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**HARTFORD CENTRAL SCHOOL DISTRICT**

**CODE OF CONDUCT**

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## **I. Introduction**

The Hartford Board of Education is committed to providing a safe and orderly school environment where students may receive, and district personnel may deliver, quality educational services without disruption or interference. Responsible behavior by students, teachers, other district personnel, parents, and other visitors is essential to achieving this goal.

The District has a long-standing set of expectations for conduct on school property and at school functions. These expectations are based on the principles of civility, mutual respect, citizenship, character, tolerance, honesty, and integrity.

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

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

## **II. Definitions**

For purpose of this code, the following definitions apply:

“Disruptive Student” means an elementary or secondary student under the age of 21 who is substantially disruptive to the educational process or substantially interferes with the teacher’s authority over the classroom.

“Parent” means parent, guardian, or person in parental relationship to a student.

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

“Dignity Act Coordinator”: the Dignity for All Students Act requires that at least one staff member at every school be thoroughly trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, and sex (Education Law §13[3]). This staff member should be referred to as the Dignity Act Coordinator (DAC).

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

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

“Harassment” means the creation means the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a student’s educational performance, opportunities or benefits, or mental , emotional or physical wellbeing; or conduct, verbal threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; such conduct verbal threats, intimidation or abuse includes by it not limited to conduct, verbal threats, intimidation or abuse based on a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex (Education Law §11[7]).

“School Property” means in or within any building, structure, bus garage, athletic playing field, playground, parking lot or land contained within the real property boundary line of a public elementary or secondary school, or in or on a school bus (Education Law §11[1] and Vehicle and Traffic Law §142).

“School function” means any school sponsored extra-curricular event or activity (Education §11[2]).

“School Bus” means every motor vehicle owned by a public or governmental agency or private school and operated for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity, to or from school or school activities, or, privately owned and operated for compensation for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity to or from school or school activities (Education Law §11[1] and Vehicle and Traffic Law §142).

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

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

1. Commits an act of violence upon a school employee, or attempts to do so.
2. Commits, while on school property or at a school function, an act of violence upon another student or any other person lawfully on school property or at school function, or attempts to do so.

3. Possesses, while on school property or at a school function, what appears to be a weapon.
4. Displays, while on school property or at a school function, what appears to be a weapon.
5. Threatens, while on school property or at a school function, to use a weapon.
6. Knowingly and/or intentionally damages or destroys the personal property of any school employee or any person lawfully on school property or at a school function.
7. Knowingly and/or intentionally damages or destroys school district property.

“Weapons” refers to a firearm as defined in 18 USC Section 921 for purposes of the Gun-Free Schools Act. It also means any other gun, BB gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, dagger, dirk, razor, stiletto, switchblade knife, gravity knife, brass knuckles, sling shot, metal knuckle knife, box cutter, cane sword, electronic dart gun, Kung Fu star, electronic stun gun, pepper spray or other noxious spray, explosive or incendiary bomb, or other device, instrument, material or substance which can cause physical injury or death when used to cause physical injury or death.

### **III. Student Rights and Responsibilities**

#### **A. Student Rights**

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

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

#### **B. Student Responsibilities**

All district students have the responsibility to:

1. Contribute to maintaining a safe and orderly school environment; which is conducive to learning, and to show respect to other persons and to property.
2. Be familiar with and abide by all district policies, rules and regulations dealing with student conduct.

3. Attend school every day unless they are excused, and to be in class on time and prepared to learn.
4. Work to the best of their ability in all academic and extra curricular pursuits and strive toward their highest possible level of achievement.
5. React to direction given by teachers, administrators and other school personnel in a respectful and positive manner.
6. Work to develop mechanisms to control their anger.
7. Ask questions when they do not understand.
8. Seek help in solving problems that might lead to discipline consequences.
9. Dress appropriately for school and school functions.
10. Accept responsibility for their actions.
11. Conduct themselves as representatives of the district when participating in or attending school-sponsored extra-curricular events, and hold themselves to the highest standards of conduct, demeanor, and sportsmanship.

## **IV. Essential Partners**

### **A. Parents**

All parents are expected to:

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

### **B. Teachers**

All district teachers are expected to:

1. Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex, which will strengthen students' self-concept and promote learning.
2. Confront issues of discrimination and harassment or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.
3. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
4. Report incidents of discrimination and harassment that are witnessed or otherwise brought to a teacher's attention in a timely manner.
5. Be prepared to teach.
6. Demonstrate interest in teaching and concern for student achievement.
7. Know school policies and rules, and enforce them in a fair and consistent manner.
8. Communicate to students and parents:
  - a. Course objectives and requirements.
  - b. Marking/grading procedures.
  - c. Assignment deadlines.
  - d. Expectations for students.
  - e. Classroom discipline plan.
9. Communicate regularly with students, parents and other teachers concerning growth and achievement.

### **C. Guidance Counselors**

1. Assist students in coping with peer pressure and emerging personal, social and emotional problems.
2. Initiate teacher/student/counselor conferences and parent/teacher/student/counselor conferences, as necessary, as a way to resolve problems.
3. Regularly review with students their educational progress and career plans.
4. Provide information to assist students with career planning.
5. Encourage students to benefit from the curriculum and extra-curricular programs.

### **D. Principals**

1. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning.
2. Ensure that students and staff have the opportunity to communicate regularly with the principal and approach the principal to discuss any grievances.
3. Evaluate on a regular basis all instructional programs.

4. Support the development of, and student participation in, appropriate extra-curricular activities.
5. Be responsible for enforcing the code of conduct and ensuring that all cases are resolved promptly and fairly.

#### **E. Superintendent**

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

#### **F. Board of Education**

1. Collaborate with student, teacher, administrator and parent organizations, school safety personnel and other school personnel to develop a code of conduct that clearly defines expectations of the conduct of students, district personnel, and visitors on school property and at school functions.
2. Adopt and review at least annually the District's code of conduct to evaluate the code's effectiveness and the fairness and consistency of its implementation.
3. Lead by example by conducting Board Meetings in a professional, respectful courteous manner.

### **V. Student Dress Code**

All students are expected to give proper attention to personal cleanliness and to dress appropriately for school and school functions. Students and their parents have the primary responsibility for acceptable student dress and appearance. Teachers and all other district personnel should exemplify and reinforce acceptable student dress and help students develop an understanding of appropriate appearance in the school setting.

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

1. Be safe, appropriate and neither disrupt nor interfere with the educational process.
2. Recognize that extremely brief garments such as tube tops, net tops, halter-tops, spaghetti straps, plunging necklines (front and/or back), see-through garments, mid-drifts, and muscle (or "beater") tee shirts are not appropriate. Skirts and shorts shall be no shorter than fingertip length.



3. Ensure that underwear is completely covered with outer clothing.
4. Include footwear at all times. Footwear that is a safety hazard will not be allowed.
5. Not include the wearing of hats in the classroom except for medical or religious purpose.
6. Not include items that are vulgar, obscene, libelous, or denigrate others on account of race, color, religion, creed, national origin, gender, sexual orientation or disability.
7. Not promote and/or endorse the use of alcohol, tobacco or illegal drugs and/or encourage other illegal or violent activities.

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

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 a 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.

## **VI. Prohibited Student Conduct**

The Hartford Board of Education expects all students to conduct themselves in an appropriate and civil manner, with proper regard for the rights and welfare of other students, district personnel and other members of the school community, and for the care of school facilities and equipment.

The best discipline is self-imposed, and students must learn to assume and accept responsibility for their own behavior, as well as the consequences of their misbehavior. District personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the students' abilities to grow in self-discipline.

The Hartford Board of Education recognizes the need to make its expectations for student conduct while on school property or engaged in a school function specific and clear. The rules of conduct listed below are intended to do that and focus on safety and respect for the rights and property of others. Students who will not accept responsibility for their own behavior and who violate the school rules will be required to accept the penalties for their conduct.

