

Randolph Academy UFSD

2018-19 Code of Conduct BOE Approval 7-11-18

I. Introduction

The Randolph Academy Union Free School District Board of Education ("board") is committed to supporting a culture in which students and staff promote behaviors and attitudes that observe five major norms; **Safety** - both physical safety and emotional safety; **Respect** - for oneself, for others and for property; **Responsibility** - for one's actions and for one's obligations; **Goal Directed Living** - every action relates to one's goals; and **The Classroom is Sacred** - the common value that benefits all students is an effective learning environment.

This unique approach to managing the Academy's students, their behaviors, and the general attitude of the student body is known as Normative Culture. It is the Board's firm belief that Normative Culture is an indispensable influence in providing a safe and orderly school environment where students may receive and district personnel may deliver quality educational services without disruption or interference. Other side benefits of an effective Normative Culture are civility, mutual respect, citizenship, character, tolerance, honesty, and integrity.

Further, the Board also believes that students who commit to following the norms and internalize those norms will sustain gains in character development long after their attendance at Randolph Academy has ended.

This policy clearly defines the set of expectations for acceptable conduct on school property, identifies the possible consequences of unacceptable conduct, endorses the use of restorative practices and ensures that discipline, when necessary, is administered promptly and fairly. To this end, the board adopts this Code of Conduct ("Code") which encompasses all provisions of the Dignity for All Students Act (DASA).

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:

"Normative Culture" is the set of expectations that apply to all students and staff and which all students and staff are expected to promote by modeling appropriate confrontation when normative expectations are violated.

"Force Field" is the daily rating system that describes the student's overall level of functioning. Possible ratings are Positive, On the Line, and Negative.

"Confrontation" is the act of responding to behavior or attitudes that violate any of the five norms. Appropriate confrontation is done respectfully, in private, with the person's permission, and with the intent to help the person being confronted.

"Guided Group Interaction" is a daily group meeting in which the group members discuss how the norms were observed or not observed. GGI is often an appropriate venue for confrontation.

"Timber Wolves/Pathfinders Club" are the leadership clubs for students who are judged by peers and staff to actively promote the five norms.

"Pledge" is a student who has publicly committed to observing the norms in order to become a Timber Wolf/Pathfinder.

"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.

"Principal" means an administrative figure - principal or assistant principal.

"Restorative Practices" refers to the use of strategies that build relationships within a school community and help to repair the harm done by student wrongdoing through a multi-tiered system. Level 1 circles are delivered in the classroom to build relationships and a sense of community, Level 2 circles are used with small groups of individuals to resolve conflict. Level 3 conferences are used as a response to more serious incidents of student misconduct. All who are affected come to agreement in a Level 3 conference and generate a formal written agreement on actions that will be taken to repair harm that was caused by the student misconduct that is the focus of the conference. Restorative practices on all levels occur through face to face meetings where individuals form a circle and participate in a facilitated conversation.

"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. For the purposes of this Code of Conduct, property on the premises of the adjacent institution, New Directions' Randolph Residential Campus, will be considered school property.

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

"Violent Behavior" includes:

1. Committing an act of violence upon a school employee or an attempt to do so.
2. Committing, 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 an attempt to do so.
3. Possessing a weapon, while on school property or at a school function.
4. Displaying what appears to be a weapon, while on school property or at a school function.
5. Threatening to use a weapon, while on school property or at a school function.
6. Knowingly and intentionally damaging or destroying the personal property of any school employee or any person lawfully on school property or at a school function.
7. Knowing and intentionally damaging or destroying school district property.

"Weapon" means a firearm as defined in 18 USC SS921 for the purpose of the Gun-Free Schools Act. It also means any other gun, BB gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, dagger, dirk, razor, stiletto, switchblade, knife, gravity knife, brass knuckles, sling shot, metal knuckle knife, box cutter, cane sword, electronic dart gun, Kung Fu star, electronic stun gun, pepper spray, or other noxious spray, explosive or incendiary bomb. Any other device, instrument, material or substance that can cause physical injury or death when used to cause injury or death is deemed to be a weapon.

