

Newburgh Enlarged City School District

2011-12 Code of Conduct

Proposed Revisions to the 2010-11 Code of Conduct – (Version 2, August 29, 2011)

The NECSD Code of Conduct was initially adopted by the BOE on June 25, 2001. The S.A.V.E. Legislation requires yearly review/re-adoption by the Board of Education after any recommended changes are incorporated.

In July 2002, July 2003, July 2004, July 2005, July 2006, July 2007, July 2008, July 2009, and July 2010, the District’s Code of Conduct underwent its first, second, third, fourth, fifth, sixth, seventh, eighth, and ninth revisions, which consisted of both substantive and formatting changes to the Code and to its related documents (e.g., Multi-purpose Referral Form, Misconduct and Consequences Reference Chart). For the 2011-12 school year, it is proposed that the Code be revised to include the changes listed below.

Substantive Changes

1) On the S.A.V.E. Committee Membership page, include a paragraph that describes the purpose of the S.A.V.E. Committee, as follows:

The Newburgh Enlarged City School District established the S.A.V.E. Committee to ensure that the Code of Conduct is developed and annually reviewed with input from students, teachers, administrators, parent organizations, school safety personnel, and other personnel. The S.A.V.E. Committee, with participation of representatives from the above groups, meets four times during the year, with additional meetings scheduled as necessary. As part of its advisory functions, the committee recommends to the Superintendent of Schools changes to the Code to be presented at the Board of Education’s Annual Public Hearing on the Code of Conduct.

2) On page 6, include a statement in the section “Essential Partners,” under the role of building administrators, highlighting the importance of maintaining a safe and supportive school environment during the times students move between areas of the building, as follows:

- *arrange for additional staff supervision during student transition times, if needed;*

3) On page 6, include two statements in the section “Essential Partners,” under the role of the Board of Education, highlighting the role of the Board in maintaining the community involved in the review and update of the code, and informing the State of changes made to the code, as follows:

- *annually review the District Code of Conduct and update it as necessary, after at least one public hearing that provides for participation of school personnel, parents, students, and other interested parties;*
- *transmit amendments to the code to the Commissioner of Education no later than 30 days after their adoption.*

4) On page 8, include a paragraph in the section “Students’ Rights and Responsibilities,” under rights of students, regarding the use of video surveillance, as follows:

10. Video Surveillance - Video surveillance cameras may be used in school buildings in areas where there is no “reasonable expectation of privacy” and on school buses in order to assist the District to maintain student discipline, to safeguard facilities and property of the District and for the safety of students, staff and visitors while on District property.

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5) On page 9, include a new section that highlights the importance of providing information and in-service training to the partners who play an essential role in the fair and informed implementation of the code, as follows:

IN-SERVICE TRAINING ON THE CODE OF CONDUCT

The District will periodically provide in-service training for essential partners in implementing the Code of Conduct and effective student management strategies in accordance with the responsibilities and expectations of the Essential Partners as set forth in this Code.

In-service training may be provided in a variety of modes, such as school- or District-level meetings and workshops, presentations, joint meetings of designated staff, courses, webinars, and demonstrations of school- or District-wide prevention or intervention strategies or programs.

In keeping with its commitment to maintain children in classrooms and schools to the maximum extent possible, the District will provide in-service training in areas that foster an expansive approach to discipline, such as: 1) professional development and training on classroom management; and 2) ways in which staff will be supported when disciplinary issues arise in the classroom. It also includes ways that engage parents/ guardians, such as developing effective systems of communicating with parents, holding school social events, and other activities that engage parents in their children's learning and in the school community.

Periodically, the District will solicit parent, staff, and student input on proactive interventions to be implemented as part of an expansive approach to discipline. The District will also consider conducting a needs assessment of what preventive programs would best meet the needs of the District's schools. The input received will be considered for developing recommendations for inclusion as part of the code in-service training activities.

The schedule of in service training activities will be communicated to the Board of Education, as an essential partner in the implementation of the Code.

6) On page 10, expand the fourth paragraph in the section "Student Discipline Code" to highlight the critical importance of utilizing proactive strategies and processes aimed at maintaining students in the classrooms and in school whenever possible, and to mention some of the related programs suggested by the State Department of Education, as follows:

Besides conflict resolution and in-school alternatives to suspension, other proactive processes will be researched and tailored to meet the needs of the individual school's student population.

