

Handbook of Student Rights and Responsibilities and Code of Conduct

Implementing Project SAVE

LAST REVISED SEPTEMBER 2008



Syracuse City School District

SYRACUSE CITY SCHOOL DISTRICT

725 Harrison Street • Syracuse, New York 13210

Board of Education

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Mr. Calvin L. Corriders • Mr. Ned Deuel • Ms. Dorothy Matthews

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Superintendent

Daniel G. Lowengard

MISSION

The mission of the Syracuse City School District is to ensure that all students demonstrate mastery of defined skills and knowledge, appreciation of diversity, and development of character which will enable them to become productive, responsible citizens who can succeed in a rapidly changing world; this is accomplished, in partnership with our community, by transforming our educational system to respond to the unique needs of each student through excellence in teaching and learning.

BELIEFS

- Children are our community's most valuable asset.
- All children can succeed in learning.
- Every individual has inherent worth.
- Children learn at different rates and in different ways.
- Our democratic form of government thrives upon an educated citizenry.
- Parents bear primary responsibility for the welfare and development of their children.
- The diversity of our people strengthens our community.
- Excellence in learning is directly related to excellence in teaching.
- Life-long learning is essential to success in a changing society.
- The School District is accountable to the public.
- Understanding and appreciation of cultural diversity are critical to world peace and harmony.
- Education is the shared responsibility of the school, student, family, government, and the entire community.
- A core of common values and ethical conduct are fundamental to sustaining our society.
- Self-esteem is directly related to success.
- Risk taking and a willingness to change are necessary for continuous improvement.

GOALS

Goal A: Provide effective, differentiated instruction that meets the diverse needs of our students, leading to increased student achievement.

Objective A1: Improve teaching and student achievement for all students.

Objective A2: Improve teaching and student achievement as measured by:

- Increased 2003 cohort graduation rate from 64% to 80%
- Increased total cohort graduation rate from 50% to 60%
- Increased number of schools in NCLB/SED accountability status of "Good Standing"

Goal B: Create, sustain, monitor, and evaluate innovative programs designed to increase student achievement and engagement.

Objective B1: Implement *Say Yes* in all elementary schools in the Corcoran Quadrant.

Objective B2: Establish an Expeditionary Learning Middle Level program for 80 students in Grades 7 and 8.

Objective B3: Continue to fully implement the Westside Community School Strategy within the six identified Fowler Quadrant schools.

Objective B4: Identify the most effective programs and provide the necessary resources to support them while eliminating/phasing out less effective programs.

Goal C: Assure that all teachers demonstrate competency in implementing effective literacy strategies across all content areas.

Objective C1: Implement the District Literacy Plan in all classrooms.

Objective C2: Implement Professional Development strategies in literacy.

Goal D: Improve personal skill development for all students in grades Pre-K through 12.

Objective D1: Increase enrichment/engagement opportunities for students in grades Pre-K through 12.

Objective D2: Enhance and maintain a safe and orderly learning environment in all schools/programs.

Goal E: Deliver effective and efficient support services for parents and families.

Objective E1: Provide parent support services.

Objective E2: Provide professional development to engage families.

Objective E3: Provide parent leadership development opportunities.

Objective E4: Support District initiatives.

Objective E5: Collaborate with the community to support and engage families.

Goal F: Develop and deliver efficient technology and information services.

Objective F1: Assure accurate, integrated, and timely information services through planning and systematic delivery by meeting all State Education Department and District imposed deadlines.

Objective F2: Increase partnerships with the Syracuse Police Department on at least 60% of Information Technology projects.

Objective F3: Implement a new Student Management System District-wide.

Objective F4: Implement a new Business Management System District-wide.

Objective F5: Develop rapid deploy and long-range hardware and software implementation processes.

Goal G: Continue to use fiscal resources effectively and efficiently.

Objective G1: Manage the 2008-2009 General Fund budget to ensure a balanced budget.

Objective G2: Develop the 2008-2009 General Fund budget development process to incorporate communication with, and input from, the public.

Objective G3: Update and revise multi-year financial forecast.

Objective G4: Pay 95% of invoices (as defined by total dollar value) within 60 days of receipt.

Objective G5: Correct findings from the independent audit of the District's 2006-2007 fiscal year.

Objective G6: Complete all tasks related to the external audit of the District's 2007-2008 fiscal year by November 30, 2008.

Goal H: Renovate and enhance all school facilities over the next ten years.

Objective H1: Complete Environmental Education Planning (EEP) for six school projects by submitting unique and original designs.

Objective H2: Expand the Institute of Technology at Syracuse Central to include a tenth grade in the 2008-2009 school year.

Objective H3: Complete the remaining 8 of the original 17 Capital projects within budget and begin 19 EXCEL AID projects.

Goal I: Develop and deliver effective and efficient support services.

Objective I1: Settle Contracts within 100 days of expiration.

Objective I2: Maintain 21% minority rates for staff within the SCSD.

Objective I3: Increase the percentages of free and reduced lunch applications from 79% to 80%.

Objective I4: Increase the percentage of highly qualified (certified) teachers from 92% to 95% by assuring accurate BEDS reporting and hiring processes.

Objective I5: Increase overall staff attendance by 10%.

SYRACUSE CITY SCHOOL DISTRICT

725 Harrison Street • Syracuse, New York 13210

Telephone (315) 435-4161 • FAX (315) 435-4015

Daniel G. Lowengard
Superintendent

September 2008

Dear Parents and Guardians:

The mission of the Syracuse City School District is to provide a quality education for all students — one that develops the skills, abilities, and attitudes that will enable them to succeed now and in the future. All resources — human, fiscal, and material — must be concentrated on the overall goal of continuous improvement of student learning.

This past year, our accomplishments in the area of establishing a positive connection between student behavior and student learning included:

- Expanding the “Positive Behavior Intervention and Support” program. This research-based school-wide behavior intervention program has had a positive impact on school climate in the ten schools in which it is currently active.
- The “Success through Early Prevention” program has been expanded to include grades three and six. This early intervention program has been successful in providing schools a plan for student behavior, family support as needed, and a fresh start for students whose behavior caused significant classroom issues.

As we look ahead to the 2008-2009 school year, we have planned the following:

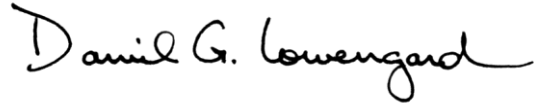
- Expeditionary Learning Middle School. This school will use alternative educational methodology to engage students who have been struggling in their current middle school. Located at the McCarthy building, it will begin the school year with 40 seventh grade students and 40 eighth grade students. Students and families applied and were interviewed prior to acceptance.
- The Beard Alternative program will work with eighth grade students only. Students attend as a result of a Superintendent’s Hearing and will focus on literacy and mathematical skills. Student support will be emphasized, and students will return to their home schools after successful completion.
- Seventh grade students who go to Superintendent’s Hearings can be assigned to two self-contained classrooms. Located at Lincoln and Danforth, these classrooms will provide academic and social/emotional intervention to students on a daily basis.
- The District, in cooperation with several Community Based Organizations, has arranged for some students to receive instruction in a small group setting, with support from the agency or the City of Syracuse. No more than six students will be placed at these sites by the Superintendent’s Designee for Student Behavior.

The Board of Education's Student Rights and Responsibilities and Code of Conduct is designed to have all students understand and use acceptable and appropriate behavior. These policies are supported by the administrative rules and regulations explained in the Student Handbook. We encourage parents and students to read and discuss

the contents of this handbook. With the active support of school communities, we will ensure an orderly learning environment for Syracuse City students.

I thank you for your cooperation as we work together to achieve our vision. We will have students who are prepared to be successful in the 21st century in an increasingly challenging society.

Very truly yours,

A handwritten signature in black ink that reads "Daniel G. Lowengard". The signature is written in a cursive style with a large, prominent initial "D".

Daniel G. Lowengard
Superintendent

Preface

The purpose of this handbook is to provide students, parents, and staff with information about the Syracuse City School District's Code of Conduct and dress code. It will also describe student rights and responsibilities, as well as District policies and procedures

The policies and procedures in this handbook are a result of cooperative and concerted efforts on the part of students, parents, community members, teachers, administrators, and the Commissioners of Education. Individual schools may supplement this document by publishing handbooks with information specific to their buildings.

This handbook is designed to provide students and parents with straightforward guidelines to help them optimize their educational efforts.

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I. Introduction

The Syracuse City School District Board of Education (“Board”) is committed to providing a safe, civil, and orderly school 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 Syracuse City School District has a long-standing set of expectations for conduct on school property and at school functions. These expectations are based on the principles of civility, mutual respect, citizenship, character, tolerance, honesty and integrity.

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

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

II. Student Rights and Responsibilities

A. Student Rights

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

1. Take part in all district activities on an equal basis regardless of race, color, creed, national origin, religion, gender, sexual orientation, disability, or any other categories of individuals protected against discrimination by federal, state, or local law.
2. Present their version of the relevant events to school personnel authorized to impose a disciplinary penalty in connection with the imposition of the penalty.
3. Access school rules and, when necessary, receive an explanation of those rules from school personnel.

B. Student Responsibilities

All district students have the responsibility to:

1. Contribute to maintaining a safe and orderly school environment that is conducive to learning and to show respect to other persons and to property.
2. Be familiar with and abide by all district policies, rules and regulations dealing with student conduct.
3. Attend school every day unless they are legally excused and be in class, on time, and prepared to learn.
4. Work to the best of their ability in all academic and extracurricular pursuits and strive toward their highest level of achievement possible.
5. React to direction given by teachers, administrators and other school personnel in a respectful, positive manner.
6. Work to develop mechanisms to control their anger.
7. Ask questions when they do not understand.
8. Seek help in solving problems that might lead to discipline.
9. Dress appropriately for school and school functions.
10. Accept responsibility for their actions.
11. Conduct themselves as representatives of the district when participating in or attending school-sponsored extracurricular events and to hold themselves to the highest standards of conduct, demeanor, and sportsmanship.
12. Manage and take care of their personal belongings.

III. Expectations of the Essential Partners

A. Parents

All parents are expected to:

1. Recognize that the education of their child(ren) is a joint responsibility of the parents and the school community.

2. Send their children to school ready to participate and learn.
3. Ensure their children attend school regularly and on time.
4. Ensure absences are excused.
5. Insist their children be dressed and groomed in a manner consistent with the student dress code.
6. Help their children understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment.
7. Know school rules and help their children understand them.
8. Convey to their children a supportive attitude toward education and the district.
9. Build good relationships with teachers, other parents and their children's friends.
10. Help their children deal effectively with peer pressure.
11. Inform school officials of changes in the home situation that may affect student conduct or performance.
12. Provide a place for study and ensure homework assignments are completed.
13. Support the district's Code of Conduct.
14. Attend all scheduled parent conferences and be involved in school activities.

B. Teachers

All district teachers are expected to:

1. Maintain a climate of mutual respect and dignity, which will strengthen students' self-concept and promote confidence to learn.
2. Teachers will be prepared to teach a rigorous curriculum, with clear expectations resulting in outstanding academic performance.
3. Demonstrate interest in teaching and concern for student achievement.
4. Know school policies and rules, and enforce them in a fair and consistent manner.
5. Communicate to students and parents:
 - a. Course objectives and requirements
 - b. Marking/grading procedures
 - c. Assignment deadlines
 - d. Expectations for students
 - e. Classroom discipline plan
 - f. Homework policy
 - g. Attendance policy
6. Communicate regularly with students, parents and other teachers concerning growth and achievement.
7. Support the district's Code of Conduct and model district's dress code.
8. Model professionalism and ethical behavior at all times.

C. Guidance Counselors, Psychologists, and Social Workers

1. Assist students in coping with peer pressure and emerging personal, social and emotional problems.
2. Initiate teacher/student/counselor conferences and parent/teacher/student/counselor conferences, when necessary, as a way to resolve problems.
3. Regularly review with students their educational progress and career plans.
4. Provide information to assist students with career planning.
5. Encourage students to benefit from the curriculum and extracurricular programs.
6. Support the district's Code of Conduct.
7. Monitor students' attendance.
8. Model professionalism and ethical behavior at all times.

D. Principals

1. Promote a safe, orderly, civil, and stimulating school environment, supporting active teaching and learning.
2. Facilitate regular communications between staff and students.
3. Evaluate all instructional programs on a regular basis.
4. Support the development of and student participation in appropriate extracurricular activities.

5. Are responsible for enforcing the code of conduct and dress code to ensure that all cases are resolved promptly and fairly.
6. Model professionalism and ethical behavior at all times.

E. Superintendent

1. Promotes a safe, orderly, civil, and stimulating school environment, supporting active teaching and learning.
2. Reviews with district administrators the policies of the Board of Education and state and federal laws relating to school operations and management.
3. Informs the Board about educational trends relating to student discipline.
4. Works to create instructional programs that minimize problems of misconduct and are sensitive to student, parent, teacher, and administrator needs.
5. Works with district administrators in enforcing the code of conduct and ensuring that all cases are resolved promptly and fairly.
6. Models professionalism and ethical behavior at all times.

F. Board of Education

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

IV. Student Dress Code

A. Personal Appearance

All students are expected to give proper attention to personal cleanliness and to dress appropriately for school and school functions. Students will not be required to dress in a fashion that would violate their religious or ethnic beliefs. Students and their parents/guardians 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. Because no list can be exhaustive nor can it anticipate all situations, building administrators will interpret and apply the dress codes of the District.

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

1. Be safe, appropriate and not disrupt or interfere with the educational process.
2. Exclude or reflect that extremely brief garments such as tube tops, net tops, halter tops, spaghetti straps, muscle shirts, plunging necklines (front and/or back) and see-through garments which are not appropriate. When concerning dresses, skirts and shorts: The length of a skirt, dress or shorts must be a minimum of half the distance between the fingertips and the top of the knee when the student's hand is fully extended down the side of the student's leg.
3. Ensure that underwear is completely covered with outer clothing; therefore trousers will be at waist level.
4. Include footwear at all times. Footwear that is a safety hazard will not be allowed (e.g. dragging laces).
5. Not include the wearing of hats or scarves/bandanas except for a medical or religious purpose (Matter of Jimenez, 9 Ed. Dept., Rep. 172).
6. Not include items that are vulgar, obscene, libelous or denigrate others on matters of race, color, religion, creed, national origin, gender, sexual orientation, or disability.
7. Not promote and/or endorse the use of alcohol, tobacco or illegal drugs and/or encourage other illegal or violent activities.
8. Not depict or suggest association with a gang/cult.

While school authorities may require students participating in physical education classes to wear certain types of clothing; e.g., sneakers, white socks, shorts, tee shirts, they should not prescribe a specific brand which students must buy.

B. Dissemination of Dress Code Expectations

Each principal or his/her designee shall be responsible for informing all students and their parents of the student dress code at the beginning of the school year and any revisions to the dress code made during the school year. Schools may modify dress code with the approval of the Superintendent and the Board of Education.

C. Consequences of Violating the Dress Code

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

V. Student Behavior Code of Conduct

A. District's Philosophy of Discipline

Maintaining appropriate behavior within a school is essential to the instructional process. The District acknowledges that this is a cooperative effort that involves the student, the teacher, the administrators and the parents.

Effective discipline is a student's demonstration of, and responsibility for, socially appropriate behavior in a variety of school community real life situations. Effective discipline is accomplished by adults and students building on the following tenets:

- All individuals recognize a need to do what is socially appropriate.
- Behavior is ultimately determined by controls internal to the person.

- Students need assistance to analyze, reflect, and address their needs in the school and the community.
- Rewards are internal to the person and related to the satisfaction of needs.
- The individual's internal controls grow through strong and wholesome relationships with family, adults and peers.
- Socially acceptable behavior is nurtured through teaching, modeling and interventions.
- Rules are necessary as external controls that establish guidelines for behaviors.

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

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

- 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. 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. 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.

