

DISTRICT CODE OF CHARACTER, CONDUCT AND SUPPORT



JORDAN-ELBRIDGE CENTRAL SCHOOL DISTRICT
Cultivating the BEST in personal growth and achievement

The **Jordan-Elbridge Central School District Code of Character, Conduct and Support** is designed to promote equity and strongly supports our principles and efforts to be trauma-sensitive, culturally responsive and presents a strong focus on restorative practices.

In addition to outlining guiding principles, rights, responsibilities and various types of consequences, this document serves to provide a preventative approach and therapeutic response as we aim to keep students in the classroom, engaged in their school work, and enjoying their time at Jordan-Elbridge Central Schools.

In the Jordan-Elbridge Central School District, we approach student behaviors as teachable moments and opportunities for learning instead of punishment. While it is important that we hold students accountable for their actions, consequences without re-teaching and reflection do little to change behavior in the long run. To improve educational outcomes for our students, we must provide interventions and behavior support that is directed at addressing academic gaps and the causes of misbehavior. We know that suspension does not improve outcomes for students.

Our **Code of Character, Conduct and Support** also emphasizes the importance of implementing strategies, practices, interventions and plans that address students' needs before behavior issues rise to a most serious level. Students are most likely to make positive decisions when they understand the expectations, know that adults care about them and when they feel respected.

Please read the **Code of Character, Conduct and Support** in its entirety. It should be used as a guide and reference throughout the upcoming school year.

Our top priorities are to ensure that our schools are safe, that all students have what they need to be academically successful, and that race, economics and disability are never predictors of student achievement.

We are partners in the education of our students. Together we can ensure that every student is academically successful and on the path to graduation.

If you have any questions, concerns, or comments, please contact us through ParentSquare.



MISSION, VISION, AND VALUES

Mission

To cultivate the **BEST** in personal growth and achievement

Vision

- Providing the **BEST** in educational opportunities by...
- Sustaining a culture that supports the intellectual and developmental needs of all
- Being committed to excellence in education and exceeding expectations
- Building a safe, dynamic learning environment where all are valued and respected
- Expanding our home-school-community partnerships
- Operating in a fiscally responsible manner

Values

JE EAGLES are...

- **J**ust and caring
- **E**xcellent in all that they do
- **E**thical in their behaviors
- **A**ccepting of all
- **G**lobal thinkers
- **L**earners first
- **E**xaminers of why and how
- **S**elfless



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SCHOOL CONTACT INFORMATION

SCHOOL NAME	PHONE NUMBER
Elbridge Elementary School <i>130 East Main Street Elbridge, NY. 13060</i>	Phone: 315-689-8540
Jordan-Elbridge Dynamic Intermediate School <i>9 N. Chappell Street Jordan, NY 13080</i>	Phone: 315-689-8500
Jordan-Elbridge Middle School <i>9 N. Chappell Street Jordan, NY 13080</i>	Phone: 315-689-8520
Jordan-Elbridge High School <i>5721 Hamilton Road Jordan, NY 13080</i>	Phone: 315-689-8510



INTRODUCTION

WHY DO WE HAVE A CODE OF CHARACTER, CONDUCT AND SUPPORT?

The goal of the Jordan-Elbridge Central School District's **Code of Character, Conduct and Support** is to outline expectations which are aimed to ensure that all students receive an education in a safe, engaging, and caring environment. For our schools to be safe and supportive environments, everyone within the school community must demonstrate and offer mutual respect and cooperation.

The **Code of Character, Conduct and Support** serves as a guide to good citizenship, promoting positive behavior and helping students understand expectations which are based on the principles of mutual respect, citizenship, character, acceptance, honesty, and integrity. Students are expected to conduct themselves in an appropriate and civil manner, with proper regard for the rights and welfare of other students, school personnel and other members of the school community as well as for the care of school facilities and equipment.

The Board of Education recognizes the need to clearly define expectations for acceptable conduct and identify the potential responses to unacceptable conduct. Levels of behavior concerns, violations and responses, interventions and consequences are outlined in the **Code of Character, Conduct and Support**.

The **Code of Character, Conduct and Support** applies to all students while in Jordan-Elbridge Central School District schools and on school grounds, in school vehicles, at school-related and district-sponsored activities including those held at locations off school property. It also applies to actions that occur outside of school hours and off school property when behavior can negatively affect the educational process or endangers the health, safety, morals, or welfare of the school community.

The **Jordan-Elbridge Central School District Code of Character, Conduct and Support** serves to ensure that students have equitable access to behavioral support and interventions.

Access and Feedback

- There is a 30-day public comment period during which time staff, students, parents, guardians, caregivers, and community members can provide comment & feedback.
- A public hearing is held prior to Board of Education approval.
- Copies of the **Code of Character, Conduct and Support** are made available at the beginning of the school year.
- All faculty and staff are provided with the code of character, conduct & support.
- The **Code of Character, Conduct and Support** is posted on the district website.
- A committee of stakeholders meets to review relevant data & discuss necessary changes to the **Code of Character, Conduct and Support**.



BELIEFS ABOUT CHILDREN, LEARNING, OUR WORK

All our students must be assured that they will be treated in a fair, consistent, and non-discriminatory manner. We must ensure that all students have what they need to be academically successful.

- Equity is the main pillar of our work.
- All children can achieve their personal best and can improve behavior with guidance, instruction, support, and coaching.
- Children should not be asked, “what is wrong with you?” They should instead be asked, “what has happened to you?”
- Students need varying kinds and amounts of time, attention, and support to succeed academically and achieve at high levels.
- Out-of-school suspension does not improve outcomes for students. Students are more likely to make positive decisions when:
 - » They understand the positive behaviors that are expected of them
 - » They feel that staff members care about them and will help them learn and grow
 - » They feel respected
 - » All staff consistently uses the same language and practices
 - » All staff provide positive feedback for appropriate behavior and effort



GUIDING PRINCIPLES

The **Jordan-Elbridge Central School District Code of Character, Conduct and Support** is based on key principles for ensuring that our schools are safe, healthy, and supportive environments.

All adults have an obligation to help students learn to be good citizens by:

- Helping kids learn right from wrong
- Fostering a desire to make good decisions
- Encouraging them to take responsibility for their actions and words
- Modeling behaviors that we want to cultivate

Policies and practices must be implemented in ways that are respectful. Adults are expected to protect the dignity of every student and ensure a tone of decency, compassion, and respect.

Improving educational outcomes for all students requires that schools provide support, and that behavior support is directed at addressing academic learning gaps and the causes of misbehavior. Prevention and intervention strategies may include more personalized instruction, support services, and programming to address personal and family circumstances and social-emotional learning. Examples of strategies include conflict resolution, peer mediation, anger management, positive behavior strategies, circles, and other restorative and therapeutic interventions.

School personnel is responsible for developing and using strategies that promote learning and positive behavior in school, and for addressing behaviors which disrupt learning.

Administrators, teachers, counselors, social workers, psychologists, other school staff, and parents are expected to engage students in intervention and prevention strategies that address behavioral issues. These should be discussed with the student and parents, guardians, or caregivers through the Student Support Team (SST).

ROLE OF THE STUDENT SUPPORT TEAM (SST)

This is a problem-solving team that supports student social-emotional, and academic need. A referral can be made to the SST by a parent, staff member or administrator by contacting the school psychologist.

Role of the School Psychologist

School psychologists are valuable resources to solve problems and provide knowledge and recommendations through the committees on special education, section 504 and the SST. Each school in our district has at least one school psychologist who collaborates with colleagues, administration, and families to support student growth. School psychologists are responsible for psycho-educational evaluations as a tool to make instructional and behavioral recommendations on a case-by-case basis. They work closely with administration to guide and support best practice in our schools for school climate, suspensions, tiered behavioral and instructional support.

Role of the Behavioral Excellence Coach

The Behavioral Excellence Coach is a trained professional who supports school staff in exploring best practice solutions for overcoming barriers in the classroom. They are skilled at working to help promote academic engagement, positive behaviors, and social-emotional skills. Using a preventative approach, they empower, collaborate, and problem-solve with teachers and school teams with a focus on trauma-sensitivity, cultural responsiveness, and equity.

Other Service Providers

Other related service-providers who can provide resources for the SST include school counselors, social workers, speech, physical and occupational therapists, student engagement specialist and ARISE counselor.



GUIDING PRINCIPLES: RESTORATIVE PRACTICES

Restorative practices are approaches that proactively seek to build community to prevent problems from arising and use dialogue, not just punishment, when problems do occur. They can precede student misbehavior and be used proactively to prevent conflict and student misbehavior, as well as after conflict or misbehavior has occurred.

Student discipline, policies, and practices must be implemented in ways that are accountable and restorative. Students and families need to know that the school will provide interventions inside and outside the classroom that support a restorative, rather than punitive, response. Students have the option to accept assigned consequences and fully participate in the interventions designed to address specific behaviors. These interventions require students to own the problem, reflect on the impact of their behavior on themselves and others, and understand why the behavior was unacceptable or inappropriate.

We need to be aware that the person whose actions we are attempting to correct must be in a place where they admit they were wrong and want to make amends or alter their behavior.

As an administrative team we are trying to use the common language when discussing discipline referrals with students:

- What is the problem?
- Who is being impacted by the problem?
- Use of “I” statements
- What is it like when the problem does not exist?
- How do we get there?



Examples of Restorative Practices BEFORE a conflict arises:

Restorative practices are helpful for creating a respectful classroom, developing rapport, managing conflicts, establishing routines and expectations, and positive student behavior.

Affective Statements refers to the tone in which we speak to students to help us build relationships and show that we care about the students. For example, “I like the way you worked the whole class period today,” is more effective than, “good job.” Students are given language to use such as “I feel ____ (the emotion), when ____ (the occurrence). It makes it (reason/because) ____.”

Classroom Circles can be used as a response to wrongdoing and as a vehicle for discussion when creating respect and classroom norms. This should be used in the beginning of the school year so that students understand expectations and a positive classroom culture can be developed.

Examples of Restorative Practices AFTER a conflict arises:

When used as an intervention measure, taking a restorative approach to discipline changes the fundamental questions that are asked when a behavioral incident occurs. Instead of asking who is to blame and how those engaged in the misbehavior will be punished, a restorative approach asks four key questions:

- What happened?
- Who was harmed or affected by the behavior?
- What needs to be done to make things right?
- How can people behave differently in the future?

Restorative Conference is a formal response to wrongdoing where the facilitator helps both parties explore what happened and who was affected. This can be done with a facilitator, teacher, and a student after a disruption to the learning environment has occurred.

Restorative Reflections is an exercise in which students complete a writing assignment and go through the restorative questions and steps as they try to reflect on their actions and make a better plan.

