



Chautauqua Lake Central School District

Code of Conduct

Revised 8/1/24

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Code of Conduct

I. Introduction

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

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

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

II. Definitions

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 in or on a school bus, as defined in Vehicle and Traffic Law §142.

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

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

1. Commits an act of violence upon a school employee, or attempts to do so.
2. Commits, while on school property or at a school function, an act of violence upon another student or any other person lawfully on school property or at the school function, or attempts to do so.
3. Possesses, while on school property or at a school function, a weapon.
4. Displays, while on school property or at a school function, what appears to be a weapon.
5. Threatens, while on school property or at a school function, to use a weapon.
6. Knowingly and intentionally damages or destroys the personal property of any school employee or any person lawfully on school property or at a school function.
7. Knowingly and intentionally damages or destroys school District property.

“Weapon” means a firearm as defined in 18 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 with a blade of less than 2 1/2 inches in length, gravity knife, brass

knuckles, sling shot, metal knuckle knife, box cutter, cane sword, electronic dart gun, Kung Fu star, electronic stun gun, pepper spray or other noxious spray, explosive or incendiary bomb, or other device, instrument, material or substance that can cause physical injury or death when used to cause physical injury or death.

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

“Employee” means any person receiving compensation from a school District or employee of a contracted service provider or worker placed within the school under a public assistance employment program, pursuant to Title IX B of Article V of the Social Services Law, and consistent with the provisions of such Title for the provision of services to such District, its students or employees, directly or through contract, whereby such services performed by such person involve direct student contact (Education Law Sections 11[4] and 1125[3]).

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

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

“Harassment including bullying and cyber bullying” means the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that (a) has or would have the effect of unreasonably and substantially interfering with a student’s educational performance, opportunities or benefits, or mental, emotional or physical wellbeing; or conduct, verbal threats, intimidation or (b) abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; (c) reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student or (d) occurs off school property and creates or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property, such conduct, verbal threats, intimidation or abuse includes but is not limited to conduct, verbal threats, intimidation or abuse based on a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex (Education Law Section 11[7]). All of the above includes harassment via use of technology such as “cyber bullying” where the harassment or bullying occurs through any form of electronic communications.

III. Student Rights and Responsibilities

A. Student Rights

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

1. Take part in all District activities on an equal basis regardless of race, color, creed, national origin, religion, gender or sexual orientation or disability.
2. Present their version of the relevant events to school personnel authorized to impose a disciplinary penalty in connection with the imposition of the penalty.

3. Access school rules and, when necessary, receive an explanation of those rules from school personnel.
4. To be protected from intimidation, harassment, or discrimination based on actual or perceived race, color, weight, national origin, ethnic group, religion, or religious practice, sex, gender/gender identity, sexual orientation, or disability, by employees or students on school property or at a school-sponsored event, function or activity.

B. Student Responsibilities

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 extra-curricular 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 extra-curricular events and to hold themselves to the highest standards of conduct, demeanor, and sportsmanship.
12. Respect one another and treat others fairly in accordance with the District Code of Conduct and the provisions of the Dignity Act.
13. Conduct themselves in a manner that fosters an environment that is free from intimidation, harassment, or discrimination.
14. Report, and encourage others to report, any incidents of intimidation, harassment or discrimination.

IV. Essential Partners

A. Parents

All parents are expected to:

1. Recognize that the education of their child(ren) is a joint responsibility of the parents and the school community.
2. Send their children to school ready to participate and learn.
3. Ensure their children attend school regularly and on time.
4. Ensure absences are excused.
5. Insist their children be dressed and groomed in a manner consistent with the student dress code.
6. Help their children understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment.
7. Know school rules and help their children understand them.
8. Convey to their children a supportive attitude toward education and the District.
9. Build good relationships with teachers, other parents and their children's friends.
10. Help their children deal effectively with peer pressure.
11. Inform school officials of changes in the home situation that may affect student conduct or performance.
12. Provide a place for study and ensure homework assignments are completed.

13. Teach their children respect and dignity for themselves and other students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex, which will strengthen the child's confidence and promote learning in accordance with the Dignity for All Students Act.

B. Teachers

All District teachers are expected to:

1. Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex, which will strengthen students' self-concept and promote confidence to learn.
2. Be prepared to teach.
3. Demonstrate interest in teaching and concern for student achievement.
4. Know school policies and rules, and enforce them in a fair 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.
6. Communicate regularly with students, parents and other teachers concerning growth and achievement.
7. Confront issues of discrimination and harassment in any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.
8. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
9. Report incidents of discrimination and harassment that are witnessed or otherwise brought to a teacher's attention to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner.

C. Guidance Counselors

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, as 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 extra-curricular programs.
6. Coordinate Intervention Support Services, as needed, with student, parent, building principal and teachers.
7. Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.
8. Report incidents of discrimination and harassment that are witnessed or otherwise brought to the counselor's attention to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner.

D. Student Support Service Personnel

1. Support educational and academic goals.
2. Know school rules, abide by them and enforce them in a fair and consistent manner.

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

E. Other School Staff

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

F. Principals

1. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning.
2. Ensure that students and staff have the opportunity to communicate regularly with the principal and approach the principal for redress of grievances.
3. Evaluate on a regular basis all instructional programs.
4. Support the development of and student participation in appropriate extra-curricular activities.
5. Be responsible for enforcing the Code of Conduct and ensuring that all cases are resolved promptly and fairly.
6. Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.
7. Follow up on any incidents of discrimination and harassment that are witnessed or otherwise brought to the principal's attention in a timely manner in collaboration with the Dignity Act Coordinator (DAC).

G. Superintendent

1. Promote a safe, orderly and stimulating school environment, free from intimidation, discrimination and harassment, supporting active teaching and learning.
2. Review with District administrators the policies of the Board of Education and state and federal laws relating to school operations and management.
3. Inform the Board about educational trends relating to student discipline.
4. Work to create instructional programs that minimize problems of misconduct and are sensitive to student and teacher needs.
5. Work with District administrators in enforcing the Code of Conduct and ensuring that all cases are resolved promptly and fairly.

H. Board of Education

1. Collaborate with student, teacher, administrator, and parent organizations, school safety personnel and other school personnel to develop a Code of Conduct that clearly defines expectations for the conduct of students, District personnel and visitors on school property and at school functions.
2. Adopt and review at least annually the District's Code of Conduct to evaluate the code's effectiveness and the fairness and consistency of its implementation.
3. Appoint a Dignity Act Coordinator in each school building. The Dignity Act Coordinator will be thoroughly trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, and sex. The Dignity Act Coordinator will be accessible to students and other staff members for consultation and advice as needed on the Dignity Act.
4. Lead by example by conducting Board meetings in a professional, respectful, courteous manner.

V. Student Dress Code

Personal taste in dress and attire is one of the distinguishing characteristics of a democratic state. The primary consideration in choosing school clothes should be neatness and decency. All students are expected to give proper attention to personal cleanliness and to dress appropriately for school and school functions. Students and their parents have the primary responsibility for acceptable student dress and appearance. Teachers and all other District personnel should exemplify and reinforce acceptable student dress and help students develop an understanding of appropriate appearance in the school setting.