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

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

1. Running in the hallways.
2. Making unreasonable noise.
3. Using language or gestures that are profane, lewd, vulgar, or abusive.
4. Obstructing vehicular or pedestrian traffic.
5. Engaging in any willful act, which disrupts the normal operation of the school community.
6. Trespassing. Students are not permitted in any school building, other than the one they regularly attend, without permission from the administrator in charge and under the supervision of the designated adult (approved by the administration).
7. Computer/electronic communications misuse as outlined in the District's electronic technology policy (Hartford Board of Education Policy #515).
8. Operating cellular phones during the academic day (8:00a.m. – 3:00p.m.)

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

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

**C. Engage in conduct that is violent.** Examples of violent conduct include:

1. Committing an act of violence (such as hitting, kicking, punching, and scratching) upon a teacher, administrator, or other school employee or attempting to do so.
2. Committing an act of violence (such as hitting, kicking, punching, and scratching) upon another student or any other person lawfully on school property or at a school function.
3. Possessing a weapon. Authorized law enforcement officials are the only persons permitted to have a weapon in their possession while on school property or at a school function.
4. Displaying what appears to be a weapon.
5. Threatening to use any weapon.
6. Intentionally damaging or destroying the personal property of a student, teacher, administrator, other district employee or any person lawfully on school property, including graffiti or arson.
7. Intentionally damaging or destroying school district property.

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

1. Lying to school personnel.

2. Stealing the property of other students, school personnel or any other person lawfully on school property or attending a school function.
3. Defamation, which includes making false or unprivileged statements or representation about an individual or identifiable group of individuals which harm the reputation of the person or the identified group by demeaning them.
4. Discrimination, which includes the use of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or as a basis for treating another in a negative manner. The procedures regarding such discrimination are outlined in the Hartford Board of Education Policy Manual (Policy #116).
5. Harassment
6. Intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm.
7. Hazing, which includes any intentional or reckless act directed against another for the purpose of initiation into, affiliating with or maintaining in any school sponsored activity, organization, club or team.
8. Selling, using or possessing obscene material.
9. Using vulgar or abusive language, cursing or swearing.
10. Smoking a cigarette, cigar, pipe, or using chewing or smokeless tobacco.
11. Possessing, consuming, selling, distributing or exchanging alcoholic beverages, illegal substances, synthetic drugs, or being under the influence of either. "Illegal substances" include, but are not limited to inhalants, marijuana, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, and any substances commonly referred to as "designer drugs."
12. Inappropriately using or sharing prescription and over-the-counter drugs.
13. Gambling.
14. Indecent exposure, that is, exposure to sight of the private parts of the body in a lewd or indecent manner.
15. Initiating a report warning of fire or other catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher.

**E. Engaging in misconduct while on a school bus.** It is crucial for students to behave appropriately while riding on district buses to ensure their safety and that of other passengers and to avoid distracting the bus driver. If students are behaving in a manner consistent with the Code of Conduct while on the school bus, possible disciplinary outcomes can range from a warning to suspension from transportation or out-of-school suspension.

**F. Engage in any form of academic misconduct.** Examples of academic misconduct include:

1. Plagiarism.
2. Cheating.
3. Copying.

4. Altering records.
5. Assisting another student in any of the above actions.

**G. Engage in any form of Bullying.** The term "bullying" is defined as "a variety of negative acts carried out repeatedly over time. It involves a real or perceived imbalance of power, with a more powerful person, or group, attacking those who are less powerful." Bullying can take four forms:

- a. Physical (including, but not limited to, hitting, kicking, spitting, pushing, or taking personal belongings);
- b. Verbal and/or Written (including, but not limited to, taunting, malicious teasing, name calling, or making threats);
- c. Psychological (including, but not limited to, spreading rumors; manipulating social relationships; or engaging in social exclusion, extortion, or intimidation); and
- d. Discriminatory: (including but not limited to, discrimination against the person on the basis of his or her race, color, national origin, ethnicity, creed, religion, gender, disability, sexual orientation, weight, or economic status).

*\*For additional information please reference the Board of Education Policy Number 445.*

## **VII. Reporting Violations**

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

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

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

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

## **VIII. Disciplinary Penalties**

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

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

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

As a general rule, discipline will be progressive. This means that a student's first violation will usually merit a lighter penalty than subsequent violations.

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

### **A. Penalties**

Students who are found to have violated the District's Code of Conduct may be subject to a range of disciplinary consequences that can vary from a verbal or written warning through out-of-school suspension. In each case, the student is entitled to a degree of due process; however the amount of due process a student is entitled to receive before a penalty is imposed depends on the penalty being imposed. In all cases, regardless of the penalty being imposed, the school personnel authorized to impose the penalty must inform the student of the alleged misconduct and must investigate, to the extent necessary, the facts surrounding the alleged misconduct. All students will have an opportunity to present their version of the facts to the school personnel imposing the disciplinary penalty in connection with the imposition of the penalty.

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

be assigned only during days that the late bus is running, or, with parental permission, on Monday.

2. **Suspension from transportation:**  
Students who become a serious disciplinary problem may have their riding privileges suspended by the building principal, or the superintendent or their designee. In such cases, the student's parents will become responsible for seeing that his or her child gets to and from school safely. Should the suspension from transportation amount to a suspension from attendance; the district will make appropriate arrangements to provide for a student's education.

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

3. **Suspension from athletic participation, extra-curricular activities and other Privileges:**

A student subjected to a suspension from athletic participation, extra-curricular activities or other privileges is not entitled to a full hearing pursuant to Education Law Section 3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the district official imposing the suspension to discuss the conduct and the penalty involved.

4. **Alternative Learning Center:**

The Hartford Board of Education recognizes that the school must balance the need of students to attend school and the need for order in the classroom to establish an environment conducive to learning. As such, the board authorizes the building principal and the superintendent to place students who would otherwise be suspended from school as the result of a code of conduct violation in "alternative learning center." The alternative learning center will be conducted with a certified teaching assistant or certified teacher.

A student subjected to an alternative learning center is not entitled to a full hearing pursuant to Education Law Section 3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the district official imposing the in-school suspension to discuss the conduct and/or the penalty involved.

5. **Suspension from school:**

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

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

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

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

- a. Short-term suspension from school (5 days or less):  
When the superintendent or principal (referred to as the suspending authority) propose to suspend a student charged with misconduct for five days or less pursuant to Education Law Section 3214 (3), the suspending authority must immediately notify the student orally. If the student denies the misconduct, the suspending authority must provide an explanation of the basis for the proposed suspension. The suspending authority must also notify the student's parents in writing that the student may be suspended from school. The written notice must be provided by personal delivery, express mail delivery or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the decision to propose suspension at the last known address for the parents. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number (s) for the purpose of contacting the parents.

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

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

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

- b. Long-term suspension from school (more than 5 days):  
When the superintendent or building principal determines that a suspension for more than five days may be warranted he or she shall give reasonable notice to the student and the student's parents of their right to a fair hearing. At the hearing the student shall have the right to be represented by counsel, the right to question witnesses against him or her and the right to present witnesses and other evidence on his or her behalf.

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



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

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

## **B. Minimum Periods of Suspension**

- 1. Students who bring a weapon to school:

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

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

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

- 2. Students who commit violent acts other than bringing a weapon to school:  
Any student, other than a student with a disability, who is found to have committed a violent act, other than bringing a weapon onto school property, shall be subject to suspension from school for at least five days. If the proposed penalty is the minimum five days suspension, the student and the student's parents will be given the same notice and opportunity for an informal conference given to all students subject to a short-term

suspension. If the proposed penalty exceeds the minimum five-day suspension, the student and the student's parents will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The superintendent has the authority to modify the minimum five-day suspension on a case-by-case basis. In deciding whether to modify the penalty, the superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

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

### **C. Referrals**

1. Counseling – The Guidance Office shall handle all referrals of students for counseling.
2. PINS Petition – the District may file a PINS (person in need of supervision) Petition in Family Court on any student under the age of 16 who demonstrates that he or she requires supervision and treatment by:
  - a. Being habitually truant and not attending school as required by Part one of Article 65 of the Education Law.
  - b. Engaging in an ongoing or continual course of conduct, which makes the student ungovernable, habitually disobedient, and beyond the lawful control of the school.
  - c. Knowingly and unlawfully possesses marijuana in violation of Penal Law Section 221.05. A single violation of Section 221.05 will be sufficient basis for filing a PINS Petition.

