

HAVILAND MIDDLE SCHOOL



STUDENT HANDBOOK

2025-2026

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Welcome, students, to the start of a new school year! All of us who work at Haviland Middle School wish you a safe, productive and challenging year. It is our goal to encourage and support you as you strive to "rise above" and achieve both personal and academic success. To "RISE Above!" means:

- **Respect.** Being respectful means taking pride in yourself, acting in a socially appropriate manner, using polite language, and helping others.
- **Inspire.** Inspire means positively influencing those around you by your words and actions.
- **Safe.** Being safe means following the Code of Conduct. These are the rules for all members of our school community. If we all follow the rules, we will all be safe from harm.
- **Excel.** Excel means trying your best in all of your classes and completing your assignments with care.

As you can see, we have high expectations for you while you are a student in our school. We have high expectations because we care about you as a student and an individual. If you work to meet those expectations, you will have a fun and rewarding time in school. I hope you have a wonderful learning experience at Haviland Middle School.

Best wishes,

Mr. Shaw, Principal

This handbook is your guide to Haviland Middle School. It is organized alphabetically. Please read it carefully and share it with your parents or guardians. You and your parent or guardian are asked to sign a statement indicating that you have read and understand the contents of this handbook and agree to follow our school's rules.

ABSENCES/ATTENDANCE

1. Come to school daily, unless you are sick.
2. After you have been absent, please bring a note from your parent or guardian when you return to school. The note should state the dates you were absent and the reason for your absence. See BOE Attendance Policy for excusable absences. Please give this note to your homeroom teacher as soon as you return to school. Notes can also be submitted via Parent Square.
3. Until you bring in a note explaining your absence, an unexcused absence will be noted in your attendance record.
4. If you are absent for only one day, email your teacher, check Google classroom or contact a classmate and get the assignments you missed.
5. If you are absent for more than one day, your parent or guardian should call the guidance office and request the homework you missed.

AFTER-SCHOOL ACTIVITIES AND SPORTS

Haviland Middle School offers after-school activities three days per week: Tuesday, Wednesday and Thursday. Late buses are available on these days. Also, interscholastic sports programs are offered throughout the year. Interscholastic sports, where Haviland teams play other middle schools and junior high schools, are only for 7th and 8th graders. In addition, if you qualify, you can play on some of the FDR High School teams.

You are not allowed to stay after school unless you are in a supervised activity. Please make sure to get permission from home to stay after school prior to the day of the activity or program. If you would like more information about after-school activities, check with your teachers, school counselor or in Student Services.

Eligibility for After-School Activities and Sports:

"Eligibility" means that you are able to participate in an after-school activity or sport. Please see the FDR/HMS Academic Eligibility Standards sheet in this handbook for further information.

ANNOUNCEMENTS

Daily announcements are read in the morning during homeroom. This is the time when important information related to the school day, your classes, clubs, sports and evening activities will be shared with every member of the school. Additionally, announcements can be found on the Haviland web page. The Pledge of Allegiance also will be recited at this time. It is expected that all students and staff stand for the Pledge of Allegiance.

BACKPACKS

Backpacks are for transporting items to and from school. During the school day, backpacks are to be stored in your locker.

BREAKFAST

Having something to eat in the morning is important for focusing and being productive in class. Breakfast is available at no cost for all students prior to the start of classes. If you would like to have breakfast in school, here is what you need to do:

1. When you enter the school at 8:00, go directly to the cafeteria and get in line for breakfast.
2. Do not go to your locker or hang out with your friends when you first enter the school. If you do this, you run the risk of missing breakfast because the doors are closed at the warning bell.
3. After getting breakfast, take your food to your 1st period class. On your way to class, you may stop at your locker and get your materials for your morning classes.

BUS PASSES

If you plan on riding a different bus at the end of the day instead of the bus you normally ride, you will need a note from your parent or guardian giving permission. Give your note to Student Services by 10 A.M. You can pick up your bus pass at lunch from Student Services.

CLASSROOM PROCEDURES

Each teacher and team of teachers has a set of classroom procedures. It is important for you to know the routine for each of your classes. Make sure to bring your supplies to class and be on time, ready to begin work. Remember that a positive attitude helps any situation improve. If you need to leave the room for any reason, make sure you ask and get your teacher's permission first. In general, unless it is an emergency, teachers do not allow students to leave the classroom once the lesson has begun. Most requests, like going to the bathroom, can wait until the period has ended. Other requests, like going to your locker, are considered interruptions and need to be managed during the designated times.

CODE OF CONDUCT

There are rules that all students must follow. These rules are known as the Code of Conduct. These rules were approved by our Board of Education and are included later in this handbook and on our website. Please review them carefully.

COUNSELORS

At Haviland Middle School we have school counselors, psychologists and social workers available to you when you may need help. These people are here to assist you with problems, conflicts, school concerns, and also help you plan for your future. When one of the counselors wants to meet with you, your homeroom teacher will receive a pass to give to you. Pay careful attention to the appointed time on the pass. If you wish to see one of the counselors at any other time, try to schedule an appointment during a study hall, lunch or a convenient time permitted by your teacher.

DELAYED OPENINGS/SCHOOL CLOSINGS

On days when school must be delayed, closed or students dismissed early because of weather conditions or in an emergency, announcements will be recorded on the district's website, Parent Square, as well as made over local radio stations. Parents and guardians likely have already experienced the value of receiving telephone, text, and/or email notifications via Parent Square. If your parents or guardians have not already, Parent Square sign ups can be done through the district website. You should discuss an

emergency plan with your parents or guardians in case there is an unforeseen problem and school is closed before the scheduled end of the day.

DRESS CODE

The Code of Conduct provides a general explanation of our school district's Dress Code. At Haviland, we believe that it is important for students to express who they are, but at the same time to respect those around them. All staff members at Haviland Middle School are required to remind students about the Dress Code and make sure that students follow it. Students who are wearing something that is in violation of the Dress Code will be required to change into something more appropriate.

DROP-OFF AND PICK-UP OF STUDENTS

If you are driven to school, you should be dropped off in front of the C-wing of the school by the auditorium.. Students should enter through their grade level entrance. At 8:00 a.m. all students are allowed to go to their lockers and/or breakfast. If your parent or guardian is picking you up prior to the end of the day, he or she must come to the security vestibule to sign you out of the building. Your parent or guardian will be asked to show identification before leaving with you.

ELECTRONIC EQUIPMENT

Personal electronic equipment must be placed in your locker once you arrive at school. Personal electronic equipment includes any and all internet connected devices, including, but is not limited to: cellular phones, tablets, iPods, earbuds, headphones, etc.

The following procedures will be followed for students out of compliance with district policy.

- **First Time Instance:** Remind the student of the policy and ask them to place the device(s) in their locker.

- **Second Instance:** Remind the student of the policy and instruct them to bring their device(s) to the Assistant Principal's Office. The student may retrieve their device at the end of the school day, and a letter will be mailed home to the Parent/Guardian.

- **Third and Fourth Instance:** Remind the student of the policy and instruct them to bring their device(s) to the Assistant Principal's Office, where the device will be stored in a lockable unit until the end of the day. The parent will be notified and asked to pick up the device.

- **Additional Instances:** Additional interventions will be put in place, including progressive discipline for insubordination to this Board of Education Policy.

EVACUATION DRILLS (FIRE DRILLS) AND EMERGENCY PROCEDURES

Regulations require that all public schools hold certain safety drills each year. Safety drills are also required on the school buses to practice emergency evacuation procedures. These drills are designed to reduce the chances of serious injury in the event of a real emergency. Please make sure you remain silent during the drills and when returning to the classroom or bus so that you can hear instructions given by school personnel.

Remember, the improper use of the fire alarm system or pulling the alarm as a prank is a crime. Any person found guilty of improperly using the fire alarm system is subject to arrest and school disciplinary procedures.

EXTRA HELP

If you need extra help with your school work, please ask your teacher for assistance. Most teachers will be able and willing to assist you during a study hall, lunch period, or after school. Work with your teacher to find a time that works for both of you. Once you have agreed on a time, be sure to keep the appointment. We also offer an Extended Day program for extra help. Please speak with your parents or guardians about the fact that you are seeking extra help and that you have made arrangements with your teacher or to participate in Extended Day.

HALLWAYS

With almost 800 students, the hallways at Haviland Middle School can be crowded at times. To ensure orderly and timely transitions between classes, we require students to follow these rules for the hallways:

- Walk at all times.
- Stay to the right-hand side.
- Keep moving.

Consider our hallways to be like highways. If a car stopped on the highway or traveled in the wrong direction, traffic would be backed up for miles in a matter of minutes. It would also be a dangerous situation. The same idea can be applied to our hallways. If a few people stop in the hallway to talk or hang out, it will quickly become crowded, loud and confusing. In order to stop this from happening, all students are required to walk, stay to the right and keep moving. Lateness to class will result in disciplinary actions.

HOMEWORK AND STUDY SKILLS

Homework assignments are given to reinforce the lessons taught in class and to help develop good study habits and responsibility. The following suggestions might help you complete your homework successfully:

- Write down your homework assignments accurately. You may think that you can easily remember your assignments, but writing them down will keep you organized.
- Do your homework in a comfortable place that has adequate lighting, desk supplies (chromebook, pen, pencil, paper, etc.) and a useful workspace.
- Set a time every day to complete your homework. Some students like to complete homework as soon as they get home from school, others like to have a snack and take a short break before beginning homework. Find a time that is right for you.
- Keep your finished assignments in a certain place so they can be found easily when needed. Submit your homework on time.

Remember that you are responsible for any assignments missed when you are absent from school.

HONOR ROLL AND AWARDS

You will be named to the Haviland "Honor Roll" if you have maintained an overall average of 90 or higher with no grade lower than 85 in any class at the end of each marking period. You will receive an "Academic Achievement" certificate if you maintain an overall average of 85 or higher with no grade lower than 80 in any class at the end of each marking period.

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INJURY OR SICKNESS AT SCHOOL

If you become injured or sick while at school, notify the teacher in charge of the class or activity immediately. We will take care of you and notify all the appropriate people, including your parents or guardians.

INTERNET POLICY

All students are provided with a HPCSD user account to access the internet for academic purposes. Students must keep their login information private and are not permitted to share this information with any other student. Any account holder who uses the district's computers and/or Internet in violation of district policy may have his/her user account suspended and/or revoked. The use of school computers, software, network resources and/or the Internet for non-educational purposes such as for profit activity, personal business or illegal activity is prohibited. Please see HPCSD's Acceptable Use Policy, which is included in this handbook.

LATE TO SCHOOL

If you arrive late to school, please sign in at the security vestibule and receive a pass to your class.

LEAVING SCHOOL EARLY

If you need to be dismissed early, please bring a note from your parent or guardian. This note should be given to your homeroom teacher. When your parent or guardian arrives at school and signs you out in the security vestibule you will be dismissed from class.

LIBRARY

The library is a place to learn, read and do research. Please return all library materials on time so others may use them. Remember that you are financially responsible for all unreturned materials you sign out. If you are interested in using the library during your study hall, ask your study hall teacher for a library pass.

LOCKERS

You are responsible for the hall locker and combination assigned to you. Lockers are assigned free of charge but they are the property of the school. This means that school personnel can open lockers at any time without notice. Make sure you do not share your locker or your combination. Please do not leave your locker open or unlocked. The school is not responsible for any loss of personal property. If you have a problem with your locker, please go to Student Services for assistance.

Lockers are provided to you so that you have a safe and secure place to store your things and to help you so that you do not have to carry all of your belongings at once throughout the entire day.

LOST AND FOUND

To find a lost article or to turn in something you have found, go to Student Services. People there will assist you. Please be sure to check lost and found regularly, items will be donated to charity periodically throughout the year.

LUNCH

You may get lunch in the cafeteria or you may bring lunch from home. Lunch is provided free of charge to all students. You have many food choices when selecting lunch at school. Lunch menus are on our website and daily lunch options are shared on the morning announcements. Please be responsible for

throwing away your empty trays and garbage in an appropriate manner. You also are responsible for the cleanliness of your table as well as the floor around your table. The cafeteria monitors may ask you to help keep the cafeteria neat and clean. Lastly, if you need to see a teacher during your lunch period you must have a pass from that teacher prior to entering the cafeteria.

MEDICINE

If you need to take medicine of any kind, including over the counter medication (ex: aspirin, allergy meds, etc.) the health office must receive a note from your doctor and from your parent or guardian. All medication must be left with the school nurse who will personally dispense the medicine unless you have special permission to self-administer.

PASSES

Your teacher will give you a pass if you need to leave the classroom during a class period. Other people may ask to see your pass as you are walking in the halls. If you are late to a class because you were talking with a friend or walking slowly, please do not ask a staff member to give you a pass. In this type of situation, you are to go to your class. You will be marked late. Do your best to be on time to class and be sure to ask your teachers for passes as needed.

PERSONAL ITEMS

If you have something that you consider to be valuable and it is not required for school, we strongly recommend that you leave it at home. Students should not bring expensive items like jewelry, headphones or earbuds to school because they could be lost or stolen. The district staff are not responsible for locating lost or stolen items.

PHOTOGRAPHY AND VIDEO RECORDING

Throughout the school year, photographs may be taken of students for use in district-produced publications, websites, or by the news media. In addition, the local TV stations also videotape students during the school year for telecasts on their local news programs. If you do **not** wish your child(ren) to be photographed or videotaped, please indicate so **in writing** to each child's school as soon as possible. Students are not permitted to photograph or video record on school premises, including on school buses.

SCHOOL SCHEDULES

Each day begins at 8:00 A.M. First period begins at 8:23 A.M. The last period ends at 2:55 P.M. We have a nine period day at Haviland with each period lasting 40 minutes. There are four minutes between periods for students to get to their classes.

Daily Schedule	
Homeroom	8:08-8:23
1 st period	8:23 - 9:03
2 nd period	9:07 - 9:47
3 rd period	9:51 - 10:31
4 th period	10:35 - 11:15
5 th period	11:19 -11:59
6 th period	12:03 - 12:43
7 ^h period	12:47 - 1:27
8 th period	1:31 - 2:11
9 th period	2:15 - 2:55

2-Hour Delay	
Homeroom	10:08 -10:13
1 st period	10:13 -10:42
3 rd period	10:46 -11:14
4 th period	11:18- 11:45
5 th period	11:49 - 12:16
6 th period	12:20 - 12:47
7 th period	12:51-1:18
8 th period	1:22 -1:50
9 th period	1:54 - 2:23
2 nd period	2:27 - 2:55

Early Release	
Homeroom	8:08 - 8:23
1 st period	8:23 - 9:03
2 nd period	9:07 - 9:47
3 rd period	9:51 -10:31
9 th period	10:35 -11:17

SCHOOL WEBSITE

Haviland Middle School operates a website for the purpose of informing students, parents, guardians, and community members about events and activities happening at school. We post the daily announcements on the website and this is a good way for students and parents and guardians to stay informed about activities, clubs and cancellations. We strive to keep the website current, helpful and informative.

