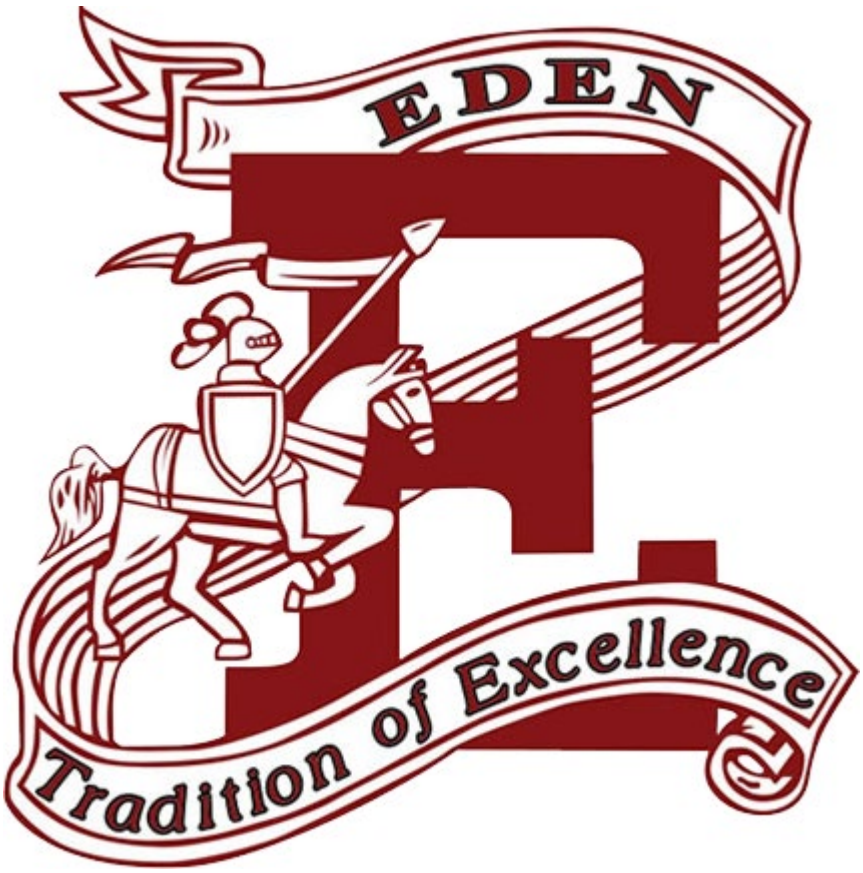
EDEN CENTRAL SCHOOL DISTRICT

CODE OF CONDUCT

2025 - 2026



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I. INTRODUCTION

The Board of Education ("Board") is committed to providing a safe and orderly school environment where students may receive and district personnel may deliver quality educational services without disruption or interference. Responsible behavior by students, teachers, other district personnel, parents and other visitors is essential to achieving this goal.

The District has a long-standing set of expectations for conduct on school property and at school functions. These expectations are based on the principles of civility, mutual respect, citizenship, character, tolerance, honesty, and integrity.

The Board recognizes the need to clearly define these expectations for acceptable conduct on school property, to identify the possible consequences of unacceptable conduct, and to ensure that discipline when necessary is administered promptly and fairly. To this end, the Board adopts this Code of Conduct ("Code").

Unless otherwise indicated, this Code applies to all students, school personnel, parents and other visitors when on school property or attending a school function.

II. DIGNITY FOR ALL STUDENTS ACT (DASA) BUILDING COORDINATORS

Middle School
Jeffrey Cervoni
(716)992-3600
jcervoni@edencsd.org

High School
William McDonagh
(716)992-3600
wmcdonagh@edencsd.org

Eden Elementary School
Kelly LaRosa
(716)992-3610
kmorgan-larosa@edencsd.org

G.L.P. School
Loran Carter
(716)992-3638
lcarter@edencsd.org

III. DEFINITIONS

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

Disruptive Student means an elementary or secondary student under the age of 21 who is substantially disruptive to the educational process or substantially interferes with the teacher's authority over the classroom.

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

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

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

School Function means any school-sponsored event or activity, including but not limited to interscholastic athletics or extracurricular events or activities.

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

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

Sexual Orientation means actual or perceived heterosexuality, homosexuality, or bisexuality *(Educational Law Section 11[5])*.

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

Race means a group of persons related by common descent or heredity. For purposes of enumeration, the U.S. Census Bureau uses the terms such as: "White/Caucasian", "Black/African American/African-descent", "Asian", "Biracial", "Hispanic/Latino", etc. to describe and classify the inhabitants of the United States.

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

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

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

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

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

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

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

Harassment/Bullying means the creation of a hostile environment by conduct or by verbal threats, intimidation, or abuse that has or would have the effect of unreasonably and substantially interfering with a student's educational performance or opportunities. Intimidation or abuse includes but is not limited to conduct, verbal threats, intimidation, or abuse based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex. All cases of harassment will subject the student to a type of intervention directed by the school district.

Cyberbullying means *c*ommunicating, by misuses of technology on or off school property: harassing, teasing, intimidating, threatening or terrorizing another student or staff member by way of any technological tool, such as sending or posting inappropriate or derogatory emails, instant messages, text messages, digital pictures or images, or website postings including blogs.

Threats & Rumors means harmful words can inflict pain, induce fear and panic and cause damage. Unfortunately, rumors often start and grow in proportion as they are passed from person to person. We will thoroughly investigate any rumors which are brought to our attention and act upon any threats to the school, its personnel or students. If rumors are being spread maliciously, we will pursue those who originate and/or embellish rumors with vigor and resolve. Threats are not taken lightly, and those who decide to make threats will meet with the most severe disciplinary consequences.

Hazing means any conduct or method of initiation into any student organizations or school team, whether on school property or off-campus; in school buildings, on school buses, school-sponsored events and or/activities. Hazing willfully or recklessly endangers the physical or mental health of any student or another person and is strictly prohibited.

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

1. Commits an act of violence upon a school employee, or attempts to do so.
2. Commits, while on school property or at a school function, an act of violence upon another student or any other person lawfully on school property or at a school function, or attempts to do so.
3. Brings a weapon onto school property or to a school function.
4. Possesses a weapon while on school property and/or to a school function.
5. Displays, while on school property or at a school function, what appears to be a weapon.
6. Threatens, while on school property or at a school function, to use a weapon.
7. Knowingly and intentionally damages or destroys the personal property of another or while at a school function.
8. Knowingly and intentionally damages or destroys school district property.
9. Committing, threatening, or attempting an act of violence (such as hitting, kicking, punching, pushing, biting or scratching) upon another individual, or encouraging another to commit, threaten, or attempt such acts of violence.

Weapon means a firearm as defined in 18 U.S.C. §921 for purposes of the Gun-Free School Act, and dangerous weapon under 18 U.S.C. §923 (g)(w) which includes a weapon, device, instrument, material or substance, animate or inanimate, that is used for or is readily capable of causing death or serious bodily injury. It also means any other gun, BB gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, dagger, dirk, razor, stiletto, switchblade knife, gravity 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 physical injury or death when used to cause physical injury or death. Pocket knives with a blade of less than 2.5" are excluded 18 U.S.C. §930 (g)(2).

IV. ESSENTIAL PARTNERS

A. Board of Education

1. Collaborate with the student, teacher, administrator, and parent organizations, school safety personnel and other school personnel to develop a Code of Conduct that clearly defines expectations for the conduct of students, district personnel and visitors on school property and at school functions.
2. Adopt and review at least annually the district's Code of Conduct to evaluate the code's effectiveness and the fairness and consistency of its implementation.
3. Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex, which will strengthen students' confidence and promote learning.
4. Confront issues of discrimination and harassment or situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.
5. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
6. Report incidents of discrimination and harassment that are witnessed or otherwise brought to a teacher's attention in a timely manner.

