

**FISHER ISLAND DAY SCHOOL  
CODE OF STUDENT CONDUCT  
GUIDE FOR PARENTS & STUDENTS**

Approved December 7, 2020



*Developing the Mind, Body, & Spirit*

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### *School Administration*

Mr. Michael Bell, Head of School  
Mrs. Mollie T. Small, Assistant Head of School

### *Mission Statement*

Fisher Island Day School is dedicated to preparing children for entrance into competitive high schools, for responsible citizenship in a diverse world, and for ongoing learning to lead a fulfilling and meaningful life.

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## Fisher Island Day School Code of Student Conduct

Fisher Island Day School (herein referred to as FIDS or the School) is dedicated to preparing students for entrance into competitive high schools, for responsible citizenship in a diverse world, and for ongoing learning to lead a fulfilling and meaningful life.

FIDS's mission supports the concept that students who possess personal, academic, and civic competencies will become effective and productive citizens. Students must develop and accept the responsibilities and obligations of citizenship. FIDS's *Code of Student Conduct* helps students take control of their own learning and their ability to positively alter outcomes by employing appropriate personal choices and skills.

Further, FIDS's *Code of Student Conduct* is the Board of Trustees' policy that helps foster a safe learning environment to ensure academic success. To enhance its effectiveness, this document addresses the roles and responsibilities of the parents, the students, the teachers, and the administration as well as procedures for administering consequences, including suspension and expulsion.

### I. **Expectations of Model Behavior**

Model student behavior is grounded in the following FIDS source documents, policies, and procedures.

- A. **Enrollment Contract:** See Parent Responsibility (p. 4).
- B. **Mission Statement:** Fisher Island Day School is dedicated to preparing children for entrance into competitive high schools, for responsible citizenship in a diverse world, and for ongoing learning to lead a fulfilling and meaningful life. Admission to competitive high schools demands a history of good conduct and citizenship.
- C. **Alma Mater:** Here we live by the Golden Rule. The Golden Rule is a rule of ethical conduct: do to others as you would have them do to you.
- D. **Pledge:** We . . . follow school rules; lead with integrity; celebrate and respect others; . . . let go and move on.
- E. **Parent/Student Handbook:**
  - Alcohol & Drug-Free School
  - Attendance
  - Code of Behavior
  - Computer, Internet, & Network Acceptable Use
  - Diploma of Distinction
  - Discipline Policy
  - Dress Code
  - Respect for School Community
  - Student Responsibility
  - Tobacco-free School
  - Weapons Policy

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**Fisher Island Day School Behavior Exemplars**

