

## Building Committee Agenda: Tuesday, September 2024

Attendees: Wakili Moore, Earl McCray, George Ealy, Jacob Solt, Stacey Yazo

Guests:

Excused:

Facilitator: Jacob Solt

Note Taker: Stacey Yazo

Time Keeper: Earl McCray

RTA member survey link:

[https://docs.google.com/forms/d/e/1FAIpQLSdUMx4BNEb0eoM45xUa0bUKUg3KA2gnq6aL9DXFv\\_6up2fltA/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSdUMx4BNEb0eoM45xUa0bUKUg3KA2gnq6aL9DXFv_6up2fltA/viewform?usp=sf_link)

Motion to start the meeting: J. Solt

Seconded by S. Yazo

Item	Resolution
------	------------

## Andrew Langston Middle School 2024-2025 Plan for Classroom Interruptions and Visitor Procedures

**Goal:** Ensure a safe, structured, and engaging learning environment by effectively managing classroom disruptions, regulating visitor access, and minimizing unnecessary interruptions during instructional time.

---

### Procedures for Classroom Interruptions:

#### Minor Interruptions (e.g., late arrivals, minor noise):

##### 1. Re-establishing Focus:

- Teachers may use visual or verbal signals (e.g., raising a hand, countdown, quiet signal) to regain class attention quickly.
- Positive reinforcement should be used to acknowledge students who promptly comply with expectations. (Ex: "Thank you for sitting down when I asked.")

##### 2. Entry Expectations for Late Students:

- Late students of less than 10 minutes, must enter quietly and proceed directly to their seats without disrupting the ongoing lesson.
- Classroom norms for entry/exit may be visibly posted and reviewed with students.

##### 3. Addressing Disruption:

- If a late student's entry disrupts instruction, the teacher may redirect the student to obtain a late pass from the administrative office.
- Teachers may document each disruption and contact the parent/guardian after the first and second occurrences. These contacts should be logged into Attend Actions.
- Continuous minor interruptions that do not impair or disrupt the educational process, may be addressed through a private student-teacher conference to identify underlying issues and create a corrective action plan.

##### 4. Documentation:

- Use a classroom management system or Attend Actions to document the behavior, interventions, and communication with parents.

#### Major Interruptions (e.g., student outbursts, walkouts):

Yea: Moore, Solt, Ealy, McCray, Yazo

Nay: N/A

**The Andrew Langston Middle School 2024-2025 Plan for Classroom Interruptions and Visitor Procedures - unanimously approved by Building Committee**

10/1/2024

*Amend with RTA Survey*

Teachers to post classroom norms for students who enter late.

**Need clarity—students coming beyond 10mins late, not getting passes. How do we address this?**

Teachers should be

<p><b>1. Immediate Safety Response:</b></p> <ul style="list-style-type: none"> <li>○ Teachers will calmly direct the rest of the class to a safe location if necessary due to a student's aggressive behavior or outburst.</li> <li>○ Use a radio or classroom phone to call for administrative or security support to manage and remove the disruptive student.</li> </ul> <p><b>2. Student Removal:</b></p> <ul style="list-style-type: none"> <li>○ The student will receive a clear, verbal warning before removal (safety, disruption of the educational process or insubordination), outlining the specific behavior that needs to stop and the consequences of continuing, if possible given the context and severity of the situation.</li> <li>○ After removal, the administration shall contact parents/guardians in accordance with NYSED regulations (New York Compilation of School Discipline Laws and Regulations section 3214) and document the incident in the school's student information system (SIS).</li> </ul> <p><b>3. Follow-up Reporting:</b></p> <ul style="list-style-type: none"> <li>○ Teachers will email an incident report to the administration when they have an opportunity, including relevant information (context, behavior, steps taken, and outcome).</li> <li>○ The administration shall reply to each teacher incident report with a debrief, actions taken, justification based on Code of Conduct, and investigations of fact conducted.</li> </ul> <p><b>4. Alternative Learning Spaces:</b></p> <ul style="list-style-type: none"> <li>○ If students require a quieter area for independent work due to ongoing classroom dynamics, the library may be utilized. Teachers will sign a student's pass sheet to authorize a temporary relocation to the library for focused learning during a class period.</li> </ul> <p><b>Preventive Measures &amp; Support:</b></p> <p><b>1. Classroom Norms and Expectations:</b></p> <ul style="list-style-type: none"> <li>○ Teachers should establish and consistently reinforce clear expectations for student behavior, including protocols for entering, exiting, and moving around the classroom.</li> </ul> <p><b>2. Restorative Practices:</b></p> <ul style="list-style-type: none"> <li>○ Students with persistent disruptive behaviors should be referred to the Behavior Intervention Team (administration, counselors, social workers and</li> </ul>	<p>providing consequences for late students. Make sure to document in attend actions.</p> <p>*How can we navigate having 4 different office numbers when teachers need assistance?*</p>
--	---

Helpzone) to engage students in restorative conversations after a disruptive incident to reflect on their behavior, discuss alternative choices, and rebuild relationships with teachers and peers.