3. Juvenile Delinquents and Juvenile Offenders – The superintendent is required to refer the following students to the County Attorney for juvenile delinquency proceedings before the family court:
  - a. Any student under the age of 16 who is found to have brought a weapons to school
  - b. Any student 14 or 15 years old who qualifies for juvenile offender status under the Criminal Procedure Law Section 1.20 (42). The Superintendent is required to refer students age 16 and older or any student 14 or 15 years old who qualifies for juvenile offender status to the appropriate law enforcement authorities.

#### **D. Harassment**

The Dignity Act emphasizes the creation and maintenance of a positive learning environment for all students. In addition, the Dignity Act requires the development of measured, balanced, and age-appropriate responses to the discrimination and harassment of students by students and/or employees on school property, including school functions, with remedies and procedures focusing on intervention and education. Appropriate remedial measures may include, but are not limited to:

- Peer support groups; corrective instruction or other relevant learning or service experience;
- Supportive intervention;
- Behavioral assessment or evaluation;
- Behavioral management plans, with benchmarks that are closely monitored; and
- Student counseling and parent conferences.

Beyond these individual-focused remedial responses, school-wide or environmental remediation can be an important tool to prevent discrimination and harassment.

Environmental remediation strategies may include:

- Supervisory systems which empower school staff with prevention and intervention tools to address incidents of discrimination, harassment and bullying;
- School and community surveys or other strategies for determining the conditions contributing to the relevant behavior;
- Adoption of research-based, systemic harassment prevention programs;
- Modification of schedules;
- Adjustment in hallway traffic and other student routes of travel;
- Targeted use of monitors;
- Staff professional development;
- Parent conferences;
- Involvement of parent-teacher organizations; and
- Peer support groups.

#### **E. Teacher Disciplinary Removal of A Disruptive Student**

A student's behavior can affect a teacher's ability to teach and can make it difficult for other students in the classroom to learn. In most instances, the classroom teacher can

control a student's behavior and maintain or restore control over the classroom by using good classroom management techniques. These techniques may include practices that involve the teacher directing a student to briefly leave the classroom to give the student an opportunity to regain his or her composure and self-control in an alternative setting. Such practices may include, but are not limited to (1) short-term "timeout": in another elementary classroom; (2) sending a student to the principal's office for the remainder of the class time only; or (3) sending a student to a guidance counselor or other district staff member for counseling. Time-honored classroom management techniques such as these do not constitute disciplinary removals for purposes of this code.

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

A classroom teacher may remove a disruptive student from class for a period of time not to exceed two days. The removal from class applies to the class of the removing teacher only.

If the disruptive student does not pose a danger or on-going threat of disruption to the academic process, the teacher must provide the student with an explanation for why he or she is being removed and an opportunity to explain his or her version of the relevant events before the student is removed. Only after the informal discussion may a teacher remove a student from class.

If the student poses a danger or ongoing threat of disruption, the teacher may order the student to be removed immediately. The teacher must, however, explain to the student why he or she was removed from the classroom and give the student a chance to present his or her version of the relevant events within 24 hours

The teacher must complete a district-established disciplinary removal form and meet with the principal or his/her designee as soon as possible, but no later than the end of the school day, to explain the circumstances of the removal and to present the removal form. If the principal or designee is not available by the end of the same school day, the teacher must leave the form with the secretary and meet with the principal or designee prior to the beginning of classes the next school day.

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

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

hours of the student's removal. Where possible, notice should also be provided by telephone, if the school has been provided with a telephone number for the purpose of contacting parents.

It is required that the teacher be in attendance at the informal conference.

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

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

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

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

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

Each teacher must keep a complete log (on a district-provided form) for all cases of removal of students from his or her class. The principal must keep a log of all removals of students from class.

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

## **IX. Discipline of Students with Disabilities**

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

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

### **A. Authorized Suspension or Removals of Students with Disabilities**

1. For purposes of this section of the Code of Conduct, the following definitions apply.  
A “suspension” means a suspension pursuant to Education Law Section 3214.  
A “removal” means a removal for disciplinary reasons from the student’s current educational placement other than suspension and change in placement to an interim alternative educational setting ordered by an impartial hearing officer because the student poses a risk of harm to himself or herself or others.  
An Interim Alternative Educational Setting means a temporary educational placement for a period of up to 45 days, other than the student’s current placement at the time the behavior precipitating the IAES placement occurred, that enables the student to continue to progress in the general curriculum, although in another setting, to continue to receive those services and modifications, including those described on the student’s current individualized education program (IEP), that will enable the student to meet the goals set out in such IEP, and include services and modifications to address the behavior which precipitated the IAES placement that are designed to prevent the behavior from recurring.
2. School personnel may order the suspension or removal of a student with a disability from his or her current educational placement as follows:
  - a. The Hartford Board of Education, the district (BOCES) superintendent of Schools or a building principal may order the placement of a student with a disability into an IAES, another setting or suspension not to exceed five consecutive school days

and not to exceed the amount of time a non-disabled student would be subject to suspension for the same behavior.

- b. The superintendent may order the placement of a student with a disability into an IAES, another setting or suspension for up to ten consecutive school days, inclusive of any period in which the student has been suspended or removed under subparagraph (a) above for the same behavior, if the superintendent determines the student has engaged in behavior that warrants a suspension and the suspension or removal does not exceed the amount of time non-disabled students would be subject to suspension for the same behavior.
- c. The superintendent may order additional suspensions of not more than 10 consecutive school days in the same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement.
- d. The superintendent may order the placement of a student with a disability in an IAES to be determined by the Committee on Special Education (CSE), for the same amount of time that a student without a disability would be subject to discipline, but not more than 45 days, if the student carries or possesses a weapon to school or school function, or the student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function.
  1. "Weapon" means the same as "dangerous weapon" under 18 U.S.C. Section 930(g)(w) which includes "a weapon, device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury, except... [for] a pocket knife with a blade of less than 2 ½ inches in length."
  2. "Controlled substance" means a drug or other substance identified in certain provisions of the federal Controlled Substance Act specified in both federal and state law and regulations applicable to this policy.
  3. "Illegal drugs" means a controlled substance except for those legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under the Controlled Substances Act or any other federal law.

Subject to specified conditions required by both federal and state law and regulations, an impartial hearing officer may order the placement of a student with a disability in an IAES setting for up to 45 days at a time, if maintaining the student in his or her current educational placement poses a risk of harm to the student or others.

## **B. Change of Placement Rules**

1. A disciplinary change in placement means a suspension or removal from a student's current educational placement that is either:
  - a. For more than 10 consecutive school days; or
  - b. For a period of 10 consecutive school days or less if the student is subjected to a series of suspensions or removals that constitute a pattern because they accumulate to more than 10 school days in a school year and because of such factors as the length of each suspension removal, the total amount of time the student is removed and the proximity of the suspensions or removals to one another.
2. School personnel may not suspend or remove a student with disabilities if imposition of the suspension or removal would result in a disciplinary change in placement based on a pattern of suspension or removal.

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

## **C. Special Rules Regarding the Suspension or Removal of Students With Disabilities**

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

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



- b. Conduct a manifestation determination review of the relationship between the student's disability and the behavior subject to disciplinary action whenever a decision is made to place a student in an IAES either for misconduct involving weapons, illegal drugs or controlled substances or because maintaining the student in his current educational setting poses a risk of harm to the student or others; or a decision is made to impose a suspension that constitutes a disciplinary change in placement.
2. The parent of a student who is facing disciplinary action, but who has not been determined to be eligible for services under IDEA and Article 89 at the time of misconduct, shall have the right to invoke applicable procedural safeguards set forth in federal and state law and regulations if, in accordance with federal and state statutory and regulatory criteria, the school district is deemed to have had the knowledge that their child was a student with a disability before the behavior precipitating disciplinary action occurred. If the district is deemed to have had such knowledge, the student will be considered a student presumed to have a disability for discipline purposes.
  - a. The superintendent, building principal or other school official imposing a suspension or removal shall be responsible for determining whether the student is a student presumed to have a disability.
  - b. A student will not be considered a student presumed to have a disability for discipline purposes if, upon receipt of information supporting a claim that the district had knowledge the student was a student with a disability, the district either:
    1. Conducted an individual evaluation and determined that the student is not a student with a disability, or
    2. Determined that an evaluation was not necessary and provided notice to the parents of such determination, in the manner required by applicable law and regulations. If there is no basis for knowledge that the student is a student with a disability prior to taking disciplinary measures against the student, the student may be subjected to the same disciplinary measures as any other non-disabled student who engaged in comparable behaviors.