SPORTSMANSHIP

At Haviland Middle School we expect our student-athletes to demonstrate respectful and appropriate behavior during competitions and practices, both home and away, just as we expect all students to behave respectfully and appropriately at school and on field trips. Additionally, spectators who attend home games are required to demonstrate respectful and appropriate behavior as they cheer on our teams and student-athletes. If you attend a sporting event, please cheer appropriately when the athletes perform well, but do not make negative comments or noises at any time. Do not attempt to distract the players or try to get them to make a mistake or a bad play in order to help one team. Sporting events are school events and they are chaperoned by school staff. Students, parents, guardians, and/or visitors engaging in disruptive behavior will be asked to stop. If the disruptive behavior continues, the offending person(s) will be required to leave school property.

STUDENT SERVICES

Student Services is located between the cafeterias. Mrs. Ruseskas and Ms Kirschner are located there to help you with things that you may need during the school year. If you need to call home, get a bus pass, etc., please feel free to get help in Student Services.

STUDY HALLS

Study halls provide time for you to complete schoolwork, use the library, or get extra help. Please come to study halls prepared to do work related to school assignments.

TELEPHONES

If you need to use the phone, go to Student Services and you will receive assistance. Parents/ guardians can call the Main Office if they need to get in contact with their student.

TEXTBOOKS/CHROMEBOOKS AND SCHOOL PROPERTY

You are responsible for all school property issued to you. If you do not return the items that have been issued to you, then you must pay for them before being issued books or items for the next school year. Students who do not return or pay for the items issued to them will be placed on the "Student Obligations List." If you are put on the list, you will not be allowed to participate in sports or clubs, attend dances or evening events, receive textbooks or other school related items such as instruments, library books or sports equipment. Once you return the missing item or pay for it, you will be taken off the list.

TITLE IX DISCLOSURE

The Hyde Park Central School District does not discriminate on the basis of sex, race, color, national origin or handicap in the areas of recruitment and appointment of employees, employment pay and benefits, counseling services for students, access by students to education programs, course offerings and student activities. The Title IX Coordinator may be contacted at Central Administrative Office, P.O. Box 2033, Hyde Park, NY 12538. The phone number is (845) 229-4000. This official will provide information, including complaint procedures, to any student or employee who feels that the district and/or its officials have violated his/her rights under Title IX.

FDR/HMS Academic Eligibility Standards

Philosophy: The Hyde Park Academic Eligibility Policy is a mandatory part of Athletics as well as all Co-Extracurricular activities in FDR High School and Haviland Middle School. It is required that all students maintain a level of eligibility in order to participate in all Athletic and Co-Extracurricular Programs. This procedure is meant to be more remedial as opposed to punitive. Students who become academically ineligible will have an opportunity to regain full eligibility status if they meet one of two different criteria presented below:

Eligibility Statement: In order for a student to participate in Athletics or Co-Extracurricular activities they must be failing NO MORE than one (1) subject (or PE for athletes per NYSPHSAA eligibility regulations) at any of the 5 week progress checks that occur during the time period in which they are participating in a sport, club or event.

Criteria 1: If the student regains eligibility by passing a class (within the two week period), they are immediately eligible for full participation in Athletics or Co-Extracurricular Activities once the Athletic Director, Principal, or Club Advisor obtains signed approval on the eligibility form from the teacher of the class the student was failing.

OR

Criteria 2: Any student who is failing two (2) or more subjects is ineligible to participate in any Athletic or Co-Extracurricular events for a period of 5 weeks. However, after a period of two weeks of ineligibility a student may apply for full eligibility status by having a teacher fill out a recommendation form in each class they are failing. The recommendation form includes the following criteria:

1. All student's work is completed and handed in.
 2. The student has attended extra help sessions when made available by the teacher.
 3. The student is on time for class every day.
 4. Appropriate behavior and a positive attitude have been demonstrated daily.
 5. The student's overall effort has improved in class.
- a. Students in Athletics who are ineligible may not play in any games or contests, but are eligible to practice for two weeks. Students who are in any other

Co-Extracurricular Activities may not attend any field trips or be a part of any productions that occur while they are ineligible.

- i. Students that do not meet criteria 1 or 2 after two weeks are ineligible and unable to practice/participate until the next 5 week check.**
- b. Students who are ineligible for two consecutive 5 week checks, will not qualify for the two week probationary period, and therefore will be ineligible until the next five week check.**
- c. Eligibility will be determined by five week progress reports as well as report cards. Notification will be made to students who are ineligible no more than five (school) days after the issuance of progress reports and report cards.**
- d. Students who are academically ineligible in June will be on academic probation at the start of the school year the following September.**
 - 1. Students who attend summer school and pass the class they failed will not be placed on probation for the following school year.**
 - 2. Students who are on probation and are failing two (2) or more classes at the first five week check in October of the new school year will be deemed ineligible for a full five weeks until the first quarter grades are released.**
- e. Drop without penalty - Students will not be penalized for dropping a course prior to the date that is designated in the FDR and HMS Course Selection Guide.**
- f. Drop with penalty - If a student receives a drop fail for a course, the drop fail will be counted as a failed class with respect to eligibility standards.**
- g. Half Year Courses - Students must pass the semester in order to remain eligible.**
- h. All students participating in Athletics must have at least 3.5 credits (3 classes plus Physical Education) in order to be eligible to participate as outlined in the NYSPHSAA handbook.**
- i. Incomplete Grade - Any student who is given an incomplete grade will have two weeks to make up the missing work.**



HPCSD Athletic/Co-Curricular Progress Report Reinstatement Form

Student's Name _____ Sport/Club: _____

Teacher's Name _____ Subject: _____

The student named above is currently participating in a sport or Co-Curricular Activity. The student's eligibility status has been impacted as a result of failing more than one subject (or PE for athletes) during the last progress check. In order for the student to regain full eligibility status they must be academically eligible. Please fill out the form indicating if the student has met either Criteria 1 OR Criteria 2.

<u>Criteria 1</u>	<u>Criteria 2</u>															
<p align="center"><i>Student is Passing the Class (can immediately return to full participation)</i></p>	<p align="center"><i>The student named above has met ALL the following reinstatement requirements:</i></p>															
<p>If a student is failing two or more classes (PE for athletes) on the 5 week progress report they can be reinstated as soon as they get approval from their teacher that they are passing the class. Students have two weeks to acquire a passing grade.</p> <p>The student named above is currently passing my class with a grade of _____.</p> <p>Teacher's Signature: _____</p>	<table border="0"> <tr> <td>a. All students' work is completed and handed in.</td> <td>YES</td> <td>NO</td> </tr> <tr> <td>a. The Student has attended extra help sessions when made available by the teacher or during extended day instructional time.</td> <td>YES</td> <td>NO</td> </tr> <tr> <td>b. The student is on time for class every day.</td> <td>YES</td> <td>NO</td> </tr> <tr> <td>c. Appropriate behavior and a positive attitude have been demonstrated daily.</td> <td>YES</td> <td>NO</td> </tr> <tr> <td>d. The students' overall effort has improved in class.</td> <td>YES</td> <td>NO</td> </tr> </table> <p>Teachers Signature: _____</p> <p>(Please only sign if student has met ALL requirements)</p>	a. All students' work is completed and handed in.	YES	NO	a. The Student has attended extra help sessions when made available by the teacher or during extended day instructional time.	YES	NO	b. The student is on time for class every day.	YES	NO	c. Appropriate behavior and a positive attitude have been demonstrated daily.	YES	NO	d. The students' overall effort has improved in class.	YES	NO
a. All students' work is completed and handed in.	YES	NO														
a. The Student has attended extra help sessions when made available by the teacher or during extended day instructional time.	YES	NO														
b. The student is on time for class every day.	YES	NO														
c. Appropriate behavior and a positive attitude have been demonstrated daily.	YES	NO														
d. The students' overall effort has improved in class.	YES	NO														

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Book	HPCSD BOE Policies
Section	4000: Instruction
Title	Acceptable Use of Technology
Code	4526
Status	Active
Adopted	January 12, 2023
Last Revised	December 22, 2022
Last Reviewed	December 5, 2022

HPCSD BOE POLICY 4526 - ACCEPTABLE USE OF TECHNOLOGY

The District furnishes technology and provides access to the Internet (technology) to students, staff members and guests, in order to enhance learning and support communication. The District also requires that every staff member sign an Acceptable User of Technology Policy form located on the website annually. The District, at its discretion, may require contractors, vendors, consultants and other users to sign the Acceptable User of Technology Policy form. Access to District technology is a revocable privilege, and not a right. Use of District technology is monitored by the District and there is no expectation of privacy.

All users of the district's computer network and the Internet must understand that use is a necessity in a digital learning environment and this use entails personal responsibility. The district reserves the right to control access to the Internet for all users of its computers and network. The district may control certain kinds of online activity, access to specific websites, social media, other online resources and bandwidth usage.

Regulations and handbooks, to be developed by the Superintendent or designee, will provide specific guidance, as well as rules governing the use and security of the District's computer network. All users of the District's computer network and equipment will comply with this policy and related regulation. Failure to comply may result in disciplinary action, which may include but is not limited to, revocation of computer access privileges, suspension, or termination.

With increased concern about identity theft, it is very important for the district to protect the Personally Identifiable Information (PII) and privacy of our students. (Note that the district email address is not considered PII.) Thus, for any resource that requires an ID or permissions to the users' resources, prior to use of any cloud-based educational resource not already approved by the district, staff (or students via staff) must get approval from the Director of Technology. The Director will determine if a formal contract is required or if the terms of service are sufficient to address privacy and security requirements, and if parental permission is needed.

The Superintendent or designee, working in conjunction with the designated purchasing agent for the district, and the Director of Technology, will be responsible for the purchase and distribution of computer software and hardware throughout district . They will prepare and submit for the Board's approval a comprehensive multi-year technology plan which will be revised as necessary to reflect changing technology and/or district needs.

Cross-ref:

5300, Code of Conduct



Book	HPCSD BOE Policies
Section	4000: Instruction
Title	Acceptable Use of Technology - Regulation
Code	4526-R
Status	Active
Adopted	January 12, 2023
Last Revised	December 22, 2022
Last Reviewed	December 5, 2022

HPCSD BOE POLICY 4526-R: ACCEPTABLE USE OF TECHNOLOGY - REGULATION

I. Administration

1. The Superintendent of Schools will designate the Technology Services Department to oversee the district's computer network.
2. The Technology Services Department will monitor and examine all network activities, as appropriate, to ensure proper use of the system.
3. The Technology Services Department will be responsible for disseminating and interpreting district policy and regulations governing use of the district's network at the building level with all network users.
4. The Technology Services Department will provide employee training for proper use of the network and will ensure that staff supervising students using the district's network provide similar training to their students, including providing copies of district policy and regulations governing use of the district's network.
5. The Technology Services Department will ensure that all removable media and software loaded onto the computer network have been scanned for computer viruses.
6. The Technology Services Department will review staff requests to use 'cloud-based' educational software/applications to ensure that Personally Identifiable Information (PII) is protected in accordance with district standards prior to student use.
7. All student agreements to abide by district policy and regulations and parental consent forms shall be kept on file in their building main office.

II. Internet Access

1. Students will be provided internet access while on school grounds.
2. Students will be provided with individual access accounts.
3. Students will have individual e-mail address.
4. Students may have internet access primarily for educational purposes.
5. Student Internet access may be restricted depending on the grade level.

III. Acceptable Use and Conduct

1. Access to the district's computer network is provided for educational purposes and research consistent with the district's mission and goals.

18. Using the network while access privileges are suspended or revoked.
19. Using the network in a fashion inconsistent with directions from administration.

V. No Privacy Guarantee

All users of the district's computer network and equipment using the district's computer network should not expect, nor does the district guarantee privacy for electronic mail (e-mail) or any use of the district's computer network. The district reserves the right to access and view any material stored on district equipment or any material used in conjunction with the district's computer network.

VI. Sanctions

All users of the district's computer network and equipment are required to comply with the district's policy and regulations governing the district's computer network. Failure to comply with the policy or regulation may result in disciplinary action as well as suspension and/or revocation of computer access privileges.

In addition, illegal activities are strictly prohibited. Any information pertaining to or implicating illegal activity will be reported to the proper authorities. Transmission of any material in violation of any federal, state and/or local law or regulation is prohibited. This includes, but is not limited to materials protected by copyright, threatening or obscene material or material protected by trade secret. Users must respect all intellectual and property rights and laws.

VII. District Responsibilities

The district makes no warranties of any kind, either expressed or implied, for the access being provided. Further, the district assumes no responsibility for the quality, availability, accuracy, nature or reliability of the service and/or information provided. Users of the district's computer network and the Internet use information at their own risk. Each user is responsible for verifying the integrity and authenticity of the information that is used and provided.

The district will not be responsible for any damages suffered by any user, including, but not limited to, loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions caused by its own negligence or the errors or omissions of any user. The district also will not be responsible for unauthorized financial obligations resulting from the use of or access to the district's computer network or the Internet.

Further, even though the district may use technical or manual means to regulate access and information, these methods do not provide a foolproof means of enforcing the provisions of the district policy and regulation.

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HYDE PARK CENTRAL SCHOOL DISTRICT ATTENDANCE POLICY IN PLAIN LANGUAGE

A key component of academic success is consistent, full-day attendance. Missing class time can result in poor academic performance and lower student achievement. As part of its obligation to encourage students to attend school, the Hyde Park Central School District is committed to creating a safe, nurturing environment in our schools. In addition, individual schools are urged to develop their own incentives for encouraging attendance. More information on these building level incentives is available from the school office and school website.

The responsibility for attending school is shared by the student, parents and the district. Students have the responsibility to attend their regularly scheduled class or classes and to make up work that is missed for approved reasons. Parents have a responsibility to stress the importance of attendance and minimize the amount of class time their children miss. When absences, tardiness or early departures occur, parents are also responsible for notifying the school of the reason. Teachers have a responsibility for recording and reporting accurate attendance data and to provide students the opportunity to make up work that is missed for approved reasons. District administrators are responsible for maintaining accurate attendance records and notifying parents when missed instruction time (regardless of whether it is excused or not) may affect a student's academic performance. The district is also responsible for addressing the factors of excessive absenteeism that are under its control.

All children of school age and who legally reside within the Hyde Park School District are required to attend school every day that school is in session. New York State Law defines school age as the school year that a child turns six years old by December 1st until the end of the school year in which the student turns 16. The Assistant Superintendent for Pupil Services can assist in determining whether a child legally resides within the district.

In elementary schools, the classroom teacher will record attendance once each day. In secondary schools, the classroom teacher will take attendance during each class period, unless a class is self-contained, in which case attendance will be taken once at the beginning of the day. All absences, tardiness and early departure will be recorded as unexcused until the Building Attendance Officer receives a note from the student's parent or guardian indicating that it was for an excused reason.

Excused and Unexcused Absences

Excused absences are described as:

- Personal illness or injury
- Doctor/Dentist/Health Clinic Visits
- Illness of death in the immediate family

Revised June 13, 2025

- Weather conditions or impassable roads, at the discretion of the principal
- Religious observance
- Quarantine
- Required court appearance
- Approved college visits
- Military obligations
- School sponsored events and programs
- Approved cooperative work programs
- Emergency first response
- Other reasons approved by the building administrator

All absences must be accounted for. It is the parent's responsibility to notify the school office within 24 hours of the absence and to provide a written excuse upon the student's return to school. For homeless students, the homeless liaison will assist the student in providing or obtaining documentation if needed.

