part of Parent/Student Handbook)

IV. STUDENT CODE OF CONDUCT

Guidelines for Student Behavior

Good citizenship is accomplished through the combined efforts of home and school. Cooperation and support of parents and/or guardians is essential if safety and order are to be maintained. No single set of guidelines can provide a means of anticipating the variety of disciplinary situations that occur. It is the responsibility of teachers and principals to investigate each incident on an individual basis and to determine the appropriate course of action.

Discipline will be administered when any individual's actions interfere with the right of teachers to teach and students to learn. Teachers, counselors, or principals may give you guidance and advice about your behavior. If this happens, please accept their advice and understand that they want to help you.

We want to be proud of you, and hope that during your school years you will make wise decisions to use good behavior, to work up to your ability, and to respect the rights of other students.

Classroom teachers and support personnel will always attempt to handle and resolve misbehavior problems which occur under their supervision. Should the problem not be resolved, the problem will be referred to the principal/assistant principal. Depending on the nature of the problem, the frequency of its occurrence, and the record of the student, the principal will decide the appropriate consequences for the misbehavior.

Below is a list of possible consequences:

- Student conference with teacher or staff member in charge.
- Teacher contact with parent.
- Principal/assistant principal contact with student.
- Principal/assistant principal contact with parent.
- Discipline Report Form
- Conference with parent, student, teacher and principal/assistant principal
- Conference with parent, student, teacher and counselor/psychologist and/or School Resource Officer (SRO)
- Mediation with other involved party/parties
- Exclusion from an activity.
- Detention after school with parent notification.
- Repair, clean or restitution of property and damages.
- Loss of bus riding privileges, if a bus problem.
- Loss of privilege of eating in the cafeteria, if lunchroom problem.
- Exclusion from privileges such as assemblies/recess/Chromebook use.
- In-school suspension.
- Suspension from school (1/2 - 5 days).
- Conference with Superintendent.
- Exclusion from school by Superintendent (more than 5 days).

- Local community agency involvement -- Police/Youth Aid/Family Court/Child Protective Services/Mental Health
- Search-School authorities have the right to search desks, lockers, and belongings. A personal search may be conducted if there is reasonable cause.

DETENTION

The Medina Board of Education has authorized keeping students after school for disciplinary purposes. Detention may be assigned by a teacher or principal/assistant principal. Parent or guardian will be notified. Failure to attend detention sessions as scheduled will result in the assignment of additional time or may result in suspension. The student can only be excused by the principal/assistant principal or the assigning teacher. Pupils are required to bring study materials or assignments from specific teachers on which to work quietly.

SUSPENSION

In-school suspension will be used for major infractions. The principal may put a student on in-school suspension for 1-5 days. Students will remain under supervision of the principal or his/her designee and will complete all classroom assignments. Parents will be notified by phone and in writing.

Out of School Suspension will be used for major infractions, especially those involving the health and welfare of staff and students. Out of School Suspension will last from 1-5 days. Please note the school procedure as outlined below:

1. The parent/guardian will be contacted and asked to pick up the student at school.
2. The principal will confer with the student and inform him/her of the suspension.
3. The student will remain in the office until the parent/guardian arrives. If necessary, the student will be escorted to his/her classroom to gather books and personal belongings.
4. The parent/guardian has the right to request an informal conference with the principal to discuss their child's conduct. A letter will also go home with the parent or will be mailed prior to the student's suspension from school.
5. If a student is home suspended, he/she cannot be on school property for any reason without permission from the building administration. This includes attending athletic events, extracurricular activities, and practices.

CONDUCT AND DISCIPLINE CODE FOR SPECIAL EDUCATION STUDENTS

Special Education students are subject to the same conduct and discipline codes of the school district providing that the misconduct is not a result of the handicapping condition. Extreme cases may need to be referred to the Committee on Special Education. District policy will be followed.

BEHAVIOR CONCERNS

Bullying

The Medina Central School District and Board of Education prohibit acts of bullying. The board of education has determined that a safe and civil environment in school is necessary for students to learn and achieve high academic standards. Bullying, like other disruptive or violent behaviors, is conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe environment.

Bullying means the willful and malicious engagement in a single act or a pattern of conduct or series of acts over a period of time which are intended to be, or which reasonable person would perceive as, ridiculing, threatening, or demeaning. Bullying can take many forms; however, the main types are defined as any gesture or written, verbal or physical act, or any use of electronic communication (a communication transmitted by means of an electronic device, including, but not limited to, a telephone, cellular phone or computer) that take place on school property, at any school-sponsored function, school - related activity or on a school bus and that:

- a) is motivated by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability; or,
- b) by any other distinguishing characteristic; and
- c) a reasonable person should know, under the circumstances, that the act(s) will have the effect of harming a student or damaging the student's property, or placing a student in reasonable fear of harm to his person or damage to his property; or
- d) has the effect of insulting or demeaning any student or group of students in such a way as to cause substantial disruption in, or substantial interference with, the orderly operation of the school.

Forms of bullying include, but are not limited to, physical or verbal assaults, nonverbal or emotional threats or intimidation, social exclusion and isolation, extortion, and the use of a computer or telecommunications to send embarrassing, slanderous, threatening, or intimidating messages. Specific examples of bullying may include, but are not limited to:

Verbal bullying: name calling, insulting remarks, verbal teasing, frightening phone calls, violent threats, extortion, taunting, gossip, spreading rumors, racist slurs, threatening electronic communications, anonymous notes, etc.

Physical bullying: poking, slapping, hitting, tripping or causing a fall, choking, kicking, punching, biting, pinching, scratching, spitting, twisting arms or legs, damaging clothes and personal property, threatening gestures, etc.

Social bullying: purposely excluding someone from a group, spreading rumors or gossiping, arranging public humiliation, undermining relationships, teasing about clothing, looks, giving dirty looks, aggressive stares, etc.

Cyberbullying: The use of any form of information technology, including students' own personal electronic devices, to intimidate, harass or threaten others.