B. Definitions Pertaining to Code of Conduct

For purposes of this code, the following definitions apply:

- “**Disruptive student**” means an elementary or secondary student under the age of 21 who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom.
- “**Parent**” means parent, guardian or person in parental relation to a student.
- “**School property**” means in or within any building, structure, athletic playing field, playground, parking lot or land contained within the real property boundary line of a public elementary or secondary school, or on a school bus, as defined in Vehicle and Traffic 12W §142.
- “**School function**” means any school-sponsored extra-curricular event or activity.
- “**Violent student**” means a student under the age of 21 who:
 - Commits an act of violence upon a school employee, or attempts to do so.
 - Commits, while on school property or at a school function, an act of violence upon another student or any other person lawfully on school property or at the school function, or attempts to do so.
 - Possesses a weapon while on school property or at a school function.
 - Displays what appears to be a weapon while on school property or at a school function.
 - Threatens to use a weapon while on school property or at a school function.
 - 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.

— 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, BB gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, dagger, dirk, razor, stiletto, switchblade knife, gravity knife, brass knuckles, sling shot, metal knuckle knife, box cutter, cane sword, electronic dart gun, sandbag or sandclub, loaded or blank cartridges, Kung Fu star, electronic stun gun, pepper spray or other noxious spray, explosive or incendiary bomb, or other device, instrument, material or substance that can cause physical injury or death.

C. Violations Reporting Responsibility

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

All district staff who are authorized to impose disciplinary sanctions are expected to do so in a prompt, fair and lawful manner. District staff who are not authorized to impose disciplinary sanctions are expected to promptly report violations of the code of conduct to their supervisor, who shall in turn impose an appropriate disciplinary sanction, if so authorized, or refer the matter to a staff member who is authorized to impose an appropriate sanction.

Any weapon, alcohol or illegal substance found shall be confiscated immediately, followed by notification to the Syracuse Police Department and the parent of the student involved and the appropriate disciplinary sanction if warranted, which may include suspension and referral for prosecution.

The principal or his or her designee must notify the appropriate local law enforcement agency immediately of those code violations that constitute a crime and substantially affect the order or security of a school. The notification to the parent may be made by telephone, followed by a letter mailed on the same day as the telephone call is made. The notification must identify the student and explain the conduct that violated the code of conduct and constituted a crime.

D. Discipline Authority

Students who are found to have violated the district’s code of conduct may be subject to the following penalties, either alone or in combination. The school personnel identified after each penalty are authorized to impose that penalty, consistent with the student’s right to due process.

- Oral warning – any member of the district staff.
- Written warning – bus drivers, hall and lunch monitors, coaches, guidance counselors, teaching assistants, teachers, deans of students, administrative interns, vice principals, principal, superintendent.
- Written notification to parent – bus driver, hall and lunch monitors, coaches, guidance counselors, teaching assistants, teachers, deans of students, administrative interns, vice principals, principal, superintendent.
- Detention – teachers, deans of students, administrative interns, vice principals, principal, superintendent.
- Suspension from transportation – director of transportation, deans of students, administrative interns, vice principals, principal, superintendent.
- Suspension from athletic participation – coaches, deans of students, administrative interns, vice principals, principal, superintendent.
- Suspension from social or extracurricular activities – activity director, principal, superintendent.
- Suspension of other privileges – deans of students, administrative interns, vice principals, principal, superintendent.
- In-school suspension – deans of students, administrative interns, vice principals, principal, superintendent.
- Removal from classroom – teachers, deans of students, administrative interns, vice principals, principal, superintendent.
- Short-term (five days or less) suspension from school – principal, superintendent, Board of Education.
- Long-term (more than five days) suspension from school – superintendent, Board of Education.
- Permanent suspension from school – superintendent, Board of Education.

E. Corporal Punishment Statement

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

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

- Protect oneself, another student, teacher or any person from physical injury.
- Protect the property of the school or others.
- 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.

VI. Prohibited Student Conduct

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

The best discipline is self-imposed, and students must learn to assume and accept responsibility for their own behavior, as well as the consequences of their misbehavior. District personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the students' ability to grow in self-discipline. The Board recognizes the need to make its expectations for student conduct, while on school property or engaged in a school function, specific and clear. The rules of conduct listed below are intended to do that and to focus on safety and respect for the rights and property of others. **Students who will not accept responsibility for their own behavior and who violate these school rules will be required to accept the penalties for their conduct.**

Students may be subject to disciplinary action, up to and including suspension from school, for the following:

A. Student conduct that is disruptive. Examples of disruptive conduct include:

- Failing to comply with the reasonable directions of teachers, school administrators or other school personnel in charge of students.
- Running in hallways.
- Making unreasonable noise.
- Bringing in unauthorized pets.
- Using language or gestures that are profane, lewd, vulgar or abusive.
- Obstructing vehicular or pedestrian traffic.
- Engaging in any willful act which disrupts the normal operation of the school community.
- Trespassing. Students are not permitted in any school building, other than the one they regularly attend, without permission from the administrator in charge of the building.
- Computer/electronic communications misuse, including any unauthorized use of computers software, or internet/intranet accounts; accessing inappropriate websites or any other violation of the district's acceptable use policy as further outlined in *SCSD Acceptable Use Policy for All Computer Technology* in Section XV – R.
- Unauthorized use of objects (i.e. beepers, cellular phones, boom boxes, walkmans, CD players, etc.) during regular school hours or school events.
- Bringing in unauthorized objects (i.e. laser pointers, obscene materials, etc.)

B. Student conduct that is insubordinate. Examples of insubordinate conduct include:

- Failing to comply with the reasonable directions of teachers, school administrators or other school employees in charge of students or otherwise demonstrating disrespect.

- Lateness for, missing or leaving school without permission.
- Skipping detention.

C. Student conduct that is violent. Examples of violent conduct include:

- Committing an act of violence (such as hitting, kicking, punching, and scratching), or attempting to do so, upon a teacher, administrator or other school employee, to include another student or any other person lawfully on school property or at a school function.
- Possessing a weapon. Authorized law enforcement officials are the only persons permitted to have a weapon in their possession while on school property or at a school function.
- Displaying what appears to be a weapon or inappropriate object (i.e. pepper spray).
- Threatening to use any weapon.
- Intentionally damaging or destroying the personal property of a student, teacher, administrator, other district employee or any person lawfully on school property.
- Using graffiti or arson to intentionally damage or destroy school district property.

D. Student conduct that endangers the safety, morals, health or welfare of others. Examples of such conduct include:

- Lying to school personnel.
- Selling, using, or possessing obscene material.
- Using vulgar or abusive language, cursing or swearing.
- Smoking a cigarette, cigar, pipe or using chewing or smokeless tobacco.
- Gambling.
- Indecent exposure, that is, exposure to sight of the private parts of the body in a lewd or indecent manner.

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

- Student warned and parent/guardian notified
- Parent/guardian conference with school official to review behavior
- Suspended from bus (up to three days) with parent/guardian notified
- Suspended in school with parent/guardian notification
- Other consequences determined by school
- Suspended from the bus until transportation class attended by both student and parent/guardian
- Permanently denied bus privileges (transfer to school within walking distance)
- If transportation is denied, parent is responsible for transportation

F. Student involved in any form of academic misconduct.

Examples of academic misconduct include:

- Plagiarism.
- Copying another student's work.
- Cheating.....
- Altering records.
- Assisting another student in any of the above actions.

VII. Reporting Violent and Disruptive Acts

The New York State Department of Education, under the No Child Left Behind legislation, requires all schools to report Violent and Disruptive Incidents for an entire school year in a Summary Report format. The information is used to determine and identify schools as "Persistently Dangerous" as required by NCLB. The following are the categories and definitions of those incidents that must be recorded by school and submitted to New York State:

- Homicide.....

- Kidnapping
- Sexual Offenses
- Arson
- Assault with Serious Physical Injury — *injury requires hospitalization*
- Assault with Physical Injury — *minor scrape, cut, or bruising*
- Robbery
- Burglary, Larceny, or Other Theft Offenses
- Reckless Endangerment — *creates substantial risk of death or permanent physical injury, but no actual injury*
- Criminal Mischief — *vandalism, etc.*
- Bomb Threat
- Minor Altercation — *striking a student resulting in no physical injury*
- False Alarm
- Intimidation, Harassment, Menacing, or Bullying — *any form of harassment that does not involve physical contact but involves a threat of harm*
- Other Disruptive Incidents
- Weapons Possession — *see “weapons” definition*
- Use, Possession, or Sale of Drugs or Alcohol only
- Developmental Age

VIII. Disciplinary Penalties, Procedures, and Referrals

A. Guidelines for Penalties

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.

According to Federal "No Child Left Behind" legislation, student discipline referrals will be kept on file for a period of six years. Such information is confidential.

The following are general guidelines for considerations of the Student Behavior Code. Individual circumstances may be taken into consideration:

- The student's age.
- The student's grade in school.
- The student's prior disciplinary record.
- The superintendent's belief that other forms of discipline may be more effective.
- Input from parents, teachers and/or others.

- Other extenuating circumstances.

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

Interventions

1. Parent notification
2. Meet with administrator, parent, teacher, and student
3. Meet with concerned adult with influence in community (clergy, coach, probation officer, etc.)
4. Student court
5. Peer mediation
6. Meet with SIRP Officer
7. Anger management support
8. Meet with social worker/guidance counselor/psychologist to discuss reason and suggest group intervention; i.e. anger management
9. Meet with ADA-PEP counselor
10. Behavior contract with administrator, teacher, parent, student
11. Provide missed assignments with time line for completion
12. Behavior plan
13. Meet with guidance to discuss course or reason for schedule or program change
14. SBIT referral
15. Functional behavior assessment
16. PST referral
17. Referral to CSE for program change or initial referral
18. Referral to mental health agency (CCSI, pastoral counseling, case management, alliance, etc.)
19. PINS referral by parent
20. Meet with outside agency(ies) and school team
21. Police notification
22. Youth Court

Consequences

1. Parent notification
2. Teacher telephone call to parents
3. Written communication from teacher to parent re: Incident(s) request return telephone call
4. Meet with teacher or team and parent
5. Meet with teacher, student, and administrator
6. Letter of apology or personal apology
7. Conference with administrator to determine reason and cause
8. Conference with administrator to determine next consequence
9. Denial of privilege(s) — school function (dance, athletic event)
10. Restitution
11. Written description of the behavior and possible solution
12. School or community service that relates to behavior
13. Detention
14. Referral to attendance office/new attendance program
15. Saturday School
16. ISS 1, 2 – Days
17. OSS 1, 2, 3, 4, 5 – Days
18. Superintendent's Hearing/possible assignment to alternate program
19. Assigned to alternate to suspension site
20. Police involvement

Discipline in the Syracuse City School District is based on developing positive relationships between students, teachers, administrators, and parents. We want to help students to be capable, connected, contributing members of the school community.

However, in the event that a student chooses unwisely, the following is an outline of possible responses to student misbehavior. The frequency and severity of a student's misbehaviors will ultimately determine the appropriate consequence.

<i>Interaction</i>	<i>Intervention</i>	<i>Consequence</i>
<u>ATTENDANCE</u>		
Cutting class/leaving school grounds or school-sponsored activity: Any absence from the school, school grounds, or class without permission is considered unexcused.	2, 3, 4, 8, 10, 14, 22	2, 3, 4, 5, 7, 8, 9, 11, 12, 13, 15, 16, 17, 18
Tardiness: Arrival to class or lunch after the late bell is considered tardy without a written excuse or pass.	2, 3, 4	2, 3, 4, 5, 7, 8, 9, 11, 12, 13, 15
<u>BEHAVIOR</u>		
Refusal to stay for detention: Skipping any after school or lunch detention without a written note from a parent or staff member.	2, 3, 4, 7, 8, 22	7, 8, 11, 12, 15, 16, 17
Failure to follow ISBIP rules including completion of Behavior Plan	2, 3, 7, 8, 10, 22	5, 6, 7, 12, 13, 15, 17
Dress code infractions: Any clothing that is disruptive, revealing, suggestive, offensive, or profane is prohibited.	2, 3, 8	7, 8
Inappropriate language and/or profanity: Language and/or actions considered indecent, offensive, abusive, or obscene, directed at adults or students.	2, 3, 7, 8	2, 3, 4, 5, 6, 7, 8, 11, 15, 16, 17
Inappropriate touching: Disruptive, unsafe, unwanted, offensive physical contact with another person; (ex: play fighting, kicking, grabbing, pushing, kissing, hugging, including any activity perceived to be of a sexual nature).	2, 3, 6, 7, 8, 14, 16, 18, 20, 21	2, 3, 4, 5, 6, 7, 8, 13, 15, 16, 17, 18, 19, 20
Insubordination/failure to follow a reasonable request: Refusing to obey/cooperate or disrespectfully questioning the authority of any staff member.	2, 3, 7, 8, 22	2, 3, 4, 5, 6, 7, 8, 9, 11, 13, 15, 16, 17, 18
Loitering: Remaining in an area for no apparent reason.	2, 3, 7, 8	5, 7, 8, 9, 12, 13, 15, 16
<i>Interaction</i>	<i>Intervention</i>	<i>Consequence</i>
Unprepared for class: Arriving to class without the required materials including clothing.	2, 3, 7, 8, 10	2, 3, 4, 5, 8, 9, 13, 15, 16

Smoking: The possession, use, or sale of tobacco products, matches, lighters is prohibited.	3, 7, 9, 22	7, 12, 13, 15
Computer misuse includes, but is not limited, to: Inappropriate use of the Internet and inappropriate use of passwords.	2, 3, 4	2, 3, 4, 5, 7, 8, 9, 12, 13, 15, 16, 17, 18, 19, 20
Destruction of property: Willful misuse of materials or equipment that results in damage to school or personal property.	2, 3, 6, 7, 8	2, 3, 4, 5, 6, 7, 8, 9, 10
Vandalism: Intentional defacement or destruction of school or private property (ex: slashing, cutting, burning, painting).	14, 17, 18, 20, 21, 22	12, 13, 15, 16, 17, 18, 19, 20
Cell Phones: Cell phones should not be visible, turned on or used during regular school hours in a school building. Parents/guardians may contact the main office during the school day when in need of contacting a student. Students may use the main office phone or public telephone system when available. The school is not responsible for lost or stolen cell phones unless the phone has been confiscated by a staff member at the school.	2, 3, 6, 7, 8, 14, 20, 21	2, 3, 4, 5, 6, 7, 8, 9, 13, 15, 16, 17
Inappropriate objects: Any item that may be dangerous or disruptive to the learning environment (ex: electronic games, Walkman/iPod/MP3 players, CD/tape players, beepers, laser pens, poppers, caps, water guns, or toys that look like a weapon or could be perceived as a weapon.	2, 3, 6, 7, 8, 14, 20, 21	2, 3, 4, 5, 6, 7, 8, 9, 13, 15, 16, 17
Reckless endangerment: Subjecting individuals to danger by recklessly engaging in conduct that creates a grave risk of death or serious injury but no actual injury.	2, 3, 6, 7, 8, 14, 21, 22	2, 3, 4, 5, 7, 8, 9, 10, 12, 13, 15, 16, 17, 18, 19, 20
Possession of pornographic/obscene (Ex: any item, print or not-print, that violates community standard.)	2, 3, 7, 8, 18, 20, 21, 22	2, 3, 4, 5, 7, 8, 9, 12, 13, 15, 16, 17, 18, 19, 20
Persistent disobedience A “ stand alone charge ” that includes all of the referrals and suspensions for the entire school year. It normally takes 5-7 suspensions for an Informal Hearing (depending on length of time and frequency). The guideline for a Formal is an Informal and 7-9 suspensions for lower-level infractions.	7, 22	16, 17, 18, 19
Intimidation, Harassment, Menacing and Bullying Intentionally placing another person in fear of imminent physical injury, but without physical contact (student or staff).	2, 3, 4, 5, 6, 10, 12	1, 20
THEFT/DISHONESTY, POSSESSION OF STOLEN PROPERTY, FALSIFYING	2, 3, 4, 5, 6, 7, 8, 14, 21	2, 3, 5, 6, 7, 8, 9, 10, 13, 15, 16, 17, 18, 19, 20

INFORMATION, EXTORTION:

<i>Interaction</i>	<i>Intervention</i>	<i>Consequence</i>
Theft/dishonesty: Stealing, plagiarism, cheating, lying, or forging of signatures, etc.	4, 6, 18, 21, 22	1, 20
Possession of stolen property: To knowingly have items or property that is obtained by theft or illegal means.	2, 3, 4, 5, 6, 7, 8, 9 10, 12, 14, 16, 18, 20, 21	1, 20
Falsifying information: Deliberately providing information to the school in oral or written form which the student knows to be untrue or misleading (ex: forged permission slips, excuses for absences, etc.), false police reports, incident reports.	1, 2, 3, 4, 22	1, 20
Extortion: Use of threat or physical force to obtain something belonging to another student.	18, 19, 20, 21, 22	10, 20
Indecent Exposure: A display of one's private body parts.	6, 7, 8, 18, 21	6, 8, 9, 11, 13, 15, 16, 17, 18, 19, 20
Gambling: Participating in a game of chance (such as dice, cards, betting) on school property or during a school-sponsored activity.	6, 7, 8	13, 14, 15, 16, 17, 18, 19, 20
Drug and Alcohol Infractions in an area where an illegal drug/alcohol was being used: Possession, distribution, consumption, being under the influence, or sale of illegal drugs or alcoholic beverages, drug paraphernalia, or prescribed medication not the individual's own, on school property, at a school function, on a school bus, or in a school vehicle.	3, 6, 7, 8, 9, 18, 21, 22	1, 5, 17, 18, 19, 20
Trespassing: Unauthorized entry and refusal to leave school property.	6, 7, 21, 22	6, 13, 16, 17, 18, 20
Arson: The burning of the School District's or someone else's property.	6, 7, 18, 21	17, 18, 19, 20
Assault with Serious Physical Injury: Intentionally or recklessly causing physical injury that creates substantial risk of death or serious disfigurement or impairment of health, loss or impairment of the function of any bodily organ (student or staff).	1, 10, 12, 15 18, 19, 20, 21, 22	1, 20
Assault with Physical Injury: Intentional or reckless act causing impairment of physical condition or substantial pain (student or staff).	6, 7, 19, 20, 21	17, 20
Minor Altercations: Fighting involving physical contact but no physical injuries (student or staff).		

