| **District Code of Conduct Checklist** **Date of Review:**  |
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| **Required Component and Regulatory Citation** |
| **General Requirements** | **Compliance** | **Evidence** | **Recommendations**  |
| Applies to activities on school property and extra-curricular events or activities.   |  |  |  |
| Contains rules and regulations governing the conduct of students, teachers, other staff, and visitors.   |  |  |  |
| Contains procedures to report and review violations and to impose disciplinary measures.   |  |  |  |
| Contains standards and procedures that assure security and safety of students and school personnel.  |  |  |  |
| Contains guidelines for educating district staff in implementing discipline code policies effectively.   |  |  |  |
| Sets forth how parents or guardians of students who commit code violations will be notified and in what circumstances.  |  |  |  |
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| **Students Rights, Non-Student Roles, and Dress, Language and Behavior**  |  |  | **Recommendations**  |
| Contains a section on student rights and responsibilities.  |  |  |  |
| Details role of, or expectations placed on, non-students, such as teachers, parents, guidance counselors, and principals.  |  |  |  |
| Contains dress, language, and behavioral expectations, violations, and sanctions.  |  |  |  |
| Sets forth disciplinary measures to be taken in incidents involving the possession or use of illegal substances or weapons, the use of physical force, vandalism, violation of another student’s civil rights, harassment and threats of violence.  |  |  |  |
| **Notifying Law Enforcement Agencies, Referrals to Social Services, and Procedures for PINS Cases** |  |  | **Recommendations**  |
| Contains procedures for handling PINS (Persons in Need of Supervision) petitions and referrals for juvenile delinquency proceedings.  |  |  |  |
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| **Notifying Law Enforcement Agencies, Referrals to Social Services, and Procedures for PINS Cases,** *continued* |  |  | **Recommendations**  |
| Establishes procedures for referring students to human service agencies. |  |  |  |
| Contains provisions for notifying law enforcement of violations of code violations which constitute a crime. |  |  |  |
|  **Provisions for Detention, Removal and Suspension**  |  |  | **Recommendations**  |
| Contains provisions for detention, removal and suspension of students, in accordance with SAVE.  |  |  |  |
|  **Teacher Removal of Disruptive Pupils** |  |  | **Recommendations**  |
| Outlines the period for which a disruptive pupil may be removed from the classroom for each incident.  |  |  |  |
| **Short Term Suspension**  |  |  | **Recommendations**  |
| Acknowledges or identifies that the principal has authority to suspend without board of education bylaws.  |  |  |  |
| Provides assurances that the pupil receives a notice of charged misconduct and an explanation of the basis for the suspension. Unless the student represents a continuing danger to others, he or she receives this notice prior to suspension.  |  |  |  |
| Identifies that the pupil and parent have the right to a conference with parent and principal and have opportunity to ask questions of witnesses.  |  |  |  |
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| **Long-Term Suspensions (more than 5 days)**  |  |  | **Recommendations**  |
| Ensures that the pupil receives notice of charges and an explanation of the basis for the suspension. Unless the pupil represents a continuing danger, he or she receives notice prior to the suspension.  |  |  |  |
| Ensures that the pupil and his or her parent have the opportunity for fair hearing and reasonable notice. The pupil has right to counsel, right to question witnesses, right to present witnesses on their own behalf.  |  |  |  |
| **Minimum Suspension Periods**  |  |  | **Recommendations**  |
| Identifies that pupils who bring a weapon to school get an automatic one-year suspension, but superintendent has authority to modify this on a case-by-case basis.  |  |  |  |
| Identifies that the superintendent refers pupils who bring weapons to school to law enforcement.  |  |  |  |
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| **Minimum Suspension Periods,** *continued* |  |  | **Recommendations**  |
| Provides minimum suspension periods are required for students who are “repeatedly substantially disruptive.”  |  |  |  |
| Provides minimum suspension periods are required for students who are “violent” as defined in Education Law section 3214(2-a)(a).  |  |  |  |
| The code defines the schools minimum suspension periods for these offenses.  |  |  |  |
| Indicates that the suspending authority can reduce these minimum periods on case-by-case basis.  |  |  |  |
| **Students with Disabilities**  |  |  | **Recommendations**  |
| The code contains provisions for disciplining students with disabilities.  |  |  |  |
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| **Code Development Procedures**  |  |  | **Recommendations**  |
| Code must be developed with input from students, teachers, administrators, parent organizations, school safety personnel, and other personnel.  |  |  |  |
| Code must be adequately disseminated to all relevant parties (students, parents, teachers).  |  |  |  |
| Code is annually reviewed and updated if necessary.  |  |  |  |
| The code is updated only after at least one public hearing that provides for participation of school personnel, parents, students, and other interested parties.  |  |  |  |
| Amendments to the code are shared with the Commissioner no later than 30 days after their adoption.  |  |  |  |
| **School Programs and/or Policies That Foster an Expansive Approach to Discipline**  |  |  | **Recommendations**  |
| School Has Program/ or Policy  |  |  |  |
| School Would Benefit from Program/Policy  |  |  |  |
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| **Going Beyond the Minimum: Programs and Policies that Foster an Expansive Approach to Discipline**  |  |  | **Recommendations**  |
| Classroom Management Training and Support  |  |  |  |
| In-School Suspension Program with Academic and Counseling Component  |  |  |  |
| Programs and/or Policies that Engage Parents in their Children’s Learning and the School Community  |  |  |  |
| Programs and/or Policies that Reinforce Students’ Positive Behavior  |  |  |  |
| Other Proven Programs or Policies that Foster an Expansive Approach to Discipline  |  |  |  |