While the focus of the district is upon the prevention of bullying, bullying may still occur. In these cases, the offenders will be given the message that their actions are wrong. Consequences for a student who commits an act of harassment or bullying shall be varied (ranging from positive behavioral interventions up to and including suspension or expulsion) and graded according to the nature of the behavior, the developmental age of the student and the student's history of problem behaviors and performance, and will be consistent with the district code of conduct. Remedial measures shall be designed to correct the problem behavior; prevent another occurrence of the problem; protect and provide support for the victim of the act; and take

corrective action for documented systemic problems related to harassment, intimidation or bullying.

The principal and/or the principal's designee at each school is responsible for receiving harassment or bullying complaints. All school employees are required to report alleged violations to the principal or principal's designee. All members of the school community, including students, parents/guardians, volunteers and visitors, are also urged to report alleged violations to the principal or the principal's designee. (A copy of the report is included in this packet).

While submission of the report form is not required, the reporting party should use the report form available from the principal of each building or at the district's central office and/or contact the principal or the principal's designee. Reports may be made anonymously, but formal action for violations of the code of student conduct may not be based solely on the basis of an anonymous report. In addition, the principal and/or the principal's designee is responsible for determining whether an alleged act constitutes a violation. In so doing, the principal and/or the principal's designee shall conduct a prompt, thorough and complete investigation of each alleged incident.

The district prohibits reprisal or retaliation against any person who reports an act of harassment, intimidation or bullying. The consequence and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the administrator after consideration of the nature, severity and circumstances of the act, in accordance with case law, Federal and State statutes and regulations and district policies and procedures.

Student Use of Electronic Communication Devices

Students are prohibited from using or having on or in an operational mode any paging device, mobile telephone, cellular telephone, laser pointer or pen, smart watch, other smart devices, tablets or any other type of telecommunications or imaging device during instructional time, except as expressly permitted in connection with authorized use in classrooms. Students are not permitted to possess such devices during the school day, to include the lunch room, restroom, locker room, or hallway. Additionally, they are prohibited from using them in any manner which invades the privacy of students, employees, volunteers or visitors. Students are not permitted to use any form of information technology, including their own personal electronic devices, to intimidate, harass or threaten others. This type of harassment is generally referred to as cyberbullying. If a student violates this prohibition, then he/she is subject to discipline under this provision and/or any other provision in the District *Code of Conduct* that may be applicable to the circumstances involved. Any electronic device that is permitted on school property should be kept in a locker. The school is not responsible for lost or stolen devices.

Any device used in an unauthorized manner may be confiscated and kept in the office until the student's guardian comes to the office to pick up the equipment. Appropriate disciplinary action will be taken for the continued violation of this policy.

Classroom Behavior

The classroom is the learning headquarters of the school. It is the responsibility of all students to put forth their best effort to learn. It is important that they also assist their classmates in the process of learning. (Refer to chart in this packet)

Hallway Behavior

Keeping the hallways clean and safe is the personal responsibility of everyone in the school. Moving through the halls from one area to another must be done in a quiet and responsible manner to avoid disturbing others. (Refer to chart in this packet)

Assembly Behavior

Assembly programs are provided for large group information and/or entertainment and for the advancement of education to all. It is the right of everyone attending the programs to gain as much as possible from them. It is also our responsibility to demonstrate courteous behavior out of respect to guests of the Medina Central School District who are offering programs and performances. (Refer to chart in this packet)

Cafeteria Behavior

Using the cafeteria is a privilege. Each student is responsible for proper behavior in the cafeteria. The cafeterias have adult supervision and each student is responsible to the monitor in the cafeteria of which they are assigned. We want our students to have a pleasant, clean place in which to eat lunch. Good manners and respect for the rights of others are especially important during the lunch period. (Refer to chart in this packet)

Bus Conduct

It is important to remember that riding a bus to and from school is a privilege. Appropriate conduct and responsible behavior is expected on the bus at all times. The bus driver has rules that must be followed to ensure the safety of all riders. (See also chart in this packet)

Bus Conduct

- Be ready when the bus arrives.
- Do not enter or leave the bus while it is in motion.
- Pass in front rather than behind the bus.
- Remain seated until bus stops at your destination.
- Head and arms must not be thrust from windows.
- Swearing or other offensive language must not be used.
- The use of tobacco or alcohol is forbidden.
- Fighting, quarreling, or rough play will not be tolerated.
- Loud talking/music/videos distract the driver and will not be tolerated.
- Help your bus driver to keep your bus neat and do your part to make his/her driving safe.
- Obey the bus drivers; they are doing their best for you.
- Eating or drinking on the bus is prohibited.
- Throwing papers or other items of any kind on the bus is prohibited.
- Pupils are expected to behave as ladies and gentlemen upon entering and leaving the bus and in obtaining seats.
- Keep your hands off the person and property of other students.
- Never tamper with the emergency door.
- Do not shout out the windows to the public.
- No animals are allowed on the bus.
- Conscientiously observe all rules and respond promptly to the driver's instructions.

**STUDENTS WHO DO NOT DEMONSTRATE PROPER CONDUCT MAY HAVE THEIR
TRANSPORTATION PRIVILEGES**

BUS CONDUCT DISCIPLINE PROCEDURES

First Offense - A bus conduct form is given to the Director of Transportation – The student will be issued a detention, and a letter is mailed home to the parents.

Second Offense – A bus conduct form is given to the Director of Transportation – The student will be issued a day of ISS or other consequences as deemed appropriate by an administrator.

Third Offense - A bus conduct form is given to the Director of Transportation - five school days of suspension from all transportation is issued after contacting the parents either by phone or by mail.

Fourth Offense - A bus conduct form is given to the Director of Transportation - parents are contacted for a meeting (if requested). Suspension from transportation is issued for the rest of the school semester.

OTHER CONCERNS TO BE ADDRESSED

TARDINESS

Arriving late to class or school.

UNEXCUSED ABSENCE

Being absent without a parent or legal guardian knowing.

