



Code of Conduct

**ENLARGED CITY SCHOOL DISTRICT OF
MIDDLETOWN, NY**

Adopted by the Board of Education on September 19, 2024.

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Our Mission, Vision and Core Values

Our Mission

Our mission is to enable all scholars to graduate, to reach their full potential, to become lifelong learners, and to be competitive, productive members of society.

Our Vision

We strive to provide fiscally sound educational opportunities in a safe environment that continuously supports our diverse scholar population. We will enable all scholars to graduate, to reach their full potential, to become life-long learners, and to be competitive, productive members of society.

Our Core Values



Collaboration

We value diversity of ideas and viewpoints and work together towards our goals in order to achieve success.



Trust

We commit to creating safe spaces to share our thinking and find common ground in order to do what is best for scholars.



Growth

We celebrate and honor our journey as a team and understand that learning from success and failure shapes who we are.



Equity

We make decisions ensuring individuals develop a strong sense of agency and empowerment for life success across race, gender, ethnicity, language, disability, family background, and/or income.

Contact Directory

MAPLE HILL ELEMENTARY SCHOOL

491 County Route 78 Middletown, NY 10940
845-326-1740 Fax: 845-326-1854

MAPLE HILL ANNEX at TRUMAN MOON ELEMENTARY SCHOOL

53 Bedford Ave., Middletown, NY 10940
845-326-1780 Fax: 845-326-1788

PRESIDENTIAL PARK ELEMENTARY SCHOOL

48 Roosevelt Avenue, Middletown, NY 10940
845-326-1850 First Floor Fax: 845-326-1851
845-326-1875 Second Floor Fax 845-326-1876

WILLIAM A. CARTER ELEMENTARY SCHOOL

345 Schutt Road Extension Middletown, NY 10940
845-326-1711 Fax: 845-326-1723

MONHAGEN MIDDLE SCHOOL

555 County Route 78, Middletown, NY 10940
845-326-1700 Fax: 845-326-1701

TWIN TOWERS MIDDLE SCHOOL

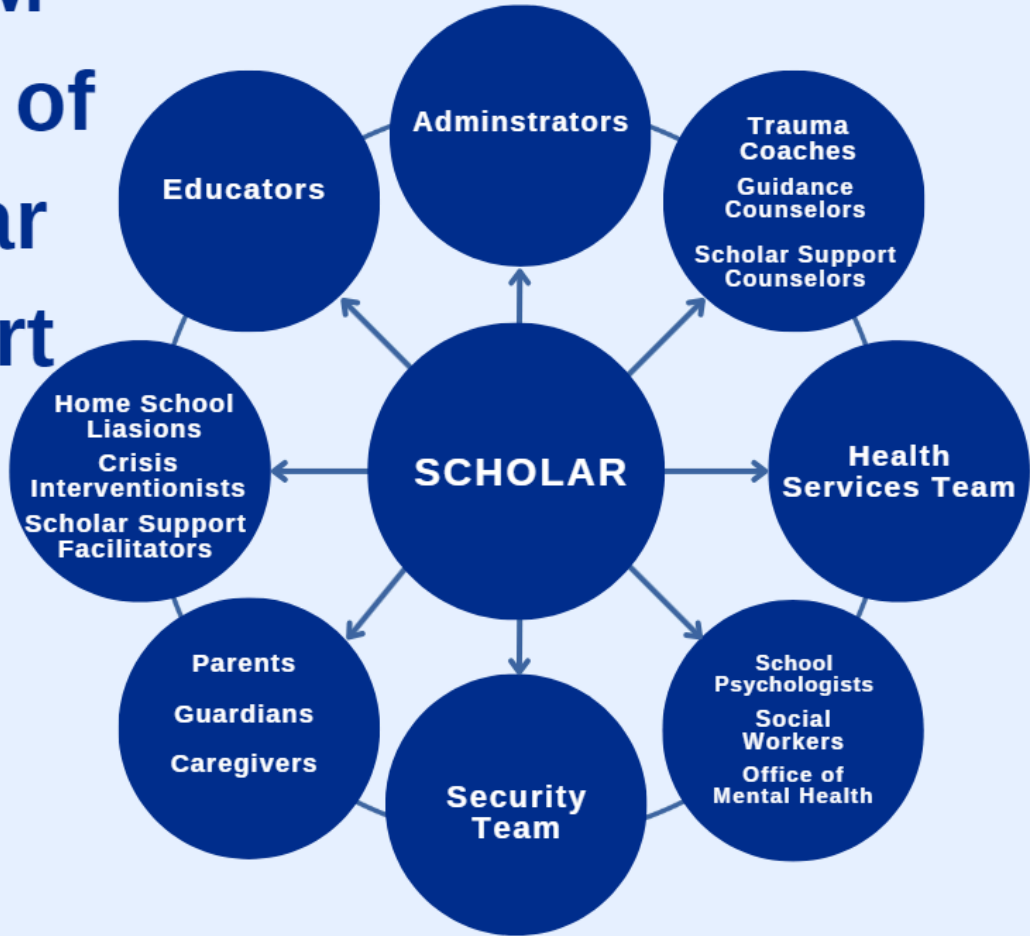
112 Grand Avenue, Middletown, NY 10940
845-326-1650 Fax: 845-326-1651

MIDDLETOWN HIGH SCHOOL

30 Gardner Avenue Extension
Middletown, NY 10940
845-326-1600 Fax: 845-326-1605

System of Scholar Support

ECSDM System of Scholar Support



M DOMAINS OF SAFETY

The Domains of Safety provide the ability to identify safety across four domains: physically, socially, emotionally and cognitively.

PHYSICAL SAFETY



The core of Domains of Safety. It is defined as being free from bodily harm, having our basic resources met, and an environment that is free from violence, injury, harm (self-inflicted or by others), or hazards.

EMOTIONAL SAFETY

Defined as the sense we can express ourselves and experience different feelings without fear of punishment, judgement or not being heard in an environment that fosters feelings of security, acceptance, and being valued.



SOCIAL SAFETY



Defined as a concrete understanding of consistent expectations, clear communication and boundaries in an environment that celebrates the uniqueness of all through shared experiences.

COGNITIVE SAFETY

Defined as feeling empowered, and being given the freedom to take academic risks, in an environment where exploration is encouraged, and mistakes are shared and celebrated.



Our Beliefs and Guiding Principles

OUR BELIEFS

All of our scholars can be assured they will be treated in a fair, consistent and non-discriminatory manner. Our work, including the development and implementation of policies and practices, is guided by our beliefs about scholars and learning. We must ensure all scholars have what they need in order to be academically successful. Our district is committed to fostering a safe, respectful, and nurturing environment for all scholars, staff, and community members. We believe in the power of restorative practices to build relationships, resolve conflicts, and promote a positive school climate. All staff are expected to understand that scholars may come to school having experienced trauma in their lives, which can impact their behavior in school (e.g., anger, outbursts, withdrawal, self-injury).

We believe:

- Scholars are more likely to make positive decisions when they feel respected, have a trusting, caring relationship with an adult, understand the prosocial behaviors expected of them, and have opportunities to receive feedback to help them learn and grow.
- All scholars are capable of achieving their personal best and can improve behavior with guidance, instruction, support and coaching.
- Scholars need a variety of support to succeed academically and achieve at high levels.
- Consistency with implementing the Code of Conduct is critical to the success and development of scholars.

GUIDING PRINCIPLES

The Middletown City School District Code of Conduct is based on the following guiding principles for ensuring our schools are safe, healthy, and supportive environments.

Scholars learn best when:

- Every scholar is seen as a leader and encouraged to take responsibility for their growth and learning
- Scholars are taught to set personal and academic goals, giving them a sense of purpose and direction
- Scholars are proactive and empowered
- Every scholar has a voice
- Educators and families partner to develop the whole person

All educators have an obligation to help scholars learn to be good citizens by:

- Modeling adult learning
- Empowering students to be leaders
- Creating a high-trust school culture where every person's voice is heard and their potential is affirmed

To foster a respectful and nurturing environment, policies and practices should be implemented with consideration for the entire school community. It is essential that scholars and adults uphold a tone of respect, compassion, and courtesy in all interactions. Enhancing educational outcomes for all scholars involves addressing academic gaps and understanding the root causes of behavior through supportive measures. Schools can achieve this by offering personalized instruction, tailored support, and comprehensive programs that address individual and family needs as well as social-emotional growth. Strategies may include conflict resolution, peer discussions, de-escalation techniques, mindfulness practices, and behavior modification approaches. All school personnel—administrators, teachers, counselors, social workers, psychologists, and other staff—along with parents, guardians, and caregivers, play a crucial role in collaboratively developing and implementing these strategies. Their collective efforts help create a positive learning environment ultimately fostering an inclusive and supportive school community.

Scholar discipline, policies and practices must be implemented in ways that are accountable and restorative. Scholars and families need to know the school will provide interventions inside and outside the classroom that support a more restorative response. These interventions require scholars to reflect on the cause and the impact of their behavior on themselves and others in order to understand why the behavior was unacceptable or inappropriate. It does not mean that there will not be other consequences to the behavior, but administering consequences without re-teaching and reflection does little to change behavior in the long run.

In alignment with the principles from "The Leader in Me," schools should encourage scholars to take responsibility for their actions, set goals, and work collaboratively. Emphasizing habits such as being proactive, beginning with the end in mind, prioritizing effectively, and seeking to understand others before being understood will help build a strong foundation.

As a school district, we strive to help scholars reflect on their behaviors by using the common language developed by the *International Institute for Restorative Practices* when discussing discipline referrals with scholars:

- What behavior/incident led us here?
- What were you thinking about at the time?
- What have you been thinking about since?
- Who has been affected by what you have done?
- In what way have they been affected?
- What do you think you need to do to make things right?
- How can we help you change the behavior/avoid the incident from recurring?
- Let's set a goal, specifically, what do you want to change and by when?

Expectations of the Entire School Community

All members of the school community must assume a role in promoting positive behaviors in order to enhance academic and social success. Courteous, respectful, and responsible behavior fosters a positive climate and one where learning is promoted.

Scholars' Expectations

All scholars are guaranteed the basic civil rights for persons of their age and maturity, to express opinions, support causes, organize and assemble to discuss issues, and to demonstrate peacefully, respectfully and responsibly in support of and in accordance with policies and procedures established by the Enlarged City School District of Middletown Board of Education.

Scholars can expect:

- To be respected as an individual, treated fairly and with dignity by other scholars and school staff.
- A quality education in a safe school environment where kindness, caring, sensitivity, and learning are promoted.
- To engage in opportunities that enable scholars to be active learners in the educational process that takes into account scholar views, teaches scholars effective leadership and participation skills, and provides explanations to scholars when decisions contradict their views.
- To be provided clear expectations regarding:
 - Diploma requirements
 - Course and program offerings and provide input on course selections
 - Course objectives, requirements, and state standards
 - Grading criteria and procedures
 - Assignment requirements and deadlines
 - Classroom expectations
- To dress in such a way to express one's personality as long as it does not distract or disrupt the learning environment and is in accordance with the District Dress Code.
- To exercise freedom of inquiry and expression, written and oral, including online platforms, within appropriate limits under the law and provided the rights of others are not diminished.
- To organize, take part in, and promote school wide committees, activities, and clubs when in good standing.
- To receive information on and access to available resources including, but not limited to, counseling, advice for personal, social, educational, career and vocational development, and drug and alcohol abuse.
- To receive information on Dignity for All Scholars Act which includes how to report and be protected from intimidation, harassment, bullying, or discrimination based on actual or perceived race (including traits historically associated with race, such as hair texture and protective hairstyles like braids, locks, and twists), color, weight, national origin, ethnic group, religion or religious practice, sex, gender

(including gender identity and expression), sexual orientation, or disability, by employees and scholars on school property, a school bus, or at any school-sponsored event, function or activity. *Refer to Appendix A for more information about the Dignity for All scholars Act.*

- To receive a copy of an age appropriate summary of the Code of Conduct at the beginning of the school year and throughout the year as needed.
- Due process by:
 - Being counseled and guided by members of the professional staff in matters relating to their behavior as said behavior affects their education and well-being in the school.
 - Being provided with an opportunity to be heard in disciplinary actions for alleged violations of the Code of Conduct for which they may be removed from the class by their teachers or suspended by the district; to bring complaints or concerns to the Middletown City School District staff without fear of retaliation.

Scholars are expected to:

- Follow school rules and meet the standards of behavior in the Code of Conduct.
- Participate in learning by attending school daily, arriving on time, being open minded and having a positive outlook, when in good standing.
- Challenge themselves by demonstrating a strong work ethic and self-discipline by making responsible choices.
- Complete high quality work in every subject.
- Accept direction, requests, feedback, and support respectfully from adults and through the use of available resources and interventions.
- Contribute to make school a community that is free from violence, intimidation, bullying, harassment, and discrimination by using non-confrontational methods to resolve conflicts.
- Be accountable for words and actions. Refrain from obscene, offensive, and defamatory communication in speech, writing and other modes of expression, including, but not limited to, text messaging, and social media, other online platforms and in their interactions with the school community on all school grounds, buses, and at any school-related activity.
- Act with kindness and empathy by respecting the rights of all members of the school community including respecting others' personal space and property.
- Express thoughts and opinions in ways that are polite, respectful, and courteous.
- Keep parents, guardians and caregivers informed of school-related matters, including progress in school, social and educational events.
- Report anything that could compromise the safety and security of the school community.

Parents, Guardians and Caregivers Expectations

Parents, guardians, and caregivers can expect to be active participants in the learning process, to express

views and to provide input into decisions affecting their child. Collaborative partnerships between the school and home are critical components to a scholar's success. As partners in setting high expectations for academic and social-emotional success, families are welcome in our schools and encouraged to collaborate with educators/school staff to understand their child's participation, progress, and growth. Strong, collaborative home to school partnerships have proven to result in increased academic and social-emotional growth in children.

Parents, Guardians and Caregivers can expect:

- To be actively involved in their child's education.
- To be treated courteously, fairly and respectfully by all school staff.
- To receive timely information about policies and procedures relating to their child.
- To receive consistent reports from school staff regarding overall academic progress and behaviors promoting or distracting from the scholar's success, including but not limited to:
 - Positive interactions
 - Academic improvements
 - Ways to improve academic progress
- To receive information annually about due process procedures for disciplinary matters concerning their child.
- To receive communication in their language of choice through the use of translation and interpretation services.
- To participate in decisions affecting their child's education.
- To receive information about school-based and community-based services that can help improve their child's academic and behavioral progress.

Parents, Guardians and Caregivers are expected to:

- Provide updated contact information in a timely manner.
- Make sure that their child attends school regularly and on time, ready to participate and learn.
- Let their child's school know when and why the child was absent, and provide signed documentation when their child returns to school.
- Bring to the attention of school staff any changes in the home situation that may affect the child's conduct or performance.
- Communicate with school staff about any concerns or complaints in a timely manner.
- Work with school staff to address any academic or behavioral difficulties their child may experience.
- Work with school staff to find school and community resources that meet family needs.
- Advocate for their child and take an active role in the school community.

- Attend family/teacher conferences and monitor their child's grades and progress.
- Teach their child that all children have the right to attend school and be treated with respect and dignity regardless of race (including traits historically associated with race, such as hair texture and protective hairstyles like braids, locks, and twists), color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity and gender expression) or sex. This will strengthen the child's confidence and promote learning in accordance with the Dignity for All scholars Act.
- Support the Middletown City School District by discussing with their child the expected behaviors required to maintain a safe and orderly school environment.
- Encourage their child to participate in activities that reinforce and strengthen their academics.

Educators' Expectations

Educators can expect to:

- Work in a safe and orderly environment.
- Be treated courteously, fairly and respectfully by scholars, parents, guardians, caregivers and school staff in an environment free from intimidation, discrimination, harassment, bullying/ cyberbullying, that supports active teaching and learning regardless of actual or perceived race (including traits historically associated with race, such as hair texture and protective hairstyles like braids, locks, and twists), color, weight, national origin, ethnic group, religion, disability, sexual orientation, gender (including gender identity and expression) or sex.
- Communicate concerns and suggestions to an appropriate supervisor without repercussions.
- Receive timely, appropriate, and supportive mentoring, professional development and training.
- Receive necessary resources to deliver and support quality instruction.

Educators are expected to:

- Promote and maintain a safe, orderly, respectful, and stimulating environment free from intimidation, discrimination, harassment, and bullying/cyberbullying, that supports active teaching and learning regardless of actual or perceived race (including traits historically associated with race, such as hair texture and protective hairstyles like braids, locks, and twists), color, weight, national origin, ethnic group, religion, disability, sexual orientation, gender (including gender identity and expression) or sex.
- Recognize that scholars must comply with behavior management, support, and discipline policies appropriate with their ages and levels of understanding.
- Foster and nurture scholars so that they can develop academically, socially, and emotionally.
- Provide communication to families in their preferred language through translation and interpretation services as noted in the NYS Commissioner's Regulation Part 154 (CR-Part 154) in the [Parent Bill of Rights](#).
- Collaborate with scholars, parents, guardians, caregivers and other staff to schedule conferences in an effort to understand and resolve academic and behavioral concerns.
- Be flexible with families whose work schedules, access to transportation, or distance from school, limits their ability to participate in conferences.

- Communicate to scholars and parents, guardians and caregivers the course objectives and requirements, grading procedures, assignment deadlines and expectations for scholars.
- Communicate with families to inform them of their child's academic and behavioral progress, challenges, efforts, and achievements.
- Encourage and support scholars to participate in classroom, extracurricular and other school-related activities.
- Have knowledge of and apply rules, policies, and procedures consistently, fairly and equitably.
- Ensure that race, economics, and disability are never predictors of scholar achievement.
- Refer scholars to appropriate committees, departments, offices, agencies, or organizations when outside support is necessary.
- Participate in required professional development opportunities.
- Address issues of discrimination, harassment, and bullying/cyber-bullying in any situation that threatens the emotional or physical health or safety of any scholar, school employee, or any person who is lawfully on school property or at a school function.
- Report incidents of discrimination, harassment, bullying/cyberbullying or any situation that threatens the emotional / physical health or safety of any scholar, school staff or visitor to school building administrators, that are either witnessed by them or otherwise disclosed by them to school building administrators. If applicable, report to the Dignity Act Coordinator.

Non-Instructional Staff Expectations

Non-Instructional Staff can expect:

- To work in a safe and orderly environment.
- To be treated courteously, fairly and respectfully by scholars, parents, guardians, caregivers and school staff in an environment free from intimidation, discrimination, harassment, bullying/ cyberbullying, that supports a welcoming environment regardless of actual or perceived race (including traits historically associated with race, such as hair texture and protective hairstyles like braids, locks, and twists), color, weight, national origin, ethnic group, religion, disability, sexual orientation, gender (including gender identity and expression) or sex.
- To communicate concerns and suggestions to an appropriate supervisor without repercussions.
- To receive necessary resources to perform their duties and responsibilities.

Non-Instructional Staff are expected to:

- Promote and maintaining a safe, orderly, respectful, and stimulating environment free from intimidation, discrimination, harassment, and bullying/cyberbullying, that supports a welcoming environment regardless of actual or perceived race (including traits historically associated with race, such as hair texture and protective hairstyles like braids, locks, and twists), color, weight, national origin, ethnic group, religion, disability, sexual orientation, gender (including gender identity and expression) or sex.
- Recognize that scholars must comply with behavior management, support, and discipline policies appropriate with their ages and levels of understanding.

- Foster and nurture scholars so that they can develop both academically, socially, and emotionally.
- Have knowledge of and apply rules, policies, and procedures consistently, fairly and equitably.
- Ensure that race, economics, and disability are never predictors of scholar achievement.
- Address issues of discrimination, harassment, and bullying/cyber-bullying in any situation that threatens the emotional or physical health or safety of any scholar, school employee, or any person who is lawfully on school property or at a school function.
- Report incidents of discrimination, harassment, bullying/cyberbullying or any situation that threatens the emotional / physical health or safety of any scholar, school staff or visitor, that are either witnessed by them or otherwise disclosed by them to school building administrators. If applicable, report to the Dignity Act Coordinator.