Restorative Harm Repair Circles are full-scale circles involving parents, advocates and those affected. This is appropriate with students who acknowledge they have done harm and want to repair the relationship.

Therapeutic Crisis Intervention Schools (TCIS)

is an approach used in our schools to support students and adults alike. The goals of TCIS are to:

- Create a trauma-sensitive environment where children and adults are safe and feel safe
- Pro-actively prevent and/or de-escalate potential crisis situations with children
- Manage a crisis situation in a therapeutic manner
- Process the crisis event with children to help improve their coping strategies

Conflict Coaching sessions are one-on-one meetings between individual parties and a trained restorative practice specialist. These sessions help the party gain perspective on the conflict, make decisions about next steps, as well as learn key communication skills, all while exploring position, emotions, needs and power in their conflicts.

Community/School Service allows students the opportunity to restore a harm that may have been committed to the school community by providing a meaningful and appropriate service that contributes to their individual improvement.



GUIDING PRINCIPLES

Parents, Guardians and Caregivers as Partners

Students, parents, guardians, caregivers, and school personnel all have a role in making school a safe learning environment and must cooperate with one another to achieve this goal. School staff should ensure that parents are informed of their child's behavior and enlist parents as partners in reinforcing positive behavior and addressing areas in need of growth. Parents, guardians, and caregivers are encouraged to discuss any concerns or history that may affect student behavior and discuss any known effective strategies with their child's teacher and other school staff. Open communication is essential, and parents are the experts in their children.

Equity

Student discipline, policies and practices must be implemented in ways that are fair, equitable, & differentiated. All students must be treated fairly without favor toward or prejudice against any one group of students according to ability, age, gender, disability, race, ethnic group, socioeconomic status, religious or spiritual orientation or indigenous heritage.

Trauma Sensitivity

Awareness and intervention are essential when behaviors may be symptomatic of more serious problems that students are experiencing. It is important that school personnel be sensitive to issues that may influence the behavior of students and respond in a manner that is most supportive of their needs. Appropriate disciplinary responses should emphasize prevention and effective intervention, prevent disruption to learning and promote a positive school culture.

Sensory Space/Room

A special room or space, therapeutic in nature, that is designated to engage a person's senses usually through special or soft lighting, music, objects, and manipulatives. It is designed as a safe place for students to retreat to avoid anticipated

behavior escalation. Sensory spaces promote self-organization and positive change.

Reflection Space/Room

A designated place where a student goes in response to a behavior or multiple behaviors, where they can discuss what happened, take responsibility for it and work to better understand why it happened. Highly skilled staff work with the student to problem-solve so it won't happen again and to develop prosocial skills.

Prosocial Behavior

Each JECSD school is expected to promote a positive school climate and culture that provides students with supports so that they can grow both academically and socially. Schools take a proactive role in nurturing students' prosocial behavior by providing a range of positive behavioral supports as well as meaningful opportunities for social-emotional learning. Effective social-emotional learning helps students develop fundamental life skills. Examples include implementing a social emotional curriculum, classroom guidance lessons, and a variety of social skills groups.

Student Engagement

Engagement is integral to creating a positive school climate and culture that effectively fosters academic achievement and social-emotional growth. Providing students with multiple opportunities to participate in pro social activities and develop a bond with caring, supportive adults, positively influences behavior. A few examples include providing students with opportunities to share ideas and concerns and participating in school wide initiatives such as PBIS (Positive Behavior in Schools), The Positivity Project, or One Trusted Adult. A student attendance counselor works across the district to assist in the removal of school attendance barriers and increased engagement.



RIGHTS AND RESPONSIBILITIES

All members of the school community must assume a responsible role in promoting behavior that enhances academic and social success. Courteous, respectful, and responsible behavior fosters a positive climate and one that promotes learning.

Students

- Students learn best when adults serve as positive role models.
- Students learn best when there is unconditional acceptance of differences.
- Students learn best when respect and civility are modeled by all.
- Students learn best when behavioral expectations are clearly defined and consistently enforced.

All students are guaranteed the right to express opinions, support causes, organize and assemble to discuss issues and demonstrate peacefully and responsibly, in support of, and in accordance with policies and procedures established by the Jordan-Elbridge Central School District Board of Education.



Students have the right to:

- A sound, quality education in a school environment that is safe, orderly and promotes learning.
- Be respected as an individual, treated fairly and with dignity by other students and school staff.
- Organize, promote, and participate in student activities and clubs as part of the formal education process or as authorized by the school principal.
- Dress in such a way to express one's personality if it does not distract or disrupt the learning environment.
- Provide representation of appropriate school-wide committees that influence the educational process as designated by school personnel.
- Participate and express opinions through the publication of school newspapers and newsletters with oversight from faculty advisors.
- Exercise freedom of inquiry and expression, written and oral, within appropriate limits under the law and provided that the rights of others are not diminished.
- 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 and students on school property or at any school-sponsored activity.



RIGHTS AND RESPONSIBILITIES Cont.**Students have the responsibility of:**

- Owning and being active participants in their learning.
- Attending school daily, arriving on time, and being prepared for learning.
- Being truthful about and accountable for words and actions.
- Respecting themselves and others in class, on school grounds, on buses and any school-related activity.
- Respecting the rights and feelings of fellow students, parents, school staff, visitors, and guests.
- Knowing and complying with school district rules and policies.
- Trying to correct and improve behavior through restorative interventions.
- Expressing thoughts and opinions in ways that are polite, respectful, and courteous.
- Respecting others' personal space.
- Participating in learning communities, including helping to formulate rules and procedures in the school, engaging in school-related activities and fostering a culture of respect for learning and for others.
- Seeking help and assistance when needed.
- Taking care of property that belongs to others or of the school.
- Helping to make school a community that is free from violence, intimidation, bullying, harassment, and discrimination.

Parents, Guardians And Caregivers

Parents, guardians, and caregivers have the right to be active participants in the learning process, to express their views and to provide input into decisions that affect their children. They are vital to the success of students in school. Parents, guardians, and caregivers should have high expectations for their children.

Parents, guardians, and caregivers have the right to:

- Be actively involved in their children's education.
- Be treated courteously, fairly, and respectfully by all school staff.
- Receive timely information about policies and procedures that relate to their children.
- Receive regular reports from school staff regarding academic progress and behavior.
- Receive notification and information of (or toward) inappropriate or disruptive behaviors by their children and of any disciplinary actions.
- Receive information about due process procedures for disciplinary matters concerning their children.
- Receive information about ways to improve their child's progress including counseling, tutoring, after-school programs, academic programs, and mental health services.
- Receive information about services for students with disabilities and English language learners (ELL).
- Be contacted when their child is believed to have committed a crime or when police are called.
- Receive communication through provided translators.



RIGHTS AND RESPONSIBILITIES Cont.**Parents, guardians, and caregivers have the responsibility of:**

- Providing updated contact information to the Jordan-Elbridge Central School District Student Registration Office and their child's school.
- Making sure that their children attend school regularly and on time.
- Letting the school know when and why children are absent.
- Telling school officials about any concerns or complaints.
- Supporting their children by providing an environment suitable for homework and developing good study habits.
- Working with school staff to address any academic or behavioral struggles their children may be facing.
- Talking with their children about expectations and behavior.
- Teaching and modeling respect.
- Advocating for their children and taking an active role in the school community.
- Attending parent/teacher conferences and monitoring their child's grades and progress.
- Being respectful and courteous to staff, other parents, guardians, caregivers, and students while on school premises.
- Teaching children that all children have the right to attend school and be treated with respect and dignity regardless of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity or sex.

Schools will ensure that parents, guardians, and caregivers have a right to participate in decision making that affects school policies and procedures including:

- Informing them in a timely and clear manner as to when and how they can participate and to ensure that all parents, guardians, and caregivers have equal access to information and opportunities for participation.
- Ensuring they have opportunities to make recommendations to the school about effective methods for participation.
- Giving them opportunities to provide input, receive information, and help guide decision making.

Schools will ensure that parents, guardians, and caregivers have the right to participate in decisions that affect their child's education including:

- The identification of academic or behavioral challenges as soon as possible and working with parents, guardians, and caregivers to identify solutions.
- Participation in restorative solutions.
- Protection of due process rights as related to school discipline.



RIGHTS AND RESPONSIBILITIES Cont.**Educators**

Principals, educators, and all school staff have the right to:

- Work in a safe and orderly environment.
- Be treated courteously, fairly, and respectfully by students, parents, or guardians and other school staff.
- Communicate concerns, suggestions, and complaints.
- Receive supportive professional development and training.
- Receive necessary resources.

**Educators have the responsibility of:**

- Fostering and nurturing so that students develop as learners, both academically and socially.
- Recognizing that children should be subject to behavior management, support and discipline policies **appropriate to their ages and levels of understanding.**
- Being respectful and courteous to students, parents, guardians, and caregivers.
- Serving as role models for students.
- Cooperating and scheduling conferences with students, parents, and others in an effort to understand and resolve academic and behavioral concerns.
- Making every effort to accommodate families whose work schedules, access to transportation or distance from school, limits their ability to meet or participate.
- Keeping parents informed of their student's progress, challenges, effort, and achievements.
- Encouraging students to participate in classroom, extracurricular and other school-related activities.
- Knowing and enforcing rules, policies, and procedures consistently, fairly, and equitably.
- Confronting issues of discrimination and harassment in any situation that threatens the emotional, physical health or safety of any students, employee, or anyone on school property or at a school function and reporting incidents of discrimination and harassment to the attention of the teacher, counselor, administrator, staff member or to the dignity act coordinator.
- Striving to meet students where they are and provide equitable support based on their needs.

