

Charter School for Applied Technologies

CODE OF CONDUCT

Table of Contents

| | |
|---------------|----------------------------------------------------------------------|
| I. | Introduction – 3 |
| II. | Student Rights and Responsibilities – 3 |
| III. | Essential Partners – 4 |
| IV. | Definitions – 8 |
| V. | Dignity for All Students Act – 12 |
| VI. | Student Uniform – 13 |
| VII. | Electronics Policy – 14 |
| VIII. | Communications Policy – 15 |
| IX. | Disciplinary Code for Student Behavior – 17 |
| X. | Student Conduct on School Bus – 21 |
| XI. | Reporting Weapons and Substance Abuse Violations – 22 |
| XII. | Disciplinary Procedures, Penalties and Referrals – 23 |
| XIII. | Alternate Site Instruction – 31 |
| XIV. | Discipline of Students with Disabilities – 31 |
| XV. | Corporal Punishment – 34 |
| XVI. | Student Searches and Interrogations – 34 |
| XVII. | Student Spectator Policy – 37 |
| XVIII. | Visitors to School and Public Conduct on School Property – 37 |
| XIX. | Formal Complaint Process – 41 |
| XX. | Dissemination and Review – 41 |

Code of Conduct

I. Introduction

The Charter School for Applied Technologies Board of Trustees (hereinafter referred to as “Board”) is committed to providing a safe and orderly school environment where students may receive and school personnel may deliver quality educational services without disruption or interference. Responsible behavior by students, teachers, and other school personnel, parents and other visitors is essential to achieving this goal.

The school has a long-standing set of expectations for conduct on school property and at school functions. These are based on the principles of civility, mutual respect, citizenship, character, tolerance, honesty, and integrity. Student disciplinary regulations emphasize instruction and rehabilitation rather than punishment and are designed to foster and reward appropriate behavior reinforcing connectedness to the school so they can achieve their goals following graduation.

The Board 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 of Trustees adopts this code of conduct (hereinafter referred to as “Code”).

Unless otherwise indicated, this code applies to all students, school personnel, parents and other visitors when on school property (which includes school buses) or attending a school function off school property.

II. Student Rights and Responsibilities

The Charter School for Applied Technologies is committed to safeguarding the rights given to all students under state and federal, state, constitutions statutes and regulations. The Board also recognizes all federal, state and local laws in connection with these rights, and reminds students that certain responsibilities accompany these rights.

| Student’s Rights | Student’s Responsibilities |
|--------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| To a free public education in the least restrictive environment. | To attend school every day and be in class on time and prepared to learn unless legally excused. |
| To a classroom atmosphere that is conducive to learning. | To conduct themselves in a manner that contributes to the ability of the class to learn. |
| To be treated with respect by all members of the school community. | To treat themselves, others and property with respect and dress appropriately for school and school functions. |

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| To competent instruction that deals with the individual needs of the learner | To meet the goals and objectives of the curriculum and ask questions when they do not understand. |
| To feel secure in their personal safety and integrity. | To respect the rules, regulations and procedures of CSAT, and to seek help in solving problems that might lead to disciplinary action. |
| To experience professional, ethical relationships with all staff. | To conduct themselves in an appropriate manner toward staff and contribute to a respectful school environment. |
| To express themselves in a socially acceptable manner. | To react to direction given by teachers, administrators, and other school personnel in a respectful, positive manner, and work to develop mechanisms to control their anger. |
| To a co-curricular and extra-curricular program that is based on student interest. | To become involved to the fullest level of their interest and ability; to seek help in solving problems that might lead to disciplinary action; conduct themselves as representatives of CSAT when participating in or attending school-sponsored extracurricular events; and to hold themselves to the highest standards of conduct, demeanor, and sportsmanship. |
| To know the school rules and their consequences. | To familiarize themselves and abide by school rules, regulations and procedures, and all CSAT policies, rules and regulations dealing with student conduct. |
| To a clean, well-maintained educational facility. | To contribute to maintaining a safe and orderly school environment that is conducive to learning, and to show respect toward other persons and property. |
| To experience the democratic process. | To abide by the decisions made in the democratic process. |
| To be able to report violations to the Code of Conduct without fear of retaliation. | To respect the rights of others and act in an honest and civil manner. |

III. Essential Partners

A. Parents

All parents are expected to:

1. Recognize that the education of their children is a joint responsibility of the parents and the school community.
2. Send their children to school ready to participate and learn.
3. Ensure their children attend school regularly and on time.
4. Insist their children be dressed and groomed in a manner consistent with the student dress code.

5. Help their children understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment.
6. Understand school rules and help their children understand them.
7. Convey to their children a supportive attitude toward education and the school.
8. Build good relationships with teachers, other parents and their children's friends.
9. Teach and help their children deal effectively with peer pressure.
10. Inform school officials of changes in the home situation that may affect student conduct or performance.
11. Provide a place for study and ensure homework assignments are completed.
12. Model behavior that is free from harassment, bullying, cyberbullying, and discrimination.
13. Be examples of behaviors that foster civility, kindness, and acceptance towards all people.
14. Teach their children respect and dignity for themselves, and other students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex, which will strengthen the child's confidence and promote learning in accordance with the Dignity for All Students Act.

B. Teachers/Support Personnel

All teachers and support personnel 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/gender identity, or sex, which will strengthen student's self-concept and promote confidence to learn.
2. Be prepared to teach.
3. Demonstrate interest in teaching and concern for student achievement.
4. Know school policies and rules and enforce them in a fair and consistent manner.
5. Communicate the following to students and parents:
 - a. Course objectives and requirements
 - b. Marking/Grading procedures
 - c. Assignment deadlines
 - d. Expectations for students
 - e. Classroom discipline plan
6. Communicate expectations regularly to students and parents regarding student performance, classroom conduct, and student growth and achievement.
7. Confront issues of discrimination and harassment in any situation that threatens the emotional or physical health or safety of any students, school employee or any person who is lawfully on school property or at a school function.
8. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
9. Report incidents of discrimination and harassment that are witnessed or otherwise brought to a teacher's attention to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner.

10. Act as role models for students, maintaining appropriate personal boundaries with students, and refrain from engaging in any behavior that could reasonably lead to even the appearance of impropriety. Inappropriate fraternization of staff with students is against CSAT policy. Employees are expected to maintain a professional, ethical relationship with students and all other CSAT stakeholder groups.

C. School Counselors/Social Workers

All school counselors and social workers are expected to:

1. Assist students in coping with peer pressure and emerging personal, social and emotional problems.
2. Initiate and document where appropriate teachers/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 extracurricular programs.
6. Coordinate Intervention Support Services, as needed, with student, parent, Building Principal and teachers.
7. Maintain and encourage 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/gender identity, or sex, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen student's self-image and promote confidence to learn.
8. Report incidents of discrimination and harassment that are witnessed or otherwise brought to the counselor's attention to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner.

