

# **GRANVILLE CENTRAL SCHOOL DISTRICT**

## **CODE OF CONDUCT**

*IN ACCORDANCE WITH THE NEW YORK STATE  
SCHOOLS AGAINST VIOLENCE IN EDUCATION ACT*

JULY 1, 2019– JUNE 30, 2020

## Table of Contents

I. Introduction .....	4
II. Definitions .....	4
III. Rights and Responsibilities.....	8
• Student Rights and Responsibilities	
• Parent Rights and Responsibilities	
• Teacher, Guidance Counselor, Social Worker, Psychologist Rights and Responsibilities	
• Staff Rights and Responsibilities	
• Administrator Rights and Responsibilities	
• Central Office Administrator Rights and Responsibilities	
• Superintendent Rights and Responsibilities	
• Board of Education Rights and Responsibilities	
IV. Student Dress Code .....	16
V. Student Discipline .....	17
• Academic Misconduct	
• Disciplinary Options	
• Disciplinary Categories	
○ Category I	
○ Category II	
○ Category III	
○ Category IV	
• ALC, Lunch Detention, ASD Procedures	
• Disciplinary Procedures	
VI. Suspension of Students.....	25
VII. Suspension of Students with Disabilities .....	27
VIII. Suspension from BOCES.....	29
IX. In-School Suspension .....	29
X. BOCES Activities .....	29
XI. Exhaustion of Administrative Remedies... ..	29
XII. Student Use of Computerized Information Resources .....	30
XIII. Alcohol, Tobacco, Tobacco-Free, Drugs and Other Substances.....	32
XIV. Searches and Interrogations .....	34
XV. Lockers .....	34
XVI. Questioning of Students by School Officials .....	34
XVII. Law Enforcement Officials .....	35

XVIII. Interrogation of Students by Law Enforcement Officials..... 35

XIX. Bus Rules and Regulations .....35

XX. Corporal Punishment .....36

XXI. Weapons in School and The Gun-Free Schools Act ..... 36

XXII. Extracurricular Activities. ....38

XXIII. Sports and the Athletic Program.....40

## Code of Conduct

### I. Introduction

- A. The Granville Central School District has adopted a comprehensive Code of Conduct that aligns with the New York State SAVE Legislation, delivers the highest quality of educational services without disruption or interference and formulates a policy which provides a safe and orderly school environment for students and district personnel. Responsible behavior by students, teachers, other district personnel, parents and visitors is essential to achieving this goal.
- B. The district has a long-standing set of expectations for conduct on school property and at school functions. These expectations are based upon:
  - 1. Enforcing of school rules in a fair, firm and consistent manner;
  - 2. Utilizing positive reinforcement for acceptable behavior;
  - 3. Keeping open communication with parents and the community;
  - 4. Demonstrating by work and personal example, respect for law, order, self-discipline, and striving to uphold principles of civility, mutual respect, citizenship, character tolerance, honesty and integrity.
- C. Unless otherwise indicated, this Code applies to all students, school personnel, parents and other visitors when on school property or attending a school function.
- D. 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.
- E. The Dignity Act Coordinator(s) will be selected each year. The names of these coordinators will be provided to all parent, students and staff at the beginning of each school year. For the upcoming 2012-2013 school year, the names and contact information for these coordinators will be published on our school website period to September 1.

### II. Definitions

**For purposes of this code, the following definitions apply:**

- A. **Violent Student** - means a student under the age of 21, who:
  - 1. Commits, while on school property or at a school function, an act of violence upon any individual lawfully on school property or at the school function, or attempts to do so;
  - 2. Possesses, while on school property or at a school function, a weapon;
  - 3. Displays, while on school property or at a school function, what appears to be a weapon;
  - 4. Threatens, while on school property or at a school function, to use a weapon;
  - 5. Knowingly and intentionally damages or destroys the personal property of any school employee or any person lawfully on school property or at a school function;
  - 6. Knowingly and intentionally damages or destroys school district property.
  - 7. Engaging in harassing 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 well-being.
- B. **Disruptive Student** - means an elementary or secondary student under the age of 21 who is substantially disruptive of the educational process or substantially interferes with a teacher's exercise of duties or authority over the classroom.

- C. **Parent** -means parent, guardian or person in parental relation to a student.
- D. **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.
- E. **School Function** - means any school-sponsored extracurricular event or activity.
- F. **Student Expectations** –In order to promote good order and good citizenship, we expect the following of our students.
1. Students will be respectful towards school faculty, staff and other students. .
  2. Students will arrive on time to school and class.
  3. Students will help to create a healthy and safe school environment by complying with the following:
    - Students will not run in the school.
    - Hats will not be worn in school.
    - No gum chewing.
    - All food and drinks should be kept in the cafeteria.
    - To cooperate and be on good behavior in the cafeteria.
    - Smoking is prohibited on all school property.
    - Drugs are prohibited unless taken for medical reasons.
    - Radios, walkmans, CD players, mp3 players, laser lights, trading cards, skateboards, rollerblades, and other personal recreational items are prohibited in school. **Cell phones and pagers are not to be used during school hours, except as noted on pages 31 & 32.**
    - Students are discouraged from bringing to school, or wearing, objects which have above average value, or sentimental value. The school district will not be responsible for the loss of these items. Some examples are expensive jewelry or watches; elaborate calculators.
    - Students will not sell or trade items in school unless the sale is related to an approved school fund-raising program.
    - **Dress and appearance:** Students have the right to determine their patterns of dress and grooming as they deem proper, provided that such dress and grooming does not interfere with the health and safety of themselves or others, and does not interfere with the educational process of the school. School is not the place for immodest or bizarre attire. Should the principal determine that student attire fails to meet the standards of acceptable dress, parents will be notified and students will be required to return home to change into more suitable clothing. Some examples of unsuitable clothing are: Jeans or pants which are worn with the belt area below the waist; "short" shorts; halter tops; and clothing supported by "spaghetti straps." Shirts or tops must cover the top of the pants or shorts. Pajamas, slippers, choke chains and jewelry with spikes are not allowed.
- G. **Harassment/Bullying** - The school staff and administration intend to provide all students with a safe, respectful school environment. Harassment/bullying of any kind (verbal, written, electronic, or physical) is a very serious matter, and complaints of harassment by students will be thoroughly investigated by school administrators.

A person is guilty of harassment/bullying if he/she:

1. Engages in an intentional course of conduct to repeatedly commit acts which place others in reasonable fear.
2. Acts so as to harass, discriminate, annoy, threaten, or alarm another person by striking, shoving, kicking, cyber-bullying, or otherwise subjecting another person to verbal or physical contact or attempting or threatening to do the same whether at school or riding on District buses.
3. Creating an intimidating or hostile environment that substantially interferes with a student's educational opportunities.
4. Engages in 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.
5. "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.
6. Engages in 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.
7. Engages in 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.)
8. Discriminates, 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.

Any harassing behaviors that are confirmed to have taken place will result in contact with the offender's parent or guardian, possible meetings, and may result in the assignment of disciplinary consequences and/or a referral to law enforcement authorities. A student who believes she/he has been subjected to harassment of any type is encouraged to report the incident to a teacher, her/his school counselor or an administrator.

H. **Assault** – a person is guilty of assault when:

1. Physical attack by one person, or a group of people, upon another person, who does not wish to engage in the conflict and who has not provoked the attack.

I. **Weapons** - The possession of a dangerous weapon, or the use of any object to inflict injury to another person.

J. **Searches** – A student may be searched by school administration or his/her designee under the

following conditions:

1. Reasonable Suspicion –A search must be justified at the time of its inception (i.e., there must be reasonable grounds for suspecting that the search will turn up evidence that the student has violated or is violating the law or school rules).
- K. **Robbery** – Taking property from another person by force.
- L. **Theft** – Taking property that does not belong to you.
- M. **Superintendent’s Hearing Waiver** – In lieu of a Superintendent’s Hearing, a school district may utilize a process whereby students who face a suspension in excess of five days, may, together with their parents, elect to accept the districts’ proposed disposition without a hearing.
- N. **Tutoring** – Assignment of a student to instruction for one hour a day for elementary students and two hours a day for secondary students.
- O. **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).
- P. **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]).
- Q. **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]).
- R. **Sexual Orientation** means actual or perceived heterosexuality, homosexuality, or bisexuality (Education Law Section 11[5]).
- S. **Gender** means actual or perceived sex and includes a person's gender identity or expression (Education Law Section 11[6]).
- T. **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]).
- U. **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.

- V. **Color** means the term refers to the apparent pigmentation of the skin, especially as an indication or possible indication of race.
- W. **Weight** means aside from the obvious meaning in the physical sciences, the word is used in reference to a person's "size".
- X. **National Origin** means a person's country of birth or ancestor's country of birth.
- Y. **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.
- Z. **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.
- AA. **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.
- BB. **Sex** means the biological and physiological characteristics that define men and women. (MALE and FEMALE denote "sex".)
- CC. **Gender** means the socially constructed roles, behaviors, activities, and attributes that a given society considers appropriate for men and women. (MASCULINE and FEMININE denote "gender".)
- DD. **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.
- EE. **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. **Rights and Responsibilities**

There are certain rights that are shared by all who are involved with the Granville Central School District. Students, parents, staff members, teachers, and administrators have the right to be treated respectfully by one another. Additionally, all who are involved with the Granville Central School District have the right to a safe, orderly environment in which to work, learn, or entrust their children.