**3. Behavioral Interventions:**

- For recurring disruptions, collaborate with the school counselor or behavioral support team to develop individualized support plans, which may include behavior contracts, Helpzone referrals, counseling, or peer mediation.

**4. Communication and Parental Involvement:**

- Teachers should proactively communicate with parents/guardians about their child's behavior, providing updates on improvements and any incidents requiring attention.
- Parents/guardians may be invited to participate in restorative meetings if appropriate, at ALMS or the Hub as needed, fostering a collaborative approach to supporting the student's behavioral and academic progress.

---

**Visitor and Interruption Procedures:**

**Visitor Protocols:**

**1. Building Entry:**

- All visitors (any non-RCSD/Monroe staff) must proceed directly to Exit 5 room 124.
- Visitors will be scanned upon entry and sign the visitor's log at room 124.
- The SSO will confirm the visit with the administrator or office clerk and direct the visitor to the main office.

**2. Visitor Registration:**

- In the main office, the visitor will sign and fill out the visitor's log and be issued a visitor's pass. The pass must be worn visibly throughout the visit.
- Visitors will wait for an escort to the Parent Center or designated meeting area. An escort will be provided back to the main office at the end of the visit for sign-out and departure.

**3. Visitor Violations:**

- Any staff member encountering a visitor not adhering to these procedures should notify an administrator immediately.

**Class Observations and Parent Conferences:**

<p><b>1. Classroom Observations:</b></p> <ul style="list-style-type: none"> <li>○ Parents/guardians wishing to observe their child’s class must make arrangements with the Administrator and teacher at least 24 hours in advance.</li> <li>○ Teachers may agree to parent observations without the 24-hour notice if all parties are in agreement.</li> </ul> <p><b>2. Parent Conferences:</b></p> <ul style="list-style-type: none"> <li>○ Conferences involving more than one teacher should be coordinated through the student’s counselor.</li> </ul> <p><b>3. Safety Concerns:</b></p> <ul style="list-style-type: none"> <li>○ If a teacher has a safety concern regarding a parent/guardian visitation, they should contact an administrator prior to the visit.</li> </ul> <p><b>Visitor Authorization and Communication:</b></p> <p><b>1. Visitor Validation:</b></p> <ul style="list-style-type: none"> <li>○ The Administrator or their designee will validate and authorize any visitor's presence in the building, informing all staff affected by the visit.</li> </ul> <p><b>2. Classroom Interruptions:</b></p> <ul style="list-style-type: none"> <li>○ No visitor will be brought to a classroom unannounced or without the teacher’s agreement. This ensures that the educational environment is respected and interruptions are minimized.</li> </ul> <p><b>3. PA Announcements:</b></p> <ul style="list-style-type: none"> <li>○ No public address (PA) interruptions will occur during the instructional day unless authorized by the Principal or their designee.</li> </ul>	<p><b>Teachers should not accept aggressive language/behavior from parents. Reach out to the administrator for support.</b></p>
<p><b>Andrew Langston Middle School 2024-2025 Assault Incident Procedures</b></p>	<p>Yea: Moore, Solt, Ealy, McCray, Yazo</p> <p>Nay: N/A</p>

**Goal:** Ensure the safety and well-being of students and staff by responding swiftly and appropriately to incidents of physical aggression or assault, providing support, and upholding district policies.

---

### **Immediate Response:**

#### **1. Witnessing an Assault:**

- **Prioritize Safety:**
  - Separate the assailant and the victim immediately to ensure their safety.
  - If necessary, evacuate the area to protect bystanders and prevent further escalation.
- **Call for Support:**
  - Use a designated code (ext 1244) or communication system to call for immediate administrative and security support.
  - Implement school safety protocols, such as lockdown procedures, to secure the environment and contain the situation.

#### **2. Addressing Injuries:**

- **Medical Assistance:**
  - Contact the school nurse immediately to provide first aid and assess the need for further medical assistance.
  - Call 911 for severe injuries requiring immediate medical attention and ensure a responsible adult remains with the injured party until help arrives.

#### **3. Staff Rights and Reporting:**

- **Filing Reports:**
  - Staff members have the right to file a police report for any assault against them.
  - RTA members may complete an RCSD/RTA assault form with the assistance of an RTA representative.
  - Incidents of assault involving staff may be reported as a hostile work environment. The district must take action to prevent future incidents under the Workplace Violence Prevention Act.
- **Support and Recovery:**
  - Recognize that assaulted staff members may require time off for physical recovery or mental health support

**The Andrew Langston Middle School 2024-2025 Assault Incident Procedures - unanimously approved by Building Committee 10/1/2024**

**If a teacher is threatened, does the student get removed from the class?**

That is dependent on the situation. *Will be at admin discretion.* We have more leeway this year with more staff to allow for movement. It is likely that students will be able to move within the House. Teachers should communicate with administration and document incidents.

due to trauma.

---

## **Follow-up Procedures:**

### **1. Administrative Action:**

- **Parent/Guardian Contact:**
  - The administration will contact the parents/guardians of both the assailant and the victim promptly, explaining the incident and the steps being taken for all incidents of assault.
- **Investigation:**
  - The administration will conduct a thorough investigation, including collecting witness statements, reviewing security footage, and documenting all findings in the student information system (SIS).
  - All documentation related to assaults must be preserved by the administration for at least one year.

