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**Introduction**

The Board of Education is committed to providing a safe and supportive school environment where all individuals are treated with respect and students may receive and School District personnel may deliver quality educational services without disruption or interference. Responsible behavior by students, teachers, other School District personnel, parents and visitors is essential to achieving this goal.

The goal of the Code of Character, Conduct and Support (hereinafter “Code of Character, Conduct and Support” or “Code”) is to ensure each student’s right to an education in a safe, civil, caring, and supportive learning environment. It is based upon the laws, regulations, and policies that create access to education for all while protecting the due process rights of the individual. The Code recognizes that schools are public places that must balance individual rights with civic obligations and the responsibilities that make it possible to live in a free, open and democratic society. The Code of Character, Conduct and Support serves as a guide to good conduct and provides the tools for helping students to understand and appreciate the norms of behavior within the school culture.

Effective and engaging instruction and positive behavioral support are the foundations of a positive school climate. School teachers, administrators, and other staff are encouraged to set high expectations for student success, build positive relationships with students, as well as teach and model appropriate behaviors for success. Modeling respectful, positive behavior is especially critical during disciplinary interventions. All adults – teachers, principals, administrators, school staff, parents, and the larger community – have an obligation to help students become individuals who lead productive lives by modeling positive behaviors and cultivating those behaviors in students.

Student discipline and support policies and practices will be implemented in a manner which is fair and equitable, respectful, and based on trust among administration, staff, students, and families. In addition, student discipline and support policies and practices will hold all individuals accountable and, wherever possible, be restorative and solutions based. This will help students:

- Learn from their mistakes;
- Understand why their behavior was unacceptable;
- Acknowledge the harm they caused or the negative impact of their actions;
- Understand what they could have done differently;
- Take responsibility for their actions;
- Learn strategies that promote positive interactions; and
- Understand that further consequences and/or interventions will be implemented if their unacceptable behavior persists.

### Core Principles That Guide Character, Conduct and Support

The following principles form the foundation for creating safe, civil, caring, supportive and accomplished learning environments.

- The School District’s social and emotional learning vision aims to create collaborative school environments built on positive and supportive relationships and a Growth Mindset, where individuals and staff feel safe, valued, respected, and students are encouraged to be curious, take risks, and learn from their mistakes. The School District will foster a community of self-aware, compassionate, critical thinkers who are motivated to pursue their passions. Social and emotional competencies contribute to improved academic and personal outcomes and enable students to learn and practice how to:
  - Communicate effectively;
  - manage their emotions,
  - set goals,
  - feel and show empathy for others,
  - create positive relationships, and
  - make good choices.
- All students are capable of achieving their personal best and, when necessary, improving their behavior with guidance, instruction, support, and coaching.
- Students need different kinds and amounts of time, attention, instruction, and support to behave responsibly and succeed academically.
- Clear, fair, and timely consequences signal that a student’s actions are deemed to be inappropriate or unacceptable. Restorative Interventions require students to take responsibility for what they have said and done, reflect on the impact of their behavior, modify their behavior, problem solve, make amends to repair the harm they have caused, and learn new skills.
- Effective discipline helps students become more self-managed and teaches students to become more socially and academically skillful.
- Teachers, principals, administrators, school staff, parents, and the larger community have an obligation to help students learn to be good individuals and lead productive lives by:
  - enabling them to discern right from wrong,
  - fostering in them the desire to do what is right, and
  - requiring them to take responsibility for their words and actions.

- Student discipline and support policies and practices must be implemented in ways that are perceived to be respectful. Interactions between and among the School District and School District staff, students, and parents/persons in parental relation must protect the dignity of each individual and ensure a tone of decency.
- Every reasonable effort should be made to correct student behavior through interventions that are restorative and promote taking accountability for such behavior. Interventions are essential when inappropriate behavior or infractions of the Code may be symptomatic of more serious problems that students are experiencing. Appropriate disciplinary responses should emphasize prevention and effective intervention, prevent disruption to students' education, and promote the development of a positive School District culture.

The School District has a long-standing set of expectations for conduct on School Property and at School Functions. These expectations are based on the principles of dignity, empathy, mutual respect, character, honesty, and integrity.

The Board of Education deems it a priority to clearly define these expectations for acceptable conduct on School Property, 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 this Code of Character, Conduct and Support.

Unless otherwise indicated, this Code applies to all students, school personnel, parents/persons in parental relation and other visitors when on School Property or attending a School Function.

The Code of Character, Conduct and Support has incorporated the Dignity for All Students Act which was created to give students an educational environment free of Discrimination, Bullying and Harassment.

### **Student Rights and Responsibilities**

#### **A. Student Rights**

The School District is committed to safeguarding the rights given to all students under state and federal law. In addition, to promote a safe, healthy, orderly, and supportive school environment, all School District students have the right to:

1. participate in all School District activities on an equal basis regardless of their actual or perceived age, race, weight, color, national origin, ethnic group, religion, religious practice, Gender, Gender Identity and Gender Expression, military status, reproductive health decisions, predisposing genetic characteristics, marital status, domestic violence status, sex, Sexual Orientation or Disability.
2. be respected as an individual and treated fairly and with dignity by other students and school staff.

3. express one's opinions, either verbally or in writing, so long as it is done in a respectful manner and does not consist of speech that is hateful, intolerant or otherwise violates this Code.
4. present their version of the relevant events to school personnel authorized to impose a disciplinary penalty in connection with the imposition of the penalty.
5. have access to school policies, regulations, and rules and, when necessary, receive an explanation of those rules from school personnel.

**B. Student Responsibilities**

All School District students have the responsibility to:

1. contribute to maintaining a safe, supportive, and orderly school environment that is conducive to learning.
2. show respect to other persons and to property, including School Property.
3. maintain behavior to help make school a community free of violence, Intimidation, Bullying, Harassment, and Discrimination.
4. use a polite tone of voice and appropriate body language, listening when others are speaking.
5. be truthful when speaking with school officials regarding Code violations.
6. respect personal space.
7. be familiar with and abide by all School District policies, rules and regulations dealing with student conduct.
8. attend school every day unless legally excused, and be in class, on time, and prepared to learn.
9. work to the best of his/her ability in all academic and extracurricular pursuits and strive toward his/her highest level of achievement possible.
10. react to direction given by teachers, administrators, and other school personnel in a respectful, positive manner.
11. work to develop skills to both independently and collectively manage his/her emotions and reactions, and to resolve conflict with others.
12. ask questions when he/she does not understand.

13. seek help in solving problems.
14. dress appropriately for school and School Functions.
15. accept responsibility for their actions.
16. conduct themselves as representatives of the School District when participating in or attending School Functions and to hold themselves to the highest standards of conduct, demeanor, and sportsmanship.
17. be open to active participation in resolving conflicts through a Restorative Process.

### **Essential Partners**

The Code of Character, Conduct and Support is a guide for understanding the personal, social, and academic behaviors which are expected from all students while at school and School Functions. The Board of Education acknowledges that providing and promoting a safe, healthy, orderly, and supportive school environment requires collaboration amongst “essential partners,” all those involved in a student’s education. This Code also guides how school personnel will work with parents/persons in parental relation and their child(ren) to help demonstrate positive behaviors and enjoy academic success.

#### **A. All Essential Partners**

All essential partners are expected to:

1. maintain a climate of mutual respect and dignity for all students regardless of actual or perceived age, race, color, weight, national origin, ethnic group, religion, religious practice, military status, reproductive health decisions, marital status, predisposing genetic characteristics, Disability, domestic violence status, Sexual Orientation, Gender or sex (including Gender Identity), which will strengthen students’ self-concept and promote confidence to learn.
2. promote a safe, orderly, inclusive and stimulating school environment that supports active teaching and learning for all students regardless of actual or perceived age, race, color, weight, national origin, ethnic group, religion, religious practice, Disability, Sexual Orientation, Gender, Gender Identity or Gender Expression, military status, reproductive health decisions, marital status, domestic violence status, sex or predisposing genetic characteristics.
3. know school policies and rules.
4. avoid personal biases that may prevent equal treatment of all individuals.
5. encourage students to benefit from the curriculum and extracurricular programs.

6. be familiar with the Code of Character, Conduct and Support.
7. help students understand the School District's expectations for maintaining a safe, orderly environment.
8. support student participation in appropriate extracurricular activities.
9. report rumors of threats of physical injury or damage to property to school officials.
10. refrain from engaging in activities or displaying behaviors that set a poor example while in the supervision of students including smoking, use of tobacco/cannabis/cannabinoid products, using any Controlled Substance, consuming alcohol or using inappropriate language. Teachers should always be mindful of the language contained in the New York State Code of Ethics for Educators.
11. maintain confidentiality in accordance with federal and state law.
12. participate in school-wide efforts to provide adequate supervision in all school spaces.
13. address issues of Bullying, Discrimination, and Harassment or any situation that threatens the emotional or physical health or safety of any student, school Employee, or any person who is lawfully on School Property or at a School Function or which create a hostile environment.
14. be open to active participation in resolving conflicts through a Restorative Process.
15. lead by example by conducting oneself in a professional, respectful, and courteous manner.

**B. Parents/Persons in Parental Relation**

Parents/persons in parental relation are encouraged to promote participation in Restorative Practices to resolve incidents and conflict and to support their child(ren) in receiving the maximum benefit from a Restorative Practices approach.

To achieve this goal and in addition to the responsibilities set forth in A above, all parents/persons in parental relation are expected to:

1. recognize that the education of their child(ren) is a joint responsibility of the parents and the school community and collaborate with the School District to optimize their child's education opportunities.

2. send their child(ren) to school ready to participate and learn.
3. ensure their child(ren) attend school regularly and on time.
4. ensure absences are excused.
5. insist their child(ren) be dressed and groomed in a manner consistent with the student dress code.
6. help their child(ren) understand that, in a democratic society appropriate, rules are required to maintain a safe, orderly, and supportive environment.
7. know school rules and help their child(ren) understand them so their child(ren) can help create a safe, supportive school environment.
8. convey to their child(ren) a supportive attitude toward education and the School District.
9. build positive, constructive relationships with teachers, other parents, and their child(ren)'s friends.
10. help their child(ren) deal effectively with peer pressure and/or other social pressures.
11. inform school officials of changes in the home situation that may affect student conduct or performance.
12. provide a place for study and ensure homework assignments are completed.
13. tell school officials about any concerns or complaints in a respectful and timely manner.
14. be respectful and considerate to staff, other parents/persons in parental relation and students in all interpersonal communications.
15. be open to active participation in resolving conflicts through a Restorative Process.

**C. All School District Personnel**

School personnel, including clerical, teacher aides and assistants, bus drivers, security guards, hall monitors, custodians, and all support staff, play an important role in the education of students.

