



Eastern Suffolk BOCES

Code of Conduct



Welcome

Dear Students, Families, and Colleagues,

We are pleased to share our Code of Conduct for Eastern Suffolk BOCES. This Code applies to students, staff, and visitors on our school campuses or during school-sponsored activities off-campus. It sets high standards for personal conduct, holding us all accountable and ensuring a safe, positive, and purposeful school environment.

Emphasizing our commitment to social and emotional supports and restorative practices, our Code highlights our dedication to equity and the dignity of every member of our school community. Within this framework, we align our expectations with the principles of the Eastern Suffolk BOCES vision and mission.

Our Code of Conduct also plays a crucial role in fostering a sense of belonging among all members of our school community. By adhering to our Code of Conduct and embodying the principles, we create an inclusive environment where everyone feels seen, heard, and valued.

Please review this essential document carefully and use it as a guide throughout the school year to help us achieve our vision of providing educational services that transform lives.

By adhering to our Code of Conduct and embodying these principles, we demonstrate our commitment to the ideals of community and school citizenship that make Eastern Suffolk BOCES an excellent place to learn, work, and grow.

Code of Conduct

The goal of the Eastern Suffolk BOCES Code of Conduct is to ensure that the right of all students to receive an education in a safe, civil, engaging and caring environment is met. In order to achieve this, everyone within the school community must demonstrate and offer respect.

Introduction

Why do we have a Code of Conduct?

The code of conduct serves as a guide to engaged citizenship, promoting positive behavior and helping students understand expectations that are based on the principles of mutual respect, citizenship, character, acceptance, honesty, and integrity. Students are expected to conduct themselves in an appropriate and civil manner, with proper regard for the rights and welfare of other students, school personnel and other members of the school community, as well as for the care of school facilities and equipment.

The Board of Education recognizes the need to clearly define expectations for acceptable conduct and identify the possible responses to unacceptable conduct. Levels of behavior concerns, violations and responses, interventions and consequences are outlined in the code of conduct.

The code of conduct applies to all students while in Eastern Suffolk BOCES school buildings, on school grounds, in school vehicles and at all school, school-related and district-sponsored activities, including those held at locations off school property. It also applies at non-school events when behavior can negatively affect the educational process or endangers the health, safety, morals or welfare of the school community.

The Eastern Suffolk BOCES Code of Conduct ensures that students have equitable access to behavioral support and interventions regardless of national origin, language, race, color, disability, neurodiversity, ethnicity, gender, age, religion, sexual orientation, gender identity, socioeconomic status, or family structure.

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Beliefs about Children, Learning, Our Work

All of our students will be treated in a fair, consistent, and non-discriminatory manner. We must ensure that all students have what they need for academic success. Supporting positive student behavior requires a high level of commitment from students, parents, guardians, staff, administrators, and members of the Board of Education. These stakeholder groups have rights and responsibilities that are designed to reflect both the mutual respect and accountability required of all people involved in supporting student behavior. The rights and responsibilities of each group are outlined in the Rights and Responsibilities Section.

Dignity and Belonging are the main pillars of our work.

1. Eliminate the disparity in opportunities so as to ensure success for all students.
2. Interrupt the cyclical practices that negatively impact diverse students.
3. Cultivate the unique gifts of each student.

We believe that

- Everyone has the right to a safe, healthy, caring, and culturally responsive environment that fosters equity, dignity, and belonging.
- Our organization must prioritize all individuals rights to an inclusive, nurturing environment that supports all individuals connected to them, fostering respect, honesty, trust, and integrity in all interactions.
- Our diverse community of children and adults is our greatest strength and are entitled to high-quality, cost-effective, and equitable services.
- A diverse, motivated, and valued workforce, which embrace the agency's mission and beliefs, is essential for achieving high-quality, equitable outcomes.
- Effective methods and practices empower a diverse workforce to be accountable for the programs and services they deliver, utilizing their expertise and resources to meet the expectations of those they serve.
- The foundation of our organizational success lies in continuous evaluation, innovation, and effective communication, providing space for all individuals to be seen, heard, and valued.
- The integrity, equity, and high standards inherent in our educational programs equip students with the personalized skills needed to become active and engaged members of their communities.



Guiding Principles

Eastern Suffolk BOCES Code of Conduct is based on key principles for ensuring that our schools are a safe, civil, engaging, and caring environment.



All adults have an obligation to help students learn to be good citizens by:

- Helping students reach academic and social success.
- Supporting students in making responsible decisions.
- Encouraging them to take responsibility for their actions and words.
- Modeling behaviors that we want to cultivate.

Policies and practices must be implemented in ways that are considered to be respectful. Adults are expected to protect the dignity of every student and ensure a tone of decency, compassion, and respect.

Improving educational outcomes for all students requires that schools provide support and that behavior support is directed at addressing academic learning gaps and the causes of misbehavior. Prevention and intervention strategies may include more personalized instruction, support, service, and programming to address personal and family circumstances and social-emotional learning. Examples of strategies include conflict resolution, peer mediation, emotional management, behavior replacement strategies, self-regulation strategies, and restorative practices.

School personnel are responsible for developing and using strategies that promote learning and positive behavior in school, and for addressing behaviors that disrupt learning.

Administrators, teachers, related school professionals, and all other school staff, and parents are expected to engage students in the intervention and prevention strategies that address behavioral issues.

Guiding Principles:

Restorative Practices

Student discipline, policies, and practices should be implemented in ways that are accountable and restorative. Students and families need to know that the school will provide interventions inside and outside the classroom that support a restorative, rather than punitive, response. Students have the opportunity to accept assigned consequences and fully participate in the interventions designed to address specific behaviors. These interventions require students to own the problem, reflect on the impact of their behavior on themselves and others, and understand why the behavior was unacceptable or inappropriate. It does not mean there are no other consequences to the behavior, but we know that administering consequences without re-teaching and reflection does little to change behavior in the long run.

We need to be aware that the person whose actions we are attempting to correct, must be in a place where they admit they were wrong, and they want to make amends or alter their behavior. To gain insight into the thoughts, feelings, and actions that led to the behaviors, the following questions are asked in a restorative conversation.

- What happened?
- What were you thinking about at the time?
- What have you been thinking about since?
- Who has been affected by what you have done?
- In what way have they been affected?
- What needs to be done to make things right with this teacher, student or another person so you can access your education?

Restorative practices are a whole-school approach and has to work in conjunction with consequences. Restorative practices and the use of affective statements are practices that are continuous. Not all offenses are eligible for a restorative approach; some offenses require long-term suspensions or involvement with law enforcement.

Examples of Restorative Practices

- Affective Statements refer to the tone in which we speak to students to build relationships and show we care about the student. For example, "I liked the way you worked for the whole class period today," is more effective than, "good job."
- Community/Restorative Circles can be used as a response to wrongdoing and as a vehicle for discussion while creating respect and classroom norms. These could be used from the beginning of the school year so that students understand how they work before significant issues need to be discussed.
- Restorative Conference/Conversation is a formal response to wrongdoing where the facilitator helps all parties explore what happened and who was affected. This can be done with a facilitator, teacher, and a student after a disruption to the learning environment has occurred.

The district will support this by:

- Intentional community building
- Providing opportunities for reflection and learning
- Utilizing restorative dialogue
- Collaborating on problem solving
- Ensuring transparency and fairness

Guiding Principles: Culture of Care and Belonging

Eastern Suffolk BOCES defines a culture of care as our commitment to ensuring that all students are able to fully access educational experiences and services in our schools, and understanding and eliminating necessary barriers to achieving this. It is doing everything it takes to ensure that all students feel valued, safe, welcome, and a sense of belonging. A culture of care is not giving all students the same experience; it is about giving each student what they need to meet their potential and have full access to the opportunities that make up Eastern Suffolk BOCES education.

This requires building authentic relationships with students and families and embracing the unique perspectives and contributions of all in our community.

Our commitment to a culture of care and belonging will help guide how we create and implement student discipline, policies, and practices. This means working with parents, guardians, and caregivers as partners when addressing student behavior issues. Also, it means further developing our capacity as culturally responsive practitioners in and outside of the classroom.

Guiding Principles: Social Emotional Learning (SEL)

Eastern Suffolk BOCES is invested in supporting students in developing self-awareness and self-management skills essential to success in school and in life. This support is integrated into our daily interactions with students, promoting social awareness and interpersonal skills that establish and maintain positive relationships. Eastern Suffolk BOCES encourages all students to develop and demonstrate ethical decision-making skills and responsible behaviors in personal, school, and community, and civic contexts.

The ability to recognize the thoughts, feelings, and perspectives of other individuals, including ideas and viewpoints that are different from one's own, and to empathize with others from diverse backgrounds, is central to forming and maintaining positive relationships at all life stages.

Guiding Principles: Student Engagement

Engagement is integral to creating a positive school climate and culture that effectively fosters academic achievement and social-emotional growth. Providing students with ample opportunities to participate in a wide range of kindness activities and develop a bond with caring, supportive adults, positively influences behavior. A few examples include providing students with opportunities to share ideas and concerns, and participating in school-wide initiatives.