### **2. Restorative and Disciplinary Measures:**

- **Consequences:**
  - Administration shall implement consequences based on district policy and the Code of Conduct, which may include suspension, restorative practices, or alternative disciplinary actions.
- **Restorative Practices:**
  - Administration shall offer restorative practices, such as mediated conversations or circles, to help those affected process the incident and work towards healing and understanding, where appropriate.

### **3. Documentation:**

- **Incident Reporting:**
    - All details of the incident, including the nature of the assault, actions taken, and outcomes of the investigation, will be documented thoroughly by the administration and security personnel.
    - Staff members involved will document the incident and may consult with an RTA representative for assistance with completing official forms.
- 

## **Support for Affected Individuals:**

## **1. Counseling and Mental Health Support:**

- **Student Support:**
  - Immediate referrals will be made to counseling services for both the victim and the student(s) involved in the assault.
- **Staff Support:**
  - Staff members affected by an assault will be offered access to counseling services (EAP) and, if needed, administrative/medical leave to recover.
  - Regular debriefing sessions will be held with affected staff to provide ongoing support and resources for coping with trauma.

## **2. Safety Planning and Risk Assessment:**

- **Developing Safety Plans:**
    - A safety plan will be developed for any student or staff member identified as being at risk of future incidents, in collaboration with counselors, administrators, and security personnel.
    - Measures may include increased supervision, changes in class schedules, or additional security presence to mitigate risk.
- 

## **Procedural Details for Assault Incidents:**

### **1. Immediate Notification:**

- The victim should immediately notify their administrator and an RTA Representative of the incident/assault.
- The administrator, upon receiving this information, will notify the Principal or designee.

### **2. Principal or Designee Responsibilities:**

- Collaborate with an RTA Representative upon receiving notification of an assault.
- Seek medical attention for the victim if necessary and ensure the presence of an RTA Representative for all statements and ongoing support.
- Provide coverage for the victim's and RTA Representative's classes as needed.
- Afford privacy to the victim for medical attention and ensure that all required forms are completed with RTA Representative assistance.

<ul style="list-style-type: none"> <li>● Submit all paperwork to the Risk Management department within 48 hours of receiving it from the injured party.</li> </ul> <p style="text-align: center;"><b>3. RTA Building Representative Responsibilities:</b></p> <ul style="list-style-type: none"> <li>● Be present for all statements and remain with the victim for ongoing support.</li> <li>● Assist the victim with statements and forms, ensuring that all necessary documentation is completed accurately.</li> </ul>	
<p><b>Andrew Langston Middle School 2024-2025 Substitute and Emergency Coverage Procedures</b></p> <p><b>Goal:</b> Ensure instructional continuity and maintain a safe, productive learning environment during teacher absences through organized sub plans and effective classroom coverage procedures.</p> <hr/> <p><b>1. Emergency Sub Plans:</b></p> <p><b>Procedures for Preparing Sub Plans:</b></p> <ul style="list-style-type: none"> <li>● <b>Lesson Plans:</b> <ul style="list-style-type: none"> <li>○ <b>Advance Preparation:</b> Teachers should submit emergency sub plans in advance, covering at least 3-5 days of activities that can be implemented during unforeseen absences.</li> <li>○ <b>Content Requirements:</b> Plans should include detailed instructions, copies of necessary materials, and clear expectations for student behavior, referencing the teacher’s classroom management plan.</li> <li>○ <b>Activity Design:</b> Include engaging activities that require minimal direct instruction, such as review exercises, independent reading, or project-based tasks. Ensure that activities align with current curriculum goals and are appropriate for the students' level.</li> </ul> </li> <li>● <b>Access to Sub Plans:</b> <ul style="list-style-type: none"> <li>○ <b>Storage:</b> Sub plans will be stored in a designated physical folder in the main office and/or an electronic file accessible to administration and designated staff. Teachers can also have physical file/folder in the classroom—main office to be notified of location.</li> </ul> </li> </ul>	<p>Yea: Moore, Solt, Ealy, McCray, Yazo</p> <p>Nay: N/A</p> <p><b>The Andrew Langston Middle School 2024-2025 Substitute and Emergency Coverage Procedures - unanimously approved by Building Committee</b></p> <p>10/1/2024</p>

- **Updates:** Plans should be updated regularly to reflect any changes in curriculum or classroom procedures.
- **Emergency Details:** Include emergency contact information, specific classroom protocols (e.g., attendance, bathroom passes, fire drills), and any student-specific information that would be necessary for a substitute to know.

---

## 2. Substitute Procedure for Emergencies (Unforeseen Absences):

### Procedures for Class Coverage:

- **Initial Steps:**
  - The main office should be notified immediately if a staff member finds there is no coverage for their class.
  - The designated administrator will be responsible for arranging coverage using the following steps:
- **Assigning a Substitute:**
  - **Primary Coverage:** The designated administrator will first assign an available substitute teacher or Building Sub.
  - **Secondary Coverage:** If no substitute is available, the designated administrator will coordinate with full-time certified staff members to provide volunteer coverage (extra period, extra pay).
- **Coverage Assignments:**
  - **Rotation List:** A rotation list of available certified full-time staff will be maintained in the main office. Staff will be assigned in rotation and will not be reassigned until all other names on the list have been exhausted.
  - **Documentation:** Each time a staff member covers a class, the assignment will be documented with a date and job number. This list will be made available for RTA Building Representatives upon request.