In addition to the responsibilities set forth in A above, all School District personnel are expected to:

1. demonstrate concern for student achievement and well-being.
2. enforce school policies and rules in a fair and consistent manner.
3. communicate regularly with students, parents/persons in parental relation and teachers concerning growth and achievement.
4. participate in school-wide efforts to provide adequate supervision in all school spaces.
5. address issues of Harassment or any situation that threatens the emotional or physical health or safety of any student, school Employee or any person who is lawfully on School Property or at a School Function.
6. avoid personal biases that may prevent equal treatment of all individuals.
7. assist students in coping with peer pressure and emerging personal, social, and emotional problems.
8. support the development of and student participation in appropriate extracurricular activities.
9. promptly make an oral report of incidents of Bullying, Discrimination and Harassment that are witnessed or otherwise brought to their attention to the Principal, Assistant Principal, or DASA Coordinator no later than one school day after witnessing the incident or the incident being brought to their attention and file a written report with the Principal, Assistant Principal, or DASA Coordinator no later than two days after making the oral report.

**D. Teachers**

The Code of Character, Conduct and Support is a guide for supporting positive student behavior at school. It is intended to help staff prevent student misconduct through the use of effective strategies and systems. It will provide guidance for intervening effectively and appropriately if students do not meet expected standards of behavior or violate the school rules and policies. To achieve this goal and in addition to the responsibilities set forth in A and C above, all School District teachers are expected to:

1. be prepared to fulfill the teacher's responsibilities.
2. demonstrate interest in the subject matter being taught and concern for student achievement, opportunities that are available for improving academic achievement and growth.
3. communicate to students and parents/persons in parental relation:

- a. course objectives and requirements,
- b. marking/grading procedures,
- c. assignment deadlines,
- d. expectations for students, and
- e. classroom behavior and consequences plan.

**E. School Counselors, School Psychologists and School Social Workers**

In addition to the responsibilities set forth in A and C, above, all School Counselors, School Psychologists, and School Social Workers are expected to:

1. initiate teacher/student/counselor conferences and parent/person in parental relation/teacher/student/ counselor conferences, as necessary, as a way to resolve problems.
2. regularly review with students their educational progress and career plans.
3. provide information to assist students with career planning.
4. encourage students to benefit from the curriculum and extracurricular programs.
5. make known to students and families the resources in the community that are available to meet their needs.

**F. Principals/Administrators**

In addition to the responsibilities set forth in A and C above, all principals/administrators are expected to:

1. ensure that students and staff have the opportunity to communicate regularly with the principal/administrators and have access to the principal/administrators for redress of grievances.
2. evaluate on a regular basis all instructional programs to ensure civility education is included in the curriculum.
3. provide support in the development of the Code of Character, Conduct and Support, when called upon.
4. disseminate the Code of Character, Conduct and Support and anti-Harassment policies as required by law.
5. be responsible for enforcing the Code of Character, Conduct and Support and ensuring that all cases are resolved promptly and fairly.

**G. The Dignity Act Coordinator(s)**

In addition to the responsibilities set forth in A and C above, the Dignity Act Coordinator(s) is/are expected to:

1. oversee and coordinate the work of the District-wide and building-level Bullying prevention committees.
2. identify circular resources that support infusing civility in classroom instruction and classroom management and provide guidance to staff as to how to access and implement those resources.
3. coordinate with the Professional Development Committee training in support of preventing bullying and promoting inclusivity.
4. be responsible for monitoring and reporting on the effectiveness of the School District's anti-Bullying, Harassment and Discrimination policy (DASA policy).

**H. Superintendent of Schools**

In addition to the responsibilities set forth in A and C above, the Superintendent of Schools is expected to:

1. review with School District administrators the policies of the Board of Education and state and federal laws relating to school operations and management.
2. inform the Board of Education about educational trends relating to student discipline.
3. work to create instructional programs that minimize incidents of inappropriate behavior, and are sensitive to student and teacher needs.
4. Ensure that School District administrators enforce the Code of Character, Conduct and Support.
5. Ensure that all cases are resolved promptly, fairly and equitably.

**I. Board of Education**

In addition to the responsibilities set forth in A and C above, the Board of Education is expected to:

1. develop and recommend a budget that provides programs and activities that support achievement of the goals of the Code of Character, Conduct and Support.

2. collaborate with student, teacher, administrator, parent organizations, school safety personnel and other school personnel to develop a Code of Character, Conduct and Support that clearly defines expectations for the conduct of students, parents/persons in parental relation, School District personnel, and visitors on School Property and at School Functions.
3. adopt and review at least annually the School District's Code of Character, Conduct and Support to evaluate the Code's effectiveness and the fairness and consistency of its implementation.
4. lead by example by conducting Board of Education meetings in a professional, respectful, and courteous manner.

### **Student Dress Code**

1. All students are expected to give proper attention to personal cleanliness and to dress appropriately for school and School Functions. These expectations are designed to aid students in character development by cultivating their respect for self and others. Students and their parents/persons in parental relation have the primary responsibility for acceptable student dress and appearance. Teachers and all other School District personnel should exemplify and reinforce acceptable student dress and help students develop an understanding of appropriate appearance in the school setting that is safe and not disrupt or interfere with the educational process. A student's dress, grooming and appearance, shall:
  - a. not be extremely revealing. See through garments are not appropriate and are disruptive to the learning environment.
  - b. ensure that underwear is completely covered with outer clothing.
  - c. include footwear at all times. Footwear that is a safety hazard will not be allowed.
  - d. not include the wearing of headcovering in the classroom except for a medical or religious purpose.
  - e. not include items that are vulgar, obscene, Discriminatory, libelous, or denigrate others for any reason or in any way, including, without limitation, on account of age, race, color, weight, religion, religious practice, national origin, ethnic group, Gender, Gender Identity and Gender Expression, sex, Sexual Orientation, military status, marital status, predisposing genetic characteristics, domestic violence status or Disability.
  - f. not promote and/or endorse the use of alcohol, tobacco, cannabis or cannabinoid products, or Illegal Drugs.
  - g. not promote and/or endorse gang affiliations; and/or
  - h. not encourage illegal or violent activities.

Each Principal or his/her designee shall be responsible for informing all students and their parents/persons in parental relation of the student dress code at the beginning of the school year and any revisions to the dress code made during the school year.

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 subject to discipline, up to and including in-school suspension for the day. Any student who repeatedly fails to comply with the dress code shall be subject to further discipline, up to and including out of school suspension.

### **Prohibited Student Conduct**

The Board of Education expects all students to conduct themselves in an appropriate and civil manner, with proper regard for the rights and welfare of other students, School District personnel and other members of the school community, and for the care of school facilities and equipment. In addition to its right to impose discipline, the Board of Education reserves the right to pursue the cost of repair to damages caused by a student's misconduct in accordance with its rights under the law.

It is expected that all students conduct themselves in a manner that supports the intent of the Dignity for All Students Act; creating a safe and supportive school environment free of Discrimination, Bullying/Cyberbullying and Harassment.

With classroom teacher approval, students may use their own Personal Electronic Devices to access the internet for educational purposes. All School District Issued Devices are expected to be used for educational purposes. All student activity on any electronic device is expected to comply with the Code. The School District reserves the right to monitor, inspect, and/or confiscate Personal Electronic Devices and/or School District Issued Devices when administration has reasonable suspicion that a violation of school policy has occurred.

Conduct that creates a hostile environment at school and School Functions is strictly prohibited. This conduct can include but is not limited to conduct, threats, Intimidation or abuse that constitutes Harassment and/or Bullying as defined in the "Definitions" section of this Code of Character, Conduct and Support.

Discipline is most effective when self-imposed, and students must learn to assume and accept responsibility for their own behavior, as well as the consequences of their misbehavior. School District personnel who interact with students are expected to place emphasis on the students' ability to grow in self-discipline when addressing inappropriate or unacceptable behaviors.

The Board of Education 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 intended to do that and 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. All violations apply to student behavior in school, on School Property, on School Buses and at School Functions and student behavior off School Property where such acts create or would foreseeably create a risk of substantial disruption within the school environment or where it is foreseeable that the acts might reach School Property.

Students may be subject to disciplinary action, up to and including suspension from school, when they:

**A. Engage in conduct that is disorderly. Examples include, but are not limited to:**

1. running in hallways.
2. making unreasonable noise.
3. using language or gestures that are profane, lewd, vulgar, or abusive.
4. obstructing vehicular or pedestrian traffic.
5. trespassing. Students are not permitted in any school building, other than the one they regularly attend, without permission from the administrator in charge of the building.
6. using drones on or about School Property except as authorized by school personnel with the permission of the Superintendent of Schools or his/her designee.
7. Electronic Device Misuse of computer/Electronic Communications and Personal Electronic Devices, accessing inappropriate websites; or any other violation of the School District's Acceptable Use Policy (Policy 4526).

**B. Engage in conduct that is insubordinate. Examples include, but are not limited to:**

1. failing to comply with the reasonable directions of teachers, school administrators or other school Employees in charge of students or otherwise demonstrating disrespectful behavior toward visitors, teachers, school administrators, or other School District Employees.
2. lateness for, missing, or leaving class or school without permission, or any violation of the Student Attendance Policy (Policy 5100).
3. skipping detention.
4. failing to vacate School Property at the conclusion of any School Function.
5. being in an unauthorized area without supervision.
6. ID card misuse. The misuse of a student's identification card which is property of the School District. This card is non-transferable and shall not be used by any person other than the specified student to whom the card was issued.

**C. Engage in conduct that is disruptive. Examples include, but are not limited to:**

1. engaging in any willful act which disrupts the normal operation of the school community.
2. failing to comply with the reasonable directions of teachers, school administrators or other school personnel in charge of students.
3. creating a loud disturbance.
4. using vulgar or abusive language, cursing, or swearing.
5. falsely reporting a bomb threat. (Please note: Falsely reporting a bomb threat is a felony and may result in criminal prosecution.)
6. conduct disruptive of the educational process or that substantially interferes with the teacher's authority over the classroom.

**D. Engage in conduct that is violent. Examples include, but are not limited to:**

1. committing an act of violence (such as hitting, kicking, punching, and scratching) upon a teacher, administrator, or other school Employee or attempting or threatening to do so.
2. committing an act of violence (such as hitting, kicking, punching, and scratching) upon another student or any other person lawfully on School Property or attempting or threatening to do so.
3. possessing a Weapon. Authorized law enforcement officials are the only persons permitted to have a Weapon in their possession while on School Property or at a School Function.
4. displaying what appears to be a Weapon.
5. threatening to use any Weapon.
6. intentionally damaging or destroying the personal property of a student, teacher, administrator, other School District Employee or any person lawfully on School Property, including graffiti or arson.
7. intentionally damaging or destroying School District property.