General Procedures/Data Collection

- Attendance will be taken during each class period.
 - At the elementary level, attendance will be taken each morning after the announcements, on a daily basis.
 - At the secondary level, attendance will be taken at the beginning of each class on a daily basis.
- At the conclusion of each class period or school day, all attendance information will be compiled and provided to the designated staff member(s) responsible for attendance.
- The nature of an ATED will be coded on a student's record.
- Student ATED data will be available to and must be reviewed by the designated school personnel in an expeditious manner.
- Where additional information is received that requires corrections to be made to a student's attendance records, such correction will be made immediately. Notice of such a change will be sent to appropriate school personnel subject to applicable confidentiality rules.
- Attendance data will be analyzed routinely to identify patterns or trends in student absences. If patterns emerge, district resources will be targeted to understand and eliminate barriers to attendance.
- Where consistent with other school practices, teachers and staff will address any students in the hallways who are absent from a class period without excuse and refer the students to the Building Principal.
- Continuous monitoring will be conducted to identify students who are absent, tardy, or leave class or school early. A student will be considered chronically absent if they miss ten percent or more of the school year. Satisfactory attendance is missing five percent or less of school over the course of the year. If a pattern of ATED's for an individual student is

identified a designated staff person(s) will follow-up in accordance with this policy.

Attendance Incentives

Each building will design and implement systems to acknowledge a student's efforts to maintain or improve school attendance.

Attendance/Grade Policy Related to Absences

A designated staff member(s) will contact the student's parents and the student's guidance counselor in the event that a student's record reveals excessive ATED's, excused and/or unexcused. Excessive ATED's is defined as: 10% unexcused absences. Such staff member(s) will remind parents of the attendance policy, explain the ramifications of excessive ATEDs, stress the importance of class attendance and discuss appropriate intervention strategies to correct the situation. Students identified as chronically absent will be considered for additional support.

After a student has 3 consecutive unexcused ATEDs or a total of 5 ATEDs in a semester, this will result in monitoring and additional support, as needed. Those supports may include, for example, a phone call home, a letter sent home, regular check-ins, an attendance contract and/or home visits. However, absences related to homelessness will not result in negative consequences where the district determines that it would be in the best interests of the student in retaining the student in school.

In addition, the designated staff member will contact local Child Protective Services (CPS) if they suspect that the child is being educationally neglected. The designated staff member will provide CPS with the information necessary to initiate a report. If other staff members suspect education neglect, they must follow the procedures outlined in Board policy and regulation 5460, Child Abuse in a Domestic Setting, and advise the building principal after making the report.

Attendance/Grade Policy

Revised June 13, 2025

The Board of Education recognizes an important relationship between class attendance and student performance. Consequently, each marking period a student's final grade may be based on classroom participation as well as student performance on homework, tests, papers, projects, etc.

Students are expected to attend all scheduled classes. Consistent with the importance of classroom participation, unexcused ATEDs may affect a student's class participation grade for the marking period.

Students with properly excused ATEDs may make up the work for each ATED. Every effort will be made to support any student who is absent.

In implementing the policy set forth above, students who are unable to attend school or a class on a given day due to their participation in a school-sponsored activity (i.e., music lessons, field trips), may arrange with their teachers to make up any work missed. This also applies to any student who is absent, tardy or leaves early from school or a class due to illness or any other excused reason.

All students with an excused ATED are expected upon their return to consult with their teachers regarding missed work.

Only those students with excused ATEDs will be given the opportunity to make up a test or other missed work and/or turn in a late assignment for inclusion in their final grade. Make-up opportunities must be completed by a date specified by the student's teacher for the class in question. Every effort will be made to support any student who is absent. Any final determination about make-up work, assignments or tests will be made in consultation with the building principal and/or designee.

Annual Review

The Board will annually review building-level student attendance records and, if such records show a decline in student attendance, the Board will revise this comprehensive attendance policy and make any revisions to the plan it deems necessary to improve student attendance.

Revised June 13, 2025

Hyde Park Central School District

CODE OF CONDUCT Plain Language Summary

The Board of Education recognizes that a safe and orderly school environment is necessary for students and district personnel in order to provide a quality education without disruption or interference. To achieve this environment, responsible behavior is required of all students, district personnel, parents and other visitors that is based on the principles of civility, mutual respect, citizenship, character, tolerance, honesty, and integrity.

This document is intended to give students, parents, staff and visitors an overview of the expected behavior while on school property or attending school functions and the consequences when these expectations are not met. Expectations for acceptable conduct on school property or during participation in any school function are clearly described in the Code of Conduct that has been adopted by the Board of Education. Possible consequences of unacceptable conduct and the fair and prompt administration of discipline when necessary are also included in this document. Anyone interested in more information and specific details should obtain a copy of this document which is available on the district website www.hpcsd.org, or from the office of any school, as well as our District office.

The goal of the district is to assist students in learning self-discipline and to assume and accept responsibility for their own behavior, as well as the consequences of 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 district 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. In summary, students may not engage in behavior that is disorderly, insubordinate, disruptive, and violent or which endangers the safety, morals, health or welfare of others. In addition, students are expected to refrain from misconduct and from assisting another student in prohibited conduct.

Reporting Violations

All students are expected to promptly report violations of the Code of Conduct. Students may report to a teacher, guidance counselor, the building principal (or someone the principal designates) or any administrator in the building. Any student observing another student in danger of causing physical harm to oneself, other students or staff must immediately report it. Such physical harm can come from a weapon, alcohol or illegal substances, as well as other sources.

Discipline

When discipline must be imposed because of a breach of the Code of Conduct, it will be done promptly, fairly and in a lawful manner with the objective of most effectively

improving behavior and self-discipline. If a staff member observes or receives a report of conduct that requires greater disciplinary measures than the staff member is authorized to impose, that staff member will report the behavior to their immediate supervisor. Determining the appropriate disciplinary action will consider the student's age, the nature of the offense, the circumstances that led to the offense, and the student's prior disciplinary record. Information from parents, teachers and/or others will be considered, as well as the context of the situation. As a general rule, discipline will increase in severity with each offense. Under no circumstances will corporal punishment or any act of physical force upon a student for the purpose of punishment, be used for discipline. However physical force for the purposes of protecting oneself or others, or for protecting school property, or for restraining or removing a disruptive or insubordinate student, may be used if other methods are not effective.

Students who are found to have violated the district's Code of Conduct may be subject to an oral warning, written notification to parents, detention, removal from class, suspension (from attendance, transportation, athletic events, extra-curricular events or social events), in-school suspension or loss of privileges. Except for verbal warnings, parents will be notified when discipline is imposed on a student. For all discipline other than verbal warnings and lunch detention, the student and their parents are entitled to a formal or informal meeting with the staff member imposing the discipline. Refer to the complete Code of Conduct for those cases as well as a description of the staff members authorized to impose each type of discipline and the process to be followed.

A student who brings a weapon to school will be suspended. Students guilty of violence or who are habitually disruptive may be suspended for up to five days. Upon appeal, the Superintendent of Schools may change the suspension based on the student's age, grade and disciplinary record, input from parents, or extenuating circumstances, to a more effective form of discipline.

If a student under the age of 17 is habitually truant, ungovernable, or disobedient or otherwise demonstrates that they require supervision or treatment, the district may file a PINS (person in need of supervision) petition in family court. The district may also file a PINS petition on students found to be in possession of marijuana and similar illegal substances.

Discipline of Students with Disabilities

Discipline of students with disabilities will follow the procedural safeguards required by applicable laws and regulations. These students will have no greater or lesser rights than those expressly afforded by applicable federal and state law and regulations. A student identified as having a disability shall not be disciplined for behavior related to their disability. The Committee on Special Education will determine whether the behavior that violated the Code of Conduct is related to the disability.

Involvement of Law Enforcement

Code of Conduct violations that are also a crime will be reported to the local police. Anything that a student brings to school (or on a school bus) that is not allowed on

school property will be confiscated and the parent or guardian will be notified. Confiscated material that is illegal will be reported to the local police.

Investigations

Students may be questioned about alleged violations of the Code of Conduct without being informed of their rights or having their parents notified. The staff member questioning them will tell them why they are being questioned. School lockers, desks and other assigned storage areas are school property and may be searched individually or collectively without warning and without notifying the student to whom the area was assigned. If particular evidence or contraband is being sought, the person to whom the area is assigned will be given an opportunity to admit that the item or items is in the area before it is searched. Such an admission will be considered when assigning discipline. Searches of such areas may be authorized by a school official if the official has credible reason to believe the search will reveal evidence or contraband.

Students are required to remove outerwear (coats, hats, etc.) if requested by a school official during a search or questioning.

The police will not be involved in violations of the Code of Conduct that are not criminal. The police will be invited to enter school property if the school district believes a criminal act has occurred on school property. In addition, the police may enter school property or a school function to question or search a student, or to conduct a formal investigation involving students, only if they have a search or an arrest warrant or probable cause to believe a crime has been committed on school property or at a school function.

Before police officials are permitted to question or search a student, the building principal or someone designated by the building principal will try to notify the student's parent to give the parent the opportunity to be present during the questioning or search. The principal or designee will also be present during any police questioning or search of a student on school property or at a school function.

Notification to Outside Agencies

If the district has reason to believe a student has been abused, neglected or maltreated, the district will notify local child protective services and cooperate with them in conducting interviews of students. Such interviews may be conducted on school property and may include school officials. If the nature of the allegations is such that it may be necessary for the student to remove any of their clothing in order for the child protective services worker to verify the allegations, the school nurse or other district medical personnel will be present during that portion of the interview. No student will be required to remove their clothing in front of an official of the opposite sex or in the presence of fewer than two interviewees.

Rights of Students

The district is committed to safeguarding the rights given to all students under state and federal law while promoting a safe, healthy, orderly and civil school environment. All

district students have the right to participate equally in all district activities. Students have the right to present their version of events relevant to disciplinary procedures. Students can receive a copy of school rules at any time. Students have the right to an explanation of the rules. Along with these rights, all students have a responsibility to know and follow the rules, treat district staff and their fellow students civilly and respectfully and work to the best of their ability.

The Dignity Act Coordinators for 2025-2026 are as follows:

RRS: Matthew Darling, Principal	229-4060
NPE: Megan D'Alessandro, Principal	229-4040
NES: Josefine Wilber, Principal	229-4055
VAS: TBD, Principal	486-4499
HMS: Eric Shaw, Principal	229-4030
FDR: Michael Ruella, Principal	229-4020

District Dignity Act Coordinator: Melissa Lawson, Assistant Superintendent for Pupil Services 845-229-4000

FOR THE FULL CODE OF CONDUCT, PLEASE SEE HPCSD BOE POLICIES (0115, 0115-E, 0115-R and 5300 through 5300.75) by going to hpcsd.org, selecting the Board of Education tab, Selecting the Board Docs option, Select Policies.

Revised June 13, 2025



Hyde Park Central School District

2025 - 2026
Code of Conduct

Letter From the Superintendent

Dear Hyde Park Central School District Community,

Welcome to the 2025-2026 school year! As we open another year filled with opportunity and promise, we remain deeply committed to fostering an inclusive and supportive learning environment where every student and staff member can thrive. Our shared responsibility is to create safe, respectful, and engaging spaces that nurture academic success, personal growth, and strong character development.

As we continue to move forward, we are guided by our district's Vision and Mission:

Mission: *We empower all learners to be successful members of our dynamic society.*

Vision: *HPCSD is an innovative learning community for all.*

Central to achieving this mission and vision is the work we do each day to ensure that our schools remain places where every student feels valued, supported, and safe. This commitment is reflected in our Code of Conduct Handbook, which serves as both a resource and a guide for students, families, and staff.

The Code of Conduct is grounded in the following core principles:

- *Supporting students in becoming responsible, respectful citizens by teaching right from wrong.*
- *Encouraging thoughtful decision-making and personal accountability.*
- *Holding all members of our school community accountable for their actions and words.*
- *Modeling positive behaviors we seek to cultivate in our students.*

The Code of Conduct Handbook represents the collaborative efforts of administrators, teachers, students, parents/guardians, community members, and staff who came together to carefully review and refine the policies that support a safe and orderly learning environment. This comprehensive process ensures that the expectations outlined are clear, consistent, and aligned with our shared values. As always, the Handbook will continue to be reviewed annually to reflect the evolving needs of our school community.

In keeping with our educational mission, discipline within our schools is approached as an opportunity for teaching and growth. We remain committed to using restorative practices to repair harm, rebuild trust, and strengthen relationships. Our goal is not only to correct behavior, but also to help students develop lifelong skills in self-management, empathy, and responsible decision-making.

We are excited to partner with you as we work together to prepare our students to become responsible citizens, critical thinkers, confident learners, effective communicators, and adaptable innovators. Thank you for your continued support in making HPCSD a safe, welcoming, and inspiring place for all. Wishing everyone a successful and rewarding school year!

With Hyde Park Pride,



Hyde Park Central School District

Dr. Pedro Roman
Superintendent Of Schools

(845)-229-4000 pedroroman@hpsd.org



Hyde Park Central School District,
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*Our full policies can be found on our website: <https://go.boarddocs.com/ny/hpcsd/Board.nsf/Public>

Introduction

The Board of Education 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. The school district is committed to:

- ensuring each student is healthy, safe, engaged, supported, and challenged;
- helping students develop self-discipline and social and emotional growth; and
- guiding students in improvement and corrections of inappropriate, unacceptable and unsafe behaviors.

Responsible behavior by students, teachers, other district personnel, parent(s) and other visitors is expected, as it is essential to achieving this goal.

For this to happen, everyone in the school community must demonstrate and offer respect to others.

With the recognition that all children make mistakes and that this is part of growing up, schools must help all students learn to grow from their mistakes. School discipline policies should support students and teachers and ensure that everyone is treated with dignity and respect.

Student engagement is also integral to creating a positive school climate and culture that effectively fosters students'

academic achievement and social/emotional growth. Providing student with multiple opportunities to participate in a wide range of pro-social activities and at the same time to develop a bond with caring, supportive adults reduces negative behavior. Examples can include: providing students with meaningful opportunities to share ideas and concerns and participate in school-wide initiatives; student leadership development; periodic recognition of student's achievements in a range of academic and co-curricular areas; using corrective feedback; and developing school-wide positive behavior systems.

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.

All persons on school property must behave in a safe manner. When required by the district during an outbreak of a communicable disease, this may include maintaining appropriate distance from others and wearing face coverings or other personal protective equipment.

The Board recognizes the need to clearly define these expectations for acceptable conduct on school property, identify the possible developmentally appropriate, graduated consequences of unacceptable conduct, and to ensure that discipline, when necessary, is administered promptly and fairly, keeping in mind the goal is not to penalize, but to teach students there are consequences to actions and choices. To this end, the Board adopts this code of conduct ("code"), which is based upon education laws, regulations, and Board policies.

Unless otherwise indicated, this code applies to all students, school personnel, parent(s) and other visitors when on school property or attending a school function.



Why do we have a code of conduct?

1. Students need to be supported and engaged in school in order to promote strong character and appropriate conduct. It is also essential that students are able to take age-appropriate responsibility for their own behavior.