Taking, giving, or receiving property not belonging to you.

DISHONESTY

Lying or cheating in any form in school.

DESTROYING PROPERTY

Intentional damage or destruction of objects or materials belonging to the school, school officials, or other persons.

FIGHTING

Having or threatening physical contact with another person with the intent to hurt them.

DANGEROUS ITEMS

The possession of a dangerous weapon or the use of any object to hurt another person.

FORCING SOMEONE TO GIVE SOMETHING

Trading, demanding money, or demanding something of value (lunches for example) from another person.

ARSON

Possession of matches, lighters, etc., or the use of such, to destroy or attempt to destroy property.

Substance Abuse Policy

The Board of Education and Administration of the Medina Central School District has adopted the following drug and alcohol abuse policy for all school property and functions. It is based on the following concepts:

1. Students guilty of drug and alcohol abuse are in need of professional help.
2. Students guilty of possession or use are clearly beyond the confines of state law.
3. Students under the influence of drugs or alcohol are a danger to themselves and others.
4. Parents have a right to be notified.
5. Drug and alcohol abuse is a major cause of poor schoolwork.
6. Drug/alcohol abuse are major contributors to school thefts and other crimes.

Actions:

Suspicion that a student uses alcohol or drugs outside of school:

1. Notify parents and include reasons for suspicion (ex. cigarette papers, etc.).
2. Suggest sources of outside help if requested.

Students under the influence, in possession of drugs or alcohol, or having drug related implements on school property or at school functions:

Each Offense

1. Notify parents immediately.
2. Inform the school nurse and guidance counselor, and SRO, as appropriate.
3. Notify legal authorities.

First Offense

1. Five days suspension from school assigned by the principal.
2. Request for a Superintendent's Hearing
3. Required medical exam.
4. Suggest sources of outside help for the student.

Second Offense

1. Five days suspension from school assigned by the principal.
2. Request for a Superintendent's Hearing, which may result in additional days of suspension.
3. Home teaching will be provided for students under sixteen years of age.
4. Before returning to school, the student must submit evidence of professional help during his/her suspension.

Third Offense

1. Five days suspension from school and a Superintendent's Hearing, with a recommendation and possibility of suspension from school for one semester or more.
2. Home teaching will be provided for those students under sixteen years of age.
3. Upon return to school the student will be on a probationary status for one year.
4. Before returning to school, the student must submit evidence of professional help during his/her suspension.

SALE OR "GIFT" OF DRUGS OR ALCOHOL TO OTHERS

1. Notify parents immediately.
2. Notify police and press charges.
3. Five days suspension from school given by the principal.
4. Request for a Superintendent's Hearing, with a recommendation and possibility of long-term suspension from school. Students under sixteen years of age will be provided with home teaching until the age of sixteen.

LOITERING AFTER SCHOOL HOURS

All students are to leave the building and grounds at the end of each school day unless they are under the direct supervision of a faculty member. NO LOITERING IS ALLOWED.

E X P E C T A T I O N			Setting	
		Classroom	Cafeteria	Hallway
	Respect	Place objects back in the correct place when done.	Eat your own lunch only.	Respect classrooms by not disturbing them.
		Respect the value of others.	Talk and listen quietly.	Walk quickly and quietly on the right hand side of the hallway.
		Talk quietly and listen without speaking when others are talking.	Keep hands, feet, and objects to yourself.	Keep hands and feet off walls, displays, signs, speakers, and others.
		Allow others to work without disturbance or interruption.	Raise hand and stay in your seat unless given permission to get up.	Have a pass during class time.
		Keep hands, feet, and objects to yourself.	Show good manners.	
		Raise your hand to speak or ask for help.		
	Responsibility	Complete classwork and homework on time.	Sit in your own seat -No more than 6 at a table.	Follow adult directions the first time.
		Return any materials that you have borrowed.	Follow adult directions the first time.	No eating or drinking.
		Follow adult directions the first time it is asked.	Clean up the area you are sitting in and push in chairs.	Go to locker only at designated times and beginning and end of day.
		Be prepared for activities with the correct materials.	Wait quietly to be called up to the line and there is no saving places in line.	Keep halls clean and free of litter.

	Use books, materials, Chromebooks, etc. as instructed.	Use food and utensils properly and dispose of debris properly.	Walk, but do not run.	
	ObeY classroom rules.	When lights go off, stop talking immediately.		
Honesty	Tell the Truth. Complete school work without plagiarizing other students work or outside sources.	Use only your own lunch money.	Tell the truth.	
	Admit mistakes.	Tell the truth.	Admit mistakes.	
Kindness	Use kind words like please, thank you and excuse me.	Use kind words like please, thank you, and excuse me.	Use kind words like please, thank you, and excuse me.	
	Speak without using mean words.	Speak without using mean words.	Speak without using mean words.	
	Ask for help and help others when asked.	Ask for help and help others when asked.		
E X P E C T A T I O N		Setting		
		Arrival/Dismissal	PE/Locker Room	
	Respect	Before entering building, turn off all electronic devices and remove hats.	Give others privacy when changing clothes and stay in front of your own locker.	Take care of books-use without writing in them, tearing pages, and have clean hands.
		Talk quietly.	Talk quietly and listen.	Talk quietly.
		Keep hands, feet, and objects to yourself.	Keep hands, feet, and objects to yourself.	Keep hands, feet, and objects to yourself.
		Enter the building only when permitted.	Raise your hand to speak or ask for help.	Raise your hand to speak or ask for help.
		Go directly to your destination.	Clean up your area and locker.	
	Responsibility	Arrive to school on time, not late or too early.	Be on time and prepared with appropriate gym/swim clothes/shoes	Follow adult directions the first time.
		WALK directly to and from your destination.	Lock up personal belongings and keep your combination private.	Use materials and equipment as instructed.
		Use designated entrances and exits.	Follow adult directions the first time it is asked.	Be on time and prepared with materials.
		Follow adult directions the first time it is asked.	Use materials and equipment as instructed.	Listen quietly.
	Report any problems to adults.	Keep food/drink out of gym and locker room.	Return books on time.	
Honesty	Tell the Truth.	Tell the truth.	Tell the truth.	