**E. Engage in any conduct that endangers the safety, morals, health, or welfare of others. Examples include, but are not limited to:**

1. subjecting other students, school personnel or any person lawfully on School Property or attending a School Function to danger by recklessly engaging in conduct which creates a substantial risk of physical injury.
2. lying to school personnel.
3. stealing or attempting to steal the property of other students, school personnel or any other person lawfully on School Property or attending a School Function or stealing or attempting to steal anything that is School Property.
4. Defamation, as defined in the “Definitions” section of this Code of Character, Conduct and Support.
5. Discrimination, as defined in the “Definitions” section of this Code of Character, Conduct and Support.
6. Harassment, as defined in the “Definitions” section of this Code of Character, Conduct and Support.
7. Sexual Harassment is prohibited by law. Sexual Harassment may include unwelcome conduct which is either of a sexual nature, or which is directed at an individual because of that individual’s sex, Sexual Orientation, Gender, Gender Identity or Gender Expression. Complaints regarding Sexual Harassment may be made directly to the Title IX coordinator.
8. Intimidation, as defined in the “Definitions” section of this Code of Character, Conduct and Support.
9. Bullying, as defined in the “Definitions” section of this Code of Character, Conduct and Support.
10. Cyberbullying, as defined in the “Definitions” section of this Code of Character, Conduct and Support.
11. Hazing, as defined in the “Definitions” section of this Code of Character, Conduct and Support.
12. selling, using, distributing, or possessing obscene material.
13. using vulgar or abusive language, cursing, or swearing.
14. smoking a cigarette, electronic cigarette (e-cigarette), personal vaporizing device, cigar, pipe or using chewing or smokeless tobacco or cannabis or cannabinoid products.

15. possessing, consuming, selling, distributing, or exchanging Drug Paraphernalia, alcoholic beverages, cannabis or cannabinoid products or Illegal Substances, or being under the influence of either.
16. inappropriately using or sharing prescription and/or over-the-counter drugs.
17. Gambling, as defined in the "Definitions" section of this Code of Character, Conduct and Support.
18. violation of an individual's civil rights.
19. indecent exposure, that is, exposure to sight of the private parts of the body in a lewd or indecent manner.
20. initiating a report warning of fire, bomb or other catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher.
21. selling, using, or possessing fireworks or other dangerous items.
22. hiding evidence of an illegal act or school violation.
23. creating a hazardous or physically offensive condition by any act which serves no legitimate purpose.

**F. Engage in Bus Misconduct while on a School Bus.**

It is crucial for students to behave appropriately while riding on School Buses or School 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 School Bus in a manner consistent with established standards for classroom behavior. Excessive noise, pushing, shoving and Fighting or other conduct in violation of the Code of Character, Conduct and Support will not be tolerated.

**G. Engage in any form of Academic Misconduct. Examples include, but are not limited to:**

1. plagiarism.
2. cheating.
3. copying.
4. altering records.
5. altering the work of others without permission.

6. assisting another student in any of the above actions.
7. Inappropriate use of Chat GPT or other artificial intelligence.

**H. Engage in off-campus misconduct that creates or would foreseeably create a risk of substantial disruption within the school environment.**

It is foreseeable that the some forms of misconduct might reach School Property, or endangers the health, safety or morals of students or staff within the school. Examples of such misconduct include, but are not limited to:

1. Cyberbullying, as defined in the “Definitions” section of this Code of Character, Conduct and Support.
2. threatening, Hazing or Harassing students or school personnel over the phone or through other electronic media.

**I. Using any direct or indirect communications to convey threats or derogatory comments, or post pornographic pictures of students or school personnel.**

**J. Engage in misconduct while using technology.**

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

1. displaying, performing, sending, receiving, or storing any content that is obscene, inappropriate, offensive, or otherwise objectionable, even if the material or its dissemination is lawful.
2. Harassing any person or advocating or encouraging violence of any kind against any person, entity, or government.
3. infringing, violating, or misappropriating another’s rights pursuant to the Code or by law otherwise.
4. obtaining unauthorized access to, or interfering by any means with, any user, system, network, service, or account, including evasion of filters or violation of the security or integrity of any network or system.
5. intentionally distributing computer viruses or malware of any kind.
6. sending, receiving, or supporting email messages that are unsolicited, deceptive, anonymous, excessively, voluminous or that contain falsified identifying information, including spamming and phishing.
7. violating the School District’s Acceptable Use Policy (Policy 4526).

8. violating any law.

**K. Engage in conduct that promotes or encourages other students to violate the Code or failure to report.**

It shall be considered a violation of the Code, even if the student is not involved in the underlying conduct if:

1. The student directs or forces another student to engage in conduct that violates the Code;
2. The student knowingly condones, encourages, endorses, or promotes another student to violate the Code;
3. The student enters into an agreement or arrangement to engage in conduct with other students that violates the Code; or
4. The student fails to report a known violation of another student that could endanger the safety, morals, health, or welfare of others.

**Expectations for Student Participation in Interscholastic Athletics and Extra-curricular Activities.**

Participation in interscholastic athletics and extracurricular activities is a privilege for students that are in good academic and behavioral standing and not a right equivalent to what is referred to as a free appropriate public education in education law. This is a privilege that is extended to students who are good role models, exhibit good character, good academics and behavioral standing, are inclusive of others and a good reflection on the Syosset community. There is an expectation for all students that are members of interscholastic athletic teams at in the School District, and those that participate in extra-curricular activities, including clubs, that all aspects of the student Code of Character, Conduct and Support are understood and adhered to. Violations of the Code of Character, Conduct and Support may lead to a suspension from school or removal from a team or club depending on the severity of the infraction.

Additionally, appropriate conduct in the community is a minimum expectation for all School District students, and particularly those that expect to compete as athletes and/or remain active in extra-curricular activities. In the event a student becomes involved in a student disciplinary situation outside of school, including but not limited to a violation of law, a decision may be made to suspend the student from interscholastic athletics and/or extra-curricular activities until the situation is resolved, whether the incident has a connection to the School District or not. The suspension decision will take place after a meeting occurs with the student, the student's parents/persons in parental relation, the Principal, the coach of the team and Athletic Director and/or adult supervisor of the club or activity and any other parties the School District deems appropriate.

**General Guidelines for Players, Coaches, Parents/Persons in Parental Relation and Spectators**

1. Those in attendance at School District athletic events (home or away) are expected to demonstrate positive enthusiasm without causing harm, danger, or embarrassment to others or to the school.
2. Everyone is to demonstrate appropriate behavior while in attendance at an event or on school property.
3. All individuals are expected to respect opponents, players, coaches, and officials and maintain self-control in their actions.
4. All in attendance are to be in compliance with the School District's Code of Character, Conduct and Support, academic eligibility policy, the athletic department's return to play policies as well as follow team regulations and procedures.
5. Smoking (including cigarettes, e-cigarettes, cannabis or cannabinoid products, pipes and personal vaporizing devices), consuming alcohol, and/or using Illegal Substances is strictly prohibited.
6. Game officials, school administrators, coaches, teacher chaperones and/or security can have unruly fans removed from a contest facility.
7. All in attendance should be aware that the School District can (and will) remove them from School Property and can prohibit them from attending future contests due to undesirable behaviors.

**Overall Behavior Expectations for Players, Parents/Persons in Parental Relation and Spectators**

1. Proper language is to be used. No swearing or language which is offensive to others will be tolerated. School Functions are a family activity. Individual and group vulgarity is unacceptable, as is verbal Harassment of players, coaches, and officials.
2. Do not "coach" or instruct from the stands. Please respect the entire coaching staff's judgement and leadership of their team.
3. Respect the officials' judgment and interpretation of the rules.
4. Support your child and their teammates with positive actions and encouragement.
5. Everyone is expected to demonstrate respect and pride for the school. Cheer for your team, not against your opponents. Do not personalize your comments towards players, coaches, and officials.

6. Hazing of any kind is strictly prohibited, which includes but not limited to Harassment/Bullying and Cyberbullying/social media Harassment.
7. Respect is the key to good sportsmanship. Respect both players and fans from the opposing team. Opposing players are not enemies, but teenagers who happen to attend other schools.
8. Acknowledge good plays by both teams.
9. Accept victory and defeat with pride and compassion.

**Parent/Person in Parental Relation, Player, Coach Communication Expectations**

1. Appropriate concerns for parents/persons in parental relation to discuss with coaches:
  - a. Treatment of you/your child, mentally and physically;
  - b. Ways to help you/your child improve; and
  - c. Concerns about you/your child's behavior.
2. Inappropriate concerns for parents/persons in parental relation to discuss with coaches, including but not limited to:
  - a. Playing time;
  - b. Team strategies or calling plays; and
  - c. Other student athletes.

Student athletes and their parents/persons in parental relation will be required to sign an agreement to uphold the within Code of Character, Conduct and Support, team rules and regulations and the above guidelines for participation in the School District's athletic program.

**Reporting Violations**

All students are expected to promptly report violations of the Code of Character, Conduct and Support to a teacher, school counselor, school psychologist, school social worker, the Principal or his/her designee. Any student observing a student possessing a Weapon, alcohol, cannabis or cannabinoid products, Drug Paraphernalia, Illegal Drugs, or Illegal Substance on School Property or at a School Function shall report this information immediately to a teacher, the Principal, the Principal's designee or the Superintendent of Schools or his/her designee.

All School District staff that are authorized to impose disciplinary sanctions are expected to do so in a prompt, fair and lawful manner. School District staff that are not authorized to impose disciplinary sanctions are expected to promptly report violations of the Code of Character, Conduct and Support to their supervisor, who shall in turn impose an appropriate disciplinary sanction, if so authorized, or refer the matter to a staff member who is authorized to impose an appropriate sanction.

The Principal or his/her designee must notify the appropriate local law enforcement agency of Code violations, including but not limited to incidents of Harassment, Bullying, and/or Discrimination, which may 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/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 Character, Conduct and Support and explain the activity that may constitute a crime.

Retaliation by any school employee, parent/person in parental relation or student against any individual who, in good faith, reports or assists in the investigation of Harassment, Bullying, and/or Discrimination is prohibited under law.

### **Reporting Incidents of Bullying, Harassment and/or Discrimination**

Students who have been bullied, Harassed and/or Discriminated against, parents/persons in parental relation whose children have been bullied, Harassed and/or Discriminated against, or other students or staff who observe Bullying, Harassing and/or Discriminating behavior are encouraged and expected to make a verbal and/or written complaint to any school personnel in accordance with the training and guidelines provided, as well as any applicable School District policies. (Refer to Policy 0115, Dignity for All Students Act; Policy 0100, Equal Opportunity; and Policy 0110, Prohibition Against Sexual Harassment.)

Staff members must promptly make an oral report of all complaints of Bullying, Harassment, and/or Discrimination that they receive from students or others as promptly as is practicable, whether oral or written, as well as any instances of Bullying, Harassment and/or Discrimination that they are aware of, to the Principal, Assistant Principal, or DASA Coordinator not later than one school day after receipt of a report or witnessing an incident and shall file a written report with the Principal, Assistant Principal, or DASA Coordinator not later than two school days after making the oral report.

Reports of Bullying, Harassment, and/or Discrimination will be promptly investigated in accordance with School District policies and procedures.

Retaliation by any school employee, parent/person in parental relation or student against any individual who, in good faith, reports or assists in the investigation of Harassment, Bullying, and/or Discrimination is prohibited under law.

### **Disciplinary Consequences, Procedures and Referrals**

Discipline is most effective when it deals directly with the problem at the time and place it occurs, and in a way that students view as fair, impartial and consistent.

School personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the students' ability to grow in self-discipline.