<b>Be:</b>	<b>SAFE</b>	<b>RESPECTFUL</b>	<b>PREPARED</b>
<b>ARRIVAL</b>	<ol style="list-style-type: none"> <li>1. Comply with health safety checks upon arrival.</li> <li>2. Go to your classroom promptly.</li> <li>3. Put belongings in correct places.</li> <li>4. If late, check-in with the front office.</li> </ol>	<ol style="list-style-type: none"> <li>1. Stay home if you are unwell.</li> <li>2. Use indoor voices when entering the school.</li> <li>3. Remove hats upon entering.</li> <li>4. Greet others.</li> <li>5. Be aware of your personal space and respect others' personal spaces.</li> </ol>	<ol style="list-style-type: none"> <li>1. Alert school staff if you have been diagnosed with a communicable illness.</li> <li>2. Arrive on time.</li> <li>3. Have your belongings in hand.</li> <li>4. Do not bring items which are not allowed at school.</li> <li>5. Be seated at 8:10 a.m.</li> </ol>
<b>BATHROOMS</b>	<ol style="list-style-type: none"> <li>1. Use facilities appropriately.</li> <li>2. Wash hands with soap.</li> <li>3. Use bathroom at appropriate times.</li> </ol>	<ol style="list-style-type: none"> <li>1. Ask permission.</li> <li>2. Respect your privacy.</li> <li>3. Give others privacy.</li> <li>4. Keep the bathroom clean.</li> </ol>	
<b>BUSES</b>	<ol style="list-style-type: none"> <li>1. Buckle up and stay seated (back to back, bottom to seat).</li> <li>2. Use quiet voices on the bus.</li> <li>3. Keep hands, feet, and objects to self.</li> <li>4. No open food/drink on the bus.</li> <li>5. Absolutely no electronics.</li> </ol>	<ol style="list-style-type: none"> <li>1. Listen to the adults on the bus.</li> <li>2. Take seat quietly.</li> <li>3. Use kind words.</li> </ol>	<ol style="list-style-type: none"> <li>1. Make sure you take all of your belongings when exiting the bus.</li> </ol>
<b>CLASSROOMS</b>	<ol style="list-style-type: none"> <li>1. Walk everywhere.</li> <li>2. Be aware of your personal space and respect others' personal spaces.</li> <li>3. Use all materials and furnishings properly.</li> </ol>	<ol style="list-style-type: none"> <li>1. Do not use any cell phones or electronics within the school building.</li> <li>2. Use kind words and actions.</li> <li>3. Be aware of your personal space and respect others' personal spaces.</li> <li>4. Listen when someone speaks.</li> <li>5. Wait for your turn.</li> </ol>	<ol style="list-style-type: none"> <li>1. Be on time to school.</li> <li>2. Turn in assignments and home folders when due.</li> <li>3. Be ready to learn.</li> <li>4. No electronics.</li> </ol>
<b>DISMISSAL</b>	<ol style="list-style-type: none"> <li>1. Promptly exit assigned areas to extracurricular activity, to bus, or to parent pick-up with supervisor.</li> </ol>	<ol style="list-style-type: none"> <li>1. Respond appropriately.</li> <li>2. Use kind words when speaking to others.</li> </ol>	<ol style="list-style-type: none"> <li>1. Have all belongings ready to go.</li> </ol>

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<b>Be:</b>	<b>SAFE</b>	<b>RESPECTFUL</b>	<b>PREPARED</b>
<b>EXTRA-CURRICULAR</b>	<ol style="list-style-type: none"> <li>1. Walk everywhere.</li> <li>2. Be aware of your personal space and respect others' personal spaces.</li> <li>3. Use all materials properly.</li> </ol>	<ol style="list-style-type: none"> <li>1. Do not use cell phones or electronics within the school building, on field trips, and/or during extracurricular programs.</li> <li>2. Use kind words and actions.</li> <li>3. Be aware of your personal space and respect others' personal spaces.</li> <li>4. Clean up after yourself.</li> </ol>	<ol style="list-style-type: none"> <li>1. Keep all personal belongings organized and with you.</li> </ol>
<b>FIELD TRIPS</b>	<ol style="list-style-type: none"> <li>1. Stay with your group.</li> <li>2. Follow directions the first time they are given.</li> <li>3. Follow all bus expectations.</li> </ol>	<ol style="list-style-type: none"> <li>1. Use respectful voices.</li> <li>2. Keep track of your belongings.</li> <li>3. Be polite.</li> </ol>	<ol style="list-style-type: none"> <li>1. Listen to learn.</li> <li>2. Participate appropriately.</li> </ol>
<b>HALLWAYS &amp; STAIRWELLS</b>	<ol style="list-style-type: none"> <li>1. Always walk with eyes forward.</li> <li>2. Walk on the right-hand side, if possible.</li> <li>3. Keep hands and feet to yourself.</li> <li>4. Use one hand on railing when using stairwells.</li> </ol>	<ol style="list-style-type: none"> <li>1. Maintain indoor voices.</li> <li>2. Keep hands and feet to yourself.</li> </ol>	<ol style="list-style-type: none"> <li>1. Line up quietly.</li> </ol>
<b>LOCKERS</b>	<ol style="list-style-type: none"> <li>1. Use lockers only for your belongings.</li> </ol>	<ol style="list-style-type: none"> <li>1. Be aware of your personal space and respect others' personal spaces.</li> </ol>	<ol style="list-style-type: none"> <li>1. Bring everything you need from your locker into your classroom.</li> </ol>
<b>LUNCH &amp; SNACK TIME</b>	<ol style="list-style-type: none"> <li>1. Stay seated.</li> <li>2. Clean up after yourself.</li> <li>3. Wait your turn in line.</li> <li>4. Do not share food.</li> </ol>	<ol style="list-style-type: none"> <li>1. Use inside voices.</li> <li>2. Listen and follow directions from the teachers.</li> <li>3. No line-butting.</li> <li>4. Use good table manners.</li> <li>5. Ask permission to use the bathroom.</li> <li>6. Leave the tables and chairs clean.</li> </ol>	<ol style="list-style-type: none"> <li>1. Be ready in line.</li> <li>2. Observe the time limit and use it well.</li> </ol>
<b>OFFICES</b>	<ol style="list-style-type: none"> <li>1. Students/parents should stay in front of reception area.</li> <li>2. Ask for permission for everything.</li> <li>3. Be aware of others around you.</li> </ol>	<ol style="list-style-type: none"> <li>1. Walk up to the reception desk and explain your need.</li> <li>2. Wait your turn and do not interrupt.</li> <li>3. Use good manners.</li> </ol>	<ol style="list-style-type: none"> <li>1. Wait your turn.</li> <li>2. Explain your purpose or need.</li> <li>3. Follow sign-in and sign-out procedures.</li> </ol>