		Follow your dismissal plan.	Be a good sport and use good sportsmanship.	Return books that are not yours.
			Use only your assigned locker and lock.	Tell an adult about any damage seen in a book.
	Kindness	Hold the doors for others and help younger students.	Use kind words like please, thank you, and excuse me.	Use kind words like please, thank you, and excuse me.
		Use kind words like please, thank you and excuse me.	Speak without using mean words.	Speak without using mean words.
		Speak without using mean words.	Ask for help and help others when asked.	Help other students follow library procedures.
		Greet others with a smile.	Open your locker door no more than 90 degree angle.	Admit mistakes.

E X P E C T A T I O N			Setting		
		Bathroom	Buses	Playground	
		Respect	Give others Privacy.	Sit in your own seat facing forward and remain seated while bus is in motion.	Keep hands, feet, and objects to yourself.
			Talk quietly.	Talk and listen quietly.	
			Keep hands, feet, and objects to yourself.	Keep hands, feet, and objects to yourself.	
			Keep bathrooms clean and free of graffiti.	Be courteous to your driver.	
			Use the bathroom during passing time or with adult permission.	Enter and exit the bus safely.	
				Cross in front of the bus.	
		Responsibility	Flush after use.	Follow rules of bus and adult directions.	Follow adult directions the first time.
			Wash hands with soap and water.	Be on time.	Stay in assigned area.
		Keep water and soap in sink and throw paper towels in trash.	Take all of your things with you when you exit the bus.	Wear sneakers.	

		Follow adult directions the first time it is asked.	Report any problems to the bus driver.	Use equipment as instructed.
		Report any problems to adults.	Keep the area around you clean: seat, aisles, and floor.	
	Honesty	Tell the Truth.	Tell the truth.	Tell the truth.
		Use bathroom only when you really need to.	Admit mistakes.	Admit mistakes.
	Kindness	If all stalls or urinals are being used, wait in line in the hall for someone to come out.	Use kind words like please, thank you, and excuse me.	Use kind words like please, thank you, and excuse me.
		Use kind words like please, thank you and excuse me.	Speak without using mean words.	Speak without using mean words.
		Speak without using mean words.	Ask for help and help others when asked.	
		Boys should lift and lower the seats.		
			Setting	
		Computer Lab	Aud/Assemblies	Fire Drills
E X P E C T A T I O N	Respect	Keep your computer and surrounding area clean.	Be silent and give all your attention to the guests and presenters.	Keep hands, feet, and objects to yourself.
		Talk quietly.	Listen without talking.	Listen without talking.
		Keep hands, feet, and objects to yourself.	Keep hands, feet, and objects to yourself.	Raise your hand to speak or ask for help.
		Raise your hand to speak or to ask a question.	Raise your hand to speak or ask for help.	
			Applaud Respectfully-begin and stop clapping with adult example.	
	Responsibility	Be on time and prepared with materials.	Sit only in your own seat and keep your feet off of the chairs.	Listen and follow adult directions the first time.
		Follow adult directions the first time it is asked.	Follow adult directions the first time it is asked.	Maintain silence and stay calm.

	Use materials and equipment as instructed.	Keep food/drink out of auditorium.	
	Listen quietly.	Enter and exit quietly and keep your area clean.	
Honesty	Tell the Truth.	Tell the truth.	Tell the truth.
	Work only on your assigned task.	Admit Mistakes.	Admit Mistakes.
	Ask permission before printing anything.		
Kindness	Use kind words like please, thank you and excuse me.	Use kind words like please, thank you, and excuse me.	Use kind words like please, thank you, and excuse me.
	Speak without using mean words.	Speak without using mean words.	Speak without using mean words.
		Ask for help and help others when asked.	Ask for help and help others when asked.

MEDINA CENTRAL SCHOOL DISTRICT
Medina, New York

Medina High School
Grades 8-12
(Grades 7-12 during COVID)
Code of Conduct

2020-2021

SECTION 3: STUDENT CODE OF CONDUCT

All students in Medina Central School District have the right to a full education within a proper educational atmosphere. Rules and regulations are necessary to establish a proper atmosphere for all students. Parents, students, teachers and administrators must work together to maintain proper conduct in school. It is the responsibility of students to behave in a manner acceptable to society in general, and the residents of Medina School District in particular. Students have the right to be fully informed of school regulations and to address grievances to the school administrator through their student government as in any democratic society. Students in Medina, including students with disabilities, have the right to a free, public education until age 21 or the conclusion of their academic program. Education of students with disabilities is to be in the least restrictive environment as established by the Committee on Special Education.

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

- A safe, healthy, orderly and civil school atmosphere.
- Take part in all District activities on an equal basis regardless of age, race, religion, color, national origin, sex, sexual orientation, or disability.
- Present their version of the relevant events to school personnel authorized to impose a disciplinary penalty as in connection with the imposition of the penalty.
- Access school rules, and when necessary, receive an explanation of those rules from school personnel.

All Medina High School students have the responsibility to:

- Contribute to maintaining a safe and orderly school environment that is conducive to learning and to show respect to other persons and to property.
- Be familiar with and abide by all District rules, policies and regulations dealing with student conduct.
- Attend school every day unless they are legally excused, and be in class, on time, prepared to learn.
- Work to the best of their ability in all academic and extracurricular activities and strive toward their highest level of achievement possible.
- Comply with direction(s) given by school personnel in a respectful and positive manner.
- Where appropriate, work to develop mechanisms to control anger and aggression.
- Seek help in solving problems that might lead to discipline.
- Report information regarding issues of safety.
- Dress appropriately for school and at school functions.
- Conduct themselves as representatives of the District when participating in or attending school-sponsored events, and to hold themselves to the highest standards of conduct, demeanor, and sportsmanship.