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

1. Be safe, appropriate and not disrupt or interfere with the educational process.
2. Recognize that brief garments and excessively tight fitting clothing are not appropriate. (Please see further definition in individual handbooks.)
3. Ensure that underwear is completely covered with outer clothing.
4. Include footwear at all times. Footwear that is a safety hazard will not be allowed.
5. Not include the wearing of hats in the classroom except for a medical or religious purpose.
6. Not include items that are vulgar, obscene, libelous or denigrate others on account of race, color, religion, creed, national origin, gender, sexual orientation or disability.
7. Not promote and/or endorse the use of alcohol, tobacco or illegal drugs and/or encourage other illegal or violent activities.
8. Not interfere with the educational process. This includes t-shirts with inappropriate content/language or double meanings.
9. Be clean and in a state of good repair.

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

At the Secondary level, a significant goal of our learning environment is to prepare students to become functioning members of the workforce and society. The dress code guides students and parents as to appropriate attire for school, as well as, help students learn a skill required for success in obtaining and maintaining employment. In addition, New York State Law mandates that schools monitor clothing to be certain that it does not threaten health or safety, is not lewd, offensive nor disruptive to the educational process.

- Hats or any other form of head covering, including bandanas, should be removed upon entering the building and placed into the student's lockers.
- Bare feet are not permitted. Shoes shall be worn by all students. If any particular footwear is deemed unsafe, the student will be asked to change footwear. (slippers, flip flops, high heels, etc.)
- All styles of shirts must cover the chest, cleavage, back, midriff, navel or waistline. Tube tops and muscle style shirts are not permitted.
- All styles of shorts, skirts, and pants must cover the hips, midriff, backside, and the lower back. This includes ripped skirts, shorts, and pants.
- Chains are not permitted to be worn by students. This includes chains hanging from the neck or waistband.
- Backpacks are not permitted in the classroom. All backpacks should remain in the student's locker during the school day.
- Any clothing that is considered sleepwear or pajamas should not be worn to school.

We strive to make this a positive learning experience for everyone involved. Students who are in violation of any of the guidelines listed above will be subject to the following disciplinary actions as shown in student dress code section.

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 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 at Chautauqua Lake CSD are expected to demonstrate respectful, responsible, and safe behavior. Students may be subject to disciplinary action, up to and including suspension from school, when they:

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

1. Running in hallways.
2. Making unreasonable noise.
3. Using language or gestures that are profane, lewd, vulgar or abusive.

4. Obstructing vehicular or pedestrian traffic.
5. Engaging in any willful act which disrupts the normal operation of the school community.
6. 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.
7. Computer/electronic communications misuse, including any unauthorized use of computers, software, or internet/intranet account; accessing inappropriate websites; evading the District's content filter; using an outside wireless network; or any other violation of the District's acceptable use policy.
8. Unauthorized use of personal electronic devices/equipment (i.e., cell phones, MP3 devices, cameras, and other personal electronic devices deemed inappropriate by the administration).
9. Unauthorized use of personal computer, laptop, tablet or e-reader and/or other computerized information resources through the District computer system is prohibited.

B. Engage in conduct that is insubordinate. Examples of insubordinate conduct include:

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

C. Engage in conduct that is disruptive. Examples of disruptive conduct include:

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

D. Engage in conduct that is violent. Examples of violent conduct include:

1. Committing an act of violence (such as hitting, kicking, punching, and scratching) upon a teacher, administrator or other school employee or attempting to do so.
2. Committing an act of violence (such as hitting, kicking, punching, and scratching) upon another student or any other person lawfully on school property or attempting to do so.
3. Engaging in harassing conduct, verbal threats, intimidation, or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical well-being.
4. 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.
5. Displaying what appears to be a weapon.
6. Threatening to use any weapon.
7. Using weapon(s).
8. Intentionally damaging or destroying the District property, the personal property of a student, teacher, administrator, other District employee or any person lawfully on school property, including graffiti or arson.
9. Communication by any means, including oral, written or electronic (such as through the Internet, email or texting) off school property, where the content of such communication (a) can reasonably be interpreted as a threat to commit an act of violence on school property; or, (b) results in material or substantial disruption to the educational environment.

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

1. Lying to school personnel.
2. Stealing the property of other students, school personnel or any other person lawfully on school property or attending a school function.
3. Defamation, which includes making false or unprivileged statements or representations about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them. This can include posting or publishing video, audio recordings or pictures (written material, cell phone, Internet, YouTube, etc.)

4. Discrimination, based on a person's actual or perceived race; age; sexual orientation; use of a recognized guide dog, hearing dog or service dog; color; creed; national origin; ethnic group; religion; religious practice; sex; sexual orientation; gender or gender identity; marital or veteran status; or disability as a basis for treating another in a negative manner on school property or at a school function.
5. Harassment, the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits; or mental, emotional or physical wellbeing based on a person's actual or perceived race, color, weight, national origin, political affiliation, ethnic group, religion, religious practice, marital or veteran status; use of a recognized guide dog, hearing dog or service dog, disability, sexual orientation, gender or sex.
6. Intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm.
7. Hazing, which includes any intentional or reckless act directed against another for the purpose of initiation into, affiliating with or maintaining membership in any school sponsored activity, organization, club or team.
8. Selling, using or possessing obscene material.
9. Using vulgar or abusive language, cursing or swearing.
10. Smoking a cigarette, cigar, pipe, e-cigarette, or using chewing or smokeless tobacco.
11. Possessing, consuming, selling, distributing or exchanging alcoholic beverages, tobacco, tobacco products or illegal and/or controlled substances, counterfeit and designer drugs, or paraphernalia for use of such drugs or being under the influence of any such substances on school property or at a school function. "Illegal substances" include, but are not limited to, inhalants, marijuana, synthetic cannabinoids, cocaine, LSD, PCP, amphetamine, heroin, steroids, look-alike drugs, and any substances commonly referred to as "designer drugs."
12. Inappropriately using or sharing prescription and over-the-counter drugs.
13. Gambling and gaming.
14. Indecent exposure, that is, exposure to sight of the private parts of the body in a lewd or indecent manner.
15. Initiating a report warning of fire or other catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher.
16. The commission of a rape, act of sodomy, sexual abuse, or other inappropriate contact of a sexual nature.
17. "Internet bullying" (also referred to as "cyber bullying") including the use of instant messaging, email, websites, chat rooms, text messaging, or by any other electronic means, when such use interferes with the operation of the school or infringes upon the general health, safety and welfare of students or employees.
18. Sexual harassment, which includes unwelcome sexual advances, requests for sexual favors, taking, sending or receiving sexually explicit videos, pictures or auditory recordings and other verbal or physical conduct or communication of a sexual nature.
19. Displaying signs of gang affiliation or engaging in gang-related behaviors that are observed to increase the level of conflict or violent behavior.

F. Engage in misconduct while on a school bus. The school bus is provided for those students who, because of the distance between their homes and school, must be transported to and from school.

The bus is constructed to provide maximum safety and reasonable comfort to the passengers. A system of maintenance and repair keeps buses in the best possible condition. Much can be done by those who ride the bus to keep it in good condition. The same sense of pride should prevail on the part of every student toward his school bus, as he would demonstrate toward the family car.

1. Students have the same responsibility to the bus drivers as they do to their teachers. Drivers are in complete charge of the bus while on the road and pupils will obey whatever directions it may be necessary for the driver to give.
2. Know the bus schedule and cooperate by being at the bus stop on time.
3. Students must have a note filed in the school office for any departure from the normal bus schedule.
4. Occupy the seat that is assigned by the driver.
5. Help bus driver be a safe driver by cooperating with his/her requests.
6. Use caution when crossing the highway after leaving the bus.
7. Always cross in front of the bus where the driver can see you.
8. Keep head and arms inside the bus at all times.
9. No eating allowed on the bus.
10. No throwing of objects at any time.
11. Avoid shouting, whistling, or excess noise.
12. No glass objects allowed on bus.
13. No excessive noise, pushing, shoving, fighting, harassment, and discrimination.