7. Lead by example by conducting board meetings in a professional, respectful, courteous manner.

B. Superintendent

1. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning.
2. Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex, which will strengthen students' confidence and promote learning.
3. Confront issues of discrimination and harassment or a situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.
4. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
5. Report incidents of discrimination and harassment that are witnessed or otherwise brought to a teacher's attention in a timely manner.
6. Review with district administrators the policies of the Board of Education and State and Federal laws relating to school operations and management.
7. Inform the Board about educational trends relating to student discipline.
8. Work to create instructional programs that minimize problems of misconduct and are sensitive to student and teacher needs.
9. Work with district administrators in enforcing the Code of Conduct and ensuring that all cases are resolved promptly and fairly.

C. Principals

1. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning.
2. Ensure that students and staff have the opportunity to communicate regularly with the principal and approach the principal for addressing grievances.
3. Evaluate on a regular basis all instructional programs.
4. Support the development of and student participation in appropriate extracurricular activities.
5. Be responsible for enforcing the Code of Conduct and DASA (Dignity for All Students Act) to ensure that all cases are resolved promptly and fairly.
6. Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex, which will strengthen students' confidence and promote learning.
7. Confront issues of discrimination and harassment or a situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.
8. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
9. Report incidents of discrimination and harassment that are witnessed or otherwise brought to a teacher's attention in a timely manner.
10. Review the Code of Conduct with all staff at District orientation.

D. Guidance Counselors

1. Assist students in coping with peer pressure, emerging personal, social and emotional problems.
2. Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex, which will strengthen students' confidence and promote learning.
3. Confront issues of discrimination and harassment or a situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.
4. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
5. Report incidents of discrimination and harassment that are witnessed or otherwise brought to a teacher's attention in a timely manner.
6. Initiate teacher/student/counselor conferences and parent/teacher/student/counselor conferences, as necessary, as a way to resolve problems.
7. Regularly review with students their educational progress and career plans.
8. Provide information to assist students with career planning.
9. Encourage students to benefit from the curriculum and extracurricular programs.

E. **Teachers**

1. Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex, which will strengthen students' confidence and promote learning.
2. Confront issues of discrimination and harassment or a situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.
3. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
4. Report incidents of discrimination and harassment that are witnessed or otherwise brought to a teacher's attention in a timely manner.
5. Be prepared to teach.
6. Demonstrate interest in teaching and concern for student achievement.
7. Know school policies and rules, and enforce them in a fair and consistent manner.
8. Communicate with students and parents:
   a. Course objectives and requirements
   b. Marking/grading procedures
   c. Assignment deadlines
   d. Expectations for students
   e. Classroom discipline plan
9. Communicate regularly with students, parents and other teachers concerning growth and achievement.

F. **Parents**

1. Recognize that the education of their children is the joint responsibility of the parents and the school community.

2. Send their children to school ready to participate and learn.
3. Ensure their children attend school regularly and on time.
4. Ensure absences are excused.
5. Insist their children be dressed and groomed in a manner consistent with the student dress code.
6. Help their children understand that in a democratic society, appropriate rules are required to maintain a safe, orderly environment.
7. Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex, which will strengthen students' confidence and promote learning.
8. Confront issues of discrimination and harassment or a situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.
9. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
10. Report incidents of discrimination and harassment that are witnessed or otherwise brought to a teacher's attention in a timely manner.
11. Know school rules and help their children understand them.
12. Convey to their children a supportive attitude toward education and the district.
13. Build good relationships with teachers, other parents, and their children's friends.
14. Help their children deal effectively with peer pressure.
15. Inform school officials of changes in the home situation that may affect student conduct or performance.
16. Provide a place to study and ensure homework assignments are completed.
17. Recognize, support and ensure a safe environment by following all school safety procedures, including entering and exiting buildings.

V. STUDENT RIGHTS AND RESPONSIBILITIES

STUDENT RIGHTS

The district is committed to safeguarding the rights given to all students under state and federal law. In addition, to promote a safe, healthy, orderly and civil school environment free of discrimination and harassment, all district students have the right to:

1. Take part in all district activities on an equal basis regardless of race, color, creed, national origin, religion, gender or sexual orientation or disability.
2. Present their version of the relevant events to school personnel authorized to impose a disciplinary penalty in connection with the imposition of the penalty.
3. Access school rules and, when necessary, receive an explanation of those rules from school personnel.

STUDENT RESPONSIBILITIES

All district students have the responsibility to:

1. Contribute to maintaining a safe and orderly school environment that is conducive to learning and to show respect to other persons and to property.
2. Be familiar with and abide by all district policies, rules, and regulations dealing with student conduct.

3. Attend school every day unless they are legally excused and be in class, on time and prepared to learn.
4. Work to the best of their ability in all academic and extracurricular pursuits, and strive toward their highest level of achievement possible.
5. React to the direction given by teachers, administrators, and other school personnel in a respectful, positive manner.
6. Work to develop mechanisms to control their anger.
7. Ask questions when they do not understand.
8. Seek help in solving problems that might lead to discipline.
9. Dress appropriately for school and school functions.
10. Accept responsibility for their actions.
11. Conduct themselves as positive representatives of the district when participating in or attending school-sponsored extracurricular events and to hold themselves to the highest standards of conduct, demeanor, and sportsmanship.
12. To report any or all types of bullying/harassment/cyberbullying to guidance counselors, teachers or building administrators.

VI. STUDENT CIVILITY

All student interaction and communication among themselves, teachers, District administrators, other District personnel and visitors on District property will be appropriate, civil, and respectful. Students are expected to behave with dignity and treat others with respect and courtesy. Students should respect their peers, teachers, and school staff. Individual behavior should not interfere with the rights of others. Students are expected to use language that is appropriate in demonstrating respect for themselves and others. Profanity, vulgar language including, but not limited to, negative comments based on race or ethnicity and obscene comments or gestures toward others will not be tolerated. Appropriate disciplinary action will be taken.

This is a K-12 document, but due to the age-appropriateness of some topics, the final decision will be given to the building Principal. Administrative regulations will further define general guidelines of appropriate school conduct in the student handbook.

VII. STUDENT DRESS CODE

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

The dress code includes, but is not limited to the following and the final decision is that of the school administration.

A student's dress, grooming, appearance, includes hairstyle/color, jewelry, make-up, and nails. A student's cleavage, front, back, side midriff and buttocks must be covered with clothing.

1. Clothing, hairstyles and all jewelry worn must be safe and not disrupt or interfere with the educational program.
2. Students must wear footwear at all times. Footwear that is a safety hazard will not be allowed.

3. Skirts, dresses, and shorts must be an appropriate length.
4. All outerwear, which includes but is not limited to, coats, gloves, and jackets are not to be worn in the building.
5. Hats, hoods, bandanas, doo rags, visors, non-functional headgear and sunglasses are not to be worn inside the school building, except for religious or medical purposes.
6. All buttocks and boxers must be completely covered with outer garments.
7. No sleepwear, which includes, but is not limited to, pajamas, pajama pants, bathrobes, and slippers. Likewise, it is not permissible for students to carry or wear blankets around the building. Exceptions on days designated by the school (ex: Spirit Week, team unity days)
8. Tube tops, halter-tops, and backless tops are not allowed. One-shoulder tops, strapless tops and low-cut tops that show cleavage are not allowed. The Middle School, High School, Elementary and GLP Schools will use age-appropriate discretion with tops.
9. See-through clothing is not allowed.
10. Bare midriffs front, back or middle are not allowed. Shirts or tops must cover the waistband of pants, shorts, or skirts.
11. The wearing of chains or spike jewelry that may be used or construed as a weapon is prohibited. (No spikes, pins, or chains.)
12. Clothing and accessories must not display (1) racial or ethnic slurs, (2) gang affiliations, (3) vulgar, subversive, or sexually suggestive language or images; nor should they promote messages including alcohol, tobacco, and other drugs.
13. String backpacks or backpacks of similar size are allowed to be carried during school hours. They must be able to hang on the back of the desk's chair or under the desk. Large sports bags will not be allowed to be carried during school hours.