Prohibited Student Conduct

Discipline is most effective when it deals directly with the problem at the time and place it occurs, and in a way that students view as fair and impartial. Therefore, before seeking outside assistance, teachers will first use all their resources to create a change of behavior in the classroom. When the teacher has made every effort to bring about positive behavioral

change, and has been unsuccessful, the student will be referred to the administration. At that point, the administration will decide what further action will be taken. Students who break the law, use or possess illegal drugs, or exhibit inappropriate behavior will be held accountable not only to the disciplinary code, but may also be referred to the appropriate law enforcement agencies.

Violations of the Criminal Code

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 or administrator who initiates the process to notify parents and begin disciplinary proceedings. Violations that constitute a crime will initiate contact with appropriate law enforcement.

Bullying

The Medina Central School District and Board of Education prohibit acts of bullying. The board has determined that a safe and civil environment in school is necessary for students to learn and achieve high academic standards. Bullying, like other disruptive or violent behavior, is conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe environment. "Bullying is unwanted, aggressive behavior among school-aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose." Bullying can take many forms; however, the main types are defined as any gesture or written, verbal or physical act, or any use of electronic communication (a communication transmitted by means of an electronic device, including, but not limited to, a telephone, cellular phone or computer) that takes place on school property, at any school-sponsored function, school-related activity or on a school bus and that:

- is motivated by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability; or,
- by any other distinguishing characteristic; and
- a reasonable person should know, under the circumstances, that the act(s) will have the effect of harming a student or damaging the student's property, or placing a student in reasonable fear of harm to his person or damage to his property; or
- has the effect of insulting or demeaning any student or group of students in such a way as to cause substantial disruption in, or substantial interference with, the orderly operation of the school.

Forms of bullying include, but are not limited to, physical or verbal assaults, nonverbal or emotional threats or intimidation, social exclusion and isolation, extortion, and the use of a computer or telecommunications to send embarrassing, slanderous, threatening, or intimidating messages. Specific examples of bullying may include, but are not limited to:

Verbal bullying: name calling, insulting remarks, verbal teasing, frightening phone calls, violent threats, extortion, taunting, gossip, spreading rumors, racist slurs, threatening electronic communications, anonymous notes, etc.

Physical bullying: poking, slapping, hitting, tripping or causing a fall, choking, kicking,

punching, biting, pinching, scratching, spitting, twisting arms or legs, damaging clothes and personal property, threatening gestures, etc.

Social bullying: purposely excluding someone from a group, spreading rumors or gossiping, arranging public humiliation, undermining relationships, teasing about clothing, looks, giving dirty looks, aggressive stares, etc.

While the focus of the District is the prevention of bullying, bullying may still occur. In these cases, the offender will be given the message that their actions are wrong. Consequences for a student who commits an act of harassment or bullying shall be varied (ranging from positive behavioral interventions up to and including suspension or expulsion) and graded according to the nature of the behavior, the developmental age of the student and the student's history of problem behaviors and performance, and will be consistent with the district code of conduct. Remedial measures shall be designed to correct the problem behavior; prevent another occurrence of the problem; protect and provide support for the victim of the act; and take corrective action for documented systemic problems related to harassment, intimidation or bullying.

The principal and/or the principal's designee at each school is responsible for receiving harassment or bullying complaints. All school employees are required to report alleged violations to the principal or principal's designee. All members of the school community, including students, parents/guardians, volunteers and visitors, are also urged to report alleged violations to the principal or the principal's designee.

While submission of the report form is not required, the reporting party should use the report form available from the principal of each building or at the district's central office and/or contact the principal or the principal's designee. Reports may be made anonymously, but formal action for violations of the code of student conduct may not be based solely on the basis of an anonymous report. In addition, the principal and/or the principal's designee is responsible for determining whether an alleged act constitutes a violation. In so doing, the principal and/or the principal's designee shall conduct a prompt, thorough, and complete investigation of each alleged incident.

The district prohibits reprisal or retaliation against any person who reports an act of harassment, intimidation, or bullying. The consequence and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the administrator after consideration of the nature, severity, and circumstances of the act, in accordance with case law, Federal and State statutes, and regulations and district policies and procedures.

Disciplinary Intervention, Procedures, Penalties, and Referrals

Disciplinary action, when necessary, will be firm, fair, and consistent so as to be the most effective in changing student behavior. In determining the appropriate disciplinary action, school personnel authorized to impose disciplinary penalties will consider the following:

- The student's age.
- The nature of the offense and the circumstances which led to the offense.
- Student's prior disciplinary record.
- The effectiveness of other forms of discipline.
- Input from parents, teachers and/or others, as appropriate.
- Other extenuating circumstances.

As a general rule, discipline will be progressive; this means that a student's first violation will

usually merit a lighter penalty than subsequent violations. The School Conduct and Discipline Code was developed locally in accordance with state regulations by a committee representing teachers, administrators, other school professionals, students, and parents.

The amount of due process a student is entitled to receive before a penalty is imposed depends on the penalty being imposed. In all cases, regardless of the penalty imposed, the school personnel authorized to impose the penalty must inform the student of the alleged misconduct. All students will have an opportunity to present their version of the facts to the school personnel imposing the disciplinary penalty in connection with the imposition of the penalty.

Disciplinary options that may be imposed for violations of the student disciplinary code range from, but are not limited to, a warning, detention, ISS, teacher removal of disruptive pupils, and short/long term suspension as outlined in the Code of Conduct. It is understood that the school has the authority to assign consequences based on age and grade-level appropriateness and/or individual circumstances.

The Principal or the Principal's designee shall process all referrals for students to counseling and/or social services and/or human service agencies. The District may also file a PINS (Person in Need of Supervision) petition in family court on any student under the age of 18 who demonstrates that he or she requires supervision and treatment. The District may report a crime committed by a student to appropriate authorities.