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

3. The district shall provide parents with notice of disciplinary removal no later than the date on which a decision is made to change the placement of a student with a disability to an IAES for either misconduct involving weapons, illegal drugs or controlled substances or because maintaining the student in his/her current educational setting poses a risk of harm to the student or others; or a decision is made to impose suspension or removal that constitutes a disciplinary change in placement.

The procedural safeguards notice prescribed by the Commissioner shall accompany the notice of disciplinary removal.

1. The parents of a student with disabilities subject to a suspension of five consecutive school days or less shall be provided with the same opportunity to an informal conference available to parents of non-disabled students under Education Law.
2. Superintendent hearings on disciplinary charges against students with disabilities subject to suspension of more than five school days shall be bifurcated into a guilt determination phase and a penalty determination phase in accordance with the procedures set forth in the Commissioner's Regulations incorporated into this code.
3. The removal of a student with a disabilities other than a suspension or placement in an IAES shall be conducted in accordance with the due process procedures applicable to such removals of non-disabled students, except that school personnel may not impose such removal for more than 10 consecutive school days or for a period that would result in a disciplinary change in placement, unless the CSE has determined that the behavior is not a manifestation of the student's behavior.
4. During any period of suspension or removal, including placement in an IAES, students with disabilities shall be provided services as required by the Commissioner's Regulations incorporated into this code.

#### **D. Expedited Due Process Hearings**

1. An expedited due process hearing shall be conducted in the manner specified by the Commissioner's Regulations incorporated into this code, if
  - a. The district requests such a hearing to obtain an order of an impartial hearing officer placing a student with a disability in an IAES where school personnel maintain that it is dangerous for the student to be in his or her current educational placement, or during the pendency of due process hearing where school personnel maintain that it is dangerous for the student to be in his or her current educational placement during such proceedings.
  - b. The parent requests such a hearing from a determination that the student's behavior was not a manifestation of the student's disability, or relating to any decision regarding placement, including but not limited to any decision to place the student in an IAES.

- c. During the pendency of an expedited due process hearing or appeal regarding the placement of a student in an IAES for behavior involving weapons, illegal drugs or controlled substances, or on grounds of dangerousness, or regarding a determination that the behavior is not a manifestation of the student's disability for a student who has been placed in an IAES, the student shall remain in the IAES pending the decision of the impartial hearing officer or until expiration of the IAES placement, whichever occurs first, unless the parents and the district agree otherwise.
    - d. If school personnel propose to change the student's placement after expiration of an IAES placement, during the pendency of any proceeding to challenge the proposed change in placement, the student shall remain in the placement prior to removal to the IAES, except where the student is again placed in an IAES.
  2. An expedited due process hearing shall be completed within 15 business days of receipt of the request for a hearing. Although the impartial hearing officer may grant specific extensions of such time period, he or she must mail a written decision to the district and the parents within five business days after the last hearing date, and in no event later than 45 calendar days after receipt of the request for a hearing, without exceptions or extensions.

#### **E. Referral to law enforcement and judicial authorities**

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

1. The district may report a crime committed by a child with a disability to appropriate authorities, and such action will not constitute a change of the student's placement.
2. The superintendent shall ensure that copies of the special education and disciplinary records of a student with disabilities are transmitted for consideration to the appropriate authorities to whom a crime is reported.

#### **X. Corporal Punishment**

Corporal punishment is any act of physical force upon a student for the purpose of punishing that student. Corporal punishment of any student by any district employee is strictly forbidden.

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

1. Protect oneself, another student, teacher or any person from physical injury.
2. Protect the property of the school or others.

3. Restrain or remove a student whose behavior interferes with the orderly exercise and performance of school district functions, powers and duties, if that student has refused to refrain from further disruptive acts.

The district will file all complaints about the use of corporal punishment with the Commissioner of Education in accordance with Commissioner's Regulations.

## **XI. Student Searches and Interrogations**

The Hartford Board of Education is committed to ensuring an atmosphere on school property and at school functions that is safe and orderly. To achieve this kind of environment, any school official authorized to impose a disciplinary penalty on a student may question a student about an alleged violation of law or the District's Code of Conduct. Students are not entitled to any sort of "Miranda" – type warning before being questioned by school officials, nor are school officials required to contact a student's parents before questioning the student. However, in each case, school officials will tell students why they are being questioned.

In addition, the Hartford Board of Education authorizes the superintendent, building principal, and the school nurse to conduct searches of students and their belongings if the authorized school official has reasonable suspicion to believe that the search will result in evidence that the student violated the law or the District's Code of Conduct.

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

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

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

Whenever practicable, searches will be conducted in the privacy of administrative offices and students will be present when their possessions are being searched. Two district employees are to be present during all searches.

### **A. Student Lockers, Desks, and other School Storage Place**

The rules in this Code of Conduct regarding searches of students and their belongings do not apply to student lockers, desks, and other school storage places. Students have no reasonable expectations of privacy with respect to these places and school officials retain complete control over them. This means that student lockers, desks and other school storage places may be subject to search at any time by school officials, without prior notice to students and without their consent. If a parent or guardian wishes to retrieve personal materials from their students' locker, they are encouraged to make an appointment with the appropriate building principal.

### **B. Strip Searches**

A strip search is a search that requires a student to remove any or all of his or her clothing, other than an outer coat or jacket. The Hartford Central School District Board of Education does not believe that school employees should engage in the strip searches of any kind. Therefore, district employees will not conduct these types of searches.

### **C. Documentation of Searches**

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

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

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

#### **D. Police Involvement in Searches and Interrogations of Students**

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

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

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

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

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

#### **E. Child Protective Services Investigations**

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

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

his or her clothing in front of a child protective services worker or school district official of the opposite sex.

A child protective services worker may not remove a student from school property without a court order, unless the worker reasonably believes that the student would be subject to danger of abuse if he or she were not removed from the school before a court order can be reasonably obtained. If the worker believes the student would be subject to danger of abuse, the worker may remove the student without a court order and without the parent's consent.

## **XII. Visitors to the Schools**

The Hartford Board of Education encourages parents and other district citizens to visit the school and classrooms. Since schools are a place of work and learning, however, certain limits must be set for such visits. The Superintendent is responsible for all persons in the building and on the grounds. For these reasons, the following rules apply to visitors to the schools:

1. Anyone who is not a regular staff member or student of the school will be considered a visitor.
2. All visitors to the school must report to the appropriate building level office (Elementary Office or Middle/High School Office) upon arrival at the school. There they will be required to sign the visitor's register and will be issued a visitor's identification badge, which must be worn at all times while in the school or on school grounds. The visitor must return the identification badge to the district office before leaving the building.
3. Visitors attending school functions, which are open to the public, such as parent-teacher organization meetings or public gatherings are not required to register.
4. Parents or citizens who wish to observe a classroom while school is in session are required to arrange such visits in advance with the appropriate building principal and classroom teacher(s) so that class disruption is kept to a minimum.
5. Teachers are expected not to take class time to discuss individual matters with visitors.
6. Any unauthorized person on school property will be reported to the principal. Unauthorized persons will be asked to leave. The police may be called if the situation warrants.
7. All visitors are expected to abide by the rules for public conduct on school property contained in this Code of Conduct.