Guiding Principles: Expectations, Respect and Accountability

It takes the commitment and responsibility of all staff for the healthy development of students, including modeling the skills, behaviors and mindsets that they seek to cultivate in students. All staff members are urged to set high expectations for student success, build positive relationships with students, and model how to behave successfully in school settings.



Rights and Responsibilities

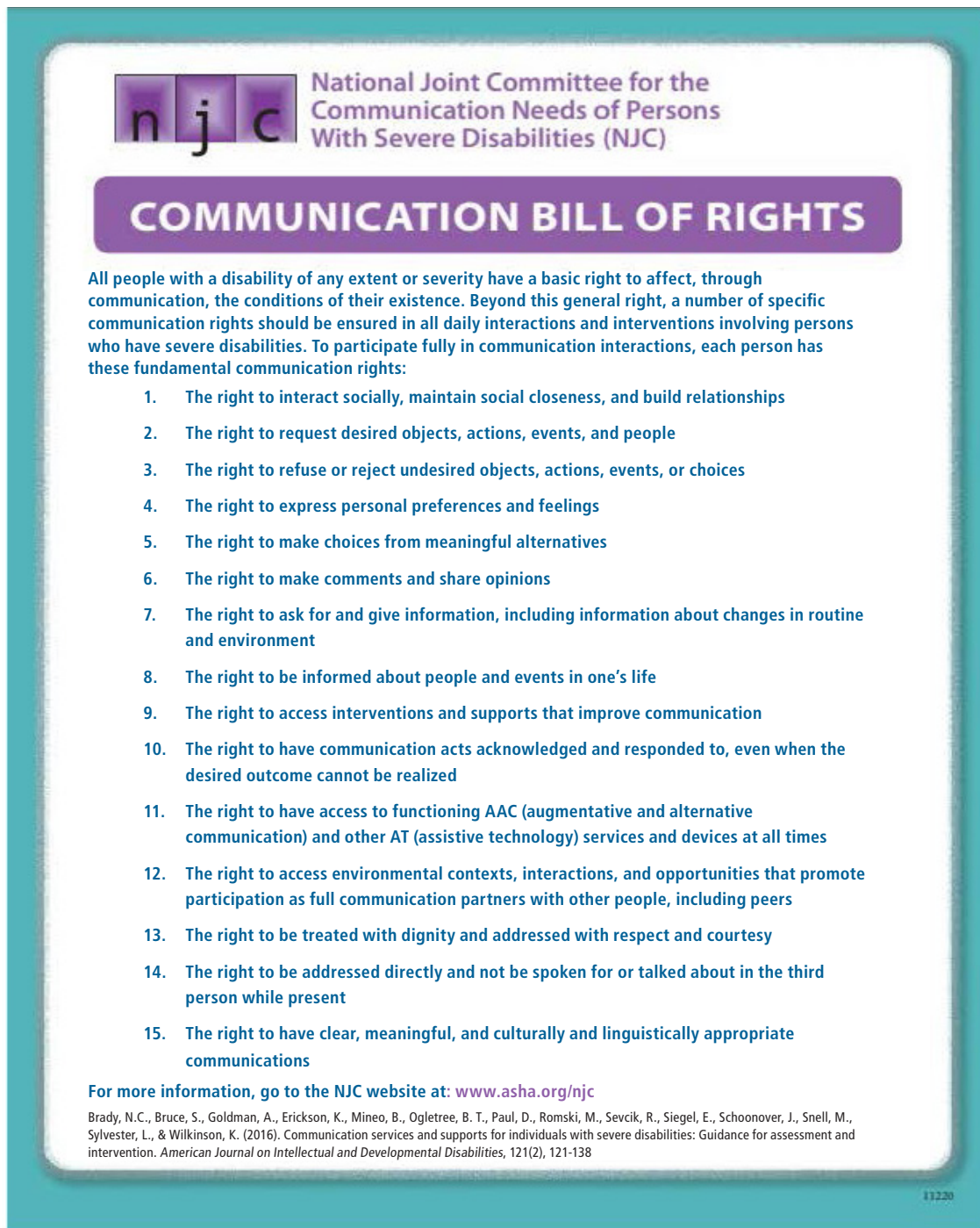
All members of the school community must assume a responsible role in promoting behavior that enhances academic and social success. Courteous, respectful, and responsible behavior fosters a positive climate and one that promotes learning.

Students

- Students learn best when adults serve as active positive role models.
- Students learn best when they learn to celebrate differences.
- Students learn best when respect and civility are modeled by all.
- Students learn best when expectations are clearly defined and consistently enforced.

All students are guaranteed the right to express opinions, support causes, organize and assemble to discuss issues and demonstrate peacefully and responsibly in support of and in accordance with policies and procedures established by the Eastern Suffolk BOCES Board of Education.

Eastern Suffolk BOCES serves students with varying levels of communicative abilities. As such, acknowledgment of multimodal communication (i.e. verbalization, AAC, gestures, facial expressions, etc.) is necessary to ensure all student voices are heard. Therefore, all staff are required to honor the Communication Bill of Rights as seen below.



The poster features the NJC logo (three purple squares with letters n, j, c) and the full name of the committee. Below this is a purple header with the title 'COMMUNICATION BILL OF RIGHTS' in white. The main text explains that all people with disabilities have a basic right to affect their existence and lists 15 specific communication rights. At the bottom, it provides a website for more information and a list of authors.

n j c National Joint Committee for the
Communication Needs of Persons
With Severe Disabilities (NJC)

COMMUNICATION BILL OF RIGHTS

All people with a disability of any extent or severity have a basic right to affect, through communication, the conditions of their existence. Beyond this general right, a number of specific communication rights should be ensured in all daily interactions and interventions involving persons who have severe disabilities. To participate fully in communication interactions, each person has these fundamental communication rights:

1. The right to interact socially, maintain social closeness, and build relationships
2. The right to request desired objects, actions, events, and people
3. The right to refuse or reject undesired objects, actions, events, or choices
4. The right to express personal preferences and feelings
5. The right to make choices from meaningful alternatives
6. The right to make comments and share opinions
7. The right to ask for and give information, including information about changes in routine and environment
8. The right to be informed about people and events in one's life
9. The right to access interventions and supports that improve communication
10. The right to have communication acts acknowledged and responded to, even when the desired outcome cannot be realized
11. The right to have access to functioning AAC (augmentative and alternative communication) and other AT (assistive technology) services and devices at all times
12. The right to access environmental contexts, interactions, and opportunities that promote participation as full communication partners with other people, including peers
13. The right to be treated with dignity and addressed with respect and courtesy
14. The right to be addressed directly and not be spoken for or talked about in the third person while present
15. The right to have clear, meaningful, and culturally and linguistically appropriate communications

For more information, go to the NJC website at: www.asha.org/njc

Brady, N.C., Bruce, S., Goldman, A., Erickson, K., Mineo, B., Ogletree, B. T., Paul, D., Ronski, M., Sevcik, R., Siegel, E., Schoonover, J., Snell, M., Sylvester, L., & Wilkinson, K. (2016). Communication services and supports for individuals with severe disabilities: Guidance for assessment and intervention. *American Journal on Intellectual and Developmental Disabilities*, 121(2), 121-138

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Students have the RIGHT to:

- Be afforded a sound, quality education in school environment that is safe, orderly, and promotes learning.
- Be respected as an individual, treated fairly, and with dignity by other students and school staff.
- Organize, promote, and participate in student activities as part of the formal education process or as authorized by the school principal.
- Provide representation on appropriate school-wide committees that influence the educational process as designated by school personnel.
- Exercise freedom of inquiry and expression, both written and oral, within appropriate limits under the law and provided that the rights of others are not diminished.
- Present their version of the relevant events to school personnel authorized to impose disciplinary measures.
- Access school rules and, when necessary, receive an explanation of those rules from school personnel.
- Be protected from intimidation, harassment, or discrimination based on actual or perceived national origin, language, race, color, disability, neurodiversity, ethnicity, gender, age, religion, sexual orientation, gender identity, socioeconomic status, and family structures, by employees and students on school property or at any school-sponsored event, function or activity.

Students have the RESPONSIBILITY to:

- Own their learning and be active participants in it. Attend school daily, arrive on time, and be prepared to learn.
- Be truthful and accountable for their words and actions, and respect themselves and others in class, on school grounds, on buses and any school-related activity.
- Respect the rights and feelings of fellow students, parents, school staff, visitors, and guests.
- Contribute to maintaining a safe and orderly school environment that is conducive to learning.
- Know and comply with school district rules and policies.
- Make an effort to correct and improve behavior through restorative practices.
- Conduct themselves as representatives of the district when participating in or attending school-sponsored events and hold themselves to the highest standards of conduct and demeanor.
- Make constructive contributions to their school and report objectively on school-related issues.
- Work to the best of their ability in all academic and social-emotional learning objectives to strive toward their greatest potential.
- Express thoughts and opinions in respectful ways and respect others' personal space.
- Participate in learning communities, including helping to formulate rules and procedures in the school, engaging in school-related activities, and fostering a culture of respect for learning and others.
- Seek help and assistance when needed.
- Take care of property that belongs to others or the school.
- Help to make school a community that is free from violence, intimidation, bullying, harassment, and discrimination.