Student engagement is developed when students are provided with multiple opportunities to participate in a wide range of positive social activities while interacting with caring, supportive adults. This helps to ensure that students are better able to:

- recognize and manage emotions;
- develop caring and concern for others;
- establish positive relationships;
- make responsible decisions; and
- handle challenging situations constructively and ethically.

2. Effective and engaging instruction and positive behavioral supports are the foundations of a positive school climate. School teachers, administrators, and all other staff are expected to set high standards for student success, build positive relationships with students, as well as teach and model appropriate behaviors for success. Modeling respectful, positive behavior is especially critical during disciplinary interventions.

3. All adults; teachers, principals, administrators, school staff, parent(s), and the larger community have an obligation to help students become good citizens and lead productive lives by modeling desired behaviors and cultivating those behaviors in students.

4. Appropriate conduct and strong character are reflected in a civil, respectful, healthy and caring environment. Student discipline and support policies and practices will be implemented in a manner which is caring and equitable, respectful and based on trust among administration, staff, students, and families and holds all individuals accountable in a restorative and solutions oriented manner. This will help students:

- learn from their mistakes;
- understand why their behavior was unacceptable;
- acknowledge the harm they caused or the negative impact of their actions;
- understand what they could have done differently;
- take responsibility for their actions;
- learn pro-social strategies and skills to use in the future; and
- understand that further consequences and/ or interventions will be implemented if their unacceptable behavior persists.

5. The District will continuously monitor results in an effort to determine strategies for improvement.



Five Behavior Expectations for the Hyde Park School Community

Implementing common behavior expectations across our school district is a foundational strategy to promote consistency, equity, and a positive learning environment for all students. A shared framework for behavior creates clarity and alignment among students, staff, and families, ensuring that every school community member understands what is expected and how to support appropriate conduct.

To support this unified approach, the district has adopted five common behavior expectations, each with clear descriptors to guide students and staff. These five expectations serve as the foundation for a district culture where students are not only held accountable but are also supported in becoming contributing members of their school communities.

Have Respect for Yourself, Others and Our Environment

- Exhibit pride
- Honor the worth of every individual
- Celebrate diversity
- Promote inclusivity
- Create an emotionally safe and collaborative learning environment
- Listen to others
- Accept differing viewpoints
- Speak and act with kindness and consideration
- Use courteous language
- Use a volume appropriate for your location
- Take care of and value school property and the property of others

Show Integrity

- Be honest
- Do the right thing
- Be a good friend
- Be dependable
- Accept feedback
- Have a growth mindset
- Do your own work/thinking
- Own up to your mistakes
- Participate in restorative practices when needed
- Don't be afraid to fail
- Ask for help when it is needed
- Interact positively with others
- Recognize others (give credit and cite sources)
- Make good choices

Take Responsibility

- Follow rules and expectations
- Do your best
- Follow directions
- Be on time
- Come to school unless you are sick
- Be present
- Complete tasks and assignments to the best of your ability
- Ask for help when it is needed
- Be ready to learn and participate fully
- Think independently
- Get involved in activities (clubs, music, sports, student government, etc.)

Be Resilient

- Be accountable for your actions
- Show determination
- Be persistent
- Be adaptable
- Persevere
- Achieve your goals
- Be flexible
- Use supports when offered or needed
- Try again when it didn't work the first time

Act Safely

- Respect the space of others
- Act in a safe manner
- Adhere to the rules
- Prioritize well-being
- Operate with care
- Honor commitments
- Practice mindful behavior
- Use tools appropriately, including technology
- Be a part of creating safe spaces
- Clean up after yourself



To support a safe, respectful, and productive learning environment, behavior expectations are clearly defined and consistently reinforced throughout all areas for the school.

Area	Have Respect	Show Integrity	Take Responsibility	Be Resilient	Act Safely
<i>Classroom</i>	Use kind words and care for materials and space	Complete work honestly and follow class rules	Be prepared and ask for help when needed	Keep trying when things are hard	Stay in your seat and use materials properly
<i>Hallways</i>	Move quietly and allow others to pass	Go directly where you are supposed to be	Keep the hallway clean and stay on task	Stay calm during transitions	Walk facing forward; keep hands and feet to yourself
<i>Cafeteria</i>	Use good table manners and include others	Follow rules and clean up after yourself	Eat your food and follow adult directions	Wait patiently in line and manage frustrations	Stay seated; use food and utensils appropriately
<i>Playground</i>	Share, take turns, and use kind words	Play fair and follow the rules	Play fair and follow the rules	Try new games and bounce back from losing	Use equipment correctly and report unsafe behavior
<i>Restrooms</i>	Give privacy and keep the space clean	Use restrooms only as needed	Return to class quickly and use time wisely	Make good choices without direct supervision	Walk, use fixtures properly, and wash hands
<i>Arrival & Dismissal</i>	Greet others appropriately and follow directions	Be where you are supposed to be	Be on time and ready to go	Stay patient with delays or changes	Walk calmly and stay in designated areas
<i>Bus</i>	Speak kindly to the driver and students; keep the bus clean	Follow bus rules even without reminders	Be on time, stay in your seat, and take care of belongings	Accept seating changes or delays calmly	Remain seated and keep hands, feet, and objects to yourself

Rights and Responsibilities of our Students

A. Student Rights

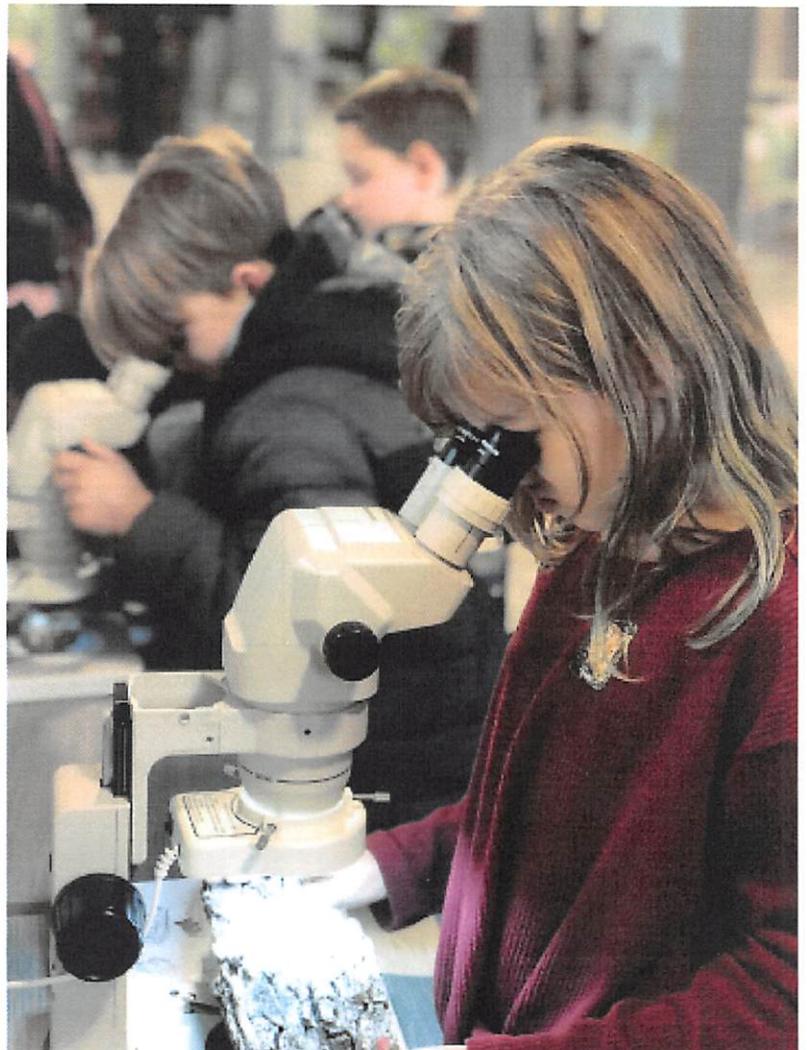
The district is committed to safeguarding the rights given to all students under federal and state law and district policy. In addition, to promote a safe, healthy, orderly and supportive school environment, all district students have the right to:

1. Take part in all district activities on an equal basis regardless of actual or perceived race, (including traits historically associated with race, such as hair texture and protective hairstyles like braids, locks, and twists), weight, color, creed, national origin, ethnic group, religion, religious practice, gender (including gender identity and expression) or sexual orientation or disability.
2. To be respected as an individual and treated fairly and with dignity by other students and school staff.
3. To express one's opinions, either verbally or in writing, as long as it is done so in a respectful manner.
4. Present their version of the relevant events to school personnel authorized to impose consequences.
5. Access school policies, regulations rules and, when necessary, receive an explanation of those rules from school personnel.
 - a. To be provided with clear expectations regarding:
 - b. Course objectives, requirements and state standards;
 - c. Grading criteria and procedures;
 - d. Assignment requirements and deadlines; and
 - e. School and classroom rules and expectations regarding behavior.

B. Student Responsibilities

All district students have the responsibility to:

1. Contribute to maintaining a safe, supportive and orderly school environment that is conducive to learning and to show respect to other persons and to property.
2. Help make school a community free of violence, intimidation, bullying, harassment, and discrimination.
3. Be familiar with and abide by district policies, rules and regulations dealing with student conduct.
4. Attend school every day unless they are legally excused and be in class on time and prepared to learn.
5. Work to the best of their ability in all academic and extracurricular pursuits and strive toward their highest level of achievement possible.
6. React to direction given by teachers, administrators and other school personnel in a respectful, positive manner.
7. Use a polite tone of voice and appropriate body language, listening when others are speaking to you.
8. To be truthful when speaking with school officials regarding Code of Conduct violations.
9. Respect personal space.
10. Work to develop skills to manage their emotions and reactions and resolve conflict with others.
11. Ask questions when they do not understand.
12. Seek help in solving problems.
13. Dress appropriately for school and school functions.
14. Accept responsibility for their actions.
15. Conduct themselves as 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.



Essential Partners

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

Those responsibilities include but are not limited to the following:

A. Parents/Guardians/Caregivers

The Code of Conduct is a guide for understanding the personal, social, and academic behaviors which are expected from your child while at school and school functions. This Code also guides how school staff will work with you and your child to help demonstrate positive behaviors and enjoy academic success.

To achieve this goal, all parents are expected to:

1. Recognize that the education of their child(ren) is a joint responsibility of the parents and the school community and collaborate with the district to optimize their child's educational opportunities.
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. Ensure their children are dressed and groomed in a manner consistent with the code of conduct guidelines.
6. Help their children understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment.
7. Know school rules and help their children understand them so they can help create a safe, respectful, supportive school environment.
8. Convey to their children a supportive attitude toward education and the district.
9. Build positive, constructive relationships with teachers, other parents and their children's friends.
10. Tell school officials about any concerns or complaints in a respectful and timely manner.
11. Help their children deal effectively with peer pressure.
12. Inform school officials of changes in the home situation that may affect student conduct or performance.
13. Provide a place for study and ensure homework assignments are completed.
14. Be respectful and courteous to staff, other parents/guardians and students while on school premises and in all interactions and communications.
15. Be open to active participation in resolving conflicts through a restorative process.

B. Staff

The Code of Conduct is a guide for supporting positive student behavior at school. It is intended to help staff prevent student misconduct through the use of effective strategies and systems. It will provide guidance for intervening effectively and appropriately if students don't meet expected standards of behavior or violate the school rules and policies. Concerns about safety and school climate should be brought to the school principal so staff can work together to maintain a safe and orderly learning and work environment.

All staff are expected to understand that students may come to school having experienced trauma in their lives, which can impact their behavior in school (e.g., anger, outbursts, withdrawal, self-injury).

1. Teachers: To achieve this goal, all district teachers are expected to:
 - a. Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, (including traits historically associated with race, such as hair texture and protective hairstyles like braids, locks, and twists), color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity and expression) or sex, which will strengthen students' self-worth and promote confidence to learn.
 - b. Be prepared to teach.
 - c. Demonstrate interest in teaching and concern for students and student achievement.
 - d. Know school policies and rules, and enforce them in a fair, timely, and consistent manner.
 - e. Maintain confidentiality in conformity with federal and state law.

- f. Communicate to students and parents:
 - i. Course objectives and requirements
 - ii. Marking/grading procedures
 - iii. Assignment deadlines
 - iv. Expectations for students
 - v. Classroom behavior and consequence plan.
- g. Communicate regularly with students, parents and other teachers concerning growth and achievement.
- h. Participate in school-wide efforts to provide adequate supervision in all school spaces, in conformity with the Taylor Law.
- i. Address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.
- j. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
- k. Be open to active participation in resolving conflicts through a restorative process.

2. School Counselors:

- a. Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, (including traits historically associated with race, such as hair texture and protective hairstyles like braids, locks, and twists), color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity and expression) or sex.
- b. Assist students in coping with peer pressure and emerging personal, social and emotional problems.
- c. Initiate teacher /student/counselor conferences and parent/ teacher/ student/ counselor conferences, as necessary, as a way to resolve problems.
- d. Regularly review with students their educational progress and career plans.
- e. Maintain confidentiality in accordance with federal and state law.
- f. Provide information to assist students with career planning.
- g. Encourage students to benefit from the curriculum and extracurricular programs.
- h. Make known to students and families the resources in the community that are available to meet their needs.
- i. Participate in school-wide efforts to provide adequate supervision in all school spaces.
- j. Address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.
- k. Address personal biases that may prevent equal treatment of all students.
- l. Promote a trauma-responsive approach to addressing student behavior by supporting professional development, providing safe work environments, forming trusting relationships with students, allowing for student choice and autonomy, and encouraging student skill-building and competence.
- m. Be open to active participation in resolving conflicts through a restorative process.

3. Other School Personnel:

- a. Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, (including traits historically associated with race, such as hair texture and protective hairstyles like braids, locks, and twists), color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity and expression) or sex.
- b. Maintain confidentiality in accordance with federal and state law.
- c. Be familiar with the code of conduct.
- d. Help children understand the district's expectations for maintaining a safe, orderly environment.
- e. Participate in school-wide efforts to provide adequate supervision in all school spaces.
- f. Address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.
- g. Address personal biases that may prevent equal treatment of all students.
- h. Be open to active participation in resolving conflicts through a restorative process.

4. Principals/Administrators:

- a. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning for all students regardless of actual or perceived race, (including traits historically associated with race, such as hair texture and protective hairstyles like braids, locks, and twists), color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, (including gender identity and expression) or sex.
- b. Ensure that students and staff have the opportunity to communicate with principal/administrators.
- c. Maintain confidentiality in accordance with federal and state law. Under FERPA, a school or school district may disclose personally identifiable information (PII) from education records without consent to threat assessment team members who are not employees of the school or school district if they qualify as "school officials" with "legitimate educational interests".

- d. Evaluate on a regular basis all instructional programs to ensure infusion of civility education in the curriculum.
- e. Support the development of and student participation in appropriate extracurricular activities.
- f. Provide support in the development of the code of conduct, when called upon. Disseminate the code of conduct and anti-harassment policies.
- g. Be responsible for enforcing the code of conduct and ensuring that all cases are resolved promptly and fairly.
- h. Participate in school-wide efforts to provide adequate supervision in all school spaces.
- i. Address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.
- j. Address personal biases that may prevent equal treatment of all students and staff.
- k. Promote a trauma-responsive approach to addressing student behavior by supporting professional development, providing safe work environments, forming trusting relationships with students, allowing for student choice and autonomy, and encouraging student skill-building and competence.
- l. Be open to active participation in resolving conflicts through a restorative process.