Each building principal or his or her designee shall be responsible for informing all students and their parents of the student dress code at the beginning of the school year and any revisions to the dress code made during the school year. Students who violate the student dress code will be required to modify their appearance by covering or removing the offending item and, if necessary or practical, replacing it with an acceptable item. Any student who refuses to do so shall be subject to discipline, up to and including out of school suspension. Any student who repeatedly fails to comply with the dress code shall be subject to further discipline, up to and including out of school suspension.

VIII. TRANSPORTATION RULES

1. The bus driver has complete charge of pupils while they are entering, leaving and riding on any bus. Pupils are expected to conduct themselves, so that they do not distract the driver. Any pupil who has a behavior problem will be reported to the Principal. Bus reports could result in the pupil being denied transportation. In such cases, parents will be notified. **(See Section XI, B # 2)**
2. Be on time at your scheduled stop. Stand back from the road a safe distance and stand still when the bus is approaching your stop. No pushing or horseplay.
3. Students are required to pass in front of the school bus when crossing the road to board or get off a bus, after being signaled by the driver.
4. All students should board their bus immediately at dismissal time and take their seats. They must stay in their seats until the bus comes to a complete stop at the unloading point.
5. There is to be no use of tobacco products or lighting of matches on the bus.
6. There is to be no shouting, loud talking or whistling, bullying, and harassment.

7. Head, hands, arms or other parts of the body are not allowed out of the windows at any time. No articles are permitted to be thrown from the bus.
8. All students will ride their regularly scheduled bus to and from school unless permission to deviate has been given by the Principal.
9. Students taking late buses must have a late bus pass signed by a teacher. The pass is only good at the time stated and will be honored only at the high school.
10. No live animals or items of a dangerous nature (i.e., glass, sharp edges, etc.) will be allowed on the bus.
11. No large items such as musical instruments and sporting equipment will be allowed on the bus unless it is in a case or sports bag and adhere to N.Y.S.D.O.T., S.E.D., and D.M.V. regulations.
12. Inappropriate behavior on the bus could result in a loss of transportation.
13. Coaches must accompany their teams on the bus to and from all events.
14. At the discretion of building principals, inappropriate use of electronic devices on buses will be subject to discipline as per #8 under Article IX Prohibited Student Conduct.

IX. PROHIBITED STUDENT CONDUCT

The Board of Education expects all students to conduct themselves in an appropriate and civil manner, with proper regard for the rights and welfare of other students, district personnel and other members of the school community, and for the care of school facilities and equipment.

The best discipline is self-imposed, and students must learn to assume and accept responsibility for their own behavior, as well as the consequences of their misbehavior. District personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the students' ability to grow in self-discipline.

The Board recognizes the need to make its expectations for students' conduct while on school property or engaged in school functions specific and clear. The rules listed below are intended to do that and focus on safety and respect for the rights and property of others. Students who will not accept responsibility for their own behavior and who violate school rules will be required to accept the penalties for their conduct.

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

A. **Engage in conduct that is disorderly and/or disruptive. Examples of disorderly and/or disruptive conduct include, but are not limited to:**
   1. Running in hallways.
   2. Making inappropriate or unreasonable noise.
   3. Using language or gestures that are profane, lewd, vulgar, or abusive.
   4. Obstructing vehicular or pedestrian traffic.
   5. Engaging in any willful act that disrupts the normal operation of the school community. Students are responsible for having their lunches with them in school. In rare instances that a student forgets lunch, a parent may bring it in; however, food deliveries for an individual or for a group of students disrupt the normal operation of the school community. Requests for food deliveries to accommodate a group must be approved in advance by the principal, i.e., classroom activities, birthdays, etc.

6. Trespassing. Students are not permitted in any school building, other than the one they regularly attend, without permission from the administrator in charge of the building. Nor, without such permission, are they permitted to enter any school building before it is normally opened or to remain in any school building after it is normally closed.
7. Loitering on school premises.
8. Misusing computer/electronic communications devices, including any unauthorized or inappropriate use of computers, software, or internet/intranet account; accessing inappropriate websites; evading the district's content filter; using an outside wireless network; or any other violation of the District Acceptable Use Policy.
9. Unauthorized use of personal electronic devices/equipment (i.e. cell phones, MP3 devices, cameras, smartwatches and other personal electronic devices deemed inappropriate by the administration):
   a. Electronic devices in grades Pre-K-5 are deemed inappropriate by the administration.
   b. At the Middle and High School, no cell phone use is permitted in instructional settings unless directed by the teacher. This includes texting, looking at the time, etc. Cell phones must be set in silent mode and put away in the student's pocket or bag; not on their desk. Cell phone use is permitted in the hallway only during passing time. (not during an instructional time once classes are underway). Cell phone use is permitted in the cafeteria during lunch periods at the discretion of the supervisors. The use of other electronic devices in the classroom is the discretion of the teacher and by individual building procedures.
   c. **Should students use headphones outside of the classroom (Hallway, cafeteria, etc.) they may only be used in one ear.**
   d. If any cell phone or electronic devices are seen or used without teacher permission in the classroom, they will be confiscated and returned at the end of the day with one day of detention. For the second violation, they will receive one day of I.S.S. For the third offense, two days of I.S.S., electronic devices will be confiscated, and a parent may retrieve the cell phone or electronic device by scheduling a meeting with an administrator. Students who fail to comply with staff requests will face additional consequences.
   e. NYS Education Department prohibits students from having any electronic device during NYS assessments. Possession of electronic devices will mandate a zero for the assessment.
10. Unauthorized use of a personal computer, laptop, tablet or e-reader and/or other computerized information resources.

B. **Engage in conduct that is insubordinate. Examples of insubordinate conduct include but not limited to:**
   1. Failing to comply with the reasonable directions of teachers, school administrators, other school personnel in charge of students or otherwise demonstrating disrespect.
   2. Lateness for, missing or leaving class or school without permission.
   3. Skipping an assigned class or detention.

C. **Engage in conduct that is violent. Examples of violent conduct include:**
   1. Committing an act of violence (such as hitting, kicking, punching, and/or scratching) upon any other person on school property or attempting to do so.
   2. Bringing in a weapon onto School District property or to a school function.
   3. Possessing a weapon.
   4. Displaying what appears to be a weapon.
   5. Threatening to use any weapon.

6. Intentionally damaging or destroying the personal property of a student, teacher, administrator, other district employee or any person lawfully on school property, including graffiti or arson.
7. Intentionally damaging or destroying school district property.
8. Engaging in verbal threats, intimidation, or abuse that reasonably causes or would reasonably be expected to cause a student, teacher, administrator, other district employee or any person lawfully on school property to fear for his or her physical wellbeing.

D. **Engage in any conduct that endangers the safety, morals, health or welfare of others. Examples of such conduct include:**
1. Lying to school personnel.
2. Forgery.
3. Stealing the property of other students, school personnel or any other person lawfully on school property or attending a school function.
4. Defamation, which includes making false or unprivileged statements or representations about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them. This can include posting or publishing videos, audio recordings or pictures (written material, cell phones, internet, YouTube, etc.).
5. Discrimination, which includes the use of a person's actual or perceived race, age, sexual orientation, use of recognized guide dog, hearing dog or service dog, color, creed, national origin, ethnic group, religion, religious practice, sex, sexual orientation, gender or gender identity, marital or veteran status, or disability as a basis for treating another in a negative manner.
6. Harassment, which includes the creation of a hostile environment by conduct or by verbal threats, intimidation, or abuse. Harassment includes behavior that has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical wellbeing based fsdaasfdon the student's actual or perceived race, color, weight, national origin, political affiliation, ethnic group, religion, religious practice, marital or veteran status, use of a recognized guide dog, hearing dog or service dog, disability, sexual orientation, gender or sex. Harassment, even if it occurs while at home, may have consequences at school if the conduct interferes with the school environment.
7. Intimidation/extortion, which includes engaging in actions or statements that put an individual in fear of bodily harm and/or emotional discomfort.
8. "Internet bullying" (also referred to as "cyberbullying") including the use of instant messaging, email, websites, chat rooms, text messaging, or by any other electronic means, when such use interferes with the operation of the school; or infringes upon the general health, safety, and welfare of students or employees.
9. Hazing, which includes any intentional or reckless act directed against another for the purpose of initiation into, affiliation with or maintaining membership in any school-sponsored activity, organization, club or team.
10. Selling, using or possessing any obscene material.
11. Using vulgar or abusive language, cursing or swearing.
12. Actual or attempted possession, consumption, sale, distribution or exchange of alcoholic beverages, tobacco, tobacco products, e-cigarettes (also known as electronic cigarettes or smokeless cigarettes), nicotine-delivery devices and JUUL or similar devices or illegal and/or controlled substances, counterfeit and designer drugs, or paraphernalia or use of such drugs or be under the influence of any such substances on school property or at a school function or being under the influence of any of these. "Illegal substances" include,

but are not limited to, inhalants, marijuana, synthetic cannabinoids, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs; or possessing or consuming (without authorization), selling, attempting to sell, distributing or exchanging other substances such as dietary supplements, CBD products (containing cannabidiol, such as oils, pills, candy, etc…). Drug paraphernalia and any substances commonly referred to as "designer drugs." **Any such substance found on school property will be confiscated.**

