

TICONDEROGA CENTRAL SCHOOL
DISTRICT DISCIPLINE PLAN & CODE OF CONDUCT

2018-19 School Year

The Discipline Committee is as follows:

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TABLE OF CONTENTS

I.	Introduction	3
II.	Definitions	4
III.	Roles of Students, Parents, Administrators and Teachers	5
IV.	Student Dress Code	7
V.	Recognition of Responsible Student Behavior and Accomplishments	7
VI.	Prohibitive Student Conduct	8
VII.	Reporting Violations of Code of Conduct	10
VIII.	Disciplinary Procedures and Penalties	10
IX.	Student Searches and Interrogations	14
X.	Prohibition of Corporal Punishment	15
XI.	Disciplining Students with Disabilities	16
XII.	Procedures for Maintenance and Enforcement of Public Order	17
XIII.	Procedures for Early Identification and Resolution of Discipline Problems	18
XIV.	Alternative Educational Programs	19
XV.	Professional Staff Development Opportunities	19
XVI.	Annual Review and Implementation Procedures	19
XVII.	Appendices	20
XVIII.	Dignity For All Students Act Board Policy	27

I. INTRODUCTION

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

The District has a long-standing set of expectations for conduct on school property and at school functions. These expectations are based on the principles of civility, mutual respect, citizenship, character, tolerance, honesty and integrity. The Board recognizes the need to clearly define these expectations for acceptable conduct on school property, identify the possible consequences of unacceptable conduct, and insure that discipline is administered promptly and fairly. To this end, the Board adopts this Code of Conduct.

The Ticonderoga Central School District, in compliance with the Commissioner's Regulations, involve students, parents, teachers, administrators, school service professionals and members of the Board of Education in contributing to the development of its school Discipline Code. A committee composed of interested individuals from each of these sectors will annually review and update this plan.

It is the Committee's belief that each student should be treated as a person who can reasonably be expected to be responsible for his/her own behavior. The school administration will assist each student in this program of personal responsibility with a few sensible rules of conduct, focusing on safety and respect for the rights and property of others and consistently applied in the classrooms and throughout the school. Students who cannot accept this responsibility and violate school rules will be required to accept the penalties and more regulated supervision.

Discipline is most effective when it deals directly with the problem at the time and place it occurs, and in a way that is viewed as fair and impartial. Therefore, before seeking outside assistance, teachers will first use all their resources to create a change of behavior in the classroom. When the teacher has made every effort to bring about positive behavioral change, and has been unsuccessful, the student will be referred to the administration. Once done, the administration assumes the role of deciding what further action will be taken.

Disciplinary action, when necessary, will be firm, fair, and consistent in order to be most effective in changing behavior. While this plan is designed to be progressive in nature, the seriousness or nature of the act may result in acceleration to the second or third phase of discipline.

Each building will construct its own Discipline Code, modeling it after the district code. The Building Principal and teaching staff will explain each Building's Discipline Code to all students on an annual basis. It will be explained to parents at the annual Open House in the fall. A copy for parents' review will be available at all times in all buildings. The continuing cooperation and assistance of parents is essential in enforcing the code.

II. DEFINITIONS

For purposes of this Code, the following definitions apply.

"Disruptive student" means a student under the age of 21 who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom.

"Parent" means the biological, adoptive or foster parent, guardian or person in parental relationship to the student.

"School property" means in or within any building, structure, athletic playing field, playground, parking lot or land contained within the real property boundary line of the Ticonderoga Central School District, or in a school bus, as defined by Vehicle and Traffic Law 142.

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

"Violent student" means a student under the age of 21 whom:

1. Commits an act of violence upon a school employee.
2. Commits, while on school property or at a school function, an act of violence upon another student or any other person lawfully on school property or at a school function.
3. Unlawfully possess a weapon on school property or at a school function.
4. Displays a weapon on school property or at a school function.
5. Threatens to use a weapon while on school property or at a school function.
6. Knowingly and intentionally damages or destroys the personal property of any school employee or any person lawfully on school property or at a school function.
7. Knowingly and intentionally damages or destroys school district property.

"Weapon" means a firearm as defined in 18 USC 921 for purposes of the Gun Free Schools Act. It also means any other gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, dagger, dirk, razor, stiletto, switchblade knife, gravity knife, brass knuckles, sling shot, metal knuckle knife, box cutter, cane sword, electronic dart gun, Kung Fu star, electronic stun gun, pepper spray or other noxious spray, explosive or

incendiary bomb, or other device, instrument, material or substance that can cause serious physical injury or death when used as a weapon.

III. THE ROLES OF STUDENTS, PARENTS, ADMINISTRATORS AND TEACHERS

A. Role of Students: Students should

1. Attend school daily, except when ill, and be on time for all classes.
2. Express his/her opinions and ideas in a respectful manner so as not to offend, slander, or restrict the rights of others.
3. Dress so as not to endanger physical health, safety, limit participation in school activities or be unduly distracting.
4. Be aware of all rules and expectations regulating student behavior and conduct him/herself in accordance with these guidelines.
5. Be willing to volunteer information in disciplinary cases if he/she has knowledge of importance in such case.
6. Take an active part in student government by running for office, or conscientiously voting for the best candidates and making his/her problems known to the representatives.
7. Be aware of available educational programs in order to use and develop capabilities to the maximum.
8. Demonstrate appreciation for the dignity and integrity of all.
9. Express views concerning operation of the school system with supporting rationale.
10. Refrain from libel and obscenity, and observe the normal rules for responsible journalism.
11. Abide by the athletic code and rules established by the District.
12. Be aware of all rules and expectations governing participation in extra-curricular activities and conduct him/herself in accordance with these guidelines.
13. Be aware of the information and services available concerning drug and alcohol abuse and seek assistance in dealing with personal problems of this type when appropriate.
14. Be aware of the right to access student records and the guidelines governing such access.
15. Be aware of actions that constitute serious and dangerous wrongdoing and refrain from such acts (i.e. possession of contraband, drugs, etc.)
16. Refrain from participating in any discriminatory practices.

