



PLAIN LANGUAGE SUMMARY
OF THE
ROME CITY SCHOOL DISTRICT

CODE OF
CONDUCT

September 2016

I. INTRODUCTION

The Rome City School District and its Board of Education are committed to providing a safe and orderly school environment where students may receive a quality education free from disruption and interference. Responsible behavior by students, teachers, staff members, and visitors is essential to achieving this goal.

The District has expectations for conduct on school property, at school-sponsored functions, and on district-provided transportation based upon the principles of civility, mutual respect, citizenship, character, honesty and integrity.

The District and Board of Education recognize the need to clearly define its expectations for acceptable school conduct, to identify possible consequences for unacceptable conduct, and to identify remedial interventions to correct misconduct.

Toward this end the District and Board have adopted a Code of Conduct for the Maintenance of Public Order on School Property and at School Functions (Rome City School District Policy No. 1026). The Code of Conduct applies to all students, school personnel, parents, and visitors when on school property, in attendance at a school function, or while riding school transportation.

The enclosed document provides a brief summary of portions of the District's Code of Conduct. A full copy of the Code of Conduct is available for review on the Rome City School District's website and in the main office of each of its schools.

II. STUDENT RIGHTS

All Rome City School District students have the right to:

1. Learn in an environment free of bullying, discrimination, and harassment based on actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or any other legally protected class.
2. Participate in all school activities for which he/she is eligible.
3. Be treated respectfully by those within the school community.
4. Have their complaints about school-related incidents investigated and responded to within a timely manner.
5. An explanation of school rules and regulations from school personnel.

III. STUDENT RESPONSIBILITIES

All Rome City School District students have the responsibility to:

1. Contribute to maintaining a safe and orderly school environment that is conducive to learning and to show respect for other persons and for property.
2. Contribute toward establishing and maintaining an atmosphere of mutual respect and dignity.
3. Work to the best of their abilities and strive toward their highest level of personal achievement.
4. Respond to direction given by teachers, administrators, and other district personnel in a respectful manner.
5. Be aware of and obey school policies, rules and regulations.
6. Accept responsibility for their actions.
7. Attend school regularly, punctually, and prepared to learn.
8. Maintain personal cleanliness and hygiene.

9. Conduct themselves as representatives of Rome City School District when participating in or attending school-sponsored extracurricular events and to hold themselves to the highest standards of conduct, demeanor, and sportsmanship.

IV. STUDENT DRESS

The dress and grooming of Rome City School District students shall contribute to the health, safety, and wellbeing of themselves and others, promote a positive educational environment, and not disrupt the educational activities of the school.

1. Students are not permitted to wear articles of clothing, accessories, or jewelry that do not comply with the Code of Conduct.
2. Clothing determined to be excessively brief, tight, or revealing is not appropriate for school or school functions. Underwear and undergarments are to be covered by outer clothing.
3. Hats and headgear are not to be worn during the instructional day, except for medical, religious, or other purpose approved by administration.
4. Students are not permitted to wear articles of clothing, accessories, or jewelry that are, or reasonably may be perceived, as being associated with gang related or unlawful behavior. Students whose dress is determined to be unacceptable will be required to modify their appearance by covering or removing the offending item or replacing it with an acceptable item.

V. BULLYING, HARASSMENT, AND DISCRIMINATION

1. Students should never feel that it is not safe to come to school or participate in school activities.
2. Students should never be made to feel unsafe or be prevented from concentrating on schoolwork because another student or adult is threatening them because of their race, color, national origin, ethnic group, religion, religious practices, disability, sexual orientation, gender identity, sex, weight, or for any other reason.
3. A single act or series of acts intended to inflict harm on another student may constitute bullying, discrimination, or harassment and is prohibited. Such acts may be inflicted through physical means, verbal statements, or electronic communication. Bullying, discrimination, and harassment is prohibited on school property, on school transportation, at school-sponsored events, and off school grounds if such conduct could reasonably have a negative impact upon a student within the school setting.

VI. PROHIBITED STUDENT CONDUCT

The Board of Education expects all students to conduct themselves in a manner exhibiting regard for the rights and welfare of other persons, and to care for one's own and the property of others. Students are expected to accept responsibility for their behavior including consequences for misbehavior. Staff members who administer student discipline are expected to place emphasis on helping students to learn better choices in the future, to resolve conflicts peaceably, and to increase self-control and self-discipline.

The rules of conduct are intended to promote personal responsibility, safety, and respect for the rights and property of others. Students may be subject to disciplinary action, up to and including loss of privileges and/or suspension from school when they:

1. Engage in conduct that is disorderly. Examples include, but are not limited to:
 - ◆Using language or gestures that are profane, lewd, vulgar, or abusive.
 - ◆Engaging in any willful act that disrupts the normal operation of the school.
 - ◆Trespassing; students are not permitted in a school building other than the one they regularly attend without having permission from the administrator in charge.
 - ◆Misusing technology devices, including unauthorized use of computers, software, or Internet/network account; accessing inappropriate websites; or any violation of the district's acceptable use policy.