D. Dignity for All Students Act (DASA) Coordinators

All DASA Coordinators are expected to:

- Serve as the lead person responsible for facilitating implementation of DASA.
- Participate in required training in order to respond to human relations in the areas of actual and/or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, and gender.
- Be accessible to students and other staff for consultation and guidance as needed relative to the Dignity for All Students Act.
- Accept reports regarding violations and conduct investigations as appropriate.
- Maintain a professional, ethical relationship with students and all other CSAT stakeholder groups. Below are DASA coordinators at each building including the schoolwide coordinator that can be contacted by calling (716) 876-7505, then dialing the corresponding extension for the grade-level you wish to address.
- (Grades K-5) – John Bresnock, Counselor at ext.1210

- (Grades 6-8) – Stephen Anastasia, Social Worker at ext. 8124
 - (Grades 9-12) – Courtney Goodwin, Dean of Students at ext. 3164
 - Schoolwide Coordinator – Garrick Loveria, Deputy Superintendent at ext. 2105
- Our full DASA policy is hereby incorporated by reference and is available on our website.

Expectations for Other School Staff

All other school staff are expected to:

1. Follow the Code of Conduct; know, abide by and enforce school rules in a fair and consistent manner.
2. Set a good example for students and other staff by demonstrating dependability, integrity, and other standards of ethical conduct.
3. Assist in promoting a safe, orderly and stimulating school environment.
4. Maintain confidentiality about all personal information and educational records concerning students and their families.
5. Maintain and encourage 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/gender identity, or sex, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.

E. Principals/Building Administrators

All school building administrators are expected to:

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 for redress of problems and issues.
3. Evaluate on a regular basis, all instructional programs.
4. Support the development of student participation in appropriate extracurricular activities.
5. Be responsible for enforcing the Code of Conduct and ensuring that all cases are resolved promptly and fairly.
6. Follow up on any incidents of discrimination and harassment that are witnessed or otherwise brought to the Principal's attention in a timely manner in collaboration with the Dignity Act Coordinator (DAC).
7. Review with school administrators the policies of the Board of Trustees and state and federal laws relating to school operations and management.
7. Inform the board about educational trends relating to student discipline.
8. Maintain and encourage 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/gender identity, or sex, with an understanding of appropriate appearance, language, and behavior

in a school setting, which will strengthen students' self-image and promote confidence to learn

F. Board of Trustees

All Board of Trustees are expected to:

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 for the conduct of students, school personnel and visitors on school property and at school functions.
2. Adopt and review at least annually the school's Code of Conduct to evaluate the code's effectiveness and the fairness and consistency of its implementation.
3. Appoint a Dignity Act Coordinator in each building. The Dignity Act Coordinator will 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/gender identity, and sex. The Dignity Act Coordinator will be accessible to students and other staff members for consultation and advice as needed on the Dignity Act.
4. Lead by example by conducting board meetings in a professional, respectful, courteous manner.

IV. Definitions

For purposes of this code, the following definitions apply.

Bullying means the creation of an imbalance of power between the person(s) perpetrating the bullying and the target(s) and a variety of intentional and/or coordinated negative acts designed to inflict harm, either psychological or physical, carried out repeatedly over time.

Color refers to the apparent pigmentation of the skin, especially as a possible indication or possible indication of race.

Controlled Substance means a drug or other substance identified in certain provisions of the federal Controlled Substances Act specified in both federal and state law and regulations applicable to this *Code of Conduct*.

Cyberbullying means harassment or bullying where such harassment or bullying occurs through any form of electronic communication.

Defamation means making false or unjustified injury to the good reputation of another.

Dignity for All Students Act refers to Article 2 of the New York State Education Law, as well as amendments of Sections 801-a and 2801 New York State Education Law made pursuant to Chapter 482 of the Laws of 2010. For purposes of this *Code of Conduct*, it will refer to subsequent amendments of those statutes, and to any and all regulations promulgated by the Commissioner of Education to achieve the aims set forth in Chapter 482 of the Laws of 2010. The intent of the Dignity Act is to provide all public elementary and secondary school students with a safe and supportive environment free from discrimination, harassment, bullying, taunting or intimidation, as well as to foster civility in public schools.

Disability mean:

- 1.) 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
- 2.) A record of such an impairment; or
- 3.) 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.

Discrimination means discrimination against any student or students and/or employee or employees on school property or at a school function including, but not limited to, discrimination based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.

Disruptive Student means a student under the age of 21 who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom.

Emotional Harm that takes place in the context of harassment or bullying means harm to a student's emotional well-being through creation of a hostile school environment that is so severe or pervasive as to unreasonably and substantially interfere with a student's education.

Employee means any person receiving compensation from the school or employee of a contracted service provider or worker placed within the school under a public assistance employment program and involve direct student contact.

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

Gender means actual or perceived sex and will include a person's gender identity or expression.

Harassment means the creation of a hostile environment by conduct by conduct or by threats, intimidation or abuse, including cyberbullying that:

- 1.) 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 well-being; or
- 2.) Reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; or
- 3.) Reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student; or
- 4.) Occurs off school property and creates or would predictable create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property.

Acts of harassment and bullying that are prohibited include those acts based on a person's actual or perceived membership in the following groups including, but not limited to:

- 1.) Race
- 2.) Color
- 3.) Weight
- 4.) National origin
- 5.) Ethnic group
- 6.) Religion
- 7.) Religious practice
- 8.) Disability
- 9.) Sex
- 10.) Sexual orientation
- 11.) Gender (which includes a person's actual or perceived sex, as well as gender identity and expression).

National Origin means a person's country of birth or their ancestor's country of birth

Off-campus Conduct means conduct off school property where such acts create or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation, and/or abuse might reach school property.

Parent means the biological, adoptive or foster parent, guardian or person in parental relation to a student.

Plagiarism is the use or close imitation of the language and ideas of another author and representation of them as one's own original work. This includes copying from electronic sources, even with minor alterations.

Race means a group of persons related by a common descent or heredity. For purposes of enumeration the U.S. Census Bureau uses terms such as: "White/Caucasian", "Black/African American/African-descent", "Asian", "Bi-racial", "Hispanics/Latinos" etc. to describe and classify the inhabitants of the United States.

Religion means specific fundamental beliefs and practices generally agreed to by large numbers of the group or a body of persons adhering to a particular set of beliefs and practices.

Religious Practice means practices and observances such as attending worship services, wearing religious garb or symbols, praying at prescribed times, displaying religious objects, adhering to certain dietary rules, refraining from certain activities, proselytizing etc.

School Bus means every motor vehicle owned by a public or government 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.

School Function means any school-sponsored extracurricular event or activity, on and/or offsite.

School Property means in or within any building, structure, athletic playing field, playground, parking lot or land contained within the real property boundary line of a public elementary or secondary school, or in or on a school bus.

Sex means the biological and physiological characteristics that define men and women. (MALE and FEMALE denote “sex”.)

Sexual Orientation means actual or perceived heterosexuality, homosexuality, or bisexuality.

Violent Student means a student under the age of 21 who:

- 1.) Commits an act of violence upon a school employee.
- 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 a school function, or attempts to do so.
- 3.) Possesses or facilitates transport, storage or usage of a weapon while on school property or at a school function.
- 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 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 intentionally damages or destroys school property.