B. Role of Parents: Parents should

1. Provide for the physical needs of the student.
2. Teach the student to listen to teachers and other school personnel and obey school rules.
3. Be sure the student attends school regularly and on time; promptly report and explain absences and tardiness to the school.
4. Encourage and lead the students to develop proper study habits at home.
5. Participate in parent-teacher conferences to discuss the student's school progress and welfare.

6. Keep informed about school policies and the academic requirements of school programs.
7. Be sure the student is appropriately dressed at school and school-related activities.
8. Discuss report cards and school assignments with the student.
9. Bring to the attention of school authorities any learning problem or condition that may relate to the student's education.
10. Maintain up-to-date home, work, and emergency telephone numbers and other pertinent information at the school.
11. Be sure the student attends school review sessions when required or as the need arises.
12. Work individually or in cooperation with the school to appropriately support the student through the filing of a PINS (Person In Need of Supervision) petition.
13. Submit a signed statement that they understand and consent to the role outlined in this plan.

C. Role of Administrators: Administrators should

1. Respond to discipline problems referred to them by teachers.
2. Promote effective discipline and training of all students.
3. Encourage parent communication with the school, including participation in parent-teacher conferences.
4. Provide appropriate assistance to students in learning self-discipline.
5. Assume responsibility and instructional leadership for discipline and for evaluation of the discipline management plan.
6. Serve as appropriate role models for students according to the standards of the profession.
7. Send a written report to a parent when required regarding a student's violation of the Code of Conduct.

D. Role of Teachers: Teachers should

1. Use discipline management techniques developed in the District's discipline management plan.
2. Ensure good student discipline by being in regular attendance and on time.
3. Be prepared to perform teaching duties with appropriate preparation, assignments, and resource materials.
4. Comply with District and school policies, rules, regulations, and directives.
5. Maintain an orderly classroom atmosphere conducive to learning.
6. Meet the standards of teaching performance established by the District.
7. Establish rapport and an effective working relationship with parents, students, and other staff members.
8. Teach students to develop and practice self-discipline.
9. Encourage good work habits that will lead to success in meeting personal goals.
10. File a written report with a school administrator regarding a student's violation of the Student Code of Conduct.
11. Serve as appropriate role models for students in accordance with the standards of the teaching profession.

IV. STUDENT DRESS CODE

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

1. Be safe, appropriate and not disrupt or interfere with the educational process.
2. Recognize that extremely brief garments such as tube tops, net tops, spaghetti straps, and see-through garments are not appropriate.
3. Ensure that underwear is completely covered with outer clothing.
4. Include footwear at all times.
5. Not include the wearing of hats except for medical or religious purposes.
6. Not include items that are vulgar, obscene, libelous, or denigrate others on account of race, color, religion, national origin, sexual orientation or disability.
7. Not promote and/or endorse the use of alcohol, tobacco, or illegal drugs and/or encourage other illegal or violent activities.

Each Building Principal shall work with members of the Building Leadership Teams to develop a dress code appropriate for their individual buildings based on the guidelines outlined above. The Building Principal shall be responsible for informing all students and their parents of the student dress code at the beginning of the school year and any revisions to the dress code made during the school year.

Students who violate the dress code shall be required to modify their appearance by covering or removing the offending item, and if necessary replacing it with an acceptable item. Any student who refuses to do so shall be subject to discipline as outlined in the individual Building-level Codes of Conduct.

V. RECOGNITION OF RESPONSIBLE STUDENT BEHAVIOR AND ACCOMPLISHMENTS

Educators have learned that although steps to stop inappropriate behavior are necessary, praise and rewards for responsible student behavior do more to encourage positive traits than anything else. Educators at Ticonderoga Central School are encouraged to practice assertive discipline techniques. (They are positive and realistic approaches to handling negative behavior.)

The Ticonderoga School District recognizes responsible student behavior in many ways and encourages additional methods of recognition such as the following:

1. National Honor Society induction ceremony
2. Publication of first and second Honor Rolls
3. Athletic Awards Night
4. Graduation Awards

5. Student Council
6. Class Officers
7. Publicity of student achievement and activities in local newspapers
8. Enrichment programs in all three buildings
9. Certificates for perfect attendance
10. Post Star Academic Quiz Bowl
11. Elementary School Awards Program
12. Individual Recognition Awards given by classroom teachers, Building Leadership Teams, and administration for positive social and academic growth
13. Presentation of the Presidential Academic Fitness Awards
14. Junior, Senior and National Honor Society privileges
15. Middle School Achievement and Merit Rolls
16. Student Recognition trip to Silver Bay
17. Middle School Class Acts
18. 8th Grade Recognition Dinner
19. High School Academic Awards Night
20. High School ACE Awards

VI. PROHIBITIVE STUDENT CONDUCT

Students should always be aware that New York State Education Law recognizes that teachers and administrators have the responsibility for the welfare of students in attendance at school or at school functions.

Based on the Ticonderoga Central School philosophy, the following student discipline code has been developed. Each teacher will publish and present his/her own classroom discipline plan that has been approved by the principal. It is expected that knowledge of the rules of conduct and consistency of administration will provide a positive learning atmosphere.

