

ROMULUS CODE OF
CONDUCT
POLICY #7310

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I. Acknowledgements

The Romulus Central School District wishes to acknowledge and thank all administrators, teachers, aides, students and parents who assisted and participated in the development of this Plan.

II. Preface to Discipline Code

The Romulus Central School District is committed to providing a safe and orderly school environment where students may receive and personnel may deliver quality educational services without disruption or interference. Responsible behavior by students, teachers, other personnel, parents, and other visitors is essential to achieving this goal. A primary task of our school is to create a stimulating educational climate for all students, in an atmosphere that is conducive to teaching, learning and living.

Romulus Central School recognizes the need to clearly define expectations for acceptable conduct on school property, to identify the possible consequences of unacceptable conduct, and to ensure that discipline when necessary is administered promptly and fairly. To this end, the Board of Education adopts the code of conduct for all grades PreK-12th. Unless otherwise indicated, this code of conduct applies to all students, school personnel, parents and other visitors when on school property or attending a school function. The full code of conduct can be found on the district website. This document is a summary of some of the most frequently used parts of the code of conduct.

III. Definitions

For purposes of this code of conduct, the following definitions apply:

Color means the term refers to the apparent pigmentation of the skin, especially as an indication or possible indication of race.

Destructive Device means:

A. Any explosive, incendiary, or poison gas

1. bomb
2. grenade
3. rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one quarter ounce,
4. mine
5. device similar to any of the devices described in the preceding clauses

B. Any type of weapon by whatever name is known which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter; and Any combination of parts either designed or intended for use in converting any device into any destructive device described in subparagraph (A) or (B) and from which a destructive device may be readily assembled.

The term "destructive device" shall not include any device which is neither designed nor redesigned for use as

a signaling, pyrotechnic, line throwing, safety, or similar device; surplus ordinance sold, loaned, or given by the Secretary of the Army pursuant to the provisions of section 4684(2), 4685, or 4686 of title 10 of the United States Code; or any other device that is not likely to be used as a weapon, is an antique, or is a rifle which the owner intends to use solely for sporting, recreational or cultural purposes.

Disability means:

- (a) a physical, mental, or medical impairment resulting from anatomical, physiological, genetic, or neurological conditions which prevents the exercise of a normal bodily function or is demonstrable by medically accepted clinical or laboratory diagnostic techniques or
- (b) a record of such an impairment or
- (c) a condition regarded by others as such an impairment, provided, however, that in all provisions of this article dealing with employment, the term must be limited to disabilities which, upon the provision of reasonable accommodations, do not prevent the complainant from performing in a reasonable manner the activities involved in the job or occupation sought or held (Education Law Section 11[4] and Executive Law Section 292 [21]).

Disruptive student means an elementary or secondary student under the age of 21 who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom (as exhibited by the student's persistent unwillingness to comply with the teacher's instructions or repeatedly violates the teacher's classroom behavior rules.)

Employee means any person receiving compensation from a school district or employee of a contracted service provider or worker placed within the school under a public assistance employment program, pursuant to title nine B of article five of the Social Services Law, and consistent with the provisions of such title for the provision of services to such district, its students or employees, directly or through contract, whereby such services performed by such person involve direct student contact (Education Law Section §11 [4] and 1125 [3]).

Ethnic Group means a group of people who identify with each other through a common heritage including language, culture, and often a shared or common religion and or ideology that stresses ancestry.

Firearm means a firearm as defined in 18 USC section 921. The term "firearm" means

- (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive;
- (B) the frame or receiver of any such weapon;
- (C) any firearm or firearm silencer; or
- (D) any destructive device. Such term does not include any antique firearm.

Gender means actual or perceived sex and includes a person's gender identity or expression (Education Law Section 11[6]). (MASCULINE and FEMININE denote "gender").

Harassment means the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical wellbeing; or conduct, verbal threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; such conduct, verbal threats, intimidation or abuse includes but is not limited to conduct, verbal threats, intimidation or abuse based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex (Education Law Section 11[7]).

National Origin means a person's country of birth or ancestor's country of birth.

Parent means parent, guardian or person in parental relation to a student.

Race means a group of persons related by a common descent or heredity. For purposes of enumeration the

U.S. Census Bureau used terms such as: "White/Caucasian", "Black/African American/African descent", "Asian", "Bi-racial", Hispanics/Latinos" etc. to describe and classify the inhabitants of the United States.

Religion means specific fundamental beliefs and practices generally agreed to by large numbers of the group or a body of persons adhering to a particular set of beliefs and practices.

Religious Practice means a term including practices and observances such as attending worship services, wearing religious garb or symbols, praying at prescribed times, displaying religious objects, adhering to certain dietary rules, refraining from certain activities, proselytizing, etc.

Removal means an action taken by a teacher to remove a disruptive student from a classroom for a full period. A removal does not include such practices as short-term "time-outs", sending a student into the hallway or to the principal's or counselor's office for a brief period of time, to the extent that the removal does not exceed a full period.

School Bus means every motor vehicle owned and operated for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity, to or from school or school activities, or, privately owned and operated for compensation for the transportation of pupils to or from school or school activities (Education Law Section 11[1]) and vehicle and Traffic Law Section 142),

School function means any school-sponsored extracurricular event or activity. (Education Law Section 11[21]).

School Property means in or within any building, structure, athletic playing field, playground, parking lot, or land contained within the real property boundary line of a public elementary or secondary school; or in or on a school bus (Education Law Section 11[1]).

All students are expected to show respect and care for Romulus School property. Any damaged property should be reported to the building principal or other supervisor. Acts of vandalism are crimes against the school district and community, which supports the school. Students who willfully destroy, damage or deface school property shall be subject to disciplinary action, and may be prosecuted to the fullest extent possible under the law. If a student damages school property, such student and his/her parents/guardian shall be required to pay the district for the value of the damaged property up to the limit of the law.

Sex means the biological and physiological characteristics that define men and women. MALE and FEMALE denote "sex").

Sexual orientation means the sex to which a person is sexually attracted. Someone attracted primarily or exclusively to a member of the opposite sex is characterized as straight or heterosexual. Someone attracted to members of the same sex is characterized as homosexual. A person with a strong or viable attraction to both genders is characterized as bisexual or pansexual (Education Law Section 11[5]).