Weapon means a firearm as defined in 18 USC §921 for purposes of the Gun-Free Schools Act. It also means any other weapon, device, instrument, material or substance that can cause serious physical injury or death including, but not limited to, a gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, dagger, dirk, razor, stiletto, switchblade knife, gravity knife, metal knuckle knife, metal pipe, box cutter, cane sword, electronic dart gun, Kung Fu star, nunchucks, electronic stun gun, pepper spray or other noxious spray, explosive or incendiary bomb.

Weight in addition to its ordinary meaning, includes a person's size.

V. Dignity for All Students Act

In accordance with the *Dignity for All Students Act*, CSAT will strive to ensure through both policy and practice that no student is subject to discrimination or harassment, based on a person's actual or perceived **race, color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, or gender/gender identity** by school employees or students on school property, on a school bus, or at a school function. Listed above (p. 8-12) are the eleven (11) protected classes, groups or characteristics and their respective definitions within the context of the Dignity Act. However, it should be noted that protection is *not limited* to the groups and characteristics listed below as the intent of the Dignity Act is to protect ALL individuals in schools.

In each of our schools, CSAT has designated at least one employee to serve as the Dignity Act Coordinator. In accordance with the regulations of the Commissioner of Education, each Dignity Act Coordinator has been thoroughly trained in the areas of: human relations; harassment, bullying. And discrimination; and exclusion, bias, and aggression in the educational setting. The Dignity Act Coordinators are charged with coordinating and enforcing the requirements of the Dignity for All Students Act and implementing its regulations and policies.

- (Grades K-5) – John Bresnock, Counselor at ext.1210
- (Grades 6-8) – Stephen Anastasia, Social Worker at ext. 8124
- (Grades 9-12) – Courtney Goodwin, Dean of Students at ext. 3164
- Schoolwide Coordinator – Garrick Loveria, Deputy Superintendent at ext. 2105

Our full DASA policy is hereby incorporated by reference and is available on our website.

VI. K-12 Student Uniform

The CSAT uniform is designed to encourage a clean, neat, and modest appearance that is conducive with maintaining a serious intellectual atmosphere. But above all, the school uniform allows the students to show their pride in being part of the CSAT family.

It is the responsibility of each student to be familiar with the uniform and adhere to it on a daily basis. The dress code expectation is to be maintained throughout the regular school day in all parts of the campus. Therefore, students should be in uniform upon arrival and dismissal from school with the exception of any attire required to cope with the weather (i.e. boots in winter). However, students will be expected to change immediately into uniform once they have arrived in school.

Students violating the school uniform policy shall be required to modify their appearance to conform with the uniform if possible. Students out of compliance repeatedly may be subject to disciplinary action by administration.

K-12 Dress Code

All Students

- School-issued, CSAT polo shirt. (*alternate school-logoed apparel may be approved on a specific basis to recognize school-sponsored activities*). School-issued athletic uniforms cannot be worn during the regular school day.
- School-logoed fleece, solid navy blue or black knit sweater or school-logoed apparel may be worn over CSAT shirts.
- If undershirt is worn, it must be white.
- Footwear should consist of black dress shoes with a hard rubber sole and closed toe, or all black sneakers. No multicolored sneakers, work boots, sandals, military boots or winter boots including *Uggs, Timberland, Crocs* etc.
- If a belt is worn, no decorative buckles.
- **Gentlemen:** Navy or black properly sized (must be firmly around waistline) dress pants. *Navy or black shorts may be worn August through Oct 1st and from May 1st through June.*
 - Students in grades 6-12 are not permitted to wear shorts.
- Ladies:** Navy or black properly sized dress pants or knee-length skirts. *Navy or black capri-style pants or shorts may be worn from August through Oct 1st and from May 1st through June.*
 - Students in grades 6-12 are not permitted to wear shorts.

General Guidelines (K-12 students)

- Clothing should be neat, clean and in good repair and neither too short/long, too tight, nor too revealing.

- Headwear may be worn for religious purposes only. Headbands will be permitted, no scarfs or bonnets.
- Hair color other than natural colors is not permitted.
- Reasonable sized purses that are not disruptive to the classroom environment are acceptable.
- Students are allowed to wear one pair of stud earrings in their ears, and a wrist watch (excluding Smart watches). The wearing of any other jewelry is prohibited. Piercing retainers are allowed if they are clear and flush with the skin. Retainers can be purchased from administration.
- Outdoor attire (including hats, coats, jackets, parkas, gloves, scarves, winter headbands, and hoodies) will not be worn in school and should remain in the student's locker throughout the day.
- No wearing of any headphones.
- No wearing of hooded sweatshirts, with or without a CSAT logo.

If a student is discovered out of compliance with the dress code he/she will be required to remedy the situation immediately. If the apparel is not in school he/she will be expected to call home to obtain it. If there is no way to remedy the situation the student may not be allowed to return to class and may spend the remainder of the day in the Problem-Solving Room or will be sent home.

Parents confronting financial difficulties that prevent them from obtaining school-issued items should contact the school principal in order to apply for assistance.

VII. Electronics Policy

K-8 Students

There is to be no unauthorized usage of electronic devices (cell phone, iPod, digital camera, hand-held video games, etc.) by all K-8 students during regular school hours, field trips or other school sponsored activities during the school day. Students are to keep their devices off and stored in the student's locker/cubby for the duration of the school day. Should a faculty or staff member see or hear a student with an electronic device(s) the student will be asked to relinquish the device(s) which will then be turned over to administration who will contact the parent or person in parental relation. The School is not financially responsible for any lost, stolen or damaged electronic devices.

9-12 Students

Students in **grades 9-12** are prohibited from displaying, using or having a powered personal technology equipment (i.e. mobile/cellular telephone, camera, video camera, laptop tablet, iPad, Netbook Nook, Kindle, ETC.) or any other type of telecommunications multi-media or imaging device during regular school hours except

during Breakfast or Lunch and as expressly permitted in connection with educational instruction and specifically authorized by school staff. While students are permitted to possess such devices in a non-operational mode during the school day, they are prohibited from using them in any manner that interferes with or is disruptive to the educational process or invades the privacy of, or compromises the safety of students, employees, volunteers, or visitors.

Headphones are not allowed to be worn or used during regular school hours except in Breakfast or Lunch.

Students found to be utilizing any form of information technology, including their own personal electronic devices, to intimidate, harass or threaten others will be subject to disciplinary action as outlined in the Discipline Code for Student Behavior (E.10.) and Dignity for All Students Act.

VIII. Communications Policy

The intent of this policy is to serve as a guide for ensuring effective communications among all students and essential partners, including but not limited to, parents, teachers, support personnel, staff and administrators. This policy applies to both verbal and written forms of communications. All students and essential partners are required to adhere to this policy.

This is a non-exhaustive list of the different forms of communications that are regulated by this policy:

1. In-person conversations;
2. Telephone calls;
3. Email messages;
4. Letters, either brought to/from school or sent via the mail;
5. Text messages
6. And other forms of instant messaging, for example, through Remind.