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<b>Be:</b>	<b>SAFE</b>	<b>RESPECTFUL</b>	<b>PREPARED</b>
<b>PLAYGROUNDS</b>	<ol style="list-style-type: none"> <li>1. Play within gated area.</li> <li>2. Play safely and be aware of those around you.</li> <li>3. Refrain from contact sports.</li> </ol>	<ol style="list-style-type: none"> <li>1. Share and include everyone.</li> <li>2. Listen to all teachers.</li> <li>3. Display good sportsmanship.</li> <li>4. Keep your hands and feet to yourself.</li> </ol>	<ol style="list-style-type: none"> <li>1. Line up when you are called.</li> <li>2. Return all playground equipment to proper containers.</li> </ol>
<b>SCHOOL GATHERINGS</b>	<ol style="list-style-type: none"> <li>1. Stay with your teacher and class.</li> <li>2. Listen and follow directions from your teachers.</li> </ol>	<ol style="list-style-type: none"> <li>1. Enter and exit quietly and orderly.</li> <li>2. Respect others' privacy and spaces.</li> <li>3. If an emergency, ask to use the bathroom.</li> </ol>	<ol style="list-style-type: none"> <li>1. Participate appropriately.</li> <li>2. Use the bathroom before the gathering.</li> </ol>

**II. Student Responsibility**

All students must understand that they represent Fisher Island Day School at all times when they are enrolled in School, including breaks, vacations, and weekends. Off-campus behavior such as cyberbullying, bullying, harassment and/or criminal activity—which in the opinion of the administration and faculty is detrimental to the good name of the School or which has a negative impact on any member of our community—may jeopardize the student's position at the School and may subject the student to disciplinary action. We expect students to avoid all types of behaviors that may be harmful to themselves or others. These behaviors may result in a student receiving disciplinary action, up to and including expulsion from the School.

