



Educational Services That Transform Lives

Code of Conduct



Guiding Principles

Eastern Suffolk BOCES, in partnership with the community, is dedicated to meeting the needs of diverse lifelong learners by providing a full spectrum of special education and career learning programs and services. Maintaining a climate of inclusivity, mutual respect, and dignity promotes learning and ensures that students' rights are honored. A Code of Conduct is essential for a safe and orderly educational environment where students receive quality educational services without disruption. ESBOCES reviews our Code of Conduct annually to ensure that it effectively maintains a safe, secure, and healthy environment in which students and staff can learn and work to their highest potential. The Code of Conduct provides guidelines for acceptable and safe behavior to avoid disruption of the educational environment. Our Code of Conduct aligns with the Dignity for All Students Act (DASA) and the New York State Safe Schools Against Violence in Education (SAVE) legislation.

For further information about DASA and SAVE, and to find the ESBOCES Code of Conduct Regulation, please visit the ESBOCES webpage for parents:

www.esboces.org/Parents



Rights and Responsibilities in Creating a Positive Learning Environment

All members of our learning community, including students, staff, parents/persons in parental relation, and engaged service providers, must assume a responsible role in promoting behavior that enhances academic and social success. Courteous, respectful, and responsible behavior fosters a positive climate in the learning community.

Students' Rights

ESBOCES is committed to safeguarding the rights given to all students under State and Federal law and ESBOCES policy. In addition, to promote a safe, healthy, orderly, and supportive learning environment, all ESBOCES students have the right to:

- be respected as an individual and treated fairly and with dignity by other students and ESBOCES staff
- present their version of the relevant events to the appropriate ESBOCES employees in connection with the imposition of disciplinary consequences
- be provided with clear expectations
- be protected from intimidation, harassment, or discrimination based on actual or perceived race, color, weight, national origin, ethnic group, religion, or religious practice, sex, gender/gender identity, sexual orientation, or disability, or any other classification protected by Federal, State, and local law, by employees or students on ESBOCES property.

Students' Responsibilities

All student interaction and communication among themselves and with teachers, administrators, other employees, and visitors on ESBOCES property will be acceptable, civil, and respectful.

- respect one another and treat others fairly in accordance with the Code of Conduct and the provisions of the Dignity Act
- conduct themselves in a manner that fosters an environment of inclusivity that is free from intimidation, harassment, and discrimination
- be familiar with and abide by all ESBOCES policies, rules, and regulations dealing with student behavior
- contribute to maintaining a safe, healthy, supportive, and orderly environment that is conducive to learning and show respect to other persons and property
- utilize resources to manage their emotions and reactions and resolve conflicts with others (e.g., join an anger management group, speak to a guidance counselor or social worker, visit an intervention/alternative learning room, consult with peer leaders)

Parent/Persons in Parental Relation Responsibilities

- recognize that the education of their children is a joint responsibility of the parents/persons in parental relation and the ESBOCES community and collaborate with ESBOCES to optimize their children's educational opportunities
- know ESBOCES/district rules and help their children understand them so that their children can help create a safe, healthy, respectful, supportive and inclusive learning environment
- promote positive behavior in their children by helping them to accept the consequences of their actions and by becoming involved in the behavior management/disciplinary process
- teach their children respect and dignity for themselves and other students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, gender expression, sex, or any other classification protected by Federal, State, and local law, which will strengthen the child's confidence and promote learning in accordance with the Dignity Act

ESBOCES Staff Responsibilities

All staff are expected to understand that students may come to ESBOCES having experienced trauma in their lives, which can impact their behavior at ESBOCES. To achieve this goal, all teachers are expected to:

- maintain a climate of mutual respect, inclusivity, and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, gender expression, sex, or any other classification protected by Federal, State, and local law, with an understanding of the Code as it relates to appearance, language, and behavior, which will strengthen students' self-image and promote confidence to learn
- demonstrate an interest in teaching, concern for student health, well-being, achievement, and educational progress, and respond appropriately to the individual needs of each student
- know ESBOCES policies and rules and enforce them in a fair and consistent manner in accordance with the Code
- remediate issues of discrimination and harassment or any situation that threatens the emotional or physical health or safety of any ESBOCES student or employee
- recognize and remediate personal biases that may prevent inclusivity and equitable treatment of all students

Levels of Behavior and Responses

Objective: Our ESBOCES schools develop and continue to review appropriate discipline responses and proactive practices that successfully support students to maintain positive behavior while recognizing trauma-related causal factors and minimizing opportunities for re-traumatization.