#### A. **Student Rights**

As a student, you have the right to:

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

## **B. Student Responsibilities**

As a student, you are expected to meet standards of behavior and academic effort that are common to every school in the Granville Central School District. Students who achieve success meet these expectations by:

1. Preventing and Resolving Problems
  - a) Contribute to maintaining a safe and orderly school environment that is conducive to learning and show respect to other persons and to property;
  - b) Do your own work to the best of your ability;
  - c) Follow class and school rules and be familiar with District rules and regulations;
  - d) Behave in a safe manner;
  - e) Ask an adult for assistance if there is a problem;
  - f) Work to develop mechanisms to control your anger (i.e. Conflict Resolution, Mediation, Anger Management, etc.);
  - g) Accept responsibility for your actions.
  
2. Attending School
  - a) Attend school every day unless you are ill or legally excused;
  - b) Attend all classes on time;
  - c) React to direction given by teachers, administrators and other school personnel in a respectful, positive manner.
  
3. Preparing for School
  - a) Bring books, paper, and other supplies to class;
  - b) Complete assignments and turn them in on time;
  - c) Complete assignments during in-school and out-of-school suspension;
  - d) Dress appropriately for school and school functions.
  
4. Participating in Classes and Activities
  - a) Participate fully in class discussions and activities;
  - b) Ask for help from the teacher when you don't understand something;
  - c) Participate in after-school activities according to the guidelines and requirements of these activities;
  - d) Conduct yourself as representatives of the district when participating in or attending school-sponsored extracurricular events and hold yourself to the highest standards of conduct, demeanor, and sportsmanship.
  - e) 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 or discrimination.

### **C. Parent Rights**

As a parent, you have the right to be informed of your child's academic progress and behavior and the right to visit your child's school upon request. You have the right to be consulted when decisions are made that affect your child. Furthermore, you are to be immediately informed of serious disciplinary actions concerning your child and may exercise your right to appeal suspensions.

### **D. Parent Responsibilities**

As a parent, you are expected to meet standards of support for your child and the school he/she attends that are common to every school in the Granville Central School District. You should help your child meet these expectations by:

1. Setting High Expectations for Your Child
  - a) Expect your child to achieve in school;
  - b) Set up home rules and expectations that support the school's efforts;
  - c) Recognize that the education of your child is a joint responsibility of the parents and the school community;
  - d) Ensure absences are excused;
  - e) Insist your child be dressed and groomed in a manner consistent with the student dress code;
  - f) Know school rules and help your child understand them;
  - g) Convey to your children a supportive attitude toward education and the district.
  - h) Model appropriate behavior for your child at school-community events.
  - i) 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.
  
2. Communicating with Your Child and the School
  - a) Meet your child's teacher(s) and find out what is expected of your child;
  - b) Tell your child that he/she must attend school every day, complete schoolwork, cooperate with school staff, and achieve in every class;
  - c) Attend meetings and conferences when the school staff requests them;
  - d) Inform school officials of changes in the home situation that may affect student conduct or performance;
  - e) Provide schools with the means to contact them or a designated person during regular school hours in case of an emergency or a discipline problem;
  - f) Provide school with any changes in:
    - i. Address
    - ii. Telephone number
    - iii. Emergency contact
    - iv. Custodial designee
    - v. Medication
  - g) Provide written excuses for all absences.
  
3. Helping Your Child Learn
  - a) Provide a regular place to do homework;
  - b) Assist your child with homework;
  - c) Help your child learn how to organize schoolwork and time;
  - d) Expose your child to learning activities including libraries, museums, etc.;

- e) Ask the school staff for assistance if help is needed.
  - f) 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.
4. Encouraging and Praising Your Child
    - a) Tell your child what he/she does, both right and wrong;
    - b) Praise/reward your child for his/her effort, improvement and achievement;
    - c) Help your child deal effectively with peer pressure.
  5. Monitoring Your Child's Education
    - a) Visit the school frequently to talk with staff
    - b) Review your child's schoolwork;
    - c) Discuss with your child each day what happened at school and what he/she learned;
    - d) Make sure that your child takes proper materials to school each day.
    - e) Monitor appropriate use of electronic devices.

#### **E. Teacher, Guidance Counselor, Social Worker, Psychologist Rights**

As a teacher, you have the right to be supported by administrators, staff, and parents in their efforts to establish and maintain orderly, productive classrooms where all may learn and achieve. You also have the right to consult parents as well as administrators and support staff to better meet the needs of individual students. Additionally, you have the right to work with students who come to class prepared with necessary instructional materials and cooperate with class activities every day.

#### **F. Teacher Responsibilities**

As a teacher, you are expected to meet standards of support for students and the school they attend that are common to every school in the Granville Central School District. You should help students achieve by:

1. Preparing
  - a) Prepare and deliver daily lessons that are consistent with the guidelines set by the New York Learning Standards and the district's standards based curriculum;
  - b) Provide assignments for students who are suspended, both in ALC and out-of-school suspension;
  - c) 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. Creating the Learning Environment
  - a) Establish and maintain an environment where all may learn, demonstrate interest in teaching and concern for student achievement;
  - b) Work with students to set forth classroom behavioral rules and encourage them to discuss these rules with their parents;
  - c) Enforce classroom rules impartially and consistently;
  - d) Adhere to the District's Code of Conduct;
  - e) Dress professionally;

- f) Provide additional teaching support to students in need of or desirous of the same.
  - g) Confront issues of discrimination and harassment in any situation that threatens the emotional or physical health or safety of any students, school property or at a school function.
  - h) Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
  - i) Report incidents of discrimination and harassment that are witnessed or otherwise brought to a teacher's attention to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner.
3. Evaluating
- a) Recognize and work with various learning styles of students;
  - b) Evaluate student performance through multiple measures.
4. Communicating with Parents, Staff, and Administrators
- a) Communicate to students and parents:
    - i. Course objectives and requirements
    - ii. Marking/grading procedures
    - iii. Assignment deadlines
    - iv. Expectations for students
    - v. Classroom discipline plan
  - b) Communicate regularly with students, parents and other teachers concerning growth and achievement;
  - c) Seek the assistance of support staff and administrators when necessary or desirable.

**F. Guidance Counselor, Social Worker, Psychologist Responsibilities**

As a guidance counselor, social worker, psychologist, you are expected to meet standards of support for students and the school they attend that are common to every school in the Granville Central School District. You should help students achieve by:

1. Providing Guidance and Support
- a) Assist students in coping with peer pressure and emerging personal, social and emotional problems, and make referrals as needed;
  - b) Initiate teacher/student/counselor conferences, as necessary, as a way to resolve problems;
  - c) Regularly review with students their educational progress and career plans;
  - d) Provide information to assist students with career planning;
  - e) Encourage students to benefit from the curriculum and extracurricular programs;
  - f) Whenever possible, arrange with parents mutually convenient times to meet;
  - g) Dress professionally.
  - h) 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.
  - i) Report incidents of discrimination and harassment that are witnessed or otherwise brought to the counselor's attention to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner.

**G. Staff Rights (Teacher Assistants, Secretaries, Custodians, Cafeteria Workers, and Other Support Staff)**

As a school staff member, you have the right to serve or work with cooperative students. You also have the right to be provided with equipment, tools, and/or resources that will enable you to perform your responsibilities.

## **H. Staff Responsibilities**

As a school staff member, you are expected to meet standards of support for students and the school they attend that are common to every school in the Granville Central School District. You should help students achieve by:

1. Creating the Learning Environment
  - a) Provide a clean, safe learning environment;
  - b) Establish and enforce rules of behavior that are pertinent to the respective areas in which you meet students and consistent with the guidelines established by the District's Code of Conduct;
  - c) Be fair and consistent in your enforcement of behavioral rules and provision of assistance;
  - d) Dress professionally.
2. Providing Guidance and Support
  - a) Help students who seek your assistance with their personal problems;
  - b) Maintain a climate of mutual respect and dignity, which will strengthen students' self-concept and promote confidence to learn;
  - c) Provide academic guidance that is consistent with the promotion standards and graduation requirements and appropriate to post-graduate plans;
  - d) Communicate with parents about their children's progress, attendance, and/or behavior.
  - e) 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.
  - f) Report incidents of discrimination and harassment 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.
3. Providing Supplementary Resources and Materials
  - a) Enrich classroom learning by providing supplementary materials, significant data, and/or necessary media equipment.

## **I. Principal, Assistant Principal, or Designee Rights**

As an administrator, you have the right to be acknowledged as an educational leader. You have the right to the support and participation of parents, students, teachers, staff, and community members as school decisions are made. You further have the right to work with a well-trained, self-motivated, professional corps of teachers and staff. In addition, you have the right to an orderly learning environment.

## **J. Principal, Assistant Principal, or Designee Responsibilities**

As an administrator, you are expected to meet standards of support for students and the school they attend that are common to every school in the Granville Central School District. You should help students achieve by:

1. Creating the Learning Environment
  - a) Ensure adherence to the District's Code of Conduct so as to maximize the safety and orderliness of the school;
  - b) Work in collaboration with faculty, other staff, and local parent and school community groups to improve the school;
  - c) Dress professionally.
2. Providing Instructional Leadership
  - a) Provide instructional leadership in conjunction with faculty;
  - b) Work with teachers as colleagues and recognize and encourage their instructional leadership roles;
  - c) Foster collaborative decision-making
3. Providing Supervision
  - a) Organize and supervise the work of teachers and staff, in their various duties, to ensure that appropriate and equitable services are provided to students, teachers, and staff;
  - b) Support the development of and student participation in appropriate extracurricular activities.
4. Providing a Safe and Orderly Environment
  - a) Work with faculty and staff to enforce the District's Code of Conduct;
  - b) Monitor use of school facilities;
  - c) Cooperate with law enforcement and community agencies.
  - d) 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.
  - e) Follow up on any incidents of discrimination and harassment that are witnessed or otherwise brought to the Principal's attention in a timely manner in collaboration with the Dignity Act Coordinator (DAC).