2. Engage in conduct that is insubordinate. Examples include, but are not limited to:
 - ◆Failing to comply with the reasonable directions of staff members.
 - ◆Demonstrations of disrespect toward staff members.
 - ◆Being late for, missing, or leaving school without permission.
 - ◆Skipping detention or avoidance of consequences administered as a disciplinary measure.

3. Engaging in conduct that is violent. Examples include, but are not limited to:
 - ◆Hitting, kicking, punching, or scratching another student, staff member, or person who is lawfully on school property.
 - ◆Possessing, displaying, or threatening to use a weapon.
 - ◆Intentionally damaging or destroying school property or the personal property of another student, staff member, or person who is lawfully on school property.
 - ◆Participating in acts of graffiti or arson.

4. Engage in conduct that endangers the safety, morals, health, or welfare of others. Examples include, but are not limited to:
 - ◆Lying to school personnel.
 - ◆Stealing school property or the property of others.
 - ◆Engaging in defamation, including making false or unprivileged statements or representations about an individual or identifiable group of individuals with an intentional, unintentional, or potential harm done to reputation.
 - ◆Engaging in discrimination against a person or identifiable group on the basis of race, color, creed, national origin, religion, gender, sexual orientation, weight, or disability, or using such as a basis for treating another in a negative manner.
 - ◆Engaging in harassment, which includes a single action or a pattern of behaviors directed at an identifiable individual or group with the intention to cause harm.
 - ◆Engaging in intimidation, including behaviors that put another individual in fear of physical harm.
 - ◆Hazing, which includes any intentional or reckless act directed against another for the purpose of initiation into a group or of maintaining membership within a group.
 - ◆Selling, using or possessing obscene material.
 - ◆Using vulgar or abusive language, cursing, or swearing.
 - ◆Smoking or using cigarettes, nicotine products, or electronic cigarette products.
- inhaling aerosol products for the purpose of chemical intoxication.
 - ◆Possessing, distributing, or being under the influence of alcoholic beverages, illegal chemical substances, or prescription drugs without a legal prescription for doing so.
 - ◆Gambling.
 - ◆Engaging in indecent exposure of private body parts.
 - ◆Initiating a false report warning of fire or other catastrophe; misuse of 911

calling; discharging a fire extinguisher other than to prevent damage or harm to the school or others.

- ◆Engaging in misconduct while on district-provided transportation.
- ◆Engaging in any form of academic dishonesty, including plagiarism, cheating, copying, altering records, and/or assisting others to do so.

VII. DISCIPLINARY MEASURES AND PROCEDURES

The purpose of all discipline is to teach and reinforce behaviors that are safe, respectful, and responsible. Disciplinary measures will be appropriate to the seriousness of the offense and to the discipline record of the individual student. High school students in their senior year who are determined to engage in violations of the Code of Conduct involving drugs or alcohol may be administered consequences including loss of participation in activities that typically take place in the final months of senior year. These may include attending the Senior Ball or Senior Picnic, or participating in Graduation Commencement Ceremonies. If the conduct of a student is possibly related to a disability or suspected disability, the student will be referred to the Committee on Special Education for review.

VIII. DISCIPLINARY RESPONSES TO STUDENT BEHAVIOR

The District's Code of Conduct divides types of misconduct into four (4) levels of increasing seriousness, with more stringent disciplinary measures provided for each level of misconduct. Misconduct defined at each level range from minor infractions of school rules (Level "A"); frequent, repeated, and/or serious disruptions of the learning environment ("Level B"); actions that could potentially cause lasting harm to self or others ("Level C"); and conduct that is criminal in nature (Level "D"). Each of the four levels within the Code of Conduct establish specific procedures by which infraction are to be addressed, and offer a range of possible disciplinary responses to be administered. It is the shared belief of District staff members that each child, behavior, and context is different, and that remedial measures and disciplinary responses determined by school officials should: 1) contain the behavior and/or risk posed by the misconduct; 2) encourage the child to make better choices in the future.

IX. NYS DIGNITY FOR ALL STUDENTS ACT (DASA)

Pursuant to the provisions of the Dignity for all Students Act (DASA), the State of New York declared it to be the policy of the state to afford all students in public schools an environment free of bullying, discrimination, and harassment. The purpose of DASA was to further foster civility in public schools and to prevent and prohibit conduct which is inconsistent with each school's educational mission. DASA was also designed to raise awareness and increase sensitivity to "relations of people of different races, weights, national origins, ethnic groups, religions, religious practices, mental or physical disabilities, sexual orientations, genders, and sexes."

DASA requires that no student shall be subject to bullying, harassment, or discrimination by employees or students on school property, at school functions, or on district-provided transportation based upon actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex.

DASA prohibits acts of bullying, harassment, or discrimination that:

1. Interferes with a student’s educational performance, opportunities, or benefits;
2. Interferes with a student’s mental, emotional, or physical well-being;
3. Causes a student to fear for his/her safety;
4. Causes physical injury to a student (or would be expected to cause a physical injury);
5. Causes emotional harm to a student.