G. Engage in any form of academic misconduct. Examples of academic misconduct include:

1. Plagiarism
2. Cheating
3. Copying
4. Altering records
5. Assisting another student in any of the above actions

H. CLCS is committed to providing a safe learning environment for all students. Bullying of a student by others is strictly prohibited in school, on school buses, at all school sports and events both on and off school. Bullying may take the following forms:

1. Physical (including, but not limited to, hitting, kicking, spitting, pushing, hazing)
2. Verbal (including, but not limited to, taunting, teasing, name calling, making threats)
3. Psychological (including, but not limited to spreading rumors, social exclusion, extortion, intimidation)
4. Cyber bullying (including, but not limited to, taunting, spreading rumors, posting inappropriate pictures, and/or intimidation using any cyber form, such as texting, social networking, etc.)

For any incident of reported bullying, a formal written statement is taken and an investigation by school administration will be initiated. If it is determined that bullying has occurred per the Board of Education policy, parents will be notified and disciplinary action, which may include notification to law enforcement officials, will ensue.

The principal and/or superintendent will have the following options as to what penalty to impose, depending upon the nature and severity of the infraction:

Extended detention

ISS with extended detention

OSS with extended detention

Superintendent's hearing

Police will be called and specific charges made under the proper penal code.

Enforcement and penalties

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

Option 1 – Violators will be reprimanded.

Option 2 – Violators will be required to leave school property.

Option 3 – Police will be called and specific charge made under the proper penal code.

Option 4 – Any penalty authorized by Section 3214 of the Education Law or Board policies, if the violator is a student, provided the provisions pertaining to notice and hearing have been met.

Please Note: In instances where options 2-4 are used, the Superintendent will be consulted and a written report will be prepared.

Other Penalties

These regulations and the penalties are not to be considered to be inclusive or to preclude in any way the prosecution and conviction of any person for the violation of any federal or state or local ordinance and the imposition of a fine or penalty provided for therein. Board policy #7310 addresses school conduct and discipline.

VII. STUDENT ELIGIBILITY POLICY GRADES 7-12

The Chautauque Lake Board of Education affirms its belief that a student's academic progress is the primary reason for his/her attendance in school. Extra-curricular activities are considered an integral part of the secondary school experience. Teachers, coaches and advisors need to work together to encourage high student academic achievement as well as participation in school-sponsored activities. In the event that involvement in these activities is detrimental to academic progress, the student shall be considered ineligible to participate under the terms of the following procedure and/or process.

Procedure

1. Office personnel will compile a master list from Power School reports, which will be distributed to teachers on a weekly basis.
2. The Supervisor of Athletics or his/her designee will notify all coaches/advisors of the academic status of their members weekly. Students will be notified of their status weekly on Friday afternoon. Parental Guardians will be notified in writing when a student is placed on the Ineligibility List. The parental guardian letter will explain the process for completing required study sessions.
3. Coaches, extra-curricular advisors, and teachers are required to follow the eligibility policy as written. Eligibility paperwork will be reset on the Section VI start date for winter and spring sport seasons.

Process

1. At the beginning of each activity or sports season, the coach and/or extra-curricular advisor will formally counsel his/her students and their parental guardians regarding the expected academic progress required for participation in athletic and extra-curricular activities. Coaches and extra-curricular advisors are also required to notify students of eligibility status and should encourage students to schedule and complete study sessions.
2. Teachers will maintain up to date grade books within the Power School system to enable office personnel to compile accurate reports on a weekly basis.
3. Based on the compiled eligibility report, students in grades 7-12 who are failing two or more subjects will be placed on an Ineligibility List.
4. A student failing two or more subjects will be required to complete one study session per week for each class they are failing. This will permit students to continue participation in athletics or extra-curricular activities.
5. After the student is notified they are on the Ineligibility List, they will receive a Participation Card. Students must initiate a conversation with the teachers whose courses they are failing to schedule required study sessions. Each study session will consist of a 30 minute session during DLL, after school, or another mutually agreed upon time frame during the school day.

6. If a teacher is unable to meet directly with an ineligible student during DLL or after school, students in 7-12 are permitted to obtain information from the teacher on how to improve their grade and complete the study session on Tuesday, Wednesday, or Thursday in After School Help Lab. Teachers who are unable to meet directly with an ineligible student will initial the card giving permission for the student to attend After School Help Lab in the library. In addition, the student must obtain the signature of the teacher or designated Help Lab supervisor.
7. In order to continue to participate in athletics or extra-curricular activities, students are responsible for turning in their Participation Card containing the appropriate teacher signatures and/or initials each week. Students must participate and demonstrate appropriate behavior during each study session. During each study session, students should complete assignments and/or study course material. Completed Participation Cards must be turned in to the office by Friday at 12 p.m. A completed card makes the student eligible for the following Monday through Sunday, including vacation time when appropriate.
8. The Supervisor of Athletics or his/her designee will meet on Friday with any student who was negligent in completing the required study sessions or turning in their weekly Participation Card. Students will be informed at this meeting that they will not be permitted to participate (starting Monday) in their athletic or extra-curricular activities until the appropriate sessions are fulfilled and their completed card submitted.
9. Students who are negligent in fulfilling required study sessions remain ineligible until the prior and current sessions are complete. Students who are negligent in completing the required study sessions or turning in their weekly Participation Card may attend events, but may not actively participate.
10. Coaches and extra-curricular advisors will be notified each Friday if a student is negligent in fulfilling their study session requirements. Parental Guardians will be notified if their student is not permitted to participate in athletic or extra-curricular activities.

Legal Excuse Explanation

A student is considered tardy (i.e. late) when arriving to school between 7:55 a.m. and 8:19 a.m. The following consequences are enforced for tardiness: third tardy = detention, fourth tardy = detention and participate (game or practice) that day, fifth tardy = detention and may NOT participate (game or practice) that day. A student is considered absent from their first block class when arriving after 8:19 a.m. and may not participate (game or practice) that day. If a student arrives with a doctor's excuse verifying an appointment, they are not considered tardy. Coaches and/or extra-curricular advisors will be notified if a student is considered absent. A student who is absent from school without an authorized legal excuse will be ineligible for practices or games held on that day. Students who are absent with extenuating circumstances may be able to participate through principal discretion.

VIII. Reporting Violations

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

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

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

The building principal or his or her designee must notify the appropriate local law enforcement agency of those code violations including harassment, bullying, or discrimination that constitute a crime and substantially affect the order or security of a school as soon as practical, but in no event later than the close of business the day the principal or his or her designee learns of the violation. The notification may be made by telephone, followed by a letter mailed on same day as the telephone call is made. The notification must identify the student and explain the conduct that violated the Code of Conduct and constituted a crime.

With respect to harassment, bullying, and cyber bullying the following specific reporting procedures will be followed:

- Administrators are required to notify appropriate local law enforcement when they believe that any harassment, bullying or discrimination constitutes criminal conduct.
- Each school has to provide written or electronic copies of the District's policies related to DASA to school employees, parents, and students, as well as publish the policies on the District's website.