**III. Parent Responsibility**

As partners in their child's education, parents play an instrumental role in supporting appropriate student school-time behavior at Fisher Island Day School. Parents should take the time to review all school rules with their child. The scope of each parent's responsibility is included in the Enrollment Contract and are excerpted below:

- The parent agrees to adhere to these policies, rules, and regulations, including but not limited to:
- a) The parent agrees to support the standards of the School in its philosophy and policies, including academic, behavioral, spiritual, moral, dress, conduct, and disciplinary standards.
  - b) The parent agrees to the dress code of the School, which includes standard School shirts with logos, shorts, long pants, and culottes. All cold weather clothing must conform to the dress code of the School.
  - c) The parent will assume the responsibility for parental monitoring of the student's education and supporting the School's policies and procedures (e.g., homework, interim progress reports, test scores, etc.).
  - d) The parent will keep in regular contact and communication with the student's teachers and/or the Head of School, as needed.

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- e) If it is determined to be in the best interest of the School or student, the School reserves the right to:
  - 1. Withdraw an offer of enrollment or re-enrollment at any time;
  - 2. Nullify or change an executed *Enrollment Contract Agreement*;
  - 3. Suspend a student for a period of time, or;
  - 4. Expel a student.
- f) In all cases, the parent will treat other members of the School community with respect. Any remarks or written statements which are considered detrimental, threatening, unbecoming of an adult, and/or profane to a student, School employee, member of the faculty, Head of School, other parents, or Fisher Island employee (including ferry personnel) shall be cause for immediate disciplinary action, up to and including expulsion of his/her child from the School.

**Expulsion.**

- a) Parent acknowledges and consents that the School may expel, suspend, withdraw, or dismiss the student (an "Expulsion"), either for a period of time or for the remainder of the Term, as the School determines in its sole discretion.
- b) In the case of an Expulsion:
  - 1. The Tuition and any other outstanding debts to the School for the remainder of the Term shall be due, regardless of the Expulsion; and
  - 2. The School shall not be obligated to refund any Tuition.

**IV. School Support Team**

- A. **Teachers.** Teachers are on the front-line of monitoring student academic and behavioral progress and are often the first responders/reporters of disruptive behavior by students. Each classroom teacher develops and posts a set of general rules for his/her classroom. Classroom teachers play a critical role in monitoring student behavior, rewarding positive behavior, meting-out consequences for negative behavior, and keeping the student and his/her parents informed. Teachers clearly establish their in-class expectations during the first week of school and whenever a new student is enrolled in their class. Further, teachers evaluate and communicate a student's conduct through informal communications (e.g., messages to parents, Class Dojo, etc.) and formal communications (e.g. parent conferences, report card conduct grades, etc.). On a day-to-day basis, the preponderance of student behavior issues is minor and are addressed by the classroom teacher in accordance with FIDS's Discipline Policy.

In addition, teachers are typically responsible for completing the Student Case Management Form on any student exhibiting Level I – V disruptive behavior; however, the Form may also be completed by the Dean of Students, the School Counselor, or a member of the School Administration team. The Student Case Management form is used to both report and memorialize the incident. If the disruptive behavior resulted in an injury, the teacher will also need to complete an Accident/Incident Report.

- B. **Office Manager.** The Office Manager will be responsible for entering completed Student Case Management forms into a database and filing the hardcopy form in the student's cumulative folder. The database allows School Administration to track a student's prior behavioral history and mete out consequences accordingly.

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- C. **School Administration.** The School Administration typically includes those individuals responsible for the administrative operations of the School. With regard to the Code of Student Conduct, the administration is limited to the Head of School and the Assistant Head of School. Either the Head or Assistant Head must be involved in all Level I and higher disruptive behaviors.

At times, the School Administration may seek the support of the Dean of Students, who may be directed to remove the student from the situation, help to restore order, and take note of relevant information. The Dean of Students may assist—as directed—in researching prior behavior incidents and meting out consequences.

- D. **School Counselor.** The School Counselor works proactively to mitigate the incidence of disruptive behaviors and completes follow-up counseling services—as warranted—after reported cases of disruptive behavior. Unless it is an emergency situation, the School Counselor’s role is not that of disciplinarian. In addition to the School Counselor, School staff may refer students/families to outside agencies for additional support; e.g., psychological services, behavior specialists, etc.