Violent student means a student under the age of 21 who:

Commits, while on school property or at a school function, an act of violence upon another student or any other person lawfully on school property or at the school function or attempts to do so. Commits an act of violence upon a school employee or attempts to do so. Possesses, while on school property or at a school function, a firearm or weapon. Displays, while on school property or at a school function, what appears to be a firearm or weapon. Threatens, while on school property or at a school function, to use a firearm or weapon. Knowingly and intentionally damages or destroys the personal property of any school employee or any person lawfully on school property or at a school function. Knowingly and intentionally damages or destroys school property.

Weapon shall mean any other gun, BB gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, knife, dagger, dirk, razor, stiletto, switchblade knife, gravity knife, brass knuckles, sling shot, metal knuckle knife, box cutter, cane sword, electronic dart gun, Kung Fu star, electronic stun gun, pepper spray, or other noxious spray, explosive or incendiary bomb, or other device, instrument, material or substance that can cause physical injury or death when used to cause physical injury or death.

Weight means aside from the obvious meaning in the physical sciences, the word is used in reference to a person's "size".

In accordance with the Dignity for All Students Act, School District policy and practice must ensure that no students is subject to discrimination or harassment based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity or sex by school employees or students on school property, on a school bus, or at a school function, or by an digital or electronic means including but not limited to telephone, internet, and form of social media or cyberbullying.

IV. Student Rights and Responsibilities

With every right comes a responsibility.

It is the student's right:	It is the student's responsibility to:
1. To attend school in the district in which one's parent or legal guardian resides.	1. To attend school daily, regularly and on time, perform assignments, and strive to do the highest quality work possible and be granted the opportunity to receive a good education.
2. To expect that school will be safe.	2. To be aware of all rules and expectations so that school is orderly and a purposeful place for all students to gain an education and to be treated fairly.
3. To be respected as an individual.	3. To respect one another, and to treat others in the manner that one would want to be treated.
4. To express one's opinions verbally or in writing	4. To express opinions and ideas in a respectful manner so as not to offend, slander, or restrict, the rights and privileges of others.

5. To dress in such a way as to express one's personality.	5. To dress appropriately in accordance with the dress code, so as not to endanger physical health, safety, limit participation in school activities or be unduly distracting.
6. To be afforded equal and appropriate education opportunities.	6. To be aware of available education programs in order to use and develop one's capabilities to their maximum.
7. To take part in all school activities on an equal basis regardless of race, color creed, religion, religious practice, sex, sexual orientation, gender/gender identity national origin, ethnic group, political affiliation, age, marital status, or disability.	7. To work to the best of one's ability in all academic and extracurricular activities, as well as being fair and supportive of others.
8. To have access to relevant and objective information concerning drug and alcohol abuse and mental health, as well as access to individuals or agencies capable of providing direct assistance to students with serious personal problems.	8. To be aware of the information and services available and to seek assistance in dealing with personal problems, when appropriate.
9. To be protected from intimidation, harassment, or discrimination based on actual or perceived race, color, weight, national origin, ethnic group, religion, gender/gender identity, or sexual orientation.	9. To respect one another and treat others fairly in accordance with the District Code of Conduct and the provisions of the Dignity Act. To conduct themselves on school property or at a school sponsored event, function or activity in a manner that fosters an environment that is free from intimidation, harassment, or discrimination, and to report and encourage others, to report any incidents or intimidation, harassment or discrimination.

VII. Essential Partners

Expectations for Parents

- 1) Recognize that the education of their children is a joint responsibility of the parents or guardians and school community.
- 2) Send their children to school ready to participate and learn as required by New York State Education

Law and in accordance with the District's Comprehensive Student Attendance Policy (#7110). Ensure that children attend school regularly and on time. Ensure absences are excused.

- 3) Insist their children be dressed and groomed in a manner consistent with the student dress code.
- 4) Help their children understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment.
- 5) Know school rules and help their children understand them to maintain a safe, orderly environment in accordance with the District Code of Conduct.
- 6) Convey to their children a supportive attitude towards education and the District.
- 7) Build good relationships with teachers, other parents and their children's friends.
- 8) Work with our schools to maintain open and respectful communication.
- 9) Help their children deal effectively with peer pressure.
- 10) Inform school officials of changes in the home situation that may affect student conduct or performance.
- 11) Provide a place for students and ensure homework assignments are completed.
- 12) 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, or sex, which will strengthen the child's confidence and promote learning in accordance with the Dignity for All Students Act.

Expectations for Teachers

- 1) Maintain a climate of mutual respect 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, or sex with an understanding or appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.
- 2) Be prepared to teach.
- 3) Demonstrate interest in teaching and concern for student achievement.
- 4) Know school policies and rules and enforce them in a fair and consistent manner.
- 5) Communicate to students and parents:
 - a. Course objectives and requirements,
 - b. Marking/grading procedures
 - c. Assignment deadlines.
 - d. Expectations for students.
 - e. Classroom discipline plan.
- 6) Communicate regularly with students, parents and other teachers concerning growth and achievement.
- 7) Confront issues of discrimination and harassment in any situation that threatens the emotional or physical health or safety of any students, school employee or any person who is lawfully on school property or at a school function.
- 8) Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
- 9) Report incidents of discrimination and harassment that are witnessed or otherwise brought to a teacher's attention to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner.

Expectations for School Counselors

- 1) Assist students in coping with peer pressure and emerging personal, social and emotional problems.
- 2) Initiate and appropriately document teacher/student/counselor conferences and parent/teacher student/counselor conferences, as necessary, as a way to resolve problems.
- 3) Regularly review with the students their educational progress, career plans and graduation requirements.
- 4) Provide information to assist students with career planning.
- 5) Encourage students to benefit from the curriculum and extracurricular programs.
- 6) Coordinate Intervention Services, as needed, with student parents, Building Principal and teachers.
- 7) Maintain and encourage a climate of mutual respect 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, or sex, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.
- 8) Report incidents of discrimination and harassment that are witnessed or otherwise brought to the counselor's attention to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner.