IX. Disciplinary Penalties, Procedures and Referrals

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

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

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

As a general rule, discipline will be progressive. This means that a student's first violation will usually merit a lighter penalty than subsequent violations. The building principal reserves the right to use his/her discretion in dealing with any of these violations.

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

A. Penalties

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

1. Oral warning – any member of the District staff

2. Written warning – bus drivers (discipline report given to principal), lunch monitors, coaches, guidance counselors, teachers, principal, superintendent
3. Written notification to parent – principal, superintendent
4. Detention – teachers, principal, superintendent
5. Suspension from transportation – director of transportation, principal, superintendent
6. Suspension from athletic participation – coaches, athletic director, principal, superintendent
7. Suspension from social or extra-curricular activities – principal, superintendent
8. In-school suspension – principal, superintendent
9. Removal from classroom by teacher – teachers, principal
10. Short-term (five days or less) suspension from school – principal, superintendent
11. Long-term (more than five days) suspension from school – superintendent
12. Permanent suspension from school – superintendent, Board of Education

B. Procedures

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

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

1. Detention

Teachers, principals and the superintendent may use after school detention as a penalty for student misconduct in situations where removal from the classroom or suspension would be inappropriate.

2. Suspension from transportation

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

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

3. 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 will be provided with a reasonable opportunity for an informal conference with the District official imposing the suspension to discuss the conduct and the penalty involved.

4. In-school suspension

The Board recognizes the school must balance the need of students to attend school and the need for order in the classroom to establish an environment conducive to learning. As such, the Board authorizes

building principals and the superintendent to place students who would otherwise be suspended from school as the result of a Code of Conduct violation in “in-school suspension.”

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

5. Teacher disciplinary removal of disruptive students

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

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

A classroom teacher may remove a disruptive student from class for up to two days. 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 put in writing the reason for removal and give to 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.

Within 24 hours after the student’s removal, the principal or another District administrator designated by the principal must notify the student’s parents, in writing, that the student has been removed from class and why. The notice must also inform the parent that he or she has the right, upon request, to meet informally with the principal or the principal’s designee to discuss the reasons for the removal.

The written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the student’s removal at the

last known address for the parents. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting parents.

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

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

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

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

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

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

Each teacher must document the removal of students from his or her class. The principal must keep a log of all removals of students from class.

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

6. Suspension from school

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

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

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

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

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

When the superintendent or principal (referred to as the “suspending authority”) proposes to suspend a student charged with misconduct for five days or less pursuant to Education Law §3214(3), the suspending authority must immediately notify the student orally. If the student denies the misconduct, the suspending authority must provide an explanation of the basis for the proposed suspension. The suspending authority must also notify the student’s parents in writing that the student may be suspended from school. The written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the decision to propose suspension at the last known address for the parents. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting the parents.

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

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

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

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

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

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

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

c. Permanent suspension

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

C. Minimum Periods of Suspension

Consequences for Violation of Specific Infractions of School Rules and Regulations.

1. Violation of Cafeteria Rules

First Offense

- ✓ Depending on the severity, one to three days of lunch suspension detention will be issued by the principal.

Second Offense

- ✓ Student will lose privilege of eating in the cafeteria for a minimum of five days, as determined by the building principal and will receive an extended detention.

Third Offense

- ✓ Parent conference and the student will lose the privilege of eating in the cafeteria until further notice by the building principal and will receive additional disciplinary action.

If at any time the student's behavior disrupts functioning of the cafeteria, the principal will determine appropriate consequences.

2. Dishonesty

- a. Cheating - Will be dealt with on an individual classroom teacher basis as much as possible and disciplinary action will be taken.
- b. Plagiarism - The act of stealing and passing off the ideas or words of someone else as your own is unacceptable and will be treated as cheating. No credit for assignment where cheating or plagiarism occurs.
- c. Lying - Chautauqua Lake is a school that functions on the basis of trust. Students acting contrary to this principle will be subject to disciplinary action. Lying, (e.g.: giving an incorrect name to substitute teachers, giving a false reply, falsely accusing a fellow student, etc.) is considered unacceptable behavior.

First Offense

- ✓ Warning Given.

Second Offense

- ✓ One to three detentions will be given depending on the severity, as determined by the teacher or the building principal.

Third Offense

- ✓ An In-school Suspension will be given by the building principal and a parent conference will be held.

Fourth Offense or More

- ✓ Same as third, except recommended long term student suspension or expulsion.

d. Forgery

Any altering or forging of excuses, passes or other forms used in the day to day operation of Chautauqua Lake Secondary School is an unacceptable practice and will result in disciplinary action.

First Offense

- ✓ One day of In-school Suspension will be given by the building principal and a parent conference will be held.

Second Offense

- ✓ Two days of In-school Suspension and a parent conference.

Third Offense

- ✓ Three to five days of In-school Suspension will be given, and a parent conference will be held.

Fourth Offense or More

- ✓ Same as third, except recommended long term student suspension or expulsion.

3. Disruptive Noise

A good learning environment is one free from excessive and disruptive noise. Students are not to make noise that might interfere with the learning of others.

Excessive and disruptive noise can interfere with the safety of students. All electronic devices included, but not limited to, tablets, iPods, cell phones, should be turned off and placed in the student's locker before the beginning of classes and not taken out until after school (2:57 pm). If cell phone is visible, it will be confiscated, even if not being used. If a teacher wishes to use one for instruction, it is the teacher's sole responsibility to provide the device and to supervise and regulate its use. If a student brings an electronic device to school and has it out during the school day:

First Offense

- ✓ The item will be confiscated and brought to the Principal's Office. The student may pick up the device at the end of the school day.

Second Offense

- ✓ The item will be confiscated and brought to the Principal's Office. A detention will be issued.

Third Offense

- ✓ The items will be confiscated and brought to the Principal's Office. The parent will be called. It will be explained that the item cannot be returned until parent picks it up and student will receive further disciplinary action.

***Note:** In addition to the above consequences, if the electronic devices images are inappropriate content, used for the purposes of cheating, or other reasons that create a significant disruption to the educational environment, additional disciplinary actions up to and including suspension may be initiated by the building principal.

4. Student Dress Code

Personal taste in dress and attire is one of the distinguishing characteristics of a democratic state. The primary consideration in choosing school clothes should be neatness and decency. All students are expected to give proper attention to personal cleanliness and to dress appropriately for school and school functions. Students and their parents have the primary responsibility for acceptable student dress and appearance. Teachers and all other district personnel should exemplify and reinforce acceptable student dress and help students develop an understanding of appropriate appearance in the school setting. Please refer to Section V - Dress Code.

Please Note: Students are now permitted to wear shorts at Chautauqua Lake Central School using the following guidelines: The shorts should be neat, clean, conservative in taste. In grades PreK to 6, the shorts and skirts are not to be any shorter than mid-thigh. In grades 7-12, skirts must be not more than 3.5

inches from the top of the knee. No short shorts, which are higher than stated by the above proposal, will be permitted; no tight fitting shorts such as Spandex or bicycle shorts will be permitted.

The building principal reserves the right to use discretion on inappropriate dress. Anyone failing to honor this rule will be subject to the following disciplinary actions:

First Offense

- ✓ Verbal warning, student will be directed to change or asked to wear substitute garment. If student refuses to change, he/she will be placed in In-School Suspension and parents will be contacted.