- E. **Student Case Management form.** The Student Case Management form is an internal form used for reporting all incidents of disruptive behaviors, Levels I – V.

V. **Investigation**

When a student engages in disruptive behavior, FIDS’s School Administration reserves the right to conduct an immediate administrative review and/or investigation of the complaint. Such a review or investigation may include taking statements from witnesses, interviewing perpetrators and victims, reviewing camera footage, reviewing injury reports, and/or confiscating evidence. The aforementioned strategies will be completed as close to the time of the incident as possible and may not include the involvement of parents. The complaint—and any investigation—will be made fully known to the Head of School. The investigation of any complaint will be treated in a confidential manner to the extent possible; however, FIDS may disclose the substance of the complaint to the extent necessary to conduct a meaningful and accurate investigation or as required by law.

In determining whether alleged conduct constitutes bullying or harassment, the totality of circumstances will be considered. To assist in the investigation, incidents will be documented. A determination of the appropriateness (or lack thereof) of the particular action will then be made from the facts by the Head of School, and appropriate action will be pursued expeditiously in each case. Possible available supports from school or private mental-health professionals, interventions, or restitution measures will also be discussed as applicable.

Parents of the students involved in the report will be informed of the allegations. The matter is to be kept confidential by all parties involved, and every effort will be made to protect the students from retaliation. Parents and guardians of the students involved have the ability to meet with the Head of School or designated administrators to discuss the investigation, the findings of the investigation, and the actions to address the reported incident. Parents are obligated to cooperate in remedying the situation. Decisions of the School are final and not subject to appeal.

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**VI. Search and Seizure**

Students may have a legitimate expectation of privacy; however, one's person and/or property—including, but not limited to, backpacks—may be searched by School Administration (or designated staff) if a reasonable suspicion that a search will turn up evidence that one has violated or is violating the law, Board of Trustees' policy, or school rules. Storage places provided by the School—including desks and/or lockers and the contents within them—remain under the control of the Head of School and may be the subject of random search.

**VII. Classroom Behavior and the Role of the Teacher**

In accordance with sound educational practice, and as required by the Florida Department of Children and Families, Fisher Island Day School posts a copy of its Discipline Policy in each classroom. In addition, a copy of the Policy is transmitted to parents and students in the Fisher Island Day School Parent/Student Handbook under the section, *Code of Behavior*.

Each classroom teacher develops and posts a set of general rules for his/her classroom, which is reviewed and approved by School Administration. Classroom teachers play a critical role in monitoring student behavior, rewarding positive behavior, meting-out consequences for negative behavior, and keeping the student and his/her parents informed. Teachers clearly establish their in-class expectations during the first week of school and whenever a new student is enrolled in their class. Further, teachers evaluate and communicate a student's conduct through informal communications (e.g., messages to parents, *Class Dojo*, etc.) and formal communications (e.g., parent conferences, report-card conduct grades, etc.). On a day-to-day basis, the preponderance of student behavior issues is minor and is addressed by the classroom teacher in accordance with FIDS's Discipline Policy.

**Sample Classroom Rules** (varies by grade level and teacher)

1. Always do your best to follow all directions the first time given.
2. Be attentive and show your teacher and peers respect.
3. Keep your workspace clean and all of your personal things organized.
4. Keep our classroom tidy and neat.
5. Always raise your hand to share an answer or to speak during lessons. Do not call out.
6. Turn in your assignments when they are due.
7. Always let the teacher know of your whereabouts.

However, there are times when student behavior can significantly interfere with learning and/or the well-being of others. Such disruptions may be manifested by a major behavioral infraction and/or recurrent violations of a lesser infraction. FIDS's *Code of Student Conduct* sets forth these types of behaviors (Levels I – V) and the range of corrective strategies and/or consequences to be used according to the infraction level.