In addition to acts that might occur on school property and/or at a school function, DASA further prohibits an action or statement that occurs off school property that creates a risk of substantial disruption within the school environment, could potentially create such a risk, and/or could negatively affect a student in a school setting.

The focus of DASA is to require school districts to take aggressive action to identify, address, and eliminate instances of bullying, harassment, and discrimination in the school environment. This includes cyberbullying, which is the use of electronic means to bully, harass, or discriminate. Finally, DASA requires each district incorporate a progressive model of student discipline that includes “measured, balanced, and age-appropriate remedies and procedures.”

X. PROHIBITION OF CORPORAL PUNISHMENT

No teacher, administrator, officer, employee, or agent of the District shall use corporal punishment against a student. Corporal punishment includes any act of physical force upon a student for the purpose of punishing the student. Physical force may be used, however, to protect oneself, another pupil, teacher, or other person from physical injury; to protect school property or the property of others; or to restrain or remove a student whose behavior is interfering with the orderly exercise and performance of District functions, powers, and duties at such time as when the student has refused to comply with a request to refrain from disruptive acts or behavior.

XI. STANDARDS AND PROCEDURES TO ASSURE THE SECURITY AND SAFETY OF STUDENTS AND SCHOOL PERSONNEL

To assure the safety and security of students and school personnel, the District has established emergency management and school safety plans, which were developed in accordance with applicable laws and regulations.

XII. COPIES OF THE DISTRICT’S CODE OF CONDUCT

This document is a plain language summary of the Rome City School District’s Code of Conduct. Copies of the District’s Code of Conduct are available on-line on the District’s website, (www.romecsd.org) or may be obtained through the main office of any school or the office of the Superintendent of Schools.

XIII. DIGNITY ACT COORDINATORS (DAC):

To enforce the goals and provisions of DASA and the District's Code of Conduct, each school has one or more Dignity Act Coordinators (DAC's).

The Dignity Act Coordinators for the District are:

EARLY CHILDHOOD

Nancy Kristl, Director of Pre-K
Tina Campos, Guidance Counselor

BELLAMY ELEMENTARY SCHOOL

(315) 338-5260:

Nancy Opperman, Principal
Sarah Vergis, Assistant Principal
Joseph Renzi, Guidance Counselor
Kareem Jones, Guidance Counselor

DENTI ELEMENTARY SCHOOL

(315) 338-5360:

Sherry Lubey, Principal
Sandra Williams, Assistant Principal
Ashley Wood, Guidance Counselor

GANSEVOORT ELEMENTARY SCHOOL

(315) 334-5180:

Wendy Waters, Principal
Susan Bentley, Guidance Counselor

JOHN E. JOY ELEMENTARY SCHOOL

(315) 334-1260:

Andria Lacey, Principal
Erin Maurer, Guidance Counselor
Jackie Spina, Psychologist

RIDGE MILLS ELEMENTARY SCHOOL

(315) 334-1280:

Sheila Spencer, Principal
Jennifer Meisenhelder, Guidance Counselor

STOKES ELEMENTARY SCHOOL

(315) 334-1220:

Karen Miller, Principal
Amy Thrasher, Guidance Counselor

STALEY UPPER ELEMENTARY

(315) 338-5300:

Elizabeth Voegler, Principal
Eric Boisen, Assistant Principal
Susan Amoroso, Guidance Counselor
Brooke Kopek, Guidance Counselor
Ona Cimbalo-Viola, Guidance Counselor

STROUGH JR. HIGH SCHOOL

(315) 338-5200:

Tracy O'Rourke, Principal
Kristen Ball, Assistant Principal
Michael Flagg, Assistant Principal
Joann Brown, Guidance Counselor
Marilyn Olejniuk, Guidance Counselor
Kim Oliver, Guidance Counselor

ROME FREE ACADEMY

(315) 334-7200:

Brian LeBaron, Principal
Christopher Roberts, Assistant Principal
Andrea Falvo, Assistant Principal
Amy Molloy, Assistant Principal
Maureen Nash, Guidance Counselor
Ryan Tuggey, Guidance Counselor
Stephanie Spindler, Guidance Counselor

STADIUM SUPPORT

315-338-6571:

Michael Stamboly,
Director of Athletics

CENTRAL OFFICE

ADMINISTRATION

(315) 338-6532:

Frank Conestabile, Director of Employee Relations

(315) 338-6512:

Jason Evangelist, Asst. Supt., Teaching/Learning, (Grades Pre-K-4)

(315) 334-7285:

Maria Fallacaro-Smith, Asst. Supt., Teaching/Learning, (Grades 9-12)

The Dignity Act Coordinators are trained to respond to allegations of bullying, harassment, and discrimination with regard to race, color, weight, national origin, ethnic group, religion, religious practices, disability, sexual orientation, gender, and sex. They are available to speak with any person who has witnessed possible bullying, harassment, or discrimination, or if that person has experienced such treatment.

ROME CITY SCHOOL DISTRICT

409 Bell Road
Rome, New York 13440

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“The Rome City School District is an equal opportunity employer and an equal educational institution.”
Compliance Officers for Non-Discrimination: Frank Conestabile: 338-6532 and Maria Smith: 334-7285.