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III. Student Rights and Responsibilities

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:

- Take part in all district activities on an equal basis regardless of race, color, creed, national origin, religion, gender, sexual orientation, gender identity, gender expression or disability.
- Present their version of the relevant events to school personnel authorized to impose a disciplinary penalty in connection with the imposition of the penalty.
- Request and participate in restorative practices.
- Access school rules and, when necessary, receive an explanation of those rules from school personnel.

Student Responsibilities

All district students have the responsibility to:

- Promote Normative Culture in order to help all students achieve personal and academic growth.
- Attend and participate in Guided Group Interaction sessions in order to further personal growth and help fellow students achieve their own personal goals.
- Contribute to maintaining a safe and orderly school environment that is conducive to learning and upholds respect to other persons and property.
- Be familiar with and abide by all district policies, rules, and regulations dealing with student conduct.
- Attend school every day unless legally excused.
- Be in class, on time, and prepared to learn.
- Work to the best of their ability in all academic and extra-curricular pursuits and strive toward their highest level of achievement possible.
- React positively to direction given by teachers, administrators, and other personnel.
- Develop mechanisms to control anger.
- Ask questions when they do not understand.
- Seek help in solving problems through participation in restorative practices,
- Dress appropriately for school and school functions, including the wearing of the specified school uniform as required.
- Accept responsibility for their actions and seek reconciliation as appropriate.
- Conduct themselves as representatives of the district when participating in or attending school-sponsored extracurricular events and to hold themselves to the highest standards of conduct, demeanor, and sportsmanship.

IV. Essential Partners

Parents

All parents are expected to:

- Recognize that the education of children is a joint responsibility of the parents and the school community.
- Become knowledgeable about the academic and support programs of the Randolph Academy
- Become knowledgeable about Normative Culture in order to communicate effectively with their children about their

school experience and help guide their child's understanding.

- Send their children to school ready to participate and learn.
- Ensure their children attend school regularly and on time.
- Insist their children be dressed and groomed in a manner consistent with student dress code.
- Help their children understand that in a democratic society, appropriate rules are required to maintain a safe and orderly environment.
- Convey to their children a supportive attitude toward education and the district.
- Build good relationships with teachers, other parents and their children's friends.
- Participate in restorative conferences following serious incidents of student wrongdoing as a way to support their child in repairing the harm done by the misconduct.
- Inform school officials of changes in the home situation that may affect student conduct or performance.
- Provide a place for study and ensure homework assignments are done and done well.

Support Staff

All support staff serving the district are expected to:

- Maintain a climate of mutual respect and dignity, which will strengthen students' self-concept and promote confidence to learn.
- Participate in and fully implement Normative Culture.
- Participate in restorative conferences following serious incidents of student wrongdoing as a way to support students in repairing the harm done by their misconduct.
- Familiarize themselves with students' needs, strengths and effective ways to engage each student, including students' Individual Student Safety Plan/Behavior Intervention Plan (ISSP/BIP).
- Know, promote, and abide by school policies and expectations.
- Assist teachers as needed.
- Support classroom protocols.
- Utilize preventative and de-escalation techniques that are consistent with Therapeutic Crisis Intervention (TCI).
- Provide supervision when required.

Teachers

All teachers serving the district are expected to:

- Maintain a climate of mutual respect and dignity which will strengthen students' self-concept and promote confidence to learn.
- Participate in and fully implement Normative Culture.
- Implement restorative practices and fully participate in restorative conferences following serious incidents of student wrongdoing as a way to support students in repairing the harm done by their misconduct.
- Familiarize themselves with students' needs, strengths and effective ways to engage each student, including students' Individual Student Safety Plan/Behavior Intervention Plan (ISSP/BIP).
- Be prepared to teach.
- Demonstrate interest in teaching and concern for student achievement.
- Know, promote, and abide by school policies and expectations.
- Communicate to students and parents how Normative Culture is applied in the school and in the classroom.