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

A student may be subject to disciplinary action, up to and including suspension for school when he/she:

A. Engages in conduct that is disorderly or intentionally causing public inconvenience, annoyance, alarm, or recklessly creating risk thereof. Examples of disorderly conduct include:

1. Fighting or engaging in violent behavior
2. Making unreasonable noise
3. Using abusive or obscene language or gestures
4. Obstructing vehicular or pedestrian traffic
5. Creating a hazardous or physically offensive condition by any
6. Act that serves no legitimate purpose.

- B. Engages in Conduct that is insubordinate. Examples of insubordination include:
1. Failure to comply with the lawful directions of a teacher, school administrator or other school employee in charge of students
 2. Lateness for, missing, or leaving school without permission
 3. Skipping class or other assigned assignment
- C. Engages in conduct that endangers the safety, morals, health or welfare of others by any act. Examples of such conduct include:
1. Selling, using or possessing alcohol, drugs, or other controlled substances or drug paraphernalia
 2. Selling, using or possessing weapons, fireworks or other dangerous instruments or contraband
 3. Selling, using or possessing obscene materials
 4. Using profane, vulgar or abusive language (including ethnic slurs)
 5. Possession and use of tobacco products
 6. Gambling
 7. Hazing
 8. Engaging in lewd behavior
 9. Dressing inappropriately
- D. Engages in conduct that is violent. Examples of violent conduct include:
1. Committing an act of violence (such as hitting, kicking, punching, and scratching) upon another student or any other person lawfully on school property
 2. Committing an act of violence upon a teacher, administrator, or other school employee
 3. Possessing a weapon. Authorized law enforcement officials are the only persons permitted to have a weapon on school property of at a school function
 4. Displaying what appears to be a weapon
 5. Threatening to use a weapon
 6. Intentionally damaging or destroying school the personal property of a teacher, administrator, other district employee or any other person lawfully on school property, including graffiti or arson
 7. Intentionally damaging or destroying school district property
- E. Engages in any of the following forms of academic misconduct. Examples of such conduct includes:
1. Lateness for, missing or leaving school or class without permission
 2. Cheating (including but not limited to copying, using unauthorized help sheets and the like, illegally obtaining tests in advance, substituting for a test-taker, and other forms of unauthorized collusion)
 3. Plagiarism
- F. Engage in conduct that is disruptive. Examples of disruptive conduct includes:

1. Failing to comply with the lawful directions of teachers, school administrators or other school personnel in charge of students.
2. Being unprepared for class

- G. Engages in misconduct on the school bus. (See Appendices A)
- H. Violates the District Attendance Policy. (See Appendices B)
- I. Violates District Athletic Code (See Appendices C)
- J. Violates District Acceptable Use Policy (See Appendices D)
- K. Violates District Harassment Policy (See Appendices E) including digital threats, aggression or abuse.

VII. REPORTING VIOLATIONS OF THE CODE OF CONDUCT

Any teacher, administrator, board member, parent, student or other person may report in writing a violation of the student disciplinary code to the Building Principal or his/her designee. The principal or his/her designee will then make an investigation of the charges as deemed appropriate and institute an informal or disciplinary proceeding. Local law enforcement agencies must be notified about incidents involving weapons, illegal substances or other unlawful activities.

VIII. DISCIPLINARY PROCEDURES AND PENALTIES

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 student's ability to grow in self-discipline.

Although the consequences of misbehavior are listed throughout the document, parents and students should be aware that one or more of the following actions might be the result of unacceptable conduct. As a general rule, discipline will be progressive. This means that student's first violation will usually meet with lighter penalty than subsequent violations.

If the conduct of a student is related to a 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.

A. Permissible Penalties

Depending upon the nature of the violation, it is the Board's desire that a student's discipline be progressive, i.e., a student's first violation should merit a lighter penalty than subsequent violations. It is also the board's desire that an employee or agent take into account all other relevant factors in determining an appropriate penalty. The penalties listed below may be imposed either alone or in combination.

1. Verbal Reprimand
2. Written Reprimand

3. Counseling
4. Loss of Privileges
5. Student conference with teacher or staff member in charge
6. Teacher contact with parent
7. Teacher-assigned activity period
8. Principal contact with student
9. Principal contact with parent
10. Conference with parent, teacher, Dean of Students, and Principal (with student)
11. Exclusion from extra-curricular activities by the Principal
12. Principal assigned detention (in lieu of suspension)
13. Repair, clean, or restitution of property and damages
14. Loss of bus riding privileges if a bus problem
15. Loss of privilege of eating in the cafeteria if lunchroom problem
16. Exclusion from school by Superintendent (more than 5 days)
17. In-school Suspension
18. Out-of –school Suspension
19. Referral to Law Enforcement
20. Referral to local community agencies (Youth Court, PINS, etc.)
21. Superintendent's Hearing

B. Procedures

The amount of due process a student is entitled to before a penalty is imposed will depend on the type of penalty being imposed. In all cases, regardless of the penalty imposed, the school personnel authorized to impose the penalty must let the student know what misconduct the student is alleged to have committed. All students will have the opportunity to present their version of the facts to the school personnel imposing the disciplinary penalty. Students who are given penalties other than verbal warning, written warning, written notification to their parents or detention are entitled to additional rights before the penalty is imposed. These additional rights are explained below.

1. Detention:

Teachers and Building Principals may use after school detention as a penalty for school misconduct when appropriate. Individual Building codes will describe procedures for each grade level; however in all buildings the process will include parent notification and appropriate transportation.

2. Suspension from Transportation:

The Board is committed to providing students will a safe means of transportation both to and from school. If a student does not conduct himself/herself properly on the bus, the bus driver is to inform the Building Principal. Procedures for suspensions from transportation are outlined in Appendices A. Should suspension from transportation result in suspension from school, the district will make appropriate arrangements to provide for the student's education.