Expectations for Student Support Service Personnel

- 1) Support educational and academic goals.
- 2) Know school rules, abide by them and enforce them in a fair and consistent manner.
- 3) Assist students in coping with peer pressure and emerging personal, social and emotional problems.
- 4) Set a good example for students and colleagues by demonstrating dependability, integrity and other standards of ethical conduct.
- 5) Maintain confidentiality about all personal information and education records concerning students and their families.
- 6) Initiate teacher/student/counselor conferences and parent/teacher/student/counselor conferences, as necessary or requested, as a way to resolve problems and communicate as necessary in any other manner with parents and other staff regarding student progress and their needs.
- 7) Regularly review with students their educational progress and career plan.
- 8) Encourage students to benefit from the curriculum and extra-curricular programs.
- 9) Maintain and encourage a climate of mutual respect 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, or sex, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.
- 10) Report incidents of discrimination and harassment that are witnessed or otherwise brought to the staff member's attention to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner.

Expectations for Other School Staff

- 1) Follow the Code of Conduct; know, abide by and enforce school rules in a fair and consistent manner.

- 2) Set a good example for students and other staff by demonstrating dependability, integrity and other standards of ethical conduct.
- 3) Assist in promoting a safe, orderly and stimulating school environment.
- 4) Maintain confidentiality about all personal information and educational records concerning students and their families.
- 5) Maintain and encourage a climate of mutual respect 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, or sex, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.
- 6) Report incidents of discrimination and harassment that are witnessed or otherwise brought to the staff member's attention to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner.

Expectations for Administrators

- 1) Promote a safe, orderly and stimulating school environment, supporting active teaching and learning.
- 2) Ensure that students and staff have the opportunity to communicate regularly with the Principal and approach the Principal (or direct supervisor) for redress of grievances
- 3) Evaluate on a regular basis the effective safety, behavioral and school management issues related to all instructional programs.
- 4) Support the development of and student participation in appropriate extracurricular activities.
- 5) Be responsible for enforcing the Code of Conduct, ensuring that all cases are resolved promptly and fairly and, when necessary, appropriately documenting actions.
- 6) Maintain and encourage a climate of mutual respect 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, or sex, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.
- 7) Follow up on any incidents of discrimination and harassment that are witnessed or otherwise brought to the Principal's attention in a timely manner in collaboration with the Dignity Act Coordinator (DAC),

Expectations of the Superintendent

- 1) Promote a safe, orderly, respectful and stimulating school environment, free from intimidation, discrimination and harassment, supporting active teaching and learning.
- 2) Review with District administrators the policies of the Board of Education and state and federal laws relating to school operations and management
- 3) Inform the School Board about educational trends, including student discipline.
- 4) Work to create instructional programs that minimize problems of misconduct and are sensitive to student and teacher needs.
- 5) Work with District administrators in enforcing the Code of Conduct and ensuring that all cases are resolved promptly and fairly.
- 6) Address all areas of school-related safety concerns.

Expectations of the Board of Education

1) Collaborate with students, teachers, administrators and parent organizations, school safety personnel and other school personnel to develop a Code of Conduct that clearly defines expectations for the conduct of students, District personnel and visitors on school property and at school functions.

2) Approve and review at least annually the District's Code of Conduct to evaluate the code's effectiveness and the fairness and consistency of its implementation. For the 2023-2024 school year, appoint the MTSS Coach/Building Administrator to be the Dignity Act Coordinator for the building. The Dignity Act Coordinator will be thoroughly trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex. The Dignity Act Coordinator will be accessible to students and other staff members for consultation and advice as needed on the Dignity Act.

DASA Coordinator(s): Mary Thomas-Madonna and Jennifer Hayden

3) Lead by example by conducting Board meetings in a professional, respectful and courteous manner

VIII. Dress Code

All students are expected to give proper attention to personal cleanliness and to dress appropriately for school and school functions. Students and their parents have the primary responsibility for acceptable student dress and appearance. Teachers and all other district personnel should exemplify and reinforce acceptable student dress and help students develop an understanding of appropriate appearance in the school setting.

Here are specific guidelines:

- No clothing/personal items (buttons, backpacks, hats, accessories) that include items that are vulgar, obscene, libelous, or denigrate others on account of race, color, religion, ancestry, national origin, gender/gender identity, sex, sexual orientation or disability.
- No clothing/personal items that promote and/or endorse the use of alcohol, tobacco, illegal drugs, weapons and/or encourage other illegal or violent activities.
- No shirts that expose the ribs (i.e. cut-off tees with excessively large arm holes).
- No footwear that creates a safety hazard for the student or other students.
- No shorts or pants that expose the student's buttocks.
- Nothing sheer or see through may be worn without an undershirt.
- Stomach and shoulders cannot be exposed at the same time. If the shoulders are exposed with straps that are less than two inches in width and the stomach is exposed, a shirt must be worn over top of the stomach/shoulder-baring shirt.
- Skirts cannot be higher than 5 inches above the kneecap

Students who violate the student dress code shall be required to modify their appearance by covering or removing the offending item, and if necessary or practical, replacing it with an acceptable item. Any student who refuses to do so shall be considered insubordinate and subject to disciplinary action.

IX. Prohibited Student Conduct

Conduct and Discipline

The District Board expects all students to conduct themselves in an appropriate and civil manner per the District Code of Conduct, with proper regard for the rights and welfare of other students, personnel and other members of the school community, and for the care of the facilities and equipment. These expectations also apply to internships, volunteers, and student work experience.

The Board recognizes the need to be clear and specific in expressing its expectations for student conduct while on District property or engaged in a District function. The rules of conduct listed below are intended to do that and focus on safety and respect for the rights and property of others.

Students may be subject to disciplinary action, up to and including suspension from school or removal from a program, when they engage in conduct that is disorderly, insubordinate, disruptive, violent, endangers the safety, morals, health or welfare of others, engage in misconduct on the school bus, or engage in academic misconduct including work/internship sites.

