

## STUDENT DISCIPLINE

The primary purpose of discipline within the Hancock Central School District is to aid the individual in developing a social conscience and to assist the student to see the good sense in acceptable behavior. Being an educational institution, our mandate is to provide a climate in which learning can occur. Disruption and interference with the education of others, a lack of respect for the rights and properties of others and an inability to do as directed, are examples of disciplinary problems.

The Board of Education believes that each student can reasonably be expected to be responsible for his/her own behavior. The school administration shall develop and disseminate rules of conduct, focusing on personal safety and respect for the rights and property of others, to be consistently applied in the classrooms and throughout the school. Students who fail to meet this expected degree of responsibility and violate school rules may be subject to appropriate disciplinary action and more regulated supervision.

Discipline is most effective when it deals directly with a problem at the time and place it occurs, and in a way that is viewed as fair and impartial by the student. Therefore, before seeking outside assistance, teachers will first use their best efforts to create a change of behavior in the classroom.

Disciplinary action, when necessary, will be firm, fair, and consistent in order to be most effective in changing behavior. Pursuant to section 100.2 of the Commissioner's regulations, such action will be appropriate to the seriousness of the offense. Extreme penalties (e.g., a one-year suspension) will not be assigned without first reviewing the student's disciplinary records and considering the circumstances which led to the improper behavior.

### Early Identification and Resolution of Student Discipline Problems

Teachers, administrators, Board members and parents each have a role in the discipline code. The teacher shall report all violations of the code to the teacher's administrator. The teacher will be aware of the provisions of the code and, if in doubt regarding the code, explanations should be sought from the teacher's administrator. Teachers will be expected to interpret the code for students to give a consistent interpretation of the code.

Administrators will have first line responsibility to ensure that the code is followed and enforced. Administrators will conduct the appropriate investigation to determine if the code has been violated, which may include conferences with the complainant, student, parents, teachers, other pupil service personnel or others, as he or she deems appropriate for the early identification and resolution of the suspected problem. If it is determined that the code has been violated, the administrator shall act in accordance with this policy and the laws applicable to the situation. If the administrator suspects that the problem may be a manifestation of a disability, he or she will refer the matter to the Committee on Special Education in the manner prescribed by §200.4 of the Commissioner's Regulations and by district policy (below) and regulation (5313.3-R).

The administrator will interpret the code for staff members and, where advisable, request the assistance of the faculty, district employees, students and parents of the student.

Parents should be aware of the code and give assistance to the teaching staff and administration in administering the code when requested.

Board members will advise the Superintendent of Schools of any suggested changes in the code and community feelings regarding the code. The members of the Board will be available to provide a speedy hearing of any appeal of a suspension under the provisions of section 3214(3) of the Education Law.

The Superintendent will develop forms necessary for the implementation of this policy.

#### Discipline Policy for Students with Disabilities

Students with disabilities should not be disciplined if their inability to conform to the school's code of conduct is related to their disability. If there is a question as to whether a student's behavior is related to that condition, the case should be referred by the Building Principal to the Committee on Special Education (CSE). The CSE will decide if counseling or disciplinary action will be taken and/or if a change of placement is appropriate.

If the behavior of such student might endanger the health and safety of himself/herself or others, the district will follow the procedures outlined in 5313.3-R, Student Suspension Regulation.

#### Inservice Programs for Staff

The Superintendent of Schools shall solicit the recommendations of the teaching staff and administrators regarding inservice programs pertaining to the management and discipline of students. The Board shall sponsor such programs as may be appropriate, considering the various programs that have been previously offered or that may be offered in the future. These programs may be conducted after school hours, or may be given during a Superintendent's workshop day. Such programs may be offered separately or in conjunction with other school districts. Where appropriate, individual staff members may be sent to other programs outside of the district and these individuals may, thereafter, conduct appropriate inservice programs for members of the staff.

Cross-ref: 5311, Student Rights and Responsibilities  
5313, Penalties

Ref: Education Law §§2801; 3214  
8 NYCRR §100.2(l)1, 2

ADOPTED: 12/13/93