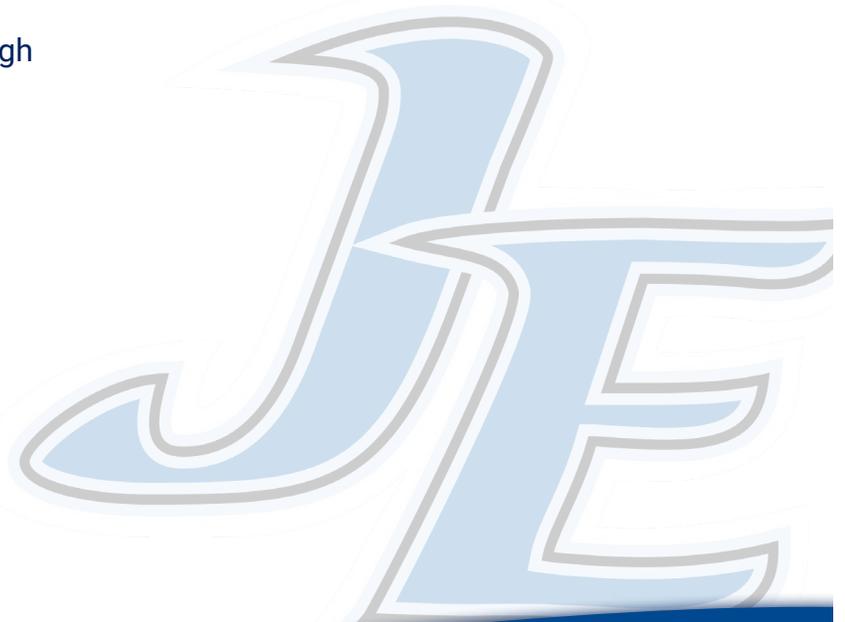


RIGHTS AND RESPONSIBILITIES Cont.**PRINCIPALS****Principals have the responsibility of:**

- Promoting a safe, supportive, and orderly school environment for all school community members, regardless of (actual or perceived) race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex.
- Reviewing the code of character, conduct & support, and procedures for reporting incidents with all staff at the beginning of the school year.
- Ensuring all staff participate in mandated yearly training such as The Dignity for All Students Act (DASA), school violence prevention, and mental health.
- Maintaining confidentiality and respecting student and parent rights to privacy.
- Developing the capacity of staff, students, and families to intervene regarding behavioral concerns.
- Ensuring equity and that all students are treated fairly.
- Partnering with parents and caregivers through the facilitation of the SST process.
- Collaborating with the attendance counselor in the implementation of the strategies and protocols to promote student success and engagement.

SUPERINTENDENT**The Superintendent has the responsibility of:**

- Promoting a safe, supportive, and orderly environment for all school community members, regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex.
- Reviewing the policies of the board of education and state and federal laws relating to school operations and management, with all district administrators.
- Working with district administrators to enforce the code of character, conduct, & support and ensuring that all incidents are resolved promptly and that students are treated fairly and equitably.
- Addressing issues of discrimination, harassment or any situation that threatens the emotional or physical health or safety of any student, employee, or person on school property or at a school function.



RIGHTS AND RESPONSIBILITIES Cont.

BOARD OF EDUCATION

Members of the Board of Education have the responsibility of:

- Promoting a safe, supportive, and orderly school environment for all school community members, regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex.
- Reviewing and approving the **Jordan-Elbridge Central School District Code of Character, Conduct, and Support** annually.
- Working with the Superintendent to address issues of discrimination, harassment or any situation that threatens the emotional or physical health or safety of any student, school employee or person who is lawfully on school property.
- Ensuring that policies promote and ensure equity.
- Addressing issues of discrimination, harassment or any situation that threatens the emotional or physical health or safety of any student, employee, or person on school property or at a school function.
- Ensuring that race, economics, and disability do not predict student achievement.



REROUTING THE SCHOOL-TO-PRISON PIPELINE

The school-to-prison pipeline is the disproportionate tendency of high school dropouts to become incarcerated.

Adopting a restorative approach to discipline keeps students in the classroom and on the pathway to graduation. This requires a shift in mindset. The Jordan-Elbridge Central School District Code of Character, Conduct, & Support is designed to help guide where disciplinary practices can become more responsive.

Strategies should include:

- Adopting a social emotional and trauma informed lens.
- Knowing students and developing cultural competency.
- Planning and delivering effective student-centered instruction.
- Moving the paradigm from punishment to skill development.
- Engaging in restorative practices.
- Creating school wide systems aimed to increase school climate & culture.

District-wide responsive discipline policies are critical to stopping the school-to-prison pipeline. When **SCHOOL DISTRICT PERSONNEL** become agents for change, they support teachers, counselors, and building level administrators to make these shifts.

TEACHERS have the most face-to-face contact with students and a front-line opportunity to interrupt the school-to-prison pipeline. Instructional practice and discipline structure can keep kids in class or push them out.

From locating wrap-around services to understanding and uncovering issues that adversely affect students in the classroom, **COUNSELORS** are equipped to interrupt the school-to-prison pipeline through their work with both teachers and students.



GUIDE TO REROUTING THE PIPELINE

Verbal Disrespect

Student is defiant and uses inappropriate language when verbally directed.

Adult Responses To Avoid

- Communication that we are personally offended.
- Emotional replies that focus on re-asserting adult authority over the student.
- Responses that conflate the student's disrespectful behavior with their personal identity and character traits. Ex. "You're disrespectful" or "That's another example of you making a bad choice."
- Referral for disciplinary action by another adult.

Recommended Adult Responses

- Nonverbal communication means that we won't let anything the student says in anger, cause us to be emotionally reactive toward them. Ex. mindful breathing to model self-awareness and non-judgment.
- Offering even-tempered and predictable expressions of patience and respect. Ex. using empathetic listening and offering choice – "You telling me that was really upsetting." You can use X or Y as an in-class break to help yourself cool down.
- Making a mental note about the situation that is so triggering for the student and committing to invest in relationship-building. Ex. using topics of interest, humor, affection with the student at times when they are more emotionally regulated.
- Taking actions that demonstrate sensitivity to and address those situations in the future. Ex. adjusting seating arrangements to prevent conflict with same peer in the future; pre-setting students about expectations for discussion around emotionally provocative topics; planning 1:1 conference time to collaboratively problem-solve with the student and demonstrate that we may have somehow been part of the problem in the situation and hope we can be part of the solution through our respect for and interest in the student's point of view.

Truancy

Student is frequently absent from or tardy to their first period class and is failing.

Adult Responses To Avoid

- Verbal and nonverbal communication (privately or publicly) of our judgment that the student's tardiness represents a character flaw.
- Actions that demonstrate zero tolerance or bring undue attention to a student's falling short of our expectations. Ex. when we refuse to admit a late student into class.
- Giving up on action planning to support the student. Ex. failing to offer opportunities to make up missed work.

Recommended Adult Responses

- Verbal and/or nonverbal communication (privately and/or publicly) of our belief that we all do well when we can, and that there are lots of reasons people might have a problem with lateness.
- Actions that demonstrate a restorative approach that involves limit-setting and a desire to help remove barriers. Ex. Insistence on check-ins or conferences with the student to collaboratively problem-solve and focus on why their attendance matters, paired with high encouragement and nurture. Consistent expressions of empathy for the student and faith that together we can work toward personal growth and both attendance and academic improvements.
- Committing to ongoing work on the home-school partnership and school-wide efforts at reducing barriers to school attendance and achievement, with recognition that these problems often represent manifestations of social injustice and everyday hassles that JECSD students and families have disproportionately been faced with navigating over multiple generations.

Source: Adapted from *Teaching Tolerance, Code of Conduct, A Guide to Responsive Discipline* www.tolerance.org



DIGNITY FOR ALL STUDENTS ACT

New York State's Dignity for All Students Act (DASA) took effect on July 1, 2012. The law seeks to provide the state's public-school students with a safe and supportive environment free from discrimination, intimidation, taunting, harassment, and bullying on school property, school buses and/or at school functions.

No student shall be subjected to harassment by employees or students on school property or at any school function; nor shall any student be subject to discrimination based on a person's actual or perceived:

- Race
- Color
- Weight
- National Origin
- Ethnic Group
- Religion
- Religious Practice
- Disability
- Sexual Orientation
- Gender (defined to include gender identity or expression)

Each school in the district has dignity act coordinators who are trained to address issues in areas protected by the law and are accessible to the community.

Parents who feel that their child has been bullied should contact their child's principal who will coordinate with the school's DASA coordinator to investigate. More information about DASA, including the DASA complaint form, can be found on the district website [here](#).

- The district will act promptly to investigate all complaints and will take appropriate action to protect individuals from further discrimination, harassment, bullying, and retaliation.

- Any student who believes that they have been subjected to discrimination, harassment, bullying or retaliatory conduct, as well as any individuals who are aware of or have knowledge of this behavior, should immediately report it to any staff member or administrator.
 - » The staff member/administrator to whom the report is made shall document and take appropriate action to address the situation immediately and promptly report it verbally and in writing within 24 hours. The school principal is charged with receiving all reports of harassment, bullying, discrimination, or retaliation. Students and parents, however, may make an oral or written complaint to any teacher, administrator, or school employee.
- All complaints shall be promptly investigated, forwarded to the school dignity act coordinator for monitoring and are treated as confidential and private to the extent possible within legal constraints.



DIGNITY FOR ALL STUDENTS ACT Cont.

Bullying and cyberbullying, harassment and intimidation, hazing and bias behaviors are unsafe and do not reflect respect for others as defined by the Jordan-Elbridge Central School District Code of Character, Conduct, & Support. The district has adopted a Bullying/Cyberbullying Policy (#7552) which states: Bullying, like other disruptive or violent behaviors, is conduct that disrupts both a student's ability to learn, an educator's ability to teach, and threatens classroom and school safety. Cyberbullying is defined as harassment or bullying that occurs through any form of electronic communication. The district is committed to providing a school environment that values and teaches respect for all.

In recognition of the dangers of cyberbullying and related conduct that can occur off campus, the 2012 amendments to the Dignity Act broaden the definition of harassment and bullying to include conduct that occurs off school property and creates what 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 (Education Law 11 [7].)

If you or someone you know is a target of bullying, harassment, or intimidation, you can report it on the DASA complaint form available on the district website or in the main office and counseling office of every school.

If you are being bullied:

- Tell someone – a parent, teacher, counselor
- Calmly tell the student to stop ... or say nothing and walk away

If you know someone who is being bullied:

- **If you feel safe, be an “upstander” and**
 - » Tell the bully to stop by saying, “It’s not right to treat someone like that.”
 - » Offer support to the student being bullied, be a friend
 - » Don’t encourage the bully by laughing or joining in
 - » Tell other bystanders how to help stop bullying
- **If you don’t feel safe:**
 - » Tell an adult
 - » Encourage the bullied student to talk to someone



DIGNITY FOR ALL STUDENTS ACT Cont.**What do I do if my child is bullying others?**

- Develop clear and consistent rules within your family for your child's behavior
- Praise and reinforce your child for following rules and use non-physical consequences for rule violation
- Carefully supervise and monitor your child's activities
- Know who your child's friends are and how and where they spend free time
- Encourage your child to get involved in prosocial activities such as clubs, music, or sports
- Share your concerns with your child's teacher, counselor and/or principal
- Work together to send clear messages to your child that bullying must stop
- If you need additional help, talk with a school counselor or mental health professional
- Educate yourself on social media platforms

What Does Digital Citizenship Mean? Good digital citizenship engages young students and shows them how to connect, empathize, and create lasting relationships with each other. Poor digital citizenship, on the other hand, includes cyberbullying, irresponsible social media usage and a general lack of knowledge about how to safely use the Internet. At JECSD, we are committed to working with our students and families to learn about and practice good digital citizenship.