3. Suspension from athletic participation:

Students subjected to a suspension from athletic participation, extra-curricular activities of other privileges are not entitled to a full hearing pursuant to Education

Law 3214. However the student's parent will be provided with a reasonable opportunity for an informal conference with the district official imposing the suspension to discuss the conduct of the penalty involved.

4. In-school Suspension:

The Board recognizes that the school must balance the need of students to attend school and the need for order in the classroom to establish an environment conducive to learning. As such, authorizes Building Principals and the Superintendent to place students who would be otherwise suspended from school as the result of a code of conduct violation in "in-school suspension." This is the temporary removal of students from the classroom and their placement in another area of the building where students will receive substantially equivalent alternate education.

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

5. Teacher Removal of Disruptive Students:

The Ticonderoga Central School District has a long history of cooperation between teachers and administration. In order to continue this relationship, teachers and administrators will work together to resolve behavioral issues concerning disruptive students. Removing a student from class will not occur until both the teacher and administrator have explored all other options. This includes following the teacher's classroom management plan, building-level code of conduct, and counseling, and parental contact. If removal of a disruptive student necessary, teachers and administrators will follow procedures outlined in Commissioner's Regulations and Education Law 3214.

6. Out-of-school Suspension:

Section 3214 of the New York State Education Law shall govern the Ticonderoga Central School District procedures regarding pupil suspension and expulsion. The Superintendent and Building Principals may suspend a student for a period not to exceed five days (Education Law, Section 3214). Otherwise, only the Board of Education or the Superintendent of Schools has the power to suspend students (Education Law, Section 3214).

If the Board excludes a student from instruction, it may do so only in accordance with statutory requirements that assure due process of law. A Board of Education need not provide further instruction to any excluded student over the compulsory age (16), with the exception of students classified under the Committee of Special Education. However, when the Board of Education excludes a student under the compulsory age, the Board is required to provide alternative instruction for that student (Education Law, Section 3214, Subdivision 3 (e)).

7. Superintendent's Hearing:

A Superintendent's Hearing is a serve form of punishment for extraordinary circumstances. It may result in penalties including: written reprimand, suspension for less than five days, suspension more than five days, or disenrollment from school. The Superintendent will personally hear and determine the proceedings or may in his or her discretion, designate a hearing officer to conduct the hearing. A record of the hearing will be maintained. The district will follow the procedure as outlined in Education Law 3214.

8. Sexual Harassment- Formal Complaint:

Formal complaints may be submitted either to initially report any incidence of sexual harassment, or as a follow-up to an unsatisfactory resolution of an informal attempt to resolve a complaint. In the latter case, the formal written complaint, using the attached form, is to be submitted to the building principal originally consulted, who will then forward it to the next appropriate level of management, (i.e. the Compliance Officer) or second designee for appropriate action.

The formal written complaint will consist of any appropriate forms and a copy of any applicable building principal reports. The appropriate forms solicit the specifics of the complaint (i.e. date and place of incident, description of sexual misconduct, names of any witnesses, and any previous action taken to resolve the matter.

The Superintendent or the Board shall take immediate, appropriate and corrective action upon a determination of sexual harassment. The Superintendent or the Board shall notify the complainant of any findings and action taken.

IX. STUDENT SEARCHES AND INTERROGATIONS

The Board of Education is committed to ensuring an atmosphere on school property and at school functions that is safe and orderly. To achieve this kind of environment, any school official authorized to impose a disciplinary penalty on a student may question a student about an alleged violation of the law or the district code of conduct. Students are not entitled to any sort of "Miranda"-type warning before being questioned school officials, nor are school officials required to contact a student's parent before questioning the student. However, the school will tell all students why they are being questioned and will work to keep open lines of communication with parents.

In addition, the Board of Education authorizes the Superintendent of Schools, Building Principal or Designee to conduct searches of students and their belongings if the authorized school official has reasonable suspicion to believe that the search will result in evidence that the student violated the law or district code of conduct. An authorized school official may conduct a search of a student's belongings that is minimally intrusive, such as touching the outside of a book bag, without reasonable suspicion, so long as the school official has a legitimate reason for the limited search.

Before searching a student or the student's belongings, the authorized school official should attempt to get the student to admit that he or she possesses physical evidence that they violated the law or district code, or get the student to voluntarily consent to the search. Searches will be limited to the evidence sought and will take place, whenever practicable, in the privacy of the administrative office. Students will be present when their possessions are searched.

A. Student Lockers, Desks and other School Storage Place

The rules in this code or conduct regarding searches of students and their belongings do not apply to student lockers, desks, and other school storage places. Students have no reasonable expectation of privacy with respect to these places and school officials retain complete control over them. This means that student lockers, desks and other school storage places may be subject to search at any time by school officials, without prior notice to students and without their consent. Law enforcement officials may be present at these searches should the school official have reasonable suspicion that a violation of the law has occurred, however the search will be conducted by the school official.

B. Documentation of Searches

The Superintendent of Schools, Building Principal or Designee will document the results of a search and will include all pertinent information including the name and grade of the student, reason for the search, time and location, results of the search, witnesses, and disposition. Authorized school officials will include witnesses when conducting a search whenever practical.

C. Police Involvement

The Ticonderoga Central School District is committed to cooperating with police officials and other law enforcement to maintain a safe school environment. Students who are questioned by law enforcement officials on school property or at a school function will be afforded the same rights they have outside of school. Authorized school officials shall try to notify the student's parents before such questioning to give the parent the opportunity to be present during the police questioning. Authorized school officials shall be present at the questioning of students on school property or at a school function.