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- Communicate regularly with students, parents, and other teachers concerning students' growth and achievement.

School Counselors

All school counselors serving the district are expected to:

- Participate fully in Normative Culture.
- Participate in restorative conferences following serious incidents of student wrongdoing as a way to support students in repairing the harm done by their misconduct.
- Incorporate individual students' needs and strengths, in the creation of students' Individual Student Safety Plan/Behavior Intervention Plan (ISSP/BIP).
- Assist students in coping with peer pressure and emerging personal, social and emotional problems.
- Initiate teacher/student/counselor conferences and parent/teacher/student/counselor conferences as necessary, as a way to resolve problems.

Principals

All principals serving the district are expected to:

- Promote a safe, orderly, and stimulating school environment, supporting active teaching and learning.
- Participate in and fully implement Normative Culture
- Participate in restorative conferences following serious incidents of student wrongdoing as a way to support students in repairing the harm done by their misconduct.
- Familiarize themselves with individual students' needs and strengths, including students' Individual Student Safety Plan/Behavior Intervention Plan (ISSP/BIP).
- Serve as DASA Coordinator for their respective building.
- Ensure that students and staff have the opportunity to communicate regularly with the principal and approach the principal for redress of grievances.
- Implement the Code of Conduct, ensuring that all cases are resolved promptly and fairly.
- Know, promote, and abide by school policies.
- Educate, promote, and interpret Normative Culture for referring school districts.

Superintendent

The Superintendent is expected to:

- Promote a safe, orderly and stimulating school environment, supporting active teaching and learning.
- Lead the development and operation of the Randolph Academy Normative Culture and restorative practices, including collaboration with the management and staff of New Directions' Randolph Residential Program.
- Educate, promote and interpret Normative Culture, including the use of restorative practices, for referring school districts.
- Inform the Board of Education about educational trends relating to student conduct, behavior management, and state and federal laws.
- Work to create instructional programs that minimize problems of misconduct and are sensitive to student and teacher needs.
- Work with district administrators to implement the code of conduct and ensure that all cases are resolved promptly and fairly.

Board of Education

The Board of Education is expected to:

- Collaborate with student, teacher, administrator and parent organizations, school safety personnel, and other

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.

- Set policy that supports and promotes Normative Culture and endorses the use of restorative practices.
- Adopt and review at least annually the district's code of conduct to evaluate the code's effectiveness and consistency of its implementation.
- Conducting board meetings in a professional, respectful, and courteous manner.

V. Student Dress Code

Students are expected to dress appropriately at all times. They are also expected to present a clean, well-groomed appearance and appropriately for the weather.

The purpose of our dress code is to:

- Promote an overall sense of well being
- Promote good grooming
- Promote socially appropriate dress
- Promote safety and proper hygiene
- Promote a climate conducive to learning
- Prepare students for the real world
- Dress for success

School dress code:

- Shirts need to be solid navy in color. No patterns. Students are only allowed to wear white t-shirts (short or long sleeve) underneath the blue polo shirt.
- Khaki (tan) pants (NEED TO BE WORN AT WAIST LEVEL)
- During the warmer months, khaki shorts may be worn, they must be knee length.

The following will allowed with special permission the principal:

- Combs/picks in hair, sunglasses, backpacks/purses of any size.
- Outside clothing that is worn indoors (including nylon and fleece jackets, windbreakers, etc.)
- Pajamas, nightgowns, boxers, or other clothing used as sleepwear.
- Curlers, caps, hats, bandannas, hoods, du-rags, etc.

The following will not be allowed at any time:

- Symbols that advocate violence, gang involvement, racism, sexism, cultism, bigotry, drugs, alcohol, tobacco or illegal activity.