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 sanctions will consider the following:

1. The student's age.
2. The nature of the offense and the circumstances which led to the offense.
3. The student's prior disciplinary record.
4. The effectiveness of other forms of discipline.
5. Information from parents, teachers and/or others, as appropriate.
6. Other extenuating circumstances.

As a general rule, discipline will be progressive. This means that a student's first violation will usually merit a lighter penalty than subsequent violations.

If the conduct of a student is related to a Disability or suspected Disability, the student shall be referred to the Committee on Special Education and discipline, if warranted, shall be administered consistent with the separate requirements of this Code of Character, Conduct and Support for disciplining students with a Disability or presumed to have a Disability. A student identified as having a Disability shall not be disciplined for behavior related to his/her Disability.

**A. Consequences**

Students who are found to have violated the School District's Code of Character, Conduct and Support may be subject to the following consequences, either alone or in combination. The following are authorized to be imposed, consistent with the student's right to due process and include but are not limited to:

1. Oral warning.
2. Oral notification to parent.
3. Written warning.
4. Written notification to parent.
5. Removal from classroom by teacher.
6. Detention.
7. Suspension from School Transportation.
8. Suspension from athletic participation.

9. Suspension from social or extracurricular activities.
10. Loss of Academic Honors, including, but not limited to Valedictorian, Salutatorian, President National Honor Society.
11. Suspension of other privileges.
12. In-school suspension.
13. Short-term (five days or less) suspension from school.
14. Long-term (more than five days) suspension from school.
15. Permanent suspension from school.

In addition to the above consequences, the Principal or his/her designee may implement Restorative Practices on a case-by-case basis to mediate a conflict. The Superintendent of Schools or his/her designee will implement procedures outlining the Restorative Practices that may be made available to students on a case-by-case basis.

Any Weapon, alcohol, cannabis or cannabinoid products, Drug Paraphernalia, Illegal Drugs or Illegal Substance found in possession of a student, shall be confiscated immediately, if possible. This should be followed by notification to the parent/person in parental relation of the student involved, the appropriate disciplinary sanction, which may include permanent suspension, and, if appropriate, referral for prosecution.

## **B. Procedures**

The amount of due process a student is entitled to receive before a penalty is imposed depends on the penalty being imposed. In all cases, regardless of the penalty imposed, the school personnel authorized to impose the penalty must inform the student of the alleged misconduct and must investigate, to the extent necessary, the facts surrounding the alleged misconduct. All students will have an opportunity to present their version of the facts to the school personnel imposing the disciplinary penalty in connection with the imposition of the penalty.

Students who are to be given penalties other than an oral warning, written warning or written notification to their parents/persons in parental relation are entitled to additional rights before the penalty is imposed. These additional rights are explained below.

### **1. Detention**

Teachers, Principals or their designees, and the Superintendent of Schools or his/her designee may use after school detention as a penalty for student misconduct in situations where removal from the classroom or suspension would be inappropriate. A student subjected to detention is not entitled to a full hearing pursuant to Education Law § 3214.

2. Suspension from School Transportation

If a student does not conduct themselves properly on a School Bus, the bus driver is expected to bring such misconduct to the Principal's attention. Students who become a serious disciplinary problem may have their School Transportation privileges suspended by the Principal or the Superintendent of Schools or their designees.

In such cases, the student's parent/person in parental relation will become responsible for seeing that his/ her child gets to and from school safely. Should the suspension from School Transportation amount to a suspension from attendance, the School District will make appropriate arrangements to provide for the student's education.

A student subjected to a suspension from School Transportation is not entitled to a full hearing pursuant to Education Law § 3214. However, the student and the student's parent/person in parental relation will be provided with a reasonable opportunity for an informal conference with the Principal or the Principal's designee to discuss the conduct and the penalty involved.

3. Suspension from athletic participation, extra-curricular activities and other privileges

A student subjected to a suspension from athletic participation, extra-curricular activities, loss of recess, loss of academic honors, or other privileges is not entitled to a full hearing pursuant to Education Law § 3214. However, the student and the student's parent/person in parental relation will be provided with a reasonable opportunity for an informal conference with the School District official imposing the suspension to discuss the conduct and the penalty involved.

4. In-school Suspension

The Board of Education recognizes the school must balance the need of students to attend school and the need for order in the classroom to establish and maintain an environment conducive to learning. As such, the Board of Education authorizes Principals and the Superintendent of Schools to place students who would otherwise be suspended from school as the result of a Code of Character, Conduct and Support violation in "in-school suspension." The in-school suspension teacher will be a certified teacher.

A student subjected to an in-school suspension is not entitled to a full hearing pursuant to Education Law § 3214. However, the student and the student's parent/person in parental relation will be provided with a reasonable opportunity for an informal conference with the School District official imposing the in-school suspension to discuss the conduct and the penalty involved.

5. Teacher Disciplinary Removal of Disruptive Students

A student's behavior can affect a teacher's ability to teach and can make it difficult for other students in the classroom to learn. In most instances the classroom teacher can control a student's behavior and maintain or restore control over the classroom by using good classroom management techniques. These techniques may include practices that involve the teacher directing a student to briefly leave the classroom to give the student an opportunity to regain his or her composure and self-control in an alternative setting. Such practices may include, but are not limited to: (1) short-term "time out" in an elementary classroom or in an administrator's office; (2) sending a student to the Principal's office for the remainder of the class time only; or (3) sending a student to a guidance counselor or other School District staff member for counseling. Time-honored classroom management techniques such as these do not constitute disciplinary removals for purposes of this Code.

On occasion, a student's behavior may become disruptive. For purposes of this Code of Character, Conduct and Support, a Disruptive Student is a student who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom. A substantial disruption of the educational process or substantial interference with a teacher's authority occurs when a student demonstrates a persistent unwillingness to comply with the teacher's instructions or repeatedly violates the teacher's classroom behavior rules.

A classroom teacher may remove a Disruptive Student from class for up to two days. The removal from class applies to the class of the removing teacher only.

If the Disruptive Student does not pose a danger or ongoing threat of disruption to the academic process, the teacher must provide the student with an explanation for why he or she is being removed and an opportunity to explain his or her version of the relevant events before the student is removed. Only after the informal discussion may a teacher remove a student from class.

If the student poses a danger or ongoing threat of disruption, the teacher may order the student to be removed immediately. The teacher must, however, explain to the student why he or she was removed from the classroom and give the student a chance to present his or her version of the relevant events within 24 hours, provided that if such 24-hour period does not end on a school day, it shall be extended to the corresponding time on the next school day.

The teacher must complete a School District-established referral form and meet with the Principal or his/ her designee as soon as possible, but no later than the end of the school day, to explain the circumstances of the removal and to present the removal form. If the Principal or designee is not available by the end of the same school day, the teacher must leave the form with the secretary and meet with the Principal or designee prior to the beginning of classes on the next school day.

Within 24 hours after the student's removal, provided that if such 24- hour period does not end on a school day, it shall be extended to the corresponding time on the next school day, the Principal or another School District administrator designated by the Principal must notify the student's parent/person in parental relation, in writing, that the student has been removed from class and the reason for removal. The notice must also inform the parent/person in parental relation that he or she has the right, upon request, to meet informally with the Principal or the Principal's designee to discuss the reasons for the removal.

The written notice must be provided by personal delivery, overnight delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24-hours of the student's removal, provided that if such 24-hour period does not end on a school day, it shall be extended to the corresponding time on the next school day, at the last known address for the parent. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting parents.

The Principal may require the teacher who ordered the removal to attend the informal conference.

If at the informal meeting the student denies the charges, the Principal or the Principal's designee must explain why the student was removed and give the student and the student's parents/persons in parental relation a chance to present the student's version of the relevant events. The informal meeting must be held within 48 hours of the student's removal, provided that if such 48-hour period does not end on a school day, it shall be extended to the corresponding time on the next school day. The timing of the informal meeting may be extended by mutual agreement of the parent and Principal.

The Principal or the Principal's designee may overturn the removal of the student from class if the Principal or designee finds any one of the following:

- a. The charges against the student are not supported by substantial evidence.
- b. The student's removal is otherwise in violation of law, including the School District's Code of Character, Conduct and Support.
- c. The conduct warrants suspension from school pursuant to Education Law § 3214 and a suspension will be imposed.

The Principal or his/her designee may overturn a removal at any point between receiving the referral form issued by the teacher and the close of business on the day following the 48-hour period for the informal conference, provided that if such 48-hour period does not end on a school day, it shall be extended to the corresponding time on the next school day, if a conference is requested. No student removed from the classroom by the classroom teacher will be permitted to return to the classroom until the Principal (or his/her designee) makes a final determination, or the period of removal expires, whichever is less.

Any Disruptive Student removed from the classroom by the classroom teacher shall be offered continued educational programming and activities until he or she is permitted to return to the classroom.

Each teacher must keep a complete log (on a School District provided form) for all cases of removal of students from the teacher's class. The Principal must keep a log of all removals of students from class.

Removal of a student with a Disability, under certain circumstances, may constitute a change in the student's placement. Accordingly, no teacher may remove a student with a Disability from his or her class until the teacher has verified with the Principal or the chairperson of the Committee on Special Education that the removal will not violate the student's rights under state or federal law or regulation.

6. Suspension from School

Suspension from school is a severe penalty, which may be imposed only upon students who are insubordinate, disorderly, violent or disruptive, or whose conduct otherwise endangers the safety, morals, health or welfare of others.

The Board of Education retains its authority to suspend students, but places primary responsibility for the suspension of students with the Superintendent of Schools and the Principals.

The Principal or his/her designee may recommend to the Superintendent of Schools or the Principal that a student be suspended. All staff members must immediately report and refer a Violent Student to the Principal or the Superintendent of Schools for a violation of the Code of Character, Conduct and Support. All recommendations and referrals shall be made in writing unless the conditions underlying the recommendation or referral warrant immediate attention. In such cases, a written report is to be prepared as soon as possible by the staff member recommending the suspension.

The Superintendent of Schools or Principal, upon receiving a recommendation or referral for suspension or when processing a case for suspension, shall gather the

facts relevant to the matter and record them for subsequent presentation, if necessary.

a. Short term (five days or less) Suspension from School

When the Superintendent of Schools or Principal (referred to as the “suspending authority”) proposes to suspend a student charged with misconduct for five (5) days or less pursuant to Education Law § 3214(3), the suspending authority must immediately notify the student orally. If the student denies the misconduct, the suspending authority must provide an explanation of the basis for the proposed suspension. The suspending authority must also notify the student’s parents/persons in parental relation in writing that the student may be suspended from school. The written notice must be provided by personal delivery, overnight delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the decision to propose suspension at the last known address for the parents/persons in parental relation. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting the parents/persons in parental relation.

The notice shall provide a description of the charges against the student and the incident for which suspension is proposed and shall inform the parents/persons in parental relation of the right to request an immediate informal conference with the Principal. Both the notice and informal conference shall be in the dominant language or mode of communication used by the parents/persons in parental relation. At the conference, the parents/persons in parental relation shall be permitted to ask questions of complaining witnesses under such procedures as the Principal may establish.