\*Substitutes should be given Bathroom Passes (on Monday's) and access to Fire Drill Folder\*

### 3. Specific Coverage Protocols:

- **Exemptions:**
  - Staff teaching more than five class periods each day and the Librarian are exempt from regular rotation assignments.
- **Part-time Staff and Paraprofessionals:**
  - Part-time staff may be asked to cover classes and will be compensated on a substitute basis for extra

<ul style="list-style-type: none"> <li>○ coverage.</li> <li>○ Paraprofessionals and SSOs may provide temporary coverage (not for the entire period/block) until a certified staff member is available.</li> <li>● <b>Teaching Assistants:</b> <ul style="list-style-type: none"> <li>○ Teaching Assistants can cover one period and will receive additional pay for coverage beyond one period.</li> </ul> </li> <li>● <b>Coverage Limitations:</b> <ul style="list-style-type: none"> <li>○ No staff member will be required to cover more than one class period per day on an emergency basis. For block schedules, coverage will be credited as two periods.</li> </ul> </li> <li>● <b>Coordination for Subsequent Periods:</b> <ul style="list-style-type: none"> <li>○ An administrator will be responsible for obtaining coverage for the next period to allow the staff member to return to their original assignment on time.</li> </ul> </li> </ul>	
<hr/> <p><b>4. Ensuring Instructional Continuity and Support:</b></p> <ul style="list-style-type: none"> <li>● <b>Substitute Preparedness:</b> <ul style="list-style-type: none"> <li>○ Ensure that all substitutes have access to necessary information, including sub plans, student rosters, and emergency procedures.</li> <li>○ Provide substitutes with a brief orientation to school procedures upon arrival, including a walkthrough of safety protocols.</li> </ul> </li> <li>● <b>Feedback and Improvement:</b> <ul style="list-style-type: none"> <li>○ Teachers should review sub reports upon their return to assess student engagement and address any issues that arose during their absence.</li> <li>○ Regularly update and refine emergency sub plans based on feedback and changes in curriculum or classroom dynamics.</li> </ul> </li> </ul>	<p>10/15/2024–</p>
<p><b>Discipline Plan:</b>  <b>Goal:</b> Maintain a respectful, supportive learning environment where students understand behavioral expectations and consequences.</p>	

**Disciplinary Framework:**

- **Progressive Discipline:**

- **Step 1: Verbal Warning** – Minor misbehavior is addressed with a verbal reminder of expectations.
- **Step 2: Teacher directive of appropriate behavior or prohibited behavior:**– Teacher will provide a directive to student of what behavior the student is expected to perform and/or what behavior the student must refrain from performing. Teacher may assign a behavior assessment assignment for the student to reflect on their behavior and provide a corrective plan of action. If insubordinate behavior disrupts the educational process or is particularly severe, the student may be removed from the classroom by the teacher by calling the office for SSO.
- **Step 3: Call Home** – If behavior persists, then this violates the district Code of Conduct for insubordination and the teacher contacts parents/guardians for support. Other supports may be used such as Helpzone for students who are emotionally dysregulated.
- **Step 4: Referral to Administration** – Serious or continued offenses will result in an office referral, where administrative action (detention, suspension, etc.) may be taken. Referrals are to be submitted through PowerSchool.

**Causes for student removal from the classroom:**

- Any severe disruption, severe insubordination, or unsafe behavior can be cause for removal from the classroom as an effective classroom management procedure to secure the safety of others and/or to effectively deliver instruction and maintain an orderly classroom environment.
- The teacher should provide at least one directive and/or warning to any student, before removal from the classroom, if this can be accomplished safely given the severity of the situation.
- For minor but repeated acts of insubordination that do not significantly disrupt the educational process within the classroom and do not present a danger to others, should be addressed with the student and the parent by the teacher, with communications with the parent documented in Attend Actions. After these steps have taken place, then the teacher having given warning/directive to the student and having made the parent aware of the problem, the teacher may begin to remove the student from the classroom in order to maintain an effective learning environment for other students as an effective classroom management procedure for behavior that repeatedly violates the code of conduct, and for

\*Better defined Help Zone procedures\*

Teachers are NOT to call directly to the Help Zone. Manual dictates that students may only be sent to the Help Zone by an administrator.

Referrals through PowerSchool

Discipline Plan– Unanimously passed 10/15/24

which reasonable steps have been taken by the teacher to handle the matter within the classroom environment.

- Violence, assault, harassment, threats, or verbal abuse of staff by students is unacceptable and provides immediate grounds for removal from the classroom environment. Repeated acts of violence, assaults, harassment, threats, or verbal abuse of staff by students, constitute a hostile working environment for staff and the RCSD is responsible for taking all reasonable actions necessary to prevent and eliminate future occurrences, per the Workplace Violence Prevention act, and any relevant state and federal anti-discrimination laws concerning harassment or verbal abuse. Failure to do so could result in formal complaints to the New York Department of Labor and/or the New York State Department of Education, as well as civil or criminal complaints against the district for allowing such incidents to continue.