Clothing must be appropriate for the school environment. Any clothing that is disruptive to the educational program is not permitted. Students who exhibit chronic non-compliance with the dress code will be subject to disciplinary action.

Timber Wolf and Pathfinder dress code privileges will be granted individually on each campus.

VI. Conduct

The Board of Education endorses the philosophy of Normative Culture and the universal application of the norms to define acceptable student conduct. Normative Culture provides the student population with the means to promote positive conduct so that it becomes the accepted standard of behavior for all students and staff.

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The norms provide a comprehensive reference to evaluate student conduct. The Board expects all students and staff to consider the norms in determining acceptable behavior, confronting behavior that violates the norms, and assessing a student's progress.

The norms are only useful in defining and encouraging positive behaviors to the extent that they are discussed, promoted, and reflected upon in daily Guided Group Interaction as well as informally in all interactions

Randolph Academy recognizes five universal norms as the centerpiece of the school's culture and philosophy:

Safety – A safe environment is one where all are free from physical harm or risk. We are also committed to enabling persons to feel emotionally safe to give feedback, express themselves and confront in a supportive environment.

Emotional safety means being free from fear of teasing, bullying, harassment, and any form of denigration for any reason.

Respect – All persons should be treated with respect and consideration. A mutually respectful environment allows for honest, safe expression and fosters growth and change. We encourage self-respectful behavior at all times.

Responsibility - All persons are expected to take responsibility for their own thoughts and actions, and to have full accountability. Every person has a responsibility to the larger community to work toward a more positive environment.

Goal-Directed Living - Each person has the responsibility to set realistic, appropriate personal goals and to work to achieve those goals making use of individual strengths and resources in the wider community.

The Classroom is Sacred – The school classroom provides each student with the opportunity to achieve their full potential. Education is the best hope for improving one's chances for independence and success. Behavior that hinders other students' learning reduces everyone's chance for success.

While students are expected to promote the norms and Normative Culture by confronting behavior that violates the norms, some behaviors require immediate staff intervention to ensure the school's safe orderly operation and to permit the students and staff to pursue the Academy's educational mission.

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

1. Engage in conduct that is disorderly.
2. Engage in conduct that is insubordinate.
3. Engage in conduct that is disruptive.
4. Engage in conduct that is violent.
5. Engage in any conduct that endangers the safety, morals, health or welfare of others.
6. Engage in misconduct while on a school bus. It is crucial for students to behave appropriately while riding on buses to ensure their safety and that of other passengers and to avoid distracting the bus driver. Students are required to conduct themselves on the bus in a manner consistent with established standards for classroom behavior.
7. Engage in any form of academic misconduct.
8. Engage in acts of threats of bullying (including cyber-bullying), harassment or discrimination.

9. Are under the influence/possession of alcohol/drugs (including synthetic drugs), controlled substances, drug paraphernalia or tobacco products.

Some behaviors require a disciplinary response that is defined by state or federal law or that might be the subject of civil charges. These behaviors include but are not limited to:

1. Intentional injury to another person.
2. Unlawful possession of a controlled substance or illegal drug.
3. Possession of a weapon.
4. Use of a weapon in the assault of a person.
5. Threats of harming another person with the means, the demonstrated intention or a high probability of carrying out the threat.
6. Vandalism or intentional destruction of property in excess of \$250.
7. Theft of a motor vehicle.
8. Making a bomb threat.
9. Forcing sexual contact on another person.

VII. Reporting Violations

All students and staff are expected to promptly report violations of the code of conduct. Any person observing another person possessing a weapon, alcohol, or illegal substance on school property or at a school function shall report this information immediately to a teacher, the principal, or the superintendent.