School Administrators' Expectations

School Administrators can expect:

- To work in a safe and orderly environment.
- To be treated courteously, fairly and respectfully by scholars, parents, guardians, caregivers and school staff in an environment free from intimidation, discrimination, harassment, bullying/ cyberbullying, that supports active teaching and learning regardless of actual or perceived race (including traits historically associated with race, such as hair texture and protective hairstyles like braids, locks, and twists), color, weight, national origin, ethnic group, religion, disability, sexual orientation, gender (including gender identity and gender expression) or sex.
- To receive timely, appropriate, and supportive mentoring, professional development and training.
- To receive the necessary resources to support quality instruction in a timely manner.
- To modify instruction consistent with Board policies and with state and federal regulations.
- To communicate concerns and suggestions to Central Office Administrators without repercussions and receive a timely response if the issue has not been resolved at the school level.

School Administrators are expected to:

- Promote and maintain a safe, orderly, respectful, and stimulating environment free from intimidation, discrimination, harassment, and bullying/cyberbullying, that supports active teaching and learning regardless of actual or perceived race (including traits historically associated with race, such as hair texture and protective hairstyles like braids, locks, and twists), color, weight, national origin, ethnic group, religion, disability, sexual orientation, gender (including gender identity and gender expression) or sex.
- Create and implement policies and procedures that encourage safe and orderly schools for all scholars and school staff to support teaching and learning.
- Establish and promote a positive school environment and supporting classroom procedures and practices that enhance effective teaching and maximize learning.
- Protect the legal rights of school staff, scholars, parents, guardians, and caregivers.
- Provide support and professional development training to school staff to help support scholars.

- Review the Code of Conduct and procedures for reporting incidents with all staff at the beginning of the school year as well as throughout the school year.
- Ensure all staff participate in mandated annual training such as The Dignity for All scholars Act (DASA), school violence prevention and mental health first aid.
- Request translation or interpretation services for a scholar or family when critical information is to be shared when a language other than English is spoken as noted in NYS [CR- Part 154 Parent Bill of Rights](#).
- Report incidents of discrimination, harassment, bullying/cyberbullying or any situation that threatens the emotional / physical health or safety of any scholar, school staff or visitor, that are either witnessed or otherwise disclosed to school building administrators. If applicable, report to the Dignity Act Coordinator.

Superintendent's Expectations

The Superintendent is expected to:

- Inform the community, scholars, parents, guardians, caregivers, and school staff about policies of the Board of Education.
- Work to create instructional programs that are sensitive to scholar and teacher needs.
- Inform the board about educational trends relating to scholar discipline.
- Provide support and professional development training to principals and school staff to help them support scholars.
- Ensure that all members of the school community have access to the Code of Conduct annually and that discussions about its content take place at the beginning of the school year with staff, parents and scholars.

Board of Education's Expectations

The Board of Education is expected to:

- Collaborate with scholars, teachers, administrators, parent organizations, school safety personnel, other school staff, and the community, to develop a Code of Conduct that clearly defines expectations for the conduct of scholars, district personnel, and other persons on school property, and at school functions.
- Annually review and adopt the District's Code of Conduct to evaluate the Code's effectiveness and the fairness and consistency of its implementation.
- Review data and the recommendations of the Superintendent on the implementation of the Code of Conduct.
- Appoint a Dignity Act Coordinator in each school building and ensuring that each coordinator be thoroughly trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, sex and gender.
- Model appropriate behaviors by conducting board meetings in a professional, respectful, and courteous manner

Addressing Behavior

The district recognizes the importance of being proactive and creating a welcoming environment as the first step in promoting positive behavior while minimizing negative behaviors.

Classroom interventions aim to teach appropriate and responsible behaviors so scholars can learn and demonstrate safe and respectful academic, social and emotional behavior. Educators should implement a variety of teaching and classroom management strategies and are encouraged to collaborate effectively and report concerns to support staff and their respective administrators.

Examples of possible (**but not limited to**) classroom interventions and responses include:

Behavior and Intervention Strategies:

- All 504/IEP accommodations/modifications are implemented.
- The scholar's Behavior Intervention Plan (if applicable) is implemented.
- A classroom check-in/check-out plan with the scholar is created and implemented.
- Relationships with scholars and families are established. Positive communication home is made frequently.
- Schedule and hold a family conference, ongoing as needed.
- Scholar/teacher conferences utilize restorative questions or are held impromptu.
- A behavior contract or plan with the scholar outlining expectations and consequences is created.
- The scholar is provided with classroom responsibilities.
- Positive behavior is encouraged and modeled.
- Positive directives that state expectations are given.
- Affective statements are used, and scholars are encouraged to use them (e.g., "I feel hurt when I hear people speak unkindly to each other. What I'd like is for all of us to be mindful of our words and speak respectfully to each other.")
- Teacher proximity is increased (moving closer) to a scholar who is off task.
- A reflection activity is utilized to develop a plan for further behaviors.
- A daily behavior checklist that the scholar can self-monitor is implemented, along with daily reflection.
- The scholar is reminded of and encouraged to use mindfulness/breathing techniques.
- The scholar is given the opportunity to take a moment to calm down and think.
- Access to sensory tools is provided.
- Daily progress sheets on behavior are kept and shared with the scholar and family.
- A class/community agreement is co-created.
- Specific and positive feedback is provided.
- Pre-teaching, re-teaching, and rehearsal of skills or procedures are used.
- The opportunity to respond during instruction is increased.
- Verbal prompts, redirection, and/or correction are provided, with an emphasis on affirmation.

Classroom Management and Support:

- Classroom Agreements/Expectations are posted and visible; the scholar is reminded of the expectations in a respectful manner.
- A visual schedule is provided to the scholar to anticipate the schedule for the day.
- If/Then charts are utilized to provide clear next steps and expectations for the scholar to follow.
- Visual aids (e.g., charts, schedules) are used to support understanding and organization of the instructional day.
- A daily behavior checklist that the scholar self-monitors is implemented and used.
- Verbal and non-verbal cues are provided to remind scholars of expectations.
- Preferential seating for the scholar in a location that best supports their learning and behavior is assigned.

- The educator partners with families, focusing on both positive aspects and areas of need.
- Other evidence-based scholar-specific strategies are used.

Social and Academic Support:

- Social skills are taught through direct instruction and practice.
- Strategies for resolving conflicts peacefully are taught to the scholar and utilized for peer conflict.
- Additional academic support is provided to address learning gaps that may impact behavior.

Outside of the classroom, each school has a support team that is dedicated to improving the learning conditions that contribute to scholars' successful behaviors. They can involve school staff, parents, guardians, caregivers and community agency staff. Examples of possible interventions and responses by the support team include:

- Meetings with a support team are organized to develop strategies.
- Using a reflection activity
- Referral to the building Scholar Support Team
- Providing scholars with intentional check-ins with school building staff
- Facilitating peer mediation and mediating through conflict resolution conferences
- Providing mentorship opportunities
- Referral to school-based health or mental health providers
- Referral to community organization

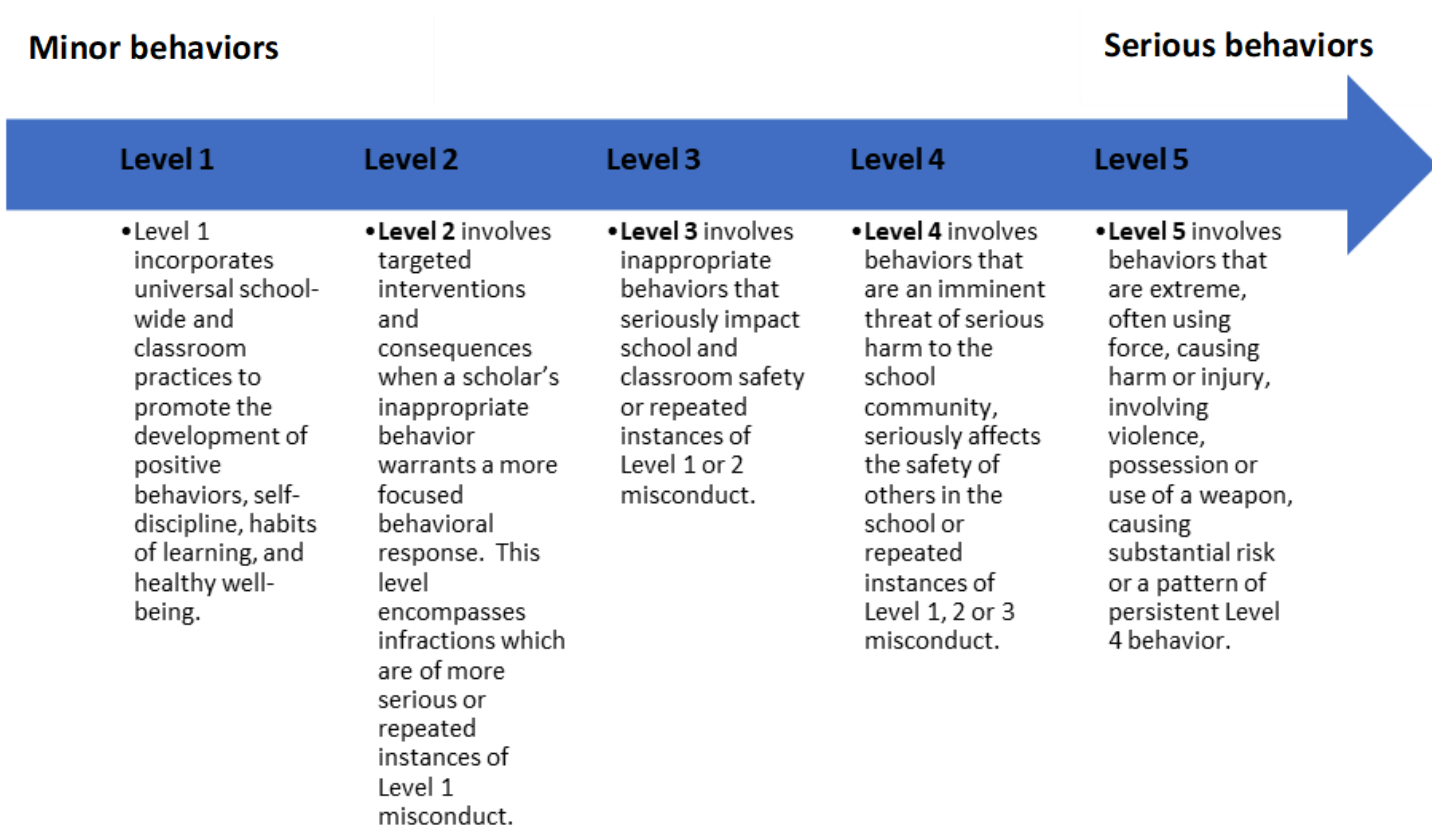
If a scholar exhibits behavior that doesn't meet the school community expectations, our school staff will address the situation in a way that is fair, consistent, and supportive. We focus on using constructive, proactive interventions and providing meaningful experiences to support positive behavior. When finding the best way to resolve these situations, teachers, administrators, and staff work together to ensure safety, and maximize the instructional day for every scholar.

Prior to identifying a resolution, the following factors shall be considered:

- Age, health, and disability or special education status of the scholar
- Scholar's prior conduct and record of behavior
- Scholar's understanding of the impact of their behavior
- Scholar's attitude in interactions regarding the behavior
- Scholar's willingness to repair the harm caused by their behavior
- Seriousness of the infraction and the degree of harm caused
- Impact of the incident on overall school community
- Whether the scholar's behavior threatened the safety of any scholar or staff member
- The likelihood that a lesser intervention would adequately address the behavior

When identifying a range of resolution, we aim to ensure restorative interventions are implemented to repair harm to the school community and impress upon scholars the impacts of their behaviors. In some instances, due to the frequency and/or severity of the infraction, school based interventions/consequences will be assigned. When identifying a range of resolution, the first instance of misconduct typically results in a less severe consequence/intervention, while still considering the specific circumstances and severity of each incident. However, if a scholar's behavior poses a serious threat to safety or is exceptionally dangerous, the appropriate leveled range of resolution will be implemented, even if it is the scholar's first offense.

The following charts are organized as follows:



- **Level:** Behaviors have been classified into five levels. Level 1 behaviors are minor and Level 5 are extremely serious.
- **Grade:** For each level, the behaviors and resolutions are grouped by grade band (K-5, 6-8 and 9-12). The expectations for behavior vary based on a scholar's age, therefore, how a behavior is addressed for a kindergartener will be different than a twelfth (12th) grader.
- **Range of Resolutions:** This is a list of interventions and consequences that may be used to address the behavior. Interventions are designed to educate and support a scholar with the behavior(s). At every level, there is an opportunity to create individualized support. Data will be tracked to identify the effectiveness of the interventions/consequences.

Elementary (Grades PreK-5)

Level 1: Behaviors and Range of Resolutions

Level 1 incorporates universal school-wide and classroom practices to promote the development of positive behaviors, self-discipline, habits of learning, and healthy well-being. Educators and any other school personnel are encouraged to try a variety of strategies in order to meet the needs of the scholar. Through observation and immediate responses, educators and staff aim to prevent minor discipline problems from becoming major disciplinary incidents where there is a disruption to the instructional environment.

Classroom interventions and responses include, but are not limited to, restorative practices inclusive of responsive strategies, intervention strategies, specialized strategies, supportive strategies and/or referral to building-level support team/resources. **These responses are designed to support the scholar, educate, and prevent minor behavior issues from becoming major incidents where there is disruption to the academic environment. This should allow the scholar the opportunity to identify their behavior, who it impacted and repair the harm caused.**

Possible Level 1 Behaviors	Range of Resolutions
<p>A. Level 1 Behaviors that do not promote safety, well-being, respect or cooperation *If behaviors are repetitive they can be identified in another level</p> <ul style="list-style-type: none"> ● A1. Running in hallway ● A2. Use of disrespectful and inappropriate language ● A3. Lying to school personnel ● A4. Demonstrating disrespect towards peers ● A5. Demonstrating disrespect towards staff members ● A6. Failure to maintain a conducive environment for classroom instruction; interfering with classroom instruction ● A7. Failure to adhere to the dress code ● A8. Defacing school property ● A9. Inappropriate Chromebook use ● A10. Academic dishonesty including plagiarism and/or cheating ● A11. Inappropriately selling items without authorization <p>Misconduct on a school bus</p> <ul style="list-style-type: none"> ● A12. Behavior that does not promote safety or well-being on the bus 	<p>Responsive Strategies:</p> <ul style="list-style-type: none"> ● Calming Moments: Allow scholars to take a moment to calm down and think. ● Verbal Prompting: Provide verbal cues to remind scholars of expectations ● Encourage Positive Behaviors: Focus on encouraging and modeling positive behavior. ● Preferential Seating: Seat scholars in a location that best supports their learning and behavior. <p>Intervention Strategies:</p> <ul style="list-style-type: none"> ● Parent/Guardian/Caregiver Contact: Contact with parents/guardians on scholar behavior and progress. ● Scholar Conference with Educator: Hold one-on-one meetings with scholars to discuss behavior and develop a plan. ● Support Staff Mediation: Involve support staff to mediate and resolve conflicts. ● Scholar Support Team Meeting: Organize meetings with a support team to develop strategies.

- **Intervention Plan:** Develop and implement a tailored intervention plan or contract for individual scholars.

Specialized Strategies

- **Sensory Resources:** Provide sensory tools (e.g., stress balls, fidget toys) to help scholars self-regulate.
- **Visual Schedule:** Provide scholars with a visual schedule to anticipate the schedule for the day.
- **If/ Then Charts:** Provides clear next steps and expectations for scholars to follow.
- **Restorative Circle/Conference:** Use restorative practices to repair harm and rebuild relationships.
- **Behavior Contract/Plan:** Create a behavior contract or plan outlining expectations and consequences.
- **Social Skills Training:** Teach social skills through direct instruction and practice.
- **Self-Monitoring:** Encourage scholars to monitor and reflect on their own behavior.
- **Counseling Services:** Refer scholars to scholar support staff for additional support.

Supportive Strategies

- **Visual Supports:** Use visual aids (e.g., charts, schedules) to support understanding and organization.
- **Flexible Grouping:** Group scholars flexibly to provide targeted instruction and support.
- **Motivational Systems:** Implement systems (e.g., point systems, token economies) to motivate positive behavior.
- **Academic Interventions:** Provide additional academic support to address learning gaps that may impact behavior.
- **Peer Mentoring:** Pair scholars with peers who can provide positive role modeling and support.
- **Conflict Resolution Training:** Teach scholars strategies for resolving conflicts peacefully.

Elementary (Grades PreK-5)

Level 2: Behaviors and Range of Resolutions

Level 2 involves targeted interventions and consequences when a scholar's inappropriate behavior warrants a more focused behavioral response. This level encompasses infractions which are more serious or repeated instances of Level 1 misconduct. Level 2 interventions aim to correct behavior by stressing the seriousness of the behavior while keeping scholars in school.

Responses to Level 2 include all responses in Level 1 and/or more intense responses. **These responses are designed to support scholars by correcting the behavior and stressing the seriousness of the behavior while protecting the safety and well-being of all involved.**

Possible Level 2 Behaviors	Range of Resolutions
<p>*Can include repeated incidents of Level 1 behaviors.</p> <p>"Repeated incidents" refer to events or occurrences that happen multiple times (3 or more) under similar circumstances. These incidents can be of various natures and their recurrence often indicates an underlying issue that may need to be addressed to prevent future occurrences.</p> <p>B. Level 2 Behaviors that do not promote safety, well-being, respect or cooperation</p> <ul style="list-style-type: none"> ● B1. Use of profane, offensive, obscene, vulgar, lewd, or abusive language or gestures ● B2. Repeatedly disruptive and/or substantially interferes with the instruction ● B3. Verbal confrontation that demonstrates disrespect and defiance of staff members' reasonable directive (such as but not limited to: aggressive arguing, refusal, back talk) towards a staff member ● B4. Verbal confrontation that demonstrates disrespect (such as but not limited to: aggressive arguing, refusal, back talk) towards a peer ● B5. Horseplay, rough-housing, throwing objects, minor physical aggression ● B6. Wandering the building without proper permission ● B7. Inappropriate use of school equipment, materials, and 	<ul style="list-style-type: none"> ● Level 1 Range of Resolutions, in addition to: Combining or utilizing these additional strategies with the Level 1 interventions creates a comprehensive toolkit for supporting scholars and promoting a positive learning community. Consider them as part of an individualized approach tailored to each unique situation. ● Education and awareness: <ul style="list-style-type: none"> ○ Provide educational resources about the risks and effects of decisions that violate the code of conduct ○ Referral to counseling or support groups to address and support healthy decision making ○ Encourage participation in Wellness programs that promote healthy habits and decision making strategies ● Community service: Work with a member of school administration or designee to complete a service oriented project that positively impacts the school community ● Parent/Guardian/Caregiver Conference: Meeting with parents/guardians to discuss scholar behavior, progress, and strategies for improvement. ● Temporary Removal from Class: Temporarily remove a scholar from the classroom to allow them to reflect on their behavior. ● Social Adjustments and Limited Privileges: Implement social consequences, such as limiting participation in social activities or events. ● Participation in campus or community service activities. ● Referral to community based support.

<p>electronic devices</p> <ul style="list-style-type: none">● B8. Unauthorized use or display of, cellular phones and other similar electronic devices● B9. Theft of less than \$50.● B10. Bullying - including cyberbullying (such as but not limited to: physical/verbal intimidation, menacing, verbal threats, persistent teasing, taunting, name-calling, harassment and threats to another person: first offense	<ul style="list-style-type: none">● Lunch/Recess Detention: Assign detention during lunch or recess. Scholars can complete a reflection sheet or participate in a restorative circle during this time.● Adjust Electronic Access for 1-5 Days: Restrict access to electronic devices until educational series/session is completed, (non-digital assignments will be provided)● Half Day or Less of In-School Suspension: Assign a short-term in-school suspension. Scholars must be provided access to schoolwork. Scholars must complete school work and participate in a restorative circle during this time.● Dignity for All Scholars Act (DASA) Report/Investigation: File a report and conduct an investigation under DASA to address and resolve incidents of bullying, harassment, or discrimination.
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Elementary (Grades PreK-5)

Level 3 : Behaviors and Range of Resolutions

Level 3 infractions are very serious and may result in a suspension. Scholars who are experiencing high-risk or frequent behavioral, academic, social and emotional concerns are assigned supervised, individualized interventions. Infractions at this level require the cooperative intervention of the parent/guardian/caregiver, teacher, and school administration.