CSAT strives to maintain open communications between parents and CSAT teachers and other staff as this is in the best interests of the student. Therefore, communications are expected to be:

1. Respectful and polite in tone.
2. Approached with an open mind, and both communicators are to be good listeners.
3. Collaborative in nature to promote what is the best interests of the student.
4. Free from profanity and defamatory and/or discriminatory language.

Timing of Communications:

1. Although CSAT understands that parents may be able to send messages or otherwise communicate only outside hours, absent special circumstances, teachers, faculty and staff are expected to respond to communications only during school hours.

2. This policy acknowledges that teachers, faculty and staff may need time to gather information to effectively respond to a parent, rather than reply immediately.
3. Both parties should give the other communicator a reasonable amount of time to respond.

Confidentiality of Communications:

1. Recognize that confidentiality may limit information that can be shared from school to parents, including consequences for other students' behaviors.

A. Prohibited Conduct:

No person, either alone or with others, shall use any form of communication in a manner that:

1. Intimidates, harasses or discriminates against any person on the basis of race, color, creed, national origin, religion, age, gender, sexual orientation or disability.
2. Is so excessive that the influx of correspondence rises to the level of harassment.
3. Disrupts the orderly conduct of classes, school programs or other activities.
4. Threatens the safety of any person or the CSAT community as a whole.
5. Constitutes cyberbullying is expressly prohibited.

B. Penalties:

Persons who violate this policy may be subject to the following penalties:

1. An administrator from the School may reach out to the violating party to have a conversation to address the violation prior to taking further action.
2. Under some circumstances, methods of communication may be restricted. For example, in an instance where the use of communication tools has become so excessive that it constitutes harassment or is disruptive to the classroom, a parent may be notified that they are required in the future to limit their contact to a designated individual who ordinarily will be a CSAT administrator ("designated person"). The designated person will ensure that communications are streamlined to address issues or concerns appropriately. Parents will be notified of the designated person in writing.
3. Any in-person communications are subject to Section XVIII of this Code. Any visitor to the school who violates this policy may be required to leave the school's premises and can potentially be subject to a suspension from school grounds.
4. CSAT reserves the right to limit an individual's access to school property.
5. CSAT maintains the authority to take reasonable steps to protect the CSAT community and maintain the orderly conduct of classes, school programs or other activities.

The regulations on communications contained in this Code of Conduct are not intended to limit freedom of speech or peaceful assembly. CSAT recognizes that free inquiry and free expression are indispensable to the objectives of the school. The purpose of this Code is to maintain public order and prevent abuse of the rights of others.

IX. Disciplinary Code for Student Behavior

The Board expects all students to conduct themselves in an appropriate and civil manner with proper regard for the rights and welfare of other students, school personnel and other members of the school community, 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. School personnel who interact with students are expected to use disciplinary action only when necessary and to use the disciplinary process as a learning opportunity as students need to understand the effects of their actions and learn positive alternatives to unacceptable behavior.

The Board 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 these school rules will be required to accept the consequences and/or penalties for their conduct. In addition, the Board recognizes the need for Administration to impose discipline when behavior occurring off campus transfers to the school environment and detrimentally impacts the operations of the school and/or substantially or materially disrupts instruction.

A student violates the Code of Conduct when:

A. Conduct that is disorderly. Examples of disorderly conduct include, but are not limited to:

1. Engaging in any act which disrupts the normal operation of the school community, running in hallways, making unreasonable noise, and using language or gestures that are profane, lewd, vulgar, abusive, intimidating, or that incite others.
2. Obstructing vehicular or pedestrian traffic.
3. Engaging in any willful act that disrupts the normal operation of the school community regardless of where the act occurs; including a telephoned, written or electronic message that a bomb, explosive, or chemical or biological weapon has or will be placed on school property.
4. Pulling a fire alarm, discharging a fire extinguisher, pulling an AED alarm and/or calling 911 without cause
5. Trespassing: Students are not permitted in any school building other than the one they regularly attend without permission from the administrator in charge of the building.
6. Misusing computer/electronic communications devices, including any unauthorized or inappropriate use of computers, software, or internet/intranet

account: accessing inappropriate websites; evading CSAT's content filter; using an outside wireless network or any other violation of CSAT's Acceptable Use Policy.

7. Unauthorized possession and/or use of personal electronic devices/equipment (i.e., cell phone, MP3 devices, cameras, and other personal electronic devices deemed inappropriate by the administration)
8. Unauthorized use of personal computer, laptop, tablet or e-reader and/or other computerized information resources through the school computer system is prohibited.

B. Conduct that is insubordinate. Examples of insubordinate conduct include, but are not limited to:

1. Failing to comply with the lawful directions of teachers, school administrators or other school personnel in charge of students or otherwise demonstrating disrespect.
2. Lateness for class or missing school without permission.
3. Skipping class (missing from class for 15 minutes or more) or detention; including leaving class without permission.

C. Conduct that is disruptive. Examples of disruptive conduct include but are not limited to:

1. Failing to comply with the lawful directions of teachers, school administrators or other school personnel or otherwise demonstrating disrespect. Including gross insubordination to encompass profanity directed toward personnel.
2. Endangering the health and safety of other students or staff or interfering with classes or CSAT activities by means of inappropriate appearance or behavior.
3. Being unprepared for class.

D. Conduct that is violent or physically aggressive. Examples of violent behavior include but are not limited to:

1. Threatening and/or committing an act of violence (*such as hitting, kicking, punching, biting, and scratching*) upon a teacher, administrator or other employee or attempting to do so.
2. Threatening and/or committing an act of violence (*such as hitting, kicking, punching, biting, and scratching*) upon another student or any other person lawfully on school property or attempting to do so.

3. Possessing a weapon (see definition). 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. Possessing, displaying or brandishing what appears to be a weapon.
5. Threatening to use any weapon(s).
6. Using weapon(s).
7. Intentionally damaging or destroying CSAT property, the personal property of a teacher, administrator, or other school personnel or any person lawfully on school property, or at a school function, including graffiti or arson.
8. Communicating, by any means, including oral, written or electronic (such as through Internet or email) off school property, where the content of such communication can reasonably be interpreted as a threat to commit an act of violence on school property or results in material or substantial disruption to the educational environment.