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

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

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

VIII. Disciplinary 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 students' ability to grow in self-discipline.

Disciplinary action, when necessary, will be firm, fair and consistent in order to be the most effective in repairing the

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harm done by student wrongdoing and 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 that 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 and restorative. This means that a student's first violation will usually merit a lighter penalty than subsequent violations and that restorative practices may be used as an alternative to penalties

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 (see Section X) for disciplining students with a disability. A student identified as having a disability shall not be disciplined for behavior related to his/her disability.

A. Consequences

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. As an alternative to these penalties, students may be offered and may choose to participate in restorative conferences that result in a written agreement identifying the actions that a student will take to repair the harm done by their misconduct.

1. Oral warning - any member of the district staff.
2. Written warning - any member of the district staff.
3. Written notification to parent - any member of the district staff upon review by principal.
4. Detention - Teachers (teacher detention), principal, superintendent.
5. Suspension of privileges - principal, superintendent.
6. Intensive Behavior Classroom - principal, superintendent.
7. Removal from classroom - teachers, principal, superintendent, board of education.
8. Short-term (5 days or less) suspension - principal, superintendent, board of education.
9. Long-term (more than 5 days) suspension - superintendent, board of education.
10. 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 the school personnel authorized to impose the penalty must inform the student of the alleged misconduct and must investigate, to the extent necessary, the fact 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 (explained below) before the penalty is imposed.

1. Detention

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

2. Suspension from privileges

A student subjected to a suspension from extra-curricular activities or other privileges is not entitled to a full hearing pursuant to Ed. Law SS3214. 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.

3. Intensive Behavior Classroom

The District offers intensive behavioral intervention programming to support positive behavioral growth in students and as a preferred alternative to suspension. This program is known as the Intensive Behavior Classroom and its primary purpose is to re-teach the basic norms after an incident where the student has not honored the norms.

This policy defines the criteria for enrollment in the Intensive Behavior Classroom program, the referral process, when the program services will occur, the strategies that will be utilized, the length of placement, and how a student's progress will be assessed.

Policy:

Students who endanger the safety of others or cause substantial disruption to the classroom and who meet the established criteria are eligible for enrollment. The Intensive Behavior Classroom is an intervention that is intended to be temporary, not a permanent change of placement. The Board of Education will ensure that the Intensive Behavior Classroom program is adequately staffed and occurs in an appropriate classroom space. The program will maintain an academic focus. Students will continue to receive all IEP services as prescribed by their IEP, with the exception that staff ratio may be more intensive than what is mandated on the IEP.

Procedure:

Criteria: Behavioral, social, emotional and/or academic difficulties that are interfering with classroom performance, precluding the student's availability to instruction, as well as interfering with the instruction of other students.

A progressive disciplinary response to frequent or persistently unsafe behaviors will be utilized.

Referral: Team Leaders may make referrals to the Principal. A documented deterioration in behavioral, social, emotional and/or academic performance accompanies the referral.

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Notice: Written notice will be sent to parents /person in parental relation, school counselor, and CSE chair. Additionally, enrollment will be entered into the student management database.

Informal phone communication with parents will be ongoing during the intervention, to report progress.

Availability: The program will be available in a classroom setting, within the main school building. The hours of operation will coincide with the schedule of the regular school day. The capacity for the program will not exceed the ratio of 3 students to every staff member.

Length of placement: Placement will be for determined on an individual basis. A weekly review will be conducted by the Principal with input from the student's school counselor and parent.

Such review shall be documented in an Intensive Behavior Classroom Program Log.

Strategies: The student will receive academic instruction from all classes, with increased individualized support.

Other strategies will be selected as individually appropriate to address areas such as: social skills, impulse control, decision making, problem solving, and anger management.

The Five Step Corrective Action Plan will guide the process that will lead the student to take full accountability for the behavior incident that led to the referral, and to make restitution and commitments to the norms.

A re-entry process will be structured to increase the number of regularly scheduled class periods that the student attends, with adjustments being made based upon the student's demonstrated success.