Alternative Instruction

When a student of any age is removed from class by a teacher or a student of compulsory attendance age is suspended from school pursuant to Education Law 3214, the District will take immediate steps to provide alternative means of instruction for the student.

Discipline of Students with Disabilities

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

Corporal Punishment

Corporal punishment is any act of physical force upon a student for the purpose of punishing that student. Corporal punishment of any student by any District employee is strictly forbidden. The District will file all complaints about the use of corporal punishment with the Commissioner of Education in accordance with Commissioner's regulations.

Student Searches and Interrogations

The Board of Education is committed to ensuring an atmosphere on school property and at school functions that is safe and orderly. To achieve this kind of environment, any school official authorized to impose a disciplinary penalty on a student may question a student about an alleged violation of law or the District Code of Conduct. Students are not entitled to any sort of "Miranda"-type warning before being questioned by school officials, nor are school officials required to contact a student's parent before questioning the student. However, school

officials will tell the students why they are being questioned. In addition, the Board authorizes

the superintendent, building principals/administrators, the school nurse, and District security officials to conduct searches of students and their belongings if the authorized school official has reasonable suspicion to believe that the search will result in evidence that the student violated the law or the Code of Conduct.

Public Conduct on School Property

The District is committed to providing an orderly, respectful environment that is conducive to learning. To create and maintain this kind of an environment, it is necessary to regulate public conduct on school property and at school functions. For purposes of this section of the Code of Conduct, “public” shall mean all persons on school property or attending a school function including students, teachers and District personnel. All persons on school property or attending a school function shall conduct themselves in a respectful and orderly manner as outlined in the Code of Conduct.

Actions and Consequences

DETENTION: For minor infractions students will be assigned detention. Detention is held Monday-Thursday from 2:48–3:20. It is the responsibility of the student to remember the dates that he/she is assigned detention. He/she should record the dates in his/her assignment book.

IN SCHOOL SUSPENSION (ISS): Since the discipline code is based on a more severe penalty for each infraction, more severe infractions or an accumulation of infractions may result in the student being assigned to In-School Suspension. If students are assigned In-School Suspension, they must report directly to the ISS room. Students may also bring a bagged lunch any day they are in ISS. Teachers of the students will be notified and will send any work needed to ISS. Students will be expected to surrender all electronic devices upon entering the ISS room.

HOME SUSPENSION: This will be used for the most severe discipline cases or if there is no space available in ISS. If a student is home suspended, he/she cannot be on school property for any reason without permission from the building administration.

Student Behaviors and Consequences

Class 1 Offenses

- Violation of classroom, hall, or lavatory rules
- Disruptive behavior
- Tardiness
- Using profanity or abusive language
- General horseplay on school grounds
- Isolated insubordination

Consequences for Class 1 Offenses

The staff member supervising the student may:

- Withdraw certain privileges
- Assign extra work
- Assign before/after school detention

Parents will be notified of serious breaches of these rules by the teacher. Repeated violations of these rules will be considered a Class 2 offense and be referred to the principal for further disciplinary action.

Class 2 Offenses

- Repeated Class 1 offenses
- Truancy/Skipping class
- Leaving school without permission
- Loitering after hours
- Violation of student driving or parking rules
- Lying to staff member
- Computer/internet misuse
- Unexcused tardy to school

Consequences for Class 2 Offenses

- The principal shall assign the offending student to:
- Before/after school detention
- In-School suspension
- Parent conference
- Suspension/revocation of driving privileges
- Suspension of computer privileges
- Out-of-School suspension
- Repeated violations of these rules will be considered a class 3 offense and could result in suspension for a period of one to five days.

Class 3 Offenses

- Repeated Class 2 offenses
- Smoking/vaping/possession and/or use of tobacco of any kind
- Fighting – defined as having an active role in a physical altercation
- Vandalism
- Defiance of a staff member's reasonable request; Flagrant Insubordination
- Theft
- Harassment
- Bullying
- Threats to another student
- Hazing, which includes any intentional or reckless act directed against another for the purpose of initiation into, affiliating with, or maintaining membership in any school-sponsored activity organization, club, or team
- Any act that endangers the safety, health, or welfare of another person(s)

Consequences for Class 3 Offenses

School administration may suspend, either at home (OSS) or in school (ISS), for a period of one to five days. In addition, administration may remove bus privileges, initiate claims seeking restitution for damages, or may notify legal authorities of penal law violations. Some offenses may be serious enough to warrant a hearing before the Superintendent of Schools under Education Law 3214.

Class 4 Offenses

- Repeated Class 3 Offenses
- Consumption, sharing, selling and/or buying, use and/or possession of alcoholic beverage, illegal drugs, controlled substances, counterfeit and designer drugs, or paraphernalia for the use of such drugs, or any attempts to do so at any school-sponsored event or on school grounds at any time.
- Possession of, or under the influence of, alcohol/drugs
- Assault of a staff member
- Any act that seriously endangers the health, safety, or welfare of another person
- Possession of any weapon
- Threatening a staff member
- Sexual and/or racial harassment

Consequences for Class 4 Offenses

School administration shall suspend offending student(s) for a period of five days and will notify legal authorities of any violations of penal codes. In addition, school administration, at their discretion, may suspend students from participating in any or all extracurricular or social activities for a given period. In addition, the principal may bring formal charges against a student requesting that the student be removed from school for a period greater than five days or be expelled. The Superintendent of Schools shall hear these charges in accordance with Education Law 3214 and decide an appropriate disciplinary consequence.

Loitering After School Hours

All students are to leave the building and grounds at the end of each school day unless they are under the direct supervision of a faculty member. **NO LOITERING IS ALLOWED.** Loitering will be considered a Class 2 Offense.

Attendance Policy

The process of education requires a regular continuity of instruction, student interaction, and classroom participation in a well-planned instructional activity. Those students who hope to benefit from their educational experience must, therefore, attend classes regularly.