Weapons:**6, 7, 18, 21****17, 18, 19, 20**

Knives (including pen knives), firearms, bombs, bullets, or other potentially dangerous items such as explosives, firecrackers, and noxious sprays.

B. Procedures for Enacting Penalties

In all cases, regardless of the penalty imposed, the school personnel authorized to impose the penalty must inform the student of the alleged misconduct and must investigate, to the extent necessary, the facts surrounding the alleged misconduct. All students will have an opportunity to present their version of the facts to the school personnel imposing the disciplinary penalty in connection with the imposition of the penalty.

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

1. Detention

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

2. Suspension from transportation

If a student does not conduct himself/herself properly on a bus, the bus driver is expected to bring such misconduct to the principal's attention. Students who become a serious disciplinary problem may have their riding privileges suspended by the principal or the superintendent or their designees. In such cases, the student's parent/guardian will become responsible for seeing that his or her child gets to and from school safely. Should the suspension from transportation amount to a suspension from attendance, the district will make appropriate arrangements to provide for the student's education. Depending on the length of the suspension, a mutual decision will be made between the parent and administrator on how school work will be provided to the student. If the parent cannot get the child to school, then the following options may be considered:

- School work may be sent home with a sibling or picked up by the parent;
- A school designee may bring the school work to the student's home; or
- Homebound education may be provided for lengthy suspensions.

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

Since the school bus is an extension of the classroom, it is the District's responsibility to insure the safety of each child to the best of its ability. Students riding buses to and from school must clearly understand their responsibility to conduct themselves in an orderly and cooperative manner to insure the safety of all. It is expected that the driver will use the techniques received in training to work with students who are not behaving appropriately on the bus. Students who continue this pattern should be referred to the school's principal or designee using the procedures outlined below.

The Syracuse Police Department will be contacted when a student is in possession of dangerous weapons or objects, drugs or alcohol, or is sexually harassing others. In addition, the Board of Education has passed the following discipline procedure for other misbehavior on the bus.

Students misbehaving on the bus will be reported to the school's principal or designee by filling out a Discipline Referral. At that point the principal or designee will investigate and decide if consequences are indicated. A choice may be made from the following menu of consequences, depending on the number and/or the severity of the misbehavior and any previous referrals.

3. Progressive Discipline Model for Infraction in Classroom and on Buses

- Student warned and parent/guardian notified.
- Parent/guardian conference with school personnel to review behavior.
- Suspended from the bus (up to 3 days), with parent/guardian notified.
- Suspended in-school (up to 3 days), with parent/guardian notified.
- Suspended out of school (up to 3 days) with parent/guardian notified.
- Other consequences as determined by the school.
- Suspended from the bus until transportation class is attended. (Parent/guardian notified that both child and parent must attend safety class. Call Safety Office — 435-4260.)
- Permanently denied bus privilege. (Parent/guardian notified in writing by school.)

Should a student be denied bus transportation because of behavior, it is the parent/guardian's responsibility to provide transportation to and from school.

The following procedures may be invoked once a student has been permanently denied bus privileges:

- Regarding infractions of bus conduct, the student may be returned to the home school on or before March 15 when feasible. Determination shall be made by the Pupil Services Department.
- Student may be issued a permanent Centro bus pass if old enough (generally grade 3 would be the earliest age.)
- There are cases where it may not be feasible for the student to be returned to home school or take the city bus and the parent/guardian is unable to provide transportation. In these cases, the building administrator should contact the Director of Pupil Services, to arrange a transportation hearing. This hearing will be attended by the parent/guardian, building administrator, representative from the Transportation Department. Based on the hearing, the Director of Pupil Services will determine the best alternative.
- Students with disabilities will be handled on a case-by-case basis.

4. Rules/Regulations Governing Bus Passes

Elementary, Middle and Secondary Schools Using Bus Passes

Bus passes issued to students are the sole possession of the Syracuse City School District and students using these passes are subject to the rules and regulation of the school district. The bus pass may be revoked if a student violates the rules and regulations.

The only purpose of this pass is to provide transportation to and from school. Any abuse of this pass may result in the school district revoking this privilege.

Should this action become necessary, it is the parent/guardian's responsibility to provide transportation to and from school.

C. Suspensions

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

A student subjected to a suspension from athletic participation, extra-curricular activities or other privileges is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parent/guardian will be provided with a reasonable opportunity for an informal conference with the district official imposing the suspension to discuss the conduct and the penalty involved. (Also see Academic Eligibility Program Guidelines as well as the Academic Behavior Code.)

2. In-school suspension

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

violation in “in-school behavior suspension.” The in-school behavioral management class will be supervised by, at a minimum, a certified teaching assistant.

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

3. Suspension from school

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

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

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

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

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

When the superintendent or principal (referred to as the “suspending authority”) proposes to suspend a student charged with misconduct for five days or less pursuant to Education Law §3214(3), the suspending authority must immediately notify the student orally. If the student denies the misconduct, the suspending authority must provide an explanation of the basis for the proposed suspension. Within 24 hours after the student’s removal, the principal or another district administrator designated by the principal must notify the student’s parents/guardians, by telephone and in writing, that the student has been removed from class and the reason(s) why. The notice must also inform the parent/guardian that he or she has the right, upon request, to meet informally with the principal or the principal’s designee to discuss the reasons for the removal.

The written notice must be postmarked within 24 hours of the student’s removal to the last known address for the parents/guardians. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting parents/guardians.

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

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

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

5. Superintendent's Hearings

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

The superintendent shall personally hear and determine the proceeding or may, in his or her discretion, designate a hearing officer to conduct the hearing. The hearing officer shall be authorized to administer oaths and to issue subpoenas in conjunction with the proceeding before him or her. A record of the hearing shall be maintained, but no stenographic transcript shall be required. A tape recording shall be deemed a satisfactory record. The hearing officer shall make findings of fact and recommendations as to the appropriate measure of discipline to the superintendent. The report of the hearing officer shall be advisory only, and the superintendent may accept all or any part thereof or none.

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

6. Permanent Suspension

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

D. Minimum Periods of Suspension

1. Students who bring a weapon to school.

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

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

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

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

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

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

Any student, other than a student with a disability, who repeatedly is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom will be suspended from school for at least five days. For purposes of this code of conduct, "repeatedly is substantially disruptive" means engaging in conduct that results in the student being removed from the classroom by teacher(s) pursuant to Education Law §3214(3-a) and this code on four or more occasions during a marking period. If the proposed penalty is the minimum one-day suspension, the student and the student's parent will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed penalty exceeds a five-day suspension, the student and the student's parent will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The superintendent has the authority to modify a five-day suspension on a case-by-case basis. In deciding whether to modify the penalty, the superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

E. Teacher Removal of Disruptive Student

1. Classroom Management/Student Removal

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

guidance counselor or other district staff member for counseling. Time-honored classroom management techniques such as these do not constitute disciplinary removals for purposes of this code.

2. Removal of Disruptive Student

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

A classroom teacher may remove a disruptive student from class. The duration shall be **determined by mutual discussion between the principal and teacher, and the removal will not exceed two days (48 hours). If a mutual consensus is not reached, then the student will be removed for one day (24 hours).** 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.

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

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

Within 24 hours after the student's removal, the principal or another district administrator designated by the principal must notify the student's parents/guardians, by telephone and in writing, that the student has been removed from class and the reason(s) why. The notice must also inform the parent/guardian that he or she has the right, upon request, to meet informally with the principal or an administrator to discuss the reasons for the removal.

The written notice must be postmarked within 24 hours of the student's removal to the last known address for the parents/guardians. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting parents/guardians. **The principal may require the teacher who ordered the removal to attend the informal conference.**

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

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

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

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

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

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

Removal of a student with a disability, under certain circumstances, may constitute a change in the student's placement. Accordingly, no teacher may remove a student with a disability from his or her class until he or she has verified with the principal or another school administrator that the removal will not violate the student's rights under state or federal law or regulation. For additional information, refer to Section X, "Students with Disabilities."

F. Referrals

1. Counseling/Social Workers/Psychologists

Social Worker, Psychologist, or Guidance Office shall handle all referrals of students to counseling.

2. PINS Petitions

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

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

3. Juvenile Delinquents and Juvenile Offenders

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

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

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

VIII. Alternative Instruction

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

IX. Discipline of Students with Disabilities

The board recognizes that it may be necessary to suspend, remove or otherwise discipline students with disabilities to address disruptive or problem behavior. The board also recognizes that students with disabilities enjoy certain procedural protections whenever school authorities intend to impose discipline upon them. These protections are necessary because a student's disability may contribute to his or her engagement in some types of misconduct. If a student's misconduct is caused by the disability or by the school system's failure to provide appropriate services and supports to address the impact of the disability, the school's power to impose discipline is limited. The board is committed to ensuring that the procedures followed for suspending, removing or otherwise disciplining students with disabilities are consistent with the procedural safeguards required by applicable laws and regulations.

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

A. Authorized Suspensions or Removals of Students with Disabilities

1. Definitions that Apply to this Section of the Code of Conduct:

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

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

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

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

2. Guidelines to Remove Student with Disability

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

- The board, the district superintendent of schools or a principal may order the placement of a student with a disability into an IAES, another setting or suspension for a period not to exceed five consecutive school days and not to exceed the amount of time a non-disabled student would be subject to suspension for the same behavior.
- The superintendent may order the placement of a student with a disability into an IAES, another setting or suspension for up to 10 cumulative school days, inclusive of any period in which the student has been suspended or removed under the subparagraph above for the same behavior, if the superintendent determines that the student has engaged in behavior that warrants a suspension and the suspension or removal does not exceed the amount of time non-disabled students would be subject to suspension for the same behavior.
- The superintendent may order additional suspensions of not more than 10 consecutive school days in the same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement.
- The superintendent may order the placement of a student with a disability in an IAES to be determined by the committee on special education (CSE), for the same amount of time that a student without a disability would be subject to discipline, but not more than 45 days, if the student carries or possesses a weapon to school or to a school function, or the student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function.
 - “Weapon” means the same as “dangerous weapon”, which includes “a weapon, device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury.” (Also see definition on Page 7.)
 - “Controlled substance means a drug or other substance identified in certain provisions of the federal Controlled Substances Act specified in both federal and state law and regulations applicable to this policy.
 - “Illegal drugs” means a controlled substance except for those legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under the Controlled Substances Act or any other federal law.
- Subject to specified conditions required by both federal and state law and regulations, an impartial hearing officer may order the placement of a student with a disability in an IAES setting for up to 45 days at a time, if maintaining the student in his or her current educational placement poses a risk of harm to the student or others.

B. Change of Placement Rule

- A disciplinary change in placement means a suspension or removal from a student’s current educational placement that is either:
 - for more than 10 cumulative school days; or
 - for a period of 10 school days or less if the student is subjected to a series of suspensions or removals that constitute a pattern because they cumulate to more than 10 school days in a school year and because of such factors as the length of each suspension or removal, the total amount of time the student is removed and the proximity of the suspensions or removals to one another.
- School personnel may not suspend or remove a student with disabilities if imposition of the suspension or removal would result in a disciplinary change in placement based on a pattern of suspension or removal. However, the district may impose a suspension or removal, which would otherwise result in a disciplinary change in placement, based on a pattern of suspensions or removals if the CSE has determined that the behavior was not a manifestation of the student’s disability, or the student is placed in an IAES for behavior involving weapons, illegal drugs or controlled substances.

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

- The district’s Committee on Special Education shall:

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

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

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

- Conduct a manifestation determination review, with parental participation, of the relationship between the student's disability and the behavior subject to disciplinary action whenever a decision is made to place a student in an IAES either for misconduct involving weapons, illegal drugs or controlled substances or because maintaining the student in his current educational setting poses a risk of harm to the student or others; or a decision is made to impose a suspension that constitutes a disciplinary change in placement.

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

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

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

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

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

The procedural safeguards notice prescribed by the Commissioner shall accompany the notice of disciplinary removal.

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

D. Expedited Due Process Hearings

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

E. Referral to law enforcement and judicial authorities

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

- The district may report a crime committed by a child with a disability to appropriate authorities, and such action will not constitute a change of the student's placement.
- The superintendent shall ensure that copies of the special education and disciplinary records of a student with disabilities are transmitted for consideration to the appropriate authorities to whom a crime is reported. This information can only be provided to the extent consistent with the Federal Education Rights and Privacy Act ("FERPA").

X. Student Searches and Interrogations

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

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

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

An authorized school official may search a student or the student's belongings based upon information received from a reliable informant. Individuals, other than the district employees, will be considered reliable informants if they have previously supplied information that was accurate and verified, or they make an admission against their own interest, or they provide the same information that is received independently from other sources, or they appear to be credible and the information they are communicating relates to an immediate threat to safety. District employees will be considered reliable informants unless they are known to have previously supplied information that they knew was not accurate. Before searching a student or the student's belongings, the authorized school official should attempt to get the student to admit that he or she possesses physical evidence that they violated the law or the district code, or get the student to voluntarily consent to the search. Searches will be limited to the extent necessary to locate the evidence sought.

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

A. Student Lockers, Desks and other School Storage Places

The rules in this code of conduct regarding searches of students and their belongings **do apply** to student lockers, desks and other school storage places. Students have no reasonable expectation of privacy with respect to these places and **school officials retain complete control over them. This means that student lockers, desks and other school storage places may be subject to search at any time by school officials**, without prior notice to students and without their consent.

B. Documentation of Searches

The authorized school official conducting the search on the grounds of reasonable suspicion shall be responsible for promptly recording the following information about each search:

- Name, age and grade of student searched.
- Reasons for the search.
- Name of any informant(s).
- Purpose of search (that is, what item(s) were being sought).
- Type and scope of search.

- Person conducting search and his or her title and position.
- Witnesses, if any, to the search (strongly suggested to have a witness present).
- Time and location of search.
- Results of search (that is, what item(s) were found).
- Disposition of items found.
- Time, manner and results of parental notification.

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

C. Police Involvement in Searches and Interrogations of Students

District Officials are committed to cooperating with police and other law enforcement authorities to maintain a safe school environment. Police officials, however, have limited authority to interview or search students under the age of 16 in school or at a school function, or to use school facilities in connection with police work. Police officials may enter school property or a school function to question or search a student under the age of 16 only if they have:

- A search warrant or an arrest warrant;
- Been invited by school officials or requested by the parent of the individual who is to be interviewed;
- Probable cause to believe a crime has been committed on school property, at a school function or event, or during travel to and from school.