Assessing student progress:

Student progress will be assessed by a weekly review conducted by the Principal with input from the parent, student, Behavior Intervention staff, and the school counselor. The criteria to be evaluated will include attainment of the student's daily goals, daily ratings, completion of the Five Step Corrective Action Plan, and completion of all academic work that is due.

4. 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 such as directing a student to briefly leave the classroom to give the student an opportunity to regain composure and self-control in an alternative setting. Such practices may include, but are not limited to: (1) a brief counseling session in a behavior support room; (2) sending a student into the hallway briefly; (3) referring a student to the behavior intervention staff; (4) referring a student to their school counselor. 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. 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.

The teacher must document the behavior by making entry into the District's behavior database no later than the end of the school day. The student's parents shall have immediate notification, in writing, via the District's database, that the student has been removed from class and why. Parents have the right, upon request, to meet informally with the teacher and the principal, or the principal's designee, to discuss the reasons for the removal.

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

The principal or 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 Code of Conduct.

Any disruptive student removed from a classroom by the classroom teacher shall be offered continued educational programming until permitted to return to the classroom.

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

5. 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 principal.

All staff members must immediately report serious student misconduct to the building principal or the superintendent for a violation of the code of conduct.

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

When the superintendent or principal proposes to suspend a student charged with misconduct for 5 days or fewer pursuant to Education Law SS3214(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

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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 for the purpose of contacting parents.

The notice shall provide a description of 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 with the principal 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 so, 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 parent in writing of his or her decision. The principal shall advise the parent 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 determines that a suspension for more than 5 days may be warranted, reasonable notice shall be given 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 witness 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. A record of the hearing shall be maintained, but no stenographic transcript shall be required. A tape recording shall be deemed a satisfactory record. The hearing officer shall make findings of fact and recommendations as to the appropriate measure of discipline to the superintendent. The report of the hearing officer shall be

advisory only, and the superintendent may accept all or any part thereof.

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

d. Minimum Periods of Suspension

1. Students who bring a weapon to school

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

1. The student's age.
2. The student's grade in school.
3. The student's prior disciplinary record.
4. The superintendent's belief that other forms of discipline may be more effective.
5. Input from parents, teachers, and/or others.
6. Other extenuation circumstances.

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

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

Any student, other than a student with a disability, who is found to have committed a violent act, other than bringing a weapon onto school property, shall be placed in the Intensive Behavior Classroom program 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.

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 on modifying a one-year suspension for possessing a weapon.

e. Referrals

1. Counseling – Each student shall be provided with a school counselor.

2. PINS Petitions - The district may assist the home school district with filing a PINS (person in need of

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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 SS1.20(42).

f. Engagement of students with the criminal system (Refer to BOE Policy #7370)

Purpose

This policy establishes guidelines when criminal charges are being contemplated against a student for behaviors that occur in the course of Randolph Academy programming.

Behaviors for which the District will consider pursuing criminal charges include but are not limited to:

- Intentional injury to another person.
- Unlawful possession of a controlled substance or illegal drug.
- Possession of a weapon.
- Use of a weapon in the assault of a person.
- Threats of harming another person with the means, the demonstrated intention or a high probability of carrying out the threat.
- Vandalism or intentional destruction of property in excess of \$250.
- Theft of a motor vehicle.
- Making a bomb threat.
- Forcing sexual contact on another person.
- Fire Setting

Mitigating factors which may contraindicate District pursuit of criminal charges:

Manifestation of Disability – Did the unlawful behavior result from the student's diagnosed disability?

- Age – Is the student thirteen years of age or younger?
- Mental Status – Does the student have active psychosis, psychotic episodes or a spectrum communicative disorder?
- Cognitive Ability – Is the student of limited intellectual capacity?
- Severity of Injury – Is the severity of the injury insufficient to warrant legal charges?
- Credibility of Witnesses/Evidence – Is there a reasonable degree of doubt that the behavior in question occurred as described?