LEVELS OF BEHAVIOR CONCERNS, INTERVENTIONS, AND RESOURCES

School officials must refer to this document when determining which disciplinary intervention and consequence to impose. Practices that allow educators to address behavior concerns as opportunities for learning instead of punishment are far more successful in changing a student's behavior than imposing punitive measures. In determining how to best address inappropriate, & unacceptable behaviors, it is necessary to evaluate all the circumstances surrounding the behavior.

There are many factors that must be considered before determining consequences and interventions, including:

- The student's age and health
- The student's disciplinary record
- Appropriateness of students' academic placement
- Disciplinary consequences and interventions applied in response to prior behavior violations
- Nature, severity, and scope of the behavior
- The circumstances in which the conduct occurred
- Student's understanding of the impact of his or her behavior
- Seriousness of the behavior and the degree of harm caused
- Impact on overall school community
- The student's Individualized Education Plan (IEP), Behavioral Intervention Plan (BIP), and 504 Accommodation Plan, when applicable
- The student's response to intervention

JECSD understands the importance of restorative practices when student behavioral issues affect the safety of the classroom and school or interfere with the learning of all students.

Restorative practices are interventions designed to hold students accountable for harm while addressing the needs of students, staff, and the school community. Restorative practices may be defined as a way all participants think and respond to conflicts and problems. Collectively, they determine a logical and balanced resolution. Examples of restorative practices include family group counseling, classroom circles, reparation of harm, therapeutic/resource strategies (mental health treatment, anger management and/or behavior coaching).

When choosing interventions and consequences for student behavior, teachers, administrators, and all staff must balance JECSD's goals of ensuring equity, minimizing disruptions, and maximizing student instructional time. Consequences paired with meaningful instruction and guidance (corrective feedback and re-teaching) offer students an opportunity to learn from their mistakes.



PRE-KINDERGARTEN THROUGH GRADE 2

Aggressive behavior in young children is often a result of a child's unskillful attempt to communicate what they want, need and/or don't like. When a child engages in a violent act that threatens or harms other children or makes the learning environment feel unsafe, special procedures need to be in place to ensure that any children involved receives immediate attention.

The Jordan-Elbridge Central School District is committed to reducing and significantly limiting expulsion and suspension practices, with the goal of eliminating these practices in all early childhood settings.

If a student in grades Pre-K through 2 engages in pervasive or serious aggressive acts that cause injury or threaten children's safety in the classroom, the principal can determine the most appropriate interventions and request an out of school suspension.

Any suspension of a student in grades Pre-K through 2 requires the permission of the Superintendent or Assistant Superintendent. The principal must immediately provide written notification to the superintendent's designee upon suspension. In addition, an intervention plan should be developed, and parents invited to be directly involved in its development.

LEVELS OF BEHAVIORS AND RESPONSES

The Jordan-Elbridge Central School District Code of Character, Conduct, & Support includes five levels of possible response to inappropriate behavior. Each inappropriate behavior is assigned to one or more levels of intervention/response.

If the behavior is assigned to or falls under two or more levels, the lowest level of intervention and disciplinary response should be imposed first. For example, if a student refuses to follow directions, intervention strategies and responses in Level 1 should be issued before moving to any response in Level 2.

In all cases, the school personnel authorized to impose the consequence or response must inform the student of the alleged misconduct and must investigate the facts surrounding it.

The following pages present an overview of each of the resolutions to behaviors and a chart that outlines grade appropriate responses based upon the level of offense. You will notice that as behaviors increase in severity (1 being least and 5 being most severe), the response becomes more intense (A being least and D being most intense). Please note that the student's grade level is considered for all behaviors and 22 responses. The chart is on page 27.

A listing of behaviors on the range of resolutions at each level is located on pages 28-32.



PROGRESSIVE CONSEQUENCE (RESOLUTION)

Understanding consequences as “teachable moments” is fundamental to a positive approach to discipline. Instead of seeking punishment, progressive consequences seek to ensure accountability and behavior change.

With progressive consequences, a student’s first violation will usually merit a lower-level consequence than subsequent violations. A variety of factors are however considered before determining a consequence. In instances where a student’s conduct is dangerous or threatens the safety of others, more severe disciplinary action may be warranted, even if it is the student’s first violation.

With progressive consequences, we aim to help students:

- Understand why the behavior is unacceptable
- Understand the harm the behavior caused and the impact that it has
- Take responsibility for their action
- Be given the opportunity to repair the harm caused by their behavior
- Be given the opportunity to learn prosocial strategies and skills to use in the future

Every reasonable effort should be made to correct student misbehavior through interventions and other school based resources. Interventions are essential because inappropriate behavior or violations of the code of character, conduct, & support may be symptomatic of more serious problems that students are experiencing such as homelessness, poverty, trauma, and loss. It is imperative that school personnel be sensitive to any issues that may influence the behavior of students and respond in a manner that is most supportive of their needs. JECSD supports a model that provides all staff with professional development in responsive and supportive intervention strategies.

When student conduct becomes a disruption to the educational process, school staff and principals respond logically, appropriately, and consistently.

THE IMPACT OF OUT-OF-SCHOOL SUSPENSION

Suspension from school does not benefit the suspended student or peers. Not only is a student who is suspended from school less likely to graduate but being suspended also increases a student’s risk for dropping out of school. A single 9th grade suspension doubles the risk that a student will drop out of school.

Research also shows that within 12 months of being suspended from school, a student is 50% more likely to engage in anti-social behavior and 70% more likely to engage in violent behavior. Out-of-school suspension should be avoided whenever possible. If a suspension is necessary, it should always be coupled with intense intervention and support.



LEVELS OF BEHAVIOR CONCERNS AND RESOLUTIONS

LEVEL 1 responses aim to teach, correct behavior, and promote the practice of prosocial behaviors, self-discipline, and healthy well-being. Teachers are encouraged to try a variety of teaching and classroom management strategies.

Classroom interventions and responses include but are not limited to attendance intervention plan, turn around or sensory room, verbal reprimand, special seating, parent conference, social consequences, strict supervised study, detention, behavior contract, routing slip, peer mediation, withdrawal of computer privileges, restorative practices and/or referral to SST. The responses are designed to prevent minor behavior issues from becoming major incidents.

LEVEL 2 interventions involve school administration and aim to correct behavior by stressing the seriousness of the behavior while keeping the student in school. Responses might be similar to those in Level 1 but are often more focused and stretch beyond the immediate situation.

Student support team interventions and responses include but are not limited to attendance intervention plan, turn around or sensory room, verbal reprimand, special seating, parent conference, social consequences, strict supervised study, detention, behavior contract, routing slip, peer mediation, withdrawal of computer privileges, restorative practices and/or referral to SST.

More intensive responses include half day or less in-school suspension, exclusion from extra-curricular activities for 1-4 days, in-school suspension, teacher/schedule change, and/or referral to outside agency.

LEVEL 3 violations are more serious in nature and jeopardize order, safety and/or include property damage. Level 3 interventions may involve short-term removal of a student from the environment depending on the severity of the behavior. The duration of a short-term suspension is to be limited as much as possible, while still addressing the behavior.

Suspension and referral responses depend on the behavior. More intensive responses in Level 3 could include out-of-school suspension for 4 or 5 days. Temporary removal from class, restitution of property or repair of damage, informal hearing, campus or community service, referral to attendance supervisor and/or a family home visit.

LEVEL 4 behaviors threaten the safety and well-being of others. Response to Level 4 behaviors may include removing the student from the classroom or school environment because of the seriousness of the behavior. The duration of removal should be limited, as much as possible, while still addressing the behavior.

Responses to Level 4 include all responses in level 3 and/or more intensive responses such as 5-day suspension with formal hearing, referral to appropriate outside agency, counseling, or drug treatment program and/or diversion.

LEVEL 5 behaviors are the most extreme often using force, causing harm or injury, involving violence, possession, or use of weapon, causing substantial risk or a pattern of persistent Level 4 behavior.

Responses to level 5 encompass all responses in Level 4 including 5-day suspension with formal hearing, referral to appropriate law enforcement agency, counseling, or drug treatment program and/or diversion.

Interventions and consequences should be implemented in a culturally responsive and consistent manner across all schools and grade levels.



RESOLUTIONS TO INFRACTIONS

The chart below indicates grade-appropriate responses based upon level of offense. The letter (A, B, C, D) corresponds with possible responses as outlined by level on the following pages. For example, for Level 2 offenses, responses with letter B should only be considered for high school students. You will find the letter on the next pages under “Range of Resolutions” heading.

As you move down the chart (1-5) behaviors increase with severity (1 being least and 5 being most severe), and across the chart (A-D), the response becomes more intense (with D being most intense). Lower-level responses are often used in combination with the aligned level of response.

The administration reserves the right to apply discretion in determining appropriate disciplinary actions, taking into account the nature, intent, and severity of the conduct. While adhering to the established Code of Character, Conduct, & Support, disciplinary measures may be adjusted to reflect the unique circumstances of each situation, ensuring that actions are fair, consistent, and promote a positive learning environment.

Level Offense	Pre-K – Grade 2	Grades 3-5	Grades 6-8	Grades 9-12
1	A	A	A	A
2	A	A	A	B
3	A	B	B/C	B/C
4	A/B	A/B	B/C/D	B/C/D
5	A/B	B/C	B/C/D	C/D



RESOLUTIONS TO INFRACTIONS Cont.

The administration reserves the right to apply discretion in determining appropriate disciplinary actions, taking into account the nature, intent, and severity of the conduct. While adhering to the established Code of Character, Conduct, & Support, disciplinary measures may be adjusted to reflect the unique circumstances of each situation, ensuring that actions are fair, consistent, and promote a positive learning environment.

Level 1 Behavior

These responses and interventions aim to teach and correct behavior and promote the practice of prosocial behaviors, self-discipline, and healthy well-being. Teachers are encouraged to try a variety of teaching and classroom management strategies.

Behavior

Truancy (first instance)
Attire which endangers/disrupts education process
Tardiness to school/class during the year
Inappropriate use of electronic devices
Caught in hall sweep/checks
Failure to comply with sign in or ID system

Range of Resolutions for Level 1

A	Attendance Intervention Plan
A	Turn Around/Sensory Room
A	Verbal Reprimand by Admin/Warning
A	Special Seating
A	Parent Conference (in Person/Phone)
A	Counseling in School
A	Social Consequences/Withdrawal of Privileges
A	Strict Supervised Study (1/2 day or less with certified staff)
A	Detention
A	Behavior Contract/Plan
A	Use of Routing Slip
A	Conference with Student
A	Peer Mediation
A	Withdrawal of Computer Privileges
A	Restorative Practices
A	Referral to SBST



RESOLUTIONS TO INFRACTIONS Cont.

Level 2 Behavior

These responses and interventions aim to correct behavior by stressing the seriousness of the behavior while keeping the student in school. Responses might be similar to those in Level 1, or used in combination, but are often more focused and stretch beyond the immediate situation.