In the first two situations, before police officials are permitted to question or search any student under the age of 16, the principal or his designee shall first try to notify the student's parents to give the parent the opportunity to be present during the police questioning or search. The principal or his or her designee will also be present during any police search of a student on school property or at a school function. Parents or school representatives are not entitled to be present during a search or interview of any student if the safety of school staff and students is at risk.

In cases where the parent cannot be contacted the School District shall not permit a search or interview of a student under the age of 16. However, when a child makes a complaint of being physically abused, sexually abused or neglected by a parent or person in parental relation to the child, school officials will allow members of law enforcement and Child Protective Services to interview the said child without notifying the parents.

When the crime being investigated involves a student over the age of 16 and occurs on school grounds at a school function or during travel to or from school, consent from the individual in parental relation to the child is not necessary. The law enforcement agency may conduct an investigation as may be necessary. Every attempt, however, should be made to inform the individual in parental relation to the child that the interrogation is taking place.

Students who are taken into custody on school property or at a school function will be afforded the same rights they are given outside of school. This means they will be informed of the following:

- They have the right to remain silent.
- That all statements they make can be used against them in a court of law.
- They have the right to have an attorney present and if they cannot afford one, an attorney will be provided without charge.

D. Searches and Interrogations Regarding Firearms

The safety and welfare of the students and school staff takes precedence over any right of an individual to be present during school searches. If there is an allegation regarding a firearm, school staff should, if circumstances permit, immediately notify their School Resource Person or local law enforcement agency. These officers, with their training and expertise, should be the ones to initiate any interview and conduct the search for the weapon.

XI. Protocols

A. General Policy

The general policy mandate of these protocols is to ensure any act that occurs on school grounds, at a school function, or during travel to or from school that is criminal in nature and substantially effects the physical, mental, or moral welfare of a student or the overall safety of the school, be immediately reported to law enforcement.

1. The following crimes are of the type that should be reported to the police:

- Threats:** Conduct or words indicating to another a threat of bodily harm by use of a firearm or dangerous weapon.
- Possession:** Possession of any illegal drugs, firearms or weapons.
- Sexual Abuse:** Any behavior involving inappropriate sexual conduct.
- Arson:** Conduct involving the intentional starting of a fire and causing property damage.
- Assault:** All cases involving an assault where medical attention was required and/or the use of a dangerous weapon was involved.
- Robbery:** Conduct involving the taking of property by force or threat of force.
- Burglary:** Conduct involving the entering or remaining unlawfully on school property with the intent to commit a crime thereon.

2. Minor offenses which involve conduct such as stealing, damaging property, physical violence that does not involve serious injuries and possession of small amounts of marijuana are matters appropriate for handling in the school without the assistance of law enforcement. *
3. Students, district employees and volunteers share with administrators and teachers the reporting responsibilities.
4. Each school district should have a designated liaison within its local law enforcement agency to facilitate immediate reporting. The liaison is the person to whom reports should be made unless that person is unavailable at the time of the report.

* *School districts are urged to develop and utilize youth courts for these minor offenses.*

B. The Responsibility of District Employees and Volunteers

- All district employees or volunteers who learn of a violation of their school's code of conduct, or any other act, which rises to the level of criminal conduct, must notify the principal or his or her designee immediately. Uncertainty as to whether conduct rises to the level of a criminal act does not dissolve these individuals of their reporting responsibilities to the principal or his or her designee.

C. The Responsibility of Students

- All students are expected to immediately report violations of the code of conduct and any criminal activity to a teacher, guidance counselor, the principal or his or her designee.
- Any student observing another student, or any other individual, possessing a weapon, alcohol or illegal substance on school property or at a school function or during travel to or from school, shall report this information immediately to a teacher, the principal, the principal's designee or the superintendent.

D. The Responsibility of School Administrators and Principals

- The principal or his or her designee must notify the appropriate law enforcement agency of those code violations, and any other conduct that occurs on school property or at a school function or in travel to or from school, that is criminal in nature and substantially effects the physical, mental or moral welfare of a student or the overall safety of the school. The notification shall be made to the designated liaison in their local law enforcement agency as soon as practical, but in no event later than the close of business the day the principal or his or her designee learns of the conduct. The notification must include identification of the persons involved in the conduct, the names of any victims and witnesses, notification of anything confiscated and an explanation of the criminal conduct.
- Whenever conduct involves weapons, drugs, assaults involving serious injuries or an inappropriate sexual act immediate notification to law enforcement is necessary.
- Any weapon, alcohol or illegal substance found shall be confiscated immediately, stored in a safe, secure area and promptly turned over to the law enforcement agency after that agency has been notified.

- There shall be minimal investigation by school personnel or administrators. The interviewing of witnesses and potential suspects in criminal offenses requires special expertise and must immediately be placed in the hands of law enforcement. The consequences or products of school conducted interviews could compromise the integrity of criminal prosecution. It may also alert suspects of the potential of a criminal action being commenced that would put law enforcement at a substantial disadvantage. The creation of prior statements is material discoverable through the legal process and the taker of the statements, whether from witnesses or alleged suspects, becomes a potential witness and subject to subpoena. In addition, interviewing witnesses simultaneously and allowing adverse parties to confront each other taints the fact gathering process and, as such, the activity should be reserved for law enforcement personnel.

E. Securing of Crime Scenes

1. It is the responsibility of the principal or designee to ensure that no one tampers with the crime scene before the police arrive.
2. When a crime has been committed, no one should tamper with the scene. The police should be notified and they will take control of securing the scene/evidence.

F. Protocols for Reporting Sex Crimes

- When an incident on school property involves child sexual abuse or any other inappropriate sexual conduct, whether that conduct involves only students or an employee of the school district and a student, that conduct must be immediately reported to the Syracuse Police Department. ** Child sexual abuse is defined by the SAVE legislation as any conduct prohibited by Article 130 or Article 263 of the Penal Law.

** *This protocol is particularly important because the legislature has made mandatory reporters accountable by establishing criminal sanctions for willful failure to make these reports. Education Law Art. 23-B § 1129 (2)(a).*

- The SAVE Legislation, which “defines mandatory reporters,” requires that if the mandatory reporter learns of child abuse in an educational setting, they shall prepare a written report of the allegations and transmit it to the school administrator. The school administrator is to determine if there is reasonable suspicion to believe that child abuse in an educational setting has occurred and upon making such a positive determination forward the report to the appropriate law enforcement agency. Determining if there is reasonable suspicion does **not** involve deciding if the victim is credible or deciding whether or not the suspect is guilty before forwarding such report. It should not require an internal investigation. It should only involve determining if the allegations contained in the report meet the elements of any conduct found within Articles 130 and 263 of the Penal Law.
- School personnel shall not conduct an interview or take affidavits from the victim, witnesses or the potential suspect. This must be left exclusively in the hands of the law enforcement agency.
- This practice will conform to the legislature’s finding that “the investigation of such allegations of criminal conduct must not be undertaken by school personnel but must be the responsibility of law enforcement agencies who are trained and qualified to conduct such investigations. The ‘arms length’ character of law enforcement investigation...will promote the objectivity of such investigations and will protect the rights and interests of the alleged victim, the accused and the school community.” ***

*** *L. 2000, c 180 § 1.*

5. School districts need to expedite this process to adhere to the policy of immediate reporting. Thus the written report from the mandatory reporter must be completed and turned in immediately upon learning of the conduct. The school administrator should immediately review the report, upon receipt, to determine if the information contained in the report meets the elements of any conduct defined in Articles 130 or 263, forward it immediately to the appropriate law enforcement agency. ****

**** *This process conforms with the legislature's 'find[ing] that the reporting of allegations of child abuse in an educational setting must be formal, consistent and well documented.' L. 2000, c 180 § 1.*

G. Child Protective Services Investigations

Administrators and teachers are mandated by the State to report any alleged/suspected child abuse and/or neglect case. Consistent with the district’s commitment to keep students safe from harm and the obligation of school officials to

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

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

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

XII. Visitors to the Schools

The board encourages parents and other district citizens to visit the district's schools and classrooms to observe the work of students, teachers and other staff. Since schools are a place of work and learning, however, certain limits must be set for such visits. The principal or his or her designee is responsible for all persons in the building and on the grounds. For these reasons, the following rules apply to visitors to the schools:

- Anyone who is not a regular staff member or student of the school will be considered a visitor.
- All visitors to the school must report to the office of the principal upon arrival at the school. There they will be required to sign the visitor's register and will be issued a visitor's identification badge, which must be worn at all times while in the school or on school grounds. The visitor must return the identification badge to the principal's office before leaving the building.
- Visitors attending school functions that are open to the public, such as parent-teacher organization meetings or public gatherings, are not required to register.
- Parents or citizens who wish to observe a classroom while school is in session are required to arrange such visits in advance with the classroom teacher(s), so that class disruption is kept to a minimum.
- Teachers are expected not to take class time to discuss individual matters with visitors.
- Any unauthorized person on school property will be reported to the principal or his or her designee. Unauthorized persons will be asked to leave. The police may be called if the situation warrants.
- All visitors are expected to abide by the rules for public conduct on school property contained in this code of conduct.
- Student visitors from other schools, unless they have a specific reason and prior approval from the Superintendent of Schools, shall not be permitted to enter school buildings. New students accompanied by their parents/guardians are always welcome.

XIII. Public Conduct on School Property

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

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

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

A. Prohibited Conduct

No person, either alone or with others, shall:

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

B. Penalties

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

- Visitors. Their authorization, if any, to remain on school grounds or at the school function shall be withdrawn and they shall be directed to leave the premises. If they refuse to leave, they shall be subject to ejection.
- Students. They shall be subject to disciplinary action as the facts may warrant, in accordance with the due process requirements.
- Tenured faculty members. They shall be subject to disciplinary action as the facts may warrant in accordance with Education Law §3020-a or any other legal rights that they may have.
- Staff members in the classified service of the civil service entitled to the protection of Civil Service Law 575. They shall be subject to immediate ejection and to disciplinary action as the facts may warrant in accordance with Civil Service Law §75 or any other legal rights that they may have.
- Staff members other than those described in subdivisions 3 and 4. They shall be subject to warning, reprimand, suspension or dismissal as the facts may warrant in accordance with any legal rights they may have.

C. Enforcement

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

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

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

XIV. Dissemination and Review

Dissemination of Code of Conduct

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

- Providing copies of a summary of the code of conduct and dress code to all students at a general assembly held at the beginning of each school year.
- Making copies of the code (language diverse) to make available to all parents at the beginning of the school year. A video synopsis will be available for general informational meetings. (Suggestion: Conduct meetings twice a year.)
- Mailing a summary of the code of conduct written in plain language to all parents of district students before the beginning of the school year and making this summary available later upon request.
- Providing all current teachers and other staff members with a copy of the code and a copy of any amendments to the code as soon as practicable after adoption.
- Providing all new employees with a copy of the current code of conduct and dress code when they are first hired.
- Making copies of the code of conduct and dress code available for review by students, parents and other community members.

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

XV. Policy and Procedure

A. Sale, Distribution, Possession, or Use of Illegal Drugs/Alcohol on School Property or at School Functions

Refer to Administrative Bulletin No. 27 and Board of Education Policy No. 3280.5

When a student is identified by a staff member to be selling, distributing, using, in possession of, administering drugs/alcohol to self or others, admitting to be under the influence of drugs/alcohol, or determined to be under the influence of alcohol on school property or at school functions, the following procedures shall be used:

- The principal shall notify the Syracuse Police Department and every effort will be made to contact the student’s parents, and in the case of illegal drugs, the material will be confiscated.
- The student shall be immediately suspended to the superintendent of schools for a hearing under Section 3214 of the State Education Law. (A counselor or other representative from the Pupil Service staff shall be in attendance at all hearings.)
- Where the sale, distribution, possession or use of illegal drugs/alcohol has been established by reasonable evidence or by court conviction, the student involved shall not be readmitted without the approval of the superintendent of schools or his/her designee.
- In all matters relative to Section 3214, the student shall have appointed a counselor or someone else designated by Pupil Services. This staff member shall see the appropriate referrals to services are complete, and prior to reentry to school, he/she will ensure appropriate support systems have been established.

*Students who are disciplined for any of these infractions
will be mandated to the intervention services established by this policy.*

B. Temporary Medical Exemption

When any student is suspected by a staff member to be acting in an atypical manner due to a suspected medical impairment or presents a danger to him/herself or others due to the medical impairment, the staff member shall notify the building principal immediately. The student shall be seen by a member of the School Health Services Department to determine the appropriate medical action to be taken.

In the case where a student is acting in an atypical manner due to suspected medical impairment, the following procedures shall be used:

- The student shall be given a temporary medical exemption by the director of health services or designee (school nurse).
- The parent/guardian shall be notified of the temporary medical exemption by the director of health services or designee (school nurse). The parent shall also be informed that the office of the director of health services (435-4145) and the school nurse will be available to answer additional questions and/or concerns and provide assistance in securing a medical review by a physician.
- While medically impaired, the student shall be released only to the parent/guardian. When parental contact cannot be made, the director of health services or designee will act as locum parentis and determine further action to be taken.
- The student shall be seen by a health care provider to ascertain the nature of the problem and shall return to school when clearance can be obtained from the health care provider and presented to the school nurse.
- In the event the student does not have a health care provider, the student will be seen by the medical director or his designee at the earliest possible date prior to reinstatement to school.
- The principal or designee shall monitor the student to insure compliance to these procedures within a three-day period.

C. Possession of Dangerous Weapons/Objects

Strict adherence to the following regulation for student behavior is required to insure the safety of students and faculty. No student shall be allowed to have in his/her possession any (legally defined) dangerous weapon/firearm (see definition), or any object which could be used to inflict bodily injury to another person while on school grounds, enroute to or from school, or attending a school activity.

Dangerous Weapons/Objects

If a student violates this rule, the following procedures should be initiated:

- See Searches and Interrogations.
- After reviewing the facts surrounding the incident, the police and building administrator shall contact the superintendent's designee for student behavior to schedule a hearing for the student.
- The student shall be suspended and apprised of the forthcoming disciplinary action. (A copy of the suspension letter should be sent to the superintendent's designee).
- The building administrator shall notify the student's parent(s) or legal guardian(s) by telephone and United States mail that the student has been suspended, what the specific offense is and that the child is subject to a hearing.
- Other objects not listed below, not necessary to the pursuit of the student's educational program, and which constitute a danger to the health and safety of others, shall be confiscated. The student's parent(s) or legal guardian(s) shall be notified of the incident. If the facts established warrant further disciplinary action, the student shall be suspended by the building administrator.

D. Administrative/Entry Searches (Metal Detectors)

The Board of Education recognizes its responsibility to take reasonable steps to ensure that students have a safe learning environment, along with its responsibility to respect the Constitutional rights of students and visitors.

- Introduction
This procedure will be used when necessary to ensure student safety based on circumstances and information brought to the attention of administrators. Searches under this policy may be conducted when such information gives the administration a reasonable suspicion that weapons are or will be on school property. Searches under this policy may be authorized only by the Superintendent of Schools or, in his absence, by his designee. However, this

policy shall in no way restrict the ability of administrators, staff and/or police to conduct searches of individual students or visitors based on reasonable suspicion. Decisions to recommend searches will be made by District administrators knowledgeable about the particular school, its students and this policy.

- Purpose

The purpose of the metal detector scan is to prevent concealed weapons from entering the school environment and to identify concealed weapons and contraband. At no time is the degree and nature of the search to go beyond what is necessary to allow staff to discharge its responsibility for the safety of the students. If weapons or other contraband are found in the possession of any person on school property, such evidence shall be referred to the police. Additionally, such evidence may be used for student disciplinary purposes.

- Notification

Signs will be posted outside the building at every entrance in order to provide notice to all persons entering the school that they are subject to a screening for weapons as a condition of entry.

- Procedure

The principal or his/her designee must be present to observe the scanning of students. In the case of multiple sites within the school or activity area, designees must be assigned to each site to ensure proper coordination, accurate reporting and a comprehensive evaluation of the scanning procedures.

All students and visitors entering the school or program may be searched. However, when necessary (e.g., excessive delays for unanticipated circumstances, inclement weather, backlog of persons) the principal may elect not to screen every person. In such cases, the principal will employ one or both of the following methods:

- screen on a predetermined random basis.
- allow a predetermined number of persons to enter without being screened; then resume screening all persons.