Parents/Persons in Parental Relation

Parents/Persons in Parental Relation have the right to be active participants in the learning process, to express views and to provide input into decisions that affect their children. The education of their children is a joint responsibility of Parents/Persons in Parental Relation and the Eastern Suffolk BOCES community, and parents are encouraged to collaborate with Eastern Suffolk BOCES to optimize their children's educational opportunities. They are always welcome into our schools.



Parents/Persons in Parental Relation have the RIGHT to:

- Be actively involved in their children's education.
- Be treated courteously, fairly, and respectfully by all school staff.
- Receive timely information about policies and procedures that relate to their children.
- Receive regular reports from school staff regarding academic progress and behavior.
- Receive notification and information about inappropriate or disruptive behaviors by their children and disciplinary actions taken.
- Receive information about due process procedures for disciplinary matters concerning their children.
- Receive information about ways to improve their children's progress, including counseling, academic programs, and mental health services.
- Be contacted when their child is believed to have committed a crime or when police are called.
- Receive communication in their native language, provided through translation services.

Parents/Persons in Parental Relation have the RESPONSIBILITY to:

- Provide updated contact information to their child's school.
- Inform school officials of changes in the home situation that may affect student outcomes or performance.
- Ensure that their children attend school regularly and on time.
- Notify the school when and why their children are absent.
- Communicate concerns or complaints to school officials.
- Support the district dress code by ensuring that students follow all recommendations and expectations set forth
- Collaborate with school staff to address any academic or behavioral problems their children may face.
- Discuss behavioral expectations with their children.
- Promote positive behavior in their children.
- Advocate for their children and take an active role in the school community.
- Participate as an active member of their child's educational team.
- Being respectful and courteous to staff, other parents, guardians, caregivers, and students while on school premises or when participating in school-related events.
- Teaching children that all children have the right to attend school and be treated with respect and dignity regardless of national origin, language, race, color, disability, neurodiversity, ethnicity, gender, age, religion, sexual orientation, gender identity, socioeconomic status, or family structures.

Educators

Educators (Administrators, Teachers, Related Services Professionals & all staff) have the **RIGHT to:**

- Work in a safe and orderly environment.
- Be an active member of our school community.
- Receive supportive professional learning and training.
- Receive necessary resources.

Educators have the **RESPONSIBILITY to:**

- Foster a nurturing learning environment so that students develop as learners both academically and socially.
- Ensure that behavior management, support and discipline policies are developmentally appropriate for students' ages and levels of understanding.
- Be respectful and courteous to students, parents, guardians, caregivers, and colleagues.
- Serve as role models for students.
- Collaborate and schedule conferences with students, parents, guardians, and others in an effort to understand and resolve academic and behavioral concerns.
- Make every effort to accommodate families whose work schedules, access to transportation or distance from school, limits their ability to meet or participate.
- Encourage students to be aware of and use effective classroom and building behavior management techniques.
- Know and administer rules, policies, and procedures consistently, fairly, and equitably.
- Participate in resolving conflicts through restorative practice.
- Assist students in coping with peer pressure and emerging personal, social, and emotional problems.
- Comply with the provisions of the Family Educational Rights on Privacy Act (FERPA) and maintain the confidentiality of all student information and records.

Policy 6420 Confidentiality of Student Records – Access and Challenge

Regulation 6420R.1 Confidentiality of Student Records – Access and Challenge



- Communicate to students and parents/persons in parental relation (Administrators, Teachers, Related Services Professionals, and all staff):
 - a) Information regarding academic requirements/progress
 - b) Graduation requirements
 - c) Post-graduation options
 - d) Social and emotional support available to students
 - e) Connect families to outside counseling and other resources
 - f) Classroom/Learning Environment expectations
 - g) Building-wide Behavioral Management plans
- Remediate issues of discrimination and harassment in any situation that threatens the emotional, physical health or safety of any student, employee or person who is on school property or at a school function and reporting incidents of discrimination and harassment that are witnessed or otherwise brought to the attention of the teacher, counselor, administrator, staff member, or to the dignity act coordinator.
- Maintain a climate of mutual respect and dignity for all students, regardless of actual or perceived national origin, language, race, color, disability, neurodiversity, ethnicity, gender, age, religion, sexual orientation, gender identity, socioeconomic status, or family structures.
- Ensure that race, economic status and disability are never predictors of student achievement.

Administrators

Council & Cabinet Members

Chief Operating Officer & Board of Education

Administrators have the RESPONSIBILITY to:

- Promote a safe, supportive and orderly school environment for all school community members, regardless of actual or perceived national origin, language, race, color, disability, neurodiversity, ethnicity, gender, age, religion, sexual orientation, gender identity, socioeconomic status, or family structures.
- Review the Code of Conduct and procedures for reporting incidents with all staff at the beginning of the school year and ensure all staff participate in mandated yearly trainings.
- Maintain confidentiality and respect the rights to privacy of students and parents/persons in parental relation.
- Develop the capacity of staff, students and families to intervene effectively in response to behavioral concerns.
- Ensure that race, economic status, and disability are never predictors of student achievement.
- Communicate regularly with students, parents, and staff about academic and social-emotional growth, achievement, and any interventions or consequences, as outlined in the Building-Wide Behavior Management Systems, Behavioral Intervention Plans and the Code of Conduct.
- Promote and actively participate in Restorative practices.
- Comply with the provisions of the Family Educational Rights on Privacy Act (FERPA) and maintain the confidentiality of all student information and records.

Policy 6420 Confidentiality of Student Records – Access and Challenge

Regulation 6420R.1 Confidentiality of Student Records – Access and Challenge

The Council and Cabinet Members have the RESPONSIBILITY to:

- Promote a safe, supportive, and orderly school environment for all school community members, regardless of actual or perceived national origin, language, race, color, disability, neurodiversity, ethnicity, gender, age, religion, sexual orientation, gender identity, socioeconomic status, or family structures.
- Review the policies of the board of education and state/federal laws, relating to school operations and management, with all district administrators.
- Maintain confidentiality and respect student and parent/person in parental relation rights to privacy.
- Work with district administrators to enforce the Code of Conduct and ensure that all incidents are resolved promptly and that students are treated fairly and equitably.
- Address issues of discrimination, harassment, or any situation that threatens the emotional or physical health or safety of any student, employee, or person on school property or at a school function.
- Ensuring that race, economic status, and disability are never predictors of student achievement.
- Comply with the provisions of the Family Education Rights on Privacy Act (FERPA) and maintain the confidentiality of all student information and records.

Policy 6420 Confidentiality of Student Records – Access and Challenge

Regulation 6420R.1 Confidentiality of Student Records – Access and Challenge

Chief Operating Office & Board of Education have the RESPONSIBILITY to:

- Set policies to promote a safe, supportive, and orderly school environment for all school community members, regardless of actual or perceived national origin, language, race, color, disability, neurodiversity, ethnicity, gender, age, religion, sexual orientation, gender identity, socioeconomic status, or family structures.
- Review and approve the Eastern Suffolk BOCES Code of Conduct annually.
- Set policies to promote equity throughout the district.
- Comply with the provisions of the Family Education Rights and Privacy Act (FERPA) and maintain the confidentiality of all student information and records.

Policy 6420 Confidentiality of Student Records – Access and Challenge

Regulation 6420R.1 Confidentiality of Student Records – Access and Challenge

Visitors



Parents/Persons in Parental Relation and other visitors are welcome to visit the schools under the following conditions:

- All visitors must report to the Main Office upon arrival, present photo identification, and obtain a visitor's badge. The badge must be worn throughout the visit and returned upon departure.
- Visitors attending school functions that are open to the public and held outside regular school hours are still required to register.
- Teachers are not expected to take class time to discuss individual matters with visitors.
- 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 it.
- All visitors are expected to abide by the rules for Public Conduct on School Property as outlined in this Code of Conduct.

Public Conduct on School Property

All persons on school property or attending a school function shall conduct themselves in a respectful and orderly manner.

Prohibited Conduct

No person, either alone or in concert with others, shall:

- Enter any unauthorized areas of the school building or campus without proper authorization.
- Willfully cause or threaten physical injury to any other person who is behaving lawfully.
- Physically restrain, detain, or remove such a person without authority.
- Willfully damage or destroy school property or use or remove such property without permission.
- Enter any private school office without first obtaining permission.
- Remain in any school building after it is normally closed, without authorization.
- Refuse to leave any school building when requested by a staff member.
- Obstruct the free movement of persons or vehicles on school property.
- Refuse to follow traffic and parking procedures.
- Disrupt classes or deliberately interfere with any person's freedom of speech.
- Possesses any firearm or weapon on school property unless explicitly authorized by the Superintendent or designee.
- Willfully incite others to commit any prohibited act.