#### **K. Central Office Administrator Rights**

As an administrator, you have the right to be acknowledged as an educational leader. You have the right to the support and participation of parents, students, teachers, administrators, staff, and community members as school decisions are made. You further have the right to a well-trained, self-motivated, professional corps of administrative colleagues, teachers and staff.

#### **L. Central Office Administrator Responsibilities**

As a District office administrator, you are expected to meet standards of support for students and the school they attend that are common to every school in the Granville Central School District.

You should help students achieve by:

1. Providing Instructional Leadership
  - a) Promote a safe, orderly and stimulating school environment, supporting active teaching and learning;

- b) Review with administrative colleagues the policies of the Board of Education and state and federal laws relating to school operations and management;
- c) Work to create instructional programs that minimize problems of misconduct and are sensitive to student and teacher needs;
- d) Work with district administrators in enforcing the Code of Conduct and ensuring that all cases are resolved promptly and fairly;
- e) Dress professionally.
- f) 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.
- g) Report incidents of discrimination and harassment 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.

**M. Superintendent Rights**

As a superintendent, you have the right to be acknowledged as an educational leader. You have the right to the support and participation of parents, students, teachers, administrators, staff, and community members as school decisions are made. You further have the right to a well-trained, self-motivated, professional corps of administrators, teachers and staff.

**N. Superintendent Responsibilities**

As a superintendent, you are expected to meet standards of support for administrators, teachers, staff, and students. You should help students achieve by:

1. Providing Instructional Leadership
  - a) Promote a safe, orderly and stimulating school environment, free from intimidation, discrimination and harassment, supporting active teaching and learning;
  - b) Review with district administrators the policies of the Board of Education and state and federal laws relating to school operations and management;
  - c) Inform the Board of Education about educational trends relating to student discipline;
  - d) Work to create instructional programs that minimize problems of misconduct and are sensitive to student and teacher needs;
  - e) Work with district administrators in enforcing the Code of Conduct and ensuring that all cases are resolved promptly and fairly;
  - f) Dress professionally.

**O. Board of Education Rights**

As the Board of Education, you are expected to meet standards of support for the Superintendent, administrators, teachers, staff, and students.

**P. Board of Education Responsibilities**

1. Collaborate with student, teacher, administrator, and parent organizations, school safety personnel and other school personnel to develop a code of conduct that clearly defines expectations for the conduct of students, in an age-appropriate, plain-language version for the students, district personnel and visitors on school property and at school functions. A summary of the Code of Conduct shall be provided to parents and students in the Parent/Student Handbook at the beginning of the school year.
2. Adopt and review annually the District's Code of Conduct to evaluate the Code's effectiveness, fairness and consistency of its implementation;
3. Lead by example by conducting Board meetings in a professional, respectful and courteous manner.
4. Appoint a Dignity Act Coordinator in each school building. 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.
5. 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.

**IV. Student Dress Code**

- A. All students are expected to give proper attention to personal cleanliness and are expected to dress appropriately for school and school functions. Students and their parents have the primary responsibility for maintaining student dress and appearance that adheres to the Granville Central School District's dress expectations. Teachers and all other District personnel should exemplify, model 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, jewelry, make-up and nails, and accessories, shall:

1. Be safe, appropriate and not disrupt or interfere with the educational process.
2. Fit properly and adequately cover the body. Clothes that are too tight or too short are prohibited. Additionally, clothing that exposes the torso, chest, stomach, undergarments or undergarment straps, is not allowed. This includes extremely brief, revealing, mesh or see-through garments. This includes A-shirts, tube tops, net tops, halter tops or any garment with a plunging neckline (front or back). This also includes shorts, skirts, dresses or other garments that are shorter than the student's fingertips when their arms are hanging at their sides in a relaxed manner. No headgear of any kind, except those worn for medical or religious purposes, are to be worn. Headgear must be removed when entering the building and during the instructional day.
3. Ensure that underwear is completely covered with outer clothing. Clothing that is excessively torn or ripped, exposing skin, is not permitted.
4. Include appropriate footwear at all times. Footwear that is deemed to be a safety hazard will not be allowed.
5. Not include items that are deemed to be vulgar, obscene, and/or libelous or denigrate others on account of race, color, religion, creed, national origin, gender, sexual orientation or disability in an expressed or implied manner.
6. Not promote and/or endorse the use of alcohol, tobacco or illegal drugs (or symbols denoting same) and/or encourage other illegal or violent activities.
7. Not denote or represent gang affiliation.



8. Not be worn which may be considered hazardous, damaging or threatening. This includes, but is not limited to, gloves, spikes, spiked rings or necklaces, and chains that are 10 inches in length or longer (regardless of material). Full or partial gloves may not be worn in the school building.
  9. The Administration reserves the right to expand upon these expectations as necessary.
  10. Other Dress Guidelines
    - Faces may not be covered at any time.
    - Students are expected to remove hoods upon entering the building. Coats should be stored in lockers.
    - Student attire should be appropriate for the season and weather.
    - Swimwear and/or pajamas may not be worn to school.
    - Students may not write on themselves or others. This includes on clothing or on the body.
- C. Each Building Principal, or his or her designee, shall be responsible for informing all teachers, students and their parents of the Student Dress Code at the beginning of the school year. Teachers, students and parents will also be informed of any revisions made to dress procedures during the school year. Students are encouraged to use sound judgment and reflect respect for themselves and others in dress and grooming. In cases where a staff member feels that a student is not dressed appropriately, the student will be referred to an administrator, who will make a determination. The school administration will make determinations in instances where clothing or other items worn by students are deemed to be inappropriate. The school administration will also address situations where the personal choices of students regarding dress may create a disruptive influence on the school program, or where the health and/or safety of others may be affected.
- D. Students who violate the student dress code shall be required to modify their appearance by covering or removing the offending item or, if necessary or practical, replacing it with an acceptable item. Any student who refuses to do so shall be subject to disciplinary action, up to and including out-of-school suspension for the remainder of the day. Any student who repeatedly fails to comply with the Student Dress Code shall be subject to further disciplinary action, up to and including multiple days of out-of-school suspension.

## **V. Student Discipline\***

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 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;
- The student's prior disciplinary record;
- The effectiveness of other forms of discipline;
- Information from parents, teachers and/or others, as appropriate;
- Other extenuating circumstances.

As a general rule, discipline will be progressive, unless the behavior poses a serious threat or endangerment. 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. Academic Misconduct

Examples Include:

1. Plagiarism
2. Cheating
3. Altering records
4. Accessing other user's e-mail accounts or network storage and/or attempting to read, delete, copy, modify, or interfere with the transferring and receipt of electronic communications.
5. Violation of the District Acceptable Use policy for technology
6. Assisting another student in any of the above actions

### **Cheating and/or Plagiarism:**

The Granville Central School District promotes an atmosphere of academic integrity. As such, it is important to define plagiarism and its consequences. According to the Modern Language Association, "plagiarism in student writing is often unintentional, as when an elementary pupil, assigned to do a report on a certain topic, goes home and copies down, word for word, everything on the subject in an encyclopedia. **"Plagiarism"** is the use or close imitation of the language and ideas of another author and representation of them as one's own original work. This includes copying from electronic sources (from the World Wide Web), even with minor alterations. Unfortunately, some students continue to use such 'research methods' in high school and even in college without realizing that these practices constitute plagiarism" (Gibaldi, 26).

Much of plagiarism has developed because of extensive access to the Internet. The school has developed a plagiarism procedure. This plan recognizes there are different degrees of plagiarism and as a result assigns different consequences.