The ESBOCES Board expects all students to behave themselves in an appropriate and civil manner, with proper regard for the rights and welfare of other students, employees, and other members of the ESBOCES community, and for the care of facilities and equipment with the goal of making the ESBOCES community free of violence, intimidation, bullying, harassment, and discrimination. Exclusion from the ESBOCES environment and suspension will only be used when necessary to protect the safety of students and staff or when all other measures have been exhausted. These expectations also apply to internships and student work experience. Students learn socially-appropriate behavior by being allowed to experience both positive and negative consequences for their actions. In addressing student behaviors that may impede learning, ESBOCES uses a variety of:

- positive supports, strategies, and interventions to improve students' motivation, social skills, problem solving abilities, anger management, and conflict resolution abilities;
- environmental modifications to support students' abilities to maintain attention, stay on task, and control their behavior; and
- building-wide behavior management systems to improve students' abilities to understand the connections between their behavior and more or less desired outcomes.



Behavioral Intervention Hierarchy

Time-Honored Classroom Management Strategies for:

Regular Education Students (examples)

- Short-term, in-class separation of student from classroom activities
- Non-violent crisis intervention strategies
- Sending student to Counselor's office
- Sending student to Principal's office
- Disciplinary consequences

Special Education Students (examples)

- Building behavior management system
- Student-specific behavior modification plan
- Non-violent crisis intervention strategies
- Brief period in BIR
- Disciplinary consequences

Formal Teacher Removal from Class (maximum two (2) days):

Follows Building SDM determined parameters for:

- a substantial disruption for formal removal
- a substantial interference for formal removal
- length of time for formal removal
- place, activities, and supervision during removal
- process for re-entry

Out of School Suspension (not to exceed five (5) days):

Follows procedures established in the Code of Conduct related to Board Policy 6212

Long-Term Suspension Referral to Home School District:

For violation of Code of Conduct, which may warrant long-term suspension (more than five (5) days), expulsion, or CSE change of placement



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www.esboces.org

Eastern Suffolk BOCES does not discriminate against any employee, student, applicant for employment, or candidate for enrollment on the basis of sex, gender, race, color, religion or creed, age, weight, national origin, marital status, disability, sexual orientation, gender identity or expression, transgender status, military or veteran status, domestic violence victim status, genetic predisposition or carrier status, or any other classification protected by Federal, State, or local law. This policy of nondiscrimination includes: access by students to educational programs, student activities, recruitment, appointment and promotion of employees, salaries, pay, and other benefits. ESBOCES also provides equal access to the Boy Scouts and other designated youth groups. ESBOCES fully complies with all applicable rules and regulations pertaining to civil rights for students and employees (e.g., Title IX of the Education Amendments of 1972, §504 of the Rehabilitation Act of 1973, Titles VI and VII of the Civil Rights Act of 1964, Dignity for All Students Act, §303 of Age Discrimination Act of 1975, the Americans with Disabilities Act of 1990, and the Boy Scouts of America Equal Access Act of 2001). Inquiries regarding the implementation of the above laws should be directed to either of the ESBOCES Civil Rights Compliance Officers at ComplianceOfficers@esboces.org: the Assistant Superintendent for Human Resources, 631-687-3029, or the Associate Superintendent for Educational Services, 631-687-3056, 201 Sunrise Highway, Patchogue, NY 11772. Inquiries may also be addressed to the Office for Civil Rights at the US Department of Education, 32 Old Slip, 26th Floor, New York, NY 10005, 646-428-3800, OCR.NewYork@ed.gov.