

STUDENT DISCIPLINE

The Board of Education has established, among its goals, that students develop a positive self-image and a capacity for accepting responsibility for their own behavior. The Board believes that self-discipline is the best discipline. At the same time, the Board recognizes that failures on the part of students to conduct themselves properly interferes with the Board's responsibility of providing effective instruction to all students.

The Board expects that high standards of personal conduct shall be established and that violations of such standards shall be dealt with as quickly, positively and effectively as possible, without violating the individual rights of students.

Pupil service personnel, administrators, teachers, and others will report students to the Superintendent when they believe students present a discipline problem. The Superintendent will conduct an investigation of the reports, which may include conferences with the complainant, student, parents, teachers, other pupil service personnel or others, as he or she deems appropriate for the early identification and resolution of the suspected problem. If the Superintendent suspects that the problem may be a manifestation of a disability, he or she will refer the matter to the Committee on the Special Education in the manner prescribed by Commissioner's Regulations.

The Board is mindful that each student is an individual, and that effective corrective action, especially for minor violations, may vary from student to student and should generally be positive in nature. The Board also recognizes that serious or persistent violations may result in standard and specific punishments. However, extreme penalties (e.g., a one-year suspension) will not be assigned without first reviewing the student's disciplinary records and considering the circumstances which led to the improper behavior. Extreme discipline issues resulting in more than five days suspension from school will result in a Superintendent Hearing.

The Board believes that, when possible, the dignity of the student should be preserved, but also believes that the welfare of the total student body is paramount, and that order must be maintained.

Discipline is most effective when it deals directly with the problem at the time and place it occurs, and in a way that is viewed as fair and impartial by the student. Therefore, before seeking outside assistance, teachers will first use all their resources to create a change of behavior in the classroom. When the teacher has made every effort to bring about positive behavioral change, and has been unsuccessful, the teacher will bring the matter to the attention of administration. Once done, the administration assumes the role of deciding what further action will be taken.

Disciplinary action, when necessary, will be firm, fair, and consistent in order to be most effective in changing behavior.

Students with disabilities will be disciplined in accordance with the requirements of federal and state laws and regulations. However, a student identified as having a

disability shall not be disciplined for behavior related to his/her disability. The Superintendent will set up procedures for dealing with disciplinary problems, including penalties for infractions of school rules within the intent of this policy.

All Disciplinary referrals and consequences will be maintained in the student database.

The Superintendent of Schools shall solicit the recommendations of the teaching staff and administrators regarding in-service programs pertaining to the management and discipline of students. The Board shall sponsor such programs annually.

Ref: Education Law ' '2801; 3214

8 NYCRR ' ' 100.2(1)1 and 2

Easterbrook, *Substance & Due Process*, 1982 Supreme Court Review

Chapman v. Thomas, 105 S.Ct. 1866 (1985)

Tinker v. DesMoines Independent Community School Dist., 393 U.S.
503 (1969)

Matter of Troy R., 29 EDR 424 (1990)

Matter of Pellegrino, 22 EDR 462 (1983)

Matter of MacWhinnie, 20 EDR 145 (1980)

Matter of Port, 9 EDR 108 (1969)

State Education Department, *Guidelines for Students= Rights and Responsibilities* (1979)