7) On page 10, expand the third paragraph in the section "Disciplinary Consequences" clarifying the connection between the list of options available under each of the levels of consequence and the chart of misconduct descriptions, as follows:

Each of the three levels listed provides a range of consequences/options. The levels of disciplinary consequences/options are linked to the misconduct descriptions on the chart of acts of misconduct and consequences which follows. The level of the recommended consequence/option is indicated to the right of the misconduct description, in the "Level" column.

8) On page 19, clarify, in the section "Procedures," under general provisions for elementary and secondary level removals, that the word "designee" means administrative designee, by changing "designee" as follows:

Administrative designee

9) On page 19, in the “Procedures” section, complement the statement regarding the requirement that the district provide continued educational programming and activities for students who are removed from their classrooms by adding a reference to the use of a progressive discipline approach, as follows:

Educational programming will be complemented with a progressive discipline approach that aims to provide interventions to a student removed from the classroom in order to decrease the likelihood of further removals and to maintain the student within the learning environment, and rewards for improved behavior.

A system of progressive discipline uses several stages of consequence, each one being more significant than the one that comes before it. As a student moves from initial removal to subsequent removals, the disciplinary action taken by the school becomes more severe but should be accompanied with interventions and supports designed to prevent further removals. It is recognized that the best behavior management systems include both positive recognition and appropriate consequences.

10) On page 20, clarify, under C. Suspension Process, the requirement that a student be suspended from school upon the fourth removal, by adding citations as follows:

1. Article 3(a) of Section 3214 of the Education Law states that a student may be suspended from attending school when that student is insubordinate or disorderly, or exhibits conduct which endangers the safety, morals, health, or welfare of others.

2. *Section 100.2(1)(2)(ii)(m) of the Commissioner’s Regulations states that a student must be suspended from attending school when that student is removed from a classroom for substantially disrupting the educational process or substantially interfering with the teacher’s authority in the classroom four or more times in one semester.*

3. The student may also be suspended for breaking any of the disciplinary rules in this Code of Conduct.

11) On page 30, add, under H. Computer and Internet Use, #5, a clarifying sentence indicating that the following may give rise to disciplinary action:

...threats of violence, *including sexual violence, or other sexually charged electronic communication...*

12) On page 30, clarify, under I. Suspension from Transportation Service, that the word “designee” means administrative designee, by changing “designee” as follows:

Administrative designee

13) On page 32, modify section, J. Suspension from Extra-curricular and Co-curricular Activities and School Functions, by adding the underlined text, or deleting the crossed-out text, in the section below, as follows:

A student may be suspended from participating in extra-curricular or co-curricular activities (including ~~a sports team~~) for an infraction of any of the provisions herein, for violating a code of conduct issued to participants in the activity by the activity supervisor, for poor attendance in school, for academic deficiencies, or for fighting at games/activities. (See Comprehensive Attendance Policy attached as Appendix A at page (TBD) and Board Policy 5441).

Additional rules and regulations for athletes can be found in the Student Athletic Handbook, each Coach’s Rules and Regulations related to the specific sport, and each advisor’s Rules and Regulations related to the specific activity. These are contained in the seasonal sports folders

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pertaining to that particular sport and team or in information provided to students at the start of an extra-curricular or co-curricular activity.

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Upon the request of the student's parent, the Principal shall allow the parent or other representative of the student the right to appear before him/her, informally, to discuss the conduct which led to suspension from the activity.

If a student is suspended from school pursuant to §3214 of the Education Law, s/he shall not be permitted to participate in any extra-curricular or co-curricular activities (including sports practices and/or games), nor in any other school events or activities which take place on the days of suspension (including intervening weekends). In addition, the student will not be allowed on school or district grounds or at any school- or district-sponsored activities or functions for the duration of the suspension. If there is a disciplinary action pending against a student, this might have an impact on the student's participation in graduation ceremonies and other school-sponsored activities including, but not limited to, senior trip and prom.

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Format Changes

- Change the cover date to reflect the new school year.
- Update the Board of Education member list of names/titles to reflect the 2010-11 BOE composition.
- Update the Central Office staff list.
- Update the list of members of the S.A.V.E. Committee.
- Update the Table of Contents.
- Correct typographical errors where needed.
- Revise the tear-off page for parents/eligible students to confirm receipt of their respective copy of the Code of Conduct to reflect the 2011-12 school year.

Changes to Code-Related Documents

- Align the Spanish translation to the English version of the Code (students/parents booklet).