D. Child Protective Services Investigations

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

All requests by child protective services to interview a student will be made through the Building Principal. The Building Principal will set the time and place for the interview

and will be present when the interview takes place. If the nature of the allegations is such that it may be necessary for the student to remove any of his or her clothing, the school nurse or other district medical personnel must be present during that portion of the interview.

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

X. PROHIBITION OF CORPORAL PUNISHMENT

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

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

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

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

XI. DISCIPLING STUDENTS WITH DISABILITIES

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

A. Students with Disabilities - Discipline Procedures

The Building Principal, Designee, teacher, or other school official must determine whether the student is capable of following the school discipline code. This determination must be made as to whether the student's behavior was the result of an inability to understand the rules; or whether the behavior was the result of the student's inability to control his/her appropriate behavior. If the student is capable of following the

school discipline code despite his/her disability, then the appropriate school regulations will be followed.

If the student is not capable of following the school discipline code because he/she cannot understand the regulations, appropriate actions to ensure understanding will be attempted. If the student is found to be incapable of following the school discipline code, after reasonable efforts have been made to obtain cooperation, because he/she cannot control his/her inappropriate behavior, then the teacher or administrator will refer the student to the Committee on Special Education.

The Committee on Special Education can modify the student's Individual Education program, if appropriate, to include alternatives and options for dealing with inappropriate behavior, such as being sent to a "time-out" area, in-school suspension, being sent home, loss of privileges, etc. If a student with disabilities' behavior is determined to be dangerous to himself/herself or others, then the building administrator must take immediate and appropriate action, followed by immediate notification of the home school and referral to the Committee on Special Education. If such action includes suspension of the student, all legal procedures must be followed, including notification of the reasons for suspending the student, opportunity for the student to respond, opportunity for a parent conference, superintendents hearing if suspension is for more than five (5) days, etc. A manifestation review must be conducted if a suspension of greater than ten (10) school days, consecutive or cumulative, is involved.

XII. PROCEDURE FOR MAINTENANCE AND ENFORCEMENT OF PUBLIC ORDER

The district is committed to providing an orderly, respectful environment that is conducive to learning. To create and maintain this kind of environment, it is necessary to regulate public conduct on school property. In accordance with Education Law #2801, the board adopts the following regulations to maintain public order on school property:

A. Prohibited Conduct

The Board of Education prohibits the following conduct or acts on school property by students, teachers, staff members, licensees, or invitees:

1. The willful physical injury of any person or the threat to use force, which would result in injury.
2. The harassment or coercion of any person.
3. The willful damage to, or destruction of, property.
4. The willful disruption of the orderly conduct or of any other school program or activity.
5. The entry of any school building or upon any portion of the school premises unless such entry is made in connection with official business with the district or to attend an activity or function authorized thereby.
6. The willful interference with the lawful and authorized activities of others persons.

7. The possession, consumption, or exchange of alcoholic beverages, unauthorized drugs, tobacco products or narcotics on school property.
8. The possession or use of a knife, razor, ice pick, explosives, loaded cane, sword cane, machete, pistol, rifle, shotgun, pellet gun or any other object that reasonably can be considered a weapon, on property of the school district.
9. The violation of any federal or state statute, local ordinance, or board policy.
10. The refusal or failure of any person to comply with a lawful order or direction from an official of the school district in the performance of their duties.
11. The distribution or posting of any written material, pamphlets or posters without the prior written approval of the superintendent or building principal.

B. Enforcement and Penalties

Any violation of the above shall be reported immediately to the building principal. He/she will investigate the case thoroughly and make a written report to the superintendent. The principal and/or the superintendent will have the following options as to what penalty to impose:

1. Violators will be reprimanded.
2. Violators will be ordered to leave the school property immediately.
3. Police will be called and specific charges made under the proper penal code.
4. Any penalty authorized by Section 3214 of the Education Law or board policies, if the violator is a student, provided the provisions pertaining
5. to notice and hearing have been met.
6. Any penalty authorized under Section 3020-a of the Education Law, if the violator is a tenured teacher, provided the provision pertaining to charges, notices, hearings, and findings have been complied with.
7. Any penalty authorized under Section 3031 of the Education Law, if the violator is a non-tenured teacher or Section 75 of the Civil Service Law, if the violator is a non-teaching employee of the district, provided the provision pertaining to charges, notices, and hearings have been complied with.

C. Other Penalties

These regulations and the penalties are not considered to be inclusive or to preclude in any way the prosecution and conviction of any person for the violation of any federal or state law or local ordinance and the imposition of a fine or penalty provided for therein.

D. Filing of This Policy

The superintendent will file this policy and any amendments hereto with the Board of Regents and the Commissioner of Education within 10 days after the adoption date.

XIII. PROCEDURE FOR EARLY IDENTIFICATION AND RESOLUTION OF DISCIPLINE PROBLEMS

The intent of the discipline policy is to identify students who are at risk, due to their behavior, early in the student's school life and/or school year. The main thrust of our discipline philosophy is to prevent discipline problems by providing programs appropriate to students or by an intervention by suitable personnel before serious problems occur.

Discipline problems are to be handled initially by the teacher unless the code calls for the principal to be involved. Teachers will make the initial contact with parents over routine classroom discipline matters. This contact may include telephone calls, letters or conferences.

If a teacher feels the situation has progressed to the point where further action is necessary, the principal is to be notified. The principal will conduct an investigation of the reports, which may include conferences with the complainant, student, parents, teachers, other pupil service personnel or others, as he or she deems appropriate for the early identification and resolution of the suspected problem. If the principal suspects that the problem may be a manifestation of a disability, he or she will refer the matter to the Committee on Special Education in the manner prescribed by section 200.4 of the Commissioner's Regulations and by district policy.

In all cases, the ultimate goal is to see improvement in a student's behavior as well as help the student develop self-discipline.

