



CARDINAL McCLOSKEY COMMUNITY CHARTER SCHOOL

Discipline Policy

Cardinal McCloskey Community Charter School (“CMCCS”) recognizes that most of its students are experiencing or have experienced trauma and that many of its students are experiencing or have experienced long-term or complex trauma. The school further recognizes that traditional approaches to student discipline are often not appropriate to address the social, emotional, family-related and other issues these students face. The school has adopted the Sanctuary Model to help address the needs of its students, and it has integrated the principles and elements of the Sanctuary Model in its Positive Behavior Support and Discipline Policy. The school’s approach to promoting healthy, safe and pro-social student behavior is to acknowledge and commend students when their behavior is appropriate and to use Sanctuary Model-informed positive behavioral interventions when intervention is required.

The charter school’s decision to ground its behavior management and discipline policy in the Sanctuary Model was informed by the experience of Cardinal McCloskey Community Services overseeing the academic programs and school culture at Hayden House, its Article 81 School that serves highly at-risk children and youth. Hayden House is a Sanctuary Model-infused school that uses positive reinforcement and a “reward” system for desired behaviors, along with warnings and other consequences for negative behaviors and “poor choices.” When students demonstrate that they have followed the ‘school rules’-i.e. met expectations and responsibilities (such as attending school every day on time, attending all classes unless excused and completing assigned homework) and followed “personal rules” (such as talking and acting towards others with respect), they can receive points. The points can make the students eligible to receive rewards such as a weekly prize or treats, as well as public acknowledgement of the positive behavior. Hayden House also provides Sanctuary Model-related Awards based on the Seven Commitments, including Social Responsibility Awards, to reward students for acts of kindness or cooperation (e.g. comforting a sad classmate, offering to help with cleanup, etc.). This incentive-based behavior management system has been effective in promoting positive behavior and good personal habits among Hayden House’s highly at-risk student population, and it will inform the behavior management and discipline policies and practices at CMCCS.

CMCCS holds to the idea that responsible behavior, respect for others and oneself, self-discipline and thoughtful action emerge from a culture of positive expectations and respect developed through valued relationships within the community. The school will strive at all times to maintain a culture in which all stakeholders respect one another and in which students care about maintaining positive relationships with teachers and peers. CMCCS has developed a Positive Behavior Supportive and Discipline Policy designed to: a) promote a safe, orderly environment conducive to teaching and learning; b) promote

respect for the rights of all persons within the school community; c) support students in overcoming challenges and exercising self-care and non-violent responses to stress and conflict; and d) promote the acceptance of personal responsibility.

Central to CMCCS’s approach to student behavior management and discipline is a recognition of the impact that trauma has had and may currently be having on its at-risk students and the need to establish a safe, trauma-sensitive school environment in which at-risk children can thrive. Accordingly, the school’s student behavior management and discipline policies will incorporate Sanctuary Model principles and practices into classroom and school-wide interventions for students.

A key goal of the Sanctuary Model is to establish and maintain a community free of all forms of violence (including physical, emotional and social violence) and to create a community where all voices are heard and where all members are held responsible for their behavior and its consequences. However, it also promotes responses to negative, unhealthy or unsafe behavior designed to provide the child with an alternative learning experience. The purpose of discipline within this model is not to punish students or use them to serve as examples to others, but rather to help students overcome trauma, adopt healthy and pro-social habits and behaviors and become positive and contributing members of their school community. The Sanctuary Model teaches children and youth to cope effectively with stress and trauma within a community that is safe, caring and supportive. Organizations using the Sanctuary Model have dramatically reduced incidents of violence and negative behaviors among at-risk children. For instance, the Andrus Children’s Center in Yonkers NY experienced an 88% drop in the number of critical incidents¹ over a seven year period of time (i.e. from 7,518 to 842).²

The following seven Sanctuary Commitments and Values will serve as the foundation for CMCCS’s approach to student behavior management and discipline:

- **Commitment to non-violence:** We value physical, psychological, social and moral safety and we are committed to teaching the development of safety skills.
- **Commitment to emotional intelligence:** Behaviors have meaning. We teach the development of positive and appropriate emotional management skills.
- **Commitment to social learning:** We value questioning established authority, even our own. We teach the development of cognitive and problem solving skills.
- **Commitment to shared governance:** Might doesn’t make right-we level the hierarchy and teach the development of social and political skills.
- **Commitment to open communication:** Everyone must have the power to speak their own truth. We teach skills to give words to feelings and resolve conflict.