E. Conduct that endangers the safety, morals, health or welfare of others. Examples of such conduct include but are not limited to:

1. Lying to school personnel.
2. Leaving school campus without permission.
3. Stealing or assisting in the theft of school property or the property of other students, school personnel or any other person lawfully on school property or attending a school function.
4. Acts of sexual harassment as defined in the school's sexual harassment policy and/or engaging in sexual acts while on school property or attending school functions.
5. Buying, selling, using, possessing or distributing obscene material.
6. Defamation, which includes making false or unprivileged statements or representations about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them.
7. Harassment and bullying, which includes the creation of a hostile environment by conduct with or without physical contact and/or by verbal threats, intimidation or abuse, including cyberbullying, 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 well-being; 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 but is 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.
8. Discrimination, which includes discrimination against any student by a student or students and/or an employee or employees on school property or at a school function including, but not limited to, discrimination based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
 9. Bullying, which encompasses an imbalance of power between the person(s) perpetrating the bullying and the target(s) and a variety of intentional and/or coordinated negative acts designed to inflict harm, either psychological or physical, carried out repeatedly over time.
 10. "Internet Bullying" (also referred to as "cyberbullying") including the use of instant messaging, email, websites, chat rooms, text messaging, or by any other electronic means, when such use interferes with the operation of the school; or infringes upon the general health, safety and welfare of students or employees.
 11. Hazing, which includes any intentional or reckless act directed against another for the purpose of initiation into, affiliating with or maintaining membership in any school sponsored activity, organization, club, or team.
 12. Possessing, distributing or smoking a cigarette, cigar, pipe or using chewing or smokeless tobacco. Additionally, the use of e-cigarettes and any other products containing nicotine, except for current FDA-approved smoking cessation products, are also prohibited.
 13. Inappropriate possession, display and/or distribution of digital images or communications across a broad range of electronic media.
 14. Possessing, consuming, selling or exchanging alcoholic beverages or illegal substances, or being under the influence of either. "Illegal Substances" include, but are not limited to, inhalants, marijuana, synthetic cannabinoids/marijuana, cocaine, LSD, PCP, amphetamines, heroin, steroids, ecstasy, look-alike drugs, and any substances commonly referred to as "designer drugs" and illegal prescription drugs without medical consent.
 15. Possessing paraphernalia used in connection with alcoholic beverages, illegal substances, prescription drugs and over-the-counter medications.
 16. Inappropriate using or sharing prescription and over-the-counter drugs.

17. Gambling or risking something of value upon the outcome of a contest of chance or a future contingent event upon an agreement or understanding that one will receive something of value in the event of a certain outcome.
18. Inappropriate touching or indecent exposure.

F. Academic misconduct. Examples of academic misconduct include but are not limited to:

1. Violation of the CSAT Acceptable Use Policy for Technology.
2. Plagiarism or the unauthorized use of another's material that is represented as one's own work.
3. Cheating is the act of giving or receiving (or conspiring to give or receive) answers to a class assignment (includes copying computer material) or test answers from another source.
4. Copying
5. Altering records
6. Forgery, which includes the involvement in the imitation or fabrication of another's signature or written work.
7. Violation of intellectual property rights
8. Violation of copyright laws
9. Assisting another student in any of the above actions.

X. Student Conduct on School Bus

CSAT works with each student's District of Residence in order to provide transportation to those CSAT students who qualify. The District providing the transportation (the District of Residence) is responsible for the safety of all students on its school buses and must enforce its own Code of Conduct that governs student conduct on its property – which includes student conduct on its school buses. Transportation is a privilege, not a right, and it is each student's responsibility to be familiar with, and to comply with, the Code of Conduct of their District of Residence so that they may safely ride the school bus that the District of Residence supplies for them. Each District's Code of Conduct is publicly available, and if you cannot find your District of Residence's Code of Conduct, please call the District of Residence for help in locating it.

The CSAT Board of Trustees, the Superintendent or his/her designee, the Principal or his/her designee, and the Chief Operating Officer have the authority to suspend the transportation privileges of CSAT students who are disorderly and insubordinate on buses or otherwise violate the CSAT Code of Conduct. The District of Residence also has the right to suspend the transportation privileges of any student who does not comply with that District's Code of Conduct. A suspension from transportation is NOT a suspension from school.

Generally, parent(s)/guardian(s) will be required to make alternative transportation arrangements for their children who have been suspended from riding the bus. However, CSAT will consider the effect of a suspension from transportation on the student's ability to attend school. If a suspension from transportation effectively results in a suspension from school attendance, the school will make appropriate arrangements to provide for the student's education (alternative site instruction) or provide alternate transportation, for a period of time not to exceed one week or five school days.

Any student riding the metro bus to and from school must adhere to the strict rules and guidelines set forth by NFTA. A student's metro bus use can be restricted at any time at the discretion of both NFTA and CHSAT due to misconduct. If a student's bus privilege is taken away it will be the parent's/guardian's responsibility to provide transportation to and from school.

Once students get off the metro bus they must remain on the sidewalk leading to the school. Students will be expected to walk safely and appropriately to and from the metro bus stop. Students are not allowed to walk in or hang out in the front or rear parking lots or hinder traffic in any way.

XI. Reporting Weapons and Substance Abuse Violations

All students are expected to promptly report violations of the code of conduct to a teacher, guidance counselor, the principal or his or 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 principal, or the principal's designee.

All staff who are authorized to impose disciplinary sanctions are expected to do so in a prompt, fair and lawful manner. School 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 sanction if warranted, which may include suspension and referral for prosecution.

The principal or his or 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, which shall mean no later than the close of business the day after the principal or his or 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(s) and explain the conduct that violated the code of conduct and that such conduct constituted a crime.

XII. Disciplinary Expectations, Penalties and Referrals

Discipline is most effective when it deals directly with the problem at the time and place it occurs, and in a way that students view as fair and impartial. School personnel who interact with students are expected to use disciplinary action only when necessary and to use the disciplinary process as a learning opportunity as students need to understand the effects of their actions and learn positive alternatives to unacceptable behavior.

Disciplinary action will be firm, fair and consistent so as to be the most effective in changing student behavior and repairing any harm caused to others while also preparing that student to reintegrate back into the class setting/community. In determining the appropriate disciplinary action, school personnel authorized to impose disciplinary penalties will consider the following:

1. The student's age – in grades Kindergarten through 3rd grade short term out-of-school suspension will not be utilized for non-physically aggressive infractions.
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 including restorative justice practices.
5. Information from parents, teachers and/or other, 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. Continued violations will merit a more severe penalty. However, a 1st time serious infraction which may include, but is not limited to, weapons, threats, harassment (etc.) can lead to more serious discipline consequences as determined by the principal.

If the conduct of a student is related to a disability or suspected disability, the student shall be referred to the Special Education Department and discipline, if warranted, shall be administered consistent with the separate requirements of this Code of Conduct at section XIII 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.

Possible Consequences for Violations

- A. **Verbal Warning / Reprimand** – any member of the CSAT staff
- B. **Written Warning / Written Notification to Parent** – teachers, principal, superintendent
- C. **Student Conference** – A formal conference between the student and one or more school officials. Actions taken and the results of the conference are recorded and placed in the child's file. Includes letter to parents, and plan for alternative, appropriate behavior. Specifies infraction. (teacher, principal, superintendent)
- D. **Parent Conference** – A formal conference with the student's parents and one or more school officials. Actions taken and the results of the conference are recorded and placed in the child's file. (teacher, principal, superintendent)
- E. **Temporary removal from classroom by teacher** – teachers
- F. **Lunch Detention** – Students may be assigned to a supervised location other than the cafeteria to eat. (teacher, principal superintendent)
- G. **Detention (Grades 6-12)** – Students may be assigned to a supervised location for misconduct between 3p.m. and 4p.m. (teacher, principal, superintendent)
- H. **Saturday Detention (Grades 6-12)** – Student is required to attend detention for misconduct on Saturday morning from 8:00 a.m. to 11:45 a.m. at a prescribed school location once the person in parental relation has been notified (principal, superintendent)
- I. **Restorative Justice Practice** – Following a structured restorative dialogue, the student formally acknowledges an obligation to repair the harm they caused via specific action and re-engage with the injured party. (principal, chief operating officer, superintendent)
- J. **Suspension from transportation** – principal, chief operating officer, superintendent, district of residence
- K. **Suspension from athletic participation** – principal, athletic director, superintendent
- L. **Suspension of other privileges** – Student is disqualified from leadership positions, National Honor Society, assemblies, student competitions, field trips, (principal, chief operating officer, superintendent)
- M. **In-School Suspension** – conducted in an independent study room. The student is removed from scheduled class and placed in an alternate, closely supervised environment without loss of instruction. (principal, superintendent)

- N. **Short-term Out-of-School Suspension (five days or less) from school** – principal, superintendent, chief operating officer, Board of Trustees
- O. **Probation in Lieu of Permanent Suspension (maximum term of two (2) years)** – superintendent, chief operating officer, Board of Trustees
- P. **Permanent Suspension/Expulsion from school** – superintendent, chief operating officer, Board of Trustees

Procedures

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 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.