If a student is removed from a class, they will not return to class within that period. An examination by the administration will determine which further consequences (if any) will be levied. Repeated behaviors and behaviors that intentionally harm another student or staff member or that target race, color, weight, national origin, political affiliation, ethnic group, religion, religious practice, martial or veteran status, use of recognized guide dog, hearing dog or service dog, disability, sexual orientation, gender/gender identity or sex will be given further consequences up to and including suspension from school. If an OSS is warranted an informal conference between parents and administration will occur. Consequences may increase in severity for repeat offenders.

In accordance with the Dignity for All Students Act, School District policy and practice must ensure that no student is subject to discrimination or harassment based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity or sex by school employees or students on school property, on a school bus, or at a school function, or by an digital or electronic means including but not limited to telephone, internet, and form of social media or cyberbullying.

The best discipline is self-imposed, and students must learn to assume and accept responsibility for their own behavior, as well as the consequences of their misbehavior. The Romulus Central School District, however, recognizes the need to make its expectations for student conduct while on school property or engaged in a school function specific and clear. The rules of conduct listed below are not all inclusive and are intended to focus on safety and respect for the rights and property of others.

Students who will not accept responsibility for their own behavior and who violate these school rules will be required to accept the penalties for their conduct. Discipline may be imposed on students who engage in the following:

A. Engage in Any Form of Academic Misconduct

Examples of academic misconduct include, but are not limited to:

- 1) Plagiarism
- 2) Cheating
- 3) Altering Records

- 4) Accessing other users' email accounts or network storage accounts and/or attempting to read, delete, copy, modify, and interfere with the transferring and receiving of electronic communications
- 5) Violation of the District Acceptable Use Policy for technology
- 6) Assisting another student in any of the above actions

B. Engage in Conduct That is Disorderly

Examples of disorderly conduct include, but are not limited to:

- 1) Engaging in any act which disrupts the normal operation of the school community, i.e. running in hallways, making unreasonable noise, and using language or gestures that are profane, lewd, vulgar, abusive, intimidating, or that incite others.
- 2) Obstructing vehicular or pedestrian traffic.
- 3) Trespassing. Students are not permitted in any area of the school building, other than the one they regularly attend, without permission from the administrator in charge of the building.
- 4) Misusing computer/electronic communications devices, including any unauthorized or inappropriate use of computers, software, or Internet account; accessing inappropriate websites; evading the District's content filter; or any other violation of the District Acceptable Use Policy.
- 5) Unauthorized use of personal electronic devices/equipment (i.e. cell phones, MP3 devices, cameras, and other personal electronic devices deemed inappropriate by the administration)

C. Engage in Conduct that is Disruptive

Examples of disruptive conduct include, but are not limited to:

- 1) Failing to comply with the reasonable directions of teachers, school administrators or other District employees or otherwise demonstrating disrespect.
- 2) Endangering the health and safety of other students or staff or interfering with classes or District activities by means of inappropriate appearance or behavior as per District Code of Conduct.

D. Engage in misuse of Electronic Communication Devices

The use of cell phones/electronic devices is prohibited during class time, while in ISS, or structured after school time. Cell phones can only be used in between classes, at lunch, during recess, or during unstructured after school time. All cell phones will either be kept in lockers or turned into the cell phone holder at the beginning of class. Cell phone violations will result in the student having to turn their cell phone into the office at the beginning of the day and then picking it up at the end of the day. This will occur for a specific amount of time based upon the offense.

Listening devices for cell phones and chromebooks may only be used with permission from the teacher.

Students shall not use electronic devices at any time or place for: (a) activities which disrupt the educational environment; (b) illegal activities in violation of state or federal laws or regulations; (c) unethical activities, such as cheating on assignments or tests; (d)

immoral or pornographic activities, including, but not limited to, sexting; (e) activities which threaten, humiliate, harass, or intimidate others; (f) activities in violation of Romulus CSD policies and procedures relating to student conduct and harassment; or (g) activities which invade the privacy of others. Such student misuses may result in appropriate disciplinary action, including, but not limited to, suspension from school in accordance with this code of conduct.

Electronic devices used in violation of this policy may be confiscated by school personnel and returned to the student or parent / guardian at an appropriate time. If an electronic device is confiscated, the electronic device shall be taken to the school's main office to be identified, placed in a secure area, and returned to the student and/or the student's parent/guardian in a consistent and orderly way.

E. Engage in Any conduct That Endangers the Safety, Morals, Health or Welfare of Others

Examples of such conduct include, but are not limited to:

- 1) Lying, deceiving or giving false information to school personnel.
- 2) Stealing District property or the property of other students, school personnel or any other person lawfully on school property or while attending a school function.
- 3) Defamation, which includes making false or unprivileged statements or representations about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them. This can include posting or publishing video, audio recordings or pictures (written material, cell phones, internet, social media platforms, etc.)
- 4) Discrimination, based on a person's actual or perceived race, age, sexual orientation, use of a recognized guide dog, hearing dog or service dog, color, creed, national origin, ethnic group, religion, religious practice, sex, sexual orientation, gender/gender identity, disability as a basis for treating another in a negative manner on school property or at a school function.
- 5) Harassment, the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a student's education performance, opportunities or benefits, or mental, emotional or physical well-being based on a person's actual or perceived race, color, weight, national origin, political affiliation, ethnic group, religion, religious practice, martial or veteran status, use of a recognized guide dog, hearing dog or service dog, disability, sexual orientation, gender/gender identity, or sex.
- 6) Bullying and intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm and/or emotional discomfort; for example, "play" fighting, extortion of money, overt teasing etc.
- 7) Cyberbullying including the use of instant messaging, email, websites, chat rooms, text messaging, **social media**, or by any other electronic means, when such use interferes with the operation of the school; or infringes upon the general health, safety and welfare of students or employees. This may include instances that occur outside of normal school hours that result in disruption of normal operations of the school during the school day.
- 8) Sexual harassment, which includes unwelcome sexual advances, requests for sexual favors, taking, sending or receiving sexually explicit videos, pictures or auditory recordings and other verbal or physical conduct or communication of a sexual nature.
- 9) Hazing, which includes any intentional or reckless act directed against another for the purpose of initiation into, affiliating with or maintaining membership in any District or school

sponsored activity, organization, club or team.

10) Selling, using, possessing or distributing obscene material.