5. The Dignity Act Coordinator(s):

The Dignity Act Coordinator(s) are the building Principals for their respective buildings; Assistant Principals may serve as the Principal's designee in the absence of the Principal and the Assistant Superintendent of Pupil Services is the District level Dignity Act Coordinator. Their duties are as follows:

- a. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning for all students regardless of actual or perceived race, (including traits historically associated with race, such as hair texture and protective hairstyles like braids, locks, and twists), color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity and expression) or sex.
- b. Oversee and coordinate the work of the district-wide and building-level bullying prevention committees.
- c. Identify curricular resources that support infusing civility in classroom instruction and classroom management; and provide guidance to staff as to how to access and implement those resources.
- d. Participate in school-wide efforts to provide adequate supervision in all school spaces.
- e. Address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.
- f. Address personal biases that may prevent equal treatment of all students and staff.
- g. Promote a trauma-responsive approach to addressing student behavior by supporting professional development and appropriate staffing.
- h. Be open to active participation in resolving conflicts through a restorative process.

7. Board of Education:

- a. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning for all students regardless of actual or perceived race, (including traits historically associated with race, such as hair texture and protective hairstyles like braids, locks, and twists), color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
- b. Maintain confidentiality in accordance with federal and state law.
- c. Develop and recommend a budget that provides programs and activities that support achievement of the goals of the code of conduct.
- d. Collaborate with 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.
- e. 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.
- f. Lead by example by conducting Board meetings in a professional, respectful, courteous manner.
- g. Address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.
- h. Address personal biases that may prevent equal treatment of all students and staff.
- i. The Board will promote a trauma-informed approach to addressing student behavior by supporting professional development, providing a safe school environment, encouraging the forming of trusting relationships with students, allowing for student choice and autonomy, and encouraging student skill-building and competence.
- j. Be open to active participation in resolving conflicts through a restorative process.

Visitors to our Schools

The Board recognizes that the success of the school program depends, in part, on support by the larger community. The Board wishes to foster a positive climate where members of the community have the opportunity to observe the hard work and accomplishments of the students, teachers and other staff. Since schools are a place of work and learning, however, certain limits must be set for such visits. The Principal or designee is responsible for all persons in the building and on the grounds. For these reasons, the following expectations 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 enter through the designated single point of entry and report to the lobby receptionist or Office of the Principal upon arrival at the school. There they will present photo identification, sign the visitor's register and will be issued a visitor's identification badge, which must be worn at all times while in the school or on school grounds. The visitor must return the badge to the main entry point before leaving the building.
3. Visitors attending school functions that are open to the public after regular school hours, such as parent-teacher organization meetings or public gatherings, are not required to sign-in.
4. Parent(s) or citizens who wish to observe a classroom or school activity while school is in session must arrange such visits in advance with the classroom teacher(s) and Building Principal.
5. Teachers are expected to teach and will not be able to take class time to discuss individual matters with visitors.
6. Any unauthorized person on school property will be reported to the Principal or designee. Unauthorized persons will be asked to leave. The police may be called if the situation warrants.
7. All visitors are expected to meet the expectations for public conduct on school property contained in this code of conduct.

Public Conduct on School Property

For purposes of this section of the code, "public" means all persons when on school property or attending a school function including students, teachers and district personnel.

The expectations for the public's conduct on school property and at school functions are not intended to limit freedom of speech or peaceful assembly, but to support the conducive learning environment, and maintain order, and prevent infringement on of the rights of others.

All persons on school property or attending a school function must conduct themselves in a safe, respectful and orderly manner. In addition, all persons on school property or attending a school function are expected to be properly attired for the purpose they are on school property.

A. Prohibited Conduct - No person, either alone or with others, may:

1. Intentionally injure any person or threaten to do so, or endanger the safety of themselves or others.
2. Intentionally damage or destroy school district property or the personal property of a teacher, administrator, other district employee or any person lawfully on school property, including graffiti or arson.
3. Disrupt the orderly conduct of classes, school programs or other school activities.
4. Distribute or wear materials on school grounds or at school functions that are obscene, advocate illegal action, appear libelous, obstruct the rights of others, or are disruptive to the school program.
5. Intimidate, harass or discriminate against any person on the basis of actual or perceived race (including traits historically associated with race, such as hair texture and protective hairstyles like braids, locks, and twists), creed, color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, or gender (including gender identity and expression).
6. Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed.

7. Obstruct the free movement of any person in any place to which this code applies.
8. Violate the traffic laws, parking regulations or other restrictions on vehicles.
9. Possess, consume, sell, offer, manufacture, distribute or exchange alcoholic beverages, controlled or illegal substances or any synthetic versions (whether or not specifically illegal or labeled for human consumption), or be under the influence of either on school property or at a school function.
10. Possess or use weapons in or on school property or at a school function, except in the case of law enforcement officers or except as specifically authorized by the school district.
11. Loiter on or about school property.
12. Gamble on school property or at school functions.
13. Refuse to comply with any reasonable order of identifiable school district officials performing their duties.
14. Willfully incite others to commit any of the acts prohibited by this code.
15. Violate any federal or state statute, local ordinance or Board policy while on school property or while at a school function.
16. Smoke a cigarette, cigar, pipe, electronic cigarette (i.e., vape), or use chewing or smokeless tobacco, or smoke/vape/ingest cannabis or concentrated cannabis (includes cannabis products) or smoking cannabinoid hemp (except for lawful medical cannabis use in compliance with state law and regulation).

B. Consequences - Persons who violate this code will be subject to the following consequences:

1. Visitors: Their authorization, if any, to remain on school grounds or at the school function will be withdrawn and they will be directed to leave the premises. If they refuse to leave, they will be subject to ejection.
2. Students: They will be subject to disciplinary action as the facts may warrant, in accordance with the due process requirements.
3. Tenured faculty members: They will be subject to disciplinary action as the facts may warrant in accordance with Education Law § 3020-a or any other legal rights that they may have.
4. Staff members: In the classified service of the civil service entitled to the protection of Civil Service Law § 75. They will be subject to immediate ejection and to disciplinary action as the facts may warrant in accordance with Civil Service Law § 75 or any other legal rights that they may have.
5. Staff members: Other than those described in subdivisions 3 and 4. They will be subject to warning, reprimand, suspension or dismissal as the facts may warrant in accordance with any legal rights they may have.

C. Enforcement

The Principal or designee is responsible for enforcing the conduct required by this code.

When the Principal or designee sees an individual engaged in actions not conducive to achieving the goal of making school a community free of violence intimidation, bullying, harassment, and discrimination, misconduct or otherwise not allowed behaviors, which in their judgment does not pose any immediate threat of injury to



persons or property, the Principal or designee will tell the individual that the behavior is not allowed and attempt to persuade the individual to stop. The Principal or designee will also warn the individual of the consequences for failing to stop. If the person refuses to stop engaging in the undesired behaviors, or if the person's actions pose an immediate threat of injury to persons or property, the Principal or designee will have the individual removed immediately from school property or the school function. If necessary, local law enforcement authorities will be contacted to assist in removing the person.

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

Bullying and Harassment Prevention and Intervention

The Board of Education is committed to providing an educational and working environment that promotes respect, dignity and equality. The Board recognizes that discrimination, such as harassment, hazing and bullying, are detrimental to student learning and achievement. These behaviors interfere with the mission of the district to educate its students and disrupt the operation of the schools. Such behavior affects not only the students who are its targets but also those individuals who participate and witness such acts.

To this end, the Board condemns and strictly prohibits all forms of discrimination, such as harassment, hazing and bullying on school grounds, school buses and at all school-sponsored activities, programs and events. Discrimination, harassment, hazing or bullying that takes place at locations outside of school grounds, such as cyberbullying, which creates or can be reasonably expected to create a material and substantial interference with the requirements of appropriate discipline in the operation of the school or impinge on the rights of other students are prohibited, and may be subject to disciplinary consequences.

Definitions

1. **Bullying.** Bullying, under the amended Dignity for All Students Act, has the same meaning as harassment (see below). The accompanying regulation provides more guidance regarding the definition and characteristics of bullying to help the school community recognize the behavior.
2. **Cyberbullying.** Cyberbullying is defined as harassment (see below) through any form of electronic communication.
3. **Discrimination.** Discrimination is the act of denying rights, benefits, justice, equitable treatment or access to facilities available to all others, to an individual or group of people because of the group, class or category to which that person belongs (as enumerated in the Definitions section, under Harassment, below).
4. **Hazing.** Hazing is an induction, initiation or membership process involving harassment which produces public humiliation, physical or emotional discomfort, bodily injury or public ridicule or creates a situation where public humiliation, physical or emotional discomfort, bodily injury or public ridicule is likely to occur.
5. **Harassment.** Harassment has been defined in various ways in federal and state law and regulation. The Board recognizes that these definitions are important standards, but the Board's goal is to prevent misbehavior from escalating in order to promote a positive school environment and to limit liability. The Dignity for All Students Act (§§10-18 of Education Law) defines harassment as the creation of a hostile environment by conduct or by threats, intimidation or abuse, including cyberbullying, that
 - (a) has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical well-being;
 - (b) reasonably causes or would reasonably be expected to cause a student to fear for their physical safety;
 - (c) reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student; or
 - (d) occurs off school property and creates or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property. The harassing behavior may be based on any characteristic, including but not limited to a person's actual or perceived:
 - race (including traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as but not limited to braids, locks, and twists),
 - color,
 - weight,
 - national origin,
 - ethnic group,
 - religion,
 - religious practice,
 - disability,
 - sex,
 - sexual orientation,
 - or gender (including gender identity and expression).

For the purpose of this definition the term "threats, intimidation or abuse" includes verbal and non-verbal actions.

In some instances, bullying or harassment may constitute a violation of an individual's civil rights. The district is mindful of its responsibilities under the law and in accordance with district policy regarding civil rights protections.

In order to streamline the wording of this policy and regulation the term bullying will be used throughout to encompass harassment, intimidation, cyberbullying and hazing behaviors.

Prevention

The school setting provides an opportunity to teach children, and emphasize among staff, that cooperation with and respect for others is a key district value. A program geared to prevention is designed to not only decrease incidents of bullying but to help students build more supportive relationships with one another by integrating the bullying prevention program into classroom instruction. Staff members and students will be sensitized, through district-wide professional development and instruction, to the warning signs of bullying, as well as to their responsibility to become actively involved in the prevention of bullying before overt acts occur.

Curricular material that raises awareness and sensitivity to discrimination or harassment and civility in the relationships of people of different races, weights, national origins, ethnic groups, religions, religious practices, mental or physical abilities, sexual orientations, sexes or gender expression or identities will be included in the instructional program K-12.

In order to implement this program the Board will designate at its annual organizational meeting a Dignity Act Coordinator (DAC) for each school in the district. One of the DAC's will be designated as the district-wide coordinator whose responsibilities are described in the accompanying regulation. The role of each DAC is to oversee and enforce this policy in the school to which they are assigned.

Intervention

Intervention by adults and bystanders is an important step in preventing escalation and resolving issues at the earliest stages. Intervention will emphasize education and skill-building.

Successful intervention may involve remediation. Remedial responses to bullying include measures designed to correct the problem behavior, prevent another occurrence of the behavior and protect the target. Remediation may be targeted to the individual(s) involved in the bullying behavior or environmental approaches which are targeted to the school or district as a whole.

In addition, intervention will focus upon the safety of the target. Staff is expected, when aware of bullying, to report it in accordance with this policy, refer the student to designated resources for assistance, or to intervene in accordance with this policy and regulation.

Provisions for Students Who Do Not Feel Safe at School

The Board acknowledges that, notwithstanding actions taken by district staff, intervention may require a specific coordinated approach if the child does not feel safe at school. Students who do not feel safe at school are limited in their capacity to learn and reach their academic potential. Staff, when aware of bullying, should determine if accommodations are needed in order to help ensure the safety of the student and bring this to the attention of the building principal. The building principal, other appropriate staff, the student and the student's parent will work together to define and implement any needed accommodations.

The district recognizes that there is a need to balance accommodations which enhance student safety against the potential to further stigmatize the targeted student. Therefore, each case will be handled individually. The student, parent/guardian, and school administration will collaborate to establish safety provisions that best meet the needs of the targeted student. Followup discussion and/or meetings will be scheduled, as needed, to ensure that safety concerns have been adequately addressed and to determine when and if accommodations need to be changed or discontinued.

Incident Reporting and Investigation

Although it can be difficult to step forward, the district can't effectively address bullying if incidents are not reported. Students who have been bullied, parents whose children have been bullied or other students who observe bullying behavior are encouraged and expected to make a verbal and/or written complaint to any school personnel in accordance with the training and guidelines provided. Staff who observe or learn of incident(s) of bullying are required, in accordance with State law, to make an oral report to building principal or designee within one school day and to fill out the district reporting form within two school days. Staff who are unsure of the reporting procedure are expected to ask their supervisors how to proceed. District employees may be deemed to have permitted unlawful discrimination or harassment if they fail to report an observed incident, whether or not the target complains.

At all times, complaints will be documented, tracked and handled in accordance with the regulations and procedures accompanying this policy, or, if applicable, [0100, Equal Opportunity and Nondiscrimination, or 0110, Sexual Harassment] and the district's Code of Conduct. The Building Principal or designee will prepare a report as soon as practicable for the Superintendent based on complaints filed.

An equitable and thorough investigation will be carried out by Building Principal or designee in accordance with the accompanying regulation. In addition, the results of the investigation will be reported back to both the target and the accused as specified in the accompanying regulation. If either of the parties disagrees with the results of the investigation, they can appeal the findings in accordance with the regulations that accompany this policy. Verified bullying incidents that meet the criteria established by the state will be included in the statewide reporting system when applicable, in accordance with law and regulation.

Disciplinary Consequences/Remediation

While the focus of this policy is on prevention, acts of bullying may still occur. In these cases, offenders will be given the clear message that their actions are wrong and the behavior must improve. Student offenders will receive in-school guidance in making positive choices in their relationships with others. If appropriate, disciplinary action that is measured, balanced and age-appropriate will be taken by the administration in accordance with the district's Code of Conduct, as applicable. If the behavior rises to the level of criminal activity, law enforcement will be contacted.

Consequences for a student who commits an act of bullying will be unique to the individual incident and will vary in method and severity according to the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors, and must be consistent with the district's Code of Conduct.

Non-Retaliation

All complainants and those who participate in the investigation of a complaint in conformity with state law and district policies, who have acted reasonably and in good faith, have the right to be free from retaliation of any kind.

Training

The Board recognizes that in order to implement an effective bullying prevention and intervention program, professional development is needed. The Superintendent, the districtwide DAC and the District Professional Development Team will incorporate training to support this program in new teacher orientation and the annual professional development plan, as needed. Training opportunities will be provided for all staff, including but not limited to bus drivers, cafeteria and hall monitors and all staff who have contact with students. The DACs will be trained in accordance with state requirements and will continue their professional development so as to successfully support this policy and program.