13. Inappropriately using or sharing prescription and/or over-the-counter drugs.
14. Sexual harassment, which includes unwelcome sexual advances, requests for sexual favors, taking, sending, or receiving sexually explicit videos, pictures or auditory recordings and other verbal or physical conduct or communication of a sexual nature.
15. Gambling.
16. Indecent exposure, that is, exposure to sight of the private parts of the body in a lewd or indecent manner.
17. Initiating a report, warning of fire or other catastrophes without valid cause, misuse of 911, or discharging a fire extinguisher.
18. Instigate or encourage another person to violate this code of conduct
19. Actions that create an intentional breach in building security. This includes, but is not limited to, propping exterior doors open, admitting individuals into the building through any means besides the designated front entrance, and not following sign-in/sign-out procedures upon entering or exiting the premises.

E. **Engage in misconduct while on the school bus.**
It is crucial for students to behave appropriately while riding on the district buses to ensure their safety and that of other passengers and to avoid distracting the bus driver. Students are required to remain seated and conduct themselves on the bus in a manner consistent with established standards for classroom behavior.

F. **Engage in any form of academic misconduct. Example of academic misconduct include:**
1. Plagiarism.
2. Artificial Intelligence (such as ChatGPT) to complete assignments without the instructor's permission.
3. Cheating.
4. Copying.
5. Altering and/or forging records.
6. Assisting another student in any of the above actions.

X. REPORTING VIOLATIONS

All students are expected to promptly report to school staff, chaperones, or other appropriate adults, all violations of the Code of Conduct, including but not limited to, threats of violence; possession of a weapon, alcohol, and/or illegal substance.

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

The building principal or his/her designee must notify the appropriate local law enforcement agency of those Code violations that constitute a crime and substantially affect the order or security

of a school as soon as practicable, but in no event later than the close of business the day the principal or his/her designee learns of the violation. The notification may be made by telephone, followed by written communication in a timely manner. The notification must identify the student and explain the conduct that violated the Code of Conduct and constituted a crime.

XI. DISCIPLINARY PENALTIES, PROCEDURES, MINIMUM PERIODS OF SUSPENSION AND REFERRALS

Discipline is most effective when it deals directly with the problem at the time and place it occurs, and in a way that students view as fair and impartial. School personnel who interact with students are expected to use disciplinary action only when necessary.

Disciplinary action, when necessary, will be firm, fair, and consistent. School personnel authorized to impose disciplinary penalties will consider the following:

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

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

A. **Penalties**

Students who are found to have violated the district's Code of Conduct may be subject to one or more of the following penalties. The school personnel identified after each penalty are authorized to impose that penalty, consistent with the student's right to due process.

1. Oral and written warnings: any member of the district staff.
2. Written notification to parent: counseling staff, teachers, principal, superintendent, or any other member of the district staff, in consultation with the building principal or his/her designee.
3. Classroom detention: teachers.
4. School detention: principal or his/her designee.
5. Suspension from transportation: principal or his/her designee.
6. Suspension from athletic participation: coaches, principal or his/her designee
7. Suspension from social or extracurricular activities: activity director, principal, or his/her designee.
8. Suspension from or loss of other privileges: principal or his/her designee.
9. In-school suspension: principal or his/her designee.
10. Removal from the classroom: teachers (under circumstances defined in the Code), principal or his/her designee.
11. Short-term (five days or less) suspension from school: principal or his/her designee.
12. Long-term (more than five days) suspension from school: superintendent
13. Permanent suspension from school: superintendent

B. **Procedures**

The amount of due process a student is entitled to receive before a penalty is imposed depends on the penalty being imposed. In all cases, regardless of the penalty imposed, the school personnel authorized to impose the penalty must inform the student of the alleged misconduct and must

investigate, to the extent necessary, the facts surrounding the alleged misconduct. All students will have an opportunity to present their version of the facts to the school personnel imposing the disciplinary penalty in connection with the imposition of the penalty.

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

1. Detention
   Teachers, principals and the superintendent may use before or after-school detention as a penalty for student misconduct in situations where removal from the classroom or suspension would be inappropriate. Detention will be imposed as a penalty only after the student's parent has been notified of the penalty and the student has appropriate transportation home following detention or to detention.

2. Suspension from transportation
   If a student does not conduct himself/herself properly on a bus, the bus driver is expected to bring such misconduct to the building principal's attention. Students who become a serious disciplinary problem may have their riding privileges suspended by the building principal or the superintendent or their designees. In such cases, the student's parent will become responsible for seeing that his or her child gets to and from school safely. Should the suspension from transportation amount to a suspension from attendance; the district will make appropriate arrangements to provide for the student's education.

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

3. Suspension from athletic participation, extracurricular activities, and other privileges as per the Athletic and Extracurricular Code of Conduct.
   A student 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 student and the student's parent will be provided with a reasonable opportunity for an informal conference with the district official imposing the suspension to discuss the conduct and the penalty involved.

4. In-School Suspension
   The board recognizes the school must balance the need of students to attend school and the need for order in the classroom to establish an environment conducive to learning. As such, the board authorizes the building principals and the superintendent to place students who would otherwise be suspended from school as of the code of conduct violation in "in-school suspension".

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

5. Teacher Disciplinary Removal of Disruptive Students

A student's behavior can affect a teacher's ability to teach and can make it difficult for other students in the classroom to learn. In most instances, the classroom teacher can control a student's behavior and maintain or restore control over the classroom by using good classroom management techniques. These techniques may include practices that involve the teacher directing a student to briefly leave the classroom to give the student an opportunity to regain his or her composure and self-control in an alternative setting. Such practices may include, but are not limited to: (1) short-term "timeout" in an elementary classroom or in an administrator's office; (2) sending a student into the hallway briefly; (3) sending a student to the principal's office for the remainder of the class time only; or (4) sending a student to a guidance counselor or other district staff member for counseling. Time-honored classroom management techniques such as these do not constitute disciplinary removals for purposes of this code.

For the purposes of this code of conduct, a disruptive student is a student who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom. A substantial disruption of the educational process or substantial interference with the teacher's authority occurs when a student demonstrates a persistent unwillingness to comply with the teacher's instructions or repeatedly violates the teacher's classroom behavior rules.

A classroom teacher may remove a disruptive student from class for up to two days. The removal from class applies to the class of the removing teacher only. If the disruptive student does not pose a danger or on-going threat of disruption to the academic process, the teacher must provide the student with an explanation for why he or she is being removed and an opportunity to explain his or her version of the relevant events before the student is removed. Only after the informal discussion may a teacher remove a student from the class.

If the student poses a danger or ongoing threat of disruption, the teacher may order the student to be removed immediately. The teacher must, however, explain to the student why he or she was removed from the classroom and give the student a chance to present his or her version of the relevant events within 24 hours.