- Organizational Responsibility – Did the behavior result from the Academy's failure to implement the student's Behavioral Intervention Plan (BIP) or Individual Safety and Support Plan (ISSP)?

IX. Alternative Instruction

When a teacher removes a student of any age from class or any 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.

X. Discipline of Students with Disabilities

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

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

A. Authorized Suspensions or Removals of Students with Disabilities

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

A "**suspension**" means a suspension pursuant to Education Law §3214. A "**removal**" means a removal for disciplinary reasons from the student's current educational placement other than a suspension and change of 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 superintendent (BOCES) of schools, or the principal may order the placement of a student with a disability into an IAES, another setting or

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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 no more than 45 days, if the student carries or possess a weapon to school or to a school function, or the student knowingly possess or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function.

i. "Weapon" means the same as "dangerous weapon" under 18 U.S.C. SS 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".

ii. "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.

iii. "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 to one another.

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

However, the district may impose a suspension or removal, which would otherwise result in a disciplinary change in placement, based on a pattern of suspensions or removals if the CSE has determined that the behavior was not a manifestation of the student's disability, or the student is placed in an IAES for behavior involving weapons, illegal drugs or controlled substances.

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

1. The district's Committee on Special Education shall:

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

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

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

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

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

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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 or principal, imposing a suspension or removal, shall be responsible for determining whether the student is a student presumed to have a disability.
- b. A student shall not be considered a student presumed to have a disability for discipline purposed if, upon receipt of information supporting a claim that the district had knowledge that 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 a manner required by 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 activities.

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 if disciplinary removal no later than the date in 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 safeguard notice prescribed by the commissioner shall accompany the notice of disciplinary removal.

4. The parents of a student with a disability 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 consecutive 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 results in a disciplinary change in placement, unless the CSE determined that the behavior is not a manifestation of the student's disability.

7. During any period of suspension or removal, including placement in an IAES, students with disabilities shall be provided services as required by the Commissioner's regulations incorporated into this code.

D. Expedited Due Process Hearings

1. An expedited due process hearing shall be conducted in the manner specified by the Commissioner's Regulation 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/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/her current 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.

- i. 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.

- ii. 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/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 (see Section XIII D)

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

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1. The district may report a crime committed by a child with 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.

XI. Crisis Intervention

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

The District adopts the Therapeutic Crisis Intervention for Schools (TCIS) and, for grades K- 6 at the Hamburg Campus the Ukeru Systems of Protective Equipment, models for de-escalation strategies as an alternative to the use of physical force.

The Therapeutic Crisis Intervention for Schools model defines a higher standard for the use of physical force than that defined in Education Law. In accordance with TCIS, physical intervention or physical restraint may be used:

When there is **imminent** risk of **serious harm** to self or others. Destruction of property is not a legitimate reason, unless there is **imminent** risk of **serious harm** to self or others as a result of the destruction.

Documentation should reflect why the risk was imminent and that serious injury or death was possible if there was no physical intervention.

However, reasonable physical force may be used in accordance with Education Law 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.

XII. Student Searches and Interrogations

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

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

In addition, the board authorizes the superintendent, principal and school nurse (upon direction from the superintendent or

principal) to conduct searches of students and their belongings if reasonable suspicion exists that the search will result in evidence that the student violated the law or the district code of conduct.

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

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

Before searching a student or the student's belongings, the authorized school official should attempt to get the student to admit that he/she possess 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 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 areas. 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. Metal Detector Procedure

All students entering the school building will pass through a walk-through metal detector and/or be scanned with a hand held metal detector wand.

Students who pass through the metal detector and set off the warning alarm will then be searched by use of a hand-held metal detector.

All books, folders, etc. brought in by students will be searched by a staff member as a routine part of the morning admissions procedure.