**Be it recognized that the RCSD Code of Conduct reads as follows:**

- "Violent student" means a student under the age of 21 who:
- 1. Commits an act of violence upon a District employee, or attempts or threatens to do so. The threat of bodily harm ("I'm going to hurt/kill you" for example) shall be deemed to be an act of violence, if such menacing word or gesture causes the listener to believe that a harmful or offensive bodily contact is about to occur.
- 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 the school function, or attempts or threatens to do so. The threat of bodily harm ("I'm going to hurt/kill you" for example) shall be deemed to be an act of violence, if such menacing word or gesture causes the listener to believe that a harmful or offensive bodily contact is about to occur.
- 3. Possesses, while on school property or at a school function, a weapon.
- 4. Displays, while on school property or at a school function, what appears to be a weapon.
- 5. Threatens, while on school property or at a school function, to use a weapon.
- 6. Knowingly and 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 District property.
- Ref.: Educ. L. §3214(2-a)(a).
- "Violent or disruptive incident" shall mean one of the following categories of incidents that occurs on school property, or at a school function, or which involves school property or functions by virtue of use of any medium of communication including telephone, radio or computer-based communication:
  - (a) Weapons possession, defined below;
  - (b) Homicide, meaning any conduct which results in the death of another person;

- (c) **Personal injury and intimidation**, which shall be defined as provided by the Regulations of the State Commissioner of Education, and shall be deemed to include as assault; **criminal harassment; intimidation or “bullying”, including threatening, stalking or seeking to coerce or compel a person to do something; menacing; kidnapping; sexual offenses, including rape, sodomy, sexual abuse or other inappropriate contact of a sexual nature; the use, possession or sale of drugs or alcohol, prohibited by this Code or by law, including having such substances on a person, or in a locker, book bags, packs, purses or carry-alls, or functionally equivalent items, desk, vehicle or personal space on school property; theft; or behavior risking injury, including bomb threats, false alarms, arson, riot, burglary or criminal mischief.**
  
- Rochester City School Board Policy Manual 5300
  - A. **Engage in conduct that is disorderly**. Examples of disorderly conduct include:
    - 1. Engaging in any willful act which **disrupts the normal operation of the school community; or in any act which endangers or threatens to endanger the health, safety, welfare or morals of others** (specific allegations are required).
    - 2. Trespassing. No student under suspension is permitted in any school building other than one to which he or she has been assigned for alternative instruction. Students who are not under suspension are not permitted on any school property, other than the school they regularly attend (a) without permission from the administrator in charge of the building, or (b) at such times and for such purposes as members of the general public are permitted on the property; or on any school bus other than the one to which he or she is assigned for transportation to and from school or for a special event or extra-curricular activity without express permission of the appropriate District personnel. Several school buildings contain community centers. Students not under suspension are welcome to participate in the programs offered by such centers, provided that they obey the hours and conduct requirements of the center; and further provided that the student is not required at the time to be in attendance in his or her assigned
      - program of regular or alternative instruction. A student’s presence at a community center located on school property at any time when that student is required to be in school, or during hours when the center is closed, or in violation of the rules of conduct of the center shall be deemed a trespass.
    - 3. **Using language or gestures that are profane, lewd, vulgar or abusive, or which a reasonable person would find intentionally discriminatory toward any person or group** entitled to protection in his or her right to obtain an education under the New York State Executive Law.
    - 4. Obstructing vehicular or pedestrian traffic.
    - 5. Running in hallways or stairwells.
    - 6. Making unreasonable noise.

- 7. Misuse of computer/electronic communication, including any unauthorized use of telephones, two-way radios, cell phones, computers, smartphones, mp3 players, Ipods, Ipads, Kindles, Nooks, PDAs, laptops, pagers, recording devices, peer-to-peer networks, software, or internet/intranet account; accessing inappropriate websites (which includes, but is not limited to pornographic sites, violent or hate sites, sites encouraging the making of bombs, incendiary devices or devices to counteract locks or security systems, “gaming” and gambling sites, or other sites not reasonably and directly related to the educational function of the District); “cyber-bullying” (the repeated use of information technology, including e-mail, instant message, blogs, chat rooms, pagers, cell phones, smartphones, mp3 players, Ipods, Ipads, Kindles, Nooks, PDAs, laptops, pagers, recording devices, and gaming systems to deliberately harass, threaten or intimidate others); “sexting” (sending or forwarding sexually suggestive nude or nearly nude photographs through text message or email); attempts to “hack” or compromise any computer system; downloading music, videos or other copyrighted material for personal use without license, authorization or legal privilege; or any other violation federal or State law, or of the District’s acceptable use policy and regulations.
- 8. Possessing or using toys or games, including electronic games in schools, in violation of any regulations of the elementary, middle or high school which the student attends.