Penalties and Procedures

Anyone who violates these rules shall be subject to the disciplinary guidelines outlined in Appendix A, as well as the following penalties:

- Non-students and non-staff shall be subject to ejection and/or suspension from school property.
- Students shall be subject to ejection and/or suspension pursuant to this Code of Conduct.
- Faculty members shall be subject to ejection, warning, reprimand, suspension, or other disciplinary actions as outlined in the New York State Education Law.
- Classified service staff members shall be subject to ejection and the disciplinary actions pursuant to §75 of the New York State Civil Service Law.
- Other staff members shall be subject to ejection, censure, suspension without pay, and dismissal.
- Any individual who refuses to leave school property when asked may be subject to arrest.

For more information about prohibited conduct, see the following Eastern Suffolk BOCES regulations and policies:

Policy 6240 Dangerous Instruments and Weapon on ESBOCES Property

Policy 5121 Non-Discrimination and Anti-Harassment

Regulation 6560R.1 Harassment, Bullying, and Discrimination (Students)

Attendance

Students are expected to attend class daily, as required by state law. Regular attendance creates an environment that fosters subject competency, continuity of learning, and responsibility, all of which are essential to the educational process. Active student participation is an integral part of the school curriculum. Students are required to attend classes every school day unless excused for a valid reason. Acceptable reasons for absences and/or tardiness or early departure are (as per the ESBOCES Student Attendance Policy 6110):

1. Personal illness or injury
2. Illness or death in the family
3. Impassable roads due to inclement weather
4. Religious observance or religious instruction
5. Required court appearance
6. Attendance at health clinics
7. Approved college visits
8. Approved cooperative work programs
9. Military obligations
10. Other such reasons as may be approved by the Board of Education

Although days missed for the above reasons are considered excused absences, students must realize that their school work can suffer if they are out of class too often. Students and parents are responsible for keeping informed of makeup work for time missed in class, whether the absence is excused or unexcused.

Illness During the School Day

For health and safety reasons, a student who becomes ill or who is injured during the school day, must report to the school nurse. If, in the opinion of the nurse, the student is too ill to continue at school, the nurse will contact the parent/person in parental relation or other designated adult to make appropriate arrangements for the student to get home.

In the event that the nurse is not able to make contact with the parent/person in parental relation, the student shall be offered the opportunity to remain in the nurse's office. If the student would prefer to return to class, it will be the nurse who makes a nursing assessment to determine whether the student is able to return to classes.



Return from Absences/Additional Attendance Procedures

1. Students must attend all classes.
2. Students should notify a teacher if they will be out of class for any reason (early dismissal, nurse's office, counseling office, main office).
3. Students will remain in school all day unless granted early release at the request of a parent/person in parental relation.
4. Students who are tardy to class will report to the class and explain to the teacher why they are tardy. Tardiness to class is excused for:
 - a. Personal illness or injury, as verified by the school nurse
 - b. Late buses
 - c. Counseling appointments
 - d. Nurse's office
 - e. Main office visit
 - f. Others as deemed necessary by the principal



Early Dismissal

The student is required to bring a written statement clearly defining the reason for any early dismissal. This note will be given to the homeroom teacher, preferably the day before the appointment. The parent/person in parental relation or legal guardian is required to come to the main entrance and is responsible for signing the child out at that time. Once the parent/person in parental relation or legal guardian presents the required ID, the student will be called from class. Students can only leave the building with permission from authorized school personnel.

Academic Integrity

As part of a school community, students and faculty have the duty and responsibility to promote academic integrity. This means that students are responsible for completing their own work. The purpose of assignments is to develop skills and measure the progress of each student. Students learn more and attain a feeling of accomplishment through their own hard work and initiatives and initiative.

Plagiarism is defined as the practice of taking someone else's work or ideas and passing them off as one's own. Plagiarism is a serious academic offense. Students should follow these rules of academic integrity:

1. Do your own work. Be truthful.
2. Don't let others use or copy: classwork, homework, quizzes, and tests. Others should not get credit for work that you have done.
3. If you are helping someone, do not do the work for him or her.
4. If you are working in a group, follow the teacher's directions on sharing work.
5. If you are uncertain about the directions, ask the teacher for clarification.

One aspect of academic integrity that is very important throughout a person's lifetime is acknowledging sources. Learning how to acknowledge sources begins in elementary school, but is taught and refined over time through the middle school years to prepare students for high school and college. Among other things, this includes using quotation marks and footnotes, and citing sources where appropriate.

Students who fail to follow these rules will face disciplinary consequences.



AI Generated Assignments

AI is not a substitute for schoolwork that requires original thought. Students may not claim AI generated content as their own work. The use of AI to take tests, complete assignments, create multimedia projects, write papers, or complete schoolwork without the permission of a teacher or administrator is strictly prohibited. The use of AI for these purposes constitutes cheating or plagiarism. In order to ensure academic integrity, tests, assignments, projects, papers, and other schoolwork may be checked by AI content detectors and/or plagiarism recognition software. If a student is given permission to use AI, they must cite it like any other resource.

Drug and Alcohol Abuse

The possession of drugs, drug paraphernalia, synthetic narcotics, non-prescribed medications, or alcohol, or the consumption of drugs or alcohol during school hours or at any school event or other school-sponsored activity, is strictly prohibited. No student may come to school or any other school-sponsored activity, on or off campus, after the student has consumed alcohol, drugs, synthetic narcotics, or non-prescribed medications, or while in possession of drugs, synthetic narcotics, non-prescribed medications, drug paraphernalia or alcohol. The consequences for such conduct may include participation in restorative programs, in school consequences and/or suspension.



Dress Code

Students

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.

Each building principal shall be responsible for informing all students and their parent(s)/person(s) in parental relation of the Student Dress Code at the beginning of the school year and any revisions to the Dress Code which may be made during the school year. In matters of opinion, the decision of the school administration is final. School administration may allow exceptions in special circumstances including, but not limited to, medical or religious needs, holidays or special events.

Regulation 2410R.1 Code of Conduct

Cell Phone

In compliance with the new law put forth by the Governor, ESBOCES intends to collect student cell phones in their homeroom classes or in their CTE course. Lockable cabinets or student lockers, where available, will be used to store individual phones. We will work with our component school districts if any exemptions to the law are needed. These exemptions will be reflected on the student's IEP or provided to us in writing for non-classified students.

Policy 6221 Cell Phone

The Crown Act

In 2019, the Dignity for All Students Act, or DASA, was amended by the CROWN Act to add the definition of race that includes traits such as hair texture and protective hairstyles such as locs, braids, and twists, in order to protect students across their public education regardless of how they choose to wear/style their hair. The CROWN Act, which stands for *Creating a Respectful and Open World for Natural Hair*, prohibits racial discrimination based on hair

texture and protective hairstyles. While DASA already protects the rights of all students to learn in schools free of discrimination, harassment, and bullying, it is now clarified that those rights include self-expression through hairstyle.

Timeout/Physical Restraints

Positive, proactive, evidence-based, and research-based strategies through a multi-tiered system of supports will be used to reduce the occurrence of challenging behaviors, eliminate the need for the use of timeout and physical restraint, and improve school climate and the safety of all students.

Timeout and physical restraint may be used only when:

1. Other less restrictive and intrusive interventions and de-escalation techniques would not prevent imminent danger of serious physical harm to the student or others;
2. There is no known medical contraindication to its use on the student; and
3. Staff using the interventions have been trained in their safe and appropriate application.

Timeout and physical restraints will not be used as discipline or punishment, retaliation, or as a substitute for positive, proactive intervention strategies that are designed to change, replace, modify, or eliminate a targeted behavior. Parents/Person in Parental Relation will be notified of any use of timeout or physical restraint on the day of such use, and shall be provided a copy of the corresponding incident report within three school days.

Policy 6211 Timeout and Physical Restraint

Behavior Intervention Room

A Timeout Room or Behavior Intervention Room (BIR), is a room and area for a student to safely de-escalate, regain control, and prepare to meet expectations, return to their educational program. The BIR shall only be used in conjunction with a behavioral intervention plan developed for the student and/or Board Policy 6211.

Policy 6211 Timeout and Physical Restraint
Policy 6217 Use of Behavior Intervention Rooms
Regulation 2410R.1 Code of Conduct

Smoking or Use of Tobacco Products

The use or possession of tobacco products or accessories, e-cigarettes or vapor instruments and/or products, and dab pens and/or cartridges of any kind by students in school buildings, on school property or in vehicles owned or operated by the District, or at school sponsored events is prohibited. Violation of the Code of Conduct regarding tobacco use will result in parent notification, referral to the school counselor, other disciplinary action, and may include additional education on the risks and health effects of tobacco use.

Policy 6220 Student Alcohol and Substance Abuse

State Law Prohibiting Bomb Threats

It is illegal for anyone to issue a bomb threat. As of December 1, 1999, the consequences for this crime have been increased from a Class A misdemeanor to a Class E felony (Chapter 561, Laws of 1999). Persons arrested for making bomb threats face felony prosecution, youthful offender or juvenile delinquency adjudication, as well as a one-year suspension of their driver's license. Related laws permit municipalities, fire districts and other emergency service providers to seek restitution for costs associated with their response to a bomb threat on school grounds. The amount may be up to \$10,000 in restitution to be paid by anyone convicted of reporting a false incident or bomb, up to \$5,000 to be paid by the parent of a child who makes a false report.