Students who are to be given penalties other than an oral warning, written warning or written notification to their parents are entitled to additional rights before the penalty is imposed. These additional rights are explained below.

Detention

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

Suspension from Transportation

If a student does not conduct himself/herself properly on the bus as required by this Code of Conduct, or violates the District of Residence's Code of Conduct, the bus driver is expected to bring such misconduct to the CSAT principal's attention. Transportation is a privilege, not a right, and students who become a serious disciplinary problem may have their transportation privileges suspended by the CSAT Board of Trustees, the Superintendent or his/her designee, the principal or his/her designee, the Chief Operating Officer, the District of Residence, or the NFTA (in the case of high school students).

A suspension from transportation is NOT a suspension from school. In such cases, the student's parent 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 school will make appropriate arrangements to provide for the student's

education (alternate site instruction) or provide alternate transportation, for a period of time not to exceed five school days.

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

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. However, the student and the student's parents will be provided with a reasonable opportunity for an informal conference with the school official imposing the suspension to discuss the conduct and the penalty involved.

In-School Suspension

The Board recognizes the school must balance the needs 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 principal to place students who would otherwise be suspended from school as a result of a code of conduct violation in "in-school suspension". In-school suspension will be supervised by a certified teacher or principal designee.

A student subjected to an in-school suspension is not entitled to a full hearing. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the school official imposing the in-school suspension to discuss the conduct and the penalty involved.

Temporary removal from classroom by teacher

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 the 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 "time out" in the Problem-Solving Room; (2) sending a student into the hallway briefly or another classroom; (3) sending a student to the principal's office for the remainder of the class time only; or (4) sending a student to a guidance counselor or other school 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 a teacher's instructions or repeatedly violates the teacher's classroom behavior rules.

A classroom teacher may remove a disruptive student from class for that day. The removal from class is applied only to the class of the removing teacher only. If the disruptive student does not pose a danger or ongoing threat of disruption to the academic process, the teacher must provide the student with an explanation why he/she is being removed and the student granted an opportunity to explain his/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 a 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 school-established disciplinary removal/incident form and meet with the principal or his or 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 designated school official and meet with the principal or designee as soon as possible on the next school day.

When a full day removal is sanctioned the written notice will be provided via US postal service and next-day courier service in addition to verbal notification where possible. The principal shall require the teacher who ordered the removal to attend the informal conference.

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

- The charges against the student are not supported by substantial evidence.
- The student's removal is otherwise in violation of law, including the school's code of conduct.
- When the principal overturns the removal of the student from class, the principal will explain the reason to the teacher.

The principal or his or her designee 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 the 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.

Records of teacher removal are cataloged in the electronic student management system. However, they are categorized in terms of student misconduct as opposed to “teacher removal 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 Special Education Coordinator that the removal will not violate the student’s rights under state or federal law or regulations.

Short-term Out-of-School Suspension (five days or less) 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. Short-term suspension will not be utilized as a disciplinary consequence for Kindergarten through 3rd grade students involved in non-physically aggressive incidents.

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

Any staff member may recommend to the principal that a student be suspended. All staff members must immediately report and refer a violent student to the principal for a violation of the code of conduct. All recommendations and referrals shall be made in writing unless the conditions underlying the recommendation or 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 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.

When the principal (referred to as suspending authority) proposes to suspend a student charged with misconduct for five days or less 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 will be provided via US postal service and next-day courier service in addition to verbal notification where possible.

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 and 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 practicable.

After the conference, the principal shall promptly advise the parent(s) or person in parental relation in writing of his or her decision. The principal shall advise the parent(s) or person in parental relation that if they are not satisfied with the decision and wish to pursue the matter, they may request an informal conference with the Superintendent. Should the parents not be satisfied with the decision of the Superintendent, they can file a written appeal to the CSAT Board of Trustees with the Board Clerk located at the Family Support Center within ten (10) days of the date from which they receive the principal's written suspension notification. Final decisions of the Board of Trustees may be appealed to the Commissioner of the Board of Regents.

Permanent Suspension

Permanent suspension is reserved for extraordinary or compelling circumstances such as repeated acts of violence, significant and ongoing disruptive conduct or where the student's conduct poses a major disruption or a life-threatening danger to the safety and well being of other students, school personnel or any person lawfully on school property or attending a school function. The superintendent reserves the right to institute probationary agreements in lieu of permanent suspension decision.

Minimum Periods of Suspension

A. 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 school year. Before being suspended, the student will have an opportunity for a hearing. The principal has the authority to modify the one-year suspension on a case-by-case basis. In deciding whether to modify the penalty, the principal may consider the following.

1. The student's age
2. The student's grade in school.
3. The student's prior disciplinary record.
4. The principal's belief that other forms of discipline may be more effective.
5. Input from parents, teachers and/or others.
6. Other extenuating circumstances.

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

B. 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-day suspension, the student and the student's parents will be given the same notice and an opportunity for an informal conference provided to all students who are subject to a short-term suspension. The principal has the authority to modify the minimum five-day suspension on a case-by-case basis.

C. Students who are repeatedly substantially disruptive of the educational process or repeatedly substantially interferes with the teacher's authority over the classroom.

Any student, other than a student with a disability, who repeatedly is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom, will be suspended from school for at least five days.

If the proposed penalty is the minimum five-day suspension, the student and the student's parent will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. The principal has the authority to modify the minimum five-day suspension on a case-by-case basis.

Referrals

- A. Counseling – The Guidance Office or Family Support Center shall handle all referrals of students to counseling.
- B. PINS Petitions – The school may file a PINS (person in need of supervision) petition in Family Court on any student under the age of 18 who demonstrates that he or she requires supervision and treatment by:
 - 1. Being habitually truant and not attending school as required by part one of Article 65 of Education Law.
 - 2. Engaging in an ongoing or continual course of conduct which makes the student ungovernable, or habitually disobedient and beyond the lawful control of the school.
 - 3. Knowingly and unlawfully possesses marijuana in violation of Penal Law §221.05. A single violation of §221.05 will be sufficient basis for filing a PINS petition.