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

Within 24 hours after the student's removal, the principal or another district administrator designated by the principal must notify the student's parents, in writing, that the student has been removed from class and why. The notice must also inform the parent that he or she has the right, upon request, to meet informally with the principal or the principal's designee to discuss the reason for the removal.

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 student's removal at the last known address for the parents. Where possible, notice

should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting parents.

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

If at the informal meeting the student denies the charges, the principal or the principal designee must explain why the student was removed and give the student and the student's parents a chance to present the student's version of the relevant events. The informal meeting must be held within 48 hours of the student's removal. The timing of the informal meeting may be extended by mutual agreement of the parent and principal.

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

a. The charges against the student are not supported by substantial evidence.
b. The student's removal is otherwise in violation of the law, including the district's code of conduct.
c. The conduct warrants suspension from school pursuant to Educational Law §3214 and a suspension will be imposed.

   The principal or his or her designee may overturn a removal at any point between receiving the referral form issued by the teacher and the close of business on the day following the 48 hour period for the informal conference if a conference is requested. No student removed from the classroom by the classroom teacher will be permitted to return to the classroom until the principal makes the final determination, or the period of removal expires, whichever comes first.

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

   Each teacher must keep a complete log (on a district-provided form) for all cases of removal of students from his or her class. The principal must keep a log of all removals of students from class.

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

6. <u>Suspension from school</u>

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

   The board retains its authority to suspend students but places primary responsibility for the suspension of students with the superintendent and the building principals. The administrator will send the parent/guardians of the student a letter that explains the days of suspension and the incident that led to the suspension. Any staff member may recommend

to the superintendent or the principal that a student be suspended. All staff members must immediately report and refer a violent student to the principal or the superintendent for a violation of the code of conduct. All recommendations and referrals shall be made in writing unless the conditions underlying the recommendation or referral warrant immediate attention. In such cases, a written report is to be prepared as soon as possible by the staff member recommending the suspension.

The superintendent or principal, upon receiving a recommendation or referral for suspension or when processing a case of suspension, shall gather the facts relevant to the matter and record them for subsequent presentation, if necessary.

a. Short-term (5 days or less) suspension from school

When the superintendent or principal (referred to as the "suspending authority") proposes to suspend a student charged with misconduct for five days or less pursuant to Educational Law §3214 (3), the suspending authority must immediately notify the student orally. If the student denies the misconduct, the suspending authority must provide an explanation of the basis for the proposed suspension. The suspending authority must also notify the student's parents in writing that the student may be suspended 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 parents. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting the parents.

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

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

After the conference, the principal shall promptly advise the parents in writing of his or her decision. The principal shall 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 five business days unless they can show extraordinary circumstances precluding them from doing so. The superintendent shall 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 within 30 days of the decision.

b. Long-term (more than 5 days) suspension from school

When the superintendent or building principal determines that a suspension for more than five days may be warranted, he or she shall give reasonable notice to the student and the student's parents of their right to a fair hearing. At the hearing, the student shall have the right to be represented by counsel, the right to question witnesses against him or her and the right to present witnesses and other evidence on his or her behalf.

The superintendent shall personally hear and determine the proceeding or may, at his or her discretion, designate a hearing officer to conduct the hearing. The hearing officer shall be authorized to administer oaths and to issue subpoenas in conjunction with the proceeding before him or her. A record of the hearing shall be maintained, but no stenographic transcript shall be required. A tape recording shall be deemed a satisfactory record. The hearing officer shall make findings of fact and recommendations as to the appropriate measure of discipline to the superintendent. The report of the hearing officer shall 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 that will make a decision based solely upon the record before it. All appeals to the board must be in writing and submitted to the district clerk within 10 business days of the date of the superintendent's decision. The board may adopt in whole or in part the decision of the superintendent. The final decisions of the board may be appealed to the Commissioner within 30 days of the decision.

c. Permanent Suspension

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

C. Minimum Periods of Suspension

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

2. Students who bring a weapon to school.
   Any student, other than a student with a disability, found guilty of bringing a weapon onto school property will be subject to suspension from school for at least one calendar year. Before being suspended, the student will have an opportunity for a hearing pursuant to Educational Law §3214. The Superintendent has the authority to modify the one-year suspension on a case-to-case basis. In deciding whether to modify the penalty, the superintendent may consider the following:
   a. The student's age.
   b. The student's grade in school.
   c. The student's prior disciplinary record.
   d. The superintendent's belief that other forms of discipline may be more effective.

e. Input from parents, teachers, and/or others.
f. Other extenuating circumstances.

3. Students who commit violent acts other than bringing a weapon to school. Any student, other than a student with a disability who is found to have committed a violent act, other than bringing a weapon onto school property shall be subject to suspension from school for at least five days. If the proposed penalty is the minimum five-day suspension, the student and the student's parents will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed penalty exceeds the minimum five-day suspension, the student and the student's parents will be given the same notice and opportunity for a hearing to all students subject to a long-term suspension. The superintendent has the authority to modify the minimum five-day suspension on a case-to-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. The superintendent may consider the cumulative effect of each and every act on the part of the student.

4. Students who are repeatedly substantially disruptive of the educational process or repeatedly substantially interfere with the teacher's authority over the classroom.
   Any student, other than the student with a disability, who repeatedly is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom, will be suspended from school for at least five days. For purposes of this code of conduct, "repeatedly is substantially disruptive" means engaging in conduct that results in the student being removed from the classroom by teacher(s) pursuant to Educational Law §3214 (3-a) and this code on four or more occasions during a semester, or three or more occasions during a trimester. If the proposed penalty is the minimum five-day suspension, the student and the student's parent will be given the notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed penalty exceeds the minimum five-day suspension, the student and the student's parent will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The superintendent 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.

XII. ATTENDANCE

ATTENDANCE POLICY FOR MIDDLE AND HIGH SCHOOL

GENERAL INFORMATION

1. Students who are absent from any of their classes or school at least 10% of the school days will be in danger of losing academic credit for that class or classes. When the District determines that a student has exceeded twenty (20) absences in a 1 credit course or ten (10) absences in a ½ credit course, the District will stop grading the student in that course, but the student will remain in and be required to attend the course without receiving credit. By law, all absences, excused or unexcused, will be recorded.
2. Students taking additional vacation days while school is in session will be charged with one absence for each school day missed.

3. For students in a half (½) year course that reach thresholds of four (4) & eight (8) of unexcused absences, a parent meeting will be scheduled. For students in full year courses that reach thresholds of 5, 10, 15, & 18 unexcused absences, a parent meeting will be scheduled. Parents will also be notified by mail when a student accumulates 4 (four) absences in a ½ credit course and /or 10 (ten) absences in a 1 credit course. Notification will also be given when the limit is exceeded.
4. Students who violate the attendance regulations and believe special consideration should be given in their situation may appeal in writing or in person to the Building Principal. This must be done within five (5) school days from the date of notification. The Principal will convene an appeal panel (STAGE 1) composed of faculty members to decide on the appeal.
5. Subsequent appeals may be made in writing to the Principal or their designee (STAGE 2) five (5) school days after notification of the STAGE 1 decision.

Special Note on Appeals: It will be the student's responsibility to see that all the data is filled in and that the attendance record is attached at all stages. Any supporting data is to be obtained by the student and presented with the appeal.

SPECIAL CONDITIONS

1. New Entrants: Attendance of students entering a class after the start of the school year will be handled on a prorated basis.
2. Re-entrants: The attendance of students leaving and re-entering during the same school year will be cumulative.
3. Home Teaching: Home teaching may be assigned for long-term illness and does not count against the student. A doctor's note is needed when applying for this service.
4. Physical Education: Students are reminded that special requirements must be met for Physical Education classes as per instructions from your Physical Education teacher.

ARRIVAL AT SCHOOL

Students should normally arrive at the Middle and High School between 7:15 a.m. and 7:25 a.m. and are marked tardy at 7:30 a.m. At the G.L. Priess School, students arrive at 8:35 a.m. and are marked tardy at 8:45 a.m. At the Eden Elementary School, students arrive at 8:30 a.m. and are marked tardy at 8:40 a.m. Because there is no supervision, students should not be in the building earlier than 15 minutes before the start of school unless they are dropped off by the bus or unless they are here for a teacher supervised activity. Students must go directly into school. Students are not allowed to leave school grounds without prior permission. A secondary student arriving at school after 7:30 a.m. during homeroom should report directly to the Attendance Office.