Dissemination, Monitoring and Review

This policy, or a plain language summary, will be published in student registration materials, student, parent and employee handbooks, and posted on the district's website. A bullying complaint form will be available on the district's website. The district will ensure that the process of reporting bullying is clearly explained to students, staff and parents on an annual basis.

Each year, as part of the annual review of the Code of Conduct, this policy will be reviewed to assess its effectiveness and compliance with state and federal law. If changes are needed, revisions will be recommended to the Board for its consideration.

The district will ensure that reporting of information to the public in conjunction with this policy will be in a manner that complies with student privacy rights under the Family Educational Rights and Privacy Act (FERPA).

Reporting Violations

Because the district's goal is to make school a community free of violence, intimidation, bullying, harassment, and discrimination, all students are expected to promptly report violations of the code of conduct to a teacher, guidance counselor, the Building Principal or designee. Any student observing a student possessing a weapon, alcohol or illegal substance on school property or at a school function is expected to report this information immediately to a teacher, the Principal, the Principal's designee or the Superintendent of Schools.

Students are prohibited from knowingly making false statements or knowingly submitting false information to school staff during a disciplinary process.

All district staff who are authorized to impose disciplinary consequences are expected to do so in a prompt, fair and lawful manner. District staff who are not authorized to impose disciplinary consequences are expected to promptly report violations of the code of conduct to their supervisor, who will in turn impose an appropriate disciplinary consequence, if so authorized, or refer the matter to a staff member who is authorized to impose an appropriate consequence.

Any weapon, alcohol or illegal substance found will be confiscated immediately, if possible followed by notification to the parent of the student involved and the appropriate disciplinary consequences, which may include permanent suspension and referral for prosecution.

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

Confidentiality

It is district policy to respect the privacy of all parties and witnesses to complaints of violations to the Code of Conduct. To the extent possible, the district will not release the details of a complaint or the identity of the complainant or the individual(s) against whom the complaint is filed to any third parties who do not need to know such information. However, because an individual's need for confidentiality must be balanced with the district's legal obligation to provide due process to the accused, to conduct a thorough investigation, or to take necessary action to resolve the complaint, the district retains the right to disclose the identity of parties and witnesses to complaints in appropriate circumstances to individuals with a need to know. The staff member responsible for investigating complaints will discuss confidentiality standards and concerns with all complainants. If a complainant requests that their name not be revealed to the individual(s) against whom a complaint is filed, the staff member responsible for conducting the investigation will inform the complainant that:

1. the request may limit the district's ability to respond to their complaint;
2. district policy and federal law prohibit retaliation against complainants and witnesses;
3. the district will attempt to prevent any retaliation; and
4. the district will take strong responsive action if retaliation occurs.

If the complainant still requests confidentiality after being given the notice above, the investigator will take all reasonable steps to investigate and respond to the complaint consistent with the request as long as doing so does not preclude the district from responding effectively to the harassment of others.

Prohibited Student Conduct

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

Students may be subject to disciplinary action, up to and including, in extreme or repeated occurrences, suspension from school, when they:

A. Engage in conduct that is disorderly. Examples of this type of behavior include, but are not limited to:

1. Running or otherwise unsafe behavior in hallways.
2. Making unreasonable noise.
3. Using language or gestures that are profane, lewd, vulgar or abusive.
4. Obstructing vehicular or pedestrian traffic.
5. Engaging in any willful act which disrupts the normal operation of the school community, including knowingly making false statements.
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.
7. Computer/electronic communications misuse, including any unauthorized use of computers, software, or internet/intranet account; accessing inappropriate websites; or any other violation of the district's acceptable use policy.

B. Engage in conduct that is insubordinate. Examples of this type of behavior include engaging in conduct that deliberately goes against what a student has been asked to do or where they are supposed to be at any given time. This behavior is considered insubordinate. Examples of this type of behavior include, but are not limited to:

1. Failing to comply with the reasonable directions of teachers, school administrators or other school employees in charge of students or otherwise demonstrating belligerence or disrespect.
2. Lateness for, missing or leaving school without permission.
3. Skipping detention.

C. Engage in conduct that is disruptive. Examples of this type of behavior included engaging in conduct that is prevents others from being able to learn, focus, or be engaged in their work. This behavior is considered disruptive. Examples of this type of behavior include, but are not limited to:



1. Inappropriate public sexual contact.
2. Display or use of personal electronic devices, such as, but not limited to, cell phones, music or video players, cameras, in a manner that is in violation of district policy.

D. Engage in conduct that is violent. Examples of this type of behavior include, but are not limited to:

1. Committing an act of violence (such as hitting, kicking, punching, and scratching) upon a teacher, administrator, other school employee, another student or any other person lawfully on school property.
2. Possessing a weapon. Authorized law enforcement officials are the only persons permitted to have a weapon in their possession while on school property or at a school function.
3. Displaying what appears to be a weapon.
4. Threatening to use any weapon.
5. 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.
6. Intentionally damaging or destroying school district property.

E. Engage in any conduct that endangers the safety, physical or mental health or welfare of others. Examples of such this type of behavior include, but are not limited to:

1. Attempting to engage in or perform an act of violence noted in Section D.
2. Subjecting other students, school personnel or any other person lawfully on school property or attending a school function to danger by recklessly engaging in conduct which creates a substantial risk of physical injury.
3. Stealing or attempting to steal the property of other students, school personnel or any other person lawfully on school property or attending a school function.
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.
5. Discrimination, which includes using race (including traits historically associated with race, such as hair texture and protective hairstyles like braids, locks, and twists), color, creed, national origin, ethnic group, religion, religious practice, sex, gender (identity and expression), sexual orientation, weight or disability to deny rights, equitable treatment or access to facilities available to others.
6. Harassment (or Bullying), is the creation of a hostile environment by conduct or threats, intimidation or abuse. (See policy 0115, Student Harassment and Bullying Prevention and Intervention for a more complete definition.)
7. Intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm.
8. Hazing, which includes an induction, initiation or membership process involving harassment (see policy 0115 for a more complete definition).
9. Selling, using, distributing or possessing obscene material.
10. Using vulgar or abusive language, cursing or swearing.
11. Smoking a cigarette, cigar, pipe, electronic cigarette (i.e., vape), or using chewing or smokeless tobacco, or smoking/vaping/ingesting cannabis or concentrated cannabis (includes cannabis products) or smoking cannabinoid hemp (except for lawful medical cannabis use in compliance with state law and regulation).
12. Possessing, consuming, selling, offering, manufacturing, distributing or exchanging alcoholic beverages or illegal substances, or being under the influence of either. "Illegal substances" include, but are not limited to, inhalants, marijuana, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, and any synthetic version thereof, whether specifically illegal or not, commonly referred to as "designer drugs" which are substances designed and synthesized to mimic the intended effects and usages of, which are chemically substantially similar to, illegal drugs, which may or may not be labeled for human consumption.
13. Inappropriately using or sharing prescription and over-the-counter drugs.
14. Gambling.
15. Indecent exposure, that is, exposure to sight of the private parts of the body in a lewd or indecent manner.
16. Initiating a report warning of fire or other catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher.
17. Knowingly making false statements or knowingly submitting false information to school staff during a disciplinary process.

F. Engage in misbehaviors otherwise prohibited by sections A-E of this section while on a school bus and to remain seated, keep objects and body parts inside the bus, obey the directions from the bus driver or monitor. It is crucial for students to behave appropriately while riding on district buses, to ensure their safety and that of other passengers and to avoid distracting the bus driver. Students are required to conduct themselves on the bus in a manner consistent with established standards for classroom behavior. Excessive noise, pushing, shoving and fighting will not be tolerated.

G. Engage in any form of academic misbehavior. Examples of academic misbehavior include, but are not limited to:

1. Plagiarism: This is defined as the act of stealing or passing off as one's own, the ideas or words of another, or using a created production without giving credit to the source. This includes ideas or words from any printed text and/or the internet. Students must use proper citations and references when using another's work or ideas.
2. Cheating: The District recognizes all policies and procedures required by NYSED for instances of cheating on all New York State Assessments. Students may not give or receive information, including electronically, on any form of a test, quiz, homework, assignment or lab.
3. Copying, Falsification or Forgery: Falsification refers to the act of changing, adding to or deleting information or deliberately providing false/inaccurate information. Forgery refers to the act of producing a copy or imitation of a document for the purpose of deception.
4. Altering records: Altering records is defined as changing or modifying any record related to a student.
5. Assisting another student in any of the above actions.

H. Engage in off-campus misbehavior that interferes with or can reasonably be expected to substantially disrupt the educational process in the school or a school function. Such misbehavior includes but is not limited to, threatening or harassing students or school personnel through any means off-campus, including cyberbullying (for a complete definition of harassment, bullying and cyberbullying refer to policy 0115, Student Harassment and Bullying Prevention and Intervention).

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.

A student's dress, grooming and appearance, including hairstyle/color, jewelry, make-up, and nails, must:

1. Be unlikely to injure people or damage property, appropriate according to this code, and not substantially disrupt or materially interfere with the educational process.
2. Recognize that extremely brief garments and see-through garments are not appropriate.
3. Ensure that underwear is covered by outer clothing. (visible waistbands and straps are not a violation)
4. Include footwear at all times. Footwear that is a safety hazard will not be allowed.
5. Students should be easily identifiable at all times, with the exception for medical or religious purposes, clothing should be worn in a way that does not substantially cover the face or obstruct one's identity.
6. Not include items that are vulgar, obscene, libelous, or denigrate, harass or discriminate against others on account of race (including traits historically associated with race, such as hair texture and protective hairstyles like braids, locks, and twists), color, religion, creed, national origin, ethnic group, gender, (including gender identity and expression) sex, sexual orientation or disability.
7. Not promote and/or endorse the use of alcohol, tobacco or controlled substances or illegal drugs and/or encourage other illegal or violent activities.

Nothing in this policy will be construed to limit the ability of students to express their gender identity through clothing, jewelry, makeup, or nail color or styles or to discipline students for doing so. Likewise, nothing in this policy will be construed to restrict students from wearing hairstyles a trait historically associated with race (such as hair texture and protective hairstyles like braids, locks and twists) or to discipline them for doing so.

Each Building Principal or their designee will be responsible for informing all students and student's 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.

Enforcement of this dress code must be approached with careful consideration and sensitivity, with the goal of supporting students in reaching their full potential, not shaming or criminalizing them, and to minimize loss of instructional time. Staff, preferably those who have a positive relationship with the student, are expected to address dress code violations with students privately, determine if there are factors impacting the student's ability to meet the dress code, and help address these issues. Students whose appearance violates 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 may be subject to discipline. Any student who repeatedly fails to comply with the dress code may be subject to further discipline.



Discipline, Procedures and Referrals

It is important to differentiate between minor behaviors that can be managed by staff who work closest to the student and major behaviors that should be managed by an administrator. The information below provides an outline of such behaviors as well as the steps staff can take in addressing these behaviors.

Minor Behaviors

Refusal to follow directions/complete tasks, insubordinate
Lack of preparedness
Talking back, being disrespectful to staff or peers
Excessive talking, disruption to learning
Argumentative with an adult or peer (tone/attitude)
Physical contact
Tardiness
Misuse of electronic devices
Inappropriate language
Dishonesty
Dress code violation

Major Behaviors

Chronic minor infractions
Weapons possession
Use of derogatory names
Bullying/harassment
Fighting
Physical aggression
Drug/alcohol use
Sexual activity or sexually inappropriate activity
Student elopement (leaving school grounds without permission)
Vandalism/damage to property
Theft/forgery

Steps for Managing Minor Behaviors

Most minor behaviors should be managed by the staff working closest to the student.

Classroom steps:

Step 1: Redirection, restate expectations, offer additional support if needed

If the behavior continues, move to step 2. If the behavior discontinues, acknowledge with behavior specific praise

Step 2: Verbal Warning: rename the desired behavior, state specifically what you want to see and that the behavior needs to stop and the specific consequence that will occur if it continues

If the behavior continues, move to step 3. If the behavior discontinues, acknowledge with behavior specific praise

Step 3: Staff Delivers Consequence: conference with student privately, change seat location, contact home, loss of privilege, send to a buddy classroom for a brief break (change in setting), restitution

If the behavior continues, move to step 4. If the behavior discontinues, acknowledge with behavior specific praise

Step 4: If all of the above have not changed the behavior, request a student support (data team) meeting to consider a positive reinforcement plan or other supports to develop the skills needed

Steps for Managing Major Behaviors

Most major behaviors should be managed by an administrator.

Step 1: Ensure that everyone is safe. Evacuate the area, if needed.

Step 2: Call administrator for support and utilize de-escalation strategies.

Step 3: Fill out the behavior referral form.

Step 4: Administrator investigates and delivers consequence, as necessary.

Step 5: Restorative re-entry or welcome back meeting occurs with goal setting.

While there may be more traditional interventions in conjunction with teaching behavior expectations and treating disciplinary matters as teachable moments, this is a more effective approach than merely reacting to specific events unless student behaviors pose an immediate or ongoing threat to the safety of other students and staff. Therefore, the board authorizes restorative practices to be employed where appropriate. This approach seeks concurrent accountability and behavioral change. Essential to the implementation of restorative justice practices is helping students who have engaged in unacceptable behavior to:

- Understand why the behavior is unacceptable and the harm it caused;
- Understand what could have been done differently in the same situation;
- Take responsibility for their actions;
- Be given the opportunity to learn prosocial strategies/skills to use in the future; and
- Understand the progression of more increasingly punitive consequences may be imposed if the behavior reoccurs.

Consequences, and if needed discipline, are most effective when they deal 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 and to place emphasis on the students' ability to grow in self-discipline.

Consequences and disciplinary action, when necessary, will be firm, fair and consistent so as to be most effective in changing student behavior. In determining the appropriate disciplinary consequence, school personnel authorized to impose disciplinary consequences will consider the following:

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

As a general rule, discipline will be progressive. This means that a student's first violation will usually merit a lighter consequence than subsequent violations. However, district staff is empowered to utilize the consequence most reasonably calculated to ensure the student learns from their behavior and engages in more pro-social behavior in the future.

If the conduct of a student is related to a disability or suspected disability, the student shall be referred to the Committee on Special Education and discipline, if warranted, shall be administered consistent with the separate requirements of this code of conduct for disciplining students with a disability or presumed to have a disability. A student identified as having a disability will not be disciplined for behavior related to their disability, unless the discipline is consistent with the student's individualized education plan (IEP).

A. Consequences

Practices which allow educators to address disciplinary matters as opportunities for learning instead of punishment when appropriate, are expected by the Board rather than a reliance on increasing punitive measures. When choosing interventions and consequences of student's behavior, teacher, administrators, and staff must balance the district's dual goals of eliminating school disruptions and maximizing student instruction time.

Students who are found to have demonstrated inappropriate behavior may be subject to the following interventions and consequences, either alone or in combination. The school personnel identified after each consequence are authorized to assign that consequence, consistent with the student's right to due process.