## **XIII. Public Conduct on School Property**

The district is committed to providing an orderly, respectful environment that is conducive to learning. To create and maintain this kind of an environment, it is necessary to regulate public conduct on school property and at school functions. For

purpose of this section of the code, “public” shall mean all persons when on school property or attending a school function excluding students, teachers and district personnel.

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

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

### **A. Prohibited Conduct**

No person either alone or with others, shall:

1. Intentionally injure any person or threaten to do so.
2. Intentionally damage or destroy school district property or the personal property of a teacher, administrator, or other district employee or any person lawfully on school property, including graffiti or arson.
3. Disrupt the orderly conduct of classes, school programs or other school activities.
4. Distribute or wear materials on school grounds or at school functions, which are obscene, advocate illegal action, appear libelous, obstruct the rights of others or are disruptive to the school program.
5. Intimidate, harass or discriminate against any person on the basis of race, color, creed, national origin, religion, age, gender, sexual orientation or disability.
6. Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed.
7. Obstruct the free movement of any person in any place to which this code applies.
8. Violate the traffic laws, parking regulations or other restrictions on vehicles.
9. Possess, consume, sell, distribute or exchange alcoholic beverages, controlled substances or be under the influence of either on school property or at a school function.
10. Possess or use weapons in or on school property or at a school function, except in the case of law enforcement officers, or except as specifically authorized by the school district.
11. Loiter on or about school property.
12. Gamble on school property or at school functions.



13. Refuse to comply with any reasonable order of identifiable school district officials performing their duties.
14. Smoke in the school building or on school grounds during the school day or at school sponsored events.
15. Willfully incite others to commit any of the acts prohibited by this code.
16. Violate any federal or state statute, local ordinance or board policy while on school property or while at a school function.

## **B. Penalties**

Persons who violate the Hartford Central School District Code of Conduct shall be subject to the following penalties:

1. *Visitors.* Their authorization, if any, to remain on school grounds or at the school function shall be withdrawn and they shall be directed to leave the premises. If they refuse to leave, they shall be subject to ejection.
2. *Students.* They shall be subject to disciplinary action as the facts may warrant, in accordance with the due process requirements.
3. *Tenured faculty members.* They shall be subject to disciplinary actions as the facts may warrant in accordance with Education Law Section 3020-a or any other legal rights that they may have.
4. *Staff members in the classified service of the Civil Service entitled to the protection of Civil Service Law Section 75.* They shall be subject to immediate ejection and to disciplinary action as the facts may warrant in accordance with Civil Service Law Section 75 or any other legal rights that they may have.
5. Staff members other than those described in subdivision 4 and 5. They shall be subject to warning, reprimand, suspension or dismissal as the facts may warrant in accordance with any legal rights they may have.

## **C. Enforcement**

The building principal or his or her designee shall be responsible for enforcing the conduct required by this code.

When the building principal or his/her designee sees an individual engaged in prohibited conduct, which in his or her judgment does not pose any immediate threat of injury to persons or property, the principal or his/her designee shall tell the individual that the conduct is prohibited and attempt to persuade the individual to stop. The principal or his/her designee shall also warn the individual of the consequences for failing to stop. If the person refuses to stop engaging in the prohibited conduct or if the person's conduct poses an immediate threat of injury to persons or property, the principal or his/her designee shall have the individual removed immediately from school property or the school function. If necessary, local law enforcement authorities will be contacted to assist in removing the person.

The district shall initiate disciplinary action against any student or staff member, as appropriate, within the “Penalties” section above. In addition, the district reserves its rights to pursue a civil or criminal legal action against any person violating the code.

## **XIV. Athletic Code of Conduct**

Students participating on district-sponsored athletic teams are expected to adhere to the rules and regulations of the District Code of Conduct as well as the specific Athletic Code of Conduct.

### **A. Athletic Directors Responsibilities**

The athletic director is responsible for reviewing the Athletic Code of Conduct on an annual basis with the Building Principal. The Athletic Director with the Building Principal will submit the Athletic Code of Conduct to the Board of Education no later than July 1<sup>st</sup> of each year for board review and approval.

The Athletic Director is responsible for disseminating the Athletic Code of Conduct to coaches prior to the start of each sports season. The Athletic Director will review the code with coaches.

In those instances when there is a violation of the Athletic Code of Conduct, the Athletic Director will cooperate with the Building Principal in the investigation of the incident and assist in the determination of appropriate penalty or penalties.

### **B. Coaches Responsibilities**

The coach of each team has the responsibility to disseminate and review the Athletic Code of Conduct with the students who are participating on a team.

The coach shall clearly explain the expectations of the school and the penalties which may be imposed if there are violations of the Athletic Code of Conduct.

The coach has the responsibility of reporting all violations of the Athletic Code of Conduct to the Athletic Director and Administration.

### **C. Athletes Responsibilities**

Students who participate on school sponsored athletic teams have the responsibility to recognize and understand they are representing the school district. All athletes will adhere to the Athletic Code of Conduct. Students who violate the Athletic Code of Conduct are subject to the penalties outlined in that code.

## **XV. Dissemination and Review**

### **A. Dissemination of the Hartford Code of Conduct**

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

1. Providing copies of a summary of the code to all students at a general assembly held at the beginning of each school year.
2. Making copies of the code available to all parents at the beginning of the school year.
3. Mailing a summary of the Code of Conduct written in plain language to all parents of district students before the beginning of the school year and making this summary available later upon request.
4. Providing all current teachers and other staff members with a copy of the code and a copy of any amendments to the code as soon as practicable after adoption.
5. Providing all new employees with a copy of the current Code of Conduct when they are first hired.
6. Making copies of the code available for review by students, parents and other community members.

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

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

The Hartford Board may appoint an advisory committee to assist in reviewing the code and the district's response to code violations. In lieu of an advisory committee, the Board of Education may request the District's Shared Decision Making Committee to do the review and response.

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

The Hartford Code of Conduct and any amendments to it will be filed with the Commissioner of Education no later than 30 days after adoption.

## **XVI. Appendix**

1. Interscholastic Athletic Guide
2. Board of Education Policy #515
3. Board of Education Policy #116
4. Board of Education Policy #445



Appendix 1. - Interscholastic Athletic Guide

HARTFORD CENTRAL SCHOOL DISTRICT  
INTERSCHOLASTIC ATHLETIC GUIDE

Dear Parents and Student Athletes,

This brochure is presented to you because your son or daughter has indicated a desire to participate in interscholastic athletics. Your family interest in this phase of our school program is gratifying. We believe that participation in sports provides a wealth of opportunities and experiences which assist students in personal adjustments.

We, who are concerned with the educational development of boys and girls through athletics, feel that a properly controlled, well organized sports program meets the students' needs for self expression, mental alertness, and physical growth. It is our hope to maintain a program that is sound in purpose and will further each students educational maturity.

When your son/daughter enlists in one of our sports programs, we feel that they [you] have committed themselves to certain responsibilities and obligations. This brochure will acquaint you with some specific policies that are necessary for a well organized program of athletic activities.

The athletic program is governed by the regulations established by the Commissioner of Education's basic code for extra-class athletic activities. Hartford Central School is a member of the New York State Athletic Association, competing as a Class D school in Section II. Our league affiliation is with the Adirondack League. Please note that all athletes are also bound by the Academic Eligibility Policy #527 for participation in sports (revised and adopted on 8/15/05 by the Board of Education).

If there is anything that can be done to make your participation a better learning experience, please feel free to contact the school at 632-5222, ext. 204

*Sincerely,*

*ANDREW S. CAPONE*

*Director of Athletics and Physical Education*

## PRINCIPLES OF THE INTERSCHOLASTIC PROGRAM

We believe interscholastic athletics serve as a miniature model of life that they provide opportunities for students with regard to responsibility, fair play, cooperation, concern for others, leadership, respect for authority, good citizenship, loyalty, and tolerance. Winning games has often been considered the measure of success. However, we feel that this is not so. This is not to say that the will to win is not important. It is very much a part of the total development of an athlete, but of considerably greater importance is the development of the person, and affording each student the opportunity of becoming all that he or she is capable of being. Thus, the athletic program which is centered around the welfare of the students is a vital part of the total Hartford School Curriculum.