The Dignity for All Students Act

New York State's Dignity for All Students Act (the Dignity Act of DASA) took effect on July 1, 2012. Just as does the district's Code of Conduct, the new law seeks to provide the State's public elementary and secondary school students with a safe and supportive environment free from discrimination, intimidation, taunting, harassment, and bullying (including cyberbullying) on school property, school buses, and/or at school functions, as well as to foster civility in public schools. Consistent with the Dignity Act, the District prohibits acts of bullying (including cyberbullying), discrimination, and harassment against students by students and/or school employees on school property, on school buses, or at any school functions based on a student's actual or perceived race actual or perceived race (including traits associated with race such as hair texture and protective hairstyles), color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity or expression), or sex. The Amendments of 2013 afford protections under DASA to include all forms of harassment of any kind. Prevention is the cornerstone of the District's effort to address bullying and harassment. To implement this anti-bullying prevention program, the Board will designate, at its annual organizational meeting, individuals at each school to act as the Dignity for All Students Act Coordinators (Dignity Act Coordinator). These individuals shall be thoroughly trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, sex, or any other legally protected status.

Eastern Suffolk BOCES

Dignity for All Act (DASA) Coordinators

Compliance Officer

Claudy Damus-Makelele
Associate Superintendent for Educational Services
(631) 687-3056

Bellport Academic Center

Jonathan Krapin, Principal
Moonée Rivers, Assistant Principal
James Smith, Assistant Principal
(631) 286-6900

Bixhorn Technical Center

Nicole Zergebel, Principal
Phillip Fisher, Assistant Principal
(631) 286-6500

Brookhaven Learning Center

Nicole Drinkwater, Principal
John Galassi, Assistant Principal
Nickeisha Wilson, Assistant Principal
(631) 286-6700

Edward J. Milliken Technical Center

Dr. Chanelle Cox, Principal
Richard Romito, Assistant Principal
(631) 244-5800

Harry B. Ward Technical Center

Kevin Bernier, Principal
Damien Walsh, Assistant Principal
(631) 369-8100

Islip Academic Center

Susan Goltz, Principal
James Muller, Assistant Principal
(631) 244-5950

Islip Career Center

Kristyn Kealey, Principal
Vacancy, Assistant Principal
(631) 244-5900

Jefferson Middle School

Vincent Iorio, Principal
Alicia Freda, Assistant Principal
(631) 476-0564

Masera Middle School

K'ai Watkins, Principal
Katelyn King, Assistant Principal
(631) 844-5680

Premm Learning Center

Laura Schwartz-Papaleo, Principal
Brittney VanGorden, Assistant Principal
Sara Wainwright, Assistant Principal
(631) 567-4901

Sayville Elementary School

Michelle Mellilo, Principal
Tashiba Daniels, Assistant Principal
Cynthia Davis, Assistant Principal
(631) 422-1570

Sequoia High School

Steven Repperger, Principal
Vacancy, Assistant Principal
Laura Makula, Assistant Principal
(631) 622-1200

Tecumseh Elementary School

Susan Lauber, Principal
Kimberly Boehm, Assistant Principal
Kyle Valentine, Assistant Principal
(631) 775-1700

Westhampton Beach Learning Center

Jenny Cook, Principal
Celenia Hines, Assistant Principal
Mark Robins, Assistant Principal
Robert Anziano, Assistant Principal
(631) 288-6400

*Social Workers, Guidance Counselors and Psychologists are also DASA Coordinators. For a full listing, please refer to our website at www.esboces.org/DASA.

Other laws and district policies

Individuals with Disabilities Education Act

The Individuals with Disabilities Education Act (IDEA) is a law that makes available a free appropriate public education to eligible children with disabilities throughout the nation and ensures special education and related services to those children.

The stated purpose of the IDEA is:

- to ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living;
- to ensure that the rights of children with disabilities and parents of such children are protected;

In accordance with IDEA, Eastern Suffolk BOCES has adopted:

Special Rules Regarding the Suspension or Removal of Students with Disabilities:

1. The District's Committee on Special Education shall: Conduct a functional behavioral assessment to determine why a student engages in a particular behavior, and determine if a behavioral intervention plan is necessary. Whenever the district suspends or removes a student with a disability for more than 10 school days in a school year or imposes a suspension or removal that constitutes a disciplinary change in placement, including a change in placement to an Interim Alternative Educational Setting (IAES) for misconduct involving serious bodily injury, weapons, illegal drugs, or controlled substances.

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

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

2. Manifestation Determination team shall: Conduct a manifestation determination review of the relationship between the student's disability and the behavior subject to disciplinary action immediately whenever a decision is made to place a student in an IAES either for misconduct involving serious bodily injury, weapons, illegal drugs or controlled substances or because maintaining the student in their current educational setting poses a risk of harm to the student or others; or a decision is made to impose a suspension that constitutes a disciplinary change in placement.
3. Students presumed to have a disability for discipline purposes: The parents of a student who is facing disciplinary action, but who was not identified as a student with a disability at the time of the misconduct, shall have the right to invoke applicable procedural safeguards set forth in federal and state law and regulations if, in accordance with federal and state statutory and regulatory criteria, the school district is deemed to have had knowledge that the student was a student with a disability before the behavior precipitating disciplinary action occurred. If the district is deemed to have had such knowledge, the student will be considered a student presumed to have a disability for discipline purposes.
 - a. The Superintendent, building principal, or other school official imposing a suspension or removal shall be responsible for determining whether the student is a student is presumed to have a disability.
 - b. A student will not be considered presumed to have a disability for discipline purposes if, upon receipt of information supporting a claim that the district had knowledge the student was a student with a disability, the district either:

1. Conducted an individual evaluation and determined that the student is not a student with a disability; or
2. Determined that an evaluation was not necessary and provided notice to the parents of such determination, in the manner required by applicable law and regulations; or

If there is no basis for knowledge that the student is a student with a disability prior to taking disciplinary measures, the student may be subjected to the same disciplinary measures as any other non-disabled student who engaged in comparable behaviors.

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

3. The district shall provide parents with notice of disciplinary removal no later than the date on which a decision is made to change the placement of a student with a disability to an Interim Alternative Educational Setting (IAES) for either misconduct involving serious bodily injury, weapons, illegal drugs or controlled substances or because maintaining the student in his/ her current educational setting poses a risk of harm to the student or others; or a decision is made to impose a suspension or removal that constitutes a disciplinary change in placement. The procedural safeguard notice prescribed by the Commissioner shall accompany the notice of disciplinary removal.
4. The parents of a student with disabilities subject to a suspension of five consecutive school days or less shall be provided with the same opportunity for a formal conference available to parents of non-disabled students under the Education Law.

5. Superintendent hearings on disciplinary charges against students with disabilities, subject to a suspension of more than five school days, shall be bifurcated into a guilt phase and a penalty phase, and shall also include a manifestation determination review meeting, in accordance with the procedures set forth in the Commissioner's regulations incorporated into this code.
6. The removal of a student with disabilities, other than a suspension or placement in an IAES, shall be conducted in accordance with the due process procedures applicable to such removals of non-disabled students, except that school personnel may not impose such removal for more than 10 consecutive days or for a period that would result in a disciplinary change in placement, unless it has determined that the behavior is not a manifestation of the student's disability.
7. During any period of suspension or removal, including placement in an IAES, students with disabilities shall be provided services as required by the Commissioner's regulations incorporated into this code.

Expedited Due Process Hearings

1. An expedited due process hearing shall be conducted in the manner specified by the Commissioner's regulations incorporated into this code, if:
 - a. The district requests such a hearing to obtain an order of an impartial hearing officer placing a student with a disability in an IAES where school personnel maintain that it is dangerous for the student to be in his or her current educational placement, or during the pendency of due process hearings where school personnel maintain that it is dangerous for the student to be in his or her current educational placement during such proceedings.
 - b. The parent requests such a hearing from a determination that the student's behavior was not a manifestation of the student's disability, or relating to any decision regarding placement, including, but not limited to, any decision to place the student in an IAES.

2. During the pendency of an expedited due process hearing or appeal regarding the placement of a student in an IAES for behavior involving serious bodily injury, weapons, illegal drugs, or controlled substances, or on grounds of dangerousness, or regarding a determination that the behavior is not a manifestation of the student's disability for a student who has been placed in an IAES, the student shall remain in the IAES pending the decision of the impartial hearing officer or until expiration of the IAES placement, whichever occurs first, unless the parents and the district agree otherwise.
3. If school personnel propose to change the student's placement after the expiration of an IAES placement, during the pendency of any proceeding to challenge the proposed change in placement, the student shall remain in the placement held prior to the IAES, except where the student is again placed in an IAES.
4. An expedited due process hearing shall occur within 20 school days of the date the complaint requesting the hearing is filed. The impartial hearing officer shall make a determination within 10 school days after the hearing.