Second Offense

- ✓ Student will be directed to change and will be assigned a detention and parent will be informed in writing and possible parent conference.

Third Offense

- ✓ One to three days of Extended Detention and parent conference.

5. Drugs and Alcohol

Chautauqua Lake Central School has established high expectations for all of our students. The succeeding policy details disciplinary action that is fair and consistent for any student failing to achieve those expectations. It is subject to periodic review by advisors, coaches, faculty, parents, and students.

Chautauqua Lake Central School District reserves the right to administer an alcohol screening device to every student, enrolled or visiting, who is in attendance at an extra-curricular school function including, but not limited to, dances and sporting events. The device will be a hand-held alcohol tester. It is a consistent and accurate method of determining a subject's blood alcohol level. The results of the screening will be specifically used to determine entrance into extra-curricular school functions. If a student tests positive upon administration of the screening device, steps will be immediately taken to notify the student's parent(s) and the student will be denied entrance to the event. In addition, law enforcement officers will be notified.

SECTION A: All Students who are found possessing and/or using alcohol, drug paraphernalia, tobacco products including e-cigarettes, or illegal drugs on school property, including students who arrive at a school function or at any time or place where the District has responsibility for their safety and well being (e.g. field trips), having consumed alcohol or having used any illegal drug, or who enable¹ other students to do so, are subject to the following disciplinary action:

A phone call will be made to the parent or guardian of the offending student, and in the case of drugs or alcohol use, another call will be made to the proper law enforcement authorities. The student will then be turned over to those authorities for appropriate legal action.

First Offense

- ✓ Out of school suspension for up to FIVE days
- ✓ Loss of school privileges² for up to SIXTY calendar days.
- ✓ If the offender makes a commitment to complete the Student Awareness Program³ (to commence within thirty days), the out of school suspensions will be reduced to no more than THREE days and the loss of privileges reduced to no more than THIRTY calendar days⁴.
- ✓ A Superintendent hearing may be held (as determined by administration)

Second Offense

- ✓ Out of school suspension for FIVE days

¹ Enable: (a) to provide the means or opportunity (b) to make possible or easy

² School privileges: (a) extra-curricular activities, dances, fun nights, recreation program

³ Student Awareness Program: Up to five sessions conducted after the school day which will include, but are not limited to (a) IMPACT Team (b) Supervisor of Athletics/Coach (c) Administrator (d) Drug/Alcohol Counselor € Teacher/Guidance Counselor

⁴ Calendar Days: In instances where a student has not lost privileges for the required number of days due to a summer vacation, the remaining penalty will begin in the new school year.

- ✓ Loss of school privileges² for up to the REMAINDER OF THE SCHOOL YEAR
- ✓ Superintendent hearing may be held (as determined by administration)

SECTION B: Student-athletes who are at a non-school function, off school property, who are using, possessing, or are under the influence of alcohol, tobacco, e-cigarettes, or illegal drugs, or who enable others to do so, are subject to the following disciplinary action:

A phone call will be made to the parent or guardian of the offending student, and in the case of drugs or alcohol use, another call will be made to the proper law enforcement authorities. The student will then be turned over to those authorities for appropriate legal action.

First Offense

- ✓ Extended day detention for THREE days.
- ✓ Loss of school privileges² for up to SIXTY calendar days⁴.
- ✓ If the offender makes a commitment to complete the Student Awareness Program³ (to commence within thirty days), the extended day detentions will be reduced to no more than TWO days and the loss of privileges reduced to no more than THIRTY calendar days.
- ✓ Must attend practice but may not play during loss of privileges period.
- ✓ Must sit out a minimum of 20% of the games/meets in a season. This carries over into their next sport/season during the current school year in the event where an insufficient number of games/meets remain in the current season.
- ✓ If the offense occurs between seasons, the athlete must attend practice but may not play in the first 20% of the games/meets in the next sports season.
- ✓ A Superintendent's hearing may be held.

Second Offense

- ✓ Extended day detention for FIVE days or more, depending on the outcome of a Superintendent's hearing, if any.
- ✓ Loss of the privilege of athletic participation for up to the REMAINDER OF THE SCHOOL YEAR, together with the other penalties applicable generally to students.

A phone call will be made to the parent or guardian of the offending student, and in the case of drugs or alcohol use another call will be made to the proper law enforcement authorities. The student will then be turned over to those authorities for appropriate legal action.

SECTION C: Students who are engaged in school activities/clubs and who are using, possessing, or are under the influence of alcohol, tobacco, e-cigarettes, or illegal drugs, or enabling others to do so, off school property are subject to the following disciplinary action/stipulation:

A phone call will be made to the parent or guardian of the offending student, and in the case of drugs or alcohol use, another call will be made to the proper law enforcement authorities. The student will then be turned over to those authorities for appropriate legal action.

First Offense

- ✓ Extended day detention for up to THREE days.
- ✓ Loss of school privileges² for up to SIXTY calendar days.
- ✓ If the offender makes a commitment to complete the Student Awareness Program³ (to commence within thirty days), the extended day detentions will be reduced to no more than TWO days and the loss of privileges reduced to no more than THIRTY calendar days.
- ✓ A Superintendent hearing may be held.

Second Offense

- ✓ Extended detention for FIVE days or more, depending on the outcome of a Superintendent's hearing, if any.

- ✓ Loss of the privilege of participating in the activity/club for up to the REMAINDER OF THE SCHOOL YEAR, together with the penalties applicable generally to other students.

SECTION D: Students disciplined hereunder have the right to an appeal. The appeals committee with the responsibility to hear and decide all such appeals, except for those taken from a Superintendent's hearing, will be comprised of the Building Principal, Supervisor of Athletics, and the advisor, coach, or teacher.

6. Fighting

It is the right of every person who comes to Chautauqua Lake Central to enjoy freedom from harassment. Any person who harasses and/or threatens a member of the Chautauqua Lake community will be subject to disciplinary action. Endangerment of others, verbal or physical abuse, pushing, shoving, threatening, horseplay, throwing objects, running in the hall, blocking halls or stairs and all other similar activities are prohibited and will be subject to disciplinary action depending on the severity of the problem, it must be understood that major fights (those that endanger the health, safety, and/or welfare, of anyone in the building) must be considered as serious. Therefore, the consequences for such offenses will depend upon the severity of the situation. They may include anywhere from one to five days Extended Detention or Out of School Suspension, or other penalties such as: parent conference, in-school suspension, or a referral to the Superintendent.

Please Note: In the event that it is found that one or more of the participants tried to avoid fighting both verbally and physically, but acted to protect him/herself, that person or persons may not be subject to the discipline procedures.

7. Insubordination

Each student will respect the authority of all school personnel. All students are expected to respond immediately to any reasonable request of anyone on the school staff. Back talk, impertinence or threats will not be tolerated. Other examples of insubordination are:

- a. deliberate disobedience
- b. flagrant acts of rudeness
- c. disrespectful language
- d. failing to report to the office when directed to do so

First Offense

- ✓ A referral will be made to the building principal and the student will receive up to three days of detention periods.

Second Offense

- ✓ The student will receive In-school Suspension for one day and the parent will be informed. A conference will be held.

For flagrant acts of insubordination, or third offense of minor insubordination, the student will receive In-school Suspension for one to three days and the parents will be informed. If there is a second offense, the student will receive two to five days of Out of School Suspension and the possibility of an informal Superintendent's Hearing.