To utilize fully the potential in athletics for educational experiences, the interscholastic athletic program:

- A. Is regarded as an integral part of the total educational program and conducted so that it is worthy of such regard.
- B. Supplements rather than serves as substitute for basic physical education programs and instructional athletic programs.
- C. Is subject to the same administrative control as the total educational program.
- D. Is conducted by persons with adequate training either in physical education or through coaching certification programs.
- E. Is conducted so that the physical welfare and safety of participants is protected and fostered.
- F. Is conducted in accordance with the letter and spirit of the rules and regulations of the league, state, and national athletic associations.

## CODE OF ETHICS

It is the duty of all concerned with high school athletics:

- To emphasize the proper ideals of sportsmanship, ethical conduct and fair play.
- To eliminate all possibilities which tend to destroy the best values of the game.
- To stress the values derived from playing the game fairly.
- To show cordial courtesy to visiting teams and officials.
- To establish a happy relationship between visitors and hosts.
- To respect the integrity and judgment of sports officials.
- To achieve a thorough understanding and acceptance of the rules of the game and the standards of eligibility.
- To encourage leadership, use of incentive, and good judgment by the players on the team.
- To recognize that the purpose of athletics is to promote the physical, mental, moral, social, and emotional well-being of the individual players.
- To remember that an athletic contest is only a game - not a matter of life and death for player, coach, school, official, fan, or community.

## ADIRONDACK LEAGUE- SPORTSMANSHIP CODE

In the belief that good sportsmanship on the part of spectators at high school athletic contests is as important as good sportsmanship on the part of athletes, the following guides for conduct are

suggested as a means of continuing and strengthening the ties that exist between competing schools.

*Basic Philosophy:* Visiting team members, students and adult spectators are guests to be accorded all the courtesy and consideration that a friendly, well mannered and well intentioned host would normally give. The visitors, in turn, are to act as invited guests, using the home school's facilities with care and respecting the rules and customs of the home school.

It is expected that all spectators and participants will follow this CODE:

- Athletic opponents and officials are guests and should be treated as such.
- Spectators should watch the game from those areas designated by each school as spectator areas.
- Verbal abuse of opposing athletes or officials by team members of spectators shall be considered un-sportsman like conduct.
- It shall be the responsibility of authorized school personnel attending games, either at home or away, to make sure students from their school conduct themselves appropriately.
- Officials are the proper authorities to make decisions regarding rules and their interpretation; these decisions should be accepted.
- Cheering should be in support of either team and should not be directed toward creating unfriendly rivalries among athletes or fans.
- Any spectator who evidences poor sportsmanship will be requested to leave and may be denied admission to future contests.

**Spectators, athletes and coaches must recognize that their conduct plays an important role in establishing the reputation of their schools and that their positive actions can relate directly to the success of their teams.**

#### CONDUCT OF AN ATHLETE

The conduct of an athlete is closely observed in many areas of life. It is important that your behavior be above reproach in all of the following areas:

*On the Field/Court* - In the area of athletic competition, a real athlete does not use profanity or illegal tactics, and learns fast that losing is part of the game and that you should be gracious in defeat and modest in victory. It is always courteous to congratulate the opponent on a well played game after the contest, whether in defeat or victory.

*Player Ejection Policy* - Any player on a varsity, junior varsity, freshman, or modified team in Section II shall be suspended for the next scheduled contest if he/she is ejected from a contest for unsportsmanlike behavior by an official. The next contest is defined as the next contest in which the disqualified athlete is eligible to play, whether it be that sport season, the next sport season, or the next year. A player who might be injured (for example, during a fight for which he was ejected) would be ineligible for the first contest for which he/she is medically cleared. Sectional, regional, or state games are NOT exempt from this rule. If a disqualified player plays illegally in a contest, that contest is subject to forfeiture pending decision of the sportsmanship committee.

*In the Classroom* - In the academic area, a good athlete becomes a good student. A person cannot be a classroom laggard and think he/she can be an outstanding athlete. If you are lazy in class,

you will be lazy on the practice field or floor and will never reach full potential. As an athlete, you must plan your schedule so that you give sufficient time and energy to your studies to insure acceptable grades.

In addition to maintaining good scholarship, an athlete should give respectful attention to classroom activities and show respect for other students and faculty at all times. Horse play and unnecessary boisterousness are not approved habits of behavior.

A healthy athlete should have a good attendance record. Never cut classes or school.

*In School* - The way we act and look is of great importance. Athletes should be leaders, and fellow students should respect and follow them.

**In summary, in athletics, you have a great opportunity to broaden yourself and develop strength of character. You owe it to yourself to get the greatest possible good from your high school experiences. Your studies, your participation in other extracurricular activities as well as sports, prepare you for your life as an adult.**

#### TRAINING RULES FOR PARTICIPATION IN INTERSCHOLASTIC ATHLETICS

I. Good Conduct At All Times

Team members are expected to be good citizens of our school and community. School citizenship, homework, class participation and conformance to all school regulations are as important as personal conduct at practices and contests.

II. Late Hours

Any team member must have sufficient rest to perform at their maximum efficiency. Following coach and parent guidelines, each athlete must receive their needed sleep.

III. No Use of Tobacco, Alcohol or Illegal Drugs

Students interested in developing their athletic talents and achieving their potential will not subject themselves to using tobacco products, possessing or using alcoholic beverages or illegal drugs.

Any team member believed to be in violation of the above stated training rules will be given a choice. Suspension from the team for the rest of that sport season or a four game suspension with an assessment from a substance abuse counselor agreed upon by school and parents. The results must be provided to the district in writing. The assessment will be at the expense of the parent/guardian. You may participate in practices, while abiding by the recommendations.

*Second Offense* - Immediate suspension from the team for the rest of the sport season, or an eight game suspension and mandatory counseling by a counselor agreed upon by the school and parent/guardian. You may participate in practices, while abiding by the recommendation.

*Third Offense* - No participation for the rest of the year.

The Hartford Central School District looks forward to a close working relationship and cooperation between families and coaches. If there are ever questions regarding your child's



athletic program they should be brought to the coaches' attention through a scheduled meeting. Any further questions and/or concerns should then adhere to the following order:

- Athletic Director
- Principal
- Superintendent
- Board of Education

### ATTENDANCE POLICY

The attendance office will maintain a list daily of those students who were absent for all or part of a school day. Student-Athletes are expected to be in attendance by 10:00 am each day in order to participate. Any student who arrives after the 10:00 am curfew, leaves school early, or is absent for the entire day will be ineligible to participate in any activity that day, including practices, scrimmages and games, unless their tardiness/absence corresponds with the district's attendance policy. According to the School Board Policy #405, the only legal excuses from school are: illness or injury, health examination (including doctor and dentist visits), previously approved educational activities, a family emergency. (i.e. death in the family), a religious activity, natural disaster, and/or quarantine. The Middle/High School Principal and Director of Athletics will work cooperatively in reviewing any absence/tardy, and ALL absences/tardies must be accompanied by an appropriate note (i.e. doctor's visit must have a note from the doctor's office). In addition, students who spend the day, or part of the day, in A.L.C. or O.S.S. are not allowed to participate.

### STUDENT ELIGIBILITY

According to the Commissioner's Regulations, a pupil shall be eligible for inter-school competition in a sport during a semester, provided that he/she is a bona fide pupil, enrolled during the first 15 days of such semester, is registered in the equivalent of three regular courses, is meeting the physical education requirement, and has been in regular attendance 80 percent of the school time, bona fide absence caused by personal illness accepted.

Each individual team has its own regulations concerning daily attendance at practices and the minimum number of practices before being eligible for competition. Your coach will inform you of these rules.

### DURATION OF COMPETITION

A pupil shall be eligible for senior high school athletic competition in a sport during each of four consecutive seasons of such sport commencing with the pupil's entry into the ninth grade and prior to graduation. A pupil reaching the age of 19, before July 1, may not participate during that school year.

*Transfer Rule:* A student transferring into the Hartford Central School District or from Hartford to another District, should notify the Director of Athletics in both Districts to insure that the state

transfer rule in regards to athletic eligibility is upheld. Violation of the transfer rule may result in the forfeiture of athletic contests.