C. Juvenile Delinquents and Juvenile Offenders – The principal is required to refer the following students to the County Attorney for a juvenile delinquency proceeding before the Family Court.

1. Any student under the age of 16 who is found to have brought a weapon to school, or
2. Any student 14 or 15 years old who qualifies for juvenile offender status under the Criminal Procedure Law §1.20(42).

The principal is required to refer student's age 16 and older or any student 14 or 15 years old who qualifies for juvenile offender status to the appropriate law enforcement authorities.

XIII. Alternative Site Instruction

When a student of any age is removed from class by a teacher or a student of compulsory attendance age is suspended from school, the school will take immediate steps to provide alternative means of instruction for the student. Instruction will be provided by a certified teacher as soon as reasonably possible. Students in grades Kindergarten through sixth grade will receive a maximum of ten (10) hours instruction a week and students in grades seven through twelve a maximum of fifteen (15) hours a week. Alternate site instruction will occur only on days when school is in session and will be provided at a pre-arranged public location. Alternate site instruction will be provided for a maximum of five (5) school days.

XIV. Discipline of Students with Disabilities

In addition to the disciplinary procedures applicable to all students, the following procedures are applicable to students with disabilities. These procedures also apply to any student who has not specifically been identified as having a disability, but about whom CSAT or the student's school district of residence: (1) had a basis of knowledge (in accordance with 34 CFR § 300.534(b)) that a disability existed and (2) had such a basis of knowledge before the conduct for which the student is being disciplined occurred. CSAT's discipline of students covered by this section will comply with 34 CFR §§ 300.530-300.537. In the event that these procedures are inconsistent with State or federal law or regulations, such State or federal law or regulations shall govern.

CSAT maintains written records of all suspensions, including permanent suspensions, of students with disabilities. Such records will include the student's name, a description of the student's relevant behavior, the disciplinary action taken, and the number of days (if any) that the student had been suspended or removed for disciplinary reasons.

Students whose IEP includes a Behavior Intervention Plan (“BIP”) will be disciplined in accordance with the BIP. If the BIP appears not to be effective or if there is a concern for the health and safety of the student or others if the BIP is followed with respect to the infraction, the matter immediately will be referred to the appropriate CSE to consider changes in the BIP/IEP.

If a student having a disability is suspended during the school year, and a disciplinary change of placement appears to be imminent, the student immediately will be referred to the CSE of the student’s district of residence for evaluation of the student’s educational placement. A total of more than ten (10) suspension days in a given school year may be considered a change in placement. As a result, a student shall not be suspended for a total of more than ten (10) days during the school year without the specific involvement of the appropriate CSE prior to the 11th day of suspension.

The CSE for the student’s district of residence is expected to follow its ordinary policies with respect to parental notification and involvement when it considers the placement of a student who is referred to it because of disciplinary problem(s).

CSAT will ensure that an appropriate CSAT representative(s) is in attendance at all CSE meetings regarding a CSAT student.

In the event that a student is placed in an interim alternative educational setting, such placement will be made in accordance with 34 CFR § 300.531. If the appropriate CSE recommends a full-time placement outside of CSAT, CSAT will discharge the student to the school district of residence in compliance with the student’s right to due process.

Students removed for a period of fewer than ten (10) cumulative days during the school year will receive all classroom assignments and a schedule to complete such assignments during the time of their suspension, CSAT also will permit a suspended student to make up assignments or tests missed as a result of such suspension and will provide alternative instruction to assist the student in accordance with New York law and the student’s IEP.

During any subsequent removal that combined with previous removals equals ten (10) or more days during a school year, but does not constitute a change in placement, services will be provided to the extent determined necessary to enable the student to progress appropriately in the general curriculum and in achieving the goals of his/her IEP. These service determinations will be made by school personnel in consultation with the student’s special education teacher.

During any subsequent removal that does constitute a change in placement, but where the behavior is not a manifestation of the disability, services will be provided to the extent necessary to enable the student to progress appropriately in the general curriculum and in achieving the goals of his/her IEP. These service determinations will be made by the CSE of the student’s district of residence.

If a student is removed pursuant to a special circumstance contemplated by 34 CFR § 300.530(g) (weapons, drugs, controlled substances, serious bodily injury), services

will be provided to the extent necessary to enable the student to progress appropriately in the general curriculum and in achieving the goals of his/her IEP. These service determinations will be made by the CSE of the student's district of residence.

If discipline that would constitute a change in placement is contemplated for any student covered by this section, the following steps will be taken:

1. No later than the date on which the decision to take such action is made, the parent(s) or guardian of the student shall be notified of that decision and provided the procedural safeguard notice described in 34 CFR 300.504; and
2. As soon as possible, but in no event later than ten (10) school days after the date on which such a disciplinary decision is made, the CSE of the student's district of residence and other qualified personnel, including an appropriate CSAT representative, shall meet and review the relationship between the student's disability and the behavior that is the subject of the disciplinary action.

If, upon review by the CSE, it is determined that the student's behavior was not a manifestation of his/her disability, then the student may be disciplined in the same manner as a student without a disability, except that the student will be provided services during any period of removal in accordance with 34 CFR § 300.530(d).

A student's parent(s) or guardian(s) may request a hearing to challenge the manifestation determination. Generally, a student will remain in his/her current educational placement pending the determination of the hearing. However, if a parent or guardian requests a hearing or appeal challenging a decision resulting from a disciplinary action related to drugs, weapons, controlled substances, and/or serious bodily injury offenses, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or the until the expiration of the time period provided for in the disciplinary action, whichever occurs first, unless the parent or guardian and CSAT agree otherwise.

Any due process proceeding brought to challenge a determination of the CSE, including an expedited hearing to contest a manifestation determination, will be conducted by the student's school district of residence.

Students With A 504 Plan/"Deemed to Know" Students. With regard to disciplinary actions, including suspension, permanent or otherwise, the section 504 rights of charter school students with disabilities are the same as other students with disabilities. When addressing discipline for the students with disabilities, including students with 504 plans or those who are "presumed to have a disability," CSAT will comply with applicable legal requirements governing the discipline of a student for misconduct.

IDEA Compliance. CSAT will comply with the federal Child Find requirements (34 CFR 300.111), which requires schools to have in place a process for identifying, locating and evaluating students with disabilities. Students enrolling for the first time in a New

York public school will be screened by a team of teachers (including both regular and special education teachers) to identify any possible indication that the child may need a specialized education program, IEP, or referral to the CSE of the student's district of residence. Other students will be brought to the attention of the team if they are demonstrating any problems within the regular classroom environment. Strategies will then be implemented to address any identified special needs of the student. Should the problems persist and a disability be suspected, the student will be referred to the CSE of the student's district of residents for an evaluation.

XV. 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.

Prohibition of corporal punishment does not prohibit the reasonable use of physical force to:

1. Protect oneself, another pupil, teacher or other person from physical injury
2. Protect the property of the school or others
3. Restrain or remove a pupil whose behavior is interfering with the orderly exercise of school function, powers or duties, if that pupil has refused to comply with a request to refrain from further disruption.

The above exceptions are permissible, provided that alternative procedures and methods not involving the use of physical force cannot reasonably be employed to achieve the same purposes.