8. Obscene Language

Another goal of Chautauqua Lake Central School is to teach students to communicate clearly within the limitations of appropriate and acceptable standards of the English language; standards which are to be exemplified by all members of the Chautauqua Lake staff and student body. No suggestive, foul or abusive language or gestures will be permitted in school, at school-sponsored events or on school property. This includes any disrespectful language or gestures directed to any parent, student, or guest at the school.

First Offense

- ✓ Referral to the building principal, detention of one to three days or one day of In-school Suspension, depending on the severity, and parent conference.

Second Offense

- ✓ Referral to the building principal, In-school Suspension for one to three days or Out of School Suspension for one to two days (depending on severity), parent conference, and possibility of informal Superintendent's Hearing.

Third Offense or More

- ✓ Out of School Suspension for two to five days, parent conference, and possibility of Informal Superintendent's Hearing.

**Foul language directed toward any staff member will automatically result in two days of Out of School Suspension.

9. Theft

One of the goals of Chautauqua Lake Central School is to instill a feeling of respect for the rights and property of the entire District. Therefore, it is expected that all students will be honest and respect the property of others. Since stealing is against the law, any individual who violates this law will be subject to school and/or criminal punishment. When it has been determined that an individual has been involved in a theft, the stolen property must be returned and/or restitution must be made. In addition, the individual will be subject to penalties assigned by school administration.

First Offense

- ✓ If minor, referral to the building principal, one day of In-school Suspension, parent conference, and student restitution.

First Offense

- ✓ If major, referral to the building principal, In-school Suspension for one to three days, mandatory parent conference, and student restitution.

10. Vandalism

According to New York State Law, a student's parent or guardian is liable for the first \$1,000 of vandalism for which their child is responsible.

Vandalism is the willful destruction or damaging of public or private property. Examples of vandalism include, but are not limited to, defacing of walls, lockers, furniture, books or other school equipment and materials; damage to floors, walls, ceilings, doors, windows and bulletin boards or mistreatment of any equipment or furnishings such as visual aids or books.

When it has been determined that a student is responsible for vandalism, the parent or guardian will be called, and the student is responsible for restoring the item to its original condition. Vandalism of major value will be reported to the state or local authorities for their investigation and resolution.

Penalty is the same as was outlined under Section 9. Theft.

11. Students who bring a weapon to school

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

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

f. Other extenuating circumstances.

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

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

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

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

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

It should be understood that the consequences for violations of the disciplinary code will be followed as closely as possible. There may exist times, however, that the severity of the situation does not lend itself to the specific consequences outlined and that further and more immediate action must be taken. This decision will be made at the appropriate time by the building principal.

14. Cell Phones (Electronic Devices)/Disruptive Noise

A good learning environment is one free from excessive and disruptive noise. Students are not to make noise that might interfere with the learning of others. Such use will result in the following consequences:

First Offense

✓The cell phone will be confiscated and brought to the Principal's Office. The student may pick up the device at the end of the school day and will be told to remove it from school property immediately.

Second Offense

✓The cell phone will be confiscated and brought to the Principal's Office. The parent will be called. It will be explained that the item cannot be returned until parent picks it up.

* **Please Note:** In addition to the above consequences, if the cell phone images are of inappropriate content, used for the purposes of cheating, or other reasons that create a significant disruption to the educational environment, additional disciplinary actions up to and including suspension may be initiated by the building principal.

15. Technology Use at CLCS

The Board of Education considers access to its computer systems, including the Internet, to be a powerful and valuable educational and research tool, and directs the use of computers and computer-related technology in District classrooms and buildings solely for the purpose of advancing and promoting learning and teaching.

The use of school computers, software, network resources and/or the Internet for non-educational purposes such as for profit activity, personal business or illegal activity is prohibited. The use of all District computer systems and the Internet is a privilege, not a right. The District's computer systems are District property which users are permitted to access. Students should have no expectation of internet, file, email or other technology based privacy on District owned computer systems.

Access to Inappropriate Content/Material and Use of Personal Technology or Electronic Devices (Policy #8271)

Despite the existence of District policy, regulations and guidelines, it is virtually impossible to completely prevent access to content or material that may be considered inappropriate for students. Students may have the ability to access such content or material from their home, other locations off school premises and/or with a student's own personal technology or electronic device on school grounds or at school events.

The District is not responsible for inappropriate content or material accessed via a student's own personal technology or electronic device or via an unfiltered Internet connection received through a student's own personal technology or electronic device.

The Board of Education, through the Superintendent of Schools, or his designee, shall establish regulations governing the use and security of the District's computer systems. All users of the District's computer systems shall comply with this policy and those regulations. Failure to comply may result in suspension of access to the District's computer systems and/or other appropriate penalties.

Use of Personal Technology Devices at CLCS

GAMING DEVICES, MUSIC / VIDEO PLAYERS, CELL PHONES and other Non-Internet Enabled Devices: May be used ONLY before and after the official school day (7:55 a.m. to 2:55 p.m.) unless they are being used as directed by a teacher.

LAPTOPS AND ALL OTHER INTERNET ENABLED HANDHELD DEVICES: Personal laptops, PDAs, iPods and ANY other networked handheld device at school are to be used responsibly and for academic purposes ONLY. Students are accountable for the content and usage of their technology device (including all documents, images, videos, emails, IM, websites accessed, etc) and insuring that content and usage complies with the technology AUP (Acceptable Use Policy). Students must ask prior permission of each teacher to use their technology device during class. ALL technology devices must be registered with the Technology Department prior to usage on campus.

FLASH DRIVES (Memory Sticks): Students should scan their flash drives to ensure they are not loaded with viruses or spyware before accessing files. Virus software has been installed on every computer in the District. The technology department can assist with scanning the device if needed.

ALL OTHER DEVICES that broadcast their own network signal are NEVER allowed without prior permission from the Director of Technology. These devices can interfere with existing wireless at the District and cause connection issues for other students and staff.

Checking Out Technology Devices at CLCS

Students will be allowed to check out technology devices (Laptops, iPod Touch) from the school provided the teacher has given them permission and a need to do so. The technology devices will be checked out and in by the Technology Department or the Library Media Center staff. In order for a student to qualify for checking out a laptop or other technology device, the following conditions must be met.

1. Students must have a CLCS Acceptable Use Policy (AUP) form signed and on file. Students must also sign the additional student technology device check-out form. A parent or guardian signature will be required for the initial check-out.
2. Students must be made aware that they are using school equipment. They will be subject to the District AUP which means the device is to be used to support/enhance curriculum in a specific class and is not to be used as a personal/recreational device. In some cases wireless may be turned off and locked down if the device is leaving the District.
3. Only students in grades 9-12 are eligible to check out technology devices at this time. Students will assume full responsibility for any harmful or illegal content found on the technology devices after or during their checkout period. Students/Parents must also take full responsibility for any damages that occur to the technology devices while the device is in their possession; the school does not have "extra" devices to hand out in the event one is dropped, lost or stolen. The Chautauqua Lake Central School District classroom teachers will be allowed to determine if the students are eligible and need to check out any technology devices. It is up to the classroom teacher's discretion to prohibit certain students from checking out technology devices.
4. Any Chautauqua Lake School District Administrator including the Director of Technology will be allowed to make the final determination if a student is eligible to check out a technology device.

Social Media General Guidelines

The Chautauqua Lake Central School (CLCS) District understands the importance of teachers, students and parents engaging, collaborating, learning, and sharing in digital environments. To this aim, CLCS has developed guidelines for student use of technologies (listed in Regulation #7315) to provide direction for instructional employees, students and the school district community when participating in online social media activities.