Referral to Law Enforcement and Judicial Authorities

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

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





Levels of Behaviors and Responses

Eastern Suffolk BOCES understands the importance of restorative practices when student behavioral issues affect the safety of the classroom and school, and interfere with the learning of all students. When choosing interventions and consequences for student behavior, teachers, administrators, and all staff must balance Eastern Suffolk BOCES' goals of ensuring equity, minimizing disruptions, and maximizing student instructional time. Consequences paired with meaningful instruction and guidance (corrective feedback and re-teaching) offer students an opportunity to learn from their mistakes.

Guiding Principles:

Restorative Practices

Student discipline, policies and practices should be implemented in ways that are accountable and restorative. Students and families need to know that the school will provide interventions inside and outside the classroom that support a restorative, rather than punitive, response. Students have the opportunity to accept assigned consequences and fully participate in the interventions designed to address specific behaviors. These interventions require students to own the problem, reflect on the impact of their behavior on themselves and others, and understand why the behavior was unacceptable or inappropriate. It does not mean there are no other consequences to the behavior, but we know that administering consequences without re-teaching and reflection does little to change behavior in the long run.

We need to be aware that the person whose actions we are attempting to correct, must be in a place where they admit they were wrong, and they want to make amends or alter their behavior. To gain insight into the thoughts, feelings, and actions that led to the behaviors, the following questions are asked in a restorative conversation.

- What happened?
- What were you thinking about at the time?
- What have you been thinking about since?
- Who has been affected by what you have done?
- In what way have they been affected?
- What do I need to do to make things right with this teacher, student, or other person, so I can participate and access my education?

Restorative practices and the use of affective statements are practices on the continuum that can lead to restorative practices for larger offenses usually involving long-term suspension or involvement with law enforcement.

Restorative Practices are interventions designed to hold students accountable for harm while addressing the needs of students, staff and the school community. Restorative practice may be defined as a way of thinking and responding to conflict and problems, and one which includes all participants. Collectively, they determine a logical and balanced resolution. Examples of restorative practices include family group counseling, classroom circles, reparation of harm, and therapeutic/resource strategies (mental health treatment, anger management, and/or behavior coaching).

School officials refer to this code of conduct when determining which disciplinary intervention and consequence to impose while ensuring the well-being of everyone involved. Practices that allow educators to address behavior concerns as opportunities for learning instead of punishment are far more successful in changing a student's behavior than imposing punitive measures. In determining how to best address inappropriate, unacceptable and unskillful behaviors, it is necessary to evaluate all of the circumstances surrounding the behavior. There are many factors that must be considered before determining consequences and interventions, including:

- The student's age and health
- The student's disciplinary record
- Appropriateness of student's academic placement
- Disciplinary consequences and interventions applied in response to prior behavior violations
- Nature, severity and scope of the behavior
- The circumstances in which the conduct occurred
- Student's understanding of the impact of their behavior
- Seriousness of the behavior and the degree of harm caused
- Impact on overall school community
- The student's Individualized Education Plan (IEP), Behavioral Intervention Plan (BIP) and 504 Accommodation Plan, when applicable
- The student's response to intervention

Disciplinary Consequences

Students learn socially appropriate behavior by being allowed to experience both positive and negative consequences for their actions. In addressing student behaviors that may impede learning, ESBOCES uses a variety of:

- Positive supports, strategies, and interventions to improve students' motivation, social skills, problem-solving abilities, anger management, and conflict resolution abilities;
- Environmental modifications to support students' abilities to maintain attention, stay on task, and control their behavior; and
- Building-wide behavior management systems to improve students' abilities to understand the connections between their behavior and more or less desired outcomes.

Understanding discipline as a “teachable moment” is fundamental to a positive approach to discipline, with the ultimate goal of teaching pro-social behavior. Therefore, the Board authorizes that restorative justice practices may be employed where appropriate, including the use of conflict resolution, restitution to those harmed, and group, classroom, community, and re-entry mechanisms to address misbehaviors, with the ultimate goal of teaching pro-social behavior. This approach seeks concurrent accountability and behavioral change. The main principles of restorative justice are valuing and restoring relationships, repairing the harm done to affected parties, respecting others' opinions, and reintegrating into the ESBOCES community. The process is always voluntary.

Parents/persons in parental relation are powerful partners in their children's behavioral growth and development of acceptable social skills. ESBOCES realizes that good communication and informal relations between parents/persons in parental relation and educators are critical to resolving discipline issues. The use of sustained, multiple, coordinated interventions at home and in ESBOCES centers provides students with the consistency they need to develop appropriate behaviors. Parents/persons in parental relation must assist the ESBOCES employees by reinforcing positive classroom behavior and by helping their children understand the connection between their behavior and disciplinary consequences. ESBOCES recognizes that parent/person in parental relation involvement in the behavioral process is required for their children to develop the behaviors that will ensure success in the educational setting and in life. Therefore, in addition to the required procedural notifications which follow, it is ESBOCES's philosophy to provide parents/persons in parental relation with regular and early notification by telephone and/or in writing when their children's behavior is becoming problematic.

Behavioral Intervention Hierarchy

Time-Honored Classroom Management Strategies for:

General Education Students (examples)

1. Short-term in-class separation of student from classroom activity
2. Non-violent crisis intervention strategies
3. Sending student to counselor's office
4. Sending student to Principal's office
5. Disciplinary consequences

Special Education Students (examples)

1. Building behavior management system
2. Student-specific behavior modification plan
3. Non-violent crisis intervention strategies
4. Brief period in BIR
5. Disciplinary consequences

Formal Teacher Removal from Class (maximum two (2) days):

Follows Building SDM-determined parameters for:

1. a substantial disruption for formal removal
2. a substantial interference for formal removal
3. length of time for formal removal
4. place, activities, and supervision during removal
5. process for re-entry

Out-of-School Suspension (not to exceed five (5) days):

Follows procedures established in the Code of Conduct.

Related to Board Policy 6212

Long-Term Suspension Referral to Home School District:

For violation of Code of Conduct, which may warrant long-term suspension (more than five (5) days), expulsion, or CSE change of placement.

Prohibition of Violence, Harassment, Hazing, Discrimination, Bullying and Retaliation

A primary goal of the Eastern Suffolk BOCES is to provide a vibrant, safe and sustaining environment in which all students feel like they belong. This environment should honor and respect the dignity of each student. To this end, the Board of Education has adopted policies prohibiting bullying, harassment and hazing in Eastern Suffolk BOCES. Bullying (including cyberbullying), harassment, hazing and school violence on school grounds or at school functions is prohibited and will not be tolerated.

In addition, retaliation is prohibited. Retaliation is a separate and distinct violation of the Code of Conduct and occurs when any member of the school

community retaliates against any person who reports alleged bullying, harassment, or hazing or against any person who testifies, assists or participates in an investigation, proceeding or hearing relating to conduct. It is possible that an alleged harasser may be found to have violated this anti-retaliation provision even if the underlying complaint of harassment is not found to be a violation of this Code of Conduct. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment and may be redressed through application of the same reporting, investigation, and enforcement procedures as for harassment.



Student Safety: Reporting Violence, Harassment, Hazing, Bullying and Cyberbullying

The school principal is the school employee charged with receiving all reports of harassment, bullying and discrimination. However, students and parents may make an oral or written complaint of harassment, bullying or discrimination to any teacher, administrator or school employee. Eastern Suffolk BOCES will act to promptly investigate all complaints, verbal or written, formal or informal, of allegations of discrimination, harassment and bullying; and will promptly take appropriate action to protect individuals from further discrimination, harassment and bullying.

It is essential that any student who believes they have been subjected to discrimination, harassment, bullying or retaliatory behavior, as well as any individual who is aware of and/or who has knowledge of, or witnesses any possible occurrence, immediately report the same to any staff member or administrator. The staff member/administrator to whom the report is made (or the staff member/administrator who witnesses or suspects bullying, cyberbullying behavior) shall document and take appropriate action to address the immediacy of the situation and shall promptly report in accordance with the following paragraphs:

Upon receipt of a complaint (even an anonymous complaint), or if an ESBOCES employee otherwise learns of any occurrence of possible conduct prohibited by this policy, the school employee shall promptly and orally notify the school principal no later than one school day after such school employee witnesses or receives the complaint or learns of such conduct. Such school employees shall also file a written report with the school principal no later than two school days after making such an oral report.

After receipt of a complaint, the school principal shall lead or supervise a thorough investigation of the alleged harassing, bullying and/or retaliatory conduct. The principal or the principal's designee shall ensure that such investigation is completed promptly and in accordance with the terms of ESBOCES policy. All complaints shall be treated as confidential and private to the extent possible within legal constraints.

Based upon the results of this investigation, if ESBOCES determines that an ESBOCES official, employee, volunteer, vendor, visitor and/or student has violated the Code of Conduct or determines that

a material incident of harassment, bullying and/or discrimination has occurred, immediate corrective action will be taken as warranted. ESBOCES will take prompt action reasonably calculated to end the violation, eliminate any hostile environment, create a more positive school culture and climate, prevent recurrence of the behavior, and ensure the safety of the student or students against whom such violation was directed.