1. Oral warning - teacher/student conference, parent contact, in-class time out, brief time out of class, loss of classroom privileges - any member of the district staff
2. Written warning - bus drivers, hall and lunch/ recess monitors, coaches, guidance counselors, teachers, Principal, Superintendent
3. Written notification to parent - bus driver, hall and lunch monitors, coaches, guidance counselors, teachers, Principal, Superintendent
4. Detention - teachers, Principal, Superintendent
5. Suspension from transportation - Director of Transportation, Principal, Superintendent



6. Suspension from athletic participation – Athletic Director, Coaches, Principal, Superintendent
7. Suspension from social or extracurricular activities – activity director, Principal, Superintendent
8. Suspension of other privileges – Principal, Superintendent
9. In-school suspension – Principal, Superintendent
10. Removal from classroom by Teacher – Teacher, Principal
11. Short-term (five days or less) suspension from school – Principal, Superintendent, Board of Education
12. Long-term (more than five days) suspension from school – Superintendent, Board of Education
13. Permanent suspension from school – Superintendent, Board of Education

B. Procedures

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

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

1. **Detention:** Teachers, Principal and the Superintendent may use after school detention as a consequence for student misbehavior in situations where removal from the classroom or suspension would be inappropriate. Detention will be imposed as consequence only after the student's parent has been notified to confirm that there is no parental objection to the consequence and the student has appropriate transportation home following detention.

2. **Suspension from transportation:** If students do not conduct themselves properly on a bus, the bus driver is expected to bring such misbehavior to the Principal's attention. Students who become a serious disciplinary problem may have their riding privileges suspended by the Principal or the Superintendent or their designee. In such cases, the student's parent will become responsible for seeing that their 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 Education Law §3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the Principal, to discuss the conduct and the consequence involved.

3. **Suspension from athletic participation, extra-curricular activities and other privileges:** A student subjected to a suspension from athletic participation, extra-curricular 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 consequence 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 Principals, and the Superintendent or designee to place students who would otherwise be suspended from school as the result of a code of conduct violation in 'in-school suspension'. The in-school suspension teacher will be a certified teacher.

A student subjected to an in-school suspension is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parent 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 consequence 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 composure and self-control in an alternative setting. Such practices may include, but are not limited to:

1. Short-term 'time out' in an elementary classroom or in an administrator's office
2. Sending a student into the hallway briefly
3. Sending a student to the Principal's office for the remainder of the class time only
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. Teachers will first use interventions aimed at teaching appropriate and responsible behaviors so students can learn and demonstrate safe and respectful academic, social and emotional behavior. Examples of these include using affective statements, using affective questions, establishing relationship with students, giving positive directives that state expectations, and giving positive and specific feedback.

On occasion, a student's behavior may become more disruptive than a teacher can manage. For 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 a teacher's authority occurs when a student demonstrates a persistent unwillingness to comply with the teacher's instructions or repeatedly violates the teacher's classroom behavior rules.

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

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

If the student poses a danger or ongoing threat of disruption, the teacher may order the student to be removed immediately. The teacher must, however, explain to the student why they are being removed from the classroom and give the student a chance to present their version of the relevant events within 24-hours during the work week.

The teacher must complete a district-established disciplinary removal form and meet with the Principal or designee as soon as possible, but no later than the end of the school day, to explain the circumstances of the removal and to present the 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 and during the work week, the Principal or designee must notify the student's parent, in writing, that the student has been removed from class and why. The notice must also inform the parent that they have the right, upon request, to meet informally with the Principal or the designee to discuss the reasons for the removal.

The written notice must be provided by personal delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the student's removal and during the work week, at the last known address for the parent. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting parents. The Principal may require the teacher who ordered the removal to attend the informal conference.

If at the informal meeting the student denies the charges, the Principal or the 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 and during the work week, 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 designee may overturn the removal of the student from class if they find any one of the following:

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

The Principal or 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 and during the work week, for the informal conference. No student removed from the classroom by the classroom teacher will be permitted to return to the classroom until a final determination has been reached, or the period of removal expires, whichever is less.

Any disruptive student removed from the classroom by the classroom teacher will be offered continued educational programming and activities until they are 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 their class. The Principal or designee 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 class until they have verified with the Principal or the Chairperson of the Committee on Special Education that the removal will not violate the student's rights under state or federal law or regulation.

6. Suspension from School: Suspensions will be limited to students who pose an immediate or ongoing threat to oneself or others or are substantially disruptive or for whom, restorative practices have not been effective.

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

Suspensions will be used to the minimum degree necessary to promote improve student behavior and maximize student attendance.

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

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 will be made in writing unless the conditions underlying the recommendation or referral warrant immediate attention. In such cases a written report is to be prepared as soon as possible by the staff member recommending the suspension. The Superintendent or Principal, upon receiving a recommendation or referral for suspension or when processing a case for suspension, will gather the facts relevant to the matter and record them for subsequent presentation, if necessary.

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

When the Superintendent or Principal (referred to as the 'suspending authority') proposes to suspend a student charged with misbehavior for five days or less pursuant to Education Law §3214(3), the suspending authority must immediately notify the student orally. If the student denies the misbehavior 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, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the decision during the work week, 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 will provide a description of the charges against the student and the incident for which suspension is proposed and will inform the parents of the right to request an immediate informal conference with the Principal. Both the notice and informal conference will be in the dominant language or mode of communication used by the parents. At the conference, the parents will be permitted to ask questions of complaining witnesses under such procedures as the Principal may establish.

The notice and opportunity for an informal conference will 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 will take place as soon after the suspension as is reasonably practicable.

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

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

When the Superintendent determines that a suspension for more than five days may be warranted, they must give reasonable notice to the student and the student's parents of their right to a fair hearing. At the hearing the student will have the right to be represented by counsel, the right to question witnesses against the and the right to present witnesses and other evidence on their behalf.

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

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

C. Permanent Suspension

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

D. Procedure After Suspension

The Board may condition a student's early return from a suspension on the student's voluntary participation in counseling or specialized classes, such as anger management or dispute resolution. The Board retains discretion in offering this opportunity. If and when the student and/or parent/guardian agrees to this option, the terms and conditions will be specified in writing. However, if the student violates the agreed-upon terms and conditions within a certain time period, the unserved portion of the suspension may be re-imposed

E. Minimum Periods of Suspension

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

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

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

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

Any student, other than a student with a disability, who is found to have committed a violent act, other than bringing gun, knife, explosive or incendiary bomb, or other dangerous instrument capable of causing physical injury or death onto school property, will be subject to suspension from school for at least oneday. If the proposed consequence is the minimum one-day suspension, the student and the student's parent/guardian 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 consequence exceeds 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 one-day suspension on a case-by-case basis. In deciding whether to modify the consequence the Superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

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

Any student, other than a student with a disability, who repeatedly is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom will be suspended from school for at least one-day. 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 Education Law § 3214 (3-a) and this code on four or more occasions during a semester, or three or more occasions during a trimester. If the proposed consequence is the minimum one-day suspension, the student and the student's parent 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 consequence exceeds a 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 one-day suspension on a case-by-case basis. In deciding whether to modify the consequence, the Superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

F. Referrals

1. Counseling: The school counselors, social workers or school psychologists will handle all referrals of students to counseling.
2. PINS Petitions: The district may file a PINS (Person In Need of Supervision) petition in Family Court on any student under the age of 18 who demonstrates that they require supervision and treatment by:
 - a. Being habitually truant and not attending school as required by part one of Article 65 of the Education Law.
 - b. Being ungovernable, or habitually disobedient and beyond the lawful control of the school.
 - c. Engaging in prostitution in violation of Penal Law §230.00 (engaging or agreeing or offering to engage in sexual conduct with another person in return for a fee); or
 - d. Appearing to be a sexually exploited child under Social Services Law §447-a(1)(a), (c), or (d), but the student must consent to filing the PINS petition.



For items 'a' and 'b' above, when filing the petition, the district must describe the diversion efforts it has undertaken or services provided to the student, and the grounds for concluding the allegations cannot be resolved without the petition.

3. Juvenile Delinquents and Juvenile Offenders: For students found to have brought either a weapon (defined in 18 USC §930(g)(2) or firearm (defined in 18 USC §921), the Superintendent is required to make the following referrals:

a. To the County Attorney for a juvenile delinquency proceeding before the Family Court: All students under age 16, except students aged 14 or 15 who qualify for juvenile offender status under the Criminal Procedure Law 1.20(42).

b. To the appropriate law enforcement authorities: All students age 16 or older, and all student age 14 or 15 who qualify for juvenile offender status under Criminal Procedure Law 1.20(42).

Discipline of Students with Disabilities

Understanding that discipline as a “teachable moment” is fundamental to a positive approach to discipline with the ultimate goal of teaching prosocial behavior. Therefore, the board authorizes restorative practices to be employed where appropriate. This approach seeks concurrent accountability and behavioral change.

Consequences, and if needed discipline, are most effective when they deal 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 and to place emphasis on the students’ ability to grow in self-discipline.

The Board also recognizes that students with disabilities deemed eligible for special education services under the IDEA and Article 89 of New York’s Education Law enjoy certain procedural protections that school authorities must observe when they decide to suspend or remove them. Under certain conditions those protections extend, as well, to students not currently deemed to be a student with a disability but determined to be a student presumed to have a disability for discipline purposes.

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

Definitions: For purposes of this portion of the code of conduct, and consistent with applicable law and regulations, the following definitions will apply:

1. “Behavioral Intervention Plan” (BIP) means a plan that is based on the results of a functional behavioral assessment and that, at a minimum, includes a description of the problem behavior; global and specific hypotheses as to why the problem behavior occurs, and intervention strategies that include positive behavioral supports and services to address the behavior.
2. “Controlled substance” means a drug or other substance abuse identified under schedule I, II, III, IV, or V in section 202(c) of the Controlled Substances Act (21 USC § 812(c)).
3. “Disciplinary change in placement” means a suspension or removal from a student’s current educational placement that is either:
 - a. For more than ten (10) consecutive school days; or
 - b. For a period of ten (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 ten (10) school days in a school year, because the student’s behavior is substantially similar to the student’s behavior in previous incidents that resulted in the series of removals, and because of such additional factors as the length of each suspension or removal, the total amount of time the student has been removed and the proximity of the suspensions or removals to one another.
4. “Illegal drug” means a controlled substance, but does not include a controlled substance legally possessed or used under the supervision of a licensed health-care professional, or a substance that is otherwise legally possessed or used under the authority of the Controlled Substances Act or under any other provision of federal law.
5. “Interim Alternative Educational Setting” (IAES) means a temporary educational placement, other than the student’s current placement at the time the behavior precipitating the IAES placement occurred. An IAES must allow a student to continue to receive educational services that enable them to continue to participate in the general curriculum and progress toward meeting the goals set out in the student’s individualized education program; as well as to receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications designed to address the behavior violation so that it does not recur.
6. “Manifestation Determination Review” MDR means a review of the relationship between the student’s disability and the behavior subject to disciplinary action required when the disciplinary action results in a disciplinary change of placement, and conducted in accordance with requirements set forth later in this policy.
7. “Manifestation team” means a district representative 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 parent and the district.

8. "Removal" means a removal of a student with a disability for disciplinary reasons from their current educational placement, other than a suspension; and a change in the placement of a student with a disability to an IAES.

9. "School day" means any day, including a partial day, that students are in attendance at school for instructional purposes.

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

11. "Student presumed to have a disability for discipline purposes" means a student who, under the conditions set forth later in this policy, the district is deemed to have had knowledge was a student with a disability before the behavior that precipitated the disciplinary action.

12. "Suspension" means a suspension pursuant to §3214 of New York's Education Law.

13. "Weapon" means the same as the term "dangerous weapon" under 18 USC §930(g)(2) 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.

"Weapon" also means a firearm as defined in 18 USC §921 for purposes of the Gun-Free Schools Act. 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, sling shot, metal knuckle knife, box cutters, 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. Although not identified under the definition of weapons, the use or possession of any razor blades, box cutters, knives of any size, or any other instrument with any kind of blade is also prohibited, unless permission is specifically given by an administrator. Possession of any items such as these but not limited to these items are subject to disciplinary action.

Authority of School Personnel to Suspend or Remove Students with Disabilities

The Board, District Superintendent, Superintendent of Schools or a Building Principal with authority to suspend students under the Education Law 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.

The Superintendent may, directly or upon the recommendation of a designated hearing officer, order the placement of a student with a disability into an IAES, another setting or suspension for a period not to exceed ten (10) consecutive school days inclusive of any period in which the student has been suspended or removed for the same behavior pursuant to the above paragraph, if the Superintendent determines that the student's behavior warrants the suspension. The Superintendent also may order additional suspensions of not more than ten (10) consecutive school days in the same school year for separate incidents of misbehavior, as long as the suspensions do not constitute a disciplinary change of placement.

In addition, the Superintendent may order the placement of a student with a disability into an IAES, another setting or suspension for a period in excess of ten (10) consecutive school days if the manifestation team determines that the student's behavior was not a manifestation of the student's disability. In such an instance, the Superintendent may discipline the student in the same manner and for the same duration as a non-disabled student.

Furthermore, the Superintendent may, directly or upon the recommendation of a designated hearing officer, order the placement of a student with a disability to an IAES to be determined by the committee on special education for a period of up to 45 school days if the student either:

1. Carries or possesses a weapon to or at school, on school premises or to a school function, or "Weapon" also means a firearm as defined in 18 USC §921 for purposes of the Gun-Free Schools Act. 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, sling shot, metal knuckle knife, box cutters, 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. Although not identified under the definition of weapons, the use or possession of any razor blades, box cutters, knives of any size, or any other instrument with any kind of blade is also prohibited, unless permission is specifically given by an administrator. Possession of any items such as these but not limited to these items are subject to disciplinary action.
2. Knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school, on school premises or at a school function under the district's jurisdiction, or
3. Has inflicted serious bodily injury upon another person while at school, on school premises or at a school function under the district's jurisdiction.

The Superintendent may order the placement of a student with a disability to an IAES under such circumstances, whether or not the student's behavior is a manifestation of the student's disability. However, the committee on special education will determine the IAES.

Procedures for the Suspension or Removal of Students with Disabilities by School Personnel

1. In cases involving the suspension or removal of a student with a disability for a period of five (5) consecutive school days or less, the student's parents or persons in parental relation to the student will be notified of the suspension and given an opportunity for an informal conference in accordance with the same procedures that apply to such short term suspensions of non-disabled students.
2. The suspension of students with disabilities for a period in excess of five (5) school days will be subject to the same due process procedures applicable to non-disabled students, except that the student disciplinary hearing conducted by the Superintendent or a designated hearing officer will be bifurcated into a guilt phase and a penalty phase. Upon a finding of guilt, the Superintendent or the designated hearing officer will await notification of the determination by the manifestation team whether the student's behavior was a manifestation of their disability. The penalty phase of the hearing may proceed after receipt of that notification. If the manifestation team determined that the behavior was not a manifestation of the student's disability, the student may be disciplined in the same manner as a non-disabled student, except that they will continue to receive services as set forth below. However, if the behavior was deemed a manifestation of the student's disability, the hearing will be dismissed, unless the behavior involved concerned weapons, illegal drugs or controlled substances, or the infliction of serious bodily injury, in which case the student may still be placed in an IAES.

Limitation on Authority of School Personnel to Suspend or Remove Students with Disabilities

The imposition of a suspension or removal by authorized school personnel may not result in a disciplinary change of placement of a student with a disability that is based on a pattern of suspensions or removals as set forth above in the Definitions section of this policy, unless:

1. The manifestation team determines that the student's behavior was not a manifestation of the student's disability, or
2. The student is removed to an IAES for behavior involving weapons, illegal drugs or controlled substances, or the infliction of serious bodily injury as set forth above.