Level One:

- occasionally missing parenthetical punctuation
- improper citations
- sources in works cited but not in paper
- uses a direct quote without proper documentation
- relies too heavily on original language

Consequences:

- phone call home (prior to the conference with student)
- teacher intervention and remediation with documentation
- remediation conference within seven (7) days
- opportunity to rewrite and the paper will be re-graded
- teacher records the conference on form submitted to administration
- original grade will stand if the student refuses to attend conference and make corrections
- record in discipline file

Level Two:

- frequently missing parenthetical documentation
- failure to acknowledge the source of a major idea
- failure to acknowledge sources for longer than average paragraph-length sections
- using the exact thesis/argument from a source as the basis of the paper
- repeated level one offenses
- interspersing exact language from sources throughout the paper with no acknowledgement

Consequences:

- phone call home (prior to the conference)

- remediation conference within seven (7) school days
- the teacher re-grades the paper – the final grade should be no lower than a 65
- student who refuses to attend conference and make corrections gets a zero
- teacher records the conference on form submitted to administration
- record in discipline file

Level Three:

- purchased paper
- paper taken from another student/family member, etc.
- paper pieced together that is primarily from other sources
- repeated level two offenses

Consequences:

- teacher gives the paper an automatic grade of zero
- conference with teacher, administrator, and parents
- phone call home (prior to the conference)
- teacher records the conference on form submitted to administration
- record in discipline file

Level Four:

- a second level three offense

Consequences:

- teacher gives the paper an automatic grade of zero
- conference with teacher, administrator, and parents
- phone call home (prior to the conference)
- teacher records the conference on form submitted to administration
- student is suspended for three days
- record in discipline file

## **B. Disciplinary Options**

1. **Lunch Detention:** Students will be placed in lunch detention for their lunch period. (Teachers may assign lunch detention for minor classroom offenses; administration may assign lunch detention for cafeteria infractions and other areas of persistent non-cooperation.)
2. **After School Detention (ASD):** Students will be assigned to stay after school. During this, time a specific written assignment will be provided. Homework may only be done following completion of the ASD written assignment. Failure to stay will result in a double penalty. Failure to comply with this will result in Alternative Learning Center (ALC) *and* ASD until 4:00 p.m.
3. **Removal from classroom by teacher:** Continually disruptive students may be removed from the classroom by the teacher to the appropriate administrator. Students will be provided instructional materials and assignments. Parents will be notified by the teacher.
4. **Alternative Learning Center (ALC):** Students will be assigned to the ALC room for duration of time. All class work will be provided and completed under supervision.
5. **Out of School Suspension (OSS):** Students will be removed from the school for a period of time based on the frequency and severity of the rules violation. Work will be provided. Parents will

be notified via phone call and letter. A meeting with the parents is a requirement for returning to school.

6. **Bus Suspension:** Student will lose Bus Privileges, which will be necessary upon frequency and/or severity of the violation.
7. **Suspension from Athletic Participation**
8. **Suspension from Social or Extracurricular Activities**
9. **Suspension of Other Privileges**
10. **Superintendent's Hearing.**
11. **Contact made with local authorities.**

### C. Disciplinary Categories

**Category I:** Category offenses may be dealt with at the teacher level and/or repeated offenses may be referred to an administrator.

1. **Tardiness:** Arriving late to class without a pass.  
*Consequences:*  
1<sup>st</sup> time – Warning/counseling from teacher  
2<sup>nd</sup> time – Teacher assigns lunch or after school detention with teacher  
3<sup>rd</sup> time – Teacher referral to appropriate administrator  
4<sup>th</sup> time – After school detention – referral to administrator for consideration of further disciplinary action.
2. **Verbal Abuse:** Unacceptable spoken behavior towards others.  
*Consequences:*  
Depending on the severity of the verbal abuse, discipline can range from teacher warning to suspension.
3. **Classroom disruptions:** Any unacceptable behavior which is disruptive to the orderly educational procedure of the school.  
*Consequences:*  
Teachers may give warnings; disruptions may result in student removal from class by teacher and a referral to office. Administrator may assign consequences including detention(s) and/or ALC/OSS.

### Category II:

1. Roaming—in an area where you don't belong; Out of class without pass.  
*Consequences:* Referral to office  
1<sup>st</sup> time – warning from administration  
2<sup>nd</sup> time – double After School Detention  
3<sup>rd</sup> time – ALC/OSS  
Repeated Offenses may result in parent conference, and/or loss of pass privileges (including senior pass)

2. Unexcused absence, truancy and cutting of classes: Attendance clerk would investigate and confirm. Parent will be contacted.  
*Consequences:* Range from parent contacted to after school detention or ALC  
Repeated truanancies – parent conference requested and possible referral to Washington County Truancy Program.
3. Bus Offenses: Note the bus rules posted on each bus.  
*Consequences:* Bus referrals will go to the administration.  
Students may be assigned ASD, ALC, or OSS. Repeated offenses or serious violations will result in suspension from bus transportation. A parent conference may be requested.
4. Running and/or disruption in the hallway: Due to the potential safety hazards to all, running in the hallways is not permitted. Students are informed and reminded of this rule during class meetings. One warning will be given to students in September. From October 1 through the remainder of the year, warnings are no longer given. The penalty for running in the hallway will be no less than After School Detention. ALC will be administered when the Administrator believes it is appropriate.
5. Students are prohibited from using or having on or in an operational mode any paging device, mobile telephone (except as noted on pages 31 & 32) 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 bring such devices to school, they are prohibited from using them in any manner which invades the privacy of students, employees, volunteers or visitors. During school hours they must be kept off and locked in student lockers. Students may use the office telephone, or go to the office to request use of their cell phone for valid reasons. If a student violates this prohibition, then he/she is subject to discipline under this provision and/or any other provision in the Board *Code of Conduct* that may be applicable to the circumstances involved.
6. Unauthorized use of personal computer, laptop and/or other computerized information resources through Granville Central School District computer system is prohibited.
7. 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.).

**Category III:**

1. Disorderly Conduct: Any unacceptable behavior which is hazardous to the safety of any one on school property including all campus areas and school buses (i.e.: throwing of food/objects in cafeteria and on buses, pushing or shoving in hallways).
2. Theft: Taking or being in possession of property that does not belong to you.
3. Smoking: The possession of tobacco of any kind on school property.
4. Destruction of property: Destroying or mutilating objects or materials belonging to the school, personnel or other persons.
5. Blatant defiance of authority: Obnoxious insubordination.
6. Harassment, which includes a communication (verbal, written, electronic or graphic) and/or physical conduct based on an individual's actual or perceived race, color, religion, national origin, political affiliation, sexual orientation sex, age, marital or veteran status, use of a recognized guide dog, hearing dog or service dog or disability.

7. "Internet bullying" (also referred to as "cyberbullying") including the use of instant messaging, e-mail, Web sites, chat rooms, and text messaging, when such use interferes with the operation of the school; or infringes upon the general health, safety and welfare of students or employees.
8. Verbal threat/Harassment: Forewarning of physical/mental harm or any conduct described in the harassment policy.
9. Fighting: Engaging in or threatening physical contact for purpose of inflicting harm on another person.
10. Extortion: The solicitation of money or something of value from another person in return for protection or in connection with a threat to inflict harm.
11. Sexual Harassment: Sexual harassment is unwelcome sexual advances, requests for sexual favors, taking, sending, or receiving sexually explicit videos, pictures, or auditory recordings, and other verbal or physical conduct of a sexual nature.

*Consequences:* Any violation of Category III will result in a referral to the office, student assignment to ALC and/or OSS. Parents will be contacted by phone and in writing. If warranted, a Superintendent's Hearing and/or notification to appropriate local authorities may result.

#### **Category IV:**

1. Physical assault: Physical attack by one person, or a group of people, upon another person, who does not wish to engage in the conflict and who has not provoked the attack.
2. False alarm/Bomb Threats: Pulling a fire alarm without cause; making verbal, written or electronic bomb threats.
3. Weapons: The possession of a dangerous weapon, or the use of any object to inflict injury to another person.
4. Arson: Intentional burning of property.
5. Explosives: The use, possession, or sale of explosive devices.
6. Drugs (including alcohol): The use, being under the influence of, possession or sale of drugs (including alcohol).
7. Leaving campus to avoid disciplinary action: Unauthorized leaving of school property when school is in session.

Any Category IV violation will result in the administration contacting the appropriate authorities.

*Consequences:*

1. Referral to office
2. Immediate contact of parents
3. Out-of-school suspension
4. Parent conference required before student could re-enter school.
5. If warranted, Superintendent's Hearing.

\*Copies of referrals and disciplinary action administered to Special Education Students will be forwarded to the Committee on Special Education.

***Please review the discipline code distributed during the first week of school, which is aligned with the New York State SAVE Act.***

#### **D. ALC, Lunch Detention, ASD Procedures**

1. **Alternative Learning Center (ALC)**
  - Remember that all school rules apply in ALC.

- There is NO talking or making noises. You are there to work; if you have a question, raise your hand. Do not ask the person next to you.
- Stay in your seat; raise your hand if you need to get something. Keep your feet under your desk and face forward.
- NO chewing gum or eating candy. The only time you will be allowed to eat anything is during lunch. Lunch will be eaten in the ALC room.
- If you are absent or tardy, you must make up the time when you return to school.
- Bring all notebooks, binders and/or folders you will need for a regular school day, along with your coat and book bag. You will not be allowed back to your locker to put anything away before you leave at the end of the day.
- Students will complete a Behavior Packet at the beginning of the day in ALC. Parents must review and sign the completed behavior packet and return it to school on the following day.
- Assignments will be sent down for completion during ALC. Students are responsible for all work missed during ALC.
- Homework completed during ALC will be returned to teachers.

## **2. Lunch Detention**

- You will come to lunch detention for the entire lunch period.
- Report directly to the lunch detention room.
- You will be escorted to buy your lunch and take any midday medications.
- You may not leave the room until the bell rings unless it is an emergency.
- You must bring work with you and keep busy all period, or work will be provided.