*****Staff are required to complete a Behavior Resolution Form for any Level 3 behaviors.*****

Possible Level 3 Behaviors	Range of Resolutions
<p>*Can include repeated incidents of Level 1 and 2 behaviors</p> <p>"Repeated incidents" refer to events or occurrences that happen multiple times (3 or more) under similar circumstances. These incidents can be of various natures and their recurrence often indicates an underlying issue that may need to be addressed to prevent future occurrences.</p> <p>C. Level 3 Behaviors that do not promote safety, well-being, respect or cooperation and endanger the safety, morals, health or welfare of others</p> <ul style="list-style-type: none"> ● C1. Inappropriate comments or jokes that target individual(s) ● C2. Failure to follow emergency procedures ● C3. Physically harming others including staff (such as but not limited to: horseplay, rough-housing, minor physical aggression: offensive touch, poking, pushing, shoving, hitting, spitting, punching, throwing objects and scratching) ● C4. Refusing to comply with in-school suspension requirements ● C5. Possession, sending, posting, or receiving of offensive, derogatory, threatening, lewd or discriminatory material ● C6. Use or possession of any illegal substance not limited to tobacco products, vaping products, marijuana and alcohol: first offense ● C7. Gambling ● C8. Indecent exposure ● C9. Leaving/eloping school without permission 	<ul style="list-style-type: none"> ● Level 1 and 2 Range of Resolutions, in addition to: Combining or utilizing these additional strategies with the Level 1 and Level 2 interventions creates a comprehensive toolkit for supporting scholars and promoting a positive learning community. Consider them as part of an individualized approach tailored to each unique situation. ● Education and awareness: <ul style="list-style-type: none"> • Provide educational resources about the risks and effects of decisions that violate the code of conduct • Referral to counseling or support groups to address and support healthy decision making • Encourage participation in Wellness programs that promote healthy habits and decision making strategies ● Community service: Work with a member of school administration or designee to complete a service oriented project that positively impacts the school community ● Referral to Outside Agency: Refer scholars to external programs or agencies such as Supplemental Program for At Risk Children (SPARC), Intensive Day Treatment (IDT), Orange County Department of Mental Health OCDMH for additional support. ● Functional Behavior Assessment (FBA): With parent/guardian consent conduct an assessment to identify the reasons behind a scholar's challenging behaviors and to develop effective interventions. ● Behavior Intervention Plan (BIP): Create a detailed plan based on the FBA to address and modify challenging behaviors.

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| | <ul style="list-style-type: none">● Threat Assessment: Conduct an assessment to evaluate and address potential threats posed by a scholar's behavior to ensure the safety of all scholars and staff.● Adjustments and Limited Privileges: Temporarily adjust scholars' access to participating in extracurricular activities for 1-4 days.● Teacher/Schedule Change: Change the scholar's teacher or class schedule.● Conference with Administrator: Meeting with administrator for further intervention.● In-School Suspension (1 or More Days): Assign a longer-term in-school suspension.● Out-of-School Suspension (1-3 Days): Temporarily suspend the scholar from school for 1-3 days. |
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Elementary (Grades PreK-5)

Level 4 : Behaviors and Range of Resolutions

Level 4 involves behaviors that are an imminent threat of serious harm to the school community, seriously affects the safety of others in the school or repeated instances of Level 1, 2 or 3 misconduct.

Responses to Level 4 include all responses in Level 3 and/or more intensive responses.

*****Staff are required to complete a Behavior Resolution Form for any Level 4 behaviors *****

Possible Level 4 Behaviors	Range of Resolutions
<p>*Can include repeated incidents of Level 1-3 behaviors</p> <p>"Repeated incidents" refer to events or occurrences that happen multiple times (3 or more) under similar circumstances. These incidents can be of various natures and their recurrence often indicates an underlying issue that may need to be addressed to prevent future occurrences.</p> <p>D. Level 4 Behaviors that do not promote safety, well-being, respect or cooperation and endanger the safety, morals, health or welfare of others</p> <ul style="list-style-type: none"> ● D1. Physical altercation causing significant injury ● D2. Attempting to or throwing hazardous liquids ● D3 Taking or attempting to take property belonging to others (up to \$999 including credit and bank cards) ● D4. Use or possession of any illegal substance not limited to tobacco products, vaping products, marijuana and alcohol: repeated offense ● D5. Distribution, sale of any illegal substance not limited to tobacco products, vaping products, marijuana and alcohol ● D6. Enabling access to school for unauthorized visitor(s) 	<ul style="list-style-type: none"> ● Level 1 - 3 Range of Resolutions, in addition to: Combining or utilizing these additional strategies with the Level 1, Level 2 and/or Level 3 interventions creates a comprehensive toolkit for supporting scholars and promoting a positive learning community. Consider them as part of an individualized approach tailored to each unique situation. ● Informal Hearing with Building Administration: Conduct an informal hearing with school administrators (such as a Principal's Hearing) with scholar and parent/caregiver to address serious behavioral issues and determine appropriate consequences. ● Restoring and Repairing Property: Encourage the scholar to take responsibility and make amends for the harm caused, this may include restoring or repairing property. ● Referral to Outside Agency: Refer the scholar to external agencies for additional support and intervention services. ● Out-of-School Suspension (4-5 Days): Suspend the scholar from school for 4-5 days as a consequence for serious violations of school rules or policies, ensuring scholars receive support during their absence. A scholar family/caregiver re-entry meeting will be held upon return.

Elementary (Grades PreK-5)

Level 5 : Behaviors and Range of Resolutions

Level 5 involves behaviors that are extreme, often using force, causing harm or injury, involving violence, possession or use of a weapon, causing substantial risk or a pattern of persistent Level 4 behavior. The response administered for Level 4 violations is a suspension from school. Additionally, if warranted, the District may notify the Middletown/Town of Wallkill Police Department. To note, the building principal or his or her designee must notify appropriate law enforcement of any act that is criminal in nature and affects the physical, emotional, or moral well being of a scholar, staff member, or the overall safety of the school when it occurs on school grounds, at a school function, reported to school personnel from outside school during school hours, or during travel to or from school.

Responses to Level 5 encompass all responses in Level 4 and/or more intensive responses.

*****Staff are required to complete a Behavior Resolution Form for any Level 5 behavior*****

Possible Level 5 Behaviors	Range of Resolutions
<p>*Can include repeated incidents of Level 1-4 behaviors.</p> <p>"Repeated incidents" refer to events or occurrences that happen multiple times (3 or more) under similar circumstances. These incidents can be of various natures and their recurrence often indicates an underlying issue that may need to be addressed to prevent future occurrences.</p> <p>E. Level 5 Behaviors that do not promote safety, well-being, respect or cooperation and endanger the safety, morals, health or welfare of others</p> <ul style="list-style-type: none"> ● E1. Threats to school not limited to social media threats and bomb threats ● E2. Engaging in any act that causes serious physical injury to a scholar, staff member, or anyone lawfully on school property, including physical attack or physical altercation ● E3. Organizing, encouraging, inciting or participating in a violent event, creating an unsafe situation. ● E4. Theft or attempted theft of property valued at over \$1,000, including credit cards and bank cards. ● E5. Unauthorized possession, use, or distribution of weapons on school premises. ● E6. Possessing items associated with drug use, such as pipes, 	<ul style="list-style-type: none"> ● Level 1 - 4 Range of Resolutions, in addition to: Combining or utilizing these additional strategies with the Level 1, Level 2, Level 3 and/or Level 4 interventions creates a comprehensive toolkit for supporting scholars and promoting a positive learning community. Consider them as part of an individualized approach tailored to each unique situation. ● Education and awareness: <ul style="list-style-type: none"> • Provide educational resources about the risks and effects of decisions that violate the code of conduct • Referral to counseling or support groups to address and support healthy decision making • Encourage participation in Wellness programs that promote healthy habits and decision making strategies ● Out-of-School Suspension (5+ Days): Impose a suspension lasting more than five days for serious infractions, ensuring scholars receive support during their absence. A scholar family/caregiver re-entry meeting will be held upon return. ● Superintendent Hearing: Conduct a hearing with the superintendent. ● Referral to Appropriate Community Agencies: <ul style="list-style-type: none"> • Inclusive of law enforcement for behaviors that may constitute a legal violation or serious safety concern. • Youth Services Organizations

<ul style="list-style-type: none"> rolling papers, or other paraphernalia. ● E7. Forcible sexual act committed against a person without their consent. ● E8. Participating in sexual acts on school grounds or committing other sexual offenses, including indecent exposure. ● E9. Intentional setting of fires or causing explosions that endanger life or property. ● E10. Pulling a fire alarm or making false reports (e.g., to 911) regarding emergencies, or sabotaging security devices. ● E11. Engaging in actions or speech that promote discrimination or hate against a protected group ● E12. Participation in hate groups or activities <p>V. VADIR: Violent and Disruptive Incident Reporting</p> <ul style="list-style-type: none"> ● V1. Homicide ● V2a. Forcible Sexual Offenses ● V2b. Other Sexual Offenses ● V3a. Physical Injury ● V3b. Serious Physical Injury ● V4a. Weapons Possession Only ● V5. Material Incidents of Discrimination, Harassment, and Bullying ● V6. Bomb Threat ● V7. False Alarm ● V8. Use, Possession or Sale of Drugs ● V9. Use, Possession or Sale of Alcohol 	<ul style="list-style-type: none"> • Substance Abuse Rehabilitation Centers • Community Mental Health & Well-Being Clinics
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Middle School (Grades 6 - 8)

Level 1: Behaviors and Range of Resolutions

Level 1 incorporates universal school-wide and classroom practices to promote the development of positive behaviors, self-discipline, habits of learning, and healthy well-being. Educators and any other school personnel are encouraged to try a variety of strategies in order to meet the needs of the scholar. Through observation and immediate responses, educators and staff aim to prevent minor discipline problems from becoming major disciplinary incidents where there is a disruption to the instructional environment.

Classroom interventions and responses include, but are not limited to, restorative practices and/or referral to building-level support team/resources. **These responses are designed to support the scholar, educate, and prevent minor behavior issues from becoming major incidents where there is disruption to the academic environment.**

Possible Level 1 Behaviors	Range of Resolutions
<p>A. Level 1 Behaviors that do not promote safety, well-being, respect or cooperation *If behaviors are repetitive they can be identified in another level</p> <ul style="list-style-type: none"> ● A1. Running in hallway ● A2. Use of disrespectful and inappropriate language ● A3. Lying to school personnel ● A4. Demonstrating disrespect towards peers ● A5. Demonstrating disrespect towards staff members ● A6. Failure to maintain a conducive environment for classroom instruction; interfering with classroom instruction ● A7. Failure to adhere to the dress code ● A8. Defacing school property ● A9. Inappropriate Chromebook use ● A10. Academic dishonesty including plagiarism and/or cheating ● A11. Inappropriately selling items without authorization ● A13. Class cutting <p>Misconduct on a school bus</p> <ul style="list-style-type: none"> ● A12. Behavior that does not promote safety or well-being on the bus 	<p>Responsive Strategies:</p> <ul style="list-style-type: none"> ● Calming Moments: Allow scholars to take a moment to calm down and think. ● Verbal Prompting: Provide verbal cues to remind scholars of expectations ● Encourage Positive Behaviors: Focus on encouraging and modeling positive behavior. ● Preferential Seating: Seat scholars in a location that best supports their learning and behavior. <p>Intervention Strategies:</p> <ul style="list-style-type: none"> ● Parent/Guardian/Caregiver Contact: Contact with parents/guardians on scholar behavior and progress. ● Scholar Conference with Educator: Hold one-on-one meetings with scholars to discuss behavior and develop a plan. ● Support Staff Mediation: Involve support staff to mediate and resolve conflicts. ● Scholar Support Team Meeting: Organize meetings with a support team to develop strategies. ● Intervention Plan: Develop and implement a tailored intervention plan or contract for individual scholars. <p>Specialized Strategies</p>

- **Sensory Resources:** Provide sensory tools (e.g., stress balls, fidget toys) to help scholars self-regulate.
- **Visual Schedule:** Provide scholars with a visual schedule to anticipate the schedule for the day.
- **If/ Then Charts:** Provides clear next steps and expectations for scholars to follow.
- **Restorative Circle/Conference:** Use restorative practices to repair harm and rebuild relationships.
- **Behavior Contract/Plan:** Create a behavior contract or plan outlining expectations and consequences.
- **Social Skills Training:** Teach social skills through direct instruction and practice.
- **Self-Monitoring:** Encourage scholars to monitor and reflect on their own behavior.
- **Counseling Services:** Refer scholars to scholar support staff for additional support.

Supportive Strategies

- **Visual Supports:** Use visual aids (e.g., charts, schedules) to support understanding and organization.
- **Flexible Grouping:** Group scholars flexibly to provide targeted instruction and support.
- **Motivational Systems:** Implement systems (e.g., point systems, token economies) to motivate positive behavior.
- **Academic Interventions:** Provide additional academic support to address learning gaps that may impact behavior.
- **Peer Mentoring:** Pair scholars with peers who can provide positive role modeling and support.
- **Conflict Resolution Training:** Teach scholars strategies for resolving conflicts peacefully.
- **Class Cutting Interventions:** refer to the district's class cutting decision tree

Middle School (Grades 6 - 8)

Level 2 : Behaviors and Range of Resolutions

Level 2 involves targeted interventions and consequences when a scholar's inappropriate behavior warrants a more focused behavioral response. This level encompasses infractions which are of **more serious or repeated instances of Level 1** misconduct. Level 2 interventions aim to correct behavior by stressing the seriousness of the behavior, while keeping scholars in school.

Responses to Level 2 include all responses in Level 1 and/or more intense responses. **These responses are designed to support scholars by correcting the behavior and stressing the seriousness of the behavior while protecting the safety and well-being of all involved.**

Possible Level 2 Behaviors	Range of Resolutions
<p>*Can include repeated incidents of Level 1 behaviors.</p> <p>"Repeated incidents" refer to events or occurrences that happen multiple times (3 or more) under similar circumstances. These incidents can be of various natures and their recurrence often indicates an underlying issue that may need to be addressed to prevent future occurrences.</p> <p>B. Level 2 Behaviors that do not promote safety, well-being, respect or cooperation</p> <ul style="list-style-type: none"> ● B1. Use of profane, offensive, obscene, vulgar, lewd, or abusive language or gestures ● B2. Repeatedly disruptive and/or substantially interferes with the instruction ● B3. Verbal confrontation that demonstrates disrespect and defiance of staff members' reasonable directive (such as but not limited to: aggressive arguing, refusal, back talk) towards a staff member ● B4. Verbal confrontation that demonstrates disrespect (such as but not limited to: aggressive arguing, refusal, back talk) towards a peer ● B5. Horseplay, rough-housing, throwing objects, minor physical aggression ● B6. Wandering the building or school grounds without proper permission ● B7. Inappropriate use of school equipment, materials, and electronic devices 	<ul style="list-style-type: none"> ● Level 1 Range of Resolutions, in addition to: Combining or utilizing these additional strategies with the Level 1 interventions creates a comprehensive toolkit for supporting scholars and promoting a positive learning community. Consider them as part of an individualized approach tailored to each unique situation. ● Education and awareness: <ul style="list-style-type: none"> ○ Provide educational resources about the risks and effects of decisions that violate the code of conduct ○ Referral to counseling or support groups to address and support healthy decision making ○ Encourage participation in Wellness programs that promote healthy habits and decision making strategies ● Community service: Work with a member of school administration or designee to complete a service oriented project that positively impacts the school community ● Parent/Guardian/Caregiver Conference: Meeting with parents/guardians to discuss scholar behavior, progress, and strategies for improvement. ● Temporary Removal from Class: Temporarily remove a scholar from the classroom to allow them to reflect on their behavior. ● Social Adjustments and Limited Privileges: Implement social consequences, such as limiting participation in social activities or events. ● Participation in campus or community service activities. ● Referral to community based support. ● Lunch/Recess Detention: Assign detention during lunch or

<ul style="list-style-type: none"> ● B8. Unauthorized use or display of, cellular phones and other similar electronic devices ● B9. Theft of less than \$50. ● B10. Bullying - including cyberbullying (such as but not limited to: physical/verbal intimidation, menacing, verbal threats, persistent teasing, taunting, name-calling, harassment and threats to another person: first offense 	<p>recess. Scholars can complete a reflection sheet or participate in a restorative circle during this time.</p> <ul style="list-style-type: none"> ● Adjust Electronic Access for 1-5 Days: Restrict access to electronic devices until educational series/session is completed, (non-digital assignments will be provided) ● Half Day or Less of In-School Suspension: Assign a short-term in-school suspension. Scholars must be provided access to schoolwork. Scholars must complete school work and participate in a restorative circle during this time. ● Dignity for All Scholars Act (DASA) Report/Investigation: File a report and conduct an investigation under DASA to address and resolve incidents of bullying, harassment, or discrimination.
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Middle School (Grades 6 - 8)

Level 3 : Behaviors and Range of Resolutions

Level 3 infractions are very serious and may result in a suspension. Scholars who are experiencing high-risk or frequent behavioral, academic, social and emotional concerns are assigned supervised, individualized interventions. Infractions at this level require the cooperative intervention of the parent/guardian/caregiver, teacher, and school administration.

*****Staff are required to complete a Behavior Resolution Form for any Level 3 behaviors.*****

Possible Level 3 Behaviors	Range of Resolutions
<p>*Can include repeated incidents of Level 1 and 2 behaviors</p> <p>"Repeated incidents" refer to events or occurrences that happen multiple times (3 or more) under similar circumstances. These incidents can be of various natures and their recurrence often indicates an underlying issue that may need to be addressed to prevent future occurrences.</p> <p>C. Level 3 Behaviors that do not promote safety, well-being, respect or cooperation and endanger the safety, morals, health or welfare of others</p> <ul style="list-style-type: none"> ● C1. Inappropriate comments or jokes that target individual(s) ● C2. Failure to follow emergency procedures ● C3. Physically harming others including staff (such as but not limited to: horseplay, rough-housing, minor physical aggression: offensive touch, poking, pushing, shoving, hitting, spitting, punching, throwing objects and scratching) ● C4. Refusing to comply with in-school suspension requirements ● C5. Possession of offensive, derogatory, threatening, lewd or discriminatory material on personal electronic device ● C6. Use or possession of any illegal substance not limited to tobacco products, vaping products, marijuana and alcohol: first offense ● C7. Gambling ● C8. Indecent exposure 	<ul style="list-style-type: none"> ● Level 1 and 2 Range of Resolutions, in addition to: Combining or utilizing these additional strategies with the Level 1 and Level 2 interventions creates a comprehensive toolkit for supporting scholars and promoting a positive learning community. Consider them as part of an individualized approach tailored to each unique situation. ● Education and awareness: <ul style="list-style-type: none"> ○ Provide educational resources about the risks and effects of decisions that violate the code of conduct ○ Referral to counseling or support groups to address and support healthy decision making ○ Encourage participation in Wellness programs that promote healthy habits and decision making strategies ● Community service: Work with a member of school administration or designee to complete a service oriented project that positively impacts the school community ● Referral to Outside Agency: Refer scholars to external programs or agencies such as Supplemental Program for At Risk Children (SPARC), Intensive Day Treatment (IDT), Orange County Department of Mental Health OCDMH for additional support. ● Functional Behavior Assessment (FBA): With parent/guardian consent conduct an assessment to identify the reasons behind a scholar's challenging behaviors and to develop effective interventions. ● Behavior Intervention Plan (BIP): Create a detailed plan based on the FBA to address and modify challenging behaviors.