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**VIII. Documentation**

Regardless of the infraction, student behavior referrals must be logged and kept on file for the duration of a student's tenure at FIDS. Even minor, recurrent offenses are disruptive to the classroom environment if they occur on a regular basis. Longitudinal data collection allows the School Administration to assess the situation over time and make decisions accordingly. Occasional minor infractions will not, alone, have significant consequences; however, repeated minor infractions may result in suspension or expulsion. The Student Case Management form is an internal form used for recording all incidents of disruptive behaviors, Levels I – V.

**IX. Fisher Island Day School's Discipline Policy**

Fisher Island Day School's Discipline Policy sets forth age-appropriate, constructive disciplinary practices to foster a safe learning environment for all children. Students who violate conduct expectations can expect a prompt, firm, and fair response. All disciplinary matters are handled on an individual basis. The goals of the Discipline Policy are to:

- Encourage children's feelings of self-worth and self-esteem;
- Guide children toward self-discipline and self-control;
- Teach children to relate appropriately to others;
- Help children grow toward emotional maturity; and
- Help children grow in moral development.

FIDS uses the following strategies to improve student behavior:

1. Correcting children and asking them to change their behavior;
2. Redirecting children from the situation;
3. Placing children in a supervised safe space (e.g., "Time Out");
4. Contacting parents if behavior is not corrected, frequent, and/or severe.

FIDS never uses the following strategies to correct student behavior:

1. Discipline which is severe or humiliating;
2. Discipline associated with food, rest, or toileting; and/or
3. Corporal punishment.

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**X. Examples of Unacceptable Behavior and Range of Consequences**

**BEHAVIORS AND RANGE OF CONSEQUENCES – LEVEL I**

<b>Behaviors</b>	<b>Range of Consequences</b>
<p><b>LEVEL I Behaviors</b> are minor offenses that disrupt the orderly operation of the classroom, School functions, extracurricular activities, or transportation services.</p> <p><b>Disruptive Behaviors</b></p> <ul style="list-style-type: none"> <li>• Confrontation with another student</li> <li>• Cutting class</li> <li>• Disruptive behavior (including behavior on the school bus)</li> <li>• Failure to comply with class and/or School rules</li> <li>• Inappropriate public display of affection</li> <li>• Misrepresentation</li> <li>• Mistreatment of animals and wildlife</li> <li>• Possession of items or materials that are inappropriate for an educational setting</li> <li>• Repeated use of profane or crude language (general, not directed at someone)</li> <li>• Being present in unauthorized location</li> <li>• Unauthorized use of wireless communication devices</li> <li>• Violation of dress code</li> </ul>	<p>The Head of School or designee <b>must</b> select at least one of the following strategies from <b>PLAN I</b>. The Head of School may authorize use of <b>PLAN II</b> for serious or habitual <b>Level I</b> infractions.</p> <ul style="list-style-type: none"> <li>• Parent/guardian contact</li> <li>• Student conference</li> <li>• Student, parents/guardians/staff conference</li> <li>• Behavior Plan</li> <li>• Student Contract</li> <li>• Participation in a counseling session related to infraction</li> <li>• Requirement to obtain outside support services (e.g., psychologist)</li> <li>• Reprimand</li> <li>• Detention (lunch or after-school)</li> <li>• Confiscation of wireless communication device</li> <li>• Revocation of the right to participate in social and/or extracurricular activities</li> <li>• Loss of bus privileges for a specified time</li> <li>• Replacement or payment of any damaged property</li> <li>• Indoor suspension, e.g., 1-3 days</li> </ul>

Note: Level II Consequences required for 3 cumulative Level I Violations within the same school year.