School personnel will consider any unique circumstances on a case-by-case basis when determining whether a disciplinary change in placement is appropriate for a student with a disability who violates the district's code of conduct.

In addition, school personnel may not suspend or remove a student with a disability in excess of the amount of time that a non-disabled student would be suspended for the same behavior.

Parental Notification of a Disciplinary Change of Placement: The district will provide the parents of a student with a disability notice of any decision to make a removal that constitutes a disciplinary change of placement because of a violation of the student code of conduct. Such notice will be accompanied by a copy of the procedural safeguards notice.

Authority of an Impartial Hearing Officer to Remove a Student with a Disability: An impartial hearing officer may order the placement of a student with a disability to an IAES for up to 45 school days at a time if they determine that maintaining the current placement of the student is substantially likely to result in injury to the student or to others. This authority applies whether or not the student's behavior is a manifestation of the student's disability.

Manifestation Determination Review: A review of the relationship between a student's disability and the behavior subject to disciplinary action to determine if the conduct is a manifestation of the student's disability will be made by the manifestation team immediately, if possible, but in no case later than 10 school days after a decision is made by:

1. The Superintendent to change the placement of a student to an IAES;
2. An impartial hearing officer to place a student in an IAES; or
3. The Board, the Superintendent, or Building Principal to impose a suspension that constitutes a disciplinary change in placement.

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

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

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

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

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

Services for Students with Disabilities during Periods of Suspension or Removal

Students with disabilities who are suspended or removed from their current educational setting in accordance with the provisions of this policy and applicable law and regulation will continue to receive services as follows:

1. During suspensions or removals of up to ten (10) school days in a school year that do not constitute a disciplinary change in placement, the district will provide alternative instruction to students with disabilities of compulsory attendance age on the same basis as non-disabled students. Students with disabilities who are not of compulsory attendance age will receive services during such periods of suspension or removal only to the same extent as nondisabled students of the same age would if similarly suspended.
2. During subsequent suspensions or removals of up to ten (10) school days that in the aggregate total more than ten (10) school days in a school year but do not constitute a disciplinary change in placement, the district will provide students with disabilities services necessary to enable them to continue to participate in the general education curriculum and to progress toward meeting the goals set out in their respective individualized education program. School personnel, in consultation with at least one of the student's teachers, will determine the extent to which services are needed to comply with this requirement. In addition, during such periods of suspension or removal the district will also provide students with disabilities services necessary for them to receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications designed to address the behavior violation so that it does not recur.
3. During suspensions or removals in excess of ten (10) school days in a school year that constitute a disciplinary change in placement, including placement in an IAES for behavior involving weapons, illegal drugs or controlled substances, or the infliction of serious bodily injury, the district will provide students with disabilities services necessary to enable them to continue to participate in the general curriculum, to progress toward meeting the goals set out in their respective individualized education program, and to receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications designed to address the behavior violation so it does not recur.



In such an instance, the committee on special education will determine the appropriate services to be provided.

Students Presumed to Have a Disability for Discipline Purposes

The parent of a student who is facing disciplinary action but who was not identified as a student with a disability at the time of misbehaviors has the right to invoke any of the protections set forth in this policy in accordance with applicable law and regulations, if the district is deemed to have had knowledge that the student was a student with a disability before the behavior precipitating disciplinary action occurred and the student is therefore a student presumed to have a disability for discipline purposes.

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

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

Nonetheless, a student will not be considered a student presumed to have a disability for discipline purposes if notwithstanding the district's receipt of information supporting a claim that it had knowledge the student has a disability,

1. The student's parent has not allowed an evaluation of the student; or
2. The student's parent has refused services; or
3. The District conducted an evaluation of the student and determined that the student is not a student with a disability.

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

Expedited Due Process Hearings

The district will arrange for an expedited due process hearing upon receipt of or filing of a due process complaint notice for such a hearing by:

1. The district 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 their current educational placement;
2. The district during the pendency of due process hearings where school personnel maintain that it is dangerous for the student to be in their current educational placement during such proceedings;
3. The student's parent regarding a determination that the student's behavior was not a manifestation of the student's disability; or
4. The student's parent relating to any decision regarding placement, including but not limited to any decision to place the student in an IAES.

The district will arrange for, and an impartial hearing officer will conduct, an expedited due process hearing in accordance with the procedures established in Commissioner's regulations. Those procedures include but are not limited to convening a resolution meeting, and initiating and completing the hearing within the timelines specified in those regulations.

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

Referral to Law Enforcement and Judicial Authorities

Consistent with its authority under applicable law and regulations, the district will report a crime committed by a student with a disability to appropriate law enforcement and judicial authorities. In such an instance, The Superintendent will ensure that copies of the special education and disciplinary records of the student are transmitted for consideration to the appropriate authorities to whom the crime is reported, to the extent that the transmission is permitted by the Family Educational Rights and Privacy Act (FERPA).

Alternative Instruction

Alternative Instruction should align with homebound instruction policy. Students who have been suspended from school will be provided with alternative instruction. Such instruction may be provided in the student's home or other location, including remotely, as determined by the district, balancing the best interests of the student, the safety of district personnel, and the district's resources. The district's homebound instructors may be utilized, if available. Such instruction is not subject to the requirements of state regulations for homebound instruction (8 NYCRR §100.22). However, students of compulsory education age must receive the same minimum hours of instruction required for homebound instruction. Any such instruction will be substantially equivalent to the instruction the student would have received in the regular education environment, to be determined by the district on a case-by-case basis.

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 consequence 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(s) before questioning the student. However, school officials will tell all students why they are being questioned.

The Board authorizes the Superintendent of Schools, Building Principals, the school nurse and district security officials to conduct searches of students and their belongings, in most instances, with exceptions set forth in A, B and C, (below), 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. Individuals, other than the district employees, will be considered reliable informants if they have previously supplied information that was accurate and verified, or they make an admission against their own interest, or they provide the same information that is received independently from other sources, or they appear to be credible and the information they are communicating relates to an immediate threat to safety. District employees will be considered reliable informants unless they are known to have previously supplied information that they knew was not accurate.

Before searching a student or the student’s belongings, the authorized school official should attempt to get the student to admit that they possess physical evidence that they violated the law or the district code, or get the student to voluntarily consent to the search. Searches will be limited to the extent outlined below to locate the evidence sought.

Whenever practicable, searches will be conducted in the privacy of administrative offices. All searches will be conducted by an administrator or designee and an adult witness, and students will be present when their possessions are being searched.

A. Student Lockers, Desks 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.

B. Personal Searches

A strip search is a search that requires a student to remove any or all of their clothing, other than an outer coat or jacket. The Board of Education prohibits strip searches to be conducted. An authorized school official may conduct a personal search and require a student to remove their outer coat or jacket, should there be reasonable cause to believe the student is concealing evidence of a violation of law or the district code of conduct.

C. Documentation of Searches

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

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

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

D. Police Involvement in Searches and Interrogations of Students

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

1. A search or an arrest warrant; or
2. Probable cause to believe a crime has been committed on school property or at a school function.
3. Been invited by school officials.

Before police officials are permitted to question or search any student, the Principal or designee must first try to notify the student's parent/guardian to give the parent the opportunity to be present during the police questioning or search. If the student's parent/guardian cannot be contacted prior to the police questioning or search, the questioning or search will not be conducted. The Principal or designee will also be present during any police questioning or search of a student on school property or at a school function.

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

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

E. Treatment of Cell Phones

Teachers and administrators are authorized to confiscate student cell phones that are being used in violation of the code of conduct and/or Policy 5315 Electronic Devices. Teachers and administrators are permitted to look at the screen of the cell phone and can request the student's cooperation to search the cell phone further. Without a student's permission, teachers and administrators should not undertake a more extensive search until conferring with the Superintendent or school attorney for guidance.



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.

Corporal punishment does not include the use of physical restraint to protect the student, another student, teacher or any other person from physical injury, when alternative procedures and methods not involving the use of physical restraint cannot reasonably be employed to achieve these purposes.

Physical restraint will not be used to prevent property damage, except in situations where there is imminent danger of serious physical harm to the student or others, and the student has not responded to positive, proactive intervention strategies.

The authorized use of timeout and physical restraint is addressed in policy 4321.12.(we do not have policy 4321.12-R)

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

Dissemination and Review

A. Dissemination of Code of Conduct

The Board will work to ensure that the community is aware of this code of conduct by:

1. Providing copies of an age-appropriate, written in plain language, summary of the code to all students at an assembly to be held at the beginning of each school year.
2. Providing a plain language summary to all parent(s) at the beginning of the school year, and thereafter on request.
3. Posting the complete code of conduct on the district's website.
4. Providing all current teachers and other staff members with a copy of the code and a copy of any amendments to the code as soon as practicable after adoption.
5. Providing all new employees with a copy of the current code of conduct when they are first hired.
6. Making copies of the complete code available for review by students, parent(s) and other community members. T

The Board will sponsor an in-service education program for all district staff members to ensure the effective implementation of the code of conduct and other training to contribute to its success as needed. The Superintendent may solicit the recommendations of the district staff, particularly teachers and administrators, regarding in-service programs pertaining to the management and discipline of students. On-going professional development will be included in the district's professional development plan, as needed.

B. Review of Code of Conduct

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

Before adopting any revisions to the code, the Board will hold at least one public hearing at which school personnel, parent(s), students and any other interested party may participate.

The code of conduct and any amendments to it will be filed with the Commissioner of Education, in a manner prescribed by the Commissioner, no later than 30 days after adoption.



Appendix A: Glossary of Terms

For purposes of the Code of Conduct, the following definitions apply.

“Behavior” is the way in which one acts or conducts oneself, especially towards others. It is expected that students, staff, and visitors will conduct themselves in such a way that is in line with this Code of Conduct.

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

“Gender” means actual or perceived sex and includes a person’s gender identity or expression.

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

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

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

“Protective hairstyles” includes, but is not limited to, such hairstyles as braids, locks, and twists.

“Race” includes traits historically associated with race, including, but not limited to, hair texture and protective hairstyles.

“Relationships” are the way in which two or more people regard and behave toward each other.

“Respect” is an act of treating everyone in the school community with dignity. This is demonstrated by: treating others with kindness and care, being polite and using manners, expressing thoughts in opinions in ways that are polite and courteous, using a polite tone of voice and body language, listening to others who are speaking to you, keeping one’s hands to one’s self and not violating others’ personal space.

“Responsibility” is an obligation to behave in accordance with social norms and being held accountable for one’s actions.

“Restorative Practices” Restorative practices originate from common practices that reflect our shared humanity. Used proactively, they build a vibrant culture. Restorative practices use the foundations of relationships and interconnectedness to repair harm and reestablish harmony. Restorative practices can be used as both a prevention and intervention measure. Restorative practices can help schools build relationships and empower community members to take responsibility for the well-being of others, prevent or deal with conflict before it escalates, build resiliency, address underlying factors that lead youth to engage in inappropriate behavior, increase the skills of those who have harmed others so that the conduct does not recur and provide wrongdoers with the opportunity to be accountable to those they have harmed and enable them to repair the harm to the extent possible. When used as an intervention measure, taking a restorative approach to discipline changes the fundamental questions that are asked when a behavioral incident occurs. Instead of asking who is to blame and how those engaged in the misbehavior will be punished, a

restorative approach asks the following key questions:

- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right? -

“School property” means in or within any building, structure, athletic playing field, playground, parking lot or land contained within the real property boundary line of a public elementary or secondary school, or in or on a school bus, as defined in Vehicle and Traffic Law §142.

“School function” means any school-sponsored extra-curricular event or activity.

“Sex” means the physical, biological, chromosomal, genetic and anatomical make up of a body

“Sexual orientation” means actual or perceived heterosexuality, homosexuality or bisexuality. An individual’s sexual orientation is independent of their gender identity.

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

1. Commits an act of violence upon a school employee.
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 the school function.
3. Possess, while on school property or at a school function, a weapon
4. Displays, while on school property or at a school function, what appears to be a weapon.
5. Threatens, while on school property or at a school function, to use a weapon.
6. Knowingly and intentionally damages or destroys the personal property of any school employee or any person lawfully on school property or at a school function.
7. Knowingly and intentionally damages or destroys school district property.

“Weapon” means the same as the term “dangerous weapon” under 18 USC §930(g)(2) 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. ‘Weapon’ means a firearm as defined in 18 USC §921 for purposes of the Gun-Free Schools Act. 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, sling shot, metal knuckle knife, 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.

Although not identified under the definition of weapons, the use or possession of any razor blades, box cutters, knives of any size, or any other instrument with any kind of blade is also prohibited, unless permission is specifically given by an administrator. Possession of any items such as these but not limited to these items are subject to disciplinary action.

Appendix B: Student Bullying and Harassment Complaint Form

The purpose of this form is to inform the district of an incident or series of incidents of bullying or harassment, so we can investigate and take appropriate steps.

The district prohibits bullying and harassment of students on the basis of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, and gender identity or gender expression including traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as but not limited to braids, locks, and twists.

If the student feels unsafe at school, fill out this form, and we urge you to speak directly with the Building Principal or Assistant Principal/ DASA Coordinator or Designees soon as possible so we can address your concerns.

Student Name: _____ Student ID: _____ Grade: _____

School: _____ Contact information: _____

1. List the name(s) of the individual(s) accused of bullying and/or harassment (use additional sheets if necessary). _____

2. Describe the incident(s). Please include when and where it happened. Please use additional sheets of paper if necessary and attach any relevant documents or evidence. _____

3. I believe the harassment is based on my (check all that apply):

- | | | | | |
|---|---------------------------------------|---|--|-----------------------------------|
| <input type="checkbox"/> race | <input type="checkbox"/> ethnic group | <input type="checkbox"/> sex | <input type="checkbox"/> color | <input type="checkbox"/> religion |
| <input type="checkbox"/> sexual orientation | <input type="checkbox"/> weight | <input type="checkbox"/> religious practice | <input type="checkbox"/> gender identity or expression | |
| <input type="checkbox"/> national origin | <input type="checkbox"/> disability | | | |

Race (including traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as but not limited to braids, locks, and twists),

4. Is the harassment continuing? Yes No

5. Please list the name (if known) of anyone who witnessed the incident or may have information related to your complaint. _____

The following question is optional, but may help the district's investigation.

6. Have you previously complained about or provided information (verbal or written) about bullying, harassment or discrimination or related incidents to the district? Yes No

If yes, when and to whom did you complain or provide information?

7. If you have retained legal counsel and would like us to work with them, please provide their contact information. _____

I certify that all statements on this form are accurate and true to the best of my knowledge.

Name _____

Relationship to student _____

Signature _____

Date _____

Preferred contact method (please circle one): phone, email, mail, in person

Please attach any supporting documentation (i.e., copies of emails, notes, photos, etc.).

Return this form to: The Building Principal or Assistant Principal/DASA Coordinator or Designee.

Note on confidentiality:

In order to investigate the complaint, the district will only disclose the content of the complaint to those persons who have a need to know.

This form will not be shown to the accused student(s)/ staff.