¹ A “critical incident” is a behavioral event requiring immediate staff response (e.g. physical aggression, property damage, etc.) but not requiring long-term suspension under NYS law (e.g. bringing a weapon to school).

² A Call to Action for a Better Approach to School Discipline in Westchester Schools; A report from Student Advocacy~November 2013; <http://www.studentadvocacy.net/wp-content/uploads/2013/11/A-Call-for-a-Better-Approach-to-School-Discipline-FINAL.pdf>

- **Commitment to social responsibility:** We listen to the wisdom of the group. We teach healthy relationship skills.
- **Commitment to growth and change:** We create opportunities for change. We teach how to generate positive change and a better future.

The Sanctuary Model will inform student behavior management and the discipline policy and decision-making throughout the entire school culture. Accordingly, the entire CMCCS staff will participate annually in intensive training in the Sanctuary Model and will be expected to take a Sanctuary-Model-informed approach to promoting positive student behavior and addressing issues of student behavior management and discipline.

A critical part of the charter school’s Sanctuary Model-informed approach to student behavior management is the development of techniques and incentives for rewarding desirable behavior. At CMCCS, rewarding students for positive and pro-social behavior is always preferable to disciplining them for negative behavior. This approach is designed to not just prevent students from engaging in negative or unsafe behaviors but to teach them effective alternative behaviors when faced with trauma or other difficulties. By acknowledging and positively reinforcing desirable behavior, the charter school will support students in developing the character traits, habits and coping strategies needed to overcome problems and succeed. Teachers and school staff will be trained and encouraged to observe, recognize and publicly acknowledge students engaging in positive behaviors and “doing things right.” Among the strategies that the charter school will employ to acknowledge and reinforce positive student behaviors is an incentive program similar to that used at Hayden House. At CMCCS, teachers, administrators and other staff members will actively observe students to identify and acknowledge instances in which they exhibit positive, healthy or pro-social behaviors. Such behaviors may range from communicating in a polite and respectful manner and contributing to a classroom discussion to helping and working cooperatively with other students to peacefully addressing personal or interpersonal conflict. Any teacher or other staff member may recognize such positive behaviors and submit a report to the Principal recommending that a student be awarded a “star.” These “stars” will stand as a public acknowledgment that the student has achieved a behavioral milestone and may entitle the student to particular privileges such as additional “free reading” time, choice of activities during recess or Physical Education class and other appropriate rewards. Also, working in coordination with the Cardinal McCloskey Community Services Core Sanctuary Team and the faculty at Hayden House, the charter school will develop a series of Sanctuary Model-related rewards and incentives based on the Seven Commitments. For instance, incentives can be established to positively reinforce student behavior such as community service that supports the Commitment to Social Responsibility. Similarly, students who participate in Student Council or other activities that supportive the Commitment to shared Governance could receive stars or other rewards.

In implementing a Sanctuary Model-informed approach to student behavior management, CMCCS will rely heavily on “SELF” Reviews. SELF is a Sanctuary acronym that stands for Safety, Emotional Management, Loss and Future—i.e. the four key aspects of moving forward from bad experiences. Through a discipline process focused on SELF reviews, all members of the school community will communicate regarding challenges and disciplinary issues using a shared, non-technical and non-pejorative language. Generally, when any behavior results in a person feeling unsafe, a meeting or series

of meetings will be held where the behaviors and issues are reviewed using the framework of SELF, including:

- A comprehensive definition of Safety that encompasses four domains—physical, psychological, social and moral.
- A belief that that most problem behaviors stem from issues related to appropriate Emotional Management. At the meeting(s), the issue(s) that led to the person feeling unsafe will be addressed and the emotional management-related responses of all relevant parties will be reviewed.
- “Loss”—i.e. failure to make progress, continued “acting out” and/or behaviors or responses—are also reviewed and addressed at the meeting(s).
- “Future” represents the behavioral objective—i.e. a positive vision of what the future can look like.

At the SELF Review meeting(s), the violation will be identified and the student will have the opportunity to understand his or her behavior and the effect it had on others. The student will also be supported in thinking about why the behavior occurred and how to respond differently in the future. The student will be guided in thinking about ways to make the situation better for anyone hurt or negatively impacted by the behavior or the situation in which the behavior occurred. Through the SELF Review process, the student will have the opportunity to learn from the behavior and to grow. The student will also have the opportunity to tell the student’s side of the story.