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**BEHAVIORS AND RANGE OF CONSEQUENCES – LEVEL II**

<b>Behaviors</b>	<b>Range of Consequences</b>
<p><b>Level II Behaviors</b> are more serious than Level I because they significantly interfere with learning and/or the well-being of others.</p> <p><b>Seriously Disruptive Behaviors</b></p> <ul style="list-style-type: none"> <li>• Cheating</li> <li>• Confrontation with a staff member</li> <li>• Defiance of School personnel</li> <li>• Distribution of items or materials that are inappropriate for an educational setting</li> <li>• Failure to comply with previously prescribed corrective strategies</li> <li>• False accusation</li> <li>• Fighting (minor)</li> <li>• Forgery (written misrepresentation)</li> <li>• Harassment (non-sexual or isolated)</li> <li>• Instigative behavior</li> <li>• Leaving School grounds without permission</li> <li>• Libel</li> <li>• Petty theft (under \$300.00)</li> <li>• Possession of and/or use of tobacco products or smoking/vaping devices</li> <li>• Slander</li> <li>• Use of profane or provocative language directed at someone</li> <li>• Vandalism (minor)</li> </ul>	<p>The Head of School or designee <b>must</b> select at least one of the following strategies from <b>PLAN II</b>. The use of appropriate strategies from previous PLAN may be used in conjunction with this PLAN.</p> <ul style="list-style-type: none"> <li>• Parent/guardian contact</li> <li>• Student conference</li> <li>• Consequences from Level I</li> <li>• Participation in counseling session related to the infraction</li> <li>• Requirement to obtain outside support services (e.g., counselor, psychologist)</li> <li>• Outdoor suspension, e.g., 1 to 3 days</li> <li>• Contractual hold</li> <li>• Non-renewal or termination of enrollment contract for the subsequent school year</li> </ul>

Note: Level III Consequences required for 2 cumulative Level II Violations within the same school year.

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**BEHAVIORS AND RANGE OF CONSEQUENCES – LEVEL III**

<b>Behaviors</b>	<b>Range of Consequences</b>
<p><b>LEVEL III Behaviors</b> are more serious than Level II because they endanger health and safety, damage property, and/or cause serious disruptions to the learning environment. Level III Behaviors are major offenses.</p> <p><b>Offensive/Harmful Behaviors</b></p> <ul style="list-style-type: none"> <li>• Assault/Threat against a non-staff member</li> <li>• Breaking and entering/Burglary</li> <li>• Bullying (repeated harassment)</li> <li>• Disruption on campus/Disorderly conduct</li> <li>• Fighting (serious)</li> <li>• False activation of fire-alarm system</li> <li>• Gambling</li> <li>• Harassment (Civil Rights)</li> <li>• Hazing (misdemeanor)</li> <li>• Improper activation of fire extinguisher</li> <li>• Possession of simulated weapons</li> <li>• Possession or use of alcohol, unauthorized over-the-counter medications, drug paraphernalia, controlled substances and/or anything that alters mood or is used for mood altering</li> <li>• Sexting (1) *</li> <li>• Sexual harassment</li> <li>• Technology and computer-related Offense</li> <li>• Threat/Intimidation</li> <li>• Trespassing</li> <li>• Vandalism (major)</li> </ul>	<p>The Head of School or designee <b>must</b> select at least one of the following strategies from <b>PLAN III</b>. The use of appropriate strategies from previous PLANS may also be used in conjunction with this PLAN. The Head of School may authorize the use of <b>PLAN IV</b> for repeated, serious, or habitual <b>Level III</b> infractions.</p> <ul style="list-style-type: none"> <li>• Parent/guardian contact</li> <li>• Student conference</li> <li>• Outdoor suspension (5 - 10 days)</li> <li>• Consequences from Level II</li> <li>• Expulsion from School (immediate)</li> </ul>

\* **Sexting (1):** A personal, one-to-one student exposure/transmission, which is neither coerced nor intended for redistribution. Sexting (1) is a Level III Violation.

**BEHAVIORS AND RANGE OF CONSEQUENCES – LEVELS IV & V:** Level IV & V behaviors rarely, if ever occur, and they require the involvement of law-enforcement officers. In addition, Level IV & V behaviors have serious consequences, including immediate expulsion from school. Level IV & V behaviors and concomitant consequences are included within entirety of the Code of Student Conduct; however, are not published as part of the information disseminated to parents and students.