Under no circumstances may school officials single out a particular individual or individuals to be searched, unless there is reasonable suspicion to believe that such person or persons are in possession of a weapon.

- Use of Hand-Held Detectors

- Weapon scanning of persons will be conducted, where possible, by school officials of the same sex as the individual seeking admission to the building. Scanning will not be conducted by “in-house” police officers except at the direction of other police officers.
- Another school official who is not conducting the scan will greet the individual, explain the process, and give directions as needed.
- Prior to scanning, individuals will be asked to place bags, parcels and/or coats on a table and to remove any metal objects (which will set off the scanner) from their pockets and place them in a tray. Bags, backpacks, parcels and/or coats will also be scanned.

- Class Attendance
Persons who refuse to cooperate will be referred to the principal for appropriate action. Where a student refuses to consent to a search, such student shall not be permitted to attend class unless the District can ascertain that the student is not a danger to students and staff. Students who refuse to be scanned with hand-held detectors may be charged with insubordination. Before a student is so charged, administrators will determine whether the student's refusal has a reasonable basis. If it is determined that such reasonable basis exists, the student will be allowed to attend classes. If no reasonable basis can be ascertained, the student's parents will be contacted to discuss the scanning program. If cooperation is not received from the student and parent, the student will be denied access and detained until released to a parent or other responsible adult. If necessary, a student who is denied access may be detained until the end of the school day and released to a parent or other responsible adult.
- Athletic Contests, Optional Programs, and Extracurricular Activities
Persons refusing to cooperate with the scanning procedure prior to entry into an athletic contest, optional program or extracurricular activity, will be denied entry.
- Response to Activation of the Metal Detector
 - When a detector is activated, the thoroughness of the search may vary depending on the evidence revealed from the initial search and observations.
 - If the detector is activated while scanning a bag or parcel, its owner will be requested to open the bag or parcel and remove any remaining metal objects which may set off the scanner. The school official will then conduct a second scan. If the second scan still activates the metal detector, the school official will then examine the contents for weapons. If items in the bag or parcel must be shifted to provide a better view, the school official will use a dowel stick or ruler to do so. Reasonable efforts shall be made to protect student privacy by not emptying the contents of bags and backpacks in plain view of other students and visitors.
 - If the metal detector activates on a person and the source of the alarm is not apparent (e.g., jewelry), the school official conducting the scan will direct the individual to remove, if possible, any remaining metal objects from his/her person and will conduct a second scan. If the detector activates again, the principal/designee shall direct a member of the staff to escort the individual to a separate and private area (e.g., an office) and to conduct a search in accordance with the procedures outlined below.
- Search Procedure — Searches of Persons
 - If a search must be conducted, the Syracuse Police Department will be contacted (see Searches and Interrogations).
- Discovery of Contraband
 - If weapons or other contraband are found in the possession of any person on school premises, the Syracuse Police Department will be contacted for possible criminal prosecution.
 - In cases where the police do not arrest the individual, the procedures for sending contraband to the Administrator for Student Behavior are to be followed.
- Return of Property
All property removed from an individual which is illegal or not permissible will not be returned to that individual upon completion of the search.
- Sweep of School Grounds
Immediately following completion of the search, a perimeter sweep of the school grounds for weapons will take place under the direction of the Syracuse Police Department, and nothing in the procedures set forth above shall limit the authority of a school official to question an individual when there is a reasonable suspicion that a particular individual is in possession of a weapon or any other contraband.
- Signs to be Posted Permanently at all Public Entrances

NOTICE

Outside the Building at Search Stations

WEAPONS AND ILLEGAL SUBSTANCES ARE NOT PERMITTED IN OR UPON SYRACUSE CITY SCHOOL DISTRICT SCHOOLS, GROUNDS AND FACILITIES. ALL PERSONS ENTERING THIS

BUILDING ARE SUBJECT TO A METAL DETECTOR SCAN AND A PERSONAL SEARCH. BAGS AND PARCELS ALSO MAY BE SEARCHED BY MEANS OF METAL DETECTING DEVICES BY HAND OR OTHERWISE. ANY PERSON ENTERING DISTRICT PROPERTY IS DEEMED TO HAVE CONSENTED TO SUCH SEARCH OF PERSON AND PARCELS. REFUSAL TO COOPERATE WITH A SEARCH MAY RESULT IN THE DENIAL OF ENTRY AND/OR DISCIPLINARY ACTION.

Reference Board of Education Policy 5300 R.55

At Search Stations

TO AVOID DAMAGE, FLOPPY DISKS, COMPUTER DISKS, AND CASSETTE TAPES SHOULD BE REMOVED PRIOR TO SCANNING.

E. Sexual Harassment Policy of the Syracuse City School District

Preamble

It is the policy of the Syracuse City School District that all members of its school community have a right to work, learn, or visit in a harassment free environment. In the Syracuse City School District, sexual harassment in any form is unacceptable and will not be tolerated. The District will take all necessary steps to ensure that the District shall be free from sexual harassment.

• General Statements

- Sexual harassment is a form of sex discrimination that violates the law.
- It shall be a violation of this policy for any student or employee of the school district, or third party subject to the control of school authorities (such as volunteers), to harass a student, an employee, or such third party, through conduct or communication of a sexual nature as defined by this policy.
- Sexual harassment in the school district by any student, employee or third party subject to the control of school authorities shall result in appropriate disciplinary action and may lead to personal legal and financial liability. Sexual harassment can also lead to the filing of criminal charges through the court system.
- Complaints will be addressed in a sensitive and expedient manner by investigators, ideally of both sexes.
- There will be no retaliation against students, employees or third party subject to the control of school authorities for reporting sexual harassment or assisting the school district in the investigation of a complaint.

• District Responsibility

The District shall take steps to prevent sexual harassment from occurring, such as affirmatively raising the subject, expressing strong disapproval, developing appropriate sanctions, informing students and employees of their rights to raise and how to raise issues of sexual harassment under Title VII and Title IX and developing methods to educate and sensitize the school community.

• Definitions

- Harassment on the basis of sex is a form of sexual discrimination and is defined as “unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature” when:
 - ⊙ submission to such conduct or communication is made either explicitly or implicitly a term or condition of a person’s employment or advancement or the evaluation of a student’s performance or grades or student’s participation in school programs or activities; or
 - ⊙ submission to or rejection of such conduct or communication by an individual is used as a factor affecting the individual’s employment or education; or
 - ⊙ such conduct or communication has the purpose or effect of unreasonably interfering with an individual’s employment or education, by creating an intimidating, offensive or hostile environment.
- Sexual harassment generally falls within one of two broad categories:
 - ⊙ Situations in which the person is confronted with an implied or explicit threat concerning the terms or conditions of his employment, or grades or participation in school activities.
 - ⊙ Situations in which no tangible threat or negative consequence is apparent but where the harassment creates an offensive, abusive or hostile environment.

— The following unwelcome behaviors can constitute sexual harassment as set forth in Sections III A and B above:

© Unwelcome Verbal Conduct:

- v sexual advances or propositions
- v sexual innuendos, or suggestive comments or telephone calls
- v jokes of a sexual nature
- v sexually degrading words to describe an individual or an individual's body
- v verbal threats of a sexual nature
- v demands for sexual activity
- v whistling or obscene gestures of a sexual nature

© Unwelcome Nonverbal Conduct:

- v displaying of sexually suggestive objects or pictures
- v obscene or sexually suggestive gestures or materials

© Unwelcome Physical Conduct:

- v physical contact, including touching, pinching or brushing the body
- v any type of coerced sexual activity, assault or attempted assault

• Conciliation and Complaint Procedures

The complainant has the option to request an informal conciliation procedure and/or a formal complaint procedure.

— Informal Conciliation Procedure

- © For informal conciliation, individuals should confer with the building principal or immediate administrative supervisor to achieve prompt resolution.
- © The building principal or immediate administrative supervisor shall have the final determination on all such matters in the conciliation procedure.
- © Should the complainant feel that conciliation has not been reached, the complainant has the right to initiate the formal complaint procedure.

— Formal Conciliation Procedure

- © Any person who alleges sexual harassment by any staff member, student or third party subject to the control of school authorities should file a formal complaint directly to the building principal or immediate administrative supervisor of the accused or the District Title IX Coordinator or his/her designee following the procedure as specified below. The District Title IX Coordinator may be reached by calling the District's personnel office.
- © A person choosing to file a formal complaint has the following options: S/he may file the formal complaint with the building Principal or immediate administrative supervisor of the accused or directly with the District's Title IX Coordinator or his/her designee. Should the building principal or immediate administrative supervisor or the district superintendent or a member of the Board of Education be the subject of the complaint, the complainant should refer the complaint directly to the Title IX Coordinator or his/her designee. Should the Title IX Coordinator be the subject of the complaint, the complainant should refer the complaint directly to the Superintendent. The administrative procedures for handling the complaint are:
 - v Filing with the building principal or immediate administrative supervisor:
 - ⇔ Within one work day of receipt of a written or oral report of sexual harassment, the building principal or immediate administrative supervisor will:
 - o supply the complainant with the District's sexual harassment packet
 - o have the complainant read the material in the sexual harassment packet or have the material read to her/him and initial it to indicate her/his understanding of the procedure
 - o have the complainant write the complaint on the District's complaint form and present it to him/ her, or verbalize the complaint to the building principal or immediate administrative supervisor for him/her to complete the form.
 - ⇔ The building principal or immediate administrative supervisor will verify the completeness of the information, and will forward it within one work day to the Title IX Coordinator or his/her designee. The complainant will retain a copy of the complaint and the building principal or immediate administrative supervisor will send another copy to the superintendent. Failure to forward any sexual harassment complaint in accordance with these procedures may result in disciplinary action.
 - v Filing directly with the Title IX Coordinator:
 - ⇔ The Title IX Coordinator or his/ her designee will:
 - o supply the complainant with the District's sexual harassment packet
 - o have the complainant read the material in the sexual harassment packet or have the material read to her/him and initial it to indicate her/his understanding of the procedure

- o have the complainant write the complaint on the District's complaint form and present it to him/her, or verbalize the complaint to the Title IX Coordinator or his/her designee for him/her to complete the form.
 - ⇔ The Title IX Coordinator or his/her designee will verify the completeness of the information and will send copies of the form to the complainant, the building principal or immediate administrative supervisor of the accused and the superintendent, with one retained by the Title IX Coordinator for record.
- v Filing with the superintendent should the Title IX Coordinator or his/her designee be the subject of the complaint
- ⇔ The superintendent or his/her designee will:
 - o supply the complainant with the District's sexual harassment packet
 - o have the complainant read the material in the sexual harassment packet or have the material read to her/him and initial it to indicate her/his understanding of the procedure
 - o have the complainant write the complaint on the District's complaint form and present it to him/her, or verbalize the complaint to the superintendent or his/her designee for him/her to complete the form.
 - ⇔ The superintendent or his/her designee will verify the completeness of the information and will send a copy of the form to the complainant, with one retained for record.

Disposition of Complaint

- ⇔ The Title IX Coordinator or his/her designee will:
 - o initiate an investigation within ten (10) working days or sooner of receipt of a completed complaint form. The building principal or immediate administrative supervisor may assist with this investigation.
 - o issue a written determination within an additional ten (10) working days or sooner.
 - o have the power to extend this deadline under circumstances which he/she deems reasonable including, but not limited to, summer or other vacations, illness, availability of staff, students, or third parties subject to the control of school authorities
 - o If the Title IX Coordinator or his/her designee substantiates the allegations it is referred to the district superintendent or his/her designee for the appropriate disciplinary action pursuant to law.
 - o The complainant or the accused may appeal the decisions of the Title IX Coordinator or his/her designee or the superintendent or his/her designee through regular district appeal processes.
 - o If a complaint is upheld, the District will apply appropriate relief for the complainant when warranted.
- ⇔ The employer and its agents shall respect the right to confidentiality of the complainant, witnesses (if any) and the accused. The complainant, witnesses and the accused shall be encouraged also to maintain confidentiality. This right will be respected consistent with the school district's legal obligations and with the necessity to investigate allegations of harassment and to take disciplinary action when warranted.
- ⇔ The employer and its agents, the complainant and the accused have the right to representation. At all stages of the complaint procedure the complainant and the accused have the right to notice of the proceedings and the opportunity to be heard.
- ⇔ The school district will notify the parents of a student who complains of or is a witness to sexual harassment when the student comes forward with a complaint or report.

- Sanctions

- A finding of sexual harassment by the Title IX Coordinator may result in disciplinary action against the employee under the provision of New York State Education Law and/or Civil Service Law. Under the provision of those laws, employees are entitled to answer the formal charges, to have a hearing on the charges, and to be represented by attorney or a representative of the union. If the employee is found guilty of the

charges, he or she is subject to disciplinary actions that may consist of a letter of reprimand placed in the employee's personnel file, suspension from work without pay, or dismissal.

- Under part 83 of the New York State Commissioner of Education's Regulations, a report to the Commissioner is mandated if evidence shows that a teacher lacks "good moral character." Accordingly, a teacher's certification may be affected.
- A substantiated charge against a student in the school district shall subject that student to appropriate disciplinary action which may include verbal or written reprimand, suspension, expulsion, or other action consistent with the policies of the New York State Education Department and the law.
- The result of the investigation of each complaint filed under these procedures will be reported in writing to the complainant by the school district. The report will document whether disciplinary action has been taken.

- Retention of Records

All documents, including final reports, concerning allegations of sexual harassment, regardless of the outcome of the investigation, shall be kept in a confidential file with the Title IX Coordinator.

F. Disenrollment for Non-Attendance

Effective July 1, 1992, the amendment to State Education Law 3205, subdivision 1, relating to compulsory education, now requires that students remain in attendance "until the last day of the session in the school year in which the minor becomes 16 years of age.

A student whose age is above the compulsory education law may be disenrolled from school for non-attendance when s/he has been found to be illegally absent for twenty consecutive school days. Written notification shall be sent to the home of the student who has been illegally absent 20% or more of the time since the school year began. If the attendance pattern continues, and the student is found to be illegally absent for twenty consecutive school days, a certified letter shall be sent to the home of the student indicating that s/he has been disenrolled for the remainder of the school year.

A parent wishing to appeal his/her child's disenrollment may do so by requesting a hearing under the provision of Education Law 3214. Such a request should be made directly to the Superintendent's Designee for Student Behavior. When a parent appeals the disenrollment of his/her child, the hearing shall be held within ten (10) days of the appeal.

G. Student Grievance Process — High Schools

The Student Grievance Process was developed by the Superintendent's Student Cabinet in 1971 and officially became School District policy on September 25, 1972, with the issuance of Secondary Bulletin No. 103, Administrative Bulletin No. 136, and Board of Education Policy No. 3250.1. The grievance process is designed to provide a method for students to resolve legitimate differences or problems between student(s) and staff members. The process does not seek to discredit staff members and administrators, or their positions in the schools, but it does recognize that in certain instances a method for reconciling differences is necessary.

- Definition of a Legitimate Grievance

- A Student(s) May Use the Grievance Process for the Following Reasons:

- © When the behavior of any staff member (teacher, counselor, custodian, cafeteria staff, aide, administrator, etc.) willfully imposes upon a student(s) the ethical, social or political values of the staff member.
- © When a staff member discriminates against a student(s) on the basis of race, creed, national origin, sex, personal appearance or handicapping condition.
- © When a staff member consistently denies the student(s) the right to participate in setting the objectives, selecting the activities and evaluating the progress of his/her learning.
- © When any staff member arbitrarily or unfairly grades a student(s).
- © When a staff member unfairly or discriminatively applies policies or regulations of the City School District, the school or the Student Behavior Code.

- ⊙ When a City School District policy or regulation or a school building practice is seen as having the potential to be contrary to students' interests. (Such a grievance should be accompanied by a petition from a substantial number of students since it constitutes a challenge to the rightness of a general rule rather than its specific application.)
- ⊙ When any other situation not covered in Section A above is agreed upon by the parties involved to be legitimately grievable.

— No Student Shall be Able to Bring a Grievance on the Basis of the Following:

- ⊙ The instructional methods of a staff member, unless such methods include behavior defined in Section A above.
- ⊙ The personal habits or behaviors of a staff member which do not directly involve or apply to a student or students.
- ⊙ The race, creed, national origin, sex, personal appearance or handicapping condition of a staff member.
- ⊙ Any other situation not covered in Section B of Part I above which is taken to the Grievance Review Board and declared not legitimately grievable.