As a general rule, responses to acts of harassment, bullying, and/or discrimination against students by students shall incorporate a progressive model of student discipline that includes measured, balanced and age appropriate remedies and procedures that make appropriate use of prevention, education, intervention and discipline, and considers among other things, the nature and severity of the offending student's behavior(s), the developmental age of the student, the previous disciplinary record of the student and other extenuating circumstances, and the impact the student's behaviors had on the individual(s) who was physically injured and/or emotionally harmed. Responses shall be reasonably calculated to end the harassment, bullying, and/or discrimination, prevent recurrence, and eliminate the hostile environment.

In the event that the principal is the alleged offender, the report will be directed to Human Resources. All complaints of alleged harassing, bullying and/or retaliatory conduct shall be:

- Promptly investigated in accordance with the terms of ESBOCES policy; forwarded to the school building's Dignity Act Coordinator for monitoring; and treated as confidential and private to the extent possible within legal constraints.

Parent/Person in Parental Relation shall be notified of their right to attend any meeting with their child to review a complaint. ESBOCES provides a variety of prevention and intervention programs addressing the safety of students and school personnel, which are described in ESBOCES' policies and on ESBOCES' website.

Violations will be subject to discipline under this Code of Conduct.

SAVE Act – (Safe Schools Against Violence in Education) Removal from Classroom

Under the SAVE Act, a teacher may remove a violent or disruptive student from class when the student's conduct poses a danger or is substantially disruptive or substantially interferes with the educational process. Such disruption occurs when a student demonstrates a persistent unwillingness to comply with the teacher's instructions or repeatedly violates the Code of Conduct. A classroom teacher may remove such a student from class for up to two days. The removal from class applies to the class of the removing teacher only.

If a teacher determines that a student presents a danger or an ongoing threat of disruption to the academic process, a teacher may remove a student from class immediately. By the end of the school day, the teacher must notify the school principal and explain why the student was removed. The student will be provided an opportunity to present his/her version of the events.

Within 24 hours of the removal, the principal or designee must notify the student's parents, in writing, that the student has been removed from class and why. The notice must inform the parent that he or she has the right, upon request, to meet informally with the principal or designee to discuss the reasons for the removal. Where possible, notice should also be provided by telephone if a phone number for notification has been provided by the parent.

If the student denies the charges, the principal or designee shall provide an explanation of the basis for the removal and shall allow the student or parent an opportunity to explain the pupil's version of relevant events. The informal conference shall be held within 48 hours of the student's removal unless a later time is agreed to by the student or parent. The principal may require the teacher who ordered the removal to attend the informal conference if held during normal working hours.

The principal or designee shall not set aside the discipline imposed by the teacher unless a determination is made that the charges are not supported by substantial evidence, or that the removal is a violation of law, or that the student's conduct warrants a suspension which will be imposed. This determination must be made by the close of business on the day succeeding the 48-hour period for the informal SAVE Act (Safe Schools Against Violence in Education) Removal from Classroom conference (or such later informal conference date as may have been

agreed to by the student or parent). No student removed from class by a teacher will be permitted to return to that class until this determination is made or the period of removal expires, whichever is less.

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

Each teacher must keep a complete log for all cases of removal of students from his/her class. The principal must keep a log of all such removals.

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

Under the federal Gun-Free School Act of 1994, a student found guilty of bringing a firearm onto school property will be subject to at least a one-year suspension from school. The terms "weapon" or "other hazardous instrument" used above include any firearm, pellet gun, BB gun, starter pistol, whether operable or inoperable, loaded or unloaded, knife, simulated weapon, dangerous chemical, noxious substance, explosive or any other object listed in ESBOCES Board Policy 6240 which could be used as a weapon.

Suspended students may not attend classes or activities or enter upon any school property for the duration of the suspension. Suspended students may not attend any off-campus activities involving teams or organizations under the auspices of the school district (athletic contests, musical performances and the like) from the time the suspension is assessed until the suspension period has been completed, including any such activities held on weekend days. Violators will be subject to the penalties associated with trespassing.

When a suspension is assessed at the conclusion of a school week, the suspension period shall commence on the next regularly scheduled school day. Weekend extracurricular activities are subject to the restrictions of the suspension period, but do not count as a part of the total number of days in the suspension. When the suspension is over, a parent is expected to accompany the student to school for re-admission.



Students suspended from instruction shall be afforded their due process rights pursuant to sections 3214 and 310 of the Education Law and section 100.2 of the Commissioner's Regulations. Students suspended from instruction for five days or less shall be given notice of the charged misconduct and may request an explanation of the basis for the suspension. The pupil or the pupil's parent may request an informal conference at which the pupil or parent may present the pupil's version of the event and ask questions of the complaining witnesses. This notice and the opportunity for an informal conference shall take place prior to the suspension unless the pupil's presence poses a continuing danger or threat of disruption to the academic process.

No student may be suspended for more than five days; however, unless the student and his/her parent have had the opportunity for a fair hearing upon reasonable notice. At that hearing the student and his/her parent have the right of representation by counsel, with the right to question witnesses against such student, and to present witnesses and other evidence on their behalf.

Students and their parent/person in parental relation may have decisions involving suspensions and other disciplinary matters successively considered by the Superintendent of Schools, the appropriate Board of Education, and the Commissioner of Education. Appeals from the principal's decision on suspension and other discipline must follow this progression of review, and such appeals cannot be made directly to the Commissioner of Education.

When a student of compulsory education age is suspended, the home district must take immediate steps to provide alternate instruction for the student.

Students who are suspended from school shall not have their absences during the suspension counted against them in the attendance regulation, unless they have been offered alternate instruction and have failed to attend such instruction.

Other Disciplinary Measures

Students with Disabilities

The board recognizes that it may be necessary to suspend, remove or otherwise discipline students with disabilities to address disruptive or problem behavior. The board also recognizes that students with disabilities are afforded certain procedural protections whenever school authorities intend to impose discipline upon them. The board is committed to ensuring that the procedures followed for suspending, removing or otherwise disciplining students with disabilities are consistent with the procedural safeguards required by applicable laws and regulations.

This code of conduct affords students with disabilities subject to disciplinary action no greater or lesser rights than those expressly afforded by applicable federal and state law and regulations.

Students with disabilities must be disciplined under the legal requirements of the Individuals with Disabilities Education Act (IDEA). A suspension of more than ten days or a series of short-term suspensions, meeting certain criteria, would require the Committee on Special Education to meet and to make a determination whether the student's conduct is a manifestation of the student's disability. Further, the committee may also need to meet to determine whether the current placement of the student is appropriate. A parent may review questions concerning this legal requirement by contacting the chairperson of the committee. When a student with a disability poses an immediate threat to the student's safety or the safety of others, the District may seek a court order to enjoin the student from attending school.

Referral to Police or Other Agencies

A student may be referred to the police or another appropriate agency for alleged breaches of the law. Such breaches may include, but are not limited to:

- use or possession of illegal drugs, synthetic narcotics, non-prescribed medications or related paraphernalia;
- use or possession of weapons (in violation of Policy 6240 and the Federal Gun-Free Schools Act);
- theft of property or possession of stolen property;
- creating a disturbance or safety hazard (e.g.; initiating or aiding in false alarms, bomb threats or other threats of harm to school property, students or staff; or possession of discharge or fireworks or a noxious substance);
- trespassing (e.g.; entering school property while under suspension or before or after reasonable school hours);
- any criminal conduct;
- sexual exploitation

In accordance with the provisions of IDEA and its implementing regulations students with disabilities that may be referred to law enforcement or other agencies:

1. The district may report a crime committed by a child with a disability to appropriate authorities; such action will not constitute a change of the student's placement.
2. The appropriate parties shall ensure that copies of the special education and disciplinary records of a student with disabilities are transmitted (only to the extent permitted by FERPA) for consideration to the appropriate authorities to whom a crime is reported.

Dissemination and Review

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

- posting the complete Code of Conduct on ESBOCES' website, including any annual updates or amendments to the Code;
- providing copies of a plain-language summary of the Code to all students, in an age-appropriate version, at a school assembly to be held at the beginning of each school year;
- providing a plain-language summary of the Code of Conduct to all parents/persons in parental relation to students before the start of each school year, and making the summary available thereafter upon request;
- providing each existing teacher with a copy of the complete Code of Conduct and a copy of any amendments to the Code as soon as practicable following the initial adoption or amendment of the Code;
- providing new teachers with a complete copy of the current Code of Conduct upon employment; and
- making complete copies available for review by students, parents or persons in parental relation to students, other school staff and other community members.

Eastern Suffolk BOCES will periodically sponsor professional learning opportunities for all ESBOCES staff members to ensure the effective implementation of the Code of Conduct, to promote a safe and supportive school climate while discouraging harassment, bullying, and discrimination against students by other students and/or school employees and to include safe and supportive school climate concepts in the curriculum and classroom management. Professional learning programs shall also include training on the social patterns of harassment, bullying, and discrimination, including but not limited to those acts based on a person's national origin, language, race, color, disability, neurodiversity, ethnicity, gender, age, religion, sexual orientation, gender identity, socioeconomic status, and family structures, the identification and mitigation of harassment, bullying and discrimination, and strategies for effectively addressing problems of exclusion, bias and aggression in educational settings.