XIV. ALTERNATIVE EDUCATIONAL PROGRAMS

The alternative educational programs are available for those students who are unable to benefit from the learning experience offered with the regular school program.

Ticonderoga Central School will offer the following alternative education programs:

1. Placement by the Committee on Special Education
2. Home Instruction
3. Referral to other appropriate agencies

XV. PROFESSIONAL STAFF DEVELOPMENT OPPORTUNITIES

Continuing professional growth and increasing effectiveness of the part of the entire staff are essential for the success of educational programs and the effective application of this school's conduct and discipline policy. In-service programs, to familiarize the professional staff with the provisions and purposes of this policy, shall be conducted in each school of the district by the principal or other appropriate administrator at least annually. The professional staff shall be encouraged to make use of available in-service opportunities. Such opportunities shall include, within budgetary limitations, special in-service courses and workshops, summer study grants, school visitations, and attendance at professional conferences and meetings.

XVI. ANNUAL REVIEW AND IMPLEMENTATION PROCEDURES

The Superintendent of Schools will establish a district committee for an annual review of the school conduct and discipline policy. The district committee on school conduct and discipline will submit a written policy, designed to promote responsible student behavior, to the Board of Education for their approval. Revisions to this policy will be presented to the public and the Board of education annually. This policy will also be made available annually to all administrators, teachers, students and parents of the Ticonderoga Central School District.

XVII. APPENDICES

A. ATTENDANCE

Purpose: A student can only achieve the high level of curricular mastery in the District's Mission Statement with good attendance. The purpose of this policy is to encourage students to have an excellent attendance record at Ticonderoga High School and to help parents comply with their legal responsibility to ensure their children's regular and punctual attendance to school.

1. **Administrative Procedures:** Each principal will establish administrative attendance procedures for their building and notify students, parents, and teachers.
2. **BOCES Attendance Regulation:** Each student attending BOCES will be informed of the attendance regulations by their guidance counselor.
3. **Daily Attendance Procedures:** In order to monitor first period and classroom attendance promptly and effectively, the following procedures should be followed:
 - a. 7:57 a.m.
 1. School officially starts at 7:57 a.m. Students are expected to be in class at that time.
 2. Guide-on teachers should check attendance very carefully at the beginning of the period. The attendance reports should be sent to the Nurse's Office at the beginning of first period. Any student who comes in after 7:57 a.m. must report directly to the Nurse's office.
 - b. Classroom
 1. Teachers should take attendance at the beginning of each class period. The names of the students who are not in class should be sent to the Nurse's Office as soon as attendance is taken.
 2. The Nurse will check the names to determine if the students have been released or are in the Nurse's Office. The names of any students who cannot be accounted for will be sent to the Main Office and the Nurse will make an attempt to contact the student's parent or guardian.
 3. If a student is in class and that student's name appears on the absentee list, the teacher should inform the Nurse as soon as possible.
 4. Teachers will maintain a record of students' absences and tardies from class.
 5. Teachers will maintain a sign-out sheet that clearly indicates the time, destination, and, if appropriate, return of the student to class.

6. Teachers will maintain a sign-in sheet that clearly indicates the time of entrance of a tardy student and whether the student has a pass or not.

c. General Comments

1. Students are required to remain in school until the close of the school day (3:00 p.m.) unless they are legitimately excused. Students who leave school without prior authorization will be considered truant. Early dismissal for special needs or emergency circumstances is arranged through the Nurse's Office. Emergency early dismissal will not be granted to a student if the Nurse cannot arrange for transfer of responsibility in a proper way.

4. **Excused and Unexcused Absences**

- a. Excused Absences – Ultimately, the determination of excused absences is at the discretion of the principal. The following are examples of excused absences:

1. Educational field trip
2. Participation in school sponsored athletic competitions
3. Approved cooperative work program or internship
4. Pre-approved college visit
5. School sponsored or pre-approved community service project
6. Military obligations
7. School sponsored music lessons or performances
8. Approved religious observance
9. Student illness
10. Sickness or death in the family
11. Excused absence for medical appointment or attendance at health clinics (physician's note required)
12. Impassable roads or weather (verifiable)
13. Quarantine
14. Court appearance

- b. Unexcused absences – The following are considered unexcused absences:

1. Truancy
2. Unlawful detention
3. Other absences which are not legal

5. **Attendance Requirements for Receiving Course Credit and/or Attend Summer School**

- a. In order to receive course credit and/or be eligible to attend summer school, a student must have no more than thirty (30) absences for a full-year course or eighteen (18) absences for a semester course.

6. **Appeals Process**

- a. Students will be denied credit when:
1. They accumulate eighteen (18) absences in a semester course
 2. They accumulate thirty (30) absences in a full year course