- Steps of the Grievance Process

Step 1 is an informal conference between the student(s) and staff member which occurs when both parties have agreed the issue is legitimately grievable. (If acceptable to both parties, an agreed upon mediator may be used in this process.) It is expected that most issues can and will be resolved at Step 1.

Two situations (A and B below) can arise when resolution is not reached which require additional procedures:

- If the student(s) and staff member cannot agree the issue is legitimately grievable, the student shall send a written request to the appropriate area director for secondary schools, who is the chairperson of the Grievance Review Board, to determine if the issue is grievable. The student may choose to write a detailed description of the circumstances or prefer to make a written request to personally explain the basis for the grievance. In either instance, it is desirable that the presentation not specifically name the staff member(s), the school, the academic area, or others involved in the issues. If the Grievance Review Board determines the issue is grievable, Step 1 of the process is restarted.
- If the student and staff member cannot resolve a grievable issue at Step 1, the student(s) may go to Step 2.

Step 2 is a semi-formal conference between the student(s), staff member, and the principal.

- ⊙ The student must make a written request to the principal for this conference within three school days after failure to reach resolution at Step 1. The conference shall be held within five school days after receipt of the written request. A written decision must be given to the aggrieved parties within three school days following completion of the conference.
- ⊙ Written information and witnesses may be brought in. At this step and beyond, both the student(s) and staff member may be accompanied by one other person of their choosing.

If either party does not agree with the decision of the principal, Step 3 may be used.

Step 3 is a formal hearing of the case by the appropriate area director. Area directors are involved when either party in the grievance procedure wishes to appeal the written decision of the principal, or when the principal is the staff member involved in the grievance.

The student (or staff member) must request the hearing in writing within three school days following receipt of the principal's written decision and the hearing shall be held within five school days following receipt of the written request. A written decision by the appropriate area director for secondary schools shall be given within three school days following completion of the hearing.

- © If the staff member involved in the grievance is the principal, the student shall bypass Step 2 and proceed to Step 3.
- © Delay beyond the limits outlined in Step 2 and Step 3 above permits movement to the next step of the procedure.
- © Delay beyond the limits outlined in Step 3 above permits movement to the next step of procedure.

Step 4 is the last step and consists of written request by the student for a formal hearing by the Superintendent of Schools. The Superintendent shall provide a written decision which is final within the framework of the Student Grievance process. The time frames for the appeal, the hearing, and the written decision are the same as for Step 3 above.

- Student's Rights and Protection
 - A student(s) shall not be punished or penalized for bringing a grievance.
 - A student(s) has the right to take the grievance to the next higher step if she/he feels the decision or settlement is unjust or inadequate.
 - A student shall not be required to repeat any steps of the grievance procedure; however, a student may use the process only once for the same alleged grievance.
 - A student(s) has the right to withdraw the grievance at any point in the process.

H. Parent Concerns: Procedures for Solutions

If you have a concern about your child's performance and/or progress in school or a concern about a staff member's conduct and/or performance, please follow this procedure:

- Contact the staff member and schedule a conference.
- If the conference fails to satisfactorily resolve the issue, contact the building principal and schedule a conference. (If the problem is with the principal, begin contact with step 3.)
- If the issue remains unresolved, contact the office of the area superintendent and request assistance. The appropriate area director for elementary or secondary schools will gather the facts and schedule a meeting with all interested persons. The director will act as an arbitrator and recommend a course of action.
- If the area director for elementary or secondary school's action plan does not resolve the issue, please state the problem/concern in writing to the superintendent. A hearing officer will conduct a formal inquiry, develop a course of action necessary to reach agreement, and authorize implementation. This step will be completed within five school days following receipt of your written concern

I. Student Records

The schools collect and maintain student records to report the growth and development of individual students, to provide information to parents and authorized staff and to establish a basis for the evaluation and improvement of school programs.

Student record information contained in the CUMULATIVE RECORD, also known as a permanent record, includes records of subjects and grades, credits, awards, promotions, standardized test information, school attendance records, health data and other information that serves the educational interests of the student.

According to the Family Education Rights and Privacy Act, the following people, under the following circumstances, may have access to student records without the need for a release.

- All school personnel who have a legitimate educational interest in the student.
- Parents or legal guardian, upon written request, rights of access, review, release of records to parents/guardians are relinquished to the student when the student has reached 18 years of age.
- Officials of other schools or school districts in which the student enrolls.
- Authorized representatives of the United States government for the purpose of auditing federal projects.
- Persons who need student information in connection with student's applications for or receipt of financial aid.
- Organizations or individuals approved by the Superintendent of Schools or his/her designated representative for the purpose of conducting educational studies.

Requests for student information shall not be released to other third parties without the written authorization from the parent, guardian or the student 18 years of age or older.

A person who has the right to access also has the right to copy records or receive copies of the record at his/her expense.

All records will be retained in the last school attended. Records for schools that have been closed are microfilmed and stored at the Student Record Office. According to law, student records must be retained for 50 years after a student has graduated from a Syracuse Public School; the record is held at the school for a period of 6 years and then sent to the Student Records Office for microfilming.

Parents or legal guardians shall have the right to see their child's records and request deletion of inaccurate, misleading or inappropriate data. If agreement between parent and school cannot be reached concerning expunging of material from a student's record, the parent may request a hearing before a disinterested third party. In each case the hearing officer will be a certificated person designated by the Superintendent of Schools.

J. Parental Access to Student Information

Non-custodial parents may receive educational information regarding their children under the following conditions:

- That the non-custodial parent complete and sign a permission form which authorizes the District to allow access to this information. This "Permission Form for Non-Custodial Parent" is completed at the school.
- That the permission form be completed yearly (valid until September 1 of the next school year.)
- That specific legal decision documenting the denial of information to the non-custodial parent negates the above in those individual situations.
- When completed, the school will forward a copy of the completed "non-custodial permission" form to the Data Processing Department.

Divorced/separated custodial parents have automatic access to educational information; they do not need to complete the permission form. Students living part-time with each parent are included in this category.

The school will notify the Data Processing Department, in writing, of the names and addresses of custodial parents who reside separately and wish to receive data processed information.

— Data Processing Department Procedures

- ⊙ The Data Processing Department will enter the names and addresses of appropriate non-custodial parents and of all divorced/separated custodial parents into the data base.
- ⊙ Subsequently, all information that is communicated to parents, via the data processing system, will be transmitted separately to these parents.
- ⊙ Where appropriate, the Data Processing Department will also share this information with the Special Education Department.

— Building Level Procedures

Upon request, school based information not connected to Data Processing must be shared with authorized non-custodial parents and divorced/ separated custodial parents.

- ⊙ Building administration is responsible for organizing a system which informs staff of parents eligible to receive information under these guidelines.
- ⊙ A system must also be developed so that office staff will make available to these parents, copies of report cards (not generated through Data Processing), retention letters, disciplinary letters, medical notices and general information.
- ⊙ A building organization for verbal communication is also required. Verbal communications include parent/teacher conferences, classroom visits, access to superintendent suspension hearings and the District Committee on Special Education proceedings.

K. Policy on Student Mobility

It has been determined that numerous moves at the elementary school level have serious negative effects on student achievements; and that it is possible to control this effect by limiting the number of schools to which students are allowed to transfer.

Beginning with the 2006-2007 school year, students will not be allowed more than one (1) school change during the elementary school years, excluding students assigned to alternative school programs.

Parents of children who have already been in three schools will receive a letter informing them that no further school changes will be allowed during the elementary school years.

The Pupil Services Department administration will chair an appeals committee that will serve as the body to review parental appeals to this policy on a case by case basis.

For evaluation purposes, this policy will be monitored on a yearly basis to determine the impact of lowered mobility.

L. Policy for Students with Disabilities Under Section 504 of the Federal Rehabilitation Act of 1973

It is the responsibility of the Syracuse City School District to identify and evaluate students with disabilities under Section 504 who, within the intent of Section 504 of the Rehabilitation Act of 1973, need special services or programs in order that such students may receive the required free appropriate education. A free appropriate education consists of regular or special education and related aids and services that are designed to meet the disabled student's needs as adequately as the needs of nondisabled students are met. Each qualified student within the District who is eligible to receive regular or special education or related aids or services, regardless of the nature or severity of the condition necessitating such programs or services, shall receive a free appropriate education in the District.

For purposes of this policy, a student who may need special services or programs within the intent of Section 504 is one who:

- Has a physical or mental impairment that substantially limits one or more major life activities (e.g. learning); or
- Has a record of such impairment; or
- Is regarded as having such impairment.

Students who are identified as disabled individuals with exceptional needs under the Individuals with Disabilities Education Act, 20 U.S.C. § 1400 et seq. (IDEA) and Article 89 of the New York Education Law and part 200 of the State Commissioner's regulations which implement the IDEA, are not addressed under this policy. The needs of such students are met through the Committee on Special Education (CSE) and its policies and procedures and under the applicable state and federal laws and regulations.

M. Title IX

In 1972 Congress passed a law which prohibits discrimination because of sex in federally funded education programs. This amendment is known as Title IX. This regulation covers all aspects of sex discrimination in schools with regard to admissions, treatment of students and employment. An educational program or activity receiving federal funds is covered by Title IX regulations with certain specific exemptions.

Title IX states that discrimination is prohibited with regard to access to and participation in courses and extracurricular activities including clubs and competitive athletics. The regulations further provide that no course may be required on the basis of sex. This means that no course may be offered to only one sex. In addition, preference in admission to courses may not be made on the basis of sex, nor may courses be described as being more appropriate for one sex or the other. The one exception is that separate sessions of otherwise co-educational classes may be allowed when the materials and discussion deal exclusively with the subject of human sexuality. Schools may not offer separate sections for physical education. The regulations, however, do include the following qualifications to that rule:

- Within classes, students may be separated by sex for contact sports such as wrestling, boxing, basketball or football.
- Within classes, students may also be grouped by ability, even if such groupings result in single sex or primarily single sex groups. Sex may not, however, be the criteria for such groupings.
- In the instance where a single evaluation standard, such as requiring all students to do 60 pushups to get a passing grade, has an adverse impact on one sex, schools may use a different evaluation standard or standards in physical education.

In the areas of intra- and intermural and extracurricular athletics, the final regulations do not require single, coeducational teams for all sports. Where selection is based on competitive skill or the activity involved is a contact

sport, athletics may be provided either through separate teams for each sex or through a single team open to both sexes. If separate teams are offered, a school may not discriminate on the basis of sex in providing necessary equipment or supplies, or in any other way.

In the areas of vocational education, vocational schools may not, for example, excuse discriminatory admissions practices by arguing that it has always guaranteed jobs to its graduates but cannot guarantee jobs to both sexes. Furthermore, a school may not assist a discriminatory employer by referral of students or in any other matter.

N. Food Service Policies

Lunch menus are sent home on a monthly basis. Reduced and free breakfast and lunch are based on family income. Applications will be sent home during the first few days of school. To ensure that your child, if eligible, receives a free or reduced price meal, you must fill out a new application every year. Send the application to school with your child. Please read carefully all of the information contained in the letter and application you receive. Uncompleted applications will be returned to you for completion, which will result in a delay in your child receiving free and reduced meals. Only one application is necessary for each family, regardless of the number of eligible students. Foster children will require a separate application. After we have processed your application, your child will receive either free or reduced priced meals, unless the Food Service Department notifies you otherwise. In some cases Social Services sends you a letter saying you are approved for a free meal without filling out an application. Send a copy of the letter to your child's school.

Charging is not allowed in any school. Breakfast charging is not allowed in any building. We encourage prepayment as all schools have an accounting system. Checks are accepted. Make checks out to your cafeteria.

O. Academic Eligibility Program

Philosophy

The Syracuse City School District values and encourages student participation in extra curricular activities including athletics, drama, musical productions, school sponsored clubs, and other non-credit bearing areas. These activities are an integral part of the educational program offered by the District. Through extracurricular participation, students will foster academic, personal, and social development. When students participate in school activities, they are ambassadors of their school and community; therefore, participation is a privilege and not a right. In order to be a well rounded individual, students who participate in school sponsored extracurricular activities must maintain certain academic standards. It is our belief that students who understand the importance of maintaining academic standards will be positive contributors to our School District and society.

In order to motivate as many students as possible to participate in extracurricular activities, a two-tiered policy has been developed. It is hoped that students in the lower grades who have academic difficulties will continue to be involved in these activities thereby motivating academic improvement. Students in the upper grades are expected to perform at as high a level as possible in order to achieve successful graduation.

Measures and Consequences

	Lower Grade Levels: Grades 7 and 8 and 1st year H.S. students*	Upper Grade Levels: 2nd, 3rd, and 4th years H.S. students*
1 Failure	Monitoring	Monitoring
2 Failure	Probation	Probation/Limited Participation
3 Failures	Limited Participation	Ineligible
> 3 Failures	Ineligible	Ineligible

* *Determined by first year of entry into high school (cohort). For example, a second year ninth grader would be considered a second year high school student.*

Monitoring

- Student continues to participate.

- Progress is monitored weekly in all classes through progress reports.
- Monitoring continues until all courses are passing as evidenced by the next report card.

Probation

- Student continues to participate.
- Progress is monitored weekly in all classes through progress reports.
- Student has two weeks to improve at least one course to passing after which student would move to monitoring for the second course.
- If neither grade is improved, student moves to limited participation.

Limited Participation

- Student may continue to participate, but may not compete, perform, or represent for their activity organization.
- Progress is monitored weekly in all classes through progress reports.
- Student has two weeks to improve at least one course to passing after which student would move to probation for an additional two weeks.

Ineligible

- Students in activities other than athletics may not participate until grades are re-assessed in the next report card.
- Student athletes may not participate for the remainder of their current sport season. Additionally, if their grades have not improved, or if there is not a report card before the next season, they will be ineligible for the next season as well.

Improvement

- Students who improve their passing grade status will move up to the next level and have an additional two weeks at that level.

June Grades and Summer School

- June grades will only count for “Upper grade levels”.
- Lower grade levels will start with a “clean slate” each September. However, lower level students will be monitored beginning with the first full week of school in September. Students who produce a report card indicating no failures from the previous June may be exempt from this process. The fourth week of monitoring will be evaluated based upon the previous chart.
- Summer grades will count towards eligibility.

Appeal Process

A student and/or parent/guardian has the right to appeal an ineligibility status. The request for an appeal must be made within three school days after being notified of ineligibility and should be submitted to the principal or his/her designee. The student, parent/guardian, staff member in charge of the activity, guidance counselor, designated administrator, and any other appropriate adult will meet in a timely manner to determine eligibility status. At such time, the student and/or parent guardian will bring to the meeting any and all documents or related facts that would state the case for appeal. The decisions of the appeal panel will be final.

Extracurricular Activities Defined

All extracurricular activities, including athletics that are identified in the Unit 1 contract, will adhere to these eligibility standards. If there is a question about whether an extracurricular activity must meet these standards, it shall be decided by the Deputy Superintendent or his/her designee and the Syracuse Teachers Association President or his/her designee.

P. Tobacco Policy – Smoking on School Premises

Due to the health hazards associated with smoking, and in accordance with the Federal and State law, the Board of Education prohibits smoking or other tobacco use, possession, or sale of tobacco products in all school buildings, on school property, or at school-sponsored activities.

No student, staff member, or school visitor is permitted to smoke, inhale, dip, or chew tobacco at any time, including non-school hours:

- In any building, facility, or vehicle owned, leased, rented, or chartered by the District or transportation of children in private vehicles for school purposes or while representing the District.
- On school grounds, athletic grounds, or parking lots, including personal vehicles parked on school property.
- At any school-sponsored event held off campus.

Tobacco advertising and tobacco promotional items are prohibited at all school-sponsored events, on school grounds, or in school vehicles or publications.

In addition, a student is not permitted to possess a tobacco product on school grounds or at school activities.

The provisions of existing policies that address the use and possession of cigarettes shall apply to all tobacco products.

The District's smoking policy shall be prominently posted in each building. The Board of Education designates the Superintendent of Schools or his/her designee as an agent responsible for informing individuals smoking in a non-smoking area that they are in violation of Article 13 of the Public Health Law and/or Federal Pro-Children Act of 1994.