## **3. After-School Detention (ASD)**

- You will report directly to the After School Detention room after you go to your locker at the end of the day.
- You may not leave the building before ASD begins.
- All rules in effect during the school day are in effect during ASD, i.e. cell phones/electronic devices

## **E. Disciplinary 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.

## **F. Teacher Disciplinary Removal of Disruptive Student**

1. 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:

- a) Assigning a student to short-term “time out” in an elementary classroom or in an administrator’s office;
  - b) Sending a student to the principal’s office for the remainder of the class time only; or
  - c) Sending a student to a guidance counselor or other district staff member for counseling. Classroom management techniques such as these do not constitute disciplinary removals for purposes of this code.
2. 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.
  3. A classroom teacher may remove a disruptive student from class for up to two (2) periods in the secondary schools and two (2) hours in the elementary schools. The removal from class applies to the class of the removing teacher only. If the disruptive student does not pose a danger or ongoing threat of disruption to the academic process, the teacher must provide the student with an explanation for why he or she is being removed and an opportunity to explain his or her version of the relevant events before the student is removed. Only after the informal discussion may a teacher remove a student from class. A discipline referral should accompany the student to the principal or his/her designee. If the student poses a danger or ongoing threat of disruption, the teacher may order the student 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.
  4. The teacher must also notify the principal or his/her designee as soon as possible, but no later than the end of the school day, to explain the circumstances of the removal. If the principal or designee is not available by the end of the school day, the teacher must leave notification with the secretary and meet with the principal or his/her designee before the beginning of classes on the next school day.
  5. The principal or his/her designee shall inform the parent of the student’s removal from the classroom within 24 hours of the removal. Upon request, the student and the parent shall be given the opportunity for an informal conference with the principal or his/her designee, and the teacher. If the student denies the charges, the principal or designee shall give the student and the parent the opportunity to present the student’s version of the events within 48 hours of the student’s removal. The principal or designee shall not set aside the charges and discipline imposed by the teacher unless it is found that the charges against the student are not supported by substantial evidence or that the student’s removal is otherwise in violation of law or the conduct warrants suspension from school pursuant to Education Law §3214. The principal or designee’s determination in this regard shall be made by the close of business on the day succeeding the 48-hour period for an informal hearing.
  6. All staff members must immediately report and refer a violent student to the principal, his/her designee, 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 principal or Superintendent, 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.



7. All staff members must immediately report and refer a student who is suspected to be under the influence of drugs or alcohol to the principal, his/her designee, 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 principal or Superintendent, 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.

## VI. Suspension of Students

The Superintendent and/or the Principal may suspend the following students from required attendance upon instruction:

- A student who is insubordinate or disorderly; or
- A student who is violent or disruptive; or
- A student whose conduct otherwise endangers the safety, morals, health or welfare of others.

When a student has been suspended and is of compulsory attendance age, immediate steps shall be taken to provide alternative instruction which is of an equivalent nature to that provided in the student's regularly scheduled classes.

### A. Suspension

Five Days or Less: The Superintendent and/or the Principal of the school where the student attends shall have the power to suspend a student for a period not to exceed five (5) school days. In the absence of the Principal, the designated "Acting Principal" may then suspend a student for a period of five (5) school days or less.

When the Superintendent or the Principal (the "suspending authority") proposes to suspend a student for five (5) school days or less, the suspending authority shall provide the student with **notice** of the charged misconduct. If the student denies the misconduct, the suspending authority shall provide an **explanation** of the basis for the suspension.

When suspension of a student for a period of five (5) school days or less is proposed, administration shall also immediately notify the parent/person in parental relation in writing that the student *may be* suspended from school.

Written notice shall be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice within twenty-four (24) hours of the decision to propose suspension at the last known address or addresses of the parents/persons in parental relation. Where possible, notification shall also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting parents/persons in parental relation.

The notice shall provide a description of the incident(s) for which suspension is proposed and shall inform the student and the parent/person in parental relation of their right to request an immediate informal conference with the Principal in accordance with the provisions of Education Law Section 3214(3)(b). Both the notice and the informal conference shall be in the dominant language or mode of

communication used by the parents/persons in parental relation. At the informal conference, the student and/or parent/person in parental relation shall be authorized to present the student's version of the event and to ask questions of the complaining witnesses.

The notice and opportunity for informal conference shall take place **prior to** suspension of the student unless the student's presence in the school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process, in which case the notice and opportunity for an informal conference shall take place as soon after the suspension as is reasonably practical.

Teachers shall immediately report or refer a violent student to the Principal or Superintendent for a violation of the *District's Code of Conduct* and a minimum suspension period

More Than Five School Days: In situations where the Superintendent determines that a suspension in excess of five (5) school days may be warranted, the student and parent/person in parental relation, upon reasonable notice, shall have had an opportunity for a fair hearing. At the hearing, the student shall have the right of representation by counsel, with the right to question witnesses against him/her, and the right to present witnesses and other evidence on his/her behalf.

Where the basis for the suspension is, in whole or in part, the possession on school grounds or school property by the student of any firearm, rifle, shotgun, dagger, dangerous knife, dirk, razor, stiletto or any of the weapons, instruments or appliances specified in Penal Law Section 265.01, the hearing officer or Superintendent shall not be barred from considering the admissibility of such weapon, instrument or appliance as evidence, notwithstanding a determination by a court in a criminal or juvenile delinquency proceeding that the recovery of such weapon, instrument or appliance was the result of an unlawful search or seizure.

#### Minimum Periods of Suspension

Pursuant to law, Commissioner's Regulations and the *District's Code of Conduct*, minimum periods of suspension shall be provided for the following prohibited conduct, subject to the requirements of federal and state law and regulations:

- a) Consistent with the federal Gun-Free Schools Act, any student who is determined to have brought a weapon to school or possessed a weapon on school premises shall be suspended for a period of not less than one (1) calendar year. However, the Superintendent has the authority to modify this suspension requirement on a case-by-case basis.
- b) A minimum suspension period for students who repeatedly are substantially disruptive of the educational process or substantially interfere with the teacher's authority over the classroom, provided that the suspending authority may reduce such period on a case-by-case basis to be consistent with any other state and federal law. The definition of "repeatedly is substantially disruptive of the educational process or substantially interferes with the teacher's authority" shall be determined in accordance with the Regulations of the Commissioner.
- c) A minimum suspension period for acts that would qualify the student to be defined as a violent student pursuant to Education Law Section 3214(2-a)(a), provided that the suspending authority may reduce such period on a case-by-case basis to be consistent with any other state and federal law.

## VII. Suspension of Students with Disabilities

Generally, should a student with a disability infringe upon the established rules of the schools, disciplinary action shall be in accordance with procedures set forth in the *District's Code of Conduct* and in conjunction with applicable law and the determination of the Committee on Special Education (CSE).

For suspensions or removals up to 10 school days in a school year that do not constitute a disciplinary change in placement, students with disabilities must be provided with alternative instruction or services on the same basis as non-disabled students of the same age.

If suspension or removal from the current educational placement constitutes a disciplinary change in placement because it is for more than ten (10) consecutive school days or constitutes a pattern because the suspensions or removals cumulate to more than ten school days in a school year, a manifestation determination must be made.

### A. Manifestation Determinations

A review of the relationship between the student's disability and the behavior subject to disciplinary action to determine if the conduct is a manifestation of the disability must be made by a manifestation team immediately, if possible, but in no case later than ten (10) school days after a decision is made:

- a) By the Superintendent to change the placement to an interim alternative educational setting (IAES);
- b) By an Impartial Hearing Officer (IHO) to place the student in an IAES; or
- c) By the Board, District Superintendent, Superintendent or building principal to impose a suspension that constitutes a disciplinary change of placement.

The manifestation team shall include a representative of the District knowledgeable about the student and the interpretation of information about child behavior, the parent and relevant members of the CSE as determined by the parent and the District. The parent must receive written notice prior to the meeting to ensure that the parent has an opportunity to attend. This notice must include the purpose of the meeting, the names of those expected to attend and notice of the parent's right to have relevant members of the CSE participate at the parent's request.

The manifestation team shall review all relevant information in the student's file including the student's IEP, any teacher observations, and any relevant information provided by the parents to determine if: the conduct in question was caused by or had a direct and substantial relationship to the student's disability; or the conduct in question was the direct result of the District's failure to implement the IEP.

1. Finding of Manifestation: If it is determined, as a result of this review, that the student's behavior is a manifestation of his/her disability the CSE shall conduct a functional behavioral assessment and implement or modify a behavioral intervention plan. Unless the change in placement was due to behavior involving serious bodily injury, weapons, illegal drugs or controlled substances, the student must be returned to the placement from which the student was removed unless the parent and the District agree to a change of placement as part of the modification of the behavioral intervention plan.
2. No Finding of Manifestation: If it is determined that the student's behavior is not a manifestation of his/her disability, the relevant disciplinary procedures applicable to students without disabilities may be applied to the student in the same manner and for the same duration for which they would be applied to students without disabilities, subject to the right of the parent/person in parental relation to request a hearing objecting to the manifestation determination and the District's obligation to provide a free, appropriate public education to such student.

### 3. Provision of Services Regardless of the Manifestation Determination

Regardless of the manifestation determination, for subsequent suspensions or removals for 10 consecutive school days or less that in the aggregate total more than 10 school days in a school year but do not constitute a disciplinary change of placement, and for suspensions or other disciplinary removals in excess of ten (10) school days in a school year which do constitute a disciplinary change in placement for behavior, the CSE shall determine the services to be provided to students with a disability necessary for them to continue to participate in the general education curriculum and progress toward meeting the goals set out in their IEP, and shall conduct or provide, as appropriate, a functional behavioral assessment, behavioral intervention services and modifications that are designed to address the behavior violation so it does not recur.

#### **B. Interim Alternative Educational Setting (IAES)**

Students with disabilities who have been suspended or removed from their current placement for more than ten (10) school days may, as determined by the CSE, be placed in an IAES which is a temporary educational setting other than the student's current placement at the time the behavior precipitating the IAES placement occurred.