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

- 1. Failing to comply with District rules, or with the reasonable directions of teachers, school administrators or other school employees in charge of students or otherwise showing disrespect.
- 2. Lateness for, missing or leaving school without permission.
- 3. Refusal to show identification and to give one’s correct name to School District employees upon request.
- 4. Refusal to submit to metal detection scans during random screenings or upon reasonable suspicion.
- 5. Refusal to vacate any school room, building or grounds upon the request of a staff member.
- 6. Failure to report to a school administrator when required to do so (e.g., for disciplinary reasons).
- 7. Skipping classes or skipping detention.
- 8. Lying to school personnel.

- C. Engage in conduct that is disruptive. Examples of disruptive conduct include:

- 1. Failing to comply with the reasonable directions of teachers, school administrators or other school personnel in charge of students in a manner which is substantially disruptive of the educational process or substantially interferes with the education of other students, or with the teacher’s ability to present material and otherwise provide for the educational needs of other students.

- 2. Possession or use of laser pointers, pagers, beepers, walkie-talkies, cell phones, smartphones, mp3 players, Ipods, I pads, Kindles, Nooks, PDAs, laptops, pagers, or recording devices on school property. (Such devices may be permitted in a school at the discretion of the principal based upon procedures and protocols established in such building; however, except for accommodations specified in a student's IEP, 504 Plan or required in writing by a student's medical provider on file at the student's school, a student shall not be permitted to bring an electronic device into a classroom or other location where New York State assessments are being administered, and admission shall be denied to any student who refuses to relinquish a prohibited device.)
- 3. Refusal to cease play-fighting or "wolfing" upon the direction of any member of the District staff.
- D. Engage in conduct that is violent. Examples of violent conduct include:
  - 1. Willful assault on any student, staff member or person lawfully on District property. For purposes of suspension, willful assault is defined as the intentional, unprovoked striking of another person. Intent may be demonstrated by verbal statements and/or physical acts, heard or witnessed by students, staff, or other persons lawfully upon District property.
  - 2. Reckless assault, stalking, or criminal harassment (as defined by the Commissioner of Education's regulations) on any student, staff member or person lawfully on District property. For purposes of suspension, reckless assault, stalking, or criminal harassment occurs when a student strikes, pushes or otherwise makes contact with another person without regard to the person's safety and well-being and causes physical injury. Physical injury is defined as any impairment of physical condition, or infliction of pain.
  - 3. Group or gang assault upon any student, staff member or person lawfully on District property. For purposes of student discipline, group or gang assault includes riot, and is defined as the reckless or intentional, unprovoked striking of another person when aided by two or more other people actually present, causing physical injury or creating a grave risk of physical injury or public alarm.
  - 4. Committing or participating in any other violent or disruptive incident or act as defined by this Code of Conduct. Such incidents include menacing (intentionally placing or attempting to place another person in fear of imminent physical injury) and reckless endangerment (subjecting individuals to danger by recklessly engaging in conduct that creates a substantial risk of physical injury) or kidnapping (restraining a person with intent to prevent her or his liberation by either secreting the person in a place where he or she is unlikely to be found, or threatening to use deadly physical force).
  - 5. Possessing a weapon. Authorized law enforcement officials or others expressly authorized by statute or by the Board of Education are the only persons permitted to have a weapon in their possession while on school property or at a school function. Turning

a weapon over to the school office promptly upon discovery shall not be deemed to be a violation.

- 6. Displaying what appears to be a weapon.
- 7. Threatening to use any weapon or brandishing or displaying what appears to be a weapon.
- 8. Extortion (any attempt to obtain property or favor from another by threat or by force).
- 9. Threatening bodily harm to staff or students constitutes a violation of this Code of Conduct. A threat exists whenever a reasonable person would interpret the statement as a serious expression of intent to harm or assault.
- 10. Intentionally or recklessly damaging or destroying the personal property of a student, teacher, administrator, other District employee or any person lawfully on District property, including graffiti or arson.
- 11. Intentionally or recklessly damaging or destroying District property.
- 12. Placing a bomb, explosive, biological or chemical weapon or incendiary device on District property, whether or not active; or making a telephoned, written or electronic message that a bomb, explosive, biological or chemical weapon or incendiary device has been or will be placed on or near District property.
- 13. Possessing or igniting any fire, lighter, or other flammable instrument, except in the controlled environment of a classroom or laboratory as part of an instructional program or of a school-related activity under the direct supervision of a teacher or other District personnel as authorized by school officials.
- E. Engage in any conduct that endangers the safety, morals, health or welfare of others. Examples of such conduct include:
  - 1. Arson or attempted arson. The setting or attempt to set an unauthorized fire on District property or property under the control of the District.
  - 2. Stealing the property of other students, school personnel or any other person lawfully on school property or attending a school function; or knowingly violating the copyright, patent or other intellectual property rights of others.
  - 3. Defamation, which includes making false 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.
  - 4. Discrimination, which includes the use of race, color, creed, national origin, religion, gender, disability or sexual orientation as a basis for treating another in a negative manner.
  - 5. Harassment, which includes a sufficiently severe action or persistent pervasive pattern of actions or statements directed at an identifiable individual or group which are intended to be, or which a reasonable person would perceive as ridiculing or demeaning.
  - 6. Intimidation or "bullying" on school property or at a school function, which includes harassment that interferes with a student's education or threatens a student's well-being. Harassment includes

engaging in actions or making statements intended to place an individual in fear or cause emotional harm; threatening, stalking or seeking to coerce or compel a person to do something; or abusive conduct or use of epithets, threats or slurs based on actual or perceived race, color, weight, ethnicity, national origin, religion, religious practices, gender identity, sexual orientation, age or disability. Such harassment may be person-to-person, or communicated indirectly by writing, or by any telephonic or electronic means, including use of computers or the Internet.