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

XVI. Student Searches and Interrogations

The Board of Trustees is committed to ensuring a safe and orderly 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 school 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 parent before questioning the student. However, school officials will tell all students why they are being questioned.

In addition, the Board of Trustees authorizes the principal, the school nurse and school security officials to conduct searches of students and their belongings if the authorized school official has reason to believe that the search will result in evidence that the student violated the law or the school code of conduct.

An authorized school official may conduct a search of the student's belongings that 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 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 the school 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 relate to an immediate threat to safety. School 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'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 school code 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.

A. Student Lockers, Desks and Other School Storage Places

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 expectation 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.

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 outer layers of clothing (jacket or sweatshirt), shoes and socks or rolling up pants to expose ankles. Students may also be asked to empty their pockets and open purses and/or book bags. Strip searches are intrusive in nature and are not permitted. However, where reasonable suspicion dictates the school may also employ outer body downs and/or use of metal detectors as they are less invasive. If school authorities believe there is an emergency situation that could threaten the safety of others, the student shall, to the extent practicable, be isolated and secured. Police and parents will be contacted immediately.

The principal or designee shall be responsible for the custody, control and disposition of any illegal or dangerous item taken from a student. The principal or his or 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 or her designee shall be responsible for personally delivering dangerous or illegal items to police authorities.

C. Police Involvement in Searches and Interrogations of Students

School 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 use school facilities in connection with police work. Police officials may enter school property or a school function 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 principal or his or her designee shall first notify the student's parent 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.

D. Child Protective Services Investigations

Consistent with the school'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 school will cooperate with local child protective services workers who wish to conduct

interviews 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 principal or his or her designee. The principal or his or her designee shall set the time and place of the interview. The principal or designee shall decide if it is necessary and appropriate for a school official to be present during the interview, depending on the age or 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 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 child protective services workers or school officials 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 or abuse if he or she were not removed from the school before a court order can reasonably be obtained. If the worker believes the student would be subject to danger or abuse, the worker may remove the student without a court order and without the parent's consent.

XVII. Student Spectator Policy

All students are encouraged to attend school-sponsored extracurricular or athletic events in support of their peers, though students may be deemed ineligible for admittance under the following criteria:

1. The student must be in attendance on the day of the competition or the day prior to said competition in those instances in which the contest falls on a weekend or holiday.
2. Weekly reports indicate that a student is failing (below 65%) any class.

XVIII. Visitors to the Schools

The board encourages parents and other citizens to visit the school and classrooms to observe the work of students, teachers and other staff. Since schools are a place of work and learning, however, certain limits must be set for such visits. The principal or his or her designee is responsible for all persons in the building and on the grounds. For these reasons, the following rules apply to visitors to the school:

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 Main Office upon arrival at the school. They will be required to present their driver's license or official ID for verification with the Raptor database and be issued a visitor's identification badge, which must be worn and visible at all times while in the school or on school grounds. The visitor must return the identification badge to the principal's office before leaving the building. Should a visitor refuse to submit their identification for verification then the visitor must be escorted by school administration throughout the premises for the duration of visit.
3. Visitors attending school functions that 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 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 or his or her designee. 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.

The school is committed to providing an orderly, respectful environment that is conducive to learning. To create and maintain this kind of environment, it is necessary to regulate public conduct on school property and at school functions. For purposes of this section of the code, "public" shall mean all persons when on school property or attending a school function including students, teachers and school 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 school recognizes that free inquiry and free expression are indispensable to the objectives of the school. 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 they are on school property.

A. Prohibited Conduct

No person, either alone or with others, shall:

1. Intentionally injure any person or attempt or threaten to do so.
2. Intentionally damage or destroy school property or the personal property of a teacher, administrator, other school employee or any person lawfully on school property, including graffiti or arson.
3. Disrupt the orderly conduct of classes, school programs or other activities.
4. Distribute or wear materials on school grounds or at school functions that 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 or attempt to 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.
11. Loiter on or about school property.
12. Gambling on school property or at school functions.
13. Refuse to comply with any reasonable order of identifiable school official performing their duties.
14. Willfully incite others to commit any of these acts prohibited by this code.
15. Violate any federal or state statute, local ordinance or board policy while on school property or at a school function.

B. Penalties

Persons who violate this code 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. Furthermore, CSAT shall also have the authority to suspend the right of an individual to be on school property for violations of the Code of Conduct. The length of said suspension shall be determined by the severity of the violation and the violator will receive written notice of the School's determination.
2. Students – they shall be subject to disciplinary action as the facts may warrant, in accordance with the due process requirements.
3. Faculty Members – They shall be subject to disciplinary action as the facts may warrant in accordance with applicable law.
4. Other staff members 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 principal or his or her designee shall be responsible for enforcing the conduct required by this code.

When the principal or his or 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 or her designee shall tell the individual that the conduct is prohibited and attempt to persuade the individual to stop. The principal or his or 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 or 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 school shall initiate disciplinary action against any student or staff member, as appropriate, in accordance with the "Penalties" section above. In addition, the school reserves its right to pursue a civil or criminal legal action against any person avoiding the code.

XIX. Formal Complaint Process

If, after making your complaint to the Board of Trustees, you believe that the Board of Trustees has not adequately addressed your complaint, or if, after a reasonable period of time, the Board of Trustees or its designee does not respond to your complaint in writing – or does not respond within the time that the school provides for its formal complaint/grievance policy – you then have the right to bring your complaint to the entity that authorized the charter school. The Board of Regents is the authorizer for the Charter School for Applied Technologies.

Bringing a Complaint to the Board of Regents

The Board of Regents has delegated the authority to the Commissioner of Education to handle complaints brought to the Regents concerning charter schools. All complaints brought to the Board or Regents/Commissioner concerning charter schools **must be submitted in writing** to the State Education Department's Charter School Office, either via mail at: Charter School Office, NYS Education Department, 89 Washington Avenue, Albany, NY 12234, or via email to: charterschools@nysed.gov. The subject line of the email should read: Complaint: [Name of School].

The contents of the letter/email should include:

- A detailed statement of the complaint including the provision of the School's charter or law that you allege has been violated.
- What, if any, response you received from the School's Board of Trustees.
- Copies of all relevant correspondence between you and the School. (You should maintain copies of all correspondence and materials for your own files.)
- **What specific action or relief you are seeking.**
- Contact information for you – name, address, email address, telephone number.

XX. Dissemination and Review

Dissemination of Code of Conduct

The board will work to ensure that the community is aware of this 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. Make 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 school 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 Board of Trustees will sponsor an in-service education program for all school staff members to ensure the effective implementation of the code of conduct. The principal may solicit the recommendations of the school staff, particularly teachers and administrators, regarding in-service programs pertaining to the management and discipline of students.

The Board of Trustees will review this code of conduct every 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 had been applied fairly and consistently.

The Board of Trustees may appoint an advisory committee to assist in reviewing the code and the school's response to the code of conduct violations.

The code of conduct and any amendments to it will be filed with NYSED Charter School Office no later than 30 days after adoption.

Approved by Board of Trustees on: **06.25.24**