Additionally, the District may seek an order from a hearing officer for a change in placement of a student with a disability to an appropriate IAES for up to forty-five (45) school days if the District establishes, in accordance with law, that such student is substantially likely to injure himself/herself or others.

There are three specific instances when a student with a disability may be placed in an IAES for up to 45 school days without regard to a manifestation determination:

- a) Where the student carries or possesses a weapon to or at school, on school premises, or to or at a school function under the jurisdiction of the District; or
- b) Where a student knowingly possesses or uses illegal drugs or sells or solicits the sale of a under the jurisdiction of the District controlled substance while at school, on school premises, or a school function under the jurisdiction of the District; or
- c) Where a student has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the District. Serious bodily harm has been defined in law to refer to one of the following:
  1. Substantial risk of death;
  2. Extreme physical pain; or
  3. Protracted and obvious disfigurement or protracted loss or impairment of the function of a bodily member, organ or mental faculty.

A school function shall mean a school-sponsored or school-authorized extracurricular event or activity regardless of where such event or activity takes place, including any event or activity that may take place in another state.

School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a student with a disability who violates a code of student conduct.

In all cases, the student placed in an IAES shall:

- a) Continue to receive educational services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress towards the goals set out in the student's IEP, and

- b) Receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur.

The period of suspension or removal may not exceed the amount of time a non-disabled student would be suspended for the same behavior.

#### **VIII. Suspension from BOCES**

The BOCES Principal may suspend School District students from BOCES classes for a period not to exceed five (5) school days when student behavior warrants such action.

#### **IX. In-School Suspension (ALC)**

In-school suspension will be used as a lesser discipline to avoid an out-of-school suspension. The student shall be considered present for attendance purposes. The program is used to keep each student current with his/her class work while attempting to reinforce acceptable behavior, attitudes and personal interaction.

#### **X. BOCES Activities**

BOCES activities, such as field trips and other activities outside the building itself, are considered an extension of the school program. Therefore, an infraction handled at BOCES is to be considered as an act within the School District itself.

A student who is ineligible to attend a District school on a given day may also be ineligible to attend BOCES classes. The decision rests with the Superintendent or his/her designee.

#### **XI. Exhaustion of Administrative Remedies**

If a parent/person in parental relation wishes to appeal the decision of the Building Principal and/or Superintendent to suspend a student from school, regardless of the length of the student's suspension, the parent/person in parental relation must appeal to the Board of Education prior to commencing an appeal to the Commissioner of Education.

Individuals with Disabilities Education Improvement Act of 2004  
[Public Law 108-446 Section 615(k)(1)]  
18 United States Code (USC) Section 921  
Individuals with Disabilities Education Act (IDEA)  
20 United States Code (USC) Sections 1400 et seq.  
20 United States Code (USC) Section 7151, as reauthorized by the No  
Child Left Behind Act of 2001  
34 Code of Federal Regulations (CFR) Part 300  
Education Law Sections 2801(1), 3214 and 4402  
Penal Law Section 265.01  
8 New York Code of Rules and Regulations (NYCRR)  
Section 100.2(l)(2) and Part 201

## **XII. Student Use of Computerized Information Resources (Acceptable Use Policy)**

The Board of Education will provide access to various computerized information resources through the District's computer system ("DCS" hereafter) consisting of software, hardware, computer networks and electronic communications systems. This may include access to electronic mail, so-called "on-line services" and the "Internet." It may include the opportunity for some students to have independent access to the DCS from their home or other remote locations. All use of the DCS, including independent use off school premises, shall be subject to this policy and accompanying regulations. Further, all such use must be in support of education and/or research and consistent with the goals and purposes of the School District.

One purpose of this policy is to provide notice to students and parents/guardians that, unlike most traditional instructional or library media materials, the DCS will allow student access to external computer networks not controlled by the School District where it is impossible for the District to screen or review all of the available materials. Some of the available materials may be deemed unsuitable by parents/guardians for student use or access. This policy is intended to establish general guidelines for acceptable student use. However, despite the existence of such District policy and accompanying guidelines and regulations, it will not be possible to completely prevent access to computerized information that is inappropriate for students. Furthermore, students may have the ability to access such information from their home or other locations off school premises. Parents/guardians of students must be willing to set and convey standards for appropriate and acceptable use to their children when using the DCS or any other electronic media or communications.

### **A. Standards of Acceptable Use**

Generally, the same standards of acceptable student conduct which apply to any school activity shall apply to use of the DCS. This policy does not attempt to articulate all required and/or acceptable uses of the DCS; nor is it the intention of this policy to define all inappropriate usage. Administrative regulations will further define general guidelines of appropriate student conduct and use as well as proscribed behavior.

Students shall not engage in conduct that is disorderly including:

- 1) 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.
- 2) Unauthorized use of personal electronic devices/equipment (i.e. cell phones [except as noted on pages 31 & 32] MP3 devices, cameras, and other personal electronic devices deemed inappropriate by the administration).
- 3) Unauthorized use of personal computer, laptop, tablet or e-reader and/or other computerized information resources through the district computer system is prohibited.

District students shall also adhere to the laws, policies and rules governing computers including, but not limited to, copyright laws, rights of software publishers, license agreements, and student rights of privacy created by federal and state law.

Students who engage in unacceptable use may lose access to the DCS in accordance with applicable due process procedures, and may be subject to further discipline under the District's school conduct and discipline policy and the District Code of Conduct. The District reserves the right to pursue legal action against a student who willfully, maliciously or unlawfully damages or destroys property of the District. Further, the District may bring suit in civil court against the parents/guardians of any student who willfully, maliciously or unlawfully damages or destroys District property pursuant to General Obligations Law Section 3-112.

Student data files and other electronic storage areas will be treated like school lockers. This means that such areas shall be considered to be School District property subject to control and inspection. The computer coordinator may access all such files and communications to ensure system integrity and that users are complying with the requirements of this policy and accompanying regulations. Students should **NOT** expect that information stored on the DCS will be private.

### **Student Use of Electronic Communication Devices**

Students are prohibited from using or having on or in an operational mode any paging device, mobile/cellular telephone [except as noted on pages 31 & 32] 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. Students 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.

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.

In general, school office phones and classroom phones are for the use of school personnel only. Under certain circumstances, staff members may allow students to use school office phones.

Use of cell phones or other electronic devices by students during school hours is allowed based upon the following chart. Students may also use the office telephone, or go to the office to request use of their cell phone for valid reasons.

\*At all times when personal music player use is allowed, students may only use one earphone or ear bud at a time.

#### Policy Violations:

*During a class period:* The teacher may ask the student to power off the device and turn it over to the teacher. The student may receive the device at the end of the period. If students refuse to turn over such devices, or if they are repeatedly in violation of the outlined policy, they should be referred to the Assistant Principal.

*During a hall duty assignment:* The staff member should ask the student to put away the device, and should also ask the name of the student to be reported to the Assistant Principal. Formal discipline referrals should be written for any students who refuse to comply or who become repeat offenders.

### **B. Notification/Authorization**

The District's Acceptable Use Policy and Regulations will be disseminated to parents and students in order to provide notice of the school's requirements, expectations, and students' obligations when accessing the DCS.

"Affirmative Consent": Student use of the DCS is conditioned upon written agreement by all students and their parents/guardians that student use of the DCS will conform to the requirements of this policy and any regulations adopted to ensure acceptable use of the DCS. All such agreements shall be kept on file in the Computer Coordinator's Office.

Regulations will be established as necessary to implement the terms of this policy.

NOTE: Refer also to Policy #8271 -- The Children's Internet Protection Act: Internet Content

**XIII. Alcohol, Tobacco, Tobacco-Free, Drugs and Other Substances (Students)**

The Board of Education recognizes that the misuse of drugs, alcohol and/or tobacco is a serious problem with legal, physical, emotional and social implications for the entire community. Therefore, the consumption, sharing and/or selling, use and/or possession of alcoholic beverages, tobacco products, illegal drugs, counterfeit and designer drugs, or paraphernalia for the use of such drugs which include but are not limited to, inhalants, marijuana, synthetic cannabinoids, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, is prohibited at any school-sponsored event or on school property at all times. The inappropriate use of prescription and over-the-counter drugs shall also be disallowed. Persons shall be banned from entering school grounds or school-sponsored events when exhibiting behavioral, personal or physical characteristics indicative of having used or consumed alcohol or other substances.

School property shall mean in or within any building, structure, athletic playing field, playground, parking lot or land contained within the real property boundary line of a public elementary or secondary school; or in or on a school bus as defined in Vehicle and Traffic Law Section 142. A school function shall mean a school-sponsored or school-authorized extracurricular event or activity regardless of where such event or activity takes place, including any event or activity that may take place in another state.

Through the collaborative efforts of staff, students, parents/guardians and the community as a whole, a comprehensive program shall be developed addressing alcohol, tobacco, tobacco-free, drugs, and other substances to include the following elements:

**A. Primary Prevention**

Preventing or delaying alcohol, tobacco, tobacco-free, drugs, and other substance use/abuse by students shall be the major focus of a comprehensive K through 12 program in which proactive measures of prevention and early intervention are emphasized. This program shall include:

- a) A sequential K through 12 curriculum based on recognized principles of effectiveness that is developed and incorporated into the total educational process. This curriculum shall be concerned with education and prevention in all areas of alcohol, tobacco, tobacco-free, drugs, and other substances use/abuse;
- b) Training school personnel and parents/guardians to reinforce the components of the policy through in-service and community education programs with up-to-date factual information and materials;
- c) An effort to provide positive alternatives to alcohol, tobacco, tobacco-free, drugs, and other substances use/abuse through the promotion of drug/tobacco/ tobacco-free/alcohol-free special events, service projects and extracurricular activities that will develop and support a positive peer influence.