As part of the SELF Review process, students will also be encouraged to participate in the development of Individual Safety Management Plans that outline the issues that he or she is struggling with and provide specific options and strategies for the student to replace negative or unsafe behaviors with positive and safe behaviors. In developing these plans, students will engage in a range of facilitated conversations and practices to identify behavioral “triggers” and to heighten each student’s self-awareness of trauma and capacity to address it.

Notwithstanding CMCCS’s emphasis on a positive, supportive and Sanctuary Model-informed approach to discipline, CMCCS recognizes the need for clear rules, expectations and consequences and has incorporated disciplinary responses including due process considerations and procedures, to certain behaviors. CMCCS has adopted *The Student Bill of Rights and Responsibilities* developed by the NYCDOE, which as modified and attached is incorporated by reference into the Positive Behavior Supportive and Discipline Policy. The CMCCS Positive Behavior Supportive and Discipline Policy and Student Bill of Rights and Responsibilities will be distributed to students and parents/guardians at the beginning of each school year.

The CMCCS Positive Behavior Supportive and Discipline Policy

CMCCS’s Positive Behavior Supportive and Discipline policy is designed to hold students accountable for their behavior. The standards set forth in the Positive Behavior Supportive and Discipline Policy apply to student behavior that occurs: a) in school during school hours; b) before and after school, while on school property; c) while traveling on school vehicles; d) at all school-sponsored events; and e) on other-than-school property when such behavior can be demonstrated to negatively affect the educational process or to endanger the health, safety, morals, or welfare of the school community. The Positive

Behavior Supportive and Discipline Policy also applies to misbehavior involving communication, gestures and/or expressive behavior, including oral, written and/or electronic communications such as texting, emailing, and social networking.

Student infractions are grouped into five levels based on the severity of the infraction. These levels are: (1) Uncooperative/Noncompliant Behavior³; (2) Disorderly Behavior; (3) Disruptive Behavior; (4) Aggressive or Injurious/Harmful Behavior; and (5) Seriously Dangerous or Violent Behavior. The table below outlines examples of infractions and the range of possible disciplinary responses at each level. Whenever possible and appropriate, the school’s response to misconduct will begin with the lowest level of disciplinary response—i.e. SELF Reviews, Safety Plans and other Sanctuary Model informed responses—and should include appropriate guidance interventions (e.g. parent outreach, guidance conferences, individual/group counseling and/or referral to community-based organizations (CBOs) for after-school programming, etc.).

<i>Level 1 Infractions – Uncooperative/Noncompliant Behavior</i>
Infractions include: Bringing prohibited equipment or material to school without authorization (e.g., cell phone, beeper); Failing to be in one’s assigned place on school premises; Behaving in a manner which disrupts the educational process (e.g., making excessive noise in a classroom, library or hallway); Engaging in verbally rude or disrespectful behavior; Wearing clothing or other items that are unsafe or disruptive to the educational process; Posting or distributing material on school premises in violation of written rules; Using school computers, fax machines, telephones or other electronic equipment or devices without appropriate permission
Guidance interventions include: Parent outreach; Intervention by counseling staff; SELF Review and development of a Safety Plan; Guidance conferences; Voluntary referral to a community-based organization (CBO).
Range of Possible Disciplinary Responses: SELF Review and development of a Safety Plan; Non-admonishing discussion with school staff. Admonishment by school staff; Student/teacher conference; Student conference with appropriate school representative (e.g., teacher, Principal); Parent conference; In-school disciplinary action (e.g., exclusion from extracurricular activities, recess or communal lunchtime); Removal from classroom by teacher.
<i>Level 2 – Infractions – Disorderly Behaviors</i>
Infractions include: Smoking; Using profane, obscene, vulgar, lewd, or abusive, language or gestures; Lying or giving false information to school personnel; Misusing property belonging to others; Engaging in or causing disruptive behavior on the school bus; Leaving class or school premises without permission of supervising school personnel; Engaging in inappropriate or unwanted physical contact (grades K-3 only); Violating the CMCCS Internet Use Policy, e.g., using the school’s system for non-educational purposes; Cheating (e.g., copying from another’s test paper; using material during a test which is not authorized by the person giving the test; collaborating with another student during the test without authorization; Knowingly using, buying, selling, stealing, transporting, or soliciting, in whole or part, the contents of an un-administered test; Substituting for another student or permitting another student to substitute for one’s self to take a test; or securing copies of the test or answers to the test in advance of the test); Plagiarizing (appropriating another’s work and using it as one’s own for credit without the required citation and attribution).