The notice and opportunity for an informal conference shall take place before the student is suspended unless the student’s presence in school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process. If the student’s presence does pose such a danger or threat of disruption, the notice and opportunity for an informal conference shall take place as soon after the suspension as is reasonably practicable.

After the conference, the Principal shall promptly advise the parents/persons in parental relation in writing of his or her decision. The Principal shall advise the parents/persons in parental relation that if they are not satisfied with the decision and wish to pursue the matter, they must file a written appeal to the Superintendent of Schools within five (5) business days, unless they can show extraordinary circumstances precluding them from doing so. The Superintendent of Schools shall issue

a written decision regarding the appeal within ten (10) business days of receiving the appeal. If the parents/persons in parental relation are not satisfied with the Superintendent of Schools' decision, they must file a written appeal to the Board of Education with the District Clerk within ten (10) business days of the date of the Superintendent of Schools' decision, unless they can show extraordinary circumstances precluding them from doing so. In the event the appeal results in a reversal of the suspension, the suspension shall be expunged from the student's discipline record. Only final decisions of the Board of Education may be appealed to the Commissioner of Education and such appeal must be done within thirty (30) days of the decision.

b. Long term (more than five days) Suspension from School

When the Superintendent of Schools determines that a suspension for more than five (5) days may be warranted, he or she shall give reasonable notice to the student and the student's parents/persons in parental relation of their right to a fair hearing pursuant to Education Law § 3214. At the hearing the student shall have the right to be represented by counsel, the right to question witnesses, and the right to present witnesses and other evidence on the student's behalf.

The Superintendent of Schools shall personally hear and determine the proceeding or may, in his or her discretion, designate an impartial hearing officer to conduct the hearing. The hearing officer shall be authorized to administer oaths and to issue subpoenas in conjunction with the proceeding. A record of the hearing shall be maintained, but no stenographic transcript shall be required. A tape recording shall be deemed a satisfactory record. The hearing officer shall make findings of fact and recommendations as to the appropriate measure of discipline to the Superintendent of Schools. The report of the hearing officer shall be advisory only, and the Superintendent of Schools may accept all or any part thereof.

An appeal of the decision of the Superintendent of Schools may be made to the Board of Education that will make its decision based solely upon the record before it. All appeals to the Board of Education must be in writing and submitted to the School District's District Clerk within thirty (30) business days of the date of the Superintendent of Schools' decision, unless the parents/persons in parental relation can show that extraordinary circumstances precluded them from doing so. The Board of Education may adopt in whole or in part the decision of the Superintendent of Schools. Final decisions of the Board of Education may be appealed to the Commissioner of Education within thirty (30) days of the decision.

c. Permanent suspension

Permanent suspension is reserved for extraordinary circumstances such as where a student's conduct poses a life-threatening danger to the safety and well-being of other students, school personnel or any other person lawfully on School Property or attending a School Function.

d. Procedure After Suspension

The Board of Education may condition a student's early return from a suspension on the student's voluntary participation in counseling or specialized classes, such as anger management or dispute resolution. The Board of Education retains discretion in offering this opportunity. If and when the student and/or parent/person in parental relation agrees to this option, the terms and conditions shall be specified in writing.

**C. Minimum Periods of Suspension**

1. Students who bring to or possess a Firearm or Weapon at school

Any student, other than a student with a Disability, found guilty of bringing to or possessing a Firearm or Weapon on School Property will be subject to suspension from school for at least one calendar year. Before being suspended, the student will have an opportunity for a hearing pursuant to Education Law § 3214. The Superintendent of Schools has the authority to modify the one-year suspension on a case-by-case basis. In deciding whether to modify the penalty, the Superintendent of Schools may consider the following:

- a. The student's age.
- b. The student's prior disciplinary record.
- c. The Superintendent of Schools' belief that other forms of discipline may be more effective.
- d. Input from parents/persons of parental relation, teachers and/or others.
- e. Other extenuating circumstances.

A student with a Disability may be suspended only in accordance with the requirements of state and federal law.

2. Students who commit violent acts other than bringing to or possessing a Firearm or Weapon at school.

Any student, other than a student with a Disability, who is found to have committed a violent act, other than bringing to or possessing a Firearm or Weapon onto School Property, shall be subject to suspension from school for at least five (5) days. If the proposed penalty is the minimum five-day suspension, the student

and the student's parent/person in parental relation will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed penalty exceeds the minimum five-day suspension, the student and the student's parent/person of parental relation will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The Superintendent of Schools has the authority to modify the minimum five-day suspension on a case-by-case basis. In deciding whether to modify the penalty, the Superintendent of Schools may consider the same factors considered in modifying a one-year suspension for possessing a Weapon.

3. Students who are repeatedly substantially disruptive of the educational process or repeatedly substantially interfere with the teacher's authority over the classroom.

Any student, other than a student with a Disability, who repeatedly is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom will be suspended from school for at least five (5) days. For purposes of this Code of Character, Conduct and Support, "repeatedly is substantially disruptive" means engaging in conduct that results in the student being removed from the classroom by teacher(s) pursuant to Education Law § 3214 (3-a) and this Code on four or more occasions during a semester, or three or more occasions during a trimester. If the proposed penalty is the minimum five-day suspension, the student and the student's parent/person in parental relation will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed penalty exceeds the minimum five-day suspension, the student and the student's parent/person in parental relation will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The Superintendent of Schools has the authority to modify the minimum five-day suspension on a case-by-case basis. In deciding whether to modify the penalty, the Superintendent of Schools may consider the same factors considered in modifying a one-year suspension for possessing a Weapon.

#### **D. Disciplinary and Remedial Consequences for Bullying, Harassment and/or Discrimination**

The School District supports the development of measured, balanced and age-appropriate responses to the Bullying, Harassment and/or Discrimination of students by students on School Property, including School Functions, with remedies and procedures focusing on prevention, intervention, education and discipline. Remedies will be measured, balanced, progressive and age-appropriate and will take into consideration the nature and severity of the offending student's behavior, the developmental age of the student, the previous disciplinary record of the student and other extenuating circumstances, and the impact the offending student's behaviors

had on the individual who was physically injured or emotionally harmed. Responses will be reasonably calculated to end the Harassment, Bullying and/or Discrimination, prevent recurrence, and eliminate the hostile environment.

Successful intervention **may** involve remediation.

Remedial responses to Bullying, Harassment and/or Discrimination include measures designed to correct the problem behavior, prevent another occurrence of the behavior, and protect the target of the act. Appropriate remedial measures may include, but are not limited to:

- Restitution and restoration;
- Peer support groups;
- Corrective instruction or other relevant learning or service experience;
- Supportive intervention;
- Behavioral assessment or evaluation;
- Behavioral management plans that are closely monitored;
- Student counseling; and
- Parent conferences.

Beyond these individual-focused remedial responses, school-wide or environmental remediation can be an important tool to prevent Bullying, Harassment and/or Discrimination. Environmental remediation strategies may include, but are not limited to:

- Supervisory systems which empower school staff with prevention and intervention tools to address incidents of Bullying, Harassment and/or Discrimination;
- School and community surveys or other strategies for determining the conditions contributing to the relevant behavior;
- Modification of schedules;
- Adjustment in hallway traffic and other student routes of travel;
- Targeted use of monitors;
- Staff professional development;
- Parent conferences;
- Involvement of parent-teacher organizations; and
- Peer support groups.

If appropriate, applicable disciplinary action will be taken by the administration in accordance with this policy. If the behavior rises to the level of criminal activity, law enforcement will be contacted.

Staff is expected, when aware of Bullying, to either refer the student to designated resources for assistance, or to intervene in accordance with this policy.

**E. Referrals**

1. Counseling

Principals shall handle all referrals of students to counseling.

2. PINS Petitions

The School District may file a PINS (person in need of supervision) petition in Family Court on any student under the age of eighteen (18) who demonstrates that he/she requires supervision and treatment by:

Being habitually truant and not attending school as required by part one of Article 65 of the Education Law; or

Engaging in an ongoing or continual course of conduct which makes the student ungovernable, or habitually disobedient and beyond the lawful control of the school; or

3. Juvenile Delinquents and Juvenile Offenders

The Superintendent of Schools is required to refer the following students to the County Attorney for a juvenile delinquency proceeding before the Family Court:

- i. Any student under the age of 16 who is found to have brought a Weapon to school, or
- ii. Any student 14 or 15 years old who qualifies for juvenile offender status under the Criminal Procedure Law § 1.20 (42).

The Superintendent of Schools is required to refer students age 16 and older or any student 14 or 15 years old who qualifies for juvenile offender status to the appropriate law enforcement authorities.

**Alternative Instruction**

When a student of any age is removed from class by a teacher or a student of compulsory attendance age is suspended from school pursuant to Education Law § 3214, the School District will take immediate steps to provide alternative means of instruction for the student.

**Discipline of Students with Disabilities**

The Board of Education recognizes that it may be necessary to suspend or temporarily remove a student with disabilities from his or her current placement because maintaining the student in such placement is substantially likely to result in injury to the student or to others, or otherwise discipline students with disabilities to address disruptive or problem behavior. The Board of

Education also recognizes that students with disabilities are granted certain procedural protections when school authorities impose discipline. The Board of Education is committed to ensuring that the procedures followed are consistent with the safeguards required by applicable laws and regulations.

The Code of Character, Conduct and Support affords students with disabilities who have been subject to disciplinary action no greater or lesser rights than those expressly authorized by applicable federal and state law and regulation.

**A. Authority to Remove, Suspend or Otherwise Discipline Students with Disabilities**

1. For purposes of this section of the Code of Character, Conduct and Support, the following definitions apply:

“Behavior Intervention Plan” means a plan that is based on the results of a functional behavioral assessment and that, at a minimum, includes a description of the problem behavior, global and specific hypotheses as to why the problem behavior occurs, and intervention strategies that include positive behavioral supports and services to address the behavior.

“Disciplinary Change of Placement” means a suspension or removal from a student’s current educational placement that is either for more than 10 consecutive school days, or for a period of 10 consecutive school days or less if the student is subjected to a series of suspensions or removals that constitute a pattern because they cumulate to more than 10 school days in a school year and because of such factors as the length of each suspension or removal, the total amount of time the student is removed and the proximity of the suspensions or removals to one another. The School District determines on a case-by-case basis whether a pattern of removals constitutes a change of placement. This determination is subject to review through due process and judicial proceedings.

“IAES” or “Interim Alternative Educational Setting” means a temporary educational placement determined by the Committee on Special Education (CSE) or an impartial hearing officer, other than the student’s current placement at the time the behavior precipitating the IAES placement occurred. The IAES allows for services to be provided that permits the student to continue to participate in the general curriculum and enables the student to progress toward meeting the goals set forth in their Individualized Education Plan (IEP).

“Manifestation review” means a review of the relationship between the student’s Disability and the behavior subject to disciplinary action which is required when the disciplinary action results in a change of placement (as defined above). A student’s conduct will be deemed to be a manifestation of his/her Disability if the conduct in question was caused by or had a direct and substantial relation to the student’s Disability; or it was the direct result of the School District’s failure to implement the IEP.