11) Possessing, **using**, consuming, selling, attempting to sell, distributing or exchanging alcoholic beverages, tobacco, tobacco products, e-cigarettes, vaping, **THC-based products**, or illegal and/or controlled substances, counterfeit and designer drugs, or paraphernalia for use of such drugs or be under the influence of any such substances on school property or at a school function. "Illegal substances" include, but are not limited to inhalants, marijuana, **THC-based products**, synthetic cannabinoids, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, drug paraphernalia and any substances commonly referred to as "designer drugs". Drug Free School Compliance: Romulus Central School will impose severe penalties for the possession and/or use of illegal drugs, legal drugs used for illegal purposes, and drug related paraphernalia. Penalties include notifying police, suspension, mandatory superintendent's hearing. The Superintendent of Romulus may impose a long-term suspension or expulsion from school. The use of tobacco and alcohol are also controlled substances on campus or at school related events.

12) Inappropriately using, sharing, selling, attempting to sell, distributing, or exchanging prescription and over-the-counter drugs.

13) Possessing, consuming, selling, attempting to sell, distributing, or exchanging "look alike drugs"; or possessing or consuming (without authorization), selling, attempting to sell, distributing, or exchanging other substances such as dietary supplements, weight loss pills, etc.

14) Gambling and gaming

15) Inappropriate touching and /or indecent exposure.

16) Initiating or reporting warning of fire or other catastrophe without valid cause, misusing 911, or inappropriately discharging a fire extinguisher.

17) Violating individual privacy when using school restroom/locker room facilities.

F. Engage in Conduct That is Insubordinate

Examples of insubordinate conduct include, but are not limited to:

1) Failing to comply with the reasonable directions of teachers, school administrators or other District employees or otherwise demonstrating disrespect.

2) Missing or leaving school or class without permission.

G. Engage in Misconduct while on a School Transportation

It is crucial for students to behave appropriately while riding District provided transportation to ensure their safety and that of other passengers and to avoid distracting the bus driver. Students are required to conduct themselves on the bus in a manner consistent with established standards for classroom behavior and will follow the transportation guidance as listed in related policies and procedures. Excessive noise, pushing, shoving, fighting, harassment, and discrimination will not be tolerated.

H. Engage in Conduct that is Violent

Examples of violent conduct include, but are not limited to:

1) Committing, threatening or attempting an act of violence (such as hitting, kicking, punching, or scratching) upon a teacher, administrator or other District employee.

- 2) Committing, threatening or attempting an act of violence (such as hitting, kicking, punching, or scratching) upon another student or any other person lawfully on school property.
- 3) Engaging in harassing conduct, verbal threats, intimidation, or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical well-being.
- 4) Possessing a weapon (see definition). Authorized law enforcement officials are the only persons permitted to have a weapon in their possession while on District property or at a District function, displaying what appears to be a weapon, threatening to use any weapon(s), Using weapon(s).
- 5) Intentionally damaging or destroying District property, the personal property of a student, teacher, volunteer, contractor, vendor, administrator, or other District employee or any person lawfully on District property, or at a District function including but not limited to graffiti or arson.
- 6) Communication by any means, including oral, written or electronic (such as through the Internet, email or texting) off school property, where the content of such communication (a) can be reasonably be interpreted as a threat to commit an act of violence on school property; or (b) results in material or substantial disruption to the educational environment.

I. Engage in Harrassment and/or Discrimination (Dignity for All Students Act “DASA”)

The Dignity for All Students Act prohibits all forms of discrimination/bullying/harassment that is based upon a person’s actual or perceived race, age, sexual orientation, use of a recognized guide dog, hearing dog or service dog, color, creed, national origin, ethnic group, religion, religious practice, sex, sexual orientation, gender or gender identity, or disability. Students are prohibited from the following behaviors:

Discrimination, based on a person's actual or perceived race, age, sexual orientation, use of a recognized guide dog, hearing dog or service dog, color, creed, national origin, ethnic group, religion, religious practice, sex, sexual orientation, gender or gender identity, disability as a basis for treating another in a negative manner on school property or at a school function.

Harassment, the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a student's education performance, opportunities or benefits, or mental, emotional or physical well-being based on a person's actual or perceived race, color, weight, national origin, political affiliation, ethnic group, religion, religious practice, martial or veteran status, use of a recognized guide dog, hearing dog or service dog, disability, sexual orientation, gender, gender identity or sex.

Bullying and intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm and/or emotional discomfort; for example, "play"fighting, extortion of money, overt teasing etc.

Cyberbullying including the use of instant messaging, email, websites, chat rooms, text messaging, or by any other electronic means, when such use interferes with the operation of the school; or infringes upon the general health, safety and welfare of students or employees. This may include instances that occur outside of normal school hours.

Sexual harassment, which includes unwelcome sexual advances, requests for sexual favors,

taking, sending or receiving sexually explicit videos, pictures or auditory recordings and other verbal or physical conduct or communication of a sexual nature.

Discipline Procedures for a DASA violation.

If a student is removed from a class, they will not return to that class for the remainder of the period. An examination by administration will determine which further consequences (if any) will be levied. Repeated behaviors and behaviors that intentionally harm another student or staff member or that target race, color, weight, national origin, political affiliation, ethnic group, religion, religious practice, martial or veteran status, use of a recognized guide dog, hearing dog or service dog, disability, sexual orientation, gender, gender identity or sex; will be given further consequences up to and including suspension from school.

X. Reports to Law Enforcement

All students are expected to promptly report violations of the code of conduct to a teacher, the building principal or his or her designee. Any student observing a student possessing a firearm, weapon, alcohol or illegal substance on school property or at a school function shall report this information immediately to a teacher, the building principal, the principal's designee or the superintendent. Any firearm, weapon, alcohol or illegal substance found shall be confiscated immediately, if possible.

All staff authorized to impose disciplinary sanctions are expected to do so in a prompt, fair and lawful manner. Staff who are not authorized to impose disciplinary sanctions are expected to promptly report violations of the code of conduct to their supervisor, who shall in turn impose an appropriate disciplinary sanction, if so authorized, or refer the matter to the building principal or his or her designee.