Q. Implementation of the Student School Voluntary Transfer Program (V.T.P.)

Pupil Services Bulletin No. 242 (January 1, 1999)

3013.1

Revision of the Policy and Procedure

Whereas the Syracuse City School District initiated a Student Option and School of Choice (SOSOC) program on January 1, 1993; and

Whereas staff has recently reviewed this policy and recommended modifications based on current information and circumstances; now, therefore, be it

Resolved That the Revision of the Policy and Procedure to Implement the Student Voluntary Transfer Program, distributed to the Board of Education as Pupil Services Bulletin No. 242, be, and is hereby, accepted and adopted effective January 1, 1999.

COMMUNICATION

Official written notice to parents will be made between March and May.

Parents wishing to request a student transfer to another school within their attendance quadrant under the provisions of the Student Voluntary Transfer Program may do so during the month of May. Parents requesting a student transfer to a magnet school should call that school directly because enrollment is monitored at the magnet school. For all other requests the parent should contact the Pupil Services Department at Central Offices (435-4100). Parents will be notified of the transfer request status by July 1.

ELEMENTARY SCHOOLS

- Most elementary and special education resource students are eligible.
- Determination of transfers is based on three factors:
 - © Classroom space available by grade level.
 - © Priority given to those who are returning to their home school.
 - © Mobility policy: Elementary students who have had three school changes during their elementary school years will not be allowed to change schools.
- Transportation to any of the schools will be provided as determined by District policy; i.e., grades K-6 = more

than 1.5 miles.

MIDDLE SCHOOLS

Due to the restrictions on classroom space availability in our secondary level schools the Student Voluntary Transfer Program at the middle and high schools will focus on keeping family siblings together; i.e. brother or sister.

Therefore, the determination of transfers is based upon the joining of family siblings within a school pending the availability of classroom space in that school.

Magnet and Theme Schools

- Corcoran High School (International Baccalaureate)
- Fowler Magnet High School (Math, Science, Humanities, Health Careers)
- Henninger High School (Arts and Health Careers)
- Nottingham High School (Fine Arts)
- Clary Magnet Middle School (Math/Science)
- Franklin Magnet Elementary School (Arts & Music)
- Hughes Magnet Elementary School (Academic)
- Dr. King Magnet Elementary School (Applied Science)
- McKinley-Brighton Magnet Elementary School (Science)
- Porter Magnet Elementary School (Technology & Career Exploration)
- Seymour Magnet Elementary School (International Humanities)

Pupil Services Bulletin No. 242 (January 1, 1999)

5110

School Attendance Areas

The Board of Education recognizes the importance of a solid educational foundation. The Board encourages the development of quadrant neighborhood schools, consistent grade configurations and feeder patterns, and the equitable distribution of programs and services across quadrant neighborhood schools.

Students are assigned to schools based on the area of residence of their parents or guardians. Any exceptions to this rule other than those designated by District reorganization will require a transfer permit. (Transfer permits are approved by the Pupil Services Department.) *Once a child is registered in their home school, any Elementary School transfers (K-5) can only take place within quadrant limits and must be approved by Pupil Services.* Prior to approval of any transfer requests, it must be determined there is space available in the receiving school. The receiving school should afford the transferred student the same consideration and support that is given to those students who come from its immediate attendance area.

Magnet Schools

Parents can request that their student be placed in a magnet school within the parent's or guardian's quadrant of residence. To do this, parents should contact the schools directly between May 1 and 31.

Feeder School Option

It will be possible for students moving from elementary to middle schools and students moving from middle to high school to have the option of staying with their class and remaining in their present quadrant feeder pattern regardless of their present address. These students are automatically projected to the feeder pattern school and will appear that way on the projected student report. No issuance of a transfer permit is necessary under this option.

(High School) Secondary School Options

Students who move to another attendance area during the school year should remain in their present high school.

1. During the voluntary transfer period, May 1 through May 31, those students who have changed attendance areas can request to “return to their home school” by requesting a four-part transfer form" from the current school.

Transfers can also be made based on the following:

1. Program transfers based on a student's desire to enroll in a program not available in the home school. These transfers will be based on space availability. For some programs there may be an application or portfolio to consider. The student may enroll in another school in which the program is offered.

2. Agency placement transfers can be made where another school is recommended by a social or probationary agency based on space availability.

3. A physician and the Syracuse School Health Department (can make medical placement transfers to another school district) *may recommend a transfer to another school district where a medical recommendation has been certified.*

4. *The Syracuse City School District reserves the right to transfer students based on the recommendation of the Superintendent's Designee for Student Behavior.*

5. As per NCLB regulations, a student who has been a victim of a violent criminal offense has the right to transfer schools, facilitated by the Pupil Services Office.

Students who have been transferred and wish to return to their home school may do so in accordance with District procedures.

Quadrants (subject to change)			
<u>Quadrant 1</u>	<u>Quadrant 2</u>	<u>Quadrant 3</u>	<u>Quadrant 4</u>
Central Tech	Corcoran	Fowler	Henninger
Johnson Center	Clary	Bellevue Middle	Grant
Nottingham	Danforth	School Academy	Lincoln
Beard	Roberts	Grant	Huntington
Pre-K at Beard	Elmwood	Blodgett	Franklin
McCarthy at Beard	Expeditionary Learning	Frazer	Salem Hyde
Carnegie	Middle School	Bellevue	LeMoyne
Levy	Dr. King	Delaware	Webster
Ed Smith	McCarthy at Beard	Porter	Dr. Weeks
H.W. Smith	McKinley-Brighton	Seymour	
Elmerest	Mouchon		
Hughes	Van Duyn		

High School Option – Resident Students

High school students who move to another attendance district within the city have the option of remaining in the present high school under the following conditions for the next school year:

- if the student is a senior
- if the student had previously been granted a V.T.P. transfer into the present school’s feeder pattern
- if the student has been a resident and attending school in the quadrant at least one year prior to entering the high school

R. Section III Transfer Policy for Athletics (NYSPHSAA Transfer Rule)

- A student in grades 9-12 who transfers, with a corresponding change in residence of his/her parents (or other persons with whom the student has resided for at least six months) shall become eligible after starting regular attendance in the second school. A residence change must involve a move from one school district to another.

Furthermore, when a student moves from one public school district to another public school district, for athletic eligibility the student must enroll in the public school district of his/her parent's residency.

- A student who transfers without a corresponding change in residence of his/her parents (or other persons with whom the student has resided for at least six months) is ineligible to participate in any interscholastic athletic contest in a particular sport for a period of one (1) year if the student participated in that sport during the (1) year period immediately preceding his/her transfer.

Exemptions to Statements Above:

- The student reaches the age of majority (emancipated minor) and establishes residency in a district.
- If a private or parochial school ceases to operate a student may transfer to another private or parochial school of his/her choice. Otherwise, a student must enroll in the public school district of his/her parents' residency.
- A student who is a ward of the court or state and is placed in a district by court order. Guardianship does not fulfill this requirement.
- A student from divorced or separated parents who moves into a new school district with one of the aforementioned parents. Such a transfer is allowed once every six months.

NOTE: It is provided, however, that each school shall have the opportunity to petition the section involved to approve a transfer without penalty based on an undue hardship for the student.

- Transfer students trying out for sports before school opens in the fall shall register and be accepted by the principal of that school before the medical examination and the first practice. This shall constitute the start of the regular attendance for fall sports.

NOTE: After approval by the school medical officer a student may practice immediately and must satisfy the specific Sports Standard according to the number of practice sessions required.

- Practices at the previous school may be counted toward the minimum number of practices required provided the principal or athletic director of the previous school submits, in writing, the number and dates of such practices to the principal or athletic director of the new school.

- Procedures and Clarifications

In situations where there has not been a corresponding change of address of his/her parents or other persons with whom the student has resided for at least six months, the school may petition the Section III Transfer committee for a transfer waiver based on an undue hardship for the student.

- Section III Transfer waiver requests (P11 C) are to be initiated by schools receiving a transfer student.
- Students requiring a transfer waiver are ineligible until approved by the Section III Transfer Committee.
- Student transfer waiver requests will be acted upon by the Section III Transfer Committee prior to the beginning of competition each sport season.
- Once a student enters grade nine and participates in a sport at the 9th, Junior Varsity or Varsity level, they now come under the NYSPHSAA Transfer Rule.
- Transfer waiver requests must include a detailed explanation and rationale for the Transfer
- Sending and receiving school may ask for a transfer committee hearing regarding a particular transfer. Member schools, leagues, or sport committees may also request a Transfer Committee Hearing.
- A school receiving a transfer student may request a hearing referred to as a Declaratory Judgment if they want to resolve particular questions or uncertainties Regarding a transfer.

- Definitions

ATHLETIC RECRUITMENT: Involves any effort on the part of a school employee or an individual of a school related organization to induce, encourage, or discuss school transfer for athletic reasons.

ATHLETIC SHOPPING: Involves the actions of a student, parent, or legal guardian who make their choice of schools based upon the gaining of a possible athletic advantage to the student.

Athletic shopping may include, but is not limited to one or more of the following factors which may have influenced the desire to transfer:

- Dissatisfaction with previous school's athletic program
- Dissatisfaction with coach or other school athletic personnel
- An attempt to be a part of a better team or athletic program
- An attempt to enhance prospects for a college athletic scholarship or other athletic awards
- Avoidance of punishment or unpleasantness

S. **Acceptable Use Policy For All Computer Technology**

We encourage students and staff to use the computers and technology available in the Syracuse City School District. With this comes responsibility. Violations of the following guidelines will result in a loss of access as well as other disciplinary and/or legal action commensurate with student/employee guidelines.

This Acceptable Use Policy addresses the proper use of Technology in all locations within the Syracuse City School District. It is directly related to the instructional goals and/or institutional needs of the district. Any situation not addressed within this policy must be viewed within these goals and needs.

- Use of Software On District Operated Computers

Users of Syracuse City School District equipment will adhere to all copyright laws.

- A user **MAY**:
 - © make an archive or back-up of a copyrighted program. The school must keep this copy in storage and may only use it if the original has been damaged.
 - © write the publishers of copyrighted programs in order to obtain permission to use the software in a manner that would, without this permission, be a violation of the copyright law.
- A user **MAY NOT**, without the express permission of the software publisher or copyright owner.
 - © make multiple copies of copyrighted software (or a locally produced adaptation or modification), even for use within a school, school district or at home.
 - © make additional copies of software from an archive or back-up copy.
 - © make copies of copyrighted software (or a locally produced adaptation or modification) to be sold, leased, loaned, transmitted or even given away to users.
 - © load a copyrighted program into several computers or a network from the same diskette and use them simultaneously in violation of any licensing agreement..
 - © adapt a copyrighted program from one language to another for which it is not commercially available or add features to a program to better meet local needs.
 - © make multiple copies of the printed documentation that accompanies copyrighted software.
(With express permission of the software publisher or copyright owner the above prohibitions may be removed or at least significantly modified.)

Mission of the Syracuse City School District

The mission of the Syracuse City School District is to ensure that all students demonstrate mastery of defined skills and knowledge, appreciation of diversity and development of character which will enable them to become productive, responsible citizens who can succeed in a rapidly changing world; this is accomplished, in partnership with our community, by trans-forming our educational system to respond to the unique needs of each student through excellence in teaching and learning.

Statement of Principle (for this Acceptable Use Policy Document)

The Syracuse City School District makes computer and internet services available to students, staff and community users in support of the educational objectives of the district. This equipment and these services must be used in a responsible, efficient and legal manner in accordance with the instructional objectives and institutional needs of the district. All other uses are secondary.

- Database Downloading

Downloading involves the transmission of data from a remote or host computer to the user's on-site premises storage device for later searching, manipulation or storage.

— A user **MAY**:

- Ⓢ download to the printer bibliographic citations or full text of a database service such as CompuServe, NYSERNet, etc., as the terms of the school's contract with the vendor specify. It is assumed that the user will require no more than 20-30 citations, will be using a legitimate password/subscription for invoice purposes and has local approval to order, receive and provide payment for a full-text document or citations.
- Ⓢ use downloaded material for individual research or teaching.

— A user **MAY NOT**: (without express written consent of the database vendor)

- Ⓢ keep archival copies of downloaded works
- Ⓢ download a "substantial taking" (complete database or most of the records). *Note that this criterion also includes a qualitative aspect. For example, if several records were retrieved from a large database but these records were qualitatively superior to the others, the use could also be considered a "substantial taking".
- Ⓢ make commercially available the downloaded material.

- Computer and network use/security

The Syracuse City School District maintains this computer network in support of its instructional goals and Institutional needs. Maintenance of this computer network is intended to foster these instructional goals and Institutional needs, and accordingly, permitted activities only include those activities which promote these goals and needs ("Acceptable School Activities"). The district will not tolerate any action that will compromise its integrity.

— Staff and students are expected to:

- Ⓢ Keep accounts and passwords secure.
- Ⓢ Notify the appropriate authority of any known or suspected security breach and not share this information with other users.

— In addition to the prohibited activities detailed in Sections 1(B) and 11(B) of this policy, the following types of activities are not Acceptable School Activities:

- Ⓢ Using Syracuse City School District's computers, networks or Internet services for illegal purposes, in violation of Syracuse City School District's policies or in violation of city, state or federal laws.
- Ⓢ Transmitting any materials that violate state or federal law.
- Ⓢ Unauthorized access or attempted access to computers, networks, data, systems or Internet services.
- Ⓢ Attempts to breach security for any reason.
- Ⓢ Unauthorized monitoring of data on any network, system or computer.
- Ⓢ Interference of services on any computer, network or services to any user.
This includes, but is not limited to, the distribution of viruses or other programs, including public domain software, that disrupt or otherwise damage computer software, data files or hardware.
- Ⓢ Using the School district network to access other networks without authorization.
- Ⓢ Violating the Acceptable Use Policies of other networks that are accessible from the Syracuse City School's network.
- Ⓢ Attempting to log on as another user of any capacity.
- Ⓢ Harming, modifying or destroying data of other users or networks.

- © Intentional access to “Unacceptable Material.” “Unacceptable Material” means any material which is not substantially related to Acceptable School Activities, or material which contains an offensive message, an offensive picture, obscene or harassing language or any material which transgresses the norms of acceptable conduct in the school environment.
 - © Altering or tampering with any computer software such as application software, operating system software or network software.
 - © Physically harming or damaging equipment.
 - © Using the Syracuse City School’s technology for commercial purposes or for personal gain.
- The Use of Internet Services on District Operated Computers
 The Syracuse City School District provides Internet/E-mail resources as a service to students, staff and members of the community in support of the educational objectives of the Syracuse City School District. These services must be used in a responsible, efficient and legal manner and in accordance with the educational objectives of the District.
 - To use these services, individuals must acknowledge their understanding of these guidelines by “Clicking” on the “I accept these guidelines” choice on the SCSD/School AUP page. The use of any district computer to access internet services implies this acceptance.
 - It must be understood that it is technologically possible and within SCSD rights to log internet use. The tracking of sites viewed, times of viewing and local address of the computer used are all possible and will be employed where appropriate.
 - The use of the Internet and electronic mail service for non-classroom, non-school district activities is a privilege, not a right. Any activities which do not qualify as Acceptable School Activities will result in the revoking of those privileges and possibly other user disciplinary action.