“Manifestation team” shall include a representative of the School District knowledgeable about the student and the interpretation of information about child behavior, the parent/person in parental relation, and relevant members of the CSE as determined by the parent/person in parental relation and the School District.

“Removal” means a removal for disciplinary reasons from the student’s current education placement, other than a suspension and change in placement to an IAES.

“School Day” means any day, including a partial day, when students are in attendance at school for instructional purposes.

“Serious Bodily Injury” means bodily injury which involves a substantial risk of death, extreme physical pain, protracted obvious disfigurement or protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

“Suspension” means a suspension pursuant to Education Law § 3214.

2. School Administrators or teachers may order the suspension or removal of a student with a Disability from his/her current education placement as follows:
  - a. The Board of Education,
  - b. The Board of Education, the Superintendent of Schools or a Principal may order the placement of a student with a Disability into an IAES, another setting or suspension for a period not to exceed five (5) consecutive school days, and not to exceed the amount of time a nondisabled student would be subject to suspension for the same behavior. Parents/persons in parental relation to the student shall be provided an opportunity for an informal conference in accordance with Education Law § 3214(d). The Superintendent of Schools may order the placement of a student with a Disability into an IAES, another setting or suspension for up to 10 consecutive school days, inclusive of any period in which the student has been suspended or removed under the above paragraph for the same behavior, if the Superintendent of Schools determines that the student has engaged in behavior that warrants a suspension and the suspension or removal does not exceed the amount of time nondisabled students would be subject to for the same behavior. The Superintendent of Schools or an appointed hearing officer, in accordance with the Commissioner’s regulations, will conduct a hearing that shall be bifurcated into a guilt phase and a penalty phase. The Superintendent of Schools may order additional suspensions of not more than 10 consecutive school days in the same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement. The Superintendent of Schools may order the placement of a student with a Disability in to an IAES to be determined by the CSE for the same amount of time a student

without a Disability would be subject to discipline, but not for more than 45 school days, under the following circumstances:

- i. The student carries or possesses a Weapon to or at school, on School Property or to a School Function;
    - ii. The student knowingly possesses or uses Drug Paraphernalia or Illegal Drugs or sells or solicits the sale of a Controlled Substance while at school, on School Property or at a School Function; or
    - iii. The student has inflicted serious bodily injury upon another person while at school, on School Property or at a School Function.
  - c. An impartial hearing officer, subject to specified conditions required by federal and state law and regulations, may order the placement of a student with a Disability in an IAES for up to 45 days at a time if maintaining the student in his/her current educational placement poses a risk of harm to the student or others as determined by the Committee on Special Education.
3. A review of the relationship between the student's Disability and the behavior subject to disciplinary action to determine if the conduct is a manifestation of the Disability must be made immediately, if possible, but in no case later than 10 school days after:
  - a. A decision is made by the Superintendent of Schools to change the placement of a student to an IAES.
  - b. A decision is made by an impartial hearing officer to place a student in an IAES.
  - c. A decision is made by the Board of Education, the Superintendent of Schools or a Principal imposes a suspension that constitutes a disciplinary change in placement.
4. The School District shall provide parents/persons in parental relation with notice of disciplinary removal no later than the date on which a decision is made to change the placement of a student with a Disability to an IAES for misconduct involving serious bodily injury, Weapons, Illegal Drugs or Controlled Substances; or a decision is made to impose a suspension or removal that constitutes a disciplinary change in placement. The procedural safeguards notice prescribed by the Commissioner shall accompany the notice of disciplinary removal.
5. The Committee on Special Education may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a student with a Disability who violates the Code of Character, Conduct and Support.

6. When a student has been suspended, the suspension may be reduced or revoked by the Board of Education whenever it deems it is in the best interest of the school and student to do so. The Board of Education may condition a student's early return to school and suspension revocation on the student's voluntary participation in counseling or specialized classes, such as anger management or dispute resolution.

**B. Responsibilities of the CSE when Disciplining Students with Disabilities**

When a student with a Disability is suspended or removed for more than 10 consecutive school days or when a suspension or removal constitutes a disciplinary change in placement and the student's conduct is a manifestation of the student's Disability the CSE shall:

1. Conduct a functional behavioral assessment and implement a behavioral intervention plan, unless the School District had already done so prior to the misconduct; or
2. If the student already has a behavioral intervention plan, the CSE shall meet to review the plan and its implementation and modify it as appropriate. If the misconduct is found to be a result of the failure to properly implement the IEP, the School District must take immediate steps to remedy the deficiencies.
3. If the CSE is convened, parental notification procedures are applicable.

If the misconduct is found to be a manifestation of the student's Disability, then the School District shall return the student to the placement from which he/she was removed unless the parents/persons in parental relation agree to the change in placement or if the student had been removed to an IAES because of serious bodily injury, Weapons, Illegal Drugs or Controlled Substances.

When a student with a Disability, who has a behavioral intervention plan, is suspended or removed for more than 10 school days, but the removal does not constitute a change in placement, then members of the CSE shall review the plan and its implementation to determine if modifications are necessary. If one or more members of the CSE believe that modifications are needed, the School District shall convene a meeting of the CSE to review the plan and take appropriate action.

**C. Disciplinary Procedures for Students Not Determined to have a Disability at the time of the Misconduct**

The parents/persons in parental relation of a student who is facing disciplinary action, but who has not been identified as a student with a Disability at the time of misconduct shall have the right to invoke procedural safeguards set forth in federal and state law and regulations if, in accordance with statutory and regulatory criteria, the School District is deemed to have had knowledge that the child was a student with a Disability before the behavior precipitating disciplinary action occurred. If the School District is deemed to have had such knowledge, the student will be presumed to have a Disability for discipline purposes.

The Superintendent of Schools, Principal or other school official imposing a suspension or removal shall be responsible for determining whether the student is a student presumed to have a Disability. The School District will be deemed to have had knowledge if the student's parent/person in parental relation expressed concern in writing to supervisory or administrative personnel, or if the student's teacher or other personnel had expressed specific concerns about a pattern of behavior demonstrated by the student directly to the special education director or to other supervisory personnel.

A student will not be considered a student presumed to have a Disability for discipline purposes if, upon receipt of information supporting a claim that the School District had knowledge the student had a Disability, the School District either:

1. conducted an individual evaluation and determined that the student is not a student with a Disability;
2. determined that an evaluation was not necessary and provided notice to parents of such determination, in the manner required by applicable law and regulations; or
3. the student's parent/person in parental relation has not allowed an evaluation of the student.

If there is no basis for knowledge that the student is a student with a Disability prior to taking disciplinary measure against the student, the student may be subjected to the same disciplinary measures as any other nondisabled student who engaged in comparable behaviors.

However, if a request for an individual evaluation is made while such nondisabled student is subjected to a disciplinary removal, an expedited evaluation shall be conducted and completed in the manner prescribed by applicable federal state law and regulation. Until the expedited evaluation is completed, the nondisabled student who is not presumed to have a Disability for disciplinary purposes shall remain in the educational placement determined by the School District, which can include suspension.

**D. Expedited Due Process Hearings**

1. An expedited due process hearing shall be conducted in the manner specified by the Commissioner's regulations incorporated into this Code, if:
  - a. The School District requests such a hearing to obtain an order of an impartial hearing officer placing a student with a Disability in an IAES where school personnel maintain that it is dangerous for the student to be in his or her current educational placement, or during the pendency of due process hearings where school personnel maintain that it is dangerous for

the student to be in his or her current educational placement during such proceedings.

- b. The parent/person in parental relation requests such a hearing from a determination that the student's behavior was not a manifestation of the student's Disability, or relating to any decision regarding placement, including but not limited to any decision to place the student in an IAES.
  - i. During the pendency of an expedited due process hearing or appeal regarding the placement of a student in an IAES for behavior involving Weapons, Illegal Drugs or Controlled Substances, or on grounds of dangerousness, or regarding a determination that the behavior is not a manifestation of the student's Disability for a student who has been placed in an IAES, the student shall remain in the IAES pending the decision of the impartial hearing officer or until expiration of the IAES placement, whichever occurs first, unless the parents and the School District agree otherwise.
  - ii. If school personnel propose to change the student's placement after expiration of an IAES placement, during the pendency of any proceeding to challenge the proposed change in placement, the student shall remain in the placement prior to removal to the IAES, except where the student is again placed in an IAES.
2. An expedited due process hearing shall be completed within 15 business days of receipt of the request for a hearing. Although the impartial hearing officer may grant specific extensions of such time period, he or she must mail a written decision to the School District and the parents within five business days after the last hearing date, and in no event later than 45 calendar days after receipt of the request for a hearing, without exceptions or extensions.

**E. Referral to law enforcement and judicial authorities**

In accordance with the provisions of IDEA and its implementing regulations:

1. The School District may report a crime committed by a student with a Disability to appropriate authorities, and such action will not constitute a change of the student's placement.
2. The Superintendent of Schools shall ensure that copies of the special education and disciplinary records of a student with disabilities are transmitted for consideration to the appropriate authorities to whom a crime is reported.

**Corporal Punishment**

Corporal punishment is any act of physical force upon a student for the purpose of punishing that student. Corporal punishment of any student by any School District Employee is strictly

forbidden. No teacher, administrator, officer, Employee or agent in the School District shall use corporal punishment against a student.

However, in situations where alternative procedures and methods that do not involve the use of physical force cannot reasonably be used, reasonable physical force may be used to:

1. Protect oneself, another student, teacher or any person from physical injury;
2. Protect the property of the school or others; and
3. Restrain or remove a student whose behavior interferes with the orderly exercise and performance of School District functions, powers and duties, if that student has refused to refrain from further disruptive acts.

In all cases, the Employee is expected to use the minimum amount of force necessary. The above exceptions are permissible, provided that alternative procedures and methods not involving the use of physical force cannot reasonably be employed to achieve the same purposes. Alternative procedures and methods not involving the use of physical force include:

1. the use of language which reduces hostility;
2. issuing clear directions to the offending student;
3. explaining the consequences of the student's actions to the student; and
4. enlisting the aid of another School District Employee.

With respect to any and all incidents involving the use of physical force by a School District Employee, the School District Employee shall ensure that:

1. the dignity and integrity of the Employee and his/her profession are maintained; and
2. the rights of the student have not been violated.

Whenever an incident has occurred during which a School District Employee has had physical contact in any way that could be construed as physical force or corporal punishment, the School District Employee must give a full, clear, factual, and objective report of the incident to the Principal. A student who has been subjected to physical force by a School District Employee or the parent(s)/person(s) in parental relation of such a student may file a grievance in accordance with the procedures outlined in the School District's student grievance regulation.

Any claim about the use of corporal punishment shall be submitted in writing by the complainant to the Superintendent of Schools. This written complaint will be forwarded to the School Attorney within seven school days. The Superintendent of Schools or his/her designee shall investigate the complaint to determine whether an incident actually took place, and if so, to determine the

identity of the person or persons who administered the corporal punishment, the identity of the student or students involved, reasons for the action and any other relevant facts or circumstances. Results of this investigation will be forwarded to the School Attorney upon completion of the investigation.