### ACADEMIC ELIGIBILITY POLICY

Board of Education Policy #527 Philosophy - All students should be provided the opportunity to receive and accept academic assistance prior to taking punitive measures. As long as the student who is failing two courses attends and participates in tenth period assistance, the student should be permitted to continue to participate in extra-curricular activities. This includes sport teams.

#### *Eligibility Guidelines*

- Two or three failed courses constitute academic difficulty. Students who are failing two or three courses will be placed on the academic probation list.
- If a student is failing four or more courses they are not permitted to participate or attend extracurricular activities until the next marking period - either five week or the quarterly marking period. If they are still failing four or more courses they will remain ineligible.
- If the student is failing two or three courses, they may be eligible to participate and attend extracurricular activities if they attend tenth period extra help with the teachers of the failing courses - at least one time per week - every week during the five week interval of grading notification (five week grades and quarterly grades).
- The principal will be responsible for monitoring extra help attendance. Teachers will give the student a confirmation pass indicating that the student not only attended but participated in the tenth period extra help session. These passes are to be handed in to the Main Office no later than 2:30 p.m. on Fridays. Students who do not turn in their confirmation pass will NOT be eligible to attend or participate for the next week (Monday - Sunday). The list of students who are not eligible will be distributed every Monday morning.
- Suspension from extracurricular activities includes all activities sponsored by teams, clubs, and organizations other than class meetings. Activities that are credit bearing or those receiving a grade such as band or chorus are excluded from this policy.
- An Appeals Committee will convene to hear appeals by students or parents on behalf of their child. Appeals must be submitted to the principal in writing. The Appeals Committee will consist of the principal, athletic director, a guidance counselor and a faculty representative from the middle school or high school.

### SPORTS PHYSICALS

A physical examination by the school doctor must be on file with the school prior to their participation. Insurance coverage, for injuries sustained in practice or games, is provided to supplement your family health insurance. All injuries must be reported immediately to the coach in charge.

## STUDENT ACCIDENT INSURANCE

Should a student at the Hartford Central School be injured at an approved school function, i.e., sporting event, the parent or guardian needs to notify the appropriate Health Office and acquire appropriate insurance forms. The forms must be completed by the family and sent to their carrier.

The school district provides a Student Accident Insurance policy which provides Excess Coverage. This coverage is initiated after the parents' or guardians' family health plan has been used. Therefore, all bills related to the injury will first be paid by the family health insurance carrier. Should a balance remain, it should then be submitted to the school's Student Accident Insurance carrier.

The benefits payable for school related claims are shown on the fee schedule. Any remaining balance will be the patient's responsibility. Any questions regarding the benefit payable for school-related claims should be directed to the Business Office at 632-5222

## RISK FACTOR IN SPORTS

I am aware that participating in any interscholastic sports can be a dangerous activity involving many risks of injury. I understand that the dangers and risks of participating in sports includes death, serious neck and spinal injuries (i.e. paralysis or brain damage) and serious or impairment of other aspects of my body, general health or well being.

Because of the dangers of participating in the above sport, I recognize the importance of following the coach's instructions regarding playing techniques, training and team rules, and to maintain my eligibility to participate in interscholastic sports. I must abide by these instructions, as well as applicable athletic association, school, and team rules.

## LEAVING/REMOVAL FROM A TEAM

In the event that a student leaves a team, he/she will have three school days to personally seek reinstatement with the coach. The coach will act on these cases as he/she determines it to be in the best interest of the athletic program. If a student does not personally apply for reinstatement with the coach within the three school day limit, he/she will be considered to have left the squad and is at that time given one week to hand in there uniform and/or equipment  
If he/she quits the team during the season, they will have a two game suspension from the next sport he/she participates in. Each decision will be made on its own. Carry over year to year.

If a student-athlete is removed from the team by the coach or other authorized individual (i.e. the Athletic Director or Middle/High School Principal) due to concerns related to behavior or conduct, on and off the playing field, that student will need to seek reinstatement in order to participate in the next sport season he/she participates in, which includes a carry over from year to year. The removed student will present to a committee comprised of the Athletic Director, Middle/High School Principal, the coach of the team from which the student was removed, and the possible future coach of the student to apply for reinstatement. The committee may then decide one of the following outcomes:

- Deny reinstatement
- Allow the student-athlete to return after an additional suspension
- Full reinstatement

### PRACTICE AND CONTEST ELIGIBILITY

All athletes will report on time to all scheduled practices or games. Failure to report without being excused could result in reduced playing time, suspension or dismissal from the team, determined by the coach. Any team member who wishes to be excused must talk with the coach personally.

### TRANSPORTATION

Unless prior approval is granted by the Athletic Director and Principal, all participants will ride to and from athletic contests on school transportation. Students will not be allowed to ride with any other student. If a player misses the bus he/she must be driven to the game by a parent

### ISSUING OF SCHOOL CLOTHING AND EQUIPMENT

It is the responsibility of the athlete to turn back to the coach all clothing and equipment issued within a week following the end of the season. Failure to do this will result in the athlete paying for the missing articles. Athletes not paying for the missing articles will forfeit their right to receive any school equipment or clothing in the next sport season nor be eligible for any certificate, pin, or letter. A list of all violators will be sent to the Director of Athletic's office and forwarded to the building principal.

### RIGHT TO APPEAL

An athlete and his/her parents may within three school days, appeal a decision by writing a letter to the Superintendent requesting a review of the ruling on them.

### ATHLETIC AWARDS

#### I. General Requirements for all Awards

1. A player must complete the season; the coach, with approval of the principal and director may make exceptions in unusual cases. The coach reserves the right to recommend the granting of a letter to any team member, who in his judgement has demonstrated extra-ordinary effort or improvement.
2. Any athlete must be a good representative of the school and must display the qualities of a lady or gentleman and good sportsmanship.
3. An athlete must return all issued equipment prior to receiving any athletic award.
4. Only one letter will be awarded a varsity athlete; a certificate and pin will be given for each succeeding season of varsity competition.
5. All sub-varsity members of a team shall receive the appropriate certificate award upon successful completion of competition.

6. Any high school student who is a first year member, statistician, or scorekeeper on a varsity team is eligible to receive a participation certificate.

## II. Athletic Awards

1. Varsity Letter - 8" red chenille with black trim.
2. Metal inserts - Sports figure of particular activity.
3. Varsity Certificate - for all athletes on a varsity team.
4. Junior Varsity Letter - 6" red chenille with black trim.
5. Junior Varsity Certificate - awarded to all athletes who have successfully completed a J.V. sports season.
6. Modified Certificate - awarded to all athletes who have successfully completed a modified season sport.

## III. Award Presentations

1. All varsity, J.V., and modified team members, coaches, and other team personnel will be honored at a Sports Dessert Ceremony at the conclusion of each sports season.

## IV. Special Awards

1. Most Improved Player
2. Most Valuable Player
3. Gilchrist Award
4. Most Valuable Player - Senior Athlete

### SECTION II CODE OF CONDUCT FOR SPECTATORS

1. Spectators are an important part of the games and are encouraged to conform to accepted standards of good sportsmanship and behavior.
2. Spectators should at all times respect officials, visiting coaches, players, and cheerleaders as guests in the community and extend all courtesies to them.
3. Enthusiastic cheering for one's own team is encouraged.
4. Booing, whistling, stamping of the feet and disrespectful remarks shall be avoided.
5. There will be no ringing of bells, sounding of horns, or other noisemakers at indoor contests during play. Anyone who does not abide by this rule will be asked to leave the premises.
6. Pep bands or school bands, under the supervision of school personnel, may play during time outs, between periods, or at halftime. Bands must coordinate their play so as not to interfere with a cheerleading squad on the floor or field.
7. The throwing of debris, confetti, or other objects from the stands is prohibited. Offending individuals will be asked to leave the premises.
8. During a free throw in basketball, all courtesies should be extended.
9. Spectators should encourage each other to observe courteous behavior. Improper behavior should be reported to the school authorities.
10. Spectators will observe the rules of the local school concerning smoking, food and drinking consumption, littering, and parking procedures.
11. Spectators will respect and obey all school officials and supervisors at athletic contests.
12. Smoking is prohibited on school property and on all premises of school event

Appendix 2 – Board of Education Policy #515

Hartford Central School  
Board of Education

SECTION 500  
INSTRUCTION

Policy Adopted: February 22, 1988

Policy #515 - Computer Assisted Instruction

The Board of Education recognizes the growing importance of computers in education and through the Superintendent of Schools and Building Principal, the district plans computer instruction for the staff, the faculty and the students.