The Superintendent may solicit the recommendations of ESBOCES staff, particularly teachers and administrators, regarding professional learning opportunities pertaining to the management and discipline of students.

The Board of Education will review this Code of Conduct annually to ensure it aligns with Board Priority #1: to provide a safe and secure learning environment that accepts and welcomes all and ensures all children have access to a well-rounded, culturally responsive education that supports their social emotional development during the school day and during co-curricular activities.

ESBOCES administration may appoint a committee to review the code and ESBOCES' response to Code of Conduct violations. The committee will be made up of representatives of student, teacher, administrator, and parent organizations, school safety personnel and other school personnel.

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

The Code of Conduct and any amendments to it will be filed with the Commissioner no later than 30 days after adoption.

Code of Conduct Definitions

Glossary of Terms

Academic Dishonesty:

Plagiarism; copying another's work; altering records; and cheating--including providing, receiving, or viewing answers to quizzes or tests items or independent assignments, or using text, documents, notes, or notebooks during tests without permission from a staff member.

Behavior:

The way one acts or conducts oneself, especially toward 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.

Behavior Intervention Room (BIR):

A special location or room within an ESBOCES center that is used for students who need to temporarily be provided with an environment more conducive to their needs in order to gain composure or avoid a potential problem. A BIR is separate from the classroom, has continual adult supervision, and utilizes logs to indicate the length of time a student is in a BIR. A BIR is utilized to assist the student in behavior change that will enable the student to return to the classroom. Use of a BIR in any particular program reflects the management needs of that particular student population. State Education Department Guidelines on the use of time-out rooms are utilized in developing building procedures with regard to a BIR.

Behavior Management System:

A process or system of consequences for behavior that is developed by employees in a particular building or program and used by employees and students in order to monitor and improve student behavior. Point accumulation, levels, and rewards are all part of a typical behavior management system, especially within the ESBOCES special education programs.

Bias Offense:

An attack on or offense against an individual or an individual's property in which the individual is targeted on the basis of the individual's race, color, religion, gender, disability, sexual orientation, or any other classification protected by Federal, State, and local law.

Bullying:

Repeated intentional acts done willfully, knowingly and with deliberation, by an individual(s), that targets and harms another person physically or emotionally. Bullying is characterized by an imbalance of power between two students.

Cisgender:

A person whose gender identity corresponds to their assigned sex at birth.

Color:

The apparent pigmentation of the skin, especially as an indication or possible indication of race.

Committee on Special Education (CSE):

The committee on special education, subcommittee on special education, or other multidisciplinary team of the student's home school district.

Cyberbullying

Means "harassment" or "bullying" where such harassment or bullying, where such harassment or bullying occurs through any form of electronic communications.

Dignity for All Students Act or Dignity Act:

Refers to Article 2 of the New York State Education Law, as well as amendments to Sections 801-a and 2801 of the New York State Education Law made pursuant to Chapter 482 of the Laws of 2010. For purposes of this Code of Conduct, it will also refer to subsequent amendments to those statutes, and to any and all Regulations promulgated by the Commissioner of Education to achieve the aims set forth in Chapter 482 of the Laws of 2010. The intent of the Dignity Act is to provide all public elementary and secondary school students with a safe and supportive environment free from discrimination, harassment, bullying, taunting or intimidation, as well as to foster civility in public schools.

Disability:

Any restriction or lack (due to any impairment) of ability to perform an activity in the manner or within the range considered typical and (a) a physical, mental, or medical impairment resulting from anatomical, physiological, genetic, or neurological conditions which prevents the exercise of a normal bodily function or is demonstrable by medically accepted clinical or laboratory diagnostic techniques, (b) a record of such an impairment, or (c) a condition regarded by others as such an impairment, provided, however, that in all provisions of this article dealing with employment, the term shall be limited to disabilities which, reasonable accommodations, do not prevent the complainant from performing in a reasonable manner the activities involved in the job or occupation sought or held.

Disciplinary change in placement:

A long-term suspension or removal by the home school district of a student with a disability from the student's current educational placement either for more than ten (10) consecutive school days, or for a period of ten (10) consecutive school or fewer days, if the student is subjected to a series of suspensions or removals constituting a pattern because they amount to more than ten (10) school days in a school year.

Discrimination:

Discrimination against any student by a student or students and/or employee or employees on ESBOCES property or at an ESBOCES function, including, but not limited to, discrimination based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, gender expression, gender identity, or sex, or any other classification protected by Federal, State, and local law.

Disruptive Student:

Any student who substantially disrupts 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.

Electronic Communication Devices:

Includes, but is not limited to, tablets, radios, cellular telephones, walkie-talkies, video games, cameras, digital recorders, laptops, computers, video recording, and any assistive or augmentative devices which assist in communications. Some of these devices are used in the education process and may be provided by ESBOCES or the student's home school district as specified in the student's educational program.

Employee:

Any person receiving compensation from ESBOCES or an employee of a contracted service provider.

ESBOCES Function:

ESBOCES-authorized extracurricular event or activity, or an ESBOCES-sponsored work site/internship, regardless of where such event or activity takes place, including another state.

ESBOCES Property:

Any owned or leased equipment, building, structure, athletic playing field, playground, parking lot, grounds, or land, whether owned or leased by ESBOCES, contained within the real property boundary lines of ESBOCES centers or in or on an ESBOCES-supervised school bus.

ESBOCES School Bus:

Every motor vehicle owned, and operated for the transportation of students, teachers, and other persons acting in a supervisory capacity, to or from an ESBOCES center or ESBOCES function, or privately owned and operated for compensation for the transportation of students, teachers, and other persons acting in supervisory capacity, to or from an ESBOCES center or ESBOCES function.

Ethnic Group:

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

Firearm:

Any weapon (including a starter gun) that will, is designed to, or may readily be converted to expel a projectile by the action of an explosive, the frame or receiver of such weapon, any firearm muffler or silencer, or any "destructive device" (e.g. any explosive, incendiary, or poison gas, including bombs, grenades, rockets or other similar devices.

Formal removal by Teacher:

The action by a certified teacher to have a disruptive student removed from the classroom. Time-honored classroom management techniques for controlling student behavior, defusing a situation, and/or preventing a crisis, which may involve brief periods of time spent out of the classroom, are not considered "formal removal by a teacher" for purposes of this Code.

Gender:

A person's actual or perceived sex, including their gender identity or expression.

Gender Expansive:

A person with a wider, more flexible range of gender identity and/or expression than typically associated with the binary gender system. Often used as an umbrella term when referring to young people still exploring the possibilities of their gender expression and/or gender identity.

Gender Expression:

The manner in which a person represents or expresses gender to others, often through behavior, clothing, hairstyle, activities, voice or mannerisms.

Gender Identity:

One's self-conception as being male or female, as distinguished from actual biological sex or sex assigned at birth.

Gender Nonconforming (GNC):

Someone whose gender identity or gender expression does not conform to social or stereotypical expectations of a person with that gender assigned at birth. This is also referred to as gender variant or gender atypical.

Harassment:

Means communication (verbal, written, electronic, or graphic) and/or physical conduct based on an individual's actual or perceived sex, race, color, weight, age, religion or creed, religious practice, national origin, ethnic group, ancestry, political affiliation, citizenship, disability, sexual orientation, gender (including gender identity and expression), pregnancy, marital status, military status, veteran status, genetic predisposition or carrier status, use of a recognized guide dog, hearing dog, or service dog, or any other classification protected by Federal, State and local laws, harassment is also the creation of a hostile environment (see Board Policies 6218 and 6560 for more complete definitions).

Hazing:

A specific form of harassment among students defined as any humiliating or dangerous activity expected of a student in order to join a group or be accepted by a formal or informal group, regardless of the student's willingness to participate. Hazing includes, but is not limited to, any activity that intimidates or threatens a student with ostracism or adversely affects the health or safety of the student; or any activity that causes or requires the student to perform a task or act that is a violation of state or federal law or district policies and regulations.

Home School District:

The student's school district of residence.

Illegal Substances:

Includes, but is not limited to inhalants, marijuana, synthetic cannabinoids (marijuana), cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, any substances commonly referred to as "designer drugs" and medication not otherwise prescribed to the individual.

Individualized Education Program (IEP):

A written statement developed, reviewed and revised in accordance with §200.4 of Regulations of the Commissioner that includes the components specified in §200.4(d)(2) of the Regulations to be provided to meet the unique educational needs of a student with a disability.

Individuals with Disabilities Education Improvement Act of 2004 (IDEA):

The Federal laws related to the education of students with disabilities.

Interventions:

Specific programs, strategies, restorative practices, skill-building sessions and individual and group counseling activities, among other things, that enable students to reflect on behavior, attitudes, needs, and feelings; learn replacement behaviors and habits, work through personal obstacles, resolve conflict and develop goals and plans to get back on track.

Long-term Suspension:

A suspension that exceeds five (5) consecutive school days.