- b. Students who have been denied credit due to attendance may appeal by:
 - 1. Submitting a letter of appeal to the Principal within two weeks of being notified of credit denial. The ARB will meet with the student and parents to hear the appeal. The ARB will then make a recommendation to the Principal. The Principal will make the final determination.
- 7. Incentives Available to Encourage Regular Student Attendance**
- a. At the beginning of each school year, a committee consisting of representatives of the Building Leadership Team, Student Voice, Administration, and Attendance Review Board will meet to establish attendance goals and develop a series of group and individual incentives to encourage students to meet those goals.
- 8. Description of Consequences to be Applied for Tardiness, Failure to Attend School or Class**
- a. A student who is tardy for twenty (20) minutes or more will be assessed one (1) class absence. Students who accumulate three (3) tardies will be assessed one (1) class absence. Students who accumulate fifteen (15) tardies to school will then be assigned an after-school detention for every three (3) tardies thereafter.
 - b. Students who are habitually tardy to class may:
 - 1. Be required to make up missed time after school (with the teacher)
 - 2. Receive a written reprimand
 - 3. Be assigned detention(s) after school
 - 4. Be denied specific student privileges, or participation in school events
 - 5. Be assigned in-school suspension
 - c. Students who fail to attend school or class regularly may:
 - 1. Be subject to those consequences listed in VI.A
 - 2. Not participate in after-school events or programs on the day of absence
 - 3. Be denied credit for the course
 - 4. Be subject to a PINS petition
 - d. Additionally, students who are truant or cut classes may receive a reduction in grade for any announced quizzes or tests given during that class or any other graded assignment they missed. The teacher will determine the reduction in grade after considering: (a) the nature of the assignment (b) the impact of the reduction upon the student's overall average.
- 9. Description of the Process by Which Parents/Guardians will be Notified of a Student's Tardiness, Failure to Attend School, or Failure to Attend Class. Parents will be notified in the following ways:**
- a. A statement of absences/tardies to school by marking period.
 - b. Teachers will inform parents of excessive tardiness or absence by one of the following means of communication:
 - 1. Phone
 - 2. Progress report
 - 3. Letter
 - 4. Disciplinary referral

5. Report card comment

10. Intervention Strategies to be Implemented in Addressing Attendance Problems

- a. An Attendance Review Board (ARB) will be established to discuss students who have excessive absences or tardiness to determine a course of action that will (a) improve the student's attendance to school and class (b) avoid denial of credit or the right to attend summer school.
- b. The ARB will consist of the Principal or designee, School Nurse, Counselor, and, when appropriate, the teacher(s) and parents of the student in jeopardy.
- c. Parents are urged to attend meetings of the ARB and help resolve the issues surrounding the student's attendance.
- d. Students will be referred to the ARB when:
 1. A student is absent from school a total of twenty (20) days
 2. The Principal, a teacher, School Nurse, counselor, Building Evaluation Team or grade level team feel a referral is necessary
 3. A student has ten (10) absences in a semester course
 4. A student has twenty (20) absences in a full year course
- e. The ARB will confer with teachers to determine the cause/impact of absences and/or tardiness and develop an attendance improvement plan for the student, if necessary.
- f. The ARB will make recommendations to the Principal concerning the withholding of course credit because of excessive absence.
- g. Students and parents will be informed of meetings of the ARB and will be notified of their recommendations.

11. Description of the Responsibilities and Organizational Structure for Monitoring, Recording, Reviewing, and Addressing Attendance Concerns

- a. Student Responsibilities
 1. To attend school and all classes on time, unless legally excused
 2. To make up assignments missed due to absence. Note: to avoid a reduction in grade for lateness, students must make arrangements with the teacher to complete missed work on the first day of their return to class, at the end of the class period.
 3. To provide the School Nurse with written excuses for absences and early dismissals
- b. Parent Responsibilities
 1. To ensure that students attend school and classes unless legally excused
 2. To inform the Nurse's Office in writing of reasons for students' absences and dismissal from school
- c. Principal Responsibilities
 1. To ensure that the Attendance Policy is applied in a fair and equitable manner
 2. To inform parents of students' attendance in accordance with the attendance policy
- d. School Nurse Responsibilities

1. To maintain an accurate record of student attendance
 2. To inform the Principal and ARB of trends in student attendance
 3. To refer students to the ARB in accordance with the attendance policy
 4. To maintain student excuses on file
- e. Teacher Responsibilities
1. To maintain an accurate record of student absences and tardiness
 2. To inform the ARB at the end of each term when students have reached the bench marks of class absence or tardiness in accordance with the attendance policy

B. TRANSPORTATION REGULATIONS

1. **Student Responsibilities:** Every bus student going to or from school or while on an extracurricular activity must abide by these rules or be deprived of the right to ride the bus.
 - a. Be on time. Do not keep the bus waiting. Inform the driver, if possible, when you will be absent.
 - b. ALL STUDENTS MUST CROSS NO LESS THAN 10 FEET IN FRONT OF THE BUS.
 - c. Stop and look both ways before crossing to or from the bus.
 - d. All students shall sit in the seats assigned to them.
 - e. Remain seated when the bus is in motion.
 - f. Keep heads, hands, and arms inside the bus.
 - g. Loud talking, scuffling, fighting, smoking, and obscene language are forbidden.
 - h. Do not litter the bus with debris.
 - i. There is to be no eating of food or use of beverages on regular bus runs.
 - j. Students will be held responsible for any damage they cause to the bus.
 - k. The bus driver is responsible for discipline on the bus.
 - l. Bus drivers may report misconduct to the principal of the school.
 - m. Parents will be notified if the misconduct continues.
 - n. Bus students may be denied the privilege of riding by the principal if these regulations are not followed.

2. **Unloading the Bus:**
 - a. Do not leave your seat until the bus has come to a complete stop and the driver has opened the door.
 - b. Again, obey any directions issued by the driver.
 - c. Leave the bus quickly but in a courteous manner without pushing other pupils.
 - d. If you must cross a street as you leave the school bus, be sure to walk in front of the bus (never in back) at a distance of at least 10 feet away from the bus. If you get too close to the front of the bus, the driver will not be able to see you, and a serious accident could occur.

- e. Again, be sure to observe all safety precautions as you travel from your bus stop to your home.
 - f. Violation of the bus rules may result in loss of bus privileges.
3. Method of Discipline:
- First: The bus driver should make an attempt to correct discipline problems by asking the pupil to behave and, if necessary, to assign seats to certain pupils.
- Second: After two or three verbal warnings have been given to the pupil by the driver on discipline problems, the "Discipline Report" must be completed and sent to the school principal/Dean of Students.