Reports shall be submitted to the Commissioner of Education on or before January 15 and July 15 of each year concerning complaints about the use of corporal punishment during the six (6) month reporting period. Such reports shall set forth the substance of each complaint, the results of the investigation and the action, if any, by the School District.

The School District will file all complaints about the use of corporal punishment with the Commissioner of Education in accordance with Commissioner's regulations.

### **Student Searches and Interrogations**

The Board of Education is committed to ensuring an atmosphere on School Property and at School Functions that is safe and orderly. To achieve this kind of environment, any school official authorized to impose a disciplinary penalty on a student may question a student about an alleged violation of law or the School District's Code of Character, Conduct and Support. In addition, the Board of Education authorizes the Superintendent of Schools, Principals, the school nurse, and School District security officials to conduct searches of students and their belongings if the authorized school official has reasonable suspicion to believe that the search will result in evidence that the student violated the law or the School District's Code of Character, Conduct and Support.

#### **A. Searches of Student's Belongings**

An authorized school official may conduct a search of a student's belongings that is minimally intrusive, such as touching the outside of a book bag, without reasonable suspicion, so long as the school official has a legitimate reason for the very limited search.

An authorized school official may search a student or the student's belongings based upon information received from a reliable informant. Individuals, other than the School District Employees, will be considered reliable informants if they have previously supplied information that was accurate and verified, or they make an admission against their own interest, or they provide the same information that is received independently from other sources, or they appear to be credible and the information they are communicating relates to an immediate threat to safety. School District Employees will be considered reliable informants unless they are known to have previously supplied information that they knew was not accurate.

Before searching a student or the student's belongings, the authorized school official should attempt to get the student to admit that he or she possesses physical evidence that they violated the law or the Code or get the student to voluntarily consent to the search. Searches will be limited to the extent necessary to locate the evidence sought.

Whenever practicable, searches will be conducted in the privacy of administrative offices and students will be present when their possessions are being searched.

**B. Documentation of Searches**

The authorized school official conducting the search shall be responsible for promptly recording the following information about each search:

1. Name, age and grade of student searched.
2. Reasons for the search.
3. Name of any informant(s).
4. Purpose of search (that is, what item(s) were being sought).
5. Type and scope of search.
6. Person conducting search and his or her title and position.
7. Witnesses, if any, to the search.
8. Time and location of search.
9. Results of search (that is, what items(s) were found).
10. Disposition of items found.
11. Time, manner, and results of parental notification.

The Principal or the Principal's designee shall be responsible for the custody, control, and disposition of any illegal or dangerous item taken from a student. The Principal or his/her designee shall clearly label each item taken from the student and retain control of the item(s), until the item is turned over to the police. The Principal or his/her designee shall be responsible for personally delivering dangerous or illegal items to police authorities.

**C. Student Lockers, Desks and other School Storage Places**

The rules in this Code of Character, Conduct and Support regarding searches of students and their belongings do not apply to student lockers, desks and other school storage places. Students have no reasonable expectation of privacy with respect to these places and school officials retain complete control over them. This means that student lockers, desks and other school storage places may be subject to search at any time by school officials, without prior notice to students and without their consent.

**D. Questioning of Students by School Officials**

School officials have the right to question students regarding any violations of school rules and/or illegal activity. In general, administration may conduct investigations concerning reports of misconduct. These may include, but are not limited to, questioning students, staff, parents/persons in parental relation, or other individuals as may be appropriate and, when necessary, determining disciplinary action in accordance with applicable due process rights. Should the questioning of students by school officials focus on the actions of one particular student, the student will be questioned, if possible, in private by the appropriate school administrator.

School officials acting alone and on their own authority, without the involvement of or on behalf of law enforcement officials are not required to give the so-called "Miranda warnings" (i.e., advising a person, prior to any custodial interrogations as defined in law, of the right to remain silent; that any statement made by the individual may be used as evidence; and that the individual has the right to the presence of an attorney, either retained or appointed) prior to the questioning of students, nor are school officials required to contact a student's parent before questioning the student. However, school officials will tell all students why they are being questioned.

The student's parent/person in parental relation may be contacted. The degree, if any, of parental/person in parental relation involvement will vary depending upon the nature and the reason for questioning, and the necessity for further action which may occur as a result.

The questioning of students by school officials does not preclude subsequent questioning/interrogations by police authorities as otherwise permitted by law. Similarly, the questioning of students by school officials does not negate the right/responsibility of school officials to contact appropriate law enforcement agencies, as may be necessary, with regard to such statements given by students to school officials.

If deemed appropriate and/or necessary, the Superintendent of Schools or his/her designee may also review the circumstances with School District legal counsel so as to address concerns and the course of action, if any, which may pertain to and/or result from the questioning of students by school officials.

**E. Police Involvement in Searches and Interrogations of Students**

School District officials are committed to cooperating with police officials and other law enforcement authorities to maintain a safe school environment. Police officials, however, have limited authority to interview or search students in schools or at School Functions, or to use school facilities in connection with police work. Police officials may enter School Property or a School Function to question or search a student or to conduct a formal investigation involving students only if they have:

1. A search or an arrest warrant;

2. Probable cause to believe a crime has been committed on School Property or at a School Function; or
3. Been invited by school officials.

Before police officials are permitted to question or search any student, the Principal or designee shall first try to notify the student's parent/person in parental relation to give them the opportunity to be present during the police questioning or search. If the student's parent/person in parental relation cannot be contacted prior to the police questioning or search, the questioning or search shall not be conducted. The Principal or designee will also be present during any police questioning or search of a student on School Property or at a School Function.

Students who are questioned by police officials on School Property or at a School Function will be afforded the same rights they have outside the school. This means:

1. They must be informed of their legal rights;
2. They may remain silent if they so desire; and
3. They may request the presence of an attorney.

#### **F. Child Protective Services Investigations**

Consistent with the School District's commitment to keep students safe from harm and the obligation of school officials to report to Child Protective Services ("CPS") when they have reasonable cause to suspect that a student has been abused or maltreated, the School District will provide data and assistance to local CPS workers, or members of a multi-disciplinary team accompanying such workers, responding to allegations of suspected child abuse, and/or neglect, or custody investigations. Such data and assistance include access to records relevant to the investigation, as well as interviews with any child named as a victim in a report, or a sibling of that child, or a child residing in the same home as the victim.

All requests by CPS to interview a student on School Property shall be made directly to Principal or designee. CPS workers and any associated multi-disciplinary team members must comply with the School District's procedures for visitors, provide identification, and identify the child(ren) to be interviewed. The Principal or designee shall decide if it is necessary and appropriate for a school staff member, including but not limited to an administrator or school nurse, to observe the interview from inside or outside the interview room.

A CPS worker may not remove a student from School Property without a court order, unless the worker reasonably believes that the student would be subject to danger of abuse if he/she were not removed from School Property before a court order can reasonably be obtained. If the worker believes the student would be subject to danger of abuse, the worker may remove the student without a court order and without consent of the parent/person in parental relation.

### Visitors to the Schools

The Board of Education recognizes that parents/persons in parental relation and other individuals in the School District may have reason to visit the School District's schools and classrooms to observe the work of students, teachers and other staff. Since schools are a place of work and learning, however, certain limits must be set for such visits. The Principal or designee is responsible for all persons in the building and on School Property. For these reasons, the following rules apply to visitors to the schools:

1. Anyone who is not a regular staff member or student of the school will be considered a visitor.
2. All visitors to the school must report to the security vestibule upon arrival at the school. There they will be required to provide identification and will be issued a visitor's identification badge, which must be worn at all times while in the school or on School Property. The visitor must return the identification badge to the security vestibule before leaving the building.
3. If a visitor, after showing their identification and signing in, is dropping something off for a student or staff member, the visitor will place the item on a table designated for this purpose and will report to the security team at the main entrance.
4. Any unauthorized person on School Property will be reported to the Principal or designee. Unauthorized persons will be asked to leave. The police may be called if the situation warrants.
5. All visitors are expected to abide by the rules for public conduct on School Property contained in this Code of Character, Conduct and Support.

### Public Conduct on School Property

The Board of Education and the School District are committed to providing an orderly, safe, supportive, respectful environment that is conducive to learning. To create and maintain this kind of 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 visitors, students, teachers, and School District personnel.

The restrictions on public conduct on School Property and at School Functions contained in this Code are not intended to limit protected speech or assembly. The School District recognizes that free inquiry and free expression are indispensable to the objectives of the School District. The purpose of this Code is to maintain public order and prevent abuse of the rights of others.

All persons on School Property or attending a School Function shall conduct themselves in a respectful 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.

**A. Prohibited Conduct**

No person, either alone or with others, shall:

1. intentionally injure any person or threaten to do so.
2. intentionally damage or destroy School District property or the personal property of a student, teacher, administrator, other School District Employee or any person lawfully on School Property, including graffiti or arson.
3. disrupt the orderly conduct of classes, school programs or other school activities/meetings.
4. distribute or wear materials on School Property or at School Function that are obscene, advocate illegal action, appear libelous, obstruct the rights of others, are Discriminatory, or are disruptive to the school program.
5. Intimidate, Bully, Harass or Discriminate against any person for any reasons, including, without limitations, on the basis of actual or perceived race, color, creed, weight, national origin, ethnic group, religion, religious practice, age, Gender, sex, marital status, Sexual Orientation, reproductive health decisions, marital status, domestic violence status, Disability, military status, predisposing genetic characteristics or domestic violence victim status.
6. enter any portion of the School Property without authorization or remain in any building or facility after it is normally closed.
7. obstruct the free movement of any person in any place to which this Code applies.
8. violate the traffic laws, parking regulations, or other restrictions on vehicles.
9. possess, consume, sell, distribute or exchange alcoholic beverages, Drug Paraphernalia, Controlled Substances, or Illegal Drugs or be under the influence of the same on School Property or at a School Function.
10. possess or use 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 School District.
11. loiter on or about School Property.
12. Gamble on School Property or at School Functions.

13. fail or refuse to comply with any reasonable order of identifiable School District officials performing their duties.
14. willfully incite others to commit any of the acts prohibited by this Code.
15. violate any federal or state statute, local ordinance or Board of Education policy while on School Property or while at a School Function.
16. bring dogs or other animals on School Property, except those authorized as service animals, police dogs, and dogs hired for geese control.
17. use language or gestures that are profane, lewd, vulgar or abusive.
18. engage in any sexual behavior and/or contact.
19. obstruct pedestrian traffic in hallways, stairwells, and doorways.
20. intentionally obstruct vehicular traffic.
21. engage in any willful act which disrupts the normal operation of the school community.
22. steal or attempt to steal the property of students, school personnel, or any other person lawfully on School Property or attending a School Function.
23. be dishonest (lying, lying by omission, or knowingly sharing false information).
24. Trespass on School Property or enter a school building without administrative permission and authorized supervision.
25. fail to vacate School Property at the conclusion of school authorized activities.
26. be in an unauthorized area without supervision.
27. use drones on or above School Property.
28. commit an act of violence (such as hitting, kicking, punching, and scratching) upon a teacher, administrator or other school Employee or attempt to do so.
29. commit an act of violence (such as hitting, kicking, punching, and scratching) upon a student or any other person lawfully on School Property or attempt to do so.
30. display what appears to be a Weapon.
31. threaten to use any Weapon.