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**Glossary**

**Bullying:** "A person is bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other persons, and he or she has difficulty defending himself or herself" (from Dan Olweus, creator of the *Olweus Bullying Prevention Program*).

**In everyday language, that means ...**

You are engaging in bullying behavior if you repeatedly and on purpose say or do mean or hurtful things to another person who has a hard time defending himself or herself.

**Three Key Components of Bullying Behavior:**

1. Aggressive behavior that involves negative, unwanted actions;
2. Involves a pattern of behavior repeated over time; and
3. Involves an imbalance of power or strength.

**What are some types of bullying?**

- Bullying can take on many forms including, but not limited to, the following:
  - Verbal bullying including derogatory comments and bad names
  - Bullying through social exclusion or isolation
  - Physical bullying such as hitting, kicking, shoving, and spitting
  - Bullying through lies and false rumors
  - Having money or other things taken or damaged
  - Being threatened or being forced to do things
  - Ethnic or racial bullying
  - Sexual bullying
  - Cyber bullying (via cell phone or social media)
  - Hazing

**Bullying is not teasing.** Bullying is **peer abuse** that is not be tolerated under any circumstances. It might be hard to tell the difference between playful teasing and bullying. Teasing usually involves two or more friends who act together in a way that seems fun to all the people involved. Often they tease each other equally, but **teasing never involves physical or emotional abuse.**

**Harassment:** The term *harassment* includes, but is not necessarily limited to, the following:

- Slurs, name-calling, jokes, or other derogatory verbal comments
- Graphic or written statements about a person, which may include use of cell phones or the Internet
- Physical conduct that is threatening or harmful
- Any conduct or comments relating to an individual's race, color, sex, religion, national origin, age, sexual orientation, physical or mental disability, or citizenship status

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- One type of harassment is sexual harassment, which includes, but is not limited to, the following:
  - Deliberate and repeated offensive and/or suggestive comments or gestures of a sexual nature.
  - Physical actions and/or threats of a sexual nature
  - Continual or repeated verbal abuse of a sexual nature
  - Graphic verbal commentaries about an individual's body
  - Sexually degrading words used to describe an individual
  - The display of sexually suggestive objects or pictures
  - Unwelcome sexual advances, whether involving physical touching or not

**Fighting, Aggressive Behavior, and Rude or Abusive Language**

- Fighting, defined as physical engagement with another student, will not be tolerated.
- Fighting is a Level II and higher offense. Students may be sent home at the first offense.
- Aggressive horseplay that gets out of hand may be considered fighting.
- Other actions that incur consequences include, but are not limited to, the following:
  - Aggressive behavior of any nature
  - Misuse of an object to invoke harm
  - Misuse or unauthorized use of School property
  - Provoking others to act inappropriately
  - Profanity
  - Repeated offenses of any type may be grounds for dismissal from School for longer periods of time and possible separation from the School

**Sexting (1):** A personal, one-to-one student exposure/transmission, which is neither coerced nor intended for redistribution. Sexting (1) is a Level III Violation.

**Sexting (2):** Transmission or re-transmission of a sext to an expanded group of recipients. Sexting (2) is a Level IV Violation.

**Sexting (3):** Broad exposure/distribution of a sext without consent and/or transmittal with the intent to victimize another individual. Sexting (3) is a Level V Violation.

# Fisher Island Day School Code of Student Conduct

## Fisher Island Day School Student Case Management Form

*Section I: To Be Completed by the Referring Party*

Student Name :	Grade Level:	
Incident Date:	Incident Time:	Incident Location:

Referred By:	Referred To:
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Narrative: Clearly state why the student is being referred

*Section II: For Administrator/Designee Use Only*

Additional Details Relating to Incident
Level of Offense (Student Code of Conduct Levels 1-5):
Repeated Offense?
Consequence(s):
Parent Contact (to include date, time, type of communication):