Behavior

Using profane, obscene, vulgar, lewd, or abusive language or gestures
Making excessive or distracting movements or noises
Repeatedly talking out in class or out of turn
Throwing objects (without physical injury to others)
Truancy (repeated)
Smoking/possession of smoking materials (ex. Tobacco/vape)
Using forged notes, excuses or passes
Gambling
Failure to serve detention
Tardiness to school/class during the year
Failure to comply with sign in or ID system
Multiple lunching-skipping class
Truant from CTE Programming
Lying or intentionally misleading school personnel
Misusing property belonging to school or others
Refusal to follow staff directives
Failure to comply with school rules or procedures
Taking or attempting to take property belonging to others (under \$1,000)

Range of Resolutions for Level 2

A	Attendance Intervention Plan
A	Turn Around/Sensory room
A	Verbal Reprimand by Admin/Warning
A	Special Seating
A	Parent Conference (In Person/Phone)
A	Counseling in School
A	Social Consequences/Withdrawal of Privileges
A	Strict Supervised Study (1/2 day or less with certified staff)
A	Detention
A	Behavior Contract/Plan
A	Use of Routing Slip
A	Conference with Student
A	Peer Mediation
A	Withdrawal of Computer Privileges
A	Restorative Practices
A	Referral to SBST
A	Parent, Teacher & Admin Conference
B	Half Day or Less In-School Suspension
B	Exclusion from Extra-Curricular Activities 1-4 Days
B	In-School Suspension
B	Teacher/Schedule Change
B	Referral to Outside Agency
B	Suspension Less Than a Day
B	Out-of-School Suspension - 1 Day
B	Teacher Disciplinary Removal – 3 Days



RESOLUTIONS TO INFRACTIONS Cont.

Level 3 Behavior | LEVEL 3: A, B & C RESPONSES

These responses and interventions may involve short-term removal of a student from the environment depending on the severity of the behavior. The duration of a short-term suspension is to be limited as much as possible, while still addressing the behavior.

Behavior

Range of Resolutions for Level 3

Verbal confrontation	A	Attendance Intervention Plan	B	Half Day or Less in School Suspension
Leaving class/school without permission	A	Turn Around/Sensory room	B	Exclusion from Extra-Curricular Activities 1-4 Days
Unsafe driving on school property	A	Verbal Reprimand by Admin/Warning	B	In-School Suspension
Academic Dishonesty (ex. Plagiarism)	A	Special Seating	B	Teacher/Schedule Change
Failure to identify self to an adult	A	Parent Conference (In Person/Phone)	B	Referral to Outside Agency
Trespassing at or in another district school	A	Counseling in School	B	Suspension Less Than a Day
Refusal to serve in-school suspension	A	Social Consequences/ Withdrawal of Privileges	B	Out of School Suspension 1 Day
Unauthorized presence in classroom or on school grounds	A	Strict Supervised Study (1/2 day or less with certified staff)	B	Out of School Suspension 2 Days
Physically pushing, hitting, kicking, biting, or scratching another person	A	Detention	B	Out of School Suspension 3 Days
Physically pushing through staff	A	Behavior Contract/Plan	B	Teacher Disciplinary Removal – 3 Days (Page 35)
Play fighting that escalated to physical conflict	A	Use of Routing Slip	C	Out of School Suspension 4 Days
Failure to follow emergency procedures	A	Conference with Student	C	Out of School Suspension 5 Days
Posting or distributing derogatory, threatening, or lewd material	A	Peer Mediation	C	Restitution of Property or Repair of Damage
Failure to comply with sign in or ID system (5 or more times)	A	Withdrawal of Computer Privileges	C	Informal Hearing
Caught in hall sweep/checks-repeated (5 or more)	A	Restorative Practices	C	Campus or Community Service
Material incident of discrimination, harassment, bullying (Non Cyber) (Founded DASA)	A	Referral to SBST	C	Referral to Attendance Team/Supervisor
Material incident of discrimination, harassment, bullying (Cyber) (Founded DASA)	A	Parent, Teacher & Admin Conference	C	Family Home Visit



RESOLUTIONS TO INFRACTIONS Cont.

Level 4 Behavior | LEVEL 4: A, B, C & D RESPONSES

Responses and interventions may include removing the student from the classroom or school environment because of the seriousness of the behavior. The duration of removal should be limited as much as possible.

Behavior

Enabling access to school for unauthorized visitor
Threats to school
Sending, receiving, or displaying offensive material via electronic devices
Violation of Code on School Bus
Taking or attempting to take property belonging to others (over \$1,000 including credit and bank cards)
Intimidation, menacing, discrimination, or threats that do not rise to DASA (Unfounded DASA)
Knowingly possessing property that belongs to others
Attempting to or throwing liquids or spitting on another person
Refusal of Search
Violates health & safety of others-ex. tattooing
Hits or injures adult attempting to intervene in physical violence
Recording, promoting/posting or transmitting violence
Chronic failure to comply with sign in or ID system
Throwing objects causing physical injury
Material incident of discrimination, harassment, bullying (Non Cyber) (Founded DASA)
Material incident of discrimination, harassment, bullying (Cyber) (Founded DASA)

Range of Resolutions for Level 4

A	Attendance Intervention Plan	B	In-School Suspension
A	Turn Around/Sensory room	B	Teacher/Schedule Change
A	Verbal Reprimand by Admin/Warning	B	Referral to Outside Agency
A	Special Seating	B	Suspension Less Than a Day
A	Parent Conference (In Person/Phone)	B	Out of School Suspension 1 Day
A	Counseling in School	B	Out of School Suspension 2 Days
A	Social Consequences/Withdrawal of Privileges	B	Out of School Suspension 3 Days
A	Strict Supervised Study (1/2 day or less with certified staff)	B	Teacher Disciplinary Removal – 3 Days (Page 35)
A	Detention	C	Out of School Suspension 4 Days
A	Behavior Contract/Plan	C	Out of School Suspension 5 Days
A	Use of Routing Slip	C	Restitution of Property or Repair of Damage
A	Conference with Student	C	Informal Hearing
A	Peer Mediation	C	Campus or Community Service
A	Withdrawal of Computer Privileges	C	Referral to Attendance Team/Supervisor
A	Restorative Practices	C	Family Home Visit
A	Referral to SBST	C	5-Day Suspension with Formal Hearing
A	Parent, Teacher & Admin Conference	D	Referral to Appropriate Law Enforcement Agency
B	Half Day or Less in School Suspension	D	Counseling or Drug Treatment Program
B	Exclusion from Extra-Curricular Activities 1-4 Days	D	Diversion Program



RESOLUTIONS TO INFRACTIONS Cont.

Level 5 Behavior | LEVEL 5: A, B, C & D RESPONSES

Responses and interventions include, but are not limited to, suspension for five days or more, short-term suspension up to five days, counseling, or drug treatment and/or diversion.

Behavior

Physical attack on student or staff without immediate provocation
Arson
Physical altercation between two or more students
Forced entry-school property (ex. school, classroom, desk, or locker)
Inciting or participating in an incident of group violence
Vandalism, graffiti, or damage to school property
Engaging in sexual acts at school
Homicide
Reportable sex offenses
Other (non-reportable) sex offenses
Assault with serious physical injury
Bomb Threat
False Alarm
Use, possession, or sale of drugs
Use, possession, or sale of alcohol
Weapons possession - routine security check
Weapons possession – other
Material incident of discrimination, harassment, bullying (Cyber) (Founded DASA)
Material incident of discrimination, harassment, bullying (Not Cyber) (Founded DASA)

Range of Resolutions for Level 5

A	Attendance Intervention Plan	B	In-School Suspension
A	Turn Around/Sensory room	B	Teacher/Schedule Change
A	Verbal Reprimand by Admin/Warning	B	Referral to Outside Agency
A	Special Seating	B	Suspension Less Than a Day
A	Parent Conference (In Person/Phone)	B	Out of School Suspension 1 Day
A	Counseling in School	B	Out of School Suspension 2 Days
A	Social Consequences/Withdrawal of Privileges	B	Out of School Suspension 3 Days
A	Strict Supervised Study (1/2 day or less with certified staff)	B	Teacher Disciplinary Removal – 3 Days (Page 35)
A	Detention	C	Out of School Suspension 4 Days
A	Behavior Contract/Plan	C	Out of School Suspension 5 Days
A	Use of Routing Slip	C	Restitution of Property or Repair of Damage
A	Conference with Student	C	Informal Hearing
A	Peer Mediation	C	Campus or Community Service
A	Withdrawal of Computer Privileges	C	Referral to Attendance Team/Supervisor
A	Restorative Practices	C	Family Home Visit
A	Referral to SBST	C	5-Day Suspension with Formal Hearing
A	Parent, Teacher & Admin Conference	D	Referral to Appropriate Law Enforcement Agency
B	Half Day or Less in School Suspension	D	Counseling or Drug Treatment Program
B	Exclusion from Extra-Curricular Activities 1-4 Days	D	Diversion Program
		D	Superintendent’s Hearing



UNDERSTANDING TYPES OF DISCIPLINE

The amount of due process a student is entitled to receive before a penalty is imposed depends on the penalty. In all cases, the school personnel who is authorized to impose the penalty, must inform the student of the alleged misconduct, and must investigate 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.

Detention

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

Detention is imposed only after the student's parents have been notified and arrangements for appropriate post detention transportation home have been made.

In elementary or middle school, the teacher and/or administrator is responsible for notifying the parent of the assigned detention. The school will provide a late bus to ensure appropriate transportation home for students following detention.

Suspension From Transportation

If a student does not conduct themselves appropriately on a school bus, the bus driver is expected to bring the misconduct to the school principal's attention.

Students who exhibit dangerous or chronically problematic behavior on the bus may have their riding privileges suspended by the school principal, superintendent, or their designees. In such cases, the student's parent(s) will become responsible for getting their child to and from school safely. Should the suspension from transportation lead to school absence, the district will make appropriate

arrangements to provide for the student's education. The student suspended from transportation is not entitled to a full hearing pursuant to Education Law 3214. The student and parent, however, will be provided with a reasonable opportunity for an informal conference with the school principal or the principal's designee to discuss the conduct and the penalty. An SST meeting will be conducted to develop an intervention plan.

Teacher Disciplinary Removal Of Disruptive Students

A student's behavior can affect a teacher's ability to teach and 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 a brief calming/sensory break in the classroom or an alternative setting. The goal is to give the student an opportunity to regain their self-control and readiness to learn. These actions do not constitute a disciplinary removal.

If a student is removed, the teacher should provide the student and parent with an explanation as to why he or she is being removed and an opportunity to explain his or her version of the relevant events.