CLCS social media guidelines encourage students to participate in social computing and strive to create an atmosphere of trust and individual accountability, keeping in mind that information produced by CLCS students is a reflection on the entire District and is subject to the District's Computer/Internet Acceptable Use Policy. By accessing, creating or contributing to any blogs, wikis, podcasts or other social media for classroom or District use, you agree to abide by these guidelines. Please read them carefully before posting or commenting on any blog or creating any classroom blog, wiki and/or podcast in or outside of school.

D. Referrals

1. Counseling
The Guidance Office shall handle all referrals of students to counseling.
2. PINS Petitions
The District may file a PINS (person in need of supervision) petition in Family Court on any student under the age of 18 who demonstrates that he or she requires supervision and treatment by:
 - a. Being habitually truant and not attending school as required by part one of Article 65 of the Education Law.
 - b. Engaging in an ongoing or continual course of conduct which makes the student ungovernable, or habitually disobedient and beyond the lawful control of the school.

- c. Knowingly and unlawfully possesses marijuana in violation of Penal Law § 221.05. A single violation of § 221.05 will be a sufficient basis for filing a PINS petition.
- 3. Juvenile Delinquents and Juvenile Offenders
The superintendent is required to refer the following students to the County Attorney for a juvenile delinquency proceeding before the Family Court:
 - a. Any student under the age of 16 who is found to have brought a weapon to school, or
 - b. Any student 14 or 15 years old who qualifies for juvenile offender status under the Criminal Procedure Law §1.20 (42).The superintendent is required to refer students age 16 and older or any student 14 or 15 years old who qualifies for juvenile offender status to the appropriate law enforcement authorities.

X. Alternative Instruction

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

Tutoring

If tutoring is requested by the student's physician due to a medical condition, the following criteria must be met:

- a. A written request for tutoring from the physician on letterhead or prescription form must be provided to the school. The request **MUST** include the start date and end date for the tutoring and the medical diagnosis requiring tutoring.
- b. Tutoring is only provided if the medical condition will require the student to miss school for an extended period of time (5 or more consecutive days of absence) or when the length of illness will put a student in jeopardy of not meeting class attendance requirements.
- c. The student will provide the school with a signed reciprocal release of information form identifying all parties involved in the treatment plan. This release will allow the school to obtain and release information pertinent to the student's diagnosis.
- d. The physician requesting tutoring for a student will provide the school nurse with a written treatment plan. The treatment plan will include the names of any referrals made, document any prescription or over-the-counter medication recommended, and will define the follow-up treatment required upon return to school.

Tutoring due to an Out of School Suspension (OSS) or other disciplinary action by the school District is only required to be provided for students under the compulsory age for school attendance.

XI. Discipline of Students with Disabilities

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

This Code of Conduct affords students with disabilities subject to disciplinary action no greater or lesser rights than those expressly afforded by applicable federal and state law and regulations. Board policy 7313 also covers discipline of students with disabilities.

A. Authorized Suspensions or Removals of Students with Disabilities

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

A “suspension” means a suspension pursuant to Education Law § 3214.

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

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

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

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

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

2) “Controlled substance” means a drug or other substance identified in certain provisions of the federal Controlled Substances Act specified in both federal and state law and regulations applicable to this policy.

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

3. Subject to specified conditions required by both federal and state law and regulations, an impartial hearing officer may order the placement of a student with a disability in an IAES setting for up to 45

days at a time, if maintaining the student in his or her current educational placement poses a risk of harm to the student or others.

B. Change of Placement Rule

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

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

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

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

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

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

shall be responsible for determining whether the student is a student presumed to have a disability.

- b. A student will not be considered a student presumed to have a disability for discipline purposes if, upon receipt of information supporting a claim that the District had knowledge the student was a student with a disability, the District either:
 - 1) conducted an individual evaluation and determined that the student is not a student with a disability, or
 - 2) determined that an evaluation was not necessary and provided notice to the parents of such determination, in the manner required by applicable law and regulations.

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

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

3. The District shall provide parents with notice of disciplinary removal no later than the date on which a decision is made to change the placement of a student with a disability to an IAES for either misconduct involving weapons, illegal drugs or controlled 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.
4. The parents of a student with disabilities subject to a suspension of five consecutive school days or less shall be provided with the same opportunity for an informal conference available to parents of non-disabled students under the Education Law.
5. Superintendent hearings on disciplinary charges against students with disabilities subject to a suspension of more than five school days shall be bifurcated into a guilt phase and a penalty phase in accordance with the procedures set forth in the Commissioner's regulations incorporated into this code.
6. The removal of a student with disabilities other than a suspension or placement in an IAES shall be conducted in accordance with the due process procedures applicable to such removals of non-disabled students, except that school personnel may not impose such removal for more than 10 consecutive days or for a period that would result in a disciplinary change in placement, unless the CSE has determined that the behavior is not a manifestation of the student's disability.
7. During any period of suspension or removal, including placement in an IAES, students with disabilities shall be provided services as required by the Commissioner's regulations.

D. Expedited Due Process Hearings

1. An expedited due process hearing shall be conducted in the manner specified by the Commissioner's regulations incorporated into this code, if:
 - a. The District requests such a hearing to obtain an order of an impartial hearing officer placing a student with a disability in an IAES where school personnel maintain that it is dangerous for the student to be in his or her current educational placement, or during the pendency of due process hearings where school personnel maintain that it is dangerous for the student to be in his or her current educational placement during such proceedings.

- b. The parent requests such a hearing from a determination that the student's behavior was not a manifestation of the student's disability, or relating to any decision regarding placement, including but not limited to any decision to place the student in an IAES.
 - 1) During the pendency of an expedited due process hearing or appeal regarding the placement of a student in an IAES for behavior involving weapons, illegal drugs or controlled substances, or on grounds of dangerousness, or regarding a determination that the behavior is not a manifestation of the student's disability for a student who has been placed in an IAES, the student shall remain in the IAES pending the decision of the impartial hearing officer or until expiration of the IAES placement, whichever occurs first, unless the parents and the District agree otherwise.
 - 2) If school personnel propose to change the student's placement after expiration of an IAES placement, during the pendency of any proceeding to challenge the proposed change in placement, the student shall remain in the placement prior to removal to the IAES, except where the student is again placed in an IAES.
 2. An expedited due process hearing shall be completed within 15 business days of receipt of the request for a hearing. Although the impartial hearing officer may grant specific extensions of such time period, he or she must mail a written decision to the District and the parents within five business days after the last hearing date, and in no event later than 45 calendar days after receipt of the request for a hearing, without exceptions or extensions.
- E. Referral to law enforcement and judicial authorities**
 In accordance with the provisions of IDEA and its implementing regulations:
1. The District may report a crime committed by a child with a disability to appropriate authorities, and such action will not constitute a change of the student's placement.
 2. The superintendent shall ensure that copies of the special education and disciplinary records of a student with disabilities are transmitted for consideration to the appropriate authorities to which a crime is reported.

XII. Corporal Punishment

Corporal punishment is any act of physical force upon a student for the purpose of punishing that student. Corporal punishment as a means of discipline shall not be used against a student by any teacher, administrator, office, employee or agent of this school District.