- 7. 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. Hazing shall also be deemed to include any intentional or reckless act directed against another on District property or at any school function, for the purpose of initiation into, affiliating with or maintaining membership in any street gang or group identified by the Police Department as engaged in unlawful or criminal behavior.
- 8. Selling, using, downloading or possessing obscene material.
- 9. Using vulgar or abusive language, cursing or swearing.
- 10. Possessing, selling, distributing, exchanging or smoking a cigarette, cigar, pipe or using chewing or smokeless tobacco.
- 11. Possessing, consuming, selling, distributing, 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 cannabinoid, cocaine, LSD, PCP, amphetamines, heroin, steroids, "ecstasy", "look-alike drugs", and any substances commonly referred to as "designer drugs." Representing to any person, for purposes of sale or distribution that any substance, irrespective of actual composition is an alcoholic beverage or an illegal substance shall be deemed to be actionable within the meaning of this section as an attempted possession, sale or distribution of a prohibited product.
- 12. Inappropriately using or sharing prescription and over-the-counter drugs; however, nothing herein shall be construed to apply to the lawful administration of a prescription drug on school property to the person for whom the prescription was written.
- 13. Gambling.
- 14. Indecent exposure, that is, exposure to sight of the private parts of the body in a lewd or indecent manner.
- 15. False alarms, which include initiating a report warning of fire, bomb or other catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher, or setting off a smoke detector or sprinkler.
- 16. Lying to school personnel.

**Restorative Practices:**

- **Helpzone Circles:** To address conflicts or misbehavior, students may be referred to Helpzone by an administrator to participate in peer-mediated discussions to resolve issues and restore classroom harmony.

**In-School Supports:**

- **Behavioral Intervention Team:** A designated team (counselors, administrators, social workers, and Helpzone personale) meets regularly to review ongoing behavioral concerns and implement additional supports.
- **Counseling & Mentoring:** The Behavioral Intervention team will develop a referral process to help students develop better emotional regulation and coping strategies.

**Follow up:**

- **When a teacher completes an administrative referral, the is removed from the classroom, they will subsequently meet with an administrator. The administrator will reply to all administrative referrals with a brief description of the investigation of facts, determination, and actions taken in response.**
- **When a student is removed from the classroom, the administrator shall call home regarding the incident within 24 hours as outlined in New York Compilation of School Discipline Laws and Regulations sections 2800, 2801 and 3214.**
- **No pupil shall return to the classroom until the principal (or designee) makes a final determination, having had a conference with the parent and student, having interviewed all relevant witnesses and camera footage and an investigation finding that the charges against the pupil are not supported by substantial evidence or that the pupil's removal is otherwise in violation of law, and documented in Attend Actions, and replied to the referring teacher with the results of the investigation and actions taken, or the 24 hours period has expired.**
- **The principal shall not set aside the discipline imposed by the teacher unless the principal finds that the charges against the pupil are not supported by substantial evidence, having interviewed all relevant witnesses, and camera footage or that the pupil's removal is otherwise in violation of law or that the conduct warrants suspension from school and a suspension will be imposed.**
-

Be it recognized that the New York Compilation of School Discipline Laws and Regulations sections 2801 and 3214 reads as follows and will be the process and procedure for student removal for issues of safety, insubordination or disruption of the educational environment:

"Teacher Authority to Remove Students From Classrooms LAWS 2801. Codes of conduct on school property. 2. The board of education or the trustees, as defined in section two of this chapter, of every school district within the state, however created, and every board of cooperative educational services and county vocational extension board, shall adopt and amend, as appropriate, a code of conduct for the maintenance of order on school property, including a school function, which shall govern the conduct of students, teachers and other school personnel as well as visitors and shall provide for the enforcement thereof. Such policy may be adopted by the school board or trustees only after at least one public hearing that provides for the participation of school personnel, parents, students and any other interested parties. Such code of conduct shall include, at a minimum:

c. provisions for the removal from the classroom and from school property, including a school function, of students and other persons who violate the code.