UNDERSTANDING TYPES OF DISCIPLINE Cont.**Teacher Disciplinary Removal Of Disruptive Students – Continued**

If the student poses a danger to self or others, the teacher may order the student to be removed immediately. In the case of serious misconduct, the teacher may request that the principal exclude the student from class pursuant to subdivision 3 of Section 3214 of the Education Law – and not be re-admitted until after the principal, parents, and teacher have conferred jointly.

Reflection Room

School principals and the superintendent are authorized to place students, who would otherwise be suspended from school because of a code of character, conduct, & support violation, in the “Reflection Room”. A student subjected to the Reflection Room is not entitled to a full hearing, pursuant to Education Law 3214. The student and parent will be provided with an opportunity for an informal conference with the principal regarding the Reflection Room assignment to discuss the conduct involved. They will also be provided with academic work, from the classroom teachers, to complete.

The Reflection Room may be used when a student is sent to an alternative location for half a day or less for a time out period. The location is staffed with a certified staff member such as a teacher, teaching assistant, or social worker.

Out-Of-School Suspension

- Suspension from school shall be imposed in accordance with the requirement of applicable law and this District **Code of Character, Conduct and Support**.
- Suspension from school is a severe penalty which may be imposed only upon students whose violent actions or whose conduct otherwise endangers the safety, moral character, physical or mental health or welfare of others. The board of education retains authority to suspend students, but places primary responsibility for the suspension of students with the superintendent and school principals.
- All staff members must immediately report and refer violent incidents to the school principal or the superintendent as a violation of the District **Code of Character, Conduct and Support**. All recommendations and referrals shall be made in writing unless the conditions underlying the recommendation or referral warrant immediate action.
- The superintendent or principal, upon receiving a recommendation or referral for suspension, shall gather the facts relative to the matter and record them for subsequent presentation if necessary.

Re-Entry Process

A re-entry meeting should occur for any student suspended from school. This allows an opportunity to engage in a restorative conversation as well as to determine whether additional support may be needed to ensure the student’s success back at school.



Short Term (5 Days Or Less) Suspension From School

- When the superintendent or principal proposes to suspend a student for misconduct, for 5 days or less, pursuant to Education Law 3214 (3), the suspending authority must immediately notify the student verbally.
- 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 parent. Whenever possible, the notice should also be provided by telephone if the school has been provided with a telephone number for the purpose of contacting the parent.
- The notice shall provide a description of the charges against the student and the incident for which the suspension is proposed and shall inform the parent of the right to request an immediate informal conference with the principal.
- Translation services will be offered at all stages of the process.
- 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, property, or an on-going threat of disruption to the academic process. If the student's presence does post 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 practical.
- After the conference, the principal shall promptly advise the parent in writing of the 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 (5) business days, unless they can show extraordinary circumstances precluding them from doing so.
- The superintendent shall issue a written decision regarding the appeal within thirty (30) business days of receiving the appeal.
- If the parent is not satisfied with the superintendent's decision, the parent must file a written appeal to the Board of Education with the District Clerk within ten (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 thirty (30) days of the decision. The district may, in its discretion, continue to impose the suspension during the pendency of any appeal.



Long-Term (More Than 5 Days) Suspension From School

- When the superintendent or principal determines that a suspension for more than five (5) days may be warranted, he or she shall give reasonable notice to the student and the student's parent of the 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/her and the right to produce witnesses and other evidence on his/her behalf.
- The superintendent shall personally hear and determine the proceeding, or may, in his/her decision, 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 them. A record of the hearing shall be maintained but no stenographic transcript should be required. A digital 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 of any part thereof.
- The superintendent shall render a written decision.
- Appeal of the decision of the superintendent may be made to the Board of Education. The board 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 thirty (30) business days of the date of the superintendent's decision, unless the parents can show extraordinary circumstances precluding them from doing so.
- The board may adopt or reject, in whole or in part, the decision of the superintendent.
- Final decision of the board may be appealed to the commissioner within thirty (30) days of the decision. The district may, in its discretion, continue to impose the suspension during the pendency of any appeal.

NOTE: When a student of any age is removed from class by a teacher or when a student of compulsory education 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.



SHORT-TERM IN-SCHOOL OR OUT-OF-SCHOOL SUSPENSION PROCEDURES

An Incident Occured

By the end of the day

Administrative Determination After Incident Occurs

Administrator investigates the incident by gathering versions of the facts and speaking with students & staff to determine if the incident warrants in-school suspension or out-of-school suspension.

Principal confers with school psychologist to determine if there may be a manifestation, due to a known or suspected disability.

Within 24 Hours Of Incident

Suspension Documentation & Parent Notification

Suspension documentation includes:

- Recommended suspension type and number of assigned days.
- Summary or evidence including description of violation, incident report, statements, video photographs, and any other relevant materials or testimony.
- Recommended interventions during or after suspension.

Parent is notified by telephone and in writing.

Communication must inform parent that they can request a conference with administration to discuss reasons for suspension, actions taken prior to suspension, assigned interventions, and return from suspension.

Within 24 Hours After Parent Notification

Suspension Begins

Student serves designated days of:

In-school suspension OR out-of-school suspension

Parent Request for Conference

Parents can request a conference with the principal.

Within 48 Hours Of Student's Return To Class

Interventions and Re-Entry

- Restorative interventions must be in place that address the behaviors that resulted in the suspension.
- Return from suspension protocol must be in place for student returning from out-of-school suspension.

Appeal to Superintendent

Parent or student can file a written appeal to the superintendent within 5 business days of suspension. The superintendent issues a written decision regarding the appeal within 30 business days of receiving the appeal.



LONG-TERM IN-SCHOOL OR OUT-OF-SCHOOL SUSPENSION PROCEDURES

Within 5 Days Of Student's Initial Suspension **Assignment of Initial Five-Day Suspension**

All procedures required for assignment of a short-term suspension must be followed to assign a five day suspension before hearing process can begin.

Principal confers with school psychologist to determine if there may be a manifestation, due to a known or suspected disability.

Hearing Request from School

Hearing Request documentation:

- Hearing request form to Office of SSS
- Summary of evidence including description of violation, incident report, statements, video photographs, and any other relevant materials or testimony.
- Suspension letter sent to parent
- Recommended interventions during or after suspension

Parent is notified by telephone and in writing.

Communication must inform parent that they can request a conference with administration to discuss reasons for suspension.

Within 24 Hours Of Receiving Hearing Request **Superintendent Decision & Parent Notification**

- After review of the Hearing Request, superintendent (or designee) approves or denies hearing request for long-term suspension.
- If Hearing Request is approved, written notice is sent to parents within 48 hours of receiving Hearing Request documentation.
- Written notice must include time, date, and location of superintendent's hearing, description of alleged behavior violation, description of incident and student's actions, parent, and student's rights to be represented by counsel, present evidence and question witnesses.

After Incident Within 5 Days Of Start Of 5-Day Suspension

Superintendent's Hearing

- Participants include hearing officer, administrator from student's school, student, parent, any witnesses requested by the school, student, or parent.
- Hearing officer determines whether student is guilty or not guilty of alleged behavior violation.
- Hearing officer recommends the consequences and interventions to be assigned.
- Superintendent makes final determination and notifies parent in writing.

Appeal

Parent or student can file a written appeal to the superintendent within 30 business days to the Board of Education or the New York State Commissioner of Education.



MINIMUM PERIODS OF SUSPENSION

Students Who Bring Weapons To School

Any student found guilty of bringing a weapon onto school property are subject to suspension from school for one calendar year. Before being suspended, the student will have an opportunity for a hearing pursuant to Education Law 3214. Weapon: A firearm is 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 as a gun, dagger, dirk, razor, stiletto, switchblade knife, gravity knife, brass knuckles, slingshot, metal knuckle knife, box cutter, cane sword, electronic dart gun, sandbag, or sand club, loaded or blank cartridges, Kung Fu star, electronic stun gun, pepper spray or other noxious spray.

Students Who Commit Other Violent Acts

Any student who is found to have committed a violent act, may be subject to suspension from school for at least five (5) days. 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 Length Of Suspension On A Case-By-Case Basis

In deciding whether to modify the penalty, the superintendent may consider the following:

- Student's age
- Student's grade
- Student's prior disciplinary record
- Superintendent's belief that other forms of discipline may be more effective
- Input from parents, teachers, and/or others
- Other extenuating circumstances

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

RETURNING FROM SCHOOL SUSPENSION

Plans created by the school district must ensure that the student has care, intervention, and support needed for successful re-entry to school. Every plan will be customized for the student based on what he or she needs to be educationally successful and will be an extension of the treatment the student has been receiving while on suspension.

It is important the student continues to be monitored. Ensuring that the student does not repeat the behavior that put them on suspension (recidivism) is a critical component of the planning and support provided.



STUDENTS WITH DISABILITIES

The procedures relating to the discipline of students with (or suspected) disabilities requires that school administrators work closely with their school psychologist and the committee on special education to consider whether the behavior is a 'manifestation' of the student's disability. How this question is answered affects how the discipline should be implemented.

The principal has the authority to suspend a student with a disability for a period, not to exceed five consecutive school days, and not to exceed the amount of time that a non-disabled student would be subject to suspension for the same behavior.

The superintendent may order the placement of a student with a disability into an interim alternate educational placement (IAES), another setting or suspension of up to ten consecutive school days for the same behavior, if the superintendent determines that the student warrants a suspension (in accordance with Education Law 3241). The duration of any such suspension or removal shall not exceed the amount of time that non-disabled students would be subject to suspension for the same behavior. The superintendent may order additional suspensions, of not more than ten consecutive school days, in the same year, for separate incidents of misconduct.

Any suspension of a student with a disability, for more than ten school days, over the course of the school year, shall be referred to the Committee of Special Education (CSE) for placement in an IAES during the time of such suspensions – when the suspension constitutes a disciplinary change in placement. If the CSE finds that the behavior leading to the suspension is related to the student's disability, no further suspension may be imposed, and the student must return to the placement he or she was in prior to the suspension, unless:

1. The CSE decides to recommend a new placement; *or*
2. The behavior involved drugs, weapons, or inflicted serious bodily injury.

There is an exception when the student is found guilty of possessing, using, selling, or soliciting illegal drugs, using of possessing a weapon, or inflicting serious bodily injury. In this case, the superintendent may suspend the student for up to 45 school days even if the manifestation team find that the behavior leading to the suspension was related to the student's disability.

During a superintendent's hearing if the manifestation team finds that the behavior leading to the student's suspension is not a manifestation of the student's disability, the student will be referred to the hearing for the penalty phase. The superintendent may impose the same period of suspension applicable to a non-disabled student.