Effective school attendance programs are the result of the cooperation and teamwork on the part of the Board of Education, administrators, teachers, school counselors, parents, and students. The Board of Education also has a responsibility to encourage the business community to monitor the student-worker's attendance and academic progress, and the school has the responsibility to develop programs and techniques to encourage and maintain regular attendance. **PARENTS HAVE A LEGAL RESPONSIBILITY TO HAVE THEIR CHILDREN IN SCHOOL.**

The New York State Department of Education requires that students successfully complete multiple Regents examinations in order to graduate from high school. Therefore, Medina High School has adopted this attendance policy in order to intervene and curtail the chronic absenteeism exhibited by some students, and to promote academic success.

Class attendance is reflected on each report card. Students and parents are encouraged to note the total class absences that are indicated. All absences from class are counted and there is no distinction between excused and unexcused absences. A student must be present for more than half the class period to be considered "present" that day.

Tardy Procedure

At Medina High School, we work hard to ensure that your child receives the best education possible. The first step in this process is for your child to arrive to school on time, every day. Therefore, we will be closely monitoring the attendance of all students. Students who arrive late to school without written documentation of an excused absence will be assigned a consequence. Thank you for your cooperation in ensuring your child's academic success.

What to include in a written excuse:

- The child's name
- Date of the absence/tardy/early dismissal
- Reason
- Parent/guardian signature

What is an excused absence/tardy?

Based upon our District's education and community needs, values and priorities, the School District has determined that excused absences and tardies are defined as follows:

- Approved field trips
- Personal illness
- Illness or death in the family
- Impassable roads due to inclement weather
- Religious observance
- Car Problems
- Quarantine
- Required court appearances
- Attendance at health clinics
- Approved college visits
- Job interview
- Job training
- "Take your child to work" day
- Driver's test
- Documented religious activities
- Approved cooperative work programs
- Military obligations
- Other such reasons as may be approved by the Board of Education

What is an unexcused absence/tardy?

Any other reason that does not fall into the above categories will be considered an unexcused absence or tardy (e.g. family vacation, hunting, babysitting, haircut, missing bus, oversleeping).

Winter Weather:

Even with extra morning planning and added travel time, inclement weather can still have an impact on getting to school on time. **As always, student safety is our top priority.** As per board policy, impassable roads is categorized as an excused absence or tardy, and as a result, consideration will be given to students who arrive late to school due to difficult road conditions. **We do not want parents or students putting themselves in harm's way for fear of being late to school.**

Bus Conduct

- Be ready when the bus arrives.
- Do not enter or leave the bus while it is in motion.
- Pass in front rather than behind the bus.
- Remain seated until bus stops at your destination.
- Head and arms must not be thrust from windows.
- Swearing or other offensive language must not be used.
- The use of tobacco, vaping, or alcohol is forbidden.
- Fighting, quarreling, or rough play will not be tolerated.
- Loud talking distracts the driver and will not be tolerated.
- Help your bus driver to keep your bus neat and do your part to make his/her driving safe.
- Obey the bus drivers; they are doing their best for you.
- Eating or drinking on the bus is prohibited.
- Throwing papers or other items of any kind on the bus is prohibited.
- Pupils are expected to behave as ladies and gentlemen upon entering and leaving the bus and in obtaining seats.
- Keep your hands off the person and property of other students.
- Never tamper with the emergency door.
- Do not shout out the windows to the public.
- No animals are allowed on the bus.
- Conscientiously observe all rules and respond promptly to the driver's instructions.

STUDENTS WHO DO NOT DEMONSTRATE PROPER CONDUCT MAY HAVE THEIR TRANSPORTATION PRIVILEGES REMOVED.

STUDENTS ARE REQUIRED TO RIDE THE BUS TO AND FROM EXTRACURRICULAR ACTIVITIES AND BOCES.

BUS CONDUCT DISCIPLINE PROCEDURES

First Offense - A bus conduct form is given to the Director of Transportation – The student will be issued a detention, and a letter is mailed home to the parents.

Second Offense – A bus conduct form is given to the Director of Transportation – The student will be issued a day of ISS or other consequences as deemed appropriate by an administrator.

Third Offense - A bus conduct form is given to the Director of Transportation - five school days of suspension from all transportation is issued after contacting the parents either by phone or by mail.

Fourth Offense - A bus conduct form is given to the Director of Transportation - parents are contacted for a meeting (if requested). Suspension from transportation is issued for the rest of the school semester.

Cafeteria Regulations

All students are required to eat in the school cafeteria. Students are expected to act like

responsible young adults in the cafeteria. If problems arise, the cafeteria monitors have the

right to assign seats, remove students from the cafeteria, or limit the number of students that may sit at a table. **No restaurant food may be purchased and brought into the cafeteria.** Students must have a pass to leave the cafeteria for any reason. Students will be dismissed from the cafeteria only when trays are returned and their area is clean.

PRIVILEGE PASS AREA: The privilege pass area is specifically for those students who have met the criteria for the pass.

FOOD, BEVERAGES, AND SNACKS - Students should consume any food and beverage in the cafeteria. No food will be permitted in the halls, lockers, or elsewhere in the building except for the school cafeteria. **Beverages may be consumed outside of the cafeteria with permission from the classroom instructor, as long as the container is secured with a lid.**

Cell Phones and Electronic Devices

Cell phones/electronic devices may serve as an outstanding instructional tool and learning resource if used appropriately. We encourage our staff members and our students to use electronics and other 21st century devices to supplement instruction and learning. In order to preserve the teaching and learning environment, the following policy clarifies the use of cell phone/electronic devices for Medina High School.

Permitted Items

Students are permitted to bring the following electronic items to school: 1) cell phones; 2) laptops, tablets, iPads, and other similar computing devices; and 3) portable music and entertainment systems, such as iPods, or MP3 players.

Liability

Please be advised that MCSD has no liability whatsoever for any cell phones and other electronic devices brought to school, either during the school day or for after-school programs or activities.