"3214. Student placement, suspensions and transfers. 3-a. Teacher removal of a disruptive pupil. **In addition, any teacher shall have the power and authority to remove a disruptive pupil, as defined in subdivision two-a of this section, from such teacher's classroom consistent with discipline measures contained in the code of conduct adopted by the board pursuant to section twenty-eight hundred one of this chapter.** The school authorities of any school district shall establish policies and procedures to ensure the provision of continued educational programming and activities for students removed from the classroom pursuant to this subdivision and provided further that nothing in this subdivision shall authorize the removal of a pupil in violation of any state or federal law or regulation. **No pupil shall return to the classroom until the principal makes a final determination pursuant to paragraph c of this subdivision, or the period of removal expires, whichever is less.** a. Such teacher shall inform the pupil and the school principal of the reasons for the removal. If the teacher finds that the pupil's continued presence in the classroom does not pose a continuing danger to persons or property and does not present an ongoing threat of disruption to the academic process, the teacher shall, prior to removing the student from the classroom, provide the student with an explanation of the basis for the removal and allow the pupil to informally present the pupil's version of relevant events. In all other cases, the teacher shall provide the pupil with an explanation of the basis for the removal and an informal opportunity to be heard within twenty-four hours of the pupil's removal, provided that if such twenty-four hour period does not end

on a school day, it shall be extended to the corresponding time on the next school day. b. **The principal shall inform the person in parental relation to such pupil of the removal and the reasons therefor within twenty-four hours of the pupil's removal**, provided that if such twenty-four hour period does not end on a school day, it shall be extended to the corresponding time on the next school day. The pupil and the person in parental relation shall, upon request, be given an opportunity for an informal conference with the principal to discuss the reasons for the removal. If the pupil denies the charges, the principal shall provide an explanation of the basis for the removal and allow the pupil and/or person in parental relation to the pupil an opportunity to present the pupil's version of relevant events. Such informal hearing shall be held within forty-eight hours of the pupil's removal, provided that if such forty- eight hour period does not end on a school day, it shall be extended to the corresponding time on the second school day next following the pupil's removal. For purposes of this subdivision, "school day" shall mean a school day as defined pursuant to clause (v) of subparagraph three of paragraph g of subdivision three of this section. c. **The principal shall not set aside the discipline imposed by the teacher unless the principal finds that the charges against the pupil are not supported by substantial evidence or that the pupil's removal is otherwise in violation of law or that the conduct warrants suspension from school pursuant to this section and a suspension will be imposed.** The principal's determination made pursuant to this paragraph shall be made by the close of business on the school day next succeeding the end of the forty-eight hour period for an informal hearing contained in paragraph b of this subdivision.”

Which weekly common planning time meeting should be mandatory and which should be voluntary?

“b. Secondary school teachers whose administrative assignments include academic classes shall not have homeroom assignments. Teacher preparation periods may be used for common planning time for up to two (2) thirty (30) consecutive minutes per week and may also be used for grade-level meetings, coordination among Special Education and General Education teachers, professional development, collaboration among teachers or similar coordinating activities. There shall be a Building Committee agreement as to which one meeting per week is mandatory and which one meeting per week is voluntary for all such meetings. In conjunction with any school improvement plan or District-identified priorities, School-based Planning Teams shall develop an annual plan for the use of the required meetings and determine who shall lead them. Classroom teachers shall continue to lead the voluntary meetings with participation by school leaders.”

House meetings are mandatory (Thursdays). All other meetings are highly encouraged.

Several folks have inquired about the cellphone procedure at the beginning of the day. Why are students going through scanners before turning in cell phones? We have had several instances where kids walk through the scanner and try to bypass phone collection. While I haven't personally heard of phones making it onto our floors, I think creating a more streamlined and consistent process is what folks are looking for. Would you please add this to the agenda.	Already addressed
Survey for RTA members to express support for BC plans.	Done
It's extremely difficult to get an SSO to respond to a classroom.	Call: 1244 3160 3162 3165
Bathrooms are to be opened for students during lunch.	Unanimously Passed
Bathrooms are to be opened for students between periods.	Denied per survey
Bathroom passes during the 9 <sup>th</sup> period from 3:20 pm to 3:30 pm.	Approved--do not tell students
Teacher discretion regarding the number of students to send to the bathroom.	Use discretion--suggested policy of 2-1 Female; 1 Male
Teacher discretion to drop students off to the Helpzone.	Teachers cannot drop students off at Help Zone. Teachers can call HZ for permission.
Helpzone purposes and criteria: for students who are emotionally not ready to learn; not just for aggression.	Teachers can call and see if HZ has availability.
Student reporting to class, more than 10 minutes late without a pass, redirected to get a pass from an admin.	Teachers should have classroom consequence, regardless. Teacher discretion for when to let

	<p>students in.</p> <p>Consequences—document in Attend Actions, Phone Calls home, Lunch Detention (hosted by teacher), Assign reflection sheet, after school detention</p>
<p>One phone number that will always be answered for urgent calls.</p>	<p>Previously addressed</p>
<p><b>ACTION ITEMS-</b></p>	<p><b>Next meeting:</b>          Tuesday, December 5th (last day to enter minutes/notes is Friday, December 1st)</p>
	<p>November agenda:  <a href="https://docs.google.com/document/d/1PROmVPJbP7yv4DJj3XgBvfQysoRUT6WV0q14e2wDIIY/edit?usp=sharing">https://docs.google.com/document/d/1PROmVPJbP7yv4DJj3XgBvfQysoRUT6WV0q14e2wDIIY/edit?usp=sharing</a></p>

Approved by Building Committee Members: Wakili Moore, George Ealy, Jacob Solt, Earl McCray,  
Stacey Yazo