The building principal or his or her designee must notify the appropriate local law enforcement agency of those code violations that constitute a crime and substantially affect the order or security of a school as soon as practical, but in no event later than the close of business the day the principal or his or her designee learns of the violation. The notification may be made by telephone, followed by a letter mailed on same day as the telephone call is made. The notification must identify the student and explain the conduct that violated the code of conduct and constituted a crime.

XI. Penalties and Consequences

Any pupil who violates any of the rules of the code of conduct shall be subject to immediate and appropriate disciplinary action. Disciplinary action, when necessary, will be firm, fair and consistent so as to be the most effective in changing student behavior. In determining the appropriate disciplinary action, school personnel authorized to impose disciplinary penalties will consider the following:

- The student's age.
- The nature of the offense and the circumstances which led to the offense.

- The student's prior disciplinary record.
- The effectiveness of other forms of discipline.
- Information from parents, teachers and/or others, as appropriate
- Other extenuating circumstances.

A. Penalties

The range of penalties and consequences which may be imposed for violations of the Code of Conduct include the following:

1. Verbal Warning
2. Written Warning
3. Notification to parent/guardian
4. Conference with Teacher
5. Temporary removal from class
6. Probation
7. Verbal Reprimand
8. Written Reprimand
9. Lunch Detention
10. After School Detention
11. Suspension from Transportation
12. Suspension from Athletic Participation
13. Suspension from Social or Extracurricular Activities up to or including participation in Graduation ceremonies
14. Suspension of other Privileges
15. Exclusion from a Particular Class
16. Financial Restitution
17. Confiscation of illegal/Restricted Materials/Potential Police Involvement
18. In-School Suspension
19. Out-of School Suspension
20. Long Term Suspension/ Superintendent's Hearing
21. Expulsion
22. Legal Charges/Police Involvement

B. Due Process

No student may be punished for alleged misconduct without due process.

Students are entitled to:

- 1) Oral or written notice of charges
- 2) An explanation of the evidence
- 3) An opportunity to present their case & parental informal conference prior to suspension.

4) Students who are removed from class by the teacher may return only after the administration discusses the situation with the student and that teacher.

C. Searches

School lockers, desks and other such equipment are not the private property of students but the property of the school district, and as such may be opened and subject to inspection from time to time by school officials.

Under special circumstances, school officials may request a search of students, particularly if there is reasonable suspicion that a student possesses illegal matter, for example, a weapon or drugs. If a student search is conducted, parents/guardians will be notified. Students must be aware that such items are forbidden on school property and at school events. All reasonable attempts to avoid such searches will be made such that searches of a student's person are the result of serious safety and security situations.

As part of any investigation, the District has the right to search all school property including District computers, hard drives and RCS email accounts.

XII. Discipline of Students with Disabilities

The Romulus Central School District recognizes that it may be necessary to suspend, remove or otherwise discipline students with disabilities to address disruptive or problem behavior. The district is committed to ensuring that the procedures followed for suspending, removing or otherwise disciplining students with disabilities are consistent with the procedural safeguards required by applicable federal and state laws and regulations. This code of conduct, however, affords students with disabilities no greater or lesser rights than those expressly afforded by applicable federal and state law and regulations.

A. Definitions

For purposes of this section of the code of conduct, the following definitions apply:

A disciplinary change of placement is a removal from the child's current educational placement for more than ten consecutive school days in the course of a school year, or a series of removals that constitute a pattern, because they cumulate to more than ten school days in a school year and because of factors such as the length of each removal, the total amount of time the child is removed and the proximity of the removals to each other.

An illegal drug means a controlled substance, but does not include such a substance that is legally possessed or used under the supervision of a licensed health-care professional or under any other authority under the Controlled Substances Act or under any other provision of federal law. "Controlled substance" means a drug or other substance as defined under certain schedules of the Controlled Substances Act.

An interim alternative educational setting or "IAES" means a temporary educational placement for a period of up to 45 days, other than the student's current placement at the time the behavior precipitating the IAES placement occurred, that enables the student to continue to progress in the general curriculum, although in another setting, to

continue to receive those services and modifications, including those described on the student's current individualized education program (IEP), that will enable the student to meet the goals set out in such IEP, and include services and modifications to address the behavior which precipitated the IAES placement that are designed to prevent the behavior from recurring.

A **manifestation** means where the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or if the conduct was a direct result of the school district's failure to implement the IEP.

A **removal** means a removal for disciplinary reasons from the student's current educational placement other than a suspension and change in placement to an interim alternative educational setting (IAES) ordered by an impartial hearing officer because the student poses a risk of harm to himself or herself or others.

A **serious bodily injury** shall mean a bodily injury that involves a substantial risk of death; extreme physical pain; protracted or obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ or mental faculty.

A **suspension** means a suspension pursuant to Education Law § 3214.

A **weapon** is defined as a weapon, device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade less than 2 1/2 inches in length.

B. Suspensions or Removals

Ordinarily, the discipline of students with disabilities will be initiated and conducted by officials at the student's home school district. The Cayuga-Onondaga BOCES, however, has not relinquished its right to suspend or remove a student with a disability from his or her current educational placement. Students with disabilities shall be afforded the same procedural protections set forth in Education Law §3214 as non-disabled students.

1. CSE Involvement

The home school district's CSE shall be notified of any disciplinary action taken by or intended to be taken by the Cayuga-Onondaga BOCES if:

- The student is identified as a student with a disability;
- A referral is pending with the home school district's CSE; or
- The student is "deemed to be a student with a disability", which includes students in the following situations:
 - The parent has expressed concern in writing to school personnel that the student is in need of special education and related services (or orally if the parent cannot write or has a disability which prevents the parent from putting it in writing);
 - The behavior or performance of the student demonstrates the need for special education in accordance with the definition of "a student with a disability";
 - The child's teacher or other school district personnel has expressed concern about the behavior or performance of the

student to the chairperson, a teacher, the principal, or other school personnel in accordance with the Child Find or CSE referral system.

2. Suspensions Up To 5 Days

A Principal, the District Superintendent or the Board of Education may suspend a student from school for up to five (5) days, as long as the discipline imposed is consistent with the discipline imposed on non-disabled students under similar circumstances.