**B. Intervention**

School-based intervention services shall be made available to all students, grades K through 12, and provided by prevention professionals who are appropriately trained in this area. The purpose of intervention is to eliminate any existing use/abuse of alcohol, tobacco, tobacco-free, drugs, and other substances and to identify students considered to be at risk for use/abuse. Intervention programming shall include:

- a) Counseling of students in groups and as individuals on alcohol, tobacco, tobacco-free, drugs, and



other substance use/abuse. Counselors shall be appropriately trained and skilled school staff assigned for this purpose;

- b) Referring students to community or other outside agencies when their use/abuse of alcohol, tobacco, drugs, and other substances requires additional counseling or treatment. Referral is a key link in school and community efforts and the process is basic to the dissemination of information regarding available counseling and health services;
- c) Providing a supportive school environment designed to continue the recovery process for students returning from treatment. A re-entry program may include continuing student and/or family counseling and emphasizing positive alternatives to alcohol, tobacco, tobacco-free, drugs, and other substance use/abuse;
- d) Developing a parent network to serve as a support group and provide a vehicle of communication for parent education;
- e) Ensuring confidentiality as required by state and federal law.

### **C. Disciplinary Measures**

Disciplinary measures for students consuming, sharing and/or selling, using and/or possessing alcoholic beverages, tobacco products, illegal drugs, counterfeit and designer drugs, or paraphernalia for the use of such drugs shall be outlined in the *District's Code of Conduct on School Property*.

### **D. Staff Development**

There shall be ongoing training of District staff about the components of an effective alcohol, tobacco and other substances program. Training shall include, but not be limited to, District policies and regulations and the staff's role in implementing such policies and regulations. Teachers shall be trained to implement the District's K through 12 alcohol, tobacco, tobacco-free, drugs and other substance prevention curricula; intervention staff shall be suitably trained to carry out appropriate services.

### **E. Implementation, Dissemination and Monitoring**

It shall be the responsibility of the Superintendent to implement the alcohol, tobacco, tobacco-free, drugs, and other substances Board policy by collaboration with school personnel, students, parents/guardians and the community at large.

Additionally, copies of Board policy shall be disseminated to District staff, parents/guardians and community members. The Superintendent/designee shall periodically review the tobacco, tobacco-free, drugs and alcohol abuse prevention program to determine its effectiveness and support appropriate modifications, as needed.

Safe and Drug-Free Schools and Communities Act,  
as reauthorized by the No Child Left Behind Act of 2001  
20 United States Code (USC) Section 7101 et seq.  
Education Law Section 2801(1)

NOTE: Refer also to Policies #3280 -- Community Use of School Facilities  
#3410 -- Code of Conduct on School Property  
#5640 -- Smoking/Tobacco Use  
#7310 -- School Conduct and Discipline  
#8211 -- Prevention Instruction  
*District Code of Conduct on School Property*

#### **XIV. Searches and Interrogations**

Students are protected by the Constitution from unreasonable searches and seizures. A student may be searched and contraband seized on school grounds or in a school building by a School District employee only when the School District employee has reasonable suspicion to believe the student is engaging in proscribed activity which is in violation of school rules and/or illegal.

Factors to be considered in determining whether reasonable suspicion exists to search a student include:

- a) The age of the student;
- b) The student's record and past history;
- c) The predominance and seriousness of the problem in the school where the search is directed; and
- d) The urgency to conduct the search without delay.

If reasonable suspicion exists to believe that a student possesses a weapon, it is permissible for a School District employee to search that student.

#### **XV. Lockers**

Lockers are provided by the school for student use and the administration has the right to search lockers. A student may have exclusive use of a locker as far as other students are concerned but he/she does not have such exclusivity over the locker as it relates to the school authorities.

#### **XVI. Questioning of Students by School Officials**

School officials have the right to question students regarding any violations of school rules and/or illegal activity. In general, administration may conduct investigations concerning reports of misconduct which may include, but are not limited to, questioning students, staff, parents/guardians, or other individuals as may be appropriate and, when necessary, determining disciplinary action in accordance with applicable due process rights.

Should the questioning of students by school officials focus on the actions of one particular student, the student will be questioned, if possible, in private by the appropriate school administrator. The student's parent/guardian may be contacted; the degree, if any, of parental/guardian involvement will vary depending upon the nature and the reason for questioning, and the necessity for further action which may occur as a result.

The questioning of students by school officials does not preclude subsequent questioning/interrogations by police authorities as otherwise permitted by law. Similarly, the questioning of students by school officials does not negate the right/responsibility of school officials to contact appropriate law enforcement agencies, as may be necessary, with regard to such statements given by students to school officials.

School officials acting alone and on their own authority, without the involvement of or on behalf of law enforcement officials (at least until after the questioning of students by school authorities has been conducted) are not required to give the so-called "Miranda warnings" (i.e., advising a person, prior to any custodial interrogations as defined in law, of the right to remain silent; that any statement made by the individual may be used as evidence against him/her; and that the individual has the right to the presence of an attorney, either retained or appointed) prior to the questioning of students.

If deemed appropriate and/or necessary, the Superintendent/designee may also review the circumstances with School District legal counsel so as to address concerns and the course of action, if any, which may pertain to and/or result from the questioning of students by school officials.

**XVII. Law Enforcement Officials**

It shall be the policy of the Granville Central School District that a cooperative effort shall be maintained between the school administration and law enforcement agencies. Law enforcement officials may be summoned in order to conduct an investigation of alleged criminal conduct on school premises or during a school-sponsored activity, or to maintain the educational environment. They may also be summoned for the purpose of maintaining or restoring order when the presence of such officers is necessary to prevent injury to persons or property.

Administrators have the responsibility and the authority to determine when the assistance of law enforcement officers is necessary within their respective jurisdictions. The School District's administrators shall at all times act in a manner that protects and guarantees the rights of students and parents.

**XVIII. Interrogation of Students by Law Enforcement Officials**

If police are involved in the questioning of students on school premises, whether or not at the request of school authorities, it will be in accordance with applicable law and due process rights afforded students. Generally, police authorities may only interview students on school premises without the permission of the parent/guardian in situations where a warrant has been issued for the student's arrest (or removal). Police authorities may also question students for general investigations, general questions regarding crimes committed on school property. In all other situations, unless an immediate health or safety risk exists, if the police wish to speak to a student without a warrant they should take the matter up directly with the student's parent/guardian.

Whenever police wish to question a student on school premises, administration will attempt to notify the student's parent/guardian.

If possible, questioning of a student by police should take place in private and in the presence of the Building Principal/designee.

Education Law Sections 1604(9) and (30), 1709(2),  
1709(33) and 2801  
Family Court Act Section 1024  
8 New York Code of Rules and Regulations (NYCRR)  
Section 100.2(l)

**XIX. Bus Rules and Regulations**

The Granville Central School District furnishes transportation to those students whose disability or distance from the school make the service essential. Except as otherwise mandated in a student's Individualized Education Program (IEP), riding these buses is a privilege and may be withdrawn if the student does not comply with the rules and regulations set forth in this District.

Bus drivers shall be held responsible for reasonable and acceptable behavior of students while riding the school bus. Students riding school buses are expected to conform to the rules of conduct in order to permit the bus driver to transport his/her passengers safely.

The Board of Education, the Superintendent and/or his/her designee has the authority to suspend the transportation privileges of children who are disorderly and insubordinate on buses. Generally, parent(s)/guardian(s) will be required to make alternative transportation arrangements for their children who have been suspended from riding the bus. However, the effect of a suspension from transportation on the student's ability to attend school will be considered. If a suspension from transportation effectively results in a suspension from attendance because of the distance between the home and the school and the absence of alternative public or private means of transportation, the District shall make appropriate arrangements to provide for the student's education.

If a student with a disability who receives transportation as a related service as part of his/her Individualized Education Program is being considered for suspension from transportation, and that suspension would effectively result in a change in placement, the student shall be referred to the Committee on Special Education.

The Board directs the administration to establish rules and regulations for student conduct on buses, including applicable due process rights to be afforded students suspended from transportation privileges. These rules and regulations shall be promulgated to all concerned, including the non-public schools to which students are transported.

Individuals With Disabilities Education Act (IDEA)  
20 United States Code (USC) Sections 1400-1485  
8 New York Code of Rules and Regulations (NYCRR)  
Section 156

## **XX. Corporal Punishment**

Corporal punishment as a means of discipline shall not be used against a student by any teacher, administrator, officer, employee or agent of this School District.

However, if alternative procedures and methods which would not involve physical force do not work, then the use of reasonable physical force is not prohibited for the following reasons:

- a) Self-protection;
- b) Protection of others;
- c) Protection of property; or
- d) Restraining/removing a disruptive student.

Whenever a school employee uses physical force against a student, the school employee shall, within the same school day, make a report to the Superintendent describing in detail the circumstances and the nature of the action taken.

The Superintendent of Schools shall submit a written report semi-annually to the Commissioner of Education, with copies to the Board of Education, by January 15 and July 15 of each year, setting forth the substance of each written complaint about the use of corporal punishment received by the Granville Central School District authorities during the reporting period, the results of each investigation, and the action, if any, taken by the school authorities in each case.