The Board of Education shall apportion, on an annual basis, a sum of money to be determined, for the purchase of computer hardware and software for the use in the instructional program at the Hartford Central School District on a K-12 basis.

The Board of Education authorizes the school librarian to establish a catalog of available software and may make free loan of said software to any bonifide resident or student of the Hartford Central School District.

See Rules & Regulations

Appendix 3 – Board of Education Policy #116

HARTFORD CENTRAL SCHOOL  
Board of Education

SECTION 100

Policy Adopted: 2/24/92

#116 Non-Discrimination and Affirmative Action Policy

Note: Hartford Central School, is abbreviated to HCS throughout policy #116.,

The Board of Education of Hartford Central School is an affirmative action employer and does not discriminate on the basis of sex, race, creed, color, age or national origin. The board affirms its compliance with Title VI of the Civil Rights Act of 1964 and Title IX of the Educational Amendments of 1972.

Employment

No person shall, on the basis of sex, race, creed, color, age or national' origin be denied the benefits of or be subjected to discrimination in employment or recruitment, consideration, selection, employment pay or benefits, whether full-time or part-time, under any HCS program. All employment decisions shall be made in a nondiscriminatory manner. Nor shall HCS enter any contractual relationship with discriminatory outside agencies.

Educational Programs

No person shall, on the basis of sex, race, color, creed, age, or national origin be denied the benefits of or be subject to discrimination under any HCS educational program, including counseling, access to program, course offerings and student activities.

Employment

No otherwise handicapped person, solely by reason of his or her handicap shall be denied the benefits of, or be subjected to discrimination in employment or recruitment, consideration, selection, employment pay or benefits, whether full-time or part-time under any HCS program. All employment decisions 'shall be made in a nondiscriminatory manner.

Educational Programs

No otherwise handicapped person shall, solely by reason of his or her handicap be denied the benefits of, or be subject to, discrimination under any HCS educational program; including counseling, access to program, course offerings and student activities.

Grievances

Any grievance relating to the above policy should be addressed to the following individual:

Grievance Officer

The Title 504. grievance officer for HCS is the Building Principal.  
Hartford Central School. PO Box 79. Hartford.-New York 12838.



HARTFORD CENTRAL SCHOOL DISTRICT  
Hartford, New York

SECTION 400  
Students

Date Adopted: \_\_\_\_\_

Policy #445 – Bullying: Peer Abuse in the Schools

The Hartford Central School District's Board of Education, administration, faculty, and staff are committed to providing a safe and productive learning environment for all students. Any acts of bullying are strictly prohibited on all school property, at school sponsored events and/or activities whether occurring on or off campus, or takes place off of school grounds, but that is designed to, or has, the effect of interfering with the student's ability to attend school/or be educated in a safe, non-hostile environment. The Board of Education shall require the prohibition of bullying, along with the range of possible intervention activities and/or sanctions for such misconduct, to be included in the *District Code of Conduct* for all grade levels; including an age-appropriate version written in plain language for the distribution to students.

For purposes of this policy, the term "bullying" is defined as "a variety of negative acts carried out repeatedly over time. It involves a real or perceived imbalance of power, with a more powerful person, or group, attacking those who are less powerful." Bullying can take four forms:

- e. Physical (including, but not limited to, hitting, kicking, spitting, pushing, or taking personal belongings);
- f. Verbal and/or Written (including, but not limited to, taunting, malicious teasing, name calling, or making threats);
- g. Psychological (including, but not limited to, spreading rumors; manipulating social relationships; or engaging in social exclusion, extortion, or intimidation); and
- h. Discriminatory: (including but not limited to, discrimination against the person on the basis of his or her race, color, national origin, ethnicity, creed, religion, gender, disability, sexual orientation, weight, or economic status).

Cyber-Bullying

Cyber-bullying is an attempt to display power and control over someone perceived as weaker by the use of electronic devices. Cyber-bullying involving District students may occur both on campus and off school grounds, and may involve student use of the District Internet system or student use of personal digital devices while at school, such as cell phones, digital cameras, and personal computers.

Cyber-bullying includes, but is not limited to, the following misuses of technology: harassing, teasing, intimidating, threatening, or terrorizing another student or staff member by way of any technological tool, such as sending or posting inappropriate or derogatory e-mail messages, instant messages, text messages, digital pictures or images, or Web site postings (including blogs and social networks).

Cyber-bullying has the effect of:

- a. Physically, emotionally or mentally harming a student;
- b. Placing a student in reasonable fear of physical, emotional or mental harm;
- c. Placing a student in reasonable fear of damage to or loss of personal property; and
- d. Creating an intimidating or hostile environment that substantially interferes with a student's educational opportunities.

In addition, cyber-bullying that occurs off-campus and which causes, or threatens to cause, a material or substantial disruption in the school, could allow school officials to apply the "Tinker standard" where a student's off-campus "speech" may be subject to formal discipline by school officials when it is determined that the off-campus speech did cause a substantial disruption or threat thereof within the school setting [Tinker v. Des Moines Indep. Sch. Dist., 393 U.S. 503 (1969)]. Such conduct could also be subject to appropriate disciplinary action in accordance with the *District Code of Conduct* and possible referral to local law enforcement authorities.

#### Reports of Allegations of Bullying/Cyber-Bullying Behavior and Consequences

Reports of bullying are taken extremely seriously and shall be dealt with in a timely manner. Any student who believes that he/she is being subjected to any type of bullying and/or cyber-bullying behavior, as well as any other person who has knowledge of, or witnesses, any possible occurrence of bullying/cyber-bullying, shall report the behavior to a staff member or a school administrator. If the allegation is made to a staff member, that staff member shall report the accusation of bullying/cyber-bullying to a school administrator who shall conduct an investigation the allegations (the investigation may oftentimes include the assistance of the Guidance Department). Any staff member who witnesses any bullying/cyber-bullying behavior will report the incident to a school administrator who shall investigate the complaint and take appropriate action to include, as necessary, referral to the next level of supervisory authority and/or other official designated by the District to investigate allegations of bullying/cyber-bullying. Allegations of bullying/cyber-bullying shall be promptly investigated and will be treated as confidential and private to the extent possible. Disciplinary measures will relate to the misbehavior and may involve a full range of consequences ranging from reprimand through a Superintendent's Hearing. At the administrator's discretion, law enforcement may be involved.

#### Prohibition of Retaliatory Behavior (Commonly Known as "Whistle-Blower" Protection)

The Board of Education strictly prohibits any retaliatory behavior directed against complainants, victims, witnesses, and/or any other individuals who participate in the investigation of allegations of bullying/cyber-bullying. If bullying behaviors continue or retaliation has occurred a staff member/school administrator must be notified. The process for reporting bullying behaviors will be followed and appropriate consequences will be determined.

#### Prevention and Intervention

Personnel at all levels are responsible for taking corrective action to prevent bullying/cyber-bullying behavior of which they have been made aware at School District sites or activities and/or reporting such behavior to their immediate supervisor. Further, staff discussions and/or training shall be provided to raise awareness of the problem of bullying/cyber-bullying within the schools and to facilitate faculty, staff, bus driver, and coaching staff ability to identify and respond to such bullying/cyber-bullying behavior among students.

Prevention and intervention techniques within the District to prevent against bullying/cyber-bullying behavior and to support and protect victims shall include building-level and classroom-level strategies and activities as determined by administration. Individual intervention will be provided by appropriate staff members to bullies, victims and their parents to help ensure that the bullying/cyber-bullying stops.