³ In addition to the infractions listed in the table, excessive tardiness and absenteeism are also considered noncompliant behavior. Such behavior will not result in an out-of-school suspension but may result in an in-school suspension in which alternative instruction will be provided.

Guidance interventions include: Parent outreach; Voluntary intervention by counseling staff; SELF Review and development of a Safety Plan; Guidance conferences; Individual/Group counseling; Voluntary referral to a CBO.

Range of Possible Disciplinary Responses: SELF Review and development of a Safety Plan; Admonishment by school staff; Student/teacher conference; Student conference with the Principal or other appropriate administrator; Parent conference; In-school disciplinary action (e.g., exclusion from extracurricular activities, recess or communal lunchtime); Removal from classroom by teacher.

Level 3 Infractions –Disruptive Behavior

Infractions include: Defying or disobeying the lawful authority or directive of school personnel or school safety staff in a way that substantially disrupts the educational process and/or poses a danger to the school community; Using slurs based upon actual or perceived race, ethnicity, color, national origin, citizenship/immigration status, weight, religion, gender, gender identity, gender expression, sexual orientation, or disability; Shoving, pushing, or engaging in a minor altercation or similar physical confrontational behavior towards students or school personnel; Bringing unauthorized persons to school or allowing unauthorized visitors to enter school in violation of written school rules; Knowingly possessing property belonging to another without authorization; Tampering with, changing, or altering a record or document of the school by any method, including computer access or other electronic means; Engaging in inappropriate or unwanted physical contact; Engaging in gang-related behavior (e.g., wearing or displaying gang apparel and/or accessories, writing graffiti, making gestures or signs); Engaging in vandalism, graffiti or other intentional damage to school property or property belonging to staff, students or others; Posting or distributing libelous material or literature, including posting such material on the internet.

Guidance interventions include: Parent outreach; Voluntary intervention by counseling staff; SELF Review and development of a Safety Plan; Guidance conferences; Individual/Group counseling; Voluntary referral to a CBO; Conflict resolution; Community service (with parental consent); Voluntary referral to appropriate counseling services

Range of Possible Disciplinary Responses: SELF Review and development of a Safety Plan; Admonishment by school staff; Student/teacher conference; Reprimand by the Principal or other appropriate administrator; Parent conference; In-school disciplinary action (e.g., exclusion from extracurricular activities, recess or communal lunchtime); Removal from classroom by teacher; Suspension for 1-10 days

Level 4 Infractions—Aggressive or Injurious/Harmful Behavior

Infractions include: Posting or distributing, displaying, or sharing literature or material containing a threat of violence, injury or harm, or depicting violent actions against or obscene, vulgar or lewd pictures of students or staff (including posting such material on the Internet); Engaging in physically aggressive behavior other than minor altercations, which creates a substantial risk of or results in minor injury; Engaging in an act of coercion or threatening or instigating violence, injury or harm to another or others; Engaging in behavior on the school bus which creates a substantial risk of or results in injury; Engaging in harassing, intimidating and/or bullying behavior, including using electronic communication to engage in such behavior (cyberbullying), as well as physical violence; stalking; verbal, written, or physical conduct that threatens another with harm; seeking to coerce or compel a student or staff member to do something; hazing or taunting; Making sexually suggestive comments, innuendoes, propositions or similar remarks, or engaging in nonverbal or physical conduct of a sexual nature; Possessing controlled substances or prescription medications without appropriate authorization, illegal drugs, synthetic hallucinogens and/or drug paraphernalia; Taking or attempting to take property belonging to another or to the school without authorization, without using force or intimidating

behavior; Falsely activating a fire alarm or other disaster alarm; Creating a substantial risk of serious injury by either recklessly engaging in behavior, and/or using an object that appears capable of causing physical injury; Causing a serious injury by either recklessly engaging in behavior, and/or using an object that appears capable of causing physical injury; Possessing or selling a weapon; Using controlled substances or prescription medication without appropriate authorization, or using illegal drugs.