If a student with a disability is suspended from school, then the Principal, District Superintendent or Board of Education will be required to follow the procedures outlined in Article IX(B)(2)(a).

If it is determined that the suspension will not result in a disciplinary change of placement, then the suspension may be imposed without a manifestation determination.

- **Disciplinary Change of Placement & CSE Involvement**

If it is determined that the suspension would result in a disciplinary change of placement, then the suspension may not be imposed until the home school district's CSE has conducted a manifestation determination. A manifestation determination must be scheduled immediately, but in no case later than 10 school days after the date on which a decision involving a disciplinary change of placement is made.

- If the CSE finds a manifestation, then no discipline may be imposed (unless the student is found guilty of possessing weapons or drugs and is placed in an IAES).
- If the CSE does not find a manifestation, then discipline may be imposed in a manner similar that imposed on a non-disabled student.

3. Suspensions Over 5 Days

If an out of school suspension of more than five (5) days is sought, a superintendent's hearing must be held in accordance with Education Law §3214(3)(c) and Article IX(B)(2)(b) of this code of conduct. If a superintendent's hearing will be held by the Cayuga-Onondaga BOCES, the home school district and its CSE should be notified immediately.

- **Notice Of Due Process Rights**

Parents are to be provided with written notice of their due process rights. Notice of procedural safeguards must be given not later than the day on which a decision to take disciplinary action which could result in a suspension of over ten (10) days is made. The notice must include a full explanation of procedural safeguards available, including those relating to procedures for students who are subject to placement in an interim alternative educational setting.

- **Disciplinary Change of Placement & CSE Involvement**

If it is determined that the suspension would result in a disciplinary change of placement, then the suspension may not be imposed until the home school district's CSE has conducted a manifestation determination. A manifestation determination must be scheduled immediately, but in no case later than 10 school days after the date on which a decision involving a disciplinary change of placement is made.

- If the CSE finds a manifestation, then no discipline may be imposed (unless the student is found guilty of possessing weapons or drugs, or inflicting a serious bodily injury upon another person while at school, on school premises, or at a school function under jurisdiction of a school district, and is placed in an IAES).
- If the CSE does not find a manifestation, then discipline may be imposed in a manner similar that imposed on a non-disabled student. The CSE should be notified of any disciplinary action which will be imposed so that it can meet within 10 days to develop/review the functional behavioral assessment and behavior intervention plan.
- If the suspension to be imposed will not result in a disciplinary change of placement, then a manifestation determination will not have to be conducted.

4. IAES For Drugs/Weapons/Serious Bodily Injury

If a student with a disability has been found guilty of possessing weapons or drugs, or inflicting a serious bodily injury upon another person while at school, on school premises, or at a school function under jurisdiction of a school district, then school personnel may order the student to be placed in an interim alternative educational setting ("IAES") for the same amount of time that a student without a disability would be subject to discipline, but not more than forty-five (45) days.

After a finding of guilt has been made at the superintendent's hearing, but prior to placing a student with a disability in an IAES, the CSE must conduct a manifestation determination. If the CSE determines that the student's behavior is a manifestation of his/her disability, the student may still be placed in an IAES if he/she was found guilty of possessing drugs or weapons.

The determination of the IAES must be made by the CSE.

5. IAES For Dangerous Students

If the student is dangerous, the district may request an expedited hearing before an impartial hearing officer who can order that the student be placed in an IAES for up to forty-five (45) days.

If an IAES is sought from a hearing officer, the hearing officer must consider

the following in making a placement:

- the appropriateness of the child's current placement; and
- whether the school has made reasonable efforts to minimize the risk of harm in the child's current placement, including the use of supplementary aids and services. 34 C.F.R. §300.521.

In order to place a student in a 45 day IAES, a hearing officer must determine:

- that the alternative educational setting meets the same requirements imposed upon the IEP Team in making such a placement;
- that the district has proven by substantial evidence (defined as "beyond a preponderance of the evidence") that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

If the CSE determines that the student's behavior is a manifestation of his/her disability, the student may still be placed in an IAES by the impartial hearing officer if the impartial hearing officer determines that maintaining the student in his/her current placement is substantially likely to result in injury to the student or others.

6. Alternative Instruction & FAPE

The Principal must immediately arrange for "substantially equivalent" alternative instruction for any student under the compulsory school age who has been suspended from school.

If the suspension is less than ten (10) days, a free appropriate public education ("FAPE") does not have to be provided. The right to a FAPE begins on the eleventh school day in a school year that the student is removed from his/her current educational placement. The FAPE provided to such students shall meet the same requirements as an IAES.

If a suspension results in more than 10 cumulative days of suspension, but does not result in a disciplinary change of placement, the principal (or other designated school administrator) in consultation with the student's special education teacher, must arrange for services "to the extent necessary to enable the student:

- Progress appropriately in the general curriculum; and
- Appropriately advance toward achieving the goals in the student's IEP

XIII. Public Conduct on School Property

The Romulus Central School District is committed to providing an orderly, respectful environment that is conducive to learning. The maintenance of public order on school property is the responsibility of all members of the school community. Teachers, staff, students, and citizens must work together to facilitate the educational process. Students, employees of the district, and visitors on school premises should at all times conduct themselves in a manner so as to reflect a proper respect for public property and the rights of others. To create and maintain

this kind of an environment, it is necessary to regulate public conduct on school property and at school functions. For purposes of this section of the code, “public” shall mean all persons when on school property or attending a school function including students, teachers and personnel.

All persons on school property or attending a school function shall conduct themselves in a respectful, courteous, and orderly manner. In addition, all persons on school property or attending a school function are expected to be properly attired for the purpose they are on school property. Staff and employees of the Romulus Central School District are expected to exemplify and reinforce the standards for appropriate student dress (Section VI of this Policy) and behavior.

Provisions regarding rules and procedures for visitations to school buildings are contained within this Board Policy Manual in the School Safety Plan.