ABSENTEES

Whenever it is necessary to be absent from school, a parent or guardian must call the Attendance Office to explain the reason for the absence. If no call is received, the Attendance Office will call the student's parents or guardians to obtain the reason for the absence.

A student in the Middle and High School will be excluded from participation in any extra-curricular activity (sports, clubs, field trips, or any other related functions) on a day he/she is absent from school, or not present by 9:45 a.m. Any exception to this would require verification from parent/guardian as to the presence of unusual circumstances. Any medical or court appointments will require written verification from the official source.

Students with special transportation arrangements must contact the transportation department at 992-3633 if transportation is not needed for the day.

TARDINESS
The law recognizes only a few legitimate excuses for being late to school, such as personal illness, illness in the family, the requirement of students at home in an emergency, impassable roads, weather making travel unsafe, quarantine and attendance at clinics or court. Excuses noted as "personal reasons" are not acceptable. Examples of personal reasons are: missing the bus, oversleeping, visiting with a neighbor or friend, etc. After **every** three (3) unexcused tardies, students will receive a detention. For every (6) unexcused tardies a student has, a parent meeting will be scheduled.

EARLY DISMISSAL
New York State Education Law stipulates that no student can be off campus for any reason unless parental permission has been given. Further, it is always necessary to gain permission from the Principal to leave campus during school hours. An off-campus pass is required.

A written note explaining the reason for the off campus or a telephone call to the Attendance Office by 8:00 a.m. is required before an off-campus pass will be granted. If a student is to be picked up for early dismissal, a parent, guardian and/or approved adult must come to the attendance office to sign the student out.

The general reasons for which an off-campus pass will be issued are:
1. Medical and dental appointments that cannot be scheduled at any other time.
2. A funeral, when a member of the family or student is acting as a representative of the school.
3. Job or college interviews, with an appointment, that cannot be scheduled at any other time.

It would be the option of the Principal's Office not to issue an off-campus pass for these reasons: If the student is in danger of failing a subject or is in any danger, in the case of seniors, of not graduating. This would be done by personal contact with parents. Any student off campus without permission will be considered truant and discipline will follow.

TRUANCY
Truancy may result in in-school suspension. Any exception to the above will be determined by the Principal in accordance with the student's individual circumstances.

VACATION PROCEDURE
Policy for Student Voluntary Absences during School Time:
Vacation time requests cannot be granted and are ill-advised; it must become the parents' decision. If parents choose to do so, it is recorded on the student's permanent record as an unexcused absence with parental permission. STUDENTS ARE RESPONSIBLE FOR ALL WORK MISSED DURING THEIR TIME OF ABSENCE.

For school students:
1. Parents must **provide notification** at least two weeks in advance to the Principal.
2. Parents must also inform the Attendance Office or Principal as to the length and date of absence, grades K-12.
3. Refer to the attendance section for rules on excessive absences.

ACADEMIC PROBATION/ELIGIBILITY FOR MIDDLE/HIGH SCHOOL STUDENTS

A student's first responsibility is to their academic achievement before all other activities. Participation in our comprehensive student activity program and interscholastic athletic program is a privilege that comes along with being academically successful. In order to ensure that students place a priority on a well-rounded education, the following Academic Probation policy has been developed by the building-level Shared Decision Making Team.

1. Students will be placed on the Academic Probation list if:

- They are failing one class
- Have an incomplete in a class
- **Below 70%** in two or more classes.
- In addition, students will be placed on the Academic Probation list at the start of a new year if they failed one or more classes during the previous school year.

2. Students will remain on the Academic Probation list for five weeks. The report will be posted on the Parent Portal and a copy will be given to the students during homeroom on Monday morning informing them of their eligibility status for the upcoming week. The updated list will be in effect from the beginning of the school day on Monday through the end of the day on Sunday.

   A. Teachers will report weekly progress for the students on the Academic Probation list each Friday afternoon.

   B. Students will be given a report during homeroom every Monday morning informing them of their eligibility status for the upcoming week.

   C. Parents/Guardians can view a copy of the report by logging into PowerSchool on a computer and clicking academic probation at the top left. The PowerSchool App will not accurately reflect the current academic status.

   D. If you have any questions about the report, you should email the individual teacher. For general questions, you can contact your child's guidance counselor at 716-992-3601.

   E. A letter will go home every five weeks that your child remains or is placed on academic probation.

   F. The updated list will be in effect from the beginning of the school day on Monday through the end of the school day on the following Sunday.

   G. It is the responsibility of the student to monitor their own academic progress in order to meet the requirements for participation in school-sponsored events.

   H. While on Academic Probation (list is in effect for five weeks), students must meet the requirements located on the chart (see next page).

   I. Students who do not meet the requirements to be removed from the Academic Probation list each week will be unable to participate in any school-sponsored activities; this includes, but is not limited to: **dances, club/organization activities, class trips, the musical, and all athletic events (either as a team member or spectator). Music department requirements for class grading purposes are exempt from this policy.**

J. It is the responsibility of all faculty advisors/coaches to enforce the Academic Probation list and to prohibit the participation of students whose names appear on the list in all school extra-curricular activities.

K. It is the responsibility of the student to monitor their own academic progress in order to meet the requirements for participation in school-sponsored events.

L. While on the Academic Probation list for five weeks, students will need to do the following:

Academic Probation/Eligibility Requirements

Academic Performance	Eligibility/Participation	Requirements
Satisfactory (S) in all classes	Eligible for full participation in school-sponsored activities.	None
Unsatisfactory (U) in 1 class	Eligible for full participation in school sponsored activities, including practices and games, so long as all requirements are met.	Report to the Academic Enhancement Program after school Tuesday, Wednesday, and Thursday.
Unsatisfactory (U) in 2 classes	Ineligible for participation in school-sponsored activities and games, but may attend practices so long as all requirements are met.	Report to the Academic Enhancement Program after school Tuesday, Wednesday, and Thursday.

❖ **All** students with 3 or more Unsatisfactory (U) are required to attend the Academic Enhancement Program.

XIII. ALTERNATIVE INSTRUCTION

When a teacher removes a student of any age from a class or a student of compulsory attendance age is suspended from school pursuant of Education Law §3214, the District will provide alternative means of instruction for the student. When possible, alternative instruction will be provided within one school day.

XIV. DISCIPLINE OF STUDENTS WITH DISABILITIES

The Board recognizes that it may be necessary to suspend, remove or otherwise discipline students with disabilities to address disruptive or problem behavior. The Board also recognizes that students with disabilities are entitled to certain procedural protections whenever school authorities intend to impose discipline upon them. The Board is committed to ensuring that the procedures followed for suspending, removing or otherwise disciplining students with disabilities are consistent with the procedural safeguards required by applicable laws and regulations. The Code of Conduct affords students with disabilities subject to disciplinary actions no greater or lesser rights than those expressly afforded by applicable federal and state law and regulations.

A. **Authorized Suspensions or Removals of Students with Disabilities**

1. For purposes of this section of the Code of Conduct, the following definitions apply.

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

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

An “IAES” means a temporary educational placement determined by the committee on special education, other than the student’s current placement at the time the behavior precipitating the IAES placement occurred, that enables the student to continue to progress in the general curriculum, although in another setting, progress toward the goals set out in the student’s IEP; and receive, as appropriate, a functional behavior assessment and behavioral intervention services, and modifications that are designed to address the behavior violation so that it does not recur.