If the superintendent concludes, based upon the evidence presented at the hearing, that maintaining the student in his or her current educational placement is unsafe, the matter will be referred to the CSE to determine whether additional steps can be reasonably taken to minimize the potential for harm. If the CSE is unable to identify additional supports or services to eliminate the concern for safety, and the CSE is unable to reach a mutually agreeable alternative plan to continue the student's education elsewhere, the assistant superintendent of student services may – after consultation with the superintendent – initiate an expedited hearing or petition a court to seek permission to enforce a unilateral removal of a student.



PROCEDURE FOR FORMAL HEARING OF STUDENTS WITH DISABILITIES OR PRESUMED DISABILITIES

DETERMINATION OF GUILT PHASE OF SUPERINTENDENT'S HEARING

DETERMINATION: STUDENT IS GUILTY OF ALLEGED MISCONDUCT



MANIFESTATION DETERMINATION MEETING



NOT A MANIFESTATION OF DISABILITY

Student will be disciplined in the same manner as a nondisabled student but will continue to receive IEP services.



PENALTY PHASE OF SUPERINTENDENT'S HEARING



Any suspension 10 days or more is referred to the CSE. CSE CONVENES IAES TO DETERMINE PLACEMENT AND SUPPORTS



MANIFESTATION OF DISABILITY

Superintendent hearing dismissed Exception for charges of weapons, drugs, or serious bodily injury. In this case, goes to penalty phase.



CSE MEETING HELD TO REVIEW STUDENT'S IEP & PROGRAMMING

DETERMINATION: STUDENT IS NOT GUILTY OF ALLEGED MISCONDUCT



CSE MEETING IS HELD TO REVIEW STUDENT'S IEP AND PROGRAMMING

A student will not be a "student" presumed to have a disability for discipline purposes if the district either:

1. Conducted an individual evaluation and determined that the student is not a student with a disability,
or
2. The parent of the student has refused services,
or
3. The parent of the student has not allowed an evaluation of the student pursuant to Section 200.4 of the commissioner's regulations.



STUDENTS WITH DISABILITIES Cont.

During a superintendent's hearing, the hearing officer will ask whether the student is "suspected of having a disability." If the parent or school team answers "yes," an administrator from student support services will be called upon to make this determination, using one of more of the following criteria:

1. The parent of the student has expressed concern to the school district personnel in writing that the student needs special education.
2. The behavior or performance of the student demonstrates the need for special education, as defined by federal and state law and regulations.
3. The parent of the student has requested an individual evaluation of the student for special education services.
4. A teacher of the student, or other staff, has expressed concern about the behavior or performance of the student to the director of special education or to other school district personnel.

If it is determined that the student may be "suspected of having a disability," the student will be afforded the same protections as students with disabilities and shall be evaluated. Eligibility will be determined by the committee on special education in an expedited manner.



THREAT ASSESSMENT

A threat assessment is an approach to violence prevention. It is a way to analyze a wide range of situations and is conducted when a person(s) threatens to commit a violent act. The process involves evaluating the threat and the circumstances surrounding it to uncover any evidence that indicates the threat is likely to be carried out. Student search can be a tool for maintaining safe schools, but school administrators must balance students' individual rights with the school community's need for a safe learning environment. School officials may conduct a search of lockers and/or student person/property if they have reasonable suspicion of weapon, drugs, or possession of other items in violation of the Code of Character, Conduct, & Support.

What is a threat? A threat is an expression of intent to harm someone. Threats can be spoken, written, posted on social media, made through a phone call, or express in other ways. They can be direct, indirect, or implied. When in doubt about whether a behavior is a threat, we evaluate it as a threat.

There are several steps that take place when conducting a threat assessment. It is necessary to form the trained threat assessment team, consider the context, investigate, determine the facts, gather information from multiple sources and more. Through the assessment, it will be determined if the threat is substantive (threats where there is a serious intent to harm someone) or transient (there is no sustained intent to harm).

Why do we need threat assessment? Schools need a safe, rational approach to evaluating potentially dangerous behavior. Media attention to high profile incidents resulted with the public becoming sensitized and creating misperceptions about the likelihood of violence in schools. The fear of school shootings drew an extreme reaction and resulted in an expansion of zero tolerance policies. With zero tolerance, student can be automatically suspended even if the violation was accidental or posed no serious threat to others. As such, children would be suspended from school for bringing a tiny plastic gun to school or point a finger like a gun. It is also important to identify any substantive threats in a timely manner to prevent school violence and ensure a safe learning environment. When a student's threat does not indicate a substantive intent to harm anyone, the incident can be resolved without significant disruption to the student's education. Threat Assessment is part of a comprehensive approach.

Serious Behavior Concerns

- Short-term counseling
- Mentoring and after-school programs
- Academic intervention and support

All Students

- Character development
- Prosocial skill development

Students W/ Risk Factors Demonstrating Problem Behaviors School-Wide Prevention

- Intensive mentoring and supervision
- On-going counseling
- Community-based treatment
- Clear and consistent expectations
- Positive behavior support system
- Restorative practices



STUDENT DRESS CODE

Education is the first priority of Jordan Elbridge Central School District. The only exceptions would be for health, religious or medical reasons or when authorized by the school for activity and/or fundraisers.

1. Clothing will be safe, appropriate and not disrupt or interfere with the educational process.
2. No hats, knit caps, bandanas or hoods will be worn after entering the building.
3. Shirts will be long enough to cover the midriff. Shirts must provide adequate coverage at the neckline in both the front and the back. Under garments must be covered at all times. At no time should bras or bra straps be visible.
4. Pants, shorts, dresses and skirts must be secured at the waist and not be excessively short. Underwear and or midriffs must not be visible. This should allow adequate coverage for normal daily activities.
5. Footwear is required at all times. Footwear that is a safety hazard will not be allowed.
6. Clothing should not include items that are vulgar, obscene, libelous or denigrate, or harass or discriminate against others on account of race (including traits historically associated with race, such as hair texture and protective hairstyles like braids, locks, and twists), color, religion, creed, national origin, weight, gender (including gender identity and expression), sex, sexual orientation, or disability.
7. Clothing should not have or make reference to violence, guns, weapons, profanity, alcohol, controlled substances, drugs, tobacco/ nicotine products, or illegal activities.
8. Chains or straps that hang from clothing are not permitted in school. They have proven to be disruptive and are considered unsafe.
9. Students issued athletic uniforms may be worn as long as it complies with the guidelines listed above.
10. Items not specifically addressed will be up to the discretion of the building staff or administrators.

Nothing in this policy will be construed to limit the ability of students to express their gender identity through clothing, jewelry, makeup, or nail color or styles, or to discipline students for doing so. Likewise, nothing in this policy will be construed to restrict students from wearing hairstyles as a trait historically associated with race (such as hair texture and protective hairstyles like braids, locks, and twists) or to discipline them for doing so.

Each building principal or their 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.

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

If students are wearing something that is not appropriate for school, any of the following procedures will take place.

1. The student will be counseled about appropriate dress
2. School personnel will seek assistance from parents
3. Students will be asked to remedy the situation with another garment that they may have with them
4. Students may be sent home to change
5. Students can be subject to our discipline policy



PERSONAL ELECTRONIC DEVICES

JECSD has created a policy to govern the possession and use of personal electronic devices on school premises at school sponsored activities and on school transportation.

Personal electronic device (PED) refers to a privately-owned device that is used for audio, video, text communication or any other type of computer-like instrument. **Personal electronic devices may include but are not limited to:**

- Existing and emerging mobile communication systems and smart technologies (cellular phones, iPhones, Smartphones, internet-enabled phones, smartwatches etc.)
- Personal Digital Assistants (PDA), palm organizers, pocket PCs etc.
- Handheld entertainment systems (video games, CD players, compact DVD players, MP3 players, iPods, earphones, etc.)
- Portable internet devices (mobile messengers, iPads, etc.)
- Current or emerging wireless handheld technologies or portable information technology systems that can be used for word processing, wireless internet access, image capture/recording, sound recording, and information transmitting/receiving/storing, etc.

Elementary School

Personal electronic devices may not be used by students for any disruptive purpose including phone calls, text messaging, taking photos and videos or other functions during the regular school day. Students may possess PEDs on their person, but they must be powered off and out of sight in backpacks/purses or lockers. It is not permissible for PEDs to be on silent or vibrate during this time.

Middle School

JEDIS/JEMS Students may not use personal cell phones or other internet-enabled electronic devices while in school from the first bell to the last bell. If a student brings a personal electronic device to school, it must immediately be stored in his or her locker, powered down, until the end of the school day. If a student is found using a cell phone or other internet-enabled device during the school day, he or she must turn in the phone to the main office for the remainder of the day. This is non-negotiable. The device will not be returned to the student; a parent or caregiver will be called to pick up the device from the main office. If a student refuses to turn the device over, he or she will be subject to disciplinary consequences per the district's Code of Conduct, Character, and Support. This policy is intended to promote a positive, distraction-free school environment.

Electronic devices include cell phones, i-pads, digital watches or other social electronics. Students who need an electronic device for medical monitoring, translation services, or as specified in an IEP or 504 are an exception. These exceptions are approved by a school administrator or nurse.

If a student needs to contact home, he or she may use the main office phone at any time. Parents may contact their child during the school day by calling the main offices at (315) 689-8520 x 2002 (JEMS) or x 3002 (JEDIS). We are happy to connect you with your child at any time.

To prevent cell phones use, students will not be allowed to travel from bell to bell with a backpack. It must be stored in the student's assigned locker upon arrival. Students are permitted to use a cell phone in sports study hall after 2:30 PM.



High School

JEHS Students may not use personal cell phones or other internet-enabled electronic devices while in school from the first bell to the last bell. If a student brings a personal electronic device to school, it must be powered off and stored in the storage area located at the north events entry until the end of the school day. If a student is found using a cell phone or other internet-enabled device during the school day, he or she must turn in the phone to the main office for the remainder of the day. This is non-negotiable. The device will not be returned to the student; a parent or caregiver will be called to pick up the device from the main office. If a student refuses to turn the device over, he or she will be subject to disciplinary consequences per the district's Code of Conduct, Character, and Support. This policy is intended to promote a positive, distraction-free school environment.

Electronic devices include cell phones, i-pads, digital watches or other social electronics. Students who need an electronic device for medical monitoring, translation services, or as specified in an IEP or 504 are an exception. These exceptions are approved by a school administrator or nurse.

If a student needs to contact home, he or she may use the main office phone at any time. Parents may

contact their child during the school day by calling the main offices at (315) 689-8510 x 1002 (JEHS). We are happy to connect you with your child at any time.

PERSONAL ELECTRONIC DEVICES Cont.

- In addition to the potential disciplinary action, a student who violates this policy may have his or her personal electronic device confiscated.
- Any school staff person who confiscates a PED will provide it to the school administrator immediately. The school administrator will hold the PED until the student's parent or guardian makes an appointment to collect the item.
- Any violation of this policy is subject to disciplinary action as set forth in the District **Code of Character, Conduct and Support**.