A. Prohibited Conduct

No person, either alone or with others, shall:

- Intentionally injure any person or threaten to do so.
- Intentionally damage or destroy school property or the personal property of a teacher, administrator, other employee or any person lawfully on school property, including graffiti or arson.
- Disrupt the orderly conduct of classes, school programs or other school activities.
- Distribute or wear materials on school grounds or at school functions that are obscene, advocate illegal action, appear libelous, obstruct the rights of others, or are disruptive to the school program.
- Wear any clothing or garment which is disruptive or interferes with the educational process or is not appropriate or safe for the school function or activity being attended.
- Intimidate, harass or discriminate against any person on the basis of race, color, creed, national origin, religion, age, gender, sexual orientation or disability.
- Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed.
- Obstruct the free movement of any person in any place to which this code applies.
- Violate the traffic laws, parking regulations or other restrictions on vehicles;
- Possess, consume, sell, distribute or exchange alcoholic beverages, controlled substances, or be under the influence of either on school property or at a school function.
- Possess or use firearms or weapons in or on school property or at a school function, except in the case of law enforcement officers or except as specifically authorized by the Romulus Central School District.
- Use any tobacco or THC-based product(s) on school grounds.
- Loiter on or about school property.
- Gamble on school property or at school functions.
- Refuse to comply with any reasonable order of identifiable school officials performing their duties.
- Willfully incite others to commit any of the acts prohibited by this code.
- Violate any federal or state statute, local ordinance or board policy while on school property or while at a school function.
- Engage in picketing and/or demonstrating which: interferes with entrances to buildings or the normal flow of pedestrian or vehicular traffic; interferes with organized meetings or other assemblies for the purpose of harassment; obstructs the privacy of administrative offices or the functioning of the physical plant.

B. Penalties

Persons who violate this code shall be subject to the following penalties:

- Visitors. Their authorization, if any, to remain on school grounds or at the school function shall be withdrawn and they shall be directed to leave the premises. If they refuse to leave, they shall be subject to ejection.
- Students. They shall be subject to disciplinary action as the facts may warrant, in accordance with the due process requirements.
- Trespassers are individuals with no specific license or invitation to be on school grounds and shall be subject to immediate ejection.
- Tenured faculty members. They shall be subject to disciplinary action as the facts may warrant in accordance with Education Law §3020-a or any other legal rights that they may have.
- Staff members in the classified service of the civil service entitled to the protection of Civil Service Law §75. They shall be subject to immediate ejection and to disciplinary action as the facts may warrant in accordance with Civil Service Law §75 or any other legal rights that they may have.
- Staff members other than those described in subdivisions 4 and 5. They shall be subject to warning, reprimand, suspension or dismissal as the facts may warrant in accordance with any legal rights they may have.

C. Enforcement

The building principal or his or her designee shall be responsible for enforcing the conduct required by this code.

When the building principal or his or her designee sees an individual engaged in prohibited conduct, which in his or her judgment does not pose any immediate threat of injury to persons or property, the principal or his or her designee shall tell the individual that the conduct is prohibited and attempt to persuade the individual to stop. The principal or his or her designee shall also warn the individual of the consequences for failing to stop. If the person refuses to stop engaging in the prohibited conduct, or if the person's conduct poses an immediate threat of injury to persons or property, the principal or his or her designee shall have the individual removed immediately from school property or the school function. If necessary, local law enforcement authorities will be contacted to assist in removing the person.

The Romulus Central School District shall initiate disciplinary action against any student or staff member, as appropriate, with the "Penalties" section above. In addition, the district reserves its right to pursue a civil or criminal legal action against any person violating the code.

XIV. Dissemination of Code of Conduct

The Board of Education will work to ensure that the community is aware of this Code of Conduct by:

Providing a public hearing prior to Board approval.

- 1) Providing copies of a summary of the Code to all students, in an age-appropriate, plain language version.
- 2) Making copies of the Code available to all parents at the beginning of the school year.

- 3) Providing a summary of the Code of Conduct written in plain language to all parents of District students before the beginning of the school year and making this summary available later upon request. This will be reviewed with students by administration each school year.
- 4) Providing all current teachers and other staff members with a copy of the Code and a copy of any amendments to the code as soon as practicable after adoption.
- 5) Providing all new employees with a copy of the current Code of Conduct when they are first hired.
- 6) Making copies of the Code available for review by students, parents and other community members and providing opportunities to review and discuss the Code with the appropriate personnel.
- 7) Posting the code on the District website.

The Board of Education, via a committee of representative stakeholders, will review this Code of Conduct every year and update it as necessary. In conducting the review, the Board will consider how effective the code's provisions have been and whether the Code has been applied fairly and consistently.

The Board may appoint an advisory committee to assist in reviewing the Code and the District's response to Code of Conduct violations. The committee will be made up of representatives of student, teacher, administrator, and parent organizations, school safety personnel and other school personnel.

Before adopting any revisions to the Code, the Board will hold at least one public hearing at which school personnel, parents, students and any other interested party may participate.

The district shall post the complete Code of Conduct (with all amendments and annual updates) on the District's website, if available. The District shall file a copy of its Code of Conduct and any amendments with the Commissioner, in a manner prescribed by the Commissioner, no later than thirty (30) days after their respective adoptions.

XV. Effective Date

This policy shall be effective as of July 1, 2024.

Updated: 9/06/13	First Read: 8/27/13	Public Hearing: 9/10/13
Annual Review: 10/14/14	Public Hearing: 10/28/14	Adopted: 10/28/14
Public Hearing 9/8/15	Adoption: 9/8/15	Annual Review: 9/13/16
Public Hearing: 9/27/16	Adoption: 9/27/16	Annual Review: 8/29/17
Adoption: 8/29/17	Annual Review: 8/14/18	Public Hearing: 8/28/18
Adoption 8/28/18	Public Hearing 8/13/19	Adoption: 8/13/19
Reviewed: 8/11/20	Public Hearing: 8/25/20	Adoption: 8/25/20
Reviewed: 8/24/21	Public Hearing: 9/14/21	Adoption: 9/14/21
Reviewed: 8/9/22	Public Hearing: 9/13/22	Adoption: 9/13/22
Reviewed: 8/08/23	Public Hearing: 8/22/23	Adoption: 9/22/23
Updated: 7/19/24	Public Hearing: 7/23/24	Adoption: 8/27/24