8 New York Code of Rules and Regulations (NYCRR)  
Section 100.2(l)(3)

## **XXI. Weapons In School and The Gun-Free Schools Act**

### **A. Weapons in School**

The possession of a weapon on school property, in District vehicles, in school buildings, or at school

sponsored activities or settings under the control and supervision of the District regardless of location, is strictly prohibited, except by law enforcement personnel. Any person possessing a weapon for educational purposes in any school building must have written authorization of the Superintendent of Schools or his/her designee.

The Penal Code of the State of New York (Penal Law Sections 265.01-265.06) shall be used to determine what is considered a weapon.

#### **B. Specific Penalties Imposed by the Gun-Free Schools Act**

No student shall bring or possess any "firearm" as defined in federal law on school premises (including school buildings and grounds, District vehicles, school settings and/or school sponsored activities under the control and supervision of the District regardless of location). For purposes of this policy, the term "firearm" includes any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of such weapon; any firearm muffler or silencer; or any "destructive device" (e.g., any explosive, incendiary, or poison gas, including bombs, grenades, rockets or other similar devices). The term does not include a rifle which the owner intends to use solely for sporting, recreational or cultural purposes; antique firearms; or Class C common fireworks.

In accordance with the Gun-Free Schools Act and Section 3214(3)(d) of the Education Law, any student who brings or possesses a firearm, as defined in federal law, on school property, will be referred by the Superintendent to the appropriate agency or authority for a juvenile delinquency proceeding in accordance with Article 3 of the Family Court Act when the student is under the age of sixteen (16) except for a student fourteen (14) or fifteen (15) years of age who qualifies for juvenile offender status under the Criminal Procedure Law, and will be referred by the Superintendent to the appropriate law enforcement officials when the student is sixteen (16) years of age or older or when the student is fourteen (14) or fifteen (15) years of age and qualifies for juvenile offender status under the Criminal Procedure Law.

In addition, any student attending a District school who has been found guilty of bringing a firearm to or possessing a firearm on school property, after a hearing has been provided pursuant to Section 3214 of the Education Law, shall be suspended for a period of not less than one (1) calendar year and any student attending a non-district school who participates in a program operated by the School District using funds from the Elementary and Secondary Education Act of 1965 who is determined to have brought a firearm to or possessed a firearm at a District school or on other premises used by the School District to provide such programs shall be suspended for a period of not less than one (1) calendar year from participation in such program. The procedures of Education Law Section 3214(3) shall apply to such a suspension of a student attending a non-district school. Further, after the imposition of the one (1) year penalty has been determined, the Superintendent of Schools has the authority to modify this suspension requirement for each student on a case-by-case basis. In reviewing the student's one (1) year suspension penalty, the Superintendent may modify the penalty based on factors as set forth in Section 100.2 of the Regulations of the Commissioner of Education and in Commissioner's Decisions. The determination of the Superintendent shall be subject to review by the Board of Education in accordance with Education Law Section 3214(3)(c) and by the Commissioner of Education in accordance with Education Law Section 310.

#### **C. Student with a Disability**

A student with a disability who is determined to have brought a firearm to school or possessed a firearm at school may be placed in an interim alternative educational setting, in accordance with federal and state law, for not more than forty-five (45) calendar days. If the parent or guardian requests an impartial hearing, the student must remain in the interim alternative placement until the completion of all proceedings, unless the parent or guardian and District can agree on a different placement.

A student with a disability may be given a long term suspension pursuant to the Gun-Free Schools Act only if a group of persons knowledgeable about the student, as defined in federal regulations implementing the IDEA, determines that the bringing of a firearm to school or possessing a firearm at school was not a manifestation of the student's disability, subject to applicable procedural safeguards.

If it is determined that the student's bringing of a firearm to school or possessing a firearm at school was a manifestation of the student's disability, the Superintendent must exercise his/her authority under the Gun-Free Schools Act to modify the long term suspension requirement, and determine that the student may not be given a long term suspension for the behavior. The Committee on Special Education may review the student's current educational placement and initiate change in placement proceedings, if appropriate, subject to applicable procedural safeguards.

The District may offer home instruction as an interim alternative educational setting during the pendency of review proceedings only if the student's placement in a less restrictive alternative educational setting is substantially likely to result in injury either to the student or to others.

The District may also seek a court order to immediately remove a student with a disability from school if the District believes that maintaining the student in the current educational placement is substantially likely to result in injury to the student or to others.

Students with disabilities continue to be entitled to all rights enumerated in the Individuals With Disabilities Education Act and Article 89 of the Education Law; and this policy shall not be deemed to authorize suspension of students with disabilities in violation of these laws.

This policy does not prohibit the District from utilizing other disciplinary measures including, but not limited to, out-of-school suspensions for a period of five days or less, or in-school suspensions, in responding to other types of student misconduct which infringe upon the established rules of the school. Additionally, this policy does not diminish the authority of the Board of Education to offer courses in instruction in the safe use of firearms pursuant to Education Law Section 809-a.

The District will continue to provide the suspended student who is of compulsory attendance age with appropriate alternative instruction during the period of the student's suspension.

Gun-Free Schools Act as reauthorized by the No Child Left Behind Act of 2001  
18 United States Code (USC) Section 921(a)  
Individuals With Disabilities Education Act (IDEA)  
20 United States Code (USC) Sections 1400-1485  
and 7151  
Criminal Procedure Law Section 1.20(42)  
Education Law Sections 310, 809-a, 3214 and Article 89  
Family Court Act Article 3  
8 New York Code of Rules and Regulations (NYCRR)  
Section 100.2 and Part 200

NOTE: Refer also to Policies #3411 -- Unlawful Possession of a Weapon Upon School Grounds

## **XXII. Extracurricular Activities**

The Board of Education considers extracurricular activities to be a valuable part of the program of the school and shall support these activities within the financial means of the District.

### **A. Limited Open Forum**

The Board of Education maintains a limited open forum where secondary students may meet for voluntary student-initiated activities unrelated directly to the instructional program, regardless of religious, political or philosophical content.

To provide "a fair opportunity" to students who wish to conduct a meeting, the Board of Education, in accordance with the provisions of the Equal Access Act, shall ensure that:

- a) The meeting is voluntary and student-initiated;
- b) There is no sponsorship of the meeting by the school, the government, or its agents or employees;
- c) Employees or agents of the school or government are present at religious meetings only in a non-participatory capacity;
- d) The meeting does not materially and substantially interfere with the orderly conduct of educational activities within the school; and
- e) Nonschool persons may not direct, conduct, control, or regularly attend activities of student groups (20 USC Section 4071[c]).

The Board prohibits student organizations whose activities may be unlawful or may cause disruption or interference with the orderly conduct of the educational process.

Administration is responsible for establishing regulations governing the use of school facilities by student organizations.

#### **B. Eligibility for Attendance**

- a) Students who are suspended from school on a day of an athletic game or practice session, party, school dance, or other school affair scheduled after regular school hours are not eligible for participation or attendance at such events.
- b) In order for students to attend a school-sponsored function, it is necessary that students attend classes for at least one half (1/2) of the school day on the day of the activity, unless otherwise excused by the building administrator. One-half (1/2) of the school day is defined as follows: from 7:45 a.m. until 11:00 a.m. or from 11:00 a.m. until the end of the school day.

School property shall mean in or within any building, structure, athletic playing field, playground, parking lot or land contained within the real property boundary line of a public elementary or secondary school; or in or on a school bus as defined in Vehicle and Traffic Law Section 142. A school function shall mean a school-sponsored or school-authorized extracurricular event or activity regardless of where such event or activity takes place, including any event or activity that may take place in another state.

Equal Access Act, 20 United States Code (USC) Sections 4071-4074  
Education Law Sections 1709 and 1709-a, 2503-a, 2554-a and 2801(1)  
8 New York Code of Rules and Regulations (NYCRR)  
Sections 172.1 and 172.2

#### **XXIII. Sports and The Athletic Program**

Athletics are an integral part of a well balanced educational program. Therefore, the Board supports within its resources a broad sports program with equal access for both males and females, with emphasis on maximum participation, through interscholastic and intramural activity.

The interscholastic athletic program shall conform to the Regulations of the Commissioner of Education as well as the established rules of the New York State Public High Schools Athletic Association and the State Education Department.

Eligibility for interscholastic athletic competition requires that the students:

- a) Provide written parental/guardian consent;
- b) Pass satisfactorily the medical examination administered by the school physician/nurse practitioner or the student's personal physician. The school physician/nurse practitioner retains final approval on all physicals performed by the student's personal physician; and
- c) Meet the requirements for interscholastic competition as set forth by the Commissioner's Regulations and the New York State Public High School Athletic Association.

**A. Athletic Code**

All students who have the privilege to participate as athletes of the Granville Central School District, will sign, along with their parents and adhere to the Code of Conduct for Student Athletes Interscholastic Athletics, Policy No. 7421, incorporated in its entirety hereto. This Code of Conduct has responsibilities and consequences beyond those mentioned in this Code of Conduct. As student athletes they represent Granville Central School District and the community, and are therefore need to be responsible to meet the standards in Policy No. 7421, along consequences for violating the Athletic Code.

8 New York Code of Rules and Regulations (NYCRR) Section 135

Adopted: 7/7/10

Revised: 10/15/12; 7/2/13; 9/11/2019