Guidance interventions include: Parent outreach; Voluntary intervention by counseling staff; SELF Review and development of a Safety Plan; Guidance conferences; Voluntary individual/group counseling; Conflict resolution; Community service (with parental consent); Voluntary referral to a CBO; Voluntary referral to appropriate counseling services.

Range of Possible Disciplinary Responses: SELF Review and development of a Safety Plan; Parent conference; In-school disciplinary actions (e.g., exclusion from extracurricular activities or communal lunchtime); Removal from classroom by teacher; Suspension for 1-10 days; Suspension that results in continued suspension for a fixed period of 6-10 school days.

Level 5—Seriously Dangerous or Violent Behavior:

Infractions include: Starting a fire; Threatening to use or using force to take or attempt to take property belonging to another; Using force against, or inflicting or attempting to inflict serious injury against school personnel or school safety agents; Using extreme force against or inflicting or attempting to inflict serious injury upon students or others; Planning, instigating, or participating with another or others, in an incident of group violence; Engaging in threatening, dangerous or violent behavior that is gang-related; Engaging in physical sexual aggression/compelling or forcing another to engage in sexual activity; Selling or distributing illegal drugs or controlled substances and/or alcohol; Possessing or selling any weapon, other than a firearm; Using any weapon to threaten or to attempt to inflict injury upon school personnel, students, or others; Using any weapon, other than a firearm, to threaten or to attempt to inflict injury upon school personnel, students, or others; Using any weapon, other than a firearm, to inflict injury upon school personnel, students, or others; Possessing or using a firearm (see special provisions below).

Guidance interventions include: Parent outreach; Voluntary intervention by counseling staff; Guidance conferences; Voluntary individual/group counseling; Conflict resolution; Community service (with parental consent); Voluntary referral to a CBO; Voluntary referral to appropriate counseling services.

Range of Possible Disciplinary Responses: Suspension for 1-10 days; Suspension that results in continued suspension for a fixed period of 6-10 school days; Suspension that results in extended suspension for 30 to 90 school days with an automatic review for early reinstatement after 30 or 60 school days; Suspension for remainder of school year or longer; Expulsion; Referral to appropriate law enforcement agency.

SHORT TERM SUSPENSIONS

A short-term suspension refers to an in-school removal or out-of-school removal of a student for disciplinary reasons for a period of 1-10 days. This disciplinary response can be applied by the Principal to any student who has committed any of the infractions cited as eligible for a short-term suspension in the table above, with the understanding that guidance interventions should be considered in lieu of or along with the suspension based on the individual circumstances of the incident and the student's disciplinary record.

Procedures and Due Process for Short Term Suspension

The Principal may impose a short-term suspension, and will follow due process procedures consistent with federal case law, as set forth in *Goss v. Lopez* (419 U.S. 565). Before imposing a short-term suspension, the Principal will make certain the student has been informed of the charges against him/her and provided an opportunity to present the student's side of the story, and immediately notify the parents/guardians in writing that the student may be suspended from school. Written notice of the decision to impose a suspension will be provided by personal delivery or express mail delivery within 24 hours at the last known address(es) of the parents/guardians. Where possible, notification also will be provided by telephone. Such notice will provide a description of the incident(s) for which suspension is proposed and will inform the parents/guardians of their right to request an immediate informal conference with the Principal. Such notice and informal conference will be in the dominant language or mode of communication used by the parents/guardians. The parents/guardians of the student and the student will have the opportunity to present the student's version of the incident. Such notice and opportunity for an informal conference will take place prior to the suspension of the student unless the student's presence in the school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process, in which case the notice and opportunity for an informal conference will take place as soon as possible after the suspension as is reasonably practicable.

The Principal's decision to impose a short-term suspension may be challenged by the parents/guardians in accordance with CMCCS's complaint process, which will be distributed to parents/guardians at least once each year, and will be available in the main office.

LONG TERM SUSPENSION/EXPULSION

A long-term suspension refers to the removal of a student from school for disciplinary reasons for a period of more than 5 days. Expulsion refers to the permanent removal of a student from school for disciplinary reasons. These disciplinary responses can be applied by the Principal to any student who has committed any of the infractions cited as eligible for a long-term suspension or expulsion in the table above, provided that appropriate due process is observed and with the understanding that guidance interventions should be considered in lieu of or along with any long-term suspension based on the individual circumstances of the incident and the student's disciplinary record. Students subject to long-term suspension or expulsion may also be subject to external disciplinary measures including a referral to the appropriate law enforcement authorities. In addition, any student who commits acts previously described as causes for short term-suspension may be subject to a long-term suspension at the Principal's discretion if the student has committed the act at least three times previously in the academic year.