If applicable, violations of this policy may be referred to law enforcement. Additionally, a student may be prohibited from possessing a personal electronic device on school premises, at school-sponsored activities or on school transportation.



ATHLETIC & EXTRA-CURRICULAR ACTIVITIES

Students who participate in athletics and extra-curricular clubs and activities should recognize that they have an obligation to themselves, their team and club members, coaches, teachers, advisors, school, and community to strive for excellence.

Respect for one's health and physical development must be an integral part of daily living. Every athlete and participant in extra-curricular activities and clubs must be in good standing as a school community citizen. Any student who is absent (unexcused), serves an in-school or out-of-school suspension will be ineligible to attend clubs, practice and/or complete on that day. A student may be suspended from the team or club for:

- Demonstrating an improper attitude toward the community, school, administration, staff, coaches, or fellow students.
- Inappropriate behavior on cyber space (photos, videos). This may result in suspension from the team, activity, or club.
- Hazing in any form. Hazing is strictly forbidden by New York State Law and district policy. Participation in or failure to report any hazing will result in disciplinary review and possible suspension and/or dismissal from the team or club.
- Violation of criminal law. This will result in suspension from practice and competition pending a hearing between the principal and athletic director.
- Possession of alcohol, tobacco, marijuana, or other controlled substances.

The following applies to students, managers, and athletes:

The possession of alcohol, tobacco in any form, marijuana or other controlled substances will result in the following:

- First offense will result in a seven-calendar day suspension and the students will not attend practices or games during that time.
- Second offense will result in dismissal for remainder of the sports season and attendance at substance abuse counseling will be recommended.
- Third offense will result in the removal from interscholastic sports for the remainder of the school year.

ATHLETIC & EXTRA-CURRICULAR ACTIVITIES Cont.

School events such as sports, concerts, shows, award, moving up, and graduation ceremonies help to create a positive school climate. Students in good academic standing are always eligible and encouraged to attend such events. Student participation in such events will be prohibited if they are serving a suspension at the time of the event. Student participation may be prohibited at the discretion of the principal, if student has had chronic unexcused absences or has engaged in behavior leading up to the event that poses a safety concern. Such decisions to restrict attendance at a school event will be discussed with the principal, the student, and their parent, guardian, or caregiver.



REPORTING VIOLATIONS

All JECSD personnel who are authorized to impose disciplinary sanctions are expected to do so in a prompt, fair, and lawful manner. School personnel who are not authorized to impose disciplinary sanctions are expected to promptly report violations of districts code of character, conduct, and support to their supervisor.

Any student observing another student in possession of a weapon, alcohol, or illegal substance on school property or at a school function is encouraged to report this information immediately to any staff member or administrator. The school principals or designee will consult with local law enforcement regarding violations that constitute a crime.

Notification to law enforcement may be made through the School Resource Officer assigned to the school district. The building principal must also be notified.

APPEALS PROCESS–SUPERINTENDENT HEARING

If following a superintendent’s hearing a student has been found guilty of violating the code of character, conduct, and support, the student’s parent or guardian can appeal the decision and penalty. To appeal the superintendent’s decision, the parent or guardian must:

- Make the appeal to the board of education in writing within 30 days after receiving the written decision from the superintendent.
- Submit the letter to the Jordan-Elbridge Central School District Clerk of the Board

If the appeal to the board of education is denied, the parents or guardian may appeal the decision to the New York State Commission of Education within 30 days from the time the decision is received. To do so, the parent or guardian must file and serve a notice of petition, a petition, and any supporting affidavit (s). New evidence may not be submitted in support of an appeal.

If the petition is denied, the decision can be reviewed by a New York State court.

A student cannot be punished for filing an appeal.

COMPLAINT PROCEDURES

Student and parents have the right to file a complaint if they believe there has been a violation of their due process rights.

Process For Making A Complaint

1. Any students or parents with a question or concern about a discipline related response, should discuss the concern with the person who made the decision.
2. If the student or parent is not satisfied, a verbal or written complaint should be made to the school principal.
3. If the student or parent is still not satisfied, they should contact the superintendent.



GLOSSARY OF TERMS

Academic Dishonesty: Plagiarism, copying another's work, altering records, and cheating by providing, receiving, or viewing answers to quiz or test items or independent assignments, using text, documents, notes, or notebooks during tests without permission from a staff member.

Arson: Starting a fire or destruction of property because of starting a fire.

Behavior Violations: Student behaviors that are inappropriate in school, unacceptable or that warrant response, interventions, and consequences.

Bomb Threat: The making of threats or providing false information, in writing, in person, on the phone, including text message or other means, about the presence of explosive materials or devices on school property without cause.

Bullying: Repeated intentional acts done willfully, knowingly and with deliberation, by an individual(s), that targets and harms another person physically or emotionally. Bullying is characterized by an imbalance of power between two students.

Child Pornography: Sexually explicit images of children younger than 17 years of age.

Consequence: A result or response that follows an action.

Criminal Behavior: Any behavior that is considered a violation against municipal, state, or federal laws.

Damage to Property: Damage, destruction or defacement of property belonging to the school or others.

Dignity Act Coordinator: An employee designated by the board who ensures full compliance with the Dignity for All Students Act (DASA) and is trained to address issues in areas protected by the law. Dignity Act Coordinators manage documentation, processing, actions, and interventions enforcing DASA.

Discrimination: Unjust or prejudicial treatment toward any student by a student(s) and/or employee(s) on school property or at a school function including, but not limited to, discrimination based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, sex, or any other protected class.

Due Process: A formal way to resolve disputes with a school about your child's education.

Electronic Technology: Devices and equipment such as cell phones, computers, tablets.

Ethnic Group: A group of people who identify with each other through a common heritage including language, culture, and often a shared or common religion and/or ideology that stresses ancestry.

Gender: Actual or perceived sex and includes a person's gender identity or expression.

Gender Expression: The way in which we express gender identity to others through behavior, clothing, hairstyle, activities, voice, or mannerisms.



GLOSSARY OF TERMS

Harassment: The creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that has or would interfere with a student's educational performance, opportunities, or benefits or mental, emotional, or physical well-being or threat, intimidation or abuse that cause or would be expected to cause a student to fear for their physical safety.

Hazing: A specific form of harassment among students defined as any humiliating or dangerous activity expected of a student to join a group or be accepted by a formal or informal group, regardless of the student's willingness to participate. Hazing including, but is not limited to, any activity that intimidates or threatens a student with ostracism or adversely affects the health or safety of the student; or any activity that causes or requires the student to perform a task or act that is a violation of state or federal law of district policies/regulations.

Illegal drug: A controlled substance (does not include a controlled substance legally possessed or used under the supervision of a licensed health care professional).

Inciting or participating in an incident of group violence: Causing or participating in a group altercation or large disruption to the atmosphere of order and discipline in the school (such as a riot).

Interventions: Specific programs, strategies, restorative practices, skill-building sessions, and individual and group counseling activities, among other things, that enable students to reflect on behavior, attitudes, needs and feeling; learned replacement behaviors and habits, working through personal obstacles, resolving conflict, and developing goals and plans to get back on track.

Inappropriate use of electronic devices: May include (but not limited to) using computer, tablet, phone, or other electronic device in ways that violate the code of character, conduct, & support (ex. Recording altercations, or accessing other accounts). See electronic policy.

Leveled consequences and interventions: There are five levels of behaviors and possible responses. Level one aims at responding with strategies in the classroom to teach and correct behaviors (such as unexcused tardies, being caught in a hall sweep, etc.) The consequences intensify as the levels increase. For example, level five behaviors, ones that are dangerous behaviors and/or create risk of injury, can result in more severe consequences such as suspension.

National origin: A person's country of birth or ancestor's country of birth.

Parent: Biological, adoptive, foster parent, guardian, or person of record in parental relation to a student.

Persistent: Repeated over a period of days after interventions have been implemented and given ample time to be effective.

Physical aggression: Behavior causing or threatening physical harm toward others including, but not limited to, hitting, kicking, biting, and shoving.

Physical attack on another student or staff without immediate provocation: An act of physical aggression toward another that is not immediately provoked. Ex. A student or students set upon another student in a forceful, hostile, or aggressive way. Provocation does not include an earlier conflict or verbal disagreement.



GLOSSARY OF TERMS

Physical altercation between two or more students: Physical aggression (use of physical force) between two or more students that may or may not result in injury.

Physically pushing, hitting, kicking, biting, or scratching another person: Code is often used more with grades K-5. Reflects a behavior incident that does not result in injury of others.

Race: Group of persons related by common descent or heredity.

Racial Harassment: A negative opinion or verbal expression toward an individual or group of persons who possess common physical characteristics (color of skin, eyes, hair and facial features genetically transmitted by descent and heredity) that distinguish them as a distinct division of humankind, based on these physical characteristics.

Reckless Endangerment: Conduct that creates a substantial risk or serious physical injury or death to another person.

Religion: Either religious or spiritual belief or preference.

Religious Practice: Attending worship services, praying, wearing religious garb or symbols, displaying religious objects, adhering to certain dietary rules, proselytizing or other forms of religious expression or refraining from certain activities.

Restorative Practices: An approach to resolving conflict and preventing harm. Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to make it right.

Sending receiving or displaying offensive material via electronic devices: Examples include sending or receiving pornography, offensive harassing content, or acts of violence.

Sexual Offense-Reportable: Any act committed by a person 10 years of age or older which would constitute a felony under Article 130 of the Penal Law, taking into consideration the developmental capacity of the person to form the intent to commit such act, and where the school has referred the person to the police for the act reported.

School Function: Any school-sponsored extracurricular event or activity. This includes any event, occurring on or off school property, sanctioned or approved by the district including, but not limited to, off-site athletic events, school dances, plays, musical productions, field trips or other district-sponsored trips.

School Property: Outside grounds, all structures, and any space 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.

Serious Bodily Injury: Bodily injury which involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement or protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

Tardiness: Arriving late to school or class.



GLOSSARY OF TERMS

Theft: Taking or attempting to take property of another person or institution without permission or knowledge of the owner, with the intent to deprive the owner of its use. Robbery includes obtaining or attempting to obtain money, goods, services, or information from another by physical force or violence, coordinated violence or intimidation using a dangerous instrument or weapon. Theft, possession, or transfer of stolen goods includes the act of possessing or transferring the property of another without the consent of the owner.

Threat Assessment: A process used to evaluate the risk posed by a student or another person, typically as a response to an actual or perceived threat concerning behavior.

Threats to School: Based on threat assessment, credibility and intention determine severity of consequence.

Trespassing: Being on school property without permission, including while suspended.

Tuancy: Being absent from school or class without a legal excuse/reason.

Using or Possessing: Consuming alcohol, drugs, or inhalants or in possession of these substances on school property or at school functions.

SOURCES

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