Cell phones may be used as set forth below:

During the school day:

- Cell phones should be put away and silenced during instructional time, except for instructional and educational purposes with the explicit approval of the teacher.
- Cell phones may be used during the following non-instructional times of the school day: during a student's lunch period only in the cafeteria or privilege pass area; in a study hall with verbal permission from the monitor, or during passing time.
- Cell phones and other electronic devices may not be used to photograph and/or record (picture, sound, or both) any student or staff member on school premises at any time.

During after-school, school-sponsored programs or activities: After the last bell when all classes have been dismissed as part of a club, sporting event/practice, or other social gathering - follow requests of any present supervisor or coach.

While students are permitted to possess such devices during the school day, they are prohibited from using them in any manner which invades the privacy of students, employees, volunteers, or visitors. Students are not permitted to use any form of information technology, including their own personal electronic devices, to intimidate, harass, or threaten others. This type of harassment is generally referred to as cyberbullying. If a student violates this prohibition, then he/she is subject to discipline under this provision and/or any other provision in the District Code of Conduct that may be applicable to the circumstances involved. Any electronic device that is permitted on school property is encouraged to be kept on the person and in a concealed manner or in his/her locker.

Any device used in an unauthorized manner may be confiscated and kept in the office until the student's guardian comes to the office to pick up the equipment. Appropriate disciplinary action will be taken for the continued violation of this policy.

Dress Code

It is the right of students to be dressed and groomed in a manner acceptable to their parents and to themselves; however, a school community must develop guidelines for dress and grooming. Students shall be free from any adverse effect on their scholastic record because of dress and grooming unless certain standards of dress and grooming are a reasonable requirement of a course of activity. It is the responsibility of students to recognize that it is an appropriate function of the school to educate students of the importance and effect of dress and grooming on themselves and others. Students who exhibit extreme or eccentric styles of dress or grooming should be counseled by school personnel, and those whose dress and grooming cause a disruption of the educational process will not be tolerated.

Items not permitted include, but are not limited to:

- Overly revealing clothing
- Short shorts
- Skirts and dresses of an inappropriate length (use "fingertip" rule)
- Tube tops and halter tops
- Off the shoulder style shirts
- See-through mesh shirts, and articles of clothing with objectionable or suggestive writing and/or pictures
- Articles of clothing/jewelry referring to drugs or alcohol
- "Droopy drawers" or "low cut" pants/skirts which expose any undergarments or skin
- Clothing with writing or illustrations which are sexual or offensive in any way
- Clothing designed to promote racial/ethnic bigotry
- Hats and other head coverings...unless for religious purposes
- Chains of more than 12" in length
- Bare midriff shirts. Shirts must be at least to the top of the belt.
- Studded Accessories
- Sunglasses (Regular or Prescription)
- Pajama pants or "sleeping attire"

Drug and Alcohol Policy

The Board of Education and Administration of Medina Central School District has adopted the following drug and alcohol abuse policy for all school property and functions. It is based on the following points: 1) Students guilty of drug and alcohol abuse are in need of professional help. 2) Students guilty of possession or use are clearly beyond the confines of state law. 3) Students under the influence of drugs or alcohol are a danger to themselves and others. 4) Parents have a right to be notified. 5) Drug and alcohol abuse is a major cause of school thefts and other crimes. These regulations include placebos or "look alike" drugs and caffeine tablets, and refer to any quantity of drugs or alcohol.

SUSPICION THAT STUDENT USES DRUGS OR ALCOHOL OUTSIDE OF SCHOOL

- Notify parents and include reason for suspicion (Cigarette papers, for example)
- Suggest sources of outside help if requested

STUDENT POSSESSION AND/OR USE AND/OR UNDER THE INFLUENCE OF DRUGS, DRUG-RELATED IMPLEMENTS, OR ALCOHOL ON SCHOOL PROPERTY OR AT SCHOOL FUNCTIONS

EACH OFFENSE

- Notify parents immediately.
- Inform nurse and counselor.
- Five-day suspension by the principal.
- Notify police, and press charges where applicable.
- Suggest sources of outside help for the student.
- Superintendent's Hearing - which may result in additional suspension.

SALE OR "GIFT" OF DRUGS OR ALCOHOL TO OTHERS

EACH OFFENSE

- Notify parents immediately.
- Notify police and press charges.
- Five-day suspension by the principal.
- Superintendent's Hearing which may result in permanent expulsion from school.

By law, giving another student an illegal substance is considered a sale and is treated as such.

Hall Passes

Corridor permits (wooden hall passes or written passes) must be secured from a teacher whenever a student leaves study hall, class, or homeroom.

Messages

Please ask your parents and friends NOT to request school personnel to carry personal messages to you. Of course, in the case of an EMERGENCY, we are happy to assist in locating you.

Phone Use

Students are not permitted to use the office phones to make personal calls, without the permission of the office staff.

Permission to leave school

No student, under any circumstance, is to leave school without being officially excused. The only persons in the high school authorized to officially excuse students are the building administrators and the school nurse. Students who have medical or dental appointments during the school day must bring a signed, dated note to the main office before school begins. All notes must also contain a phone number for verification purposes. No student will be allowed to leave school without verification.

Protective Eyewear

Students must wear protective eye devices where requested to do so, such as in laboratories, shops, etc.

Public Display of Affection

Anything beyond holding hands is not permitted.

Smoking, Vaping, and Tobacco Products

According to the NYS Penal Code, smoking, vaping and the use of tobacco products are prohibited in school, on school grounds, or at school events. Any tobacco products or vaping equipment will be confiscated and destroyed. This also includes any tobacco/E-cigarette, or non-prescription nicotine delivery system. Please note that it is also illegal in New York State to smoke an electronic cigarette within 100 feet of entrances to public or private schools.

Student Driving Regulations

All students driving a motorized vehicle to school must register in the Principal's office during the first week of driving to school. There is no charge for parking. Use of the school facilities for parking is a privilege, which may be removed if abused. **Permits are not issued to drive to BOCES**, unless the student leaves BOCES early on a daily basis to work. One-day driving permits will be issued for special circumstances on a very limited basis.