2. School personnel may order the suspension or removal of a student with a disability from his or her current educational placement as follows:

    a. The Board, the District (BOCES) superintendent of schools or a building principal may order the placement of a student with a disability into an IAES, another setting or suspension for a period not to exceed five (5) consecutive school days and not to exceed the amount of time a non-disabled student would be subject to suspension for the same behavior.
    b. The superintendent may order the placement of a student with a disability into an IAES, another setting or suspension for up to ten (10) consecutive school days, inclusive of any period in which the student has been suspended or removed under the subparagraph (a) above for the same behavior if the superintendent determines that the student has engaged in behavior that warrants a suspension and the suspension or removal does not exceed the amount of time non-disabled students would be subject to suspension for the same behavior.
    c. The superintendent may order additional suspensions of not more than ten (10) consecutive school days in the same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement.
    d. The superintendent may order the placement of a student with a disability in an IAES to be determined by the Committee on Special Education (CSE), for the same amount of time that a student without a disability would be subject to discipline, but not more than 45 days, if the student carries or possesses a weapon to school or to a school function, or the student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function.

        i. “Weapon” means a firearm as defined in 18 U.S.C. §921for purposes of the Gun-Free Schools Act, and dangerous weapon under 18 U.S.C. §930(g)(w), which includes a weapon, device, instrument, material or substance, animate or inanimate, that is used for or is readily capable of causing death or serious bodily injury. It also means any other gun, BB gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, dagger, dirk, razor, stiletto, switchblade knife, pocket knives, gravity knife, brass knuckles, slingshots, metal knuckle knife, box cutter, cane sword, electronic dart gun, Kung Fu star, electronic stun gun, pepper spray or other noxious spray, explosive or incendiary bomb, or other device, instrument, material, or

substance that can cause physical injury or death when used to cause physical injury or death.

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

iii. "Illegal drugs" means a controlled substance except for those legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under the Controlled Substances Act or any other federal law.

iv. "Serious bodily injury" which involves substantial risk of death, extreme physical pain, protracted and obvious disfigurement or protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

v. "Manifestation Team" includes a representative of the school district knowledgeable about the student and the interpretation of information about child behavior, the parent and relevant members of the committee on special education as determined by the district and the parent.

3. Subject to specified conditions required by both federal and state law and regulations, an impartial hearing officer may order the placement of a student with disabilities in an IAES setting for up to 45 days at a time if maintaining the student in his or her current educational placement poses a risk of harm to the student or others.

B. **Change of Placement Rule**

1. A disciplinary change in placement means a suspension or removal from a student's current educational placement that is either:
   a. for more than 10 consecutive school days; or
   b. for a period of 10 consecutive school days or less if the student is subjected to a series of suspensions or removals that constitute a pattern because they cumulate to more than 10 school days in a school year and because of such factors as the length of each suspension or removal, the total amount of time the student is removed and the proximity of the suspensions or removals, to one another.
2. School personnel may not suspend or remove a student with disabilities if the imposition of the suspension or removal would result in a disciplinary change in placement based on a pattern of suspension or removal. School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change. 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 the CSE has determined that the behavior was not a manifestation of the student's disability, or the student is placed in an IAES for behavior involving weapons, illegal drugs or controlled substances.

C. **Special Rules Regarding the Suspension or Removal of Students with Disabilities**

1. The District's Committee on Special Education shall:
   a. suspend or remove from the student's current placement for more than 10 consecutive school days or when a suspension or removal constitutes a disciplinary change of placement and student's conduct is a manifestation of the student's disability, the committee on special education shall:
      i. conduct a functional behavior assessment and implement a behavior intervention plan for such student, provided that the school district had not conducted such

assessment prior to the manifestation determination before the behavior that results in the change in placement; or

ii. if the student already has a behavior intervention plan and who has been suspended or removed from his or her current educational placement for more than 10 school days in a school year is subjected to a suspension or removal that does not constitute a disciplinary change in placement, the CSE shall meet to review such plan and its implementation and modify the plan and its implementation as necessary, to address the behavior that results in the change in placement.

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

The Manifestation Team shall review:

i. all relevant information in the student's file including:
   a. the student IEP;
   b. any teacher observations, and
   c. any relevant information provided by the parents.

The Manifestation Team must make a determination whether:

i. the conduct in question was caused by or had a direct and substantial relationship to the student's disability; or

ii. the conduct in question was the direct result of the school district's failure to implement the IEP.

The parents must receive written notification prior to any manifestation team meeting to ensure that the parent has the opportunity to attend. The notification shall inform the parents of the purpose of the meeting, the names of the individuals expected to attend and inform the parents of their right to have relevant members of the committee on special education participate at the parents' request.

b. The CSE shall, following a determination that the student's conduct was a manifestation of the student's disability:

i. conduct a functional behavioral assessment and implement a behavioral intervention plan for such student: and

ii. except where the student is found guilty of the sale/solicitation of an illegal drug, the student has caused serious bodily injury or the student brought a weapon to school or to a school function, return the student to the placement where the student was removed unless the parent and the school district agree to a change in placement as part of the modification of the behavior intervention plan.

iii. deficiencies in the IEP or placement. If while conducting the manifestation determination, the school identifies deficiencies in the student's IEP or placement or in their implementation, it must take immediate steps to remedy those deficiencies.

c. A student with a disability may not be removed from class if imposition of the five (5) school day or ten (10) school day suspensions or removal would result in a disciplinary change of placement based on a pattern of suspensions or removals as determined by school personnel in accordance with regulation, except where the manifestation team has determined that:

i. the behavior was not a manifestation of such student's disability, or
ii. the student is placed in an IAES as authorized by law or regulation.

d. The interim alternative educational setting and the services to be provided to a student placed in an interim alternative educational setting shall be determined by the CSE. Such setting shall:
   i. be selected so as to enable the student to continue to progress in the general curriculum, although in another setting, and to continue to receive those modifications that will enable the student to meet the goals set out in that IEP; and
   ii. include, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications to address the behavior that is subject to disciplinary action that is designed to prevent the behavior from recurring.

e. During subsequent suspensions or removals for periods of ten (10) consecutive school days or less than the aggregate total, more than ten (10) school days in a school year but do not constitute a disciplinary change in placement, regardless of manifestation determination, students with disabilities shall be provided with services necessary to enable the student:
   i. to appropriately progress in the general education curriculum:
   ii. appropriately advance toward achieving the goals set out in the student's IEP; and
   iii. to receive, as appropriate, a functional assessment and behavioral intervention services and modifications that are designed to address the behavior violation so it does not recur.

f. The parents of a student who is facing disciplinary action, but who has not been determined to be eligible for services under IDEA and Article 89 at the time of misconduct, shall have the right to invoke applicable procedural safeguards set forth in federal and state law and regulations if in accordance with federal and statutory and regulatory criteria. Except as provided below, a school district shall be deemed to have knowledge that such student has a disability if prior to the time the behavior occurred:
   i. the parent of such student has expressed in writing to supervisory or administrative personnel of the appropriate educational agency or to a teacher of the student that the student is in need of special education, provided that such expression of concern may be oral if the parent does not know how to write or had a disability that prevents a written statement.
   ii. the parent of the student has requested an evaluation of the student pursuant to the regulations.
   iii. a student's teacher, or other personnel of the district, expressed specific concerns about a pattern of behavior demonstrated by the student, directly to the director of special education of the district in accordance with the district's established child find or special education referral system.

Exception: A student is not presumed to have a disability for discipline purposes if, as a result of receiving the information specified above:
   i. it was determined that the student is not a student with a disability pursuant to this Part.
   ii. the parent of the student is not allowed an evaluation of the student pursuant to regulations, or
   iii. the parent of the student has refused services under this Part;

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

g. Change in a placement to an IAES for behavior involving serious bodily injury, weapons, illegal drugs or controlled substances, up to 45 school days, but not to exceed the period of suspension ordered by the superintendent in accordance with Educational Law §3214(3), where the student:
   i. has inflicted serious bodily injury, upon another person while at school, on school premises or at a school function under the jurisdiction of the educational agency;
   ii. carries or possesses a weapon to or at school, on school premises, or at a school function; or
   iii. knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function.

h. 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 student with a disability to an IAES for either misconduct involving weapons, illegal drugs or controlled substances or because maintaining the student in his/her current education setting poses a risk of harm to the student 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 shall accompany the notice of disciplinary removal.

i. The parents of a student with disabilities subject to a suspension of five consecutive school days or less shall be provided with the same opportunity for an informal conference available to parents of non-disabled students under the Educational Law.