- World Wide Web use:
 - © The teacher will serve as a guide for students who use the World Wide Web in schools for instructional purposes.
 - v In elementary and middle schools teachers will prepare lists of World Wide Web sites for students to visit and the teacher will design learning activities using those sites in support of District objectives. When appropriate, teachers and staff members will perform searches for students in support of the educational objectives of District curricula.
 - v In high schools teachers will be active coaches, working closely with students as they search and use World Wide Web resources in their course work.
- Using Bibliographic Tools on the World Wide Web
 - All staff and students must be aware of the District’s acceptable use policy and must be able to apply the policy to their own use of District equipment and Internet computer services including World Wide Web services.
 - Teachers, students and other staff members will not intentionally utilize Internet connection to access unacceptable material.
- Publishing Web Pages
 - SCSD schools (staff and students) will be permitted to publish web pages only for Acceptable School Activities, with the purpose and intent of supporting instruction, research and the educational objectives of the SCSD.
 - Staff or student web pages may appear on the District web pages, pages on a school Internet web server or across a school LAN on an intranet. The District has the right to limit the size of any web site based on available space on its servers.
 - Students will be able to author web pages within the instructional objectives of their course work. Student web pages will be reviewed for their content by the student’s teacher and by the Principal (or designee).
 - There will be only one web server in a school building. The Principal (or designee) acting in conjunction with the Site Based Technology Committee/Team, will be responsible for editorial content, accuracy and timeliness of school web pages. There will be a clear and direct connection between District instructional objectives and the content of school web pages.
- E-Mail Accounts
 - All students and staff may obtain an e-mail address on a district supported server for purposes of meeting the instructional objectives and institutional needs of the district.
 - E-mail users are expected to abide by these generally accepted rules of the network:
 - © Be polite. Use appropriate language. Do not get abusive or use vulgarities in your messages to others.
 - © If a student receives e-mail that causes discomfort, for any reason, it should be discussed with an appropriate staff member and/or a parent. Likewise, if an adult receives inappropriate e-mail, it should be reported to the RE&T Department.
 - © Do not reveal your personal e-mail password to other students or colleagues and definitely do not give your name, address or phone number to unknown network users. Never agree to meet any unknown user.
 - © Only the person to whom the account was originally assigned should use it.
- Attachment A

The purpose of this attachment is to clarify situations, that may arise in the instructional/work setting, that may involve copyright law.

 - A staff member should be skeptical of those who say, “Go ahead and copy; nobody will ever know.” The staff member will know. Illegal copying of software is theft of the software authors’ and publishers’ legitimate right to produce income from their efforts.
 - The cost of necessary multiple copies of software should be included in the budget for educational projects. Buying enough will relieve the temptation to make unauthorized copies. Staff members may discover that the school system already has several copies of the software needed; these could be gathered together for a project.

- Staff members may inquire about special licenses available from software companies that allow the user to make and use multiple copies at reduced cost. It is necessary to follow the guidelines set up by the license agreement so that software publishers will be encouraged to continue to provide these licenses to schools.
- Staff should be responsible for ensuring that no copies are made of software that is provided by the software publisher for preview or approval. Copying of such materials has discouraged many software companies from allowing preview or purchase on approval.
- Members of computer clubs that are allowed to use school facilities should agree to adhere to the Copyright Law during meetings. An advisor or sponsor who allows these clubs to violate the law may share legal liability with the club.
- Educators are role models and should discourage students from making and using copies of copyrighted software. Staff should not use illegal copies of software under any circumstances.
- Staff should use reasonable care in protecting the copyrighted software owned by the school district from being copied by students. Part of the responsibility of owning software is to keep others from copying it illegally.
- Staff members should not ask another staff member who is more knowledgeable about computer software to make a copy of copyrighted software. Friendship is not a good reason for breaking the law. Making copies of copyrighted software for someone else is as illegal as making them for oneself.
 - © All user identification information (finger information) must be complete and have the user's full first and last names and location. Home phone numbers should NOT be included and district numbers are optional.
 - © Users should routinely delete unused or unnecessary correspondence and attachments
 - © Do not use the network in such a way that you would disrupt the use of the network by others.
- Users should be aware that:
 - © E-mail is not guaranteed to be private. People who operate the system have access to e-mail. Messages relating to or in support of illegal activities may be reported to the authorities.
 - © Unused or dormant accounts will be purged.

Through this Acceptable Use Policy it is the intent of the Board of Education of the Syracuse City School District to:

- v enhance the educational experiences of our students and to improve their capabilities to do research and to communicate through this electronic medium,
- v promote a “kid-safe” internet environment,
- v provide an efficient and secure network for the safe transfer of information among our schools,
- v disseminate accurate information to all users as to the legal realities concerning the installation and use of all software.

T. Syracuse City School District Student/Athletic Behavior Code

The student/athlete who participates in interscholastic sports should recognize that athletics is an integral aspect of the instructional program, that participation is an earned privilege, and that they have an obligation to themselves, their teammates, and the school community to strive for excellence and be positive representatives. It is hoped that participation in the inter-scholastic athletics will enable the athlete to value competition, instill self-discipline and self-control, and to exercise good sportsmanship and mature judgement.

Each athlete will participate under the eligibility requirement rules and regulations of the NYS Commissioner of Education, the NYS Public High School Athletic Association, and the SCSD Board of Education, including its Student Behavior Code and the Academic Eligibility Policy.

Athletes are expected to exemplify good citizenship in both school and the community at large. The athlete will display good behavior in practices, games and any other time the team is representing SCSD.

To remain in good standing, the student/athlete is expected to adhere to the following rules:

- Attendance

As a normal practice, in order to participate in practice or a contest on a given day, a student must be in attendance for at least half of the normal school day. In extraordinary situations, the student/athlete may submit a written excuse to the school athletic director for approval of a waiver of this rule. Excuse for illness will not be acceptable. Students who are suspended Out of School cannot participate until reinstated by the building administrator.

In addition, all student/athletes who try out for any interscholastic team must be aware that they are expected to attend all practices and scheduled contests (games). Athletes and parents should be aware that:

- Many of our sports are scheduled through school vacations. Student athletes are expected to attend all practices and games.
- If for any reason they are not able to attend practice, the student/athletes are expected to inform their coach in advance.
- The penalty for missed practice time shall be administered on a case by case basis.

- Substance Abuse

The consumption or possession of an alcoholic beverage, tobacco, or an unauthorized controlled substance during the athlete's sport season is prohibited. All violations will result in suspension from practices and contests pending a review by the coach and athletic director to determine future eligibility. A parent/guardian must be notified and have a right to due process. A confirmed violation that took place on school property or within a school function, including trips sanctioned by the school, will result in dismissal from the team for the remainder of that sport's season. The student must be referred to Student Assistant Program (SAP).

If it is determined, through due process, that a student/athlete violates the policy a second time during their high school career, the student/athlete loses eligibility from all school athletics for one calendar year from the point of the second violation.

- Leaving a team during a season while in good standing

It is the responsibility of a student/athlete to inform his/her coach to explain his/her reason for leaving a team. All issued equipment is to be returned to the coach personally. Failure to return issued equipment or inform the coach of leaving will make a student/athlete ineligible to participate on future athletic teams until the problem is rectified.

- Dismissal during the season or quitting while not in good standing

The athletic director and parent/guardian must be informed by the coach when a student is dismissed. Student participation in future athletic activities will be reviewed by a panel called by the school athletic director. The panel shall consist of an athletic director, coach of past team and coach of new team. The student and parent/guardian have the right to due process.

A student who is dismissed or quits a team at any city school is ineligible to participate in the current sports season in any other city high school. Further athletic eligibility must be approved by the Administrator for Health/Physical Education and Athletics. *

* Review only occurs if a student changes schools.

- Transportation of Athletes:

- As a general rule, members of athletic teams must travel to and from "away" athletic contests by transportation provided by the Board of Education.
- In extraordinary situations, a written note, signed by the parent/guardian may be submitted to the building administration during regular school hours, for waiver of this rule. In the case of a student whose parent is present at a game, the parent must approach the responsible coach in person and request permission to take their child on transportation other than that provided by the district.

- Individual Coach/Team expectations

It is expected that athletes who choose to play on a particular team will abide by the coach's specific team conduct and training rules, in addition to these overall athletic program rules. "Team" rules will be shared in writing with the athletic director, student/athletes and parents.

Appendix A

Mental Health Services for Children and Adolescents in Onondaga County

Outpatient Clinics

Arise – Child & Family Services
1065 James St., 472-3171
530 Cedar St., 435-7707

**Onondaga Co. Department
of Mental Health**
742 James St., 448-2800

**St. Joseph’s Hospital Children’s
Services**

Catholic Charities Counseling Services
(no M.D. on staff, no Medicaid)
1654 W. Onondaga St., 424-1840

**Onondaga Pastoral Counseling
Center**
518 James St., 472-8872

**SUNY Health Science Psychiatric
Service**
713 Harrison St., 464-3145

Hutchings Psychiatric Center
620 Madison St., 473-4093

Day Treatment Programs

Referrals to all programs go through the CSE's of the various school districts

Intensive Adolescent Day Treatment
620 Madison St., 473-4093
*This is part of the BOCES array of services,
which include Kasson Road. It is a shared
program with Hutchings CYS. It is staffed
and supervised by Hutchings personnel.*

Kasson Road School
4641 Kasson Rd., 492-0081 *Operated by BOCES.*

Onondaga Co. Dept. of Mental Health, 530 Cedar St., 435-7707

St. Joseph’s Hospital, 742 James St., 448-2800
School year plus summer day program – 1/2 day program, 1/2 day own school

*The Syracuse City School District operates a program for emotionally disturbed
children at McCarthy School. It is not considered a day treatment program.*

Home and Community Based Programs

*Home Based Crisis Intervention, Family Support, Intensive Case Management,
Supportive Case Management. See other listing for descriptive and contact information.*

Home Based Crisis Intervention

Masters level therapists carry 2 families at a time, for periods of 4-6 weeks on average. Contacts are 3-5 times per week, average is 10-12 hours per week. To be eligible, the child must be at imminent risk for hospitalization, and be referred by a child psychiatrist who is assessing for inpatient care. No wait list, intake is available 24 hours, 7 days, and occurs within 1 hour of referral if an opening is available. Services begin within 24 hours.

Located at Onondaga County Dept. of Mental Health. Call Laura McCooey, 435-7705.

Home and Community Based Waiver

This program was added in the fall of 2000. It is an all-inclusive program which provides wraparound services, including respite, case management, skill building, parent support, crisis intervention, and others.

It is directed toward the child who is at imminent risk of placement in a high level of care. Most, though not all, of the children accepted in the program are at high risk for RTF placement, and are likely to be RTF certified. The enrolled child may not be getting services from another type of case management service, e.g. ICM, Family Support, or HBCI, at the same time. All services to the child are covered financially by the Waiver program, including therapy, medical, psychiatric hospitalization, education, respite, etc. The referred child is presented to a committee which includes representatives from Mental Health, DSS,

CCSI, the Waiver, the referring professionals, and the parent. The group may present then present the child to its consulting psychologist. A decision is made within a few days.

Contact Hillside Children's Center: 474-5635, ext. 1070

Coordinated Children's Services Initiative (CCSI)

CCSI describes itself as a process, not a program. It employs a number of Parent Partners, who must have a child with a serious emotional disturbance in order to qualify. These are parents who have had a great deal of experience dealing with the systems impacting on their children, and can partner with other parents having similar problems. Their role is to connect with the parent, assist the parent in determining what are the 2 or 3 most pressing difficulties, and in calling together those individual who may be able to provide appropriate services. This group then produces a plan, with each provider who makes a commitment providing some sort of service. This group includes the parent partner, the parent, and whoever else is appropriate. Nearly always, there is a representative from the child's school. Others may include systems representatives from DSS, Mental Health, DSO, Probation, agencies such as ICM, Salvation Army, and any others deemed appropriate. This is called a Tier I meeting. After this part is concluded, the family is discharged to services.

Call Onondaga Case Management at 472-7363. Ask for Cathy Haywood, who will direct you.

**Mental Health Related Home and Community-Based Services
for Children and Families in Onondaga County**

For all programs, eligibility requirements are Onondaga County residency, and a family having one or more children under the age of 18 with a serious emotional disturbance. All services are voluntary. All programs provide clinical case management with varying degrees of intensity. The level of service provided to a family will depend upon family need. All programs provide after school hours on-call for crisis intervention for families, 24 hours, 7 days per week.

Family Support Service: The Family Support Service provides 3 staff who provide clinical case management to an average of 10-12 families needing educational and community advocacy, parenting support, and other services to maintain their emotionally disturbed child(ren) at home. The program provides on-call for crisis intervention for families 7 days, 24 hours. Workers make home visits weekly, or as needed by family. Duration: As needed, averaging about 1 year.

Located at Onondaga County Dept. of Mental Health. Call Laura McCooey, 435-7705.

Supportive Case Management: Masters level therapist provides supportive case management to an average of 15-20 families in which one or more children has a serious emotional disturbance, but are stable enough that Intensive Case Management is not needed at that time. May be moved to Intensive Case Management if needed. Visits biweekly, on average. Duration: As needed.

Located at Onondaga Case Management. Call Mark Thayer, 435-7363.

Intensive Case Management: Experienced intensive case managers carry 12 cases in which a family has one or more child(ren) with a serious emotional disturbance. The child is the identified client. Clinical case management services may be provided as long as needed, so long as the child continues to reside in the home. Contacts are weekly, on average, but are very flexible and will be scheduled according to the needs of the child and family. Duration: Indefinite, average 18 months.

Located at Onondaga Case Management. Call Mark Thayer, 435-7363.

Emergency Services

***Comprehensive Psychiatric
Emergency Program (C-PEP)
201 Prospect Ave., 448-6555***

***Home Based Crisis Intervention
C-PEP will often refer to this program.***

***Therapeutic Respite Program
474-5635***

All Home and Community Based Programs assess client needs and, by discharge, connect families with those services which are needed and wanted by families. Each family's needs are individual. With the exception of CCSI, all Home and Community Based Programs provide on-call for crisis intervention, 24 hours 7 days.

With a few exceptions, all services are available to families receiving outpatient clinic or other services anywhere in the community. The exceptions are:

Waiver and ICM services cannot be provided to the same child at the same time. Day Treatment and ICM services are not provided simultaneously to a given child. However, in certain situations, services can be provided to different children in a family at the same time.

Appendix B

What Credits Do I Need to Graduate?

LOCAL DIPLOMA*		REGENTS DIPLOMA		REGENTS DIPLOMA <i>with Advanced Designation</i>	
<i>Content</i>	<i>Credits</i>	<i>Content</i>	<i>Credits</i>	<i>Content</i>	<i>Credits</i>
English	4	English	4	English	4
Social Studies	4	Social Studies	4	Social Studies	4
Math	3	Math	3	Math	3
Science	3	Science	3	Science	3
Foreign Language	1	Foreign Language	1	Foreign Language	1
Art/Music	1	Art/Music	1	Art/Music	1
Health	1	Health	1	Health	1
Physical Education	2	Physical Education	2	Physical Education	2
Electives	3	Electives	3	Electives	3
TOTAL	22	TOTAL	22	TOTAL	22

* *The local diploma will not be available to any students entering Grade 9 in 2008 or later*

What Regents Exams are Required to Graduate?

LOCAL DIPLOMA*	REGENTS DIPLOMA	REGENTS DIPLOMA <i>with Advanced Designation</i>
<ul style="list-style-type: none"> • English Language Arts (ELA) <ul style="list-style-type: none"> • Math A or Algebra • Global History • U.S. History • Any Science 	<ul style="list-style-type: none"> • English Language Arts (ELA) <ul style="list-style-type: none"> • Math A or Algebra • Global History • U.S. History • Any Science 	<ul style="list-style-type: none"> • English Language Arts (ELA) <ul style="list-style-type: none"> • Math A or Algebra AND Math B or Geometry • Global History • U.S. History • Two Science exams • Foreign Language exam

New York State Graduation Requirements

Year Student Enters Grade 9

DIPLOMA/YEAR	2005	2006	2007	2008 – forward
Local Diploma	<ul style="list-style-type: none"> • Score 65 or above on 2 required Regents exams • Score 55 or above on 3 required Regents exams • Earn 22 credits 	<ul style="list-style-type: none"> • Score 65 or above on 3 required Regents exams • Score 55 or above on 2 required Regents exams • Earn 22 credits 	<ul style="list-style-type: none"> • Score 65 or above on 4 required Regents exams • Score 55 or above on 1 required Regents exam • Earn 22 credits 	No Longer Available
Regents Diploma	<ul style="list-style-type: none"> • Score 65 or above on 5 required Regents exams • Earn 22 credits 	<ul style="list-style-type: none"> • Score 65 or above on 5 required Regents exams • Earn 22 credits 	<ul style="list-style-type: none"> • Score 65 or above on 5 required Regents exams • Earn 22 credits 	<ul style="list-style-type: none"> • Score 65 or above on 5 required Regents exams • Earn 22 credits
		62		

**Regents Diploma
with Advanced
Designation**

- Score 65 or above on **8** required Regents exams
 - Earn 22 credits
- Score 65 or above on **8** required Regents exams
 - Earn 22 credits
- Score 65 or above on **8** required Regents exams
 - Earn 22 credits
- Score 65 or above on **8** required Regents exams
 - Earn 22 credits