- **Threat Assessment:** Conduct an assessment to evaluate and address potential threats posed by a scholar's behavior to ensure the safety of all scholars and staff.
- **Adjustments and Limited Privileges:** Temporarily adjust scholars' access to participating in extracurricular activities for 1-4 days.
- **Teacher/Schedule Change:** Change the scholar's teacher or class schedule.
- **Conference with Administrator:** Meeting with administrator for further intervention.
- **In-School Suspension (1 or More Days):** Assign a longer-term in-school suspension.
- **Out-of-School Suspension (1-3 Days):** Temporarily suspend the scholar from school for 1-3 days.

Middle School (Grades 6 - 8)

Level 4 : Behaviors and Range of Resolutions

Level 4 involves behaviors that are an imminent threat of serious harm to the school community, seriously affects the safety of others in the school or repeated instances of Level 1, 2 or 3 misconduct. The response administered for Level 4 violations is a suspension from school. Responses to Level 4 include all responses in Level 3 and/or more intensive responses.

*****Staff are required to complete a Behavior Resolution Form for any Level 4 behaviors *****

Possible Level 4 Behaviors	Range of Resolutions
<p>*Can include repeated incidents of Level 1-3 behaviors</p> <p>"Repeated incidents" refer to events or occurrences that happen multiple times (3 or more) under similar circumstances. These incidents can be of various natures and their recurrence often indicates an underlying issue that may need to be addressed to prevent future occurrences.</p> <p>D. Level 4 Behaviors that do not promote safety, well-being, respect or cooperation and endanger the safety, morals, health or welfare of others</p> <ul style="list-style-type: none"> ● D1. Physical altercation causing significant injury ● D2. Attempting to or throwing hazardous liquids ● D3 Taking or attempting to take property belonging to others (up to \$999 including credit and bank cards) ● D4. Use or possession of any illegal substance not limited to tobacco products, vaping products, marijuana and alcohol: repeated offense ● D5. Distribution or sale of any illegal substance not limited to tobacco products, vaping products, marijuana and alcohol ● D6. Sending, posting, or receiving offensive, derogatory, threatening, lewd or discriminatory material on personal electronic device ● D7. Enabling access to school for unauthorized visitor(s) 	<ul style="list-style-type: none"> ● Level 1 - 3 Range of Resolutions, in addition to: Combining or utilizing these additional strategies with the Level 1, Level 2 and/or Level 3 interventions creates a comprehensive toolkit for supporting scholars and promoting a positive learning community. Consider them as part of an individualized approach tailored to each unique situation. ● Informal Hearing with Building Administration: Conduct an informal hearing with school administrators (such as a Principal's Hearing) with scholar and parent/caregiver to address serious behavioral issues and determine appropriate consequences. ● Restoring and Repairing Property: Encourage the scholar to take responsibility and make amends for the harm caused, this may include restoring or repairing property. ● Referral to Outside Agency: Refer the scholar to external agencies for additional support and intervention services. ● Out-of-School Suspension (4-5 Days): Suspend the scholar from school for 4-5 days as a consequence for serious violations of school rules or policies, ensuring scholars receive support during their absence. A scholar family/caregiver re-entry meeting will be held upon return.

Middle School (Grades 6 - 8)

Level 5 : Behaviors and Range of Resolutions

Level 5 involves behaviors that are extreme, often using force, causing harm or injury, involving violence, possession or use of a weapon, causing substantial risk or a pattern of persistent Level 4 behavior. The response administered for Level 4 violations is a suspension from school. Additionally, if warranted, the District may notify the Middletown/Town of Wallkill Police Department. To note, the building principal or his or her designee must notify appropriate law enforcement of any act that is criminal in nature and affects the physical, emotional, or moral well being of a scholar, staff member, or the overall safety of the school when it occurs on school grounds, at a school function, reported to school personnel from outside school during school hours, or during travel to or from school

Responses to Level 5 encompass all responses in Level 4 and/or more intensive responses.

*****Staff are required to complete a Behavior Resolution Form for any Level 5 behavior*****

Possible Level 5 Behaviors

Range of Resolutions

***Can include repeated incidents of Level 1-4 behaviors.**

"Repeated incidents" refer to events or occurrences that happen multiple times (3 or more) under similar circumstances. These incidents can be of various natures and their recurrence often indicates an underlying issue that may need to be addressed to prevent future occurrences.

E. Level 5 Behaviors that do not promote safety, well-being, respect or cooperation and endanger the safety, morals, health or welfare of others

- **E1.** Threats to school not limited to social media threats and bomb threats
- **E2.** Engaging in any act that causes serious physical injury to a scholar, staff member, or anyone lawfully on school property, including physical attack or physical altercation
- **E3.** Organizing, encouraging, inciting or participating in a violent event, creating an unsafe situation.
- **E4.** Theft or attempted theft of property valued at over \$1,000, including credit cards and bank cards.
- **E5.** Unauthorized possession, use, or distribution of weapons on school premises.
- **E6.** Possessing items associated with drug use, such as pipes, rolling papers, or other paraphernalia.
- **E7.** Forcible sexual act committed against a person without their consent.
- **E8.** Participating in sexual acts on school grounds or committing other sexual offenses, including indecent exposure.
- **E9.** Intentional setting of fires or causing explosions that endanger life or property.
- **E10.** Pulling a fire alarm or making false reports (e.g., to 911) regarding emergencies, or sabotaging security devices.
- **E11.** Engaging in actions or speech that promote discrimination or hate against a protected group
- **E12.** Participation in hate groups or activities

V. VADIR: Violent and Disruptive Incident Reporting

- **V1.** Homicide
- **V2a.** Forcible Sexual Offenses
- **V2b.** Other Sexual Offenses

- **Level 1 - 4 Range of Resolutions, in addition to:** Combining or utilizing these additional strategies with the **Level 1, Level 2, Level 3 and/or Level 4** interventions creates a comprehensive toolkit for supporting scholars and promoting a positive learning community. Consider them as part of an individualized approach tailored to each unique situation.
- **Education and awareness:**
 - Provide educational resources about the risks and effects of decisions that violate the code of conduct
 - Referral to counseling or support groups to address and support healthy decision making
 - Encourage participation in Wellness programs that promote healthy habits and decision making strategies
- **Out-of-School Suspension (5+ Days):** Impose a suspension lasting more than five days for serious infractions, ensuring scholars receive support during their absence. A scholar family/caregiver re-entry meeting will be held upon return.
- **Superintendent Hearing:** Conduct a hearing with the superintendent.
- **Referral to Appropriate Community Agencies:**
 - Inclusive of law enforcement for behaviors that may constitute a legal violation or serious safety concern.
 - Youth Services Organizations
 - Substance Abuse Rehabilitation Centers
 - Community Mental Health & Well-Being Clinics

- | | |
|---|--|
| <ul style="list-style-type: none">● V3a. Physical Injury● V3b. Serious Physical Injury● V4a. Weapons Possession Only● V5. Material Incidents of Discrimination, Harassment, and Bullying● V6. Bomb Threat● V7. False Alarm● V8. Use, Possession or Sale of Drugs● V9. Use, Possession or Sale of Alcohol | |
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High School (Grades 9 - 12)

Level 1: Behaviors and Range of Resolutions

Level 1 incorporates universal school-wide and classroom practices to promote the development of positive behaviors, self-discipline, habits of learning, and healthy well-being. Educators and any other school personnel are encouraged to try a variety of strategies in order to meet the needs of the scholar. Through observation and immediate responses, educators and staff aim to prevent minor discipline problems from becoming major disciplinary incidents where there is a disruption to the instructional environment.

Classroom interventions and responses include, but are not limited to, restorative practices and/or referral to building level support team/resources. **These responses are designed to support the scholar, educate, and prevent minor behavior issues from becoming major incidents where there is disruption to the academic environment. This should allow the scholar the opportunity to identify their behavior, who it impacted and repair the harm caused.**

Possible Level 1 Behaviors	Range of Resolutions
<p>A. Level 1 Behaviors that do not promote safety, well-being, respect or cooperation *If behaviors are repetitive they can be identified in another level</p> <ul style="list-style-type: none"> ● A1. Running in hallway ● A2. Use of disrespectful and inappropriate language ● A3. Lying to school personnel ● A4. Demonstrating disrespect towards peers ● A5. Demonstrating disrespect towards staff members ● A6. Failure to maintain a conducive environment for classroom instruction; interfering with classroom instruction ● A7. Failure to adhere to the dress code ● A8. Defacing school property ● A9. Inappropriate Chromebook use ● A10. Academic dishonesty including plagiarism and/or cheating ● A11. Inappropriately selling items without authorization ● A13. Class cutting <p>Misconduct on a school bus</p> <ul style="list-style-type: none"> ● A12. Behavior that does not promote safety or well-being on the bus 	<p>Responsive Strategies:</p> <ul style="list-style-type: none"> ● Calming Moments: Allow scholars to take a moment to calm down and think. ● Verbal Prompting: Provide verbal cues to remind scholars of expectations ● Encourage Positive Behaviors: Focus on encouraging and modeling positive behavior. ● Preferential Seating: Seat scholars in a location that best supports their learning and behavior. <p>Intervention Strategies:</p> <ul style="list-style-type: none"> ● Parent/Guardian/Caregiver Contact: Contact with parents/guardians on scholar behavior and progress. ● Scholar Conference with Educator: Hold one-on-one meetings with scholars to discuss behavior and develop a plan. ● Support Staff Mediation: Involve support staff to mediate and resolve conflicts. ● Scholar Support Team Meeting: Organize meetings with a support team to develop strategies. ● Intervention Plan: Develop and implement a tailored intervention plan or contract for individual scholars.

Specialized Strategies

- **Sensory Resources:** Provide sensory tools (e.g., stress balls, fidget toys) to help scholars self-regulate.
- **Visual Schedule:** Provide scholars with a visual schedule to anticipate the schedule for the day.
- **If/ Then Charts:** Provides clear next steps and expectations for scholars to follow.
- **Restorative Circle/Conference:** Use restorative practices to repair harm and rebuild relationships.
- **Behavior Contract/Plan:** Create a behavior contract or plan outlining expectations and consequences.
- **Social Skills Training:** Teach social skills through direct instruction and practice.
- **Self-Monitoring:** Encourage scholars to monitor and reflect on their own behavior.
- **Counseling Services:** Refer scholars to scholar support staff for additional support.

Supportive Strategies

- **Visual Supports:** Use visual aids (e.g., charts, schedules) to support understanding and organization.
- **Flexible Grouping:** Group scholars flexibly to provide targeted instruction and support.
- **Motivational Systems:** Implement systems (e.g., point systems, token economies) to motivate positive behavior.
- **Academic Interventions:** Provide additional academic support to address learning gaps that may impact behavior.
- **Peer Mentoring:** Pair scholars with peers who can provide positive role modeling and support.
- **Conflict Resolution Training:** Teach scholars strategies for resolving conflicts peacefully.
- **Class Cutting Interventions:** refer to the district's class cutting decision tree

High School (Grades 9 - 12)

Level 2 : Behaviors and Range of Resolutions

Level 2 involves targeted interventions and consequences when a scholar's inappropriate behavior warrants a more focused behavioral response. This level encompasses infractions which are of more serious or repeated instances of Level 1 misconduct. Level 2 interventions aim to correct behavior by stressing the seriousness of the behavior, while keeping scholars in school.

Responses to Level 2 include all responses in Level 1 and/or more intense responses. **These responses are designed to support scholars by correcting the behavior and stressing the seriousness of the behavior while protecting the safety and well-being of all involved.**

Possible Level 2 Behaviors	Range of Resolutions
<p>*Can include repeated incidents of Level 1 behaviors.</p> <p>"Repeated incidents" refer to events or occurrences that happen multiple times (3 or more) under similar circumstances. These incidents can be of various natures and their recurrence often indicates an underlying issue that may need to be addressed to prevent future occurrences.</p> <p>B. Level 2 Behaviors that do not promote safety, well-being, respect or cooperation</p> <ul style="list-style-type: none"> ● B1. Use of profane, offensive, obscene, vulgar, lewd, or abusive language or gestures ● B2. Repeatedly disruptive and/or substantially interferes with the instruction ● B3. Verbal confrontation that demonstrates disrespect and defiance of staff members' reasonable directive (such as but not limited to: aggressive arguing, refusal, back talk) towards a staff member ● B4. Verbal confrontation that demonstrates disrespect (such as but not limited to: aggressive arguing, refusal, back talk) towards a peer ● B5. Horseplay, rough-housing, throwing objects, minor physical aggression ● B6. Wandering the building or school grounds without proper permission 	<ul style="list-style-type: none"> ● Level 1 Range of Resolutions, in addition to: Combining or utilizing these additional strategies with the Level 1 interventions creates a comprehensive toolkit for supporting scholars and promoting a positive learning community. Consider them as part of an individualized approach tailored to each unique situation. ● Education and awareness: <ul style="list-style-type: none"> ○ Provide educational resources about the risks and effects of decisions that violate the code of conduct ○ Referral to counseling or support groups to address and support healthy decision making ○ Encourage participation in Wellness programs that promote healthy habits and decision making strategies ● Community service: Work with a member of school administration or designee to complete a service oriented project that positively impacts the school community ● Parent/Guardian/Caregiver Conference: Meeting with parents/guardians to discuss scholar behavior, progress, and strategies for improvement. ● Temporary Removal from Class: Temporarily remove a scholar from the classroom to allow them to reflect on their behavior. ● Social Adjustments and Limited Privileges: Implement social consequences, such as limiting participation in social activities or events. ● Participation in campus or community service activities.

- **B7.** Inappropriate use of school equipment, materials, and electronic devices
- **B8.** Unauthorized use or display of, cellular phones and other similar electronic devices
- **B9.** Theft of less than \$50.
- **B10.** Bullying - including cyberbullying (such as but not limited to: physical/verbal intimidation, menacing, verbal threats, persistent teasing, taunting, name-calling, harassment and threats to another person: first offense

- **Referral to community based support.**
- **Lunch/Recess Detention:** Assign detention during lunch or recess. Scholars can complete a reflection sheet or participate in a restorative circle during this time.
- **Adjust Electronic Access for 1-5 Days:** Restrict access to electronic devices until educational series/session is completed, (non-digital assignments will be provided)
- **Half Day or Less of In-School Suspension:** Assign a short-term in-school suspension. Scholars must be provided access to schoolwork. Scholars must complete school work and participate in a restorative circle during this time.
- **Dignity for All Scholars Act (DASA) Report/Investigation:** File a report and conduct an investigation under DASA to address and resolve incidents of bullying, harassment, or discrimination.

High School (Grades 9 - 12)

Level 3 : Behaviors and Range of Resolutions

Level 3 infractions are very serious and may result in a suspension. Scholars who are experiencing high-risk or frequent behavioral, academic, social and emotional concerns are assigned supervised, individualized interventions. Infractions at this level require the cooperative intervention of the parent/guardian/caregiver, teacher, and school administration.

*****Staff are required to complete a Behavior Resolution Form for any Level 3 behaviors.*****

Possible Level 3 Behaviors	Range of Resolutions
<p>*Can include repeated incidents of Level 1 and 2 behaviors</p> <p>"Repeated incidents" refer to events or occurrences that happen multiple times (3 or more) under similar circumstances. These incidents can be of various natures and their recurrence often indicates an underlying issue that may need to be addressed to prevent future occurrences.</p> <p>C. Level 3 Behaviors that do not promote safety, well-being, respect or cooperation and endanger the safety, morals, health or welfare of others</p> <ul style="list-style-type: none"> ● C1. Inappropriate comments or jokes that target individual(s) ● C2. Failure to follow emergency procedures ● C3. Physically harming others including staff (such as but not limited to: horseplay, rough-housing, minor physical aggression: offensive touch, poking, pushing, shoving, hitting, spitting, punching, throwing objects and scratching) ● C4. Refusing to comply with in-school suspension requirements ● C5. Possession of offensive, derogatory, threatening, lewd or discriminatory material on personal electronic device ● C6. Use or possession of any illegal substance not limited to tobacco products, vaping products, marijuana and alcohol: first offense ● C7. Gambling ● C8. Indecent exposure 	<ul style="list-style-type: none"> ● Level 1 and 2 Range of Resolutions, in addition to: Combining or utilizing these additional strategies with the Level 1 and Level 2 interventions creates a comprehensive toolkit for supporting scholars and promoting a positive learning community. Consider them as part of an individualized approach tailored to each unique situation. ● Education and awareness: <ul style="list-style-type: none"> • Provide educational resources about the risks and effects of decisions that violate the code of conduct • Referral to counseling or support groups to address and support healthy decision making • Encourage participation in Wellness programs that promote healthy habits and decision making strategies ● Community service: Work with a member of school administration or designee to complete a service oriented project that positively impacts the school community ● Referral to Outside Agency: Refer scholars to external programs or agencies such as Supplemental Program for At Risk Children (SPARC), Intensive Day Treatment (IDT), Orange County Department of Mental Health OCDMH for additional support. ● Functional Behavior Assessment (FBA): With parent/guardian consent conduct an assessment to identify the reasons behind a scholar's challenging behaviors and to develop effective interventions. ● Behavior Intervention Plan (BIP): Create a detailed plan based on the FBA to address and modify challenging behaviors.

- **Threat Assessment:** Conduct an assessment to evaluate and address potential threats posed by a scholar's behavior to ensure the safety of all scholars and staff.
- **Adjustments and Limited Privileges:** Temporarily adjust scholars' access to participating in extracurricular activities for 1-4 days.
- **Teacher/Schedule Change:** Change the scholar's teacher or class schedule.
- **Conference with Administrator:** Meeting with administrator for further intervention.
- **In-School Suspension (1 or More Days):** Assign a longer-term in-school suspension.
- **Out-of-School Suspension (1-3 Days):** Temporarily suspend the scholar from school for 1-3 days.

High School (Grades 9 - 12)

Level 4 : Behaviors and Range of Resolutions

Level 4 involves behaviors that are an imminent threat of serious harm to the school community, seriously affects the safety of others in the school or repeated instances of Level 1, 2 or 3 misconduct.

Responses to Level 4 include all responses in Level 3 and/or more intensive responses.

*****Staff are required to complete a Behavior Resolution Form for any Level 4 behaviors *****

Possible Level 4 Behaviors	Range of Resolutions
<p>*Can include repeated incidents of Level 1-3 behaviors</p> <p>"Repeated incidents" refer to events or occurrences that happen multiple times (3 or more) under similar circumstances. These incidents can be of various natures and their recurrence often indicates an underlying issue that may need to be addressed to prevent future occurrences.</p> <p>D. Level 4 Behaviors that do not promote safety, well-being, respect or cooperation and endanger the safety, morals, health or welfare of others</p> <ul style="list-style-type: none"> ● D1. Physical altercation causing significant injury ● D2. Attempting to or throwing hazardous liquids ● D3 Taking or attempting to take property belonging to others (up to \$999 including credit and bank cards) ● D4. Use or possession of any illegal substance not limited to tobacco products, vaping products, marijuana and alcohol: repeated offense ● D5. Distribution, sale, use or possession of any illegal substance not limited to tobacco products, vaping products, marijuana and alcohol ● D6. Sending, posting, or receiving offensive, derogatory, threatening, lewd or discriminatory material on personal electronic device ● D7. Enabling access to school for unauthorized visitor(s) 	<ul style="list-style-type: none"> ● Level 1 - 3 Range of Resolutions, in addition to: Combining or utilizing these additional strategies with the Level 1, Level 2 and/or Level 3 interventions creates a comprehensive toolkit for supporting scholars and promoting a positive learning community. Consider them as part of an individualized approach tailored to each unique situation. ● Informal Hearing with Building Administration: Conduct an informal hearing with school administrators (such as a Principal's Hearing) with scholar and parent/caregiver to address serious behavioral issues and determine appropriate consequences. ● Restoring and Repairing Property: Encourage the scholar to take responsibility and make amends for the harm caused, this may include restoring or repairing property. ● Referral to Outside Agency: Refer the scholar to external agencies for additional support and intervention services. ● Out-of-School Suspension (4-5 Days): Suspend the scholar from school for 4-5 days as a consequence for serious violations of school rules or policies, ensuring scholars receive support during their absence. A scholar family/caregiver re-entry meeting will be held upon return.