The metal detector is located at the main entrance to the building. This is the only entrance to be used by the students, except for locally designated exceptions. Students re-entering

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the building after being outside may be required to pass through the metal detector.

Students will be asked to remove certain metal items prior to passing through the metal detector (e.g., certain belts). These items (provided they are deemed appropriate) will be returned to the student after they pass through the detector. At the Randolph Campus, jewelry is not allowed to be worn during the school day and must remain in the student's pocket or locker. Randolph Academy also reserves the right to follow the above procedures with adult visitors to the school. Any adult not willing to comply with these procedures may not be admitted into the school.

C. Clothing Searches

A clothing search is a search that requires a student to empty their pockets, or shake/loosen clothing. If an authorized school official believes that it is necessary to conduct a clothing search of a student, the school official may do so only if the clothing search is authorized in advance by a school administrator. The only exception to this rule requiring advanced authorization is when the school official believes there is an emergency that could threaten the safety of the student or others.

Clothing searches may only be conducted by an authorized 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 clothing 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 clothing 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 that a clothing search was conducted.

D. Documentation of Searches

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

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

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

principal or designee shall be responsible for personally delivering dangerous or illegal items to police authorities.

E. Police Involvement in Searches and Interrogations of Students

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

1. A search or 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 principal 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 will also be present during any police questioning or search of a student in 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.

F. 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 the superintendent or designee. The superintendent or designee shall set the time and place of the interview. The superintendent or designee shall decide if it is necessary and appropriate for a school official to be present during the interview, depending upon 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 clothing in order for the child protective services worker to verify the allegations, the school nurse or doctor must be present during that portion of the interview. No student may be required to remove 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

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reasonably believes that the student would be subject to danger of abuse if not removed from school before a court order and 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.

XIII. Visitors to the School

The board encourages parents and other district citizens to visit the school 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. Visitors must be buzzed in and sign in at the office. The superintendent or designee is responsible for all persons in the building and on the grounds. For these reasons, the following rules apply to visitors to the school:

1. Anyone who is not a regular staff member or student of the district will be considered a visitor.
2. All visitors to the school must report to the office upon arrival in the building. There they will be required to sign the visitor's register and will be given a visitor's tag, which must be worn at all times while in the school. The visitor must return the tag and sign out before leaving the building.
3. Visitors attending school functions that are open to the public are not required to sign in.
4. Parents or citizens who wish to observe a classroom while school is in session are required to arrange such visits in advance with classroom teachers, so that class disruption is kept to a minimum.
5. Teachers are not expected to take class time to discuss individual matters with visitors.
6. Any unauthorized person on school property will be reported to the superintendent or designee. Unauthorized persons will be asked to leave. The police may be called if the situation warrants.
7. All visitors are expected to abide by the rules for public conduct on school property contained in this code of conduct.

XIV. 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. Posting the complete Code of Conduct on the Internet website, including any annual updates any annual amendments to the Code;
2. Providing copies of the summary of the Code of Conduct to all students in an age-appropriate version, written in plain language, at a school assembly to be held at the beginning of each school year;
3. Providing a plain language summary of the Code of Conduct to all parents or persons in parental relation to students before the beginning of each school year and making the summary available thereafter upon request;
4. Providing each existing teacher and other employees with a copy of the Complete Code of Conduct and a copy of any amendments to the Code as soon as practicable following initial adoption or amendment of the Code. New employees shall be provided a

complete copy of the current Code upon their employment; and

5. Making complete copies available for review by students, parents or persons in parental relation to students, other school staff and 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 code of conduct and any amendments to it will be filed with the Commissioner no later than 30 days after adoption.

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Mission Statement

The mission of the Randolph Academy is to Support, Empower, and Educate a diversity of learners to develop positive attitudes and responsible behaviors.

All students will be accountable for gaining the knowledge and skills necessary for becoming life-long learners, enabling successful transition back into their home school and full participation in society.

Phone Directory

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Hamburg Campus:

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