   The period of suspension or removal ordered by the superintendent may not exceed the amount of time that a non-disabled student would be suspended for the same behavior.

j. Superintendent hearings on disciplinary charges against students with disabilities and students presumed to have a disability for discipline purposes shall be bifurcated into a guilt phase and a penalty phase in accordance with the procedures set forth in the Commissioner's regulations incorporated into this code.

k. The removal of a student with disabilities other than the suspension or placement in an IAES shall be conducted in accordance with the due process procedures applicable to such removals of non-disabled students, except that the school personnel may not impose such removal for more than ten (10) consecutive days or for a period that would result in a disciplinary change in placement unless the CSE determined that the behavior is not a manifestation of the student's disability.

l. During any period of suspension or removal, including placement in an IAES, students with disabilities shall be provided services as required by the Commissioner's regulations incorporated into this code.

m. Nothing in this section shall be construed to authorize the suspension or removal of a student with a disability from his or her current educational placement for violation of school rules following a determination by the manifestation team that the behavior is a manifestation of the student's disability, except where the student is placed in an IAES for behavior involving serious bodily injury, weapons, illegal drugs or controlled substances or the student is placed in an IAES by an impartial hearing officer.

D. Expedited Due Process Hearing

1. An expedited due process hearing shall be conducted in the manner specified by the Commissioner's regulations incorporated into this code if:

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

   b. If the parents request a hearing regarding the change of placement to an IAES by a superintendent of schools or regarding a change in placement by an impartial hearing officer where the district maintains that it is dangerous for the student to remain in his or her current educational placement, or regarding a determination that the behavior is not a manifestation of the student's disability for a student who has been placed in an IAES, the student shall remain in the IAES pending the decision of the impartial hearing officer or until the expiration of the time period determined by regulation, whichever occurs first unless the parents and the district agree otherwise.

      If school personnel propose to change the student's placement after expiration of an IAES placement, during the pendency of any proceeding to challenge the proposed change in placement, the student shall remain in the placement prior to removal to the IAES, except where the student is again placed in an IAES.

   c. An expedited due process hearing shall be completed within fifteen (15) business days of receipt of the request for a hearing. Although an 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) days after the last hearing date, and in no event later than 45 school days after receipt of the request for a hearing, without exceptions or extensions.

   d. IHO **(Impartial Hearing Officer)** may order a change of placement to an appropriate IAES for not more than 45 school days if the hearing officer:
      i. determines that the district has demonstrated by substantial evidence that maintaining the current placement of the student is substantially likely to result in harming themselves or others;
      ii. considers the appropriateness of the student's current placement;
      iii. considers whether the school district has made reasonable efforts to minimize the risk of harm in the student's current placement, including the use of supplementary aids and services; and

iv. determines that the IAES proposed by school personnel meets the definition set forth above.

For purposes of this section, "substantial evidence" shall mean beyond a preponderance of the evidence.
An IAES ordered pursuant to this section shall be determined by the CSE.

E. Referral to law enforcement and judicial authorities

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

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

XV. CORPORAL PUNISHMENT

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

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

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

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

XVI. STUDENT SEARCHES AND INTERROGATIONS

The Board of Education is committed to ensuring an atmosphere on school property and at school functions that is safe and orderly. To achieve this kind of environment, any school official authorized to impose a disciplinary penalty on a student may question a student about an alleged violation of law or the District Code of Conduct. Students are not entitled to any sort of "Miranda" type warning before being questioned by school officials, nor are school officials required to contact a student's parent before questioning the student. However, school officials will tell all students why they are being questioned.

In addition, the Board authorizes the superintendent, building principals, the school nurse and district employees to conduct searches of students and their belongings if the authorized school official has reasonable suspicion to believe that the search will result in evidence that the student violated the law or the District Code of Conduct.

An authorized school official may conduct a search of a student's belongings that is minimally intrusive, such as touching the outside of a book bag so long as the school official has a legitimate reason for the very limited search.

An authorized school official may search a student or the student's belongings based upon information received from a reliable informant.

Unless a crime has been committed on school premises, the school office will contact the student's parents or guardians to arrange for their presence or obtain their consent in order for their child to be questioned by police officials.

Student Lockers, Desks, Data Files, and other School Storage Places
The rules in this Code of Conduct regarding searches of students and their belongings do not apply to student lockers, desks and other school storage places. Students have no reasonable expectation of privacy with respect to these places and school officials retain complete control over them. This means that student lockers, desks and other school storage places may be subject to search at any time by school officials, without prior notice to students and without their consent. For additional information on Searches and Interrogations, including information pertaining to the questioning or interviewing of students by law enforcement officials, and requirements associated with these actions, please refer to Board of Education Policy #7330.

XVII. VISITORS TO THE SCHOOLS

The following rules apply to visitors to the schools:

1. Anyone who is not a regular staff member or student of the school will be considered a visitor.
2. All visitors to the school must report to the attendance office and present photo ID upon arrival at the school and state the purpose of their visit. Visitors will be required to sign the visitor's register and follow specific building procedures. Visitors attending school functions that are open to the public, such as parent-teacher organization meetings or public gatherings are not required to register.
3. Parents or citizens who wish to observe a classroom while school is in session are required to obtain permission in advance from the building principal.
4. Visitors are expected to refrain from taking class time to discuss individual matters with teachers. Visitation will occur in a way that avoids or minimizes disruption to the normal learning process and the ordinary classroom routine. The building administrator may accompany visitors during the visit when appropriate. Visitors are expected to maintain confidentiality regarding information acquired during the course of the visit.
5. Any unauthorized person on school property will be reported to the principal or his/her designee. Unauthorized persons will be asked to leave. The police may be called if the situation warrants. Before a child may be released from the building to a visitor, the visitor must be approved by the building principal or designee as one having the legal right to take the child. The visitor will wait in the main office for the child to come from the classroom and/or follow other duly approved procedures for that building.
6. All visitors are expected to abide by the rules for public conduct on school property contained in this Code of Conduct.

XVIII. PUBLIC CONDUCT ON SCHOOL PROPERTY

The District is committed to providing an orderly, respectful environment that is conducive to learning. To create and maintain this kind of an environment, it is necessary to regulate public conduct on school property and at school functions. The restrictions on public conduct on school property and at school functions contained in this Code are not intended to limit freedom of speech or peaceful assembly. The purpose of this Code is to maintain public order and prevent abuse of the rights of others. All persons (students, teachers, administrators, parents, other guests) on school property or attending a school function shall conduct themselves in a respectful and orderly manner.

Penalties
Persons who violate this Code shall be subject to warning, reprimand, suspension or dismissal as the facts may warrant in accordance with any legal rights they may have.

Enforcement
The building principal or his/her designee shall be responsible for enforcing the conduct required by this Code. In addition, the district reserves its right to pursue a civil or criminal legal action against any person violating the Code.

XIX. DISSEMINATION AND REVIEW

Dissemination of Code of Conduct
The Board of Education will review this Code of Conduct every year and update it as necessary. The Code of Conduct and any amendments to it will be filed with the Commissioner no later than 30 days after adoption. The Board will work to ensure that the community is aware of this Code of Conduct by:

1. Providing copies of a summary of the Code to all students, in an age-appropriate, plain language version, at a general school assembly held at the beginning of each school year.
2. Making copies of the Code available for review by students, parents and other community members and providing opportunities to review and discuss this Code with the appropriate personnel.
3. Providing all current teachers and other staff members with a copy of the Code and any amendments to the Code as soon as practicable after adoption.
4. Providing all new employees with a copy of the current Code of Conduct when they are first hired.

The board will sponsor an in-service education program for all district staff members to ensure the effective implementation of the Code of Conduct. The superintendent may solicit the recommendations of the district staff, particularly teachers and administrators, regarding in-service programs pertaining to the management and discipline of students.