High School (Grades 9 - 12)

Level 5 : Behaviors and Range of Resolutions

Level 5 involves behaviors that are extreme, often using force, causing harm or injury, involving violence, possession or use of a weapon, causing substantial risk or a pattern of persistent Level 4 behavior. The response administered for Level 4 violations is a suspension from school.

Additionally, if warranted, the District may notify the Middletown/Town of Wallkill Police Department. To note, the building principal or his or her designee must notify appropriate law enforcement of any act that is criminal in nature and affects the physical, emotional, or moral well being of a scholar, staff member, or the overall safety of the school when it occurs on school grounds, at a school function, reported to school personnel from outside school during school hours, or during travel to or from school.

Responses to Level 5 encompass all responses in Level 4 and/or more intensive responses.

*****Staff are required to complete a Behavior Resolution Form for any Level 5 behaviors *****

Possible Level 5 Behaviors	Range of Resolutions
<p>*Can include repeated incidents of Level 1-4 behaviors.</p> <p>"Repeated incidents" refer to events or occurrences that happen multiple times (3 or more) under similar circumstances. These incidents can be of various natures and their recurrence often indicates an underlying issue that may need to be addressed to prevent future occurrences.</p> <p>E. Level 5 Behaviors that do not promote safety, well-being, respect or cooperation and endanger the safety, morals, health or welfare of others</p> <ul style="list-style-type: none"> ● E1. Threats to school not limited to social media threats and bomb threats ● E2. Engaging in any act that causes serious physical injury to a scholar, staff member, or anyone lawfully on school property, including physical attack or physical altercation ● E3. Organizing, encouraging, inciting or participating in a violent event, creating an unsafe situation. ● E4. Theft or attempted theft of property valued at over \$1,000, including credit cards and bank cards. ● E5. Unauthorized possession, use, or distribution of weapons on school premises. ● E6. Possessing items associated with drug use, such as pipes, rolling papers, or other paraphernalia. 	<ul style="list-style-type: none"> ● Level 1 - 4 Range of Resolutions, in addition to: Combining or utilizing these additional strategies with the Level 1, Level 2, Level 3 and/or Level 4 interventions creates a comprehensive toolkit for supporting scholars and promoting a positive learning community. Consider them as part of an individualized approach tailored to each unique situation. ● Education and awareness: <ul style="list-style-type: none"> • Provide educational resources about the risks and effects of decisions that violate the code of conduct • Referral to counseling or support groups to address and support healthy decision making • Encourage participation in Wellness programs that promote healthy habits and decision making strategies ● Out-of-School Suspension (5+ Days): Impose a suspension lasting more than five days for serious infractions, ensuring scholars receive support during their absence. A scholar family/caregiver re-entry meeting will be held upon return. ● Superintendent Hearing: Conduct a hearing with the superintendent. ● Referral to Appropriate Community Agencies:

- **E7.** Forcible sexual act committed against a person without their consent.
- **E8.** Participating in sexual acts on school grounds or committing other sexual offenses, including indecent exposure.
- **E9.** Intentional setting of fires or causing explosions that endanger life or property.
- **E10.** Pulling a fire alarm or making false reports (e.g., to 911) regarding emergencies, or sabotaging security devices.
- **E11.** Engaging in actions or speech that promote discrimination or hate against a protected group
- **E12.** Participation in hate groups or activities

V. VADIR: Violent and Disruptive Incident Reporting

- **V1.** Homicide
- **V2a.** Forcible Sexual Offenses
- **V2b.** Other Sexual Offenses
- **V3a.** Physical Injury
- **V3b.** Serious Physical Injury
- **V4a.** Weapons Possession Only
- **V5.** Material Incidents of Discrimination, Harassment, and Bullying
- **V6.** Bomb Threat
- **V7.** False Alarm
- **V8.** Use, Possession or Sale of Drugs
- **V9.** Use, Possession or Sale of Alcohol

- Inclusive of law enforcement for behaviors that may constitute a legal violation or serious safety concern.
- Youth Services Organizations
- Substance Abuse Rehabilitation Centers
- Community Mental Health & Well-Being Clinics

DISCIPLINARY PROCEDURES

In accordance with a scholar's right to due process in all cases requiring administrative action, the scholar and the parent, guardian, or caregiver will be informed of the alleged misconduct, and the circumstances surrounding the alleged misconduct will be investigated. All scholars will have an opportunity to present their version of the facts prior to the administration of any consequences.

Scholars who receive penalties other than a verbal warning, written warning, written notification to their parents, guardians, or caregivers or detention are entitled to additional rights before the penalty is imposed. These additional rights are explained below.

After School Detention

Teachers and building administrators may use after school detention as a penalty for misconduct in situations where removal from the classroom or suspension would be inappropriate. Detention will be imposed as a penalty only after the scholar's parent, guardian or caregiver has been notified either in writing or by phone to confirm that there is no parental objection to the penalty and the scholar has appropriate transportation home following detention.

Suspension from Transportation

If a scholar does not follow bus safety rules, the bus driver is expected to bring such misconduct to the building administrator's attention. Scholars who engage in serious misconduct may have their riding privileges suspended by the building administrator or the Superintendent. In such cases, the scholar's parent, guardian or caregiver will become responsible for transporting their child to and from school safely. If the suspension from transportation prevents a scholar from attending school, the District will make appropriate arrangements to provide for the scholar's education as appropriate.

A scholar subjected to a suspension from transportation is not entitled to a full hearing pursuant to Education Law §3214. However, the scholar and the scholar's parent, guardian or caregiver will be provided with a reasonable opportunity for an informal conference with the building administrator to discuss the conduct and the penalty involved.

Expectations of scholars for Transportation

The following expectations are applicable to all scholars being transported to and/or from school, extracurricular events, and field trips.

- scholars will follow instructions of the bus driver.
- scholars will look both ways before crossing and wait for the driver's universal hand signal before crossing in front of the bus.
- scholars will behave in a safe and orderly manner boarding and departing the bus and while on the bus.
- scholars will remain in their seats while the bus is in motion.
- scholars will keep their head, hands, and feet inside the bus and to themselves.
- scholars will not open or use emergency exits.
- scholars will refrain from using lewd, abusive, vulgar or profane language, or indecent gestures on the school bus.
- scholars will not throw objects on the bus or out of the windows of the bus.

- scholars will be responsible for their belongings and will respect the belongings of others.

Suspension from athletic participation, extracurricular activities and other privileges

A scholar subjected to a suspension from athletic participation, extracurricular activities or other privileges is not entitled to a full hearing pursuant to Education Law §3214. However, the scholar and the scholar's parent, guardian or caregiver will be provided with a reasonable opportunity for an informal conference with the building administrator imposing the suspension to discuss the conduct and the penalty involved.

In-school Suspension

The Board recognizes in order to establish an environment conducive to learning, that the schools must balance the need for scholars to attend school with the need for order in the classroom to establish an environment conducive to learning. As such, the Board authorizes building administrators and the Superintendent to place scholars, who would otherwise be suspended from school as the result of a violation of the Code of Conduct in in-school suspension. In-school suspension is the temporary removal of scholars from the classroom to another area of the school building designated for such a suspension. Scholars will receive substantially equivalent, alternative education.

A scholar subjected to an in-school suspension is not entitled to a full hearing pursuant to Education Law §3214. However, the scholar and the scholar's parent, guardian, or caregiver will be provided with a reasonable opportunity for an informal conference with the building administrator imposing the in-school suspension to discuss the conduct and the penalty involved.

Teacher Removal of Scholars who Disrupt the Learning Environment

A scholar who disrupts the learning environment is a scholar who substantially disrupts the educational process or interferes with the teacher's authority in the classroom. It may be necessary for a teacher to remove a scholar who disrupts the learning environment from the classroom to ensure that the other scholars continue to learn.

Step 1 – A classroom teacher may remove a scholar from his or her class for up to two days if the teacher determines that the scholar is disrupting the learning environment, after Level 1 interventions have been implemented.

If the scholar does not pose a danger or ongoing threat of disruption to the academic process, the teacher must provide the scholar, before the scholar is removed, with an explanation for why the scholar is being removed. The scholar must also be given the opportunity to present his or her version of the relevant events. Only after this informal discussion may a teacher remove a scholar from class.

If the scholar poses a danger or ongoing threat of disruption, the teacher may request the scholar to be removed immediately. The teacher must, however, explain to the scholar why he or she was removed from the classroom and give the scholar a chance to present his or her version of the relevant events within 24 hours. The teacher is responsible for providing the scholar with any academic work missed during the period of removal.

Step 2 – The teacher must complete a District-established Behavior Resolution Form and meet with the building administrator or 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 referral forms. If the building administrator or designee is

not available by the end of the same school day, the teacher must leave the form with the clerical staff and meet with the administrator or designee prior to the beginning of classes on the next school day.

Step 3 – Within 24 hours after the scholar’s removal from class by the teacher, the Building Principal or building administrator designated by the Building Principal must notify the scholar’s parent, guardian, or caregiver in writing, that the scholar has been removed from class and why. The notice must also inform the parent, guardian, or caregiver that he or she has the right, upon request, to meet informally with the Building Principal or the Principal’s designee (or the teacher if so designated by the administrator) to discuss the reasons for the removal (and at the discretion of the principal, to discuss behavior modification strategies to remedy the cause for the removal). The Building Principal may require the teacher who ordered the removal to attend the informal conference.

Step 4 – If, at the informal meeting the scholar denies the charges, the Building Principal or the Principal’s designee must explain why the scholar was removed and give the scholar and the scholar’s parent, guardian or caregiver a chance to present the scholar’s version of the relevant events. The informal meeting must be held within 48 hours of the scholar’s removal. The timing of the informal meeting may be extended by mutual agreement of the parent, guardian, or caregiver, teacher and Building Principal or the Principal’s designee.

Overturing Teacher Removal of Scholars who Disrupt the Learning Environment

The Building Principal or the Principal’s designee may overturn the removal of the scholar from class if he/she finds any of the following:

1. The charges against the scholar are not supported by substantial evidence.
2. The scholar’s removal is otherwise in violation of law-, including the District’s Code of Conduct.
3. The conduct warrants suspension from school pursuant to Education Law §3214 and a suspension will be imposed.

The Building Principal or designee must make a determination as to whether to overturn the removal within one school day after the informal conference. No scholar removed from the classroom by the classroom teacher will be permitted to return to the classroom until the administrator makes a final determination, or the period of removal expires, whichever is less. At the discretion of the Building Principal or designee, the removal may be rescinded prior to the expiration of the full period of removal. Any disruptive scholar removed from the classroom by the classroom teacher will be provided with assignments and activities until he or she is permitted to return to the classroom.

Removal of a scholar with a disability may, under certain circumstances, constitute a change in the scholar’s placement. Accordingly, no teacher may remove a scholar with a disability from his or her class until he or she has verified with the Building Principal or the chairperson of the Committee on Special Education that the removal will not violate the scholar’s rights under state or federal law or regulation. * No SWD scholar can have a change of placement recommendation outside of a CSE meeting. At times a Supt. Hearing or a pattern of behaviors could result in a request for a program review CSE in which the scholars entire IEP, including current placement would be discussed and considered at CSE.

Nothing in this section of the Code abridges the customary right or responsibility of a principal to suspend a scholar. Further, nothing in this Code abridges the customary right and responsibility of a teacher to manage scholar behavior in the classroom. Short-term, time-honored classroom management techniques such as “time

out” in an elementary classroom or in an administrator’s office or sending scholars briefly to an alternate location are not considered removals from class.

Suspension from School

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

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

Any staff member may recommend to the Superintendent or Principal that a scholar be suspended. All staff members must immediately report and refer a scholar who has committed an act of violence to the Building Principal or the Superintendent for a violation of the Code of Conduct. All recommendations and referrals will 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 or Principal, upon receiving a recommendation or referral for suspension or when processing a case for suspension, will gather the facts relevant to the matter and record them for subsequent presentation, if necessary.

Short Term (five days or less) Suspension from School

When the Superintendent or Principal (referred to as the “suspending authority”) proposes to suspend a scholar charged with misconduct for five days or less pursuant to Education Law §3214(3), the suspending authority must first notify the scholar verbally. If the scholar denies the misconduct, the suspending authority must provide an explanation of the basis for the proposed suspension. The suspending authority must also notify the scholar’s parent, guardian or caregiver, in writing, of the proposed suspension from school. The written notice must be provided by personal delivery, express mail 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 parent, guardian or caregiver. 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 parent, guardian or caregiver.

The notice shall provide a description of the charges against the scholar and the incident for which suspension is proposed and shall inform the parent, guardian or caregiver of the right to request an immediate informal conference with the principal and the right to question the complaining witness(es) against their child. Both the notice and informal conference shall be in the dominant language or mode of communication used by the parent, guardian or caregiver. At the conference, the parent, guardian or caregiver will be permitted to ask questions of complaining witnesses under such procedures as the principal may establish.

The notice and the opportunity for an informal conference will take place before the scholar is suspended unless the scholar’s presence in school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process. If the scholar’s presence does pose such danger or threat of disruption, the notice and opportunity for an informal conference will take place as soon after the suspension begins as is reasonably practicable (in every case before the period of suspension has been fully served).

After the conference, the Principal will promptly advise the parents in writing of the decision. The Principal will advise the parents that if they are not satisfied with the decision and wish to pursue the matter, they must file a written appeal to the Superintendent within ten (10) business days, unless they can show extraordinary circumstances precluding them from doing so. The Superintendent will issue a written decision regarding the appeal within 10 business days of receiving the appeal. If the parents are not satisfied with the Superintendent's decision, they must file a written appeal to the Board of education with the District Clerk within 10 business days of the date of the Superintendent's decision, unless they can show extraordinary circumstances precluding them from doing so. Only final decisions of the Board may be appealed to the Commissioner of Education within 30 days of the decision.

Long Term (More Than Five Days) Suspension From School

When the Superintendent or building principal determines that a suspension for more than five days may be warranted, they must give reasonable notice to the scholar and the scholar's parent, guardian or caregiver of their right to a fair hearing. At the hearing, the scholar will have the right to be represented by counsel, the right to question the District's witnesses and to challenge the District's other evidence against them, and the right to present witnesses and other evidence on their behalf.

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

An appeal of the decision of the Superintendent may be made to the Board of Education, which will make its decision based solely on the record before it. All appeals to the Board must be in writing and submitted to the District Clerk within ten (10) school days of the date of the Superintendent's decision, unless the parent, guardian or caregiver can show that extraordinary circumstances precluded them from doing so. The Board may adopt in whole or in part the decision. Final decisions of the Board may be appealed to the Commissioner of Education within 30 school days of the Board's decision.

Minimum Periods of Suspension

1. Scholars who bring or possess certain weapons on school property.

A scholar, other than a scholar with a disability, found guilty of bringing a gun, knife, explosive or incendiary bomb, or other dangerous instrument capable of causing physical injury or death onto school property will be subject to suspension from school for at least one calendar year. Before being suspended, the scholar will have an opportunity for a hearing pursuant to Education Law §3214. The Superintendent has the authority to modify the one-year suspension on a case-by-case basis.

In deciding whether to modify the penalty, the Superintendent may consider the following:

- The scholar's age
- The scholar's grade in school
- The scholar's prior disciplinary record
- The Superintendent's belief that other forms of discipline may be more effective
- Input from parents, guardians or caregivers, teachers and/or others

- Other extenuating circumstances

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

2. Scholars who commit violent acts other than bringing or possessing certain weapons on school property.

Any scholar, other than a scholar with a disability, who is found to have committed a violent act, other than bringing a gun, knife, explosive or incendiary bomb, or other dangerous instrument capable of causing physical injury or death weapon or firearm onto school property, will shall be subject to suspension from school for at least one day. If the proposed penalty is the minimum one-day suspension, the scholar and the scholar's parent, guardian or caregiver will be given the same notice and opportunity for an informal conference with the principal that is given to all scholars subject to a short-term suspension. If the proposed penalty exceeds the minimum five-day suspension, the scholar and the scholar's parent, guardian or caregiver will be given the same notice and opportunity for a hearing given to all scholars subject to a long-term suspension. The Superintendent or his/her designee 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 may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

3. Scholars who repeatedly and substantially disrupt the educational process or repeatedly substantially interfere with the teacher's authority over the classroom.

Any scholar, other than a scholar with a disability, who is repeatedly 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 one day. For purposes of this Code of Conduct, "repeatedly substantially disruptive" means engaging in conduct results in a scholar's being suspension and/or removed from the classroom by teacher(s) classes (pursuant to Education Law section §3214 [3-a] and this Code of Conduct) on four or more occasions during a semester, or three or more occasions during a trimester. If the proposed penalty is the minimum one-day suspension, the scholar and the scholar's parent, guardian or caregiver will be given the same notice and opportunity for an informal conference given to all scholars subject to a short-term suspension. If the proposed penalty exceeds the minimum one-day suspension, the scholar and the scholar's parent, guardian or caregiver will be given the same notice and opportunity for a hearing given to all scholars subject to a long-term suspension. The Superintendent has the authority to modify the minimum one-day suspension on a case-by-case basis. In deciding whether to modify the penalty, the Superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

Referrals

- 1. Counseling
 - The School Counseling Office will handle all referrals of scholars to counseling
- 2. Adolescent Offenders
 - For scholars found to have brought either a weapon (defined in 18 USC §930(g)(2) or firearm (defined in 18 USC §921), the Superintendent is required to make the following referrals:
 - a. To the County Attorney for a juvenile delinquency proceeding before the Family Court:
 - All scholars under the age of 16, except scholars age 14 or 15 who qualify for juvenile offender status under the Criminal Procedure Law § 1.20(42).
 - b. To the appropriate law enforcement authorities:
 - All scholars age 16 and older, and all scholars age 14 or 15 who qualify for juvenile offender status under Criminal Procedure Law § 1.20(42).

As a reminder, a dangerous weapon under 18 USC §930(g)(2) is: any 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 less than 2½ inches long. A firearm under 18 USC §921 is: any weapon which will, or is designed to, or may readily be converted to expel a projectile by an explosive; or the frame or receiver of such weapon, or any firearm muffler or silencer; or any destructive device (e.g., bomb, grenade, rocket missile, mine, etc.); however this does not include antique firearms (e.g., those from 1898 or prior, or certain replicas).

Re-Entry Protocol

Purpose: When scholars return from an out of school suspension the parent/caregiver and scholar will engage in a re-entry meeting. The purpose of the re-entry meeting is to provide a structured process for scholars returning to school after a significant absence or disciplinary action, ensuring support and successful reintegration. This protocol aims to facilitate a smooth transition back to school, helping the scholar feel supported and integrated into the school community.

Steps for Re-Entry:

1. **Pre-Planning Meeting:**
 - **Participants:** School administrators, counselors, teachers, and relevant support staff.
 - **Goal:** Discuss the scholar's needs and create a tailored re-entry plan.
2. **Communication with Parents/Guardians:**
 - Schedule a meeting with the scholar's family to discuss the re-entry process, expectations, and available support services.
3. **Re-Entry Assessment:**
 - Conduct an assessment to understand the scholar's emotional and academic readiness for return. Identify any specific needs or concerns.
4. **Create a Support Plan:**
 - Develop a personalized support plan that may include:
 - Academic accommodations
 - Behavioral expectations
 - Check-in procedures with staff or counselors
5. **Initial Reintegration Day:**
 - Designate a specific day for re-entry, which may involve:
 - A welcome back meeting with key staff
 - Tour of the school to reacquaint the scholar with the environment
 - Introduction to any new staff or resources
6. **Ongoing Monitoring and Support:**
 - Set up regular check-ins (daily or weekly) to monitor the scholar's progress and address any emerging issues.
 - Provide access to counseling or support groups if needed.
7. **Communication with Staff:**
 - Inform all relevant staff members about the scholar's re-entry plan, any specific concerns, and how they can support the scholar.
8. **Reinforce Positive Behaviors:**
 - Encourage and recognize positive behavior and progress throughout the re-entry period to foster a supportive environment.
9. **Evaluation and Adjustment:**
 - Regularly review the effectiveness of the re-entry plan and make adjustments as necessary based on the scholar's needs and feedback.