REPORT #1: Discussion with Dean of Students/Principal and appropriate consequence.

REPORT #2: Same as #1 above PLUS parental contact.

REPORT #3: Same as #2 above PLUS suspension from bus for appropriate number of days.

If the pupil is suspended, a conference must be held with the parents before the restriction is lifted. The action, which has been taken by the principal, will be noted in writing. A copy of the letter will be sent to the bus driver, Transportation Supervisor, and Superintendent of Schools. The principal will retain another copy. Suspensions from bus riding privileges may be short term (5 days or less) or long-term (beyond 5 days).

- a. Short-term suspensions may be imposed by the Board of Education, Superintendent, his designee, or by the building principal, if expressly authorized. No other employee may impose a short-term suspension.
- b. Any student suspended for five days or less must be afforded the following:
 - 1. Oral or written notice of the charges against him or her.
 - 2. If the student denies the charges, an explanation of the evidence the school has, and
 - 3. An opportunity to present his or her side of the story.
- c. In addition, notice of charges and the opportunity to rebut these charges must occur before the suspension begins, except when the student's conduct poses an emergency situation, In these cases, the notice and hearing must follow as soon as practicable. On request the student and parent must be given an opportunity for an informal conference with the principal, at which time the parent may ask questions of the witnesses who made the complaint. A long-term suspension is any suspension from required attendance from instruction in excess of five days. Because it is obviously more serious than the short-

term suspension, a student is given significantly greater procedural safeguards. First, only the Board of Education or Superintendent may suspend for more than five days. The procedures to be followed in determining a long-term suspension will be in accordance with New York State Education Law.

XVIII. DIGNITY FOR ALL STUDENTS ACT

DIGNITY FOR ALL STUDENTS ACT
BOARD POLICY

The School Board of Ticonderoga Central School District is committed to protecting its students, applicants for admission, and employees from bullying, harassment or discrimination for any reason and of any type. The school board believes that all students and employees are entitled to a safe, equitable, and harassment-free school experience. Bullying, harassment or discrimination will not be tolerated and shall be just cause for disciplinary action. This policy shall be interpreted and applied consistently with all applicable state and federal laws and the board's collective-bargaining agreements. Conduct that constitutes bullying, harassment or discrimination, as defined herein, is prohibited. Dignity for All Students Act addresses requirements for discrimination as defined by federal, state and local-protected categories of persons.

It is essential that a basic universal prevention curriculum be in place so that every school will receive a foundation of prevention upon which to build a culture of health, wellness, safety, respect and excellence.

- I. **Expectations:** Ticonderoga Central School District expects students and employees to conduct themselves in keeping with their levels of development, maturity, and demonstrated capabilities with proper regard for the rights and welfare of other students and school staff, the educational purpose underlying all school activities, and the care of school facilities and equipment.
 - A. All administrators, faculty and staff, in collaboration with parents, students, and community members, will incorporate systematic methods for student and staff recognition through positive reinforcement for good conduct, self-discipline, good citizenship and academic success, as seen in the required school plan to address positive school culture and behavior.
 - B. Student expectations shall be explained and outlined in this policy and in the Student Code of Conduct.
 - C. Proper prevention and intervention steps shall be taken based on the level of severity of infraction as outlined in the Student Code of Conduct.

- II. Training for students, parents, teachers, area/district staff, school administrators, student support staff, counseling staff, bus drivers, and cafeteria staff on identifying, preventing, and responding to bullying will be conducted.**
- A. At the beginning of each school year, the school principal/designee and/or appropriate area/district administrator shall provide awareness of this policy, as well as the process for reporting incidents, investigation and appeal, to students, school staff, parents or other persons responsible for the welfare of a pupil through appropriate references in the Student Code of Conduct, Employee Handbooks, the school website, and/or other reasonable means.
 - B. The district training will be conducted by Champlain Valley Educational Services (BOCES) and in-house as needed. It will include research-based programs such as Olweus Bullying Prevention, PBIS (Positive Behavior Interventions and Supports) or similar programs.
- III. Disciplinary sanctions (consequences) and due processes for a person who commits an act of bullying under this policy.**
- A. Concluding whether a particular action or incident constitutes a violation of this policy requires a determination based on all of the facts and surrounding circumstances, followed by the determination of disciplinary sanctions appropriate to the perpetrator's position within the district.
- IV. Reporting an act of bullying**
- A. Students may report complaints of bullying to any school district employee, faculty or staff. School employees are required to report, in writing, any allegations of bullying or violations of this Policy involving students to the principal/designee or appropriate area/district administrator. Failure to report will result in action(s) or discipline, consistent with the collective bargaining agreement provisions, up to and including termination of employment. Any District faculty or staff who suspects adult-on-adult bullying is strongly encouraged to report any concerns to the principal/designee. In the event that the allegation is about the principal/designee, concerns will be reported to an identified district official.
- V. Incident reporting requirements**
- A. The procedure for including incidents of bullying in the school's report of safety and discipline data is required (NY Article 2, Dignity for All Students Act). The report must include each incident of bullying (date, time, location, person(s) involved, and witnesses) and the resulting

consequences, including discipline, interventions and referrals. In a separate section, the report must include each reported incident of bullying or harassment that does not meet the criteria of a prohibited act under this policy, with recommendations regarding said incident.

- B. The Ticonderoga Central School District will utilize New York State Violent and Disruptive Incident Reporting (VADIR) Statewide report on School Safety and Discipline Data, which includes bullying/harassment in its codes.
- C. Discipline, referral data, investigations, interventions, and actions of discipline shall be recorded on the specified district-wide data system, as which other infractions from the Code of Student Conduct.

Dignity For All Students Act Board Policy

First Reading: July 9, 2012

Adoption: August 21, 2012