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

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

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

The Superintendent of Schools shall submit a written report semi-annually to the Commissioner of Education, with copies to the Board of Education, by January 15 and July 15 of each year, setting forth the substance of each written complaint about the use of corporal punishment received by the Chautauqua Lake Central School authorities during the reporting period, the results of each investigation, and the action, if any, taken by the school authorities in each case. This is also covered under Board Policy 7350.

XIII. Student Searches and Interrogations

The Board of Education is committed to ensuring an atmosphere on school property and at school functions that is safe and orderly and have developed Board policy 7330. Also, to achieve this kind of environment, any school official authorized to impose a disciplinary penalty on a student may question a student about an alleged violation of law or the District Code of Conduct. Students are not entitled to any sort of “Miranda”- type warning before being questioned by school officials, nor are school officials required to contact a student’s parent before questioning the student. However, school officials will tell all students why they are being questioned.

In addition, the Board authorizes the superintendent, building principals, the school nurse and District security officials to conduct searches of students and their belongings if the authorized school official has reasonable suspicion to believe that the search will result in evidence that the student violated the law or the District Code of Conduct. Factors to be considered in determining whether reasonable cause exists to search a student include:

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

If reasonable cause exists to believe that a student possesses a weapon, it is permissible for a school District employee to frisk that student.

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, make an admission against their own interest, provide the same information that is received independently from other sources, or appear to be credible and the information they are communicating relates to an immediate threat to safety. District employees will be considered reliable informants unless they are known to have previously supplied information that they knew was not accurate.

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

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

A. Student Lockers, Desks and other School Storage Places

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

B. Strip Searches

A strip search is a search that requires a student to remove any or all of his or her clothing, other than an outer coat or jacket. If an authorized school official believes it is necessary to conduct a strip search of a student, the school official may do so only if the search is authorized in advance by the superintendent or the school attorney. The only exception to this rule requiring advanced authorization is when the school official believes there is an emergency situation that could threaten the safety of the student or others.

Strip searches may only be conducted by an authorized school official of the same sex as the student being searched and in the presence of another District professional employee who is also of the same sex as the student.

In every case, the school official conducting a strip search must have probable cause – not simply reasonable cause – to believe the student is concealing evidence of a violation of law or the District code. In addition, before conducting a strip search, the school official must consider the nature of the alleged violation, the student's age, the student's record and the need for such a search.

School officials will attempt to notify the student's parent by telephone before conducting a strip search, or in writing after the fact if the parent could not be reached by telephone.

C. Documentation of Searches

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

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

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

D. Police Involvement in Searches and Interrogations of Students

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

Administrators have the responsibility and the authority to determine when the assistance of law enforcement officers is necessary within their respective jurisdictions. The school District's

administrators shall at all times act in a manner that protects and guarantees the rights of students and parents.

Interrogations

It shall be the policy of this school District that police authorities must have a warrant to interrogate students in school buildings or on school grounds, except in cases involving suspected child abuse. If the police wish to speak to a student without a warrant, they should take the matter up directly with the student's parent/legal guardian.

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

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

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

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

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

E. Child Protective Services Investigations

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

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

A Child Protective Services worker may not remove a student from school property without a court order, unless the worker reasonably believes that the student would be subject to danger of abuse if not he or she were not removed from school before a court order can reasonably be obtained. If the worker

believes the student would be subject to danger of abuse, the worker may remove the student without a court order and without the parent's consent.

XIV. Visitors to the Schools

Visitors to school are covered under Board policy 3210. In addition, the Board encourages parents and other District citizens to visit the District's schools and classrooms to observe the work of students, teachers and other staff. Since schools are a place of work and learning, however, certain limits must be set for such visits. The building principal or his or her designee is responsible for all persons in the building and on the grounds. For these reasons, the following rules apply to visitors to the schools:

1. Anyone who is not a regular staff member or student of the school will be considered a visitor.
2. All visitors to the school must report to the central office upon arrival at the school. There they will be required to register with the receptionist 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 receptionist or principal's office before leaving the building.
3. 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.
4. Teachers are expected not to take class time to discuss individual matters with visitors.
5. 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.
6. When individual Board members visit the school, they must abide by the regulations and procedures developed by the administration regarding school visits.
7. All visitors are expected to abide by the rules for public conduct on school property contained in this Code of Conduct.

XV. Public Conduct on School Property

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

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

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

A. Prohibited Conduct

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

1. The willful physical injury of any person or the threat to use force that would result in such injury.
2. The harassment or coercion of any person.
3. The willful damage to, or destruction of, property.
4. The willful disruption of the orderly conduct of classes or of any other school program or activity.

5. The entry of any school building or upon any portion of the school premises unless such entry is made in connection with official business with the District or to attend an activity or function authorized hereby.
6. The willful interference with the lawful and authorized activities of others.
7. The possession, consumption, or exchange of alcoholic beverages, unauthorized drugs, or narcotics on school property.
8. The possession or use of a knife, razor, ice pick, explosives, loaded cane, sword cane, machete, pistol, rifle, shotgun, pellet gun or any other object that reasonably can be considered a weapon or facsimile thereof, on property of the school District.
9. The violation of any federal or state statute, local ordinance, or Board policy.
10. The refusal or failure of any person to comply with a lawful order or direction of an official of the school District in the performance of his duties.
11. The distribution or posting of any written material, pamphlets or posters without prior written approval of the superintendent.
12. There will be NO SMOKING allowed on school grounds.
13. There will be NO WEAPONS allowed on school grounds.

B. Enforcement and penalties

Any violation of the above shall be reported immediately to the building principal. He or she will investigate the case thoroughly and make a written report to the superintendent.

The principal and/or the superintendent will have the following options as to what penalty to impose:

Option 1 - Violators will be reprimanded

Option 2 - Violators will be ordered to leave school property immediately.

Option 3 - Police will be called and specific charge made under the proper penal code.

Option 4 - Any penalty authorized by Section 3214 of the Education Law or Board policies, if the violator is a student, provided the provisions pertaining to notice and hearing have been met.

Option 5 - Any penalty authorized under Section 3020-a of the Education Law, if the violator is tenured teacher, provided the provisions pertaining to charges, notices, hearings and findings have been complied with.

Option 6 - Any penalty authorized under Section 3031 of the Education Law, if the violator is a non-tenured teacher or Section 75 of the Civil Service Law, if the violator is a non-teaching employee of the District, providing the provisions pertaining to charges, notices, hearings and findings have been complied with.

Other penalties

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

XVI. Dissemination and Review

A. Dissemination of Code of Conduct

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

1. Providing a public hearing prior to Board approval.
2. Providing copies of a summary of the code to all students, in an age-appropriate, plain-language version, at a general school assembly held at the beginning of each school year.
3. Making copies of the code available to all parents at the beginning of the school year.
4. Providing a summary of the Code of Conduct written in plain language to all parents of District students before the beginning of the school year and making this summary available later upon request.

5. Providing all current teachers and other staff members with a copy of the code and a copy of any amendments to the code as soon as practicable after adoption.
6. Providing all new employees with a copy of the current Code of Conduct when they are first hired.
7. Making copies of the code available for review by students, parents and other community members.

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

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

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

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

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

XVII: DIGNITY ACT COORDINATORS

Chautauqua Lake Central School Dignity Act Coordinators are as follows:

Kara Smith
Elementary Dignity Act Coordinator
Phone number – 753-5846
In-house extension - 5846

Leah Stow
Secondary Dignity Act Coordinator
Phone number – 753-5847
In-house extension - 5847