32. Fight or engage in violent behavior.
33. subject students, school personnel or any other person lawfully on School Property or attending a School Function to danger by recklessly engaging in conduct which creates a substantial risk of physical injury.
34. Intimidate any student, school personnel or any other person lawfully on School Property or attending a School Function.
35. threaten another with bodily harm.
36. create a hazardous or physically offensive condition by any act which serves no legitimate purpose.
37. hide evidence of an illegal act or school violation.
38. Defame another individual.
39. sell, use, distribute, or possess obscene material.
40. smoke cigarettes, cigars, e-cigarettes, personal vaporizing devices, pipes or use of chewing, smokeless tobacco, cannabis or cannabinoid products while on School Property or at a School Function.
41. inappropriately use or share prescription and over-the-counter drugs.
42. engage in an act of indecent exposure, that is, exposure to sight of the private parts of the body in a lewd or indecent manner.
43. initiate a report warning of fire or other catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher.
44. engage in misconduct while using technology.
45. litter or walk animals on School Property.

**B. Penalties**

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

1. Visitors/Parents/Person(s) in Parental Relation. Their authorization, if any, to be present or remain on School Property or at the School Function shall be withdrawn and they shall be directed to leave School Property or the School Function. If they refuse to leave, they shall be deemed Trespassing and will be subject to arrest.

2. Students. They shall be subject to disciplinary action as the facts may warrant, in accordance with this Code of Character, Conduct and Support, applicable law, regulations and School District policies, and the due process requirements.
3. 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.

4. Staff members other than those described in subdivisions **3 and 4**. 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 Principal or designee shall be responsible for enforcing the conduct required by this Code.

When the Principal or designee sees an individual engaged in prohibited conduct, which in the Principal's judgment does not pose an immediate threat of injury to persons or property, the Principal or designee shall tell the individual that the conduct is prohibited and attempt to persuade the individual to stop. The Principal or 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 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 School District shall initiate disciplinary action against any student or staff member, as appropriate, consistent with the "Penalties" section above. In addition, the School District reserves the right to pursue a civil or criminal legal action against any person violating the Code.

#### **Notices**

All notices required to be provided pursuant to this Code of Character, Conduct and Support shall be provided in the native/home language of the parent/person in parental relation.

#### **Dissemination and Review**

##### **A. Dissemination of Code of Character, Conduct and Support**

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

1. Providing copies of a summary of the Code to all students in an age-appropriate version, written in plain-language, at a school assembly to be held at the beginning of each school year.
2. Making complete copies of the Code available to all parents/persons of parental relation at the beginning of the school year.
3. Mailing a summary of the Code of Character, Conduct and Support written in plain language to all parents/persons in parental relation of School District students before the beginning of each school year and making this summary available later upon request.
4. Providing all teachers and other staff members with a complete 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 complete copy of the current Code of Character, Conduct and Support when they are first hired.
6. Making complete copies of the Code available for review by students, parents/persons in parental relation, other school staff and other community members.
7. Posting and maintaining a complete, up-to-date copy of the Code of Character, Conduct and Support on the School District's website.

The Board of Education will sponsor an in-service education program for all School District staff members to ensure the effective implementation of all school policies relating to school conduct and discipline, including but not limited to, guidelines on promoting a safe and supportive school climate while discouraging, among other things, Harassment, Bullying and Discrimination against students by students and/or school Employees; and including safe and supportive school climate concepts in the curriculum and classroom management. The Superintendent of Schools or designee may solicit the recommendations of the School District staff, particularly teachers and administrators, regarding in-service programs pertaining to the management and discipline of students. On-going professional development will be included in the School District's professional development plan, as needed.

**B. Review of Code of Character, Conduct and Support**

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

Before adopting any revisions to the Code, the Board of Education will hold at least one (1) public hearing during which school personnel, parents/persons in parental relation, students and any other interested party may participate.

The Code of Character, Conduct and Support and any amendments to it will be filed with the Commissioner of Education, in a manner prescribed by the Commissioner, no later than thirty (30) days after adoption.

**Definitions**

For purposes of this Code of Character, Conduct and Support the following definitions apply:

“Academic Misconduct” means an action or attempted action that may result in creating an unfair academic advantage for oneself or an unfair academic advantage or disadvantage for any other member or members of the academic community.

“Bullying” or to “Bully” means repeated, unwanted, mean or aggressive behavior toward another person to show you have power over them or to make them feel bad about themselves.

“Bus Misconduct” means behavior by an individual which is detrimental to the safe operation of the School Bus.

“Controlled Substance” means a drug or other substance identified in certain provisions of the federal Controlled Substances Act specified in both federal and state law and regulations applicable to this policy.

“Cyberbullying” means Harassment through any form of Electronic Communication including, but not limited to, instant messaging, e-mail, websites, chat rooms, social media and text messaging.

“Defamation” or to “Defame” means 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.

“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.

“Discrimination,” or to “Discriminate” means discrimination against any student by a student or students and/or Employee or Employees on School Property or at a School Function including but not limited to, discrimination based on a person’s actual or perceived age, race (including

hair texture and protective hairstyles), color, weight, national origin, ethnic group, religion, military status, marital status, reproductive health decisions, domestic violence status, religious practice, Disability, Sexual Orientation, Gender, Gender Identity and Gender Expression, predisposing genetic characteristics or sex.

“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.

“Drug Paraphernalia” means any equipment, product, accessory, or material that is intended or modified for making, using, concealing, or distributing drugs, for recreational purposes. This includes but is not limited to hash pipes, water pipes, clips, rolling papers, vaping devices, or any other items related to Illegal Drug use or drug distribution.

“Electronic Device Misuse” means technology use that is unauthorized, that threatens, humiliates, Harasses, or Intimidates school-related individuals, disrupts the educational process, and/or violates local, state, or federal law.

“Electronic Communication” means a communication transmitted by means of an electronic device, including but not limited to, a telephone, cellular phone, computer, laptop, pager, or other hand-held device, communication transmitted through email, text message, instant message, voicemail, social networking sites, webpage, video, chat rooms, blogs, SnapChat, instagram, and twitter.

“Employee” means a person receiving compensation from the School District or employee of a contracted service provider or worker placed within the school under a public assistance employment program, pursuant to title 9-B of article 5 of the Social Services Law, and consistent with the provisions of such title for the provision of services to the School District , its students or employees, directly or through contract, whereby such services performed by such person involved direct student contact.

“Fighting” or to “Fight” means committing an act of aggressive physical contact towards another person.

“Firearm” means a Firearm as defined in 18 USC §921 for purposes of the Gun-Free Schools Act.

“Gambling” or to “Gamble” means accepting, recording, or registering of bets, or carrying on a policy game, or any other lottery, or playing any game of chance, for money, or other thing of value.

“Gender” means actual or perceived sex and shall include a person’s Gender Identity or Gender Expression.

“Gender Expression” is the manner in which a person represents or expresses Gender to others, often through behavior, clothing, hairstyle, activities, voice or mannerisms.

“Gender Identity” is one’s self-conception as being male or female, as distinguished from actual biological sex or sex assigned at birth.

“Growth Mindset” means the belief that all students can learn more if they work hard and persevere. Challenges and failures are opportunities to improve learnings and skills.

“Harassment” or to “Harass” means the creation of a hostile environment by conduct or by threats, Intimidation or abuse, including Cyberbullying, that (a) 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 (b) reasonably causes or would reasonably be expected to cause a student to fear for their physical safety; or (c) reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student; or (d) occurs off School Property and creates or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, Intimidation or abuse might reach School Property. For purposes of this definition the term “threats, intimidation or abuse” shall include verbal and non-verbal actions. Acts of Bullying and Harassment that are prohibited include but are not limited to those acts based on a person’s actual or perceived age, race, color, military status, reproductive health decisions, predisposing genetics characteristics, weight, national origin, ethnic group, religion, religious practice, Disability, Sexual Orientation, Gender (including Gender Identity and Gender Expression) or sex.

“Hazing” means – an induction, initiation or membership process involving Harassment which produces public humiliation, physical or emotional discomfort, bodily injury or public ridicule or creates a situation where public humiliation, physical or emotional discomfort, bodily injury or public ridicule exists.

“Illegal Drug(s)” means a Controlled Substance, but does not include those legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under the Controlled Substances Act or any other federal law.

“Illegal Substance(s)” include, but are not limited to, inhalants, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, and any substances commonly referred to as “designer drugs.”

“Intimidation” or to “Intimidate” means conduct that makes others uncomfortable or fearful; compelling or deterring others by threat(s).

“Personal Electronic Device(s)” include, but are not limited to, laptops, cell phones, portable storage media, all recording devices, all internet connected devices and handheld devices such as Chromebooks, iPads, smart watches, and that are student owned or in the rightful possession of a student, but that is not owned or leased by the School District.

“Restorative Interventions” means restorative circles for teaching and conflict resolution, including conferences that bring those impacted by a conflict together to address wrongdoing.

“Restorative Practice” or “Restorative Process” means actions that promote inclusiveness, relationship-building and problem-solving through restorative methods. An alternative to consequences, Restorative Practices encourage students to reflect on and take responsibility for their actions and develop plans to repair harm.

“School Bus” or “School Transportation” means every motor vehicle owned by a public or governmental agency or private school 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, children of pupils, teachers and other persons acting in a supervisory capacity to or from school or school activities.

“School District Issued Devices” include, but are not limited to, laptops, cell phones, portable storage media, all recording devices, all internet connected devices and handheld devices such as Chromebooks, iPads, smart watches, and that are owned or leased by the School District and issued to students for use.

“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, as defined in Vehicle and Traffic Law §142.

“School Function” means any school-sponsored extra-curricular event or activity regardless of where such event or activity takes place, including those that take place in another state.

“Sexual Harassment” includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct and/or other verbal or physical aggression, Intimidation or hostility that is based on actual or perceived Gender and sexual stereotypes.

“Sexual Orientation” means actual or perceived heterosexuality, homosexuality, or bisexuality.

“Trespassing” or to “Trespass” means entering or remaining on School Property, School Transportation, or at a School Function, without authorization.

“Violent Student” means a student age 21 and under whom:

Commits an act of violence upon a school Employee or attempts or threatens to do so.  
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 or threatens 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.

1. Knowingly and intentionally damages or destroys School District property.

“Weapon(s)” means the same as “dangerous weapon” under 18 U.S.C. § 930(g)(3) which includes 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...[for] a pocket knife with a blade of less than 2 ½ inches in length.” Examples included, but are not limited to, any other gun, BB gun, airgun, spring gun, dagger, dirk, razor, stiletto, switchblade knife, gravity knife, brass knuckles, sling shot, metal knuckle knife, box cutters, cane sword, electronic dart gun, Kung Fu star, electronic stun gun, laser devices, pepper spray or other noxious spray, or other device, instrument, material or substance that is used for, or is readily capable of causing physical injury or death.

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