Procedures and Due Process for Long Term Suspension A long-term suspension may be imposed only after the student has been found guilty at a formal suspension hearing. In extreme circumstances, the Principal may expel the student from school. Upon determining that a student's action warrants a possible long-term suspension, the Principal will make certain that the student has been informed of the charges against him/her and provided an opportunity to present the student's side of the story, and the Principal shall verbally inform the student that he or she is being suspended and is being considered for a long-term suspension (or expulsion). The Principal also will immediately notify the student's

parents/guardians in writing. Written notice will be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice within 24 hours of suspension at the last known address. Where possible, notification also will be provided by telephone. Such notice will provide a description of the incident or incidents which resulted in the suspension and will indicate that a formal hearing will be held on the matter which may result in a long-term suspension (or expulsion). The notification provided will be in the dominant language used by the parents/guardians. The notice will include information stating that at the formal hearing, the student will have the right to be represented by counsel (at the student's cost), question witnesses, confront evidence, and present witnesses and evidence. In the event that the hearing cannot be held for a period of time longer than a short-term suspension or if the school would like to immediately suspend the student, the school must also follow the procedures for a short-term suspension. If the parent(s) cannot participate on the scheduled hearing date, the date may be adjourned without further due process so long as the school provides alternative instruction (described below).

If the Principal initiates the suspension proceeding, he or she will personally conduct the proceeding or may, in his or her discretion, designate a hearing officer to conduct the hearing. The hearing officer's report will be advisory only and the Principal may accept or reject all or part of it. The Principal's decision to impose a long-term suspension or expulsion may be challenged by the parent or guardian through an appeal process to the Board of Trustees, which procedures will be provide to the parents/guardians in the event of a determination of responsibility. **In any instance where the Principal is directly involved in the instance(s) at issue for a suspension or expulsion, the Principal will appoint a designee to handle any investigation, hearing and determination.**

Firearm Violations

Federal law requires a student's suspension from school for a period of not less than one year where it has been determined that he/she brought a firearm to the school, or possessed a firearm at school, except that the Principal may modify such expulsion requirement for a student on a case-by-case basis, if such modification is in writing and, in accordance with the Federal Gun-Free Schools Act of 1994 (as amended), 20 USC § 7961. "Firearm," as used in this law and as defined by 18 USC § 921(a), includes firearms and explosives. (New York Education Law § 3214 effectuates this federal law.) The Principal will refer a student under the age of 16 who has been determined to have brought a weapon or firearm to school to a presentment agency for a juvenile delinquency proceeding consistent with Article 3 of the Family Court Act except a student 14 or 15 years of age who qualifies for juvenile offender status under Criminal Procedure Law § 1.20(42). The Principal will refer any pupil 16 years of age or older or a student 14 or 15 years of age who qualifies for juvenile offender status under Criminal Procedure Law § 1.20(42), who has been determined to have brought a weapon or firearm to school to the appropriate law enforcement officials.

The provisions of the Gun Free Schools Act will be implemented in conjunction with the Individuals with Disabilities Education Act.

Provision of Instruction During Removal

CMCCS will ensure that alternative educational services are provided to any child who has been suspended or removed. Such instruction will consist in part of live instruction (at least 90 minutes) and shall be of a character to have that child progress in the school's general curriculum, take all tests and quizzes and receive all homework assignments. For a student who has been suspended, alternative instruction will be provided to the extent required by applicable law (all days of suspension excluding the day of suspension). For a student who has been expelled, alternative instruction will be provided in like manner as a suspended student until the student enrolls in another school or for a reasonable period thereafter or until the end of the school year if the expulsion occurs close to the end of the school year.

STUDENT RECORDS

CMCCS will maintain written records of suspensions and expulsions including the name of the student, a description of the behavior engaged in, the disciplinary action taken, and a record of the number of days a student has been suspended or removed for each offense. CMCCS will comply with all relevant legal requirements regarding data collection and management and submit that information to SUNY and NYSED by required deadlines.

ADOPTED: 8/6/19