Dress Code

The Dress Code is designed to help scholars and their families recognize choices regarding attire that would promote academic excellence and be appropriate in their future workplace.

Scholars and their families have primary responsibility for dress and general appearance. Scholars are required to attend school in appropriate attire, and their appearance should meet health and safety standards and should not interfere with or disrupt the educational process. Attire should be suitable for all scheduled activities including physical education, science labs and/or other activities where hazards may exist.

Each building administrator shall be responsible for informing all scholars and their families of the scholar Dress Code at the beginning of the school year. Scholars and their families will be notified of any revisions made to the Dress Code during the school year.

Teachers and all other district personnel should model and reinforce acceptable dress and adherence to the Dress Code. To ensure effective and equitable enforcement of this dress code, school staff shall enforce the dress code consistently and in a manner that does not reinforce or increase marginalization or oppression of others based upon any reason, including but not limited to, race (including traits historically associated with race, such as hair texture and protective hairstyles like braids, locks, and twists), color, weight, sex, gender (including gender identity and gender expression), sexual orientation, ethnicity, religion, religious practice, creed, national origin, disability, household income, or body type/size.

Dress Code

A scholar's dress, grooming, and appearance shall follow, but not necessarily be limited to the following guidelines:

- **Respectful Attire:** Clothing should be appropriate for a learning environment and not promote hate or violence.
 - Clothing items that are vulgar, obscene, sexual, libelous, or disparage others on account of race (including traits historically associated with race, such as hair texture and protective hairstyles like braids, locks, and twists), color, creed, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity and gender expression) sex, or sexual orientation.
 - This includes, but is not limited to clothing that promotes and/or endorses the use of alcohol, tobacco, legal or illegal drugs and/or encourages other illegal or violent activities.
 - This also includes gang related or gang-like symbols, apparel, or colors.
- **Inclusive Expression:** scholars are encouraged to express their identities through their clothing, including cultural attire, as long as it adheres to community standards of respect.
- **Comfort and Safety:** scholars should wear clothing that allows for comfortable participation in all school activities, including physical education.
 - **Tops:**
 - All tops must cover the torso, including the chest, midriff, and back.
 - Tops should be made of opaque fabric (non-see-through) on the front and sides to ensure comfort and appropriateness.
 - **Bottoms:**

- Bottoms must adequately cover the genitals, buttocks, and all portions of underwear.
 - **Undergarments:**
 - Undergarments should be fully covered by another garment, such as shorts, pants, skirts, dresses, or tops.
 - **Footwear:**
 - must be worn at all times. Footwear may be deemed inappropriate or unsafe by school staff due to the activity (such as physical education) or age of the scholars in the respective building.
 - **Jewelry:** and/or clothing that can cause physical harm (i.e. pointed studs, spikes or long pocket chains, etc.) should not be worn at school or school sanctioned events. If such items are worn, they will be confiscated by school staff.
- Scholars at Middletown High School are required to visibly wear a district issued photo identification tag during regular school hours. These tags are to be worn on a daily basis.
- Scholars who violate the Dress Code may be required to modify their appearance by covering or removing the offending item, and if necessary and practical, replacing it with an acceptable item. Any scholar who repeatedly fails to comply with the dress code may be subject to further discipline, up to and including out of school suspension.

The CROWN Act

In 2019, the DASA was amended to reflect New York State's approval of Senate Bill S6209A, The CROWN (Creating a Respectful and Open World for Natural Hair) Act. The CROWN Act prohibits race discrimination based on traits historically associated with race, such as hair texture and protective hairstyles like braids, locks, and twists).

Alternative Instruction

When a scholar is suspended and is of compulsory attendance age, immediate steps will be taken to provide alternative instruction which is substantially equivalent to that provided in the scholar's regularly scheduled classes. Although the alternative instruction need not match in every respect the instructional program previously offered to the scholar, it must be substantially equivalent.

Discipline of Scholars with Disabilities

The Board recognizes that it may be necessary to suspend, remove or otherwise discipline scholars with disabilities who violate the District's Code of Conduct, and/or to temporarily remove a scholar with disabilities from their current placement because maintaining the scholar in that placement is substantially likely to result in injury to the scholar or to others. The Board also recognizes that scholars with disabilities deemed eligible for special education services or those suspected of having a disability by law and regulation are entitled to procedural protections that school authorities must observe when they decide to suspend or remove them.

when disciplinary action is considered. Scholars with disabilities are entitled to certain procedural protections whenever school authorities intend to impose discipline upon them. Under certain conditions those protections extend, as well, to scholars not currently deemed to be a scholar with a disability but determined to be a scholar presumed to have a disability for discipline purposes.

Therefore, the Board is committed to ensuring that the District follows suspension and removal procedures that are consistent with those protections. The Code of Conduct is intended to afford scholars with disabilities and scholars presumed to have a disability for discipline purposes the express rights they enjoy under applicable law and regulations.

The procedural safeguards relating to the discipline of scholars with disabilities or those scholars presumed to have a disability require school personnel to consider all unique circumstances on a case-by-case basis when making a determination. Some factors which may be considered are a scholar's:

- Disciplinary history
- Ability to understand consequences, expression of remorse
- Supports provided to the scholar prior to the violation
- The unique circumstances of the infraction

Whenever a scholar with a disability violates this Code of Conduct and disciplinary consequences are being considered, the principal will review the scholar's 504 plan or Individualized Education Plan (IEP) in consultation with member(s) of the scholar Support Team and the teacher of record.

This Code affords scholars with disabilities who are subject to disciplinary action no greater or lesser rights than those expressly afforded by applicable federal and state law and regulations.

Authorized Suspensions Or Removals Of Scholars With Disabilities

For purposes of this section of the Code, the following **definitions** apply:

- **“Removal”** means a removal of a scholar with a disability for disciplinary purposes from their a scholar's current educational placement, for disciplinary reasons, other than suspension; and a change in placement of a scholar with a disability to an IAES.
- **“Suspension”** means a suspension pursuant to §3214 of New York's Education .
- **“Disciplinary Change in Placement”** means a Suspension or Removal from a scholar's current education placement that is either: more than 10 school days.

a. For more than 10 consecutive school days; or

b. For a period of 10 consecutive school days or less if the scholar 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, because the scholar's behavior is substantially similar to the scholar's behavior in previous incidents that resulted in the series of removals, and because of such additional factors as the length of each suspension or removal, the total amount of time the scholar has been removed and the proximity of the suspensions or removals to one another.

- **“Interim Alternative Educational Setting” (“IAES”)** *means a temporary educational placement, other than the scholar’s current placement at the time the behavior precipitating the IAES placement occurred. An IAES must allow a scholar that enables the scholar to continue to receive educational services that enable them to participate progress in the general curriculum and progress toward meeting the goals set out in the scholar’s individualized education program; as well as to receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications designed to address the behavior violation so that it does not recur.*

Suspensions

School personnel may order the suspension or removal of a scholar with a disability from their current educational placement as follows:

- The Board, District Superintendent, Superintendent of Schools or a Building Principal with authority to suspend scholars under the Education Law may order the placement of a scholar with a disability into an IAES, another setting or suspension for a period not to exceed five consecutive school days.
- Following a Superintendent’s Hearing, the Superintendent may, directly or upon the recommendation of a designated hearing officer, order the placement of a scholar with a disability into an IAES, another setting or suspension for a period not to exceed ten consecutive school days inclusive of any period in which the scholar has been suspended or removed for the same behavior pursuant to the above paragraph, if the Superintendent determines that the scholar’s behavior warrants the suspension. The Superintendent also may order additional suspensions of not more than ten consecutive school days in the same school year for separate incidents of misbehavior, as long as the suspensions do not constitute a disciplinary change of placement.
- In addition, the Superintendent may order the placement of a scholar with a disability into an IAES, another setting or suspension for a period in excess of ten consecutive school days if the manifestation team determines that the scholar’s behavior was not a manifestation of the scholar’s disability. In such an instance, the Superintendent may discipline the scholar in the same manner and for the same duration as a non-disabled scholar.

Non-disciplinary referrals to an IAES

The Superintendent may directly or upon the recommendation of a designated hearing officer, order the placement of a scholar with a disability to in an IAES to be determined by the Committee on Special Education (CSE), for the same amount of time that a scholar without a disability would be subject to discipline, but not more than 45 school days, if the scholar either: (1) carries or possesses a weapon to or at school, on school premises, or to a school function; or (1) knowingly possesses or s, uses illegal drugs or sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function; , or (3) has inflicted serious bodily injury upon another person while at school, or on school premises, or at a school function (20 USC §1415), even if the Manifestation Team finds that the behavior leading to the suspension was related to the scholar’s disability.

Subject to specified conditions required by both federal and state law and regulations, an impartial hearing officer may order the placement of a scholar with a disability in an IAES setting for up to 45 days at a time, if maintaining the scholar in his or her current educational placement is substantially likely to result in injury to the scholar or to others.

There is an exception when the scholar is found guilty of possessing, using, selling or soliciting illegal drugs, using or possessing a weapon or inflicting serious bodily injury. In this case, the Superintendent may suspend the scholar for up to 45 school days even if the Manifestation Team finds that the behavior leading to the suspension was related to the scholar's disability.

Change of Placement Rule

A disciplinary change in placement means a *suspension* or *removal* from a scholar's current education placement that is either:

- more than 10 consecutive school days; or
- a period of 10 consecutive school days or less if the scholar is subjected to a series of suspensions or removals that constitute a pattern because they accumulate to more than ten (10) school days in a school year, because the scholar's behavior is substantially similar to the scholar's behavior in previous incidents that resulted in the series of removals, and because of such additional factors as the length of each suspension or removal, the total amount of time the scholar is has been removed and the proximity of the suspensions or removals to one another.

School personnel may not suspend or remove a scholar with disabilities if imposition of the suspension or removal would result in a disciplinary change in placement based on a pattern of suspension or removal.

Manifestation Review

However, the District may impose a suspension or removal, which would otherwise result in a disciplinary change in placement, based on a pattern of suspensions or removals if (1) the Manifestation Determination Meeting has determined that the scholar's behavior was not a manifestation of the scholar's disability, or (2) the scholar is placed in an IAES for behavior involving weapons, illegal drugs or controlled substances, or the scholar has inflicted serious bodily injury upon another person while at school or on school premises, or at school function.

Manifestation team means a district representative knowledgeable about the scholar and the interpretation of information about child behavior, the parent, and relevant members of the committee on special education as determined by the parent and the district.

A review of the relationship between a scholar's disability and the behavior subject to disciplinary action to determine if the conduct is a manifestation of the scholar's disability will be made by the manifestation team immediately, if possible, but in no case later than 10 school days after a decision is made to impose a suspension or removal that would constitute a disciplinary change in placement.

The manifestation team must determine that the scholar's conduct was a manifestation of the scholar's disability if it concludes that the conduct in question was either:

1. Caused by or had a direct or substantial relationship to the scholar's disability, or
2. The direct result of the district's failure to implement the scholar's individualized education program.

The manifestation team must base its determination and review all relevant information in the scholar's file including the scholar's individualized education program, any teacher observations, and any relevant information provided by the parents.

If the manifestation team determines that the scholar's conduct is a manifestation of the scholar's disability, the district will:

1. Have the committee on special education conduct a functional behavioral assessment of the scholar and implement a behavioral intervention plan, unless the district had already done so prior to the behavior that resulted in the disciplinary change of placement occurred. However, if the scholar already has a behavioral intervention plan, the CSE will review the plan and its implementation, and modify it as necessary to address the behavior.
2. Return the scholar to the placement from which they were removed, unless the change in placement was to an IAES for conduct involving weapons, illegal drugs or controlled substances or the infliction of serious bodily injury, or the parents and the district agree to a change in placement as part of the modification of the behavioral intervention plan.

If the manifestation team determines that the conduct in question was the direct result of the district's failure to implement the scholar's individualized education program, the district will take immediate steps to remedy those deficiencies.

Special Rules Regarding The Suspension Or Removal Of Scholars With Disabilities

The District's Committee on Special Education (CSE) shall conduct a functional behavioral assessments to determine why a scholar engages in a particular behavior, and develop or review a behavioral intervention plan whenever the District is first suspending or removing a scholar with a disability for more than 10 school days in a school year or imposing a suspension or removal that constitutes a disciplinary change in placement, including a change in placement to an IAES for misconduct involving weapons, illegal drugs or controlled substances.

If, subsequently, a scholar with a disability who has a behavioral intervention plan and who has been suspended or removed from his or her current educational placement for more than ten (10) school days in a school year is subjected to a suspension or removal that does not constitute a disciplinary change in placement, the members of the CSE shall review the behavioral intervention plan and its implementation to determine if modifications are necessary.

If one or more members of the CSE believe that modifications are needed, the District shall convene a meeting of the CSE to modify such plan and its implementation, to the extent the CSE determines necessary.

Prior to the issuance of discipline, the District's Manifestation Team shall conduct a Manifestation Determination Review of the relationship between the scholar's disability and behavior subject to disciplinary action whenever a decision is made to suspend or remove a scholar where such suspension or removal potentially could constitute a disciplinary change in placement or where there is a determination to make a non-disciplinary referral to an IAES . The removal of a scholar with disabilities other than a suspension or placement in an IAES shall be conducted in accordance with the due process procedures applicable to such removals of non-disabled scholars, except that school personnel may not impose such removal for more than ten (10) days or for a period that would result in a disciplinary change in placement unless the CSE has determined that the behavior is not a manifestation of the scholar's disability (except in certain circumstances where the Superintendent may impose a suspension for up to 45 days for infractions involving weapons, drugs, or causing substantial bodily harm regardless of whether there was a manifestation of their disability or not).

Scholars Presumed To Have A Disability For Discipline Purposes

The parents of a scholar who is facing disciplinary action, but who was not identified as a scholar with a disability at the time of misconduct, shall have the right to invoke any of the protections set forth in this Code of Conduct applicable law and regulations, the District is deemed to have had knowledge that their scholar was a scholar with a disability before the behavior precipitating disciplinary action occurred, and the scholar is therefore a scholar presumed to have a disability for discipline purposes.

If it is claimed that the District had such knowledge, it will be the responsibility, of the Superintendent or Building Principal , or other authorized school official imposing the suspension or removal in question shall be responsible for determining whether the scholar is a scholar presumed to have a disability for discipline purposes. The District will be deemed to have had such knowledge if:

1. The scholar's parent expressed concern in writing to supervisory or administrative personnel, or to a teacher of the scholar that the scholar is in need of special education. Such expression may be oral if the parent does not know how to write or has a disability that prevents a written statement; or
2. The scholar's parent has requested an evaluation of the scholar; or
3. A teacher of the scholar or other school personnel has expressed specific concerns about a pattern of behavior demonstrated by the scholar, directly to the district's director of special education or other supervisory personnel.

A scholar will not be considered a scholar presumed to have a disability for discipline purposes if, notwithstanding upon District's receipt of information supporting a claim that the District had knowledge the scholar was a scholar with a disability, the District either:

1. The scholar's parent, guardian, or caregiver has not allowed an evaluation of the scholar; or
2. The scholar's parent, guardian, or caregiver has refused services; determined that an evaluation was not necessary and provided notice to the parents of such determination, in the manner required by applicable law and regulations.
3. The School District conducted an evaluation of the scholar and determined that the scholar is not a scholar with a disability.

If there is no basis for knowledge that the scholar is a scholar with a disability prior to taking disciplinary measures against the scholar, the scholar may be subjected to the same disciplinary measures as any other non-disabled scholar who engaged in comparable behaviors. However, if the District receives a request for an individual evaluation is made while the such non-disabled scholar is subjected to a disciplinary removal, the District will conduct an expedited evaluation of the scholar in accordance with applicable federal and state law and regulations. Until the expedited evaluation is completed, the scholar will remain in the educational placement determined by the District, which can include suspension.

The District shall provide parents with notice of disciplinary removal no later than the date on which a decision is made to change the placement of a scholar with a disability to an IAES for either misconduct involving weapons, illegal drugs or controlled substances or because maintaining the scholar in their current educational setting poses a risk of harm to the scholar or others; 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 of Education shall accompany the notice of disciplinary removal.

During any period of suspension or removal, including placement in an IAES, scholars with disabilities shall be provided services as required by the Regulations of the Commissioner of Education incorporated into this policy.

Expedited Due Process Hearings

The District will arrange for an expedited due process hearing upon receipt of filing of a due process complaint notice for such a hearing. An expedited due process hearing will be conducted in the manner specified by the Regulations of the Commissioner of Education incorporated into this policy, if:

1. The District requests such a hearing to obtain an order of an impartial hearing officer placing a scholar with a disability in an IAES where school personnel maintain that it is dangerous for the scholar to be in their current educational placement, or during the pendency of due process hearings where school personnel maintain that it is dangerous for the scholar to be in his or her current educational placement during such proceedings;
2. During pendency of due process hearings where school personnel maintain that it is dangerous for the scholar to be in their current educational placement during such proceedings;

The parent requests such a hearing from a determination that the scholar's behavior was not a manifestation of the scholar's disability, or relating to any decision regarding placement, including but not limited to any decision to place the scholar in an IAES.

3. The scholar's parent, guardian, or caregiver regarding a determination that the scholar's behavior was not a manifestation of the scholar's disability;
4. The scholar's parent, guardian, or caregiver relating to any decision regarding placement including, but not limited to, any decision to place the scholar in an IAES.

When an expedited due process hearing has been requested because of a disciplinary change in placement, a manifestation determination, or because the District believes that maintaining the scholar in the current placement is likely to result in injury to the scholar or others, the scholar will remain in the IAES pending the decision of the impartial hearing officer or until expiration of the period of removal, whichever occurs first, unless the parents and the District agree otherwise.

5. An expedited due process hearing shall occur within twenty (20) 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 District and the parents within five (5) 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.

Referral To Law Enforcement And Judicial Authorities

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

- The District has the right to report a crime committed by a child with a disability to appropriate law enforcement and judicial authorities, and such action will not constitute a change of the scholar's placement.

- The Superintendent will ensure that copies of the special education and disciplinary records of a scholar with disabilities are transmitted for consideration to the appropriate authorities to which a crime is reported only to the extent that the transmission is permitted by the Family Educational Rights and Privacy Act (34 CFR §300.535).

Reporting Violations of the Code of Conduct that Constitute a Crime

Any member of the school community who learns of a potential threat to the school or observes a scholar in possession of a weapon, alcohol, or illegal substance on or off school property or at a school function must report this information immediately to any school personnel, such as an educator, building security, a School Resource Officer (SRO), a building administrator or the Superintendent. Any weapons, alcohol or illegal substances found shall be confiscated immediately, followed by notification of the parent, guardian or caregiver of the scholar involved and the appropriate disciplinary action taken, up to and including a Superintendent's Hearing and referral for prosecution.

Members of the school community are encouraged to notify the appropriate local law enforcement agency if they observe a scholar in possession of a weapon or learn of a potential threat to the school when it occurs outside of the school day or when school is not in session.

The building administrator or designee must notify the appropriate local law enforcement agency of those Code of Conduct violations which are known to constitute a crime or reasonably believed to constitute a crime and which 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 building administrator or designee learns of the violation. The notification may be made by telephone, followed by written documentation. All building administration must be notified of the notification that must identify the scholar(s) and explain the conduct that violated this Code of Conduct and that is known or believed to have constituted a crime.

Corporal Punishment

Corporal punishment is any act of physical force upon a scholar for the purpose of punishing that scholar. Corporal punishment of any scholar by any District employee is strictly forbidden. However, in situations where alternative procedures and methods that do not involve the use of physical force cannot be reasonably used, reasonable physical force may be used to:

- Protect oneself, another scholar, teacher or any person from physical injury
- Protect the property of the school or others
- Restrain or remove a scholar whose behavior interferes with the orderly exercise and performance of District functions, powers and duties, if that scholar has refused to refrain from further disruptive act

The District will file written complaints about the use of corporal punishment with the Commissioner of Education about the use of corporal punishment, in accordance with the Commissioner's Regulations.

Scholar Searches and Interrogations

The Board 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 scholar has the right to question a scholar about an alleged violation of law or this Code of Conduct. Although scholars are not entitled to any sort of “Miranda”- type warning before being questioned by school officials, nor are school officials required to contact a scholar’s parent, guardian or caregiver before questioning the scholar, school officials must inform all scholars why they are being questioned.

The Board authorizes school officials (including but not necessarily limited to the Superintendent, building administrators, school nurses and building security aides) to conduct searches of scholars and their belongings if the authorized school official has “reasonable suspicion” to believe that the search will result in evidence that the scholar violated the law, this Code of Conduct or other school rules. As long as a school official has a reasonable cause of suspicion for a search, an authorized school official has the right to conduct a search of a scholar’s belongings, including but not limited to bookbags, and vehicles parked on school property. Ordinarily, there must be reasonable suspicion to believe that the search of a particular scholar will turn up evidence that the particular scholar is violating the law or school rules. However, “individualized” suspicion is not required in every case before school officials can search scholars.

The need to search a scholar or scholar’s belongings is determined by balancing the District’s legitimate justification to conduct the search against the scholar’s or scholars’ expectation of privacy in the area to be searched. Every search must be:

1. “Justified at its Inception” – meaning that there must be “reasonable grounds for suspecting that the search will turn up evidence that the scholar has violated or is violating either the law or the rules of the school;” and
2. “Permissible in Scope” – meaning that the search measures used must be “reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the scholar and the nature of the infraction.”

An authorized school official has the right to search a scholar or the scholar’s belongings based upon information received from a reliable source. Individuals other than District employees will be considered reliable informants if they have previously supplied information that was found to be accurate, if they make an admission against self-interest, if they provide the same information that is received independently from other sources, or if they appear to be credible and the information they are communicating relates to an immediate threat to safety.

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 scholar or the scholar’s belongings, the authorized school official should attempt to get the scholar to admit that the scholar possesses physical evidence that they violated the law or this Code of Conduct, or get the scholar to voluntarily consent to the search. Searches will be limited to the extent necessary to locate the evidence sought.

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

Scholar Lockers, Desks, School Issued Electronic Devices, Cloud Storage And Other School Storage Places

School officials retain complete control over the following locations:

- Scholar lockers and desks
- School issued electronic devices
- Cloud storage
- Other school storage places

As a result, scholars have no reasonable expectation of privacy with respect to those locations. This means that lockers, desks, school issued electronic devices, cloud storage, and other school storage places may be subject to search at any time by school officials, without prior notice to scholars and without their consent.

Personal Searches

A personal search is conducted when there is a reasonable suspicion that a scholar is in possession of item(s) that are a violation of law and/or the District's Code of Conduct. In addition, before conducting a personal search, the school official must consider the nature of the alleged violation, the scholar's age, the scholar's record, the quality of the knowledge that led to the reasonable suspicion, and the need for such a search.

During a personal search, a scholar may be required to remove certain articles of their clothing. At no point will a scholar be required to remove any undergarments.

Any personal search must be conducted by an authorized school official of the same sex as the scholar, in the presence of another district professional employee also of the same sex as the scholar.

The District will attempt to notify the scholar's parent, guardian or caregiver by telephone before conducting the search or in writing after the fact if the parent, guardian or caregiver could not be reached by telephone.

Cell Phone Searches

Generally, the same rules that apply to other types of searches apply to cell phone searches. However, the courts consider searches of the contents of cell phones to be distinctly different from other types of searches in some respects, due to the nature and extent of sensitive personal information that is often stored within cell phones. A scholar's mere use of a cell phone on school property, or at a school function, does not trigger an unlimited right for school officials to search the contents of the scholar's cell phone. As with other types of searches in the school setting, the search of a scholar's cell phone must be justified at its inception and reasonable in scope.

This means that the search of any scholar's cell phone should be initiated, if at all, only if school officials can articulate why there is reasonable suspicion to believe that a searching a scholar's cell phone on a particular day, at a particular time, will turn up evidence of a violation of school rules and/or the law. In other words, the search must be reasonably related to facts and circumstances as they are unfolding, not a "fishing expedition". Typically, but not always, this will mean that the cell phone search should be conducted contemporaneously with the suspected misconduct for which the evidence is sought, not after a significant lapse in time.

In addition, when searching a scholar's cell phone, as with other searches, the search must be limited in scope to searching for evidence of suspected misconduct for which the search was begun in the first place. Thus, for example, if the allegation is that a particular scholar sent a threatening or harassing text message from his or her cell phone to another person today, the search of the scholar's cell phone, if conducted, should be limited to searching today's text messages. Using this example, there would be no basis to search the scholar's cell phone for text messages sent on other days, nor any basis to search any other application or compartment on the scholar's cell phone (absent development of further reasonable suspicion to expand the scope of the search).

Documentation Of Searches

- The authorized school official conducting the search is be responsible for promptly recording the

following information about each search:

- Name, age and grade of scholar searched
- Reasons for the search
- Name of any informant(s)
- Purpose of search (that is, what item(s) were being sought)
- Type and scope of search
- Person conducting search and his or her title and their position
- Witnesses, if any, to the search.
- Time and location of search.
- Results of search (that is, what item(s) were found)
- Disposition of items found
- Time, manner and results of parental notification

The building administrator will be responsible for the custody, control, and disposition of any illegal or dangerous item(s) taken from a scholar. The building administrator must clearly label each item taken from the scholar and retain control of the item(s), unless the item is turned over to the police. The building administrator or designee is responsible for personally delivering dangerous or illegal item(s) to police authorities.

Police Involvement In Searches And Interrogations Of Scholars

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 scholars 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 scholar or to conduct a formal investigation involving scholars only if they have one of the following:

- a search or an arrest warrant

Before police officials are permitted to question or search any scholar, the building administrator must first try to notify the scholar's parent, guardian or caregiver to give the parent, guardian or caregiver the opportunity to be present during the police questioning or search. If the scholar's parent, guardian or caregiver cannot be contacted prior to the police questioning or search, the questioning or search will not be conducted, unless the scholar is 16 years of age or older. The building administrator must be present during any police questioning or search of a scholar on school property or at a school function.

Scholars 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.
3. They may request the presence of an attorney.

Child Protective Services Investigations

Consistent with the District's commitment to keep scholars safe from harm and the obligation of school officials to report to Child Protective Services when they have reasonable cause to suspect that a scholar has been abused or maltreated, the District will provide data and assistance to local child protective services workers, or members of a multi disciplinary team accompanying such workers, who are responding to allegations of suspected child abuse, and/or neglect, or custody investigations. Such data and assistance includes 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 Child Protective Services to interview a scholar on school property must be made directly to the

building administrator. Child protective service workers and any associated multi-disciplinary team members must comply with the District's procedures for visitors, provide identification, and identify the child(ren) to be interviewed. The building administrator shall set the time and place of the interview. The building administrator will 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 either from inside or outside the interview room. If the nature of the allegations is such that it may be necessary for the scholar to remove any of his or her clothing in order for the Child Protective Services worker to verify the allegations, the school nurse or other District medical personnel must be present during that portion of the interview. No scholar may be required to remove his or her clothing in front of a Child Protective Services worker or school District official of the opposite sex, when appropriate.

A Child Protective Services worker may not remove a scholar from school property without a court order, unless the worker reasonably believes that the scholar would be subject to danger of abuse if the scholar were not removed from school before a court order can reasonably be obtained. If the worker believes the scholar would be subject to danger of abuse, the worker may remove the scholar without a court order and without the consent of the parent, guardian or caregiver.

Visitors to our Schools

Visitors on school property or attending a school function are expected to conduct themselves in an appropriate manner, conducive with the educational program in progress. Further, at all times, visitors must abide by the District's Code of Conduct as well as any other applicable law, administrative regulation, or Board policy.

The school principal, or his or her designee, is responsible for anyone in the school and on school grounds and is authorized to take any action necessary to secure the safety of scholars and school personnel.

When the school principal or designee observes disruptive or disorderly conduct, he or she will tell the individual that the conduct is prohibited and ask that the behavior stop. If the visitor's conduct poses an immediate threat of injury to anyone or the property, the school principal or designee will request that the individual be immediately removed from school property or the school event. If necessary, local law enforcement will be contacted to assist.

VISITOR GUIDELINES

There are occasions when parents, guardians or caregivers desire to visit their child's school at other than regularly scheduled times (such as Open House, Family-Teacher Conferences, concerts). When such visits occur, they will be made on the basis of a defined need and only with the approval of their child's principal and teacher.

Since schools are a place of work and learning, the following procedures have been established to ensure the safety of all persons in school buildings and on school grounds:

1. Anyone who is not a regular staff member or scholar of the particular school will be considered a visitor.
2. All visitors to the school must enter through the designated single point of entry and report upon entering a school building must report to the designated sign-in area of the building visited. They will be required to present photo identification, sign the visitors register, and will be directed to the main office. If a person does not have an ID, the school principal or his or her designee will work with the parent, guardian or caregiver to find a solution. Visitors will not be permitted to leave the main office until the principal or his or her designee and teacher have been informed of their arrival.
3. All visitors will be issued a visitor's identification badge which must be worn at all times while in the school or on school grounds. Visitors must return the visitor's identification badge to the security desk or sign-in area and sign out before leaving the building.
4. Visitors attending functions that are open to the public and/or after school hours, such as parent-teacher organization meetings, sporting events, events or activities of outside organizations, or public gatherings, whether or not school-related, are not required to sign in with the school.
5. Scholars and/or staff of other schools within the District who are visiting a school for an approved school-related event or activity and whose attendance at the event or activity has been pre-approved by and is known to the school are not required to sign in.
6. Persons or groups wishing to visit a school must contact the principal or his or her designee to obtain prior approval for all visits. Exceptions will be made in an emergency or in instances in which the visit was unforeseeable or providing prior notice was impractical. However, in no situation will any visitor be allowed to go beyond the main office or lobby until the principal or his or her designee has been

informed.

7. Parents, guardians and caregivers are encouraged to visit teachers, guidance counselors, school nurses, school psychologists, and other support personnel in order to discuss their child's progress as well as any problems or concerns regarding the scholar, whether or not school-related. Parents, guardians and caregivers wishing to speak with any of the above mentioned staff members must obtain the permission of the principal and make an appointment with the individual staff member or his or her designee.
8. The principal or his or her designee should attempt to answer all questions about the school and provide information, if available. If questions cannot be answered by the principal or the question concerns District data, the visitor should be referred to the Superintendent of Schools.
9. Visits by state or local officials must be reported to the Superintendent of Schools prior to their visit. If an official shows up unexpectedly at a school, the Superintendent must be notified immediately.
10. To maintain a nonpartisan stance during election campaign periods for local, county, state, and federal office occurring September through November, schools must deny requests from politicians (active candidates) to visit or speak to school groups.
11. Any visitor wishing to inspect school records or interview scholars on school premises must comply with all applicable laws, administrative regulations, and Board policies. In questionable cases, the visitor will be directed to the Superintendent's office or his/her Central Office designee to obtain written permission for such a visit.

Dissemination and Review

Dissemination Of The Code Of Conduct

In accordance with Board of Education Policy 3410, the Board will work to ensure that the community is aware of this Code of Conduct by:

- Providing copies of a summary of the Code of Conduct to all scholars, in an age appropriate version, written in plain language at a school assembly to be held at the beginning of each school year
- Mailing a summary of the Code of Conduct written in plain language to all parents, guardians or caregivers before the beginning of the school year and making this summary available later upon request
- Providing all current teachers and other staff members with a copy of the complete Code of Conduct and a copy of any amendments to the Code of Conduct as soon as practicable after adoption.
- Providing all new employees with a copy of the current Code of Conduct when they are first hired.
- Making copies of the complete Code of Conduct available for review by scholars, parents, guardians or caregivers, other school staff and other community members.
- Posting the complete Code of Conduct on the District's website (<https://www.middletowncityschools.org/>), including any annual updates and/or amendments to the Code of Conduct

The District will provide in-service education for all District staff members to ensure the effective implementation of the Code of Conduct and other training to contribute to its success as needed. The Superintendent may solicit the recommendations of the District staff, particularly educators and administrators, regarding in-service programs pertaining to the management and discipline of scholars. On-going professional development will be included in the District's professional development plan, as needed.

Review of The Code of Conduct

The Board will review this Code of Conduct every year and update it as necessary. In conducting the review, the Board will consider how effective the Code's provisions have been and whether the Code has been applied fairly and consistently. The Board may appoint an advisory committee to assist in reviewing the Code and the District's response to Code of Conduct violations. The committee will be composed of the District's stakeholders to include scholars, educators, administrators, parent organizations and other school personnel. Before finalizing any revisions to the Code of Conduct, the Board will hold at least one (1) public hearing at which school personnel, parents, guardians, caregivers, scholars and any other interested party may participate. This Code of Conduct and any amendments to it will be filed with the Commissioner of Education no later than thirty (30) days after adoption.

Appendix A: DASA Dignity for All Scholars Act

Dignity for All Scholars Act (DASA) Coordinators

COORDINATOR	SCHOOL	CONTACT EMAIL	CONTACT PHONE
Daniel Lang	Maple Hill Elementary School	daniel.lang@ecsdm.org	845-326-1706
Julissa Hernandez	Maple Hill Elementary School	julissa.hernandez@ecsdm.org	845-326-1747
Regina Trout	Maple Hill Elementary School	regina.trout@ecsdm.org	845-326-1743
Tracey Sorrentino	Maple Hill Annex	tracey.sorrentino@ecsdm.org	845-326-1241
	Maple Hill Annex		
Matthew Kelly	Presidential Park Elementary School	matthew.kelly@ecsdm.org	845-326-1875
	Presidential Park Elementary School		
Lynette Blaggrove	Presidential Park Elementary School	lynette.blaggrove@ecsdm.org	845-326-1932
	William A. Carter Elementary School		
Micah Brand	William A. Carter Elementary School	micah.brand@ecsdm.org	845-326-1711
Jessica Lebron	Monhagen Middle School	jessica.lebron@ecsdm.org	845-326-1694
Sean Thornell	Monhagen Middle School	sean.thornell@ecsdm.org	845-326-1761
Belinda Hodler	Monhagen Middle School	belinda.hodler@ecsdm.org	845-326-1680
Alida Rubeis	Twin Towers Middle School	alida.rubeis@ecsdm.org	845-326-1649
Nicole Minton	Twin Towers Middle School	nicole.minton@ecsdm.org	845-326-1684
Damon Noland	Twin Towers Middle School	damon.noland@ecsdm.org	845-325-1631
Karina Acevedo	Middletown High School (2021 Cohort)	karina.acevedo@ecsdm.org	845-326-1580
Elissa Schreiner	Middletown High School (2022 Cohort)	elissa.schreiner@ecsdm.org	845-326-1815
Dwayne Whitaker	Middletown High School (2023 Cohort)	dwayne.whitaker@ecsdm.org	845-326-1695
Ashley Merchan	Middletown High School (2024 Cohort)	ashley.merchan@ecsdm.org	845-326-1584

Dignity for All Scholars Act (DASA)

The safety and well-being of our scholars is of the utmost importance. Scholars are entitled to learn in a warm, welcoming, and safe environment, to be treated with respect, and receive the help and support of a caring community. Scholars are often faced with many challenges affecting their academic achievement and their social-emotional development.

When facing a problem or situation impacting your overall well-being you are encouraged to reach out to a trusted adult for support. *For school contact information please see the directory of supports available to our school community on page 14.*

Dignity for All Scholars Act (DASA)

New York State's **Dignity for All Scholars Act** took effect on July 1, 2012. The law seeks to provide the state's public school scholars with a safe and supportive environment free from discrimination, intimidation, taunting, harassment, and bullying on school property, school buses and/or at school functions. Bullying, cyberbullying, harassment, intimidation, hazing, and bias behaviors are unsafe and do not reflect respect for others as defined by the Code of Conduct and the New York State Dignity for All Scholars Act (DASA). No scholar shall be subjected to harassment by employees or scholars on school property or at any school function; nor shall any scholar be subject to discrimination based on a person's actual or perceived:

- Race (including traits historically associated with race, such as hair texture and protective hairstyles like braids, locks, and twists)
- Color
- Weight
- National Origin
- Ethnic Group
- Religion
- Religious practice
- Disability
- Sexual Orientation
- Gender (defined to include gender identity or expression)

Each school has DASA Coordinators who are trained to address issues in bund are accessible to the school community. Please see page 13 for the contact information for the DASA Coordinators.

Bullying, Cyberbullying, Harassment, Intimidation, Hazing, & Bias Behavior

The Enlarged City School District of Middletown is committed to ensuring our school community feels safe and valued. We condemn and strictly prohibit all forms of discrimination, such as bullying, cyberbullying, harassment, intimidation, hazing, and bias behaviors. These negative behaviors are prohibited on school grounds and school buses, at school-sponsored activities, programs, events, and as well as off school grounds when such acts create 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. outside of school grounds in the case of cyberbullying (defined as harassment or bullying that occurs through any form of electronic communication). These behaviors can cause a disruption to the school community and may result in disciplinary consequences. If you or someone you know is a target of one of these behaviors, you should obtain and complete the [Dignity For All Scholars Act Reporting Form \(DASA\)](#) .

For more information about the District’s DASA Policy, please see Board Policy 7550 (Dignity For All Scholars)

To download the Dignity For All Scholars Act Reporting Form (DASA) go to <https://tinyurl.com/4s64syn8>:

- Once downloaded, the completed form can be emailed, dropped off, or mailed to the school DASA Coordinator. Please see page 13 for the contact information for the DASA Coordinators.
- For assistance with obtaining or completing a DASA form, contact your school’s DASA Coordinator and/or an administrator.

For more information about DASA, please visit <https://www.p12.nysed.gov/dignityact/>.



Are you being bullied?

If you are being bullied:

1. **Ask for help** by speaking to a trusted adult (a parent, guardian, caregiver, educator, administrator, coach, club advisor, or any adult school staff member).
2. **Refrain from responding to a bully with reciprocal words or physical actions** - ignore the behavior and remove yourself from the situation by **walking away**.
3. If you feel safe, **use your words** and say - “STOP!” and/or “Stop, you are hurting my feelings, hurting me, etc.”

Do you know someone who is being bullied?

If you know someone who is being bullied, you should:

1. **Ask for help** by speaking to a trusted adult (a parent, guardian, caregiver, educator, administrator, coach, club advisor, or any adult school staff member).
2. **Refrain from responding to a bully with reciprocal words or physical actions.**
3. If you feel safe, be an “**Upstander**” by:
 - Telling the bully to “Stop!” and/or “No one deserves to be treated this way!”
 - Be a friend! Supporting the scholar being bullied.
 - Not encouraging the bully by laughing or joining in.
 -

Appendix B: Mental Health and Well-Being

FOR AN IMMEDIATE EMERGENCY INCLUDING SELF HARM OR HARM TO OTHERS, CALL 911

RESOURCE	CONTACT INFORMATION
<p>988 Suicide & Crisis Lifeline (formerly known as National Suicide Prevention Lifeline)</p> <p><i>This is a crisis hotline that can help with many issues, not just suicide. For example, anyone who feels sad, hopeless, or suicidal; family and friends who are concerned about a loved one; or anyone interested in mental health treatment referrals can call the Lifeline. Callers are connected with a professional nearby who will talk with them about what they are feeling or concerns for other family and friends. Call the toll-free Lifeline, 24 hours/day, 7 days/week.</i></p>	<p>1-800-273-TALK (1-800-273-8255)</p> <p>Text 988</p>
<p>Crisis Text Line www.crisistextline.org</p> <p><i>Available 24/7, 365 days a year, this organization helps people with mental health challenges by connecting callers with trained crisis volunteers who will provide confidential advice, support, and referrals if needed</i></p>	<p>Text "HOME" to 741741</p>
<p>National Runaway Safeline http://www.1800runaway.org/</p>	<p>1- 800 - RUNAWAY</p>
<p>Orange County Crisis Call Center</p>	<p>Dial 311</p>
<p><u>Text4Teens</u> Available 24 hours a day by texting</p>	<p>845-391-1000</p>
<p>Access: Supports for Living, Inc https://accesssupports.org/</p> <p><i>In response to the COVID-19 crisis, ACCESS has launched a virtual Mental Health and Substance Abuse Urgent Care for adults and children struggling with anxiety, depression, substance abuse, or other mental health concerns.</i></p>	<p>1- 888 - 750 - 2266 Option 2</p>
<p>The Trevor Project https://www.thetrevorproject.org</p> <p><i>Trained counselors available 24/7 to support youth who are in crisis, feeling suicidal, or in need of a safe and judgment free place to talk. Specializing in supporting the LGBTQI+ community.</i></p>	<p>Call (866) 488-7386 or Text "START" to 678-678</p>

RESOURCE	CONTACT INFORMATION
<p>Substance Abuse and Mental Health Services Administration’s (SAMHSA) Disaster Distress Helpline https://www.samhsa.gov/find-help/disaster-distress-helpline</p> <p><i>SAMHSA’s Disaster Distress Helpline provides 24/7, 365-day-a-year crisis counseling and support to people experiencing emotional distress related to natural or human-caused disasters.</i></p>	<p>1-800-985-5990 or text TalkWithUs to 66746</p>
<p>The National Council for Behavioral Health</p> <p><i>Search for organizations that are committed to providing mental health services to anyone in the community who needs it regardless of their ability to pay.</i></p>	<p>https://www.thenationalcouncil.org/providers/?region=</p>

Appendix C: Scholar Support Resources

SCHOLARS, HOW CAN WE HELP?

Keep in mind the following strategies when dealing with any problem:

- Allow cool-down time:
 - Stop, breathe, and give yourself a couple of minutes to reflect.
 - Use this time to calm yourself and gather your thoughts.
 - This can help you as much as it helps the other person.
- Relax your body language to defuse escalating tensions:
 - Keep a relaxed posture.
 - Use non-aggressive body language.
 - Avoid pointing fingers, swinging arms, or invading another's personal space. Control Your Voice: Speak slowly and calmly. You will be viewed as less confrontational if you maintain control over your voice.
- Avoid making judgmental statements:
 - Begin with an affective statement such as: "I feel embarrassed when you yell at me" (I feel _____ when you _____).
 - Be honest but avoid making personal attacks.
 - Keep your comments brief and focused on resolving the problem rather than blaming others.

Are you having an issue in school? If you have a problem related to discipline, security, theft, damaged property, safety or well-being, you should:

1. **Immediately speak to the nearest adult** you see at the time of the incident. Tell them exactly what happened to you or what you observed happening to someone else. Problems of discipline, security, and personal safety are considered very serious and should be addressed as soon as possible.
2. **Speak to a trusted school staff member** (such as an educator, a school counselor, a coach, a club advisor or an administrator) who will listen, understand, and be able to help by providing possible solutions. Depending on the severity of the issue the staff member may be required, as a mandated reporter, to notify an administrator.
3. **Tell your parent, guardian or caregiver** about the problem.

Do you need assistance with academics?

2



For help with an academic problem, you should:

1. **Speak to your classroom teacher** and ask for assistance. Possible options for help may include an extension of time to complete an assignment, alternative assignments, or extra help in the particular subject after school or during available extended learning time. The teacher will determine, on an individual basis, what is appropriate and discuss the decision with you.
2. **Request a conference.** Scholars and families can request a conference with a teacher, counselor and/or an administrator to attempt to resolve the academic problem.
3. **Speak to an administrator.** If the teacher or other staff member is unable to help you resolve the problem, speak to an administrator.

3

Are you having personal issues (mental health, housing and/or food uncertainty, substance abuse, violence, etc.) affecting you at school?

For help, you should:

1. **Reach out for support** from a parent/caregiver or trusted adult if possible.
2. **Speak to an administrator**, a teacher, counselor, coach, club advisor, or other trusted adult with whom you feel comfortable. They can help connect you to resources in the school and community. For a list of available supports refer to pages 14-17. Depending on the circumstances of the issue the staff member may be required, as a mandated reporter, to notify an administrator.



¹ Image from: *Partnerships for Action | Voices for Empowerment* (<https://wapave.org/>)

² Image from Donna Independent School District Donna Independent School District (<https://www.donnaisd.net/domain/48>)

³ Image from https://issuu.com/bucks_eps/docs/pdf_mental_health_booklet2

Appendix D: Cell Phone Policy

For the 2024-2025 school year, the following guidelines will be in effect across all K-12 school campuses:

All scholar cell phones must be turned off and stored away during the school day.

Scholars in grades K-5 are required to turn off their phones and store them in their backpacks or personal classroom coat/locker spaces.

Scholars in grades 6-12 must turn off their phones and place them in the district-provided YONDR pouches, upon arrival at the building. All young people in grades 6-12 will keep these pouches on their person throughout the day and may unlock them at the end of the instructional day. Cell phone access is permitted before and after the school day, as well as during after-school activities. In emergencies, scholars may seek permission from a building administrator to use their phone in a designated private space. Regular school-specific rules will apply after the call.

I encourage families to discuss communication plans openly and make necessary arrangements to ensure that you have a communication plan that works for your family. Our school-based offices are available as a resource, and our staff will assist in relaying messages or facilitating communication as needed.

Any violation of these expectations will be addressed according to the District's Code of Conduct. If a cell phone is used during the school day, it will be collected, and parents/guardians will need to retrieve it from the school office. Cell phones will not be returned directly to scholars once collected.

Thank you for your partnership and ongoing support in creating a safe and productive learning environment where our focus remains on learning and growing together in a positive atmosphere.

Reminders

- Cell phone use is prohibited during the instructional day on all campuses
- Scholars in grades K-5 must have phones off and stored in classroom coat/locker spaces
- Scholars in grades 6-12 must have phones off and placed in a locked, District issued YONDR pouch
- Earbuds, airpods, etc. are prohibited items and must also be stored in the district issued YONDR pouch
- YONDR pouches are considered district property and are expected to be kept in good working condition, free of damage or tampering
- In the event a scholar needs a new pouch, (1) replacement pouch will be provided free of charge. Additional replacement pouches will be available for \$20.

Appendix E: Chromebook Agreement

Enlarged City School District of Middletown

I acknowledge receipt of the following documents along with my scholar's Chromebook. I will ensure both my scholar and I have completely reviewed the following:

- Enlarged City School District of Middletown Acceptable Use Policy
- Enlarged City School District of Middletown Chromebook Guide
- Enlarged City School District of Middletown Chromebook Agreement

Scholar Agreement

As a learner, I will:

- Use my Chromebook for educational purposes
- Follow the policies and procedures found within the Chromebook Guide
- Comply with the Enlarged City School District of Middletown's Acceptable Use Policy (AUP). Failure to do so may result in the loss of my access to the District Computer Systems (DCS)
- Protect my Chromebook from damage and misuse
- Never leave my Chromebook in an unsupervised/unsecure location
- Charge my Chromebook each night so I have a full battery for every instructional day
- Report all damages/malfunctions immediately
- Not alter or attempt to change the management settings
- Never share my Chromebook with other scholars/individuals
- Participate in Live Asset Check-in (Inventory Check)

I understand any violation of this agreement may result in the suspension or loss of my Chromebook and school network privileges. Additionally, I may face disciplinary action for such violations.

Parent/Guardian Agreement

I understand my responsibilities as a parent/guardian include:

- Ensuring my scholar meets the expectations outlined in the Chromebook Guide
- Complying with the Enlarged City School District of Middletown Acceptable Use Policy (AUP)
- Protecting the Chromebook, within reason, against damage, loss or theft at all times
- Ensuring my scholar reports damage/malfunctions immediately

I accept full responsibility for my scholar's use of the Chromebook and understand my scholar's Chromebook use is subject to the same rules and requirements when used on and off campus. I understand my scholar's Chromebook privileges may be suspended, revoked and/or subject to disciplinary action for violation of this agreement.

Date/Fecha: _____

Scholar Name/Nombre del estudiante (Print):

Scholar Signature/Firma del alumno:

Parent/Guardian Name/Nombre del padre(Print):

Parent/Guardian Signature/firma de los padres:

7314F

ENLARGED CITY SCHOOL DISTRICT OF MIDDLETOWN, NY
scholar AGREEMENT FOR USE OF DISTRICT
COMPUTERIZED INFORMATION RESOURCES

In consideration for the use of the Enlarged City School District of Middletown's Computer System (DCS), I agree that I have been provided with a copy of the District's policy on scholar use of computerized information resources and the regulations established in connection with that policy. I agree to adhere to the policy, its regulations and to any changes or additions later adopted by the District. I also agree to adhere to related policies published in the scholar Handbook.

I understand that failure to comply with these policies and regulations may result in the loss of my access to the DCS. Prior to suspension or revocation of access to the DCS, scholars will be afforded applicable due process rights. Such a violation of District policy and regulations may also result in the imposition of discipline under the District's school conduct and discipline policy and the Code of Conduct. I further understand that the District reserves the right to pursue legal action against me if I willfully, maliciously, or unlawfully damage, destroy property of the District. Further, the District may bring suit in civil court pursuant to General Obligations Law Section 3-112 against my parents or guardians if I willfully, maliciously or unlawfully damage or destroy District property.

scholar Signature/Firma del alumno

School Building/Escuela (MMS, TTMS, MHS)

Date/Fecha

ENLARGED CITY SCHOOL DISTRICT OF MIDDLETOWN, NY
PARENTAL/GUARDIAN CONSENT FOR scholar USE OF DISTRICT
COMPUTERIZED INFORMATION RESOURCES

I am the parent/guardian of the scholar named above. The scholar has signed the District's agreement for scholar use of computerized information resources. I have been provided with a copy and I have read the District's policy and regulations concerning the use of the DCS.

I also acknowledge receiving notice that, unlike most traditional instructional or library media materials, the DCS will potentially allow my son/daughter scholar access to external computer networks not controlled by the Enlarged City School District of Middletown. I understand that some of the materials available through these external computer networks may be inappropriate and objectionable, however, I acknowledge that it is impossible for the District to screen or review all of the available materials. I accept responsibility to set and convey standards for appropriate and acceptable use to my son/daughter when using the DCS or any other electronic media or communications.

I agree to release the Enlarged City School District of Middletown, the Board of Education, its agents and employees from any and all claims of any nature arising from my son/daughter's use of the DCS in any manner whatsoever.

I agree that my son/daughter may have access to the DCS and I agree that this may include remote access from our home.

Parent/Guardian Signature/firma de los padres

scholar Name/Nombre del estudiante

Date/Fecha

Appendix F: Acknowledgement of Code of Conduct

Please sign one form for each Middletown district scholar in your household and return it to your scholar's school.

(Note: Failure to sign and return this form to the school does not relieve the scholar from the responsibility of conforming to the Enlarged City School District of Middletown's Code of Conduct).

I have received a copy of the Enlarged City School District of Middletown's Code of Conduct.

Scholar's Name (please print) _____

Scholar's School (please print) _____

Name of Parent or Guardian (please print) _____

Signature of Parent or Guardian _____

Date _____

Glossary

For purposes of the Middletown City School District Code of Conduct, the following definitions apply.

Words	Definitions
Accommodation	A change in the school environment, which allows a scholar to fully participate in all aspects of the school experience or to “receive a free and appropriate education”
Allegation	An accusation or claim that someone has done something wrong without proof
Alternative Instruction	Substantially equivalent education provided to a scholar when the scholar has been removed from his/her school for an extended period of time.
Appeal	A process when a parent and/or scholar disagrees with a decision that has been made, and wants it to be changed, if possible.
Arson	The act of intentionally setting fire to property.
Behavior intervention plan (BIP)	A behavioral intervention plan is a plan that is based on the results of a functional behavioral assessment (FBA) and, 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.
Child Pornography	Visual depiction of a child (an individual 16 years or younger) engaged in sexual conduct
Classification	The Individuals with Disabilities Education Act (IDEA) lists 13 disability categories to determine if a child should be identified as having a disability and requires that define who is eligible to receive special education services.
Commissioner’s Regulations	Part 200 contains the policies of the N.Y.S. Education Department that governed schools regarding Special Education.
Committee on Preschool Special Education (CPSE)	This committee is responsible for determining the proper needs/services for pre-school children with disabilities who are three and five years old.
Committee on Special Education (CSE)	This committee is responsible for determining the proper needs/services for children with disabilities between the ages of five and twenty-two.
Compulsory Education/School Age	By New York State law, children must attend school and schools must provide an education to children between the age of 6 and through the end of the school year in which the child turns 16.
Conference	A communication that takes place face to face, by telephone or through digital media.
Confidentiality	A legal right that school officials will not disclose certain information relating to a scholar secret, unless the parent gives consent permitting disclosure or a legal exception applies.

Words	Definitions
Consequence	A response to inappropriate behavior.
Controlled substance	These include but are not limited to marijuana, any narcotic drug, any hallucinogen, any stimulant, or any depressant; including analogues, designer drugs and counterfeits similar to or represented as similar to a controlled substance, whether legal or illegal.
Cyberbullying	Cyberbullying will be defined as harassment or bullying by any form of electronic communication, and include incidents occurring off school property that create or would foreseeably create a risk of substantial disruption within the school environment.
Defamation	Includes making false statements or representations about an individual or group of individuals that harm their reputation..
Discipline	A system of rules of conduct, training, practice, and instruction that supports and sustains positive behaviors.
Disability	(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.
Drug-related paraphernalia	Includes any device or instrument that on its face is used for the production, packaging, distribution, or ingesting of a controlled substance, illegal substance or prohibited substance. This includes but is not limited to hash pipes, water pipes, clips, rolling papers, e-cigarettes, vaporizers, vape pens, or any other items related to drug use or drug distribution.
Due Process (Procedural Safeguards)	The steps required by law that must be followed to make sure that processes used by the District are fair and that staff and scholars' rights are upheld regarding: confidentiality, independent evaluations, discipline procedures for scholars and staff, and other steps taken when there is disagreement.
Emotional Harm	In the context of harassment or bullying means emotional harm to a scholar's emotional well-being through the creation of a hostile school environment that is so severe or pervasive as to unreasonably and substantially interfere with a scholar's education.
Equity	Ensuring that everyone has the support and access to the resources needed to be successful including but not limited to: fair and just distribution of resources, just decision-making and involvement in decision making processes, shared power and involvement of communities most affected by inequities, and clear pathways to accessing necessary resources and support when inequities are identified. Equity differs from equality. Equality refers to treating everyone the same, but this does not necessarily lead to equitable outcomes because diverse communities have diverse needs and have faced varying obstacles and inequities.
Extracurricular Activities	Organized events, beyond the curriculum, that engage scholars socially in their school community with parents, staff, and other scholars.

Words	Definitions
Functional behavioral assessment (FBA)	A functional behavioral assessment (FBA) means the process of determining why a scholar engages in behaviors that impede learning and how the scholar's behavior relates to the environment.
Gender	Actual or perceived sex and includes a person's gender identity or expression.
Gender Expression	The manner in which a person represents or expresses gender to others, often through behavior, clothing, hairstyle, activities, voice or mannerisms.
Gender Identity	A person's gender-related identity, appearance, or behavior whether or not that gender-related identity, appearance, or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth.
Harassment	The creation of a hostile environment by conduct or by verbal threats, intimidation or abuse, including cyber-bullying that has or would have the effect of unreasonably and substantially interfering with a scholar's educational performance, opportunities or benefits, or mental, and/or emotional or physical well-being; or including conduct, verbal threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause emotional harm, physical injury, or for a scholar to fear for his or her physical safety.
Home Instruction	Academic services provided by an instructor when a child of compulsory school age cannot attend school due to a physical, mental, or emotional illness or injury or due to a long term suspension.
Homicide	Any intentional violent conduct that results in the death of another person.
Illegal substances	Illegal substances include, but are not limited to, inhalants, marijuana, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, and any synthetic version thereof, whether specifically illegal or not, commonly referred to as "designer drugs" which are substances designed and synthesized to mimic the intended effects and usages of, which are chemically substantially similar to, illegal drugs, which may or may not be labeled for human consumption.
Impartial Hearing	Formal process to resolve disputes related to special education matters that can be initiated by a parent or the Board of Education.
Individualized Education Plan (IEP)	A written plan developed by the CPSE or the CSE to ensure that a scholar has access to the general education curriculum and is provided services and supports needed to make progress and to meet the that describes a scholar's individualized educational needs.
Individuals with Disabilities Education Act (IDEA)	A Federal law that outlines the educational rights of children with disabilities and establishes the process that schools must follow to educate them.
Insubordination	When a scholar does not respond to directives given by school staff.

Words	Definitions
Interventions	Specific programs, strategies, restorative conferencing protocols, skill-building sessions, and individual and group counseling activities that enable scholars, staff and parents/guardians to reflect on their behavior, attitudes, needs and feelings; learn replacement behaviors and habits; work through personal obstacles; resolve conflicts; and develop goals and plans to get back on the path to school success
Intimidation	Engaging in actions or statements that put an individual in fear of harm.
Manifestation Determination	A review of the relationship between the a scholar's disability and the inappropriate behavior subject to disciplinary action to determine if the conduct was or was not a manifestation of the scholar's disability
Mediation	A process in which individuals who have a conflict reach an agreement.
Out of School Suspension	A consequence to a scholar's inappropriate behavior where the scholar is not allowed in school for a specified number of days.
Parent	The scholar's parent(s), guardian(s), or caregiver(s), i.e., any person(s) in a parental role or custodial relationship to the scholar.
Restorative Practices	An approach to resolving conflict and preventing harm. Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to make it right and/or repair the relationship.
School Climate	Refers to the quality and character of school life based on patterns of scholars', parents' and school personnels' experience of school life, and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures.
School Property	In or within any building, structure, athletic playing field, playground, parking lot or land contained within the real property boundary line of a Middletown CSD Public School Building or on school transportation.
Section 504 of the Rehabilitation Act	Section 504 of the Rehabilitation Act of 1973 is a federal civil rights law. It requires K-12 public schools to provide scholars with physical or mental disabilities specific supports and services designed to meet their individual educational needs. Eligible scholars will receive accommodations and/or services in a 504 plan. Scholars who have an IEP cannot also have a 504 plan.
Social Emotional Learning (SEL)	The process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. <i>(from www.casel.org)</i>
Sexual Offenses	Any sexual behaviors, whether consensual or non-consensual, which include, but are not limited to, physical touching of intimate body parts of another or one's self in an educational setting and/or at a school function.

Words	Definitions
Violent	<p>Behaviors that include but are not limited to:</p> <ul style="list-style-type: none"> ● Committing an act of violence on a school employee, another scholar or any other person lawfully on school property, or attempting to do so while on school property or at a school function. ● Possessing, while on school property or at a school function, a weapon, such as a gun, knife, explosive or incendiary bomb, or other dangerous instrument capable of causing physical injury or death. ● Using, while on school property or at a school function, a weapon. ● Displaying, while on school property or at a school function, what appears to be a weapon. ● Threatening, while on school property or at a school function, to use a weapon. ● Knowingly and intentionally damaging or destroying school district property. ● Knowingly and intentionally damaging or destroying the personal property of any school employee or any person lawfully on school property or at a school function
Weapon	<p>Any type of device, instrument and item such as any gun, pistol, revolver, shotgun, rifle, machine gun, BB gun, pellet gun, disguised gun, dagger, dirk, razor, stiletto, switchblade knife, gravity knife, common pocket knife, hunting knife or fishing knife, brass knuckles, slingshot, metal knuckle knife, box cutter, cane sword, electronic dart gun, Kung Fu star, electronic stun gun, pepper spray or other noxious spray, explosive or incendiary bomb or other device, instrument, material or substance that can cause serious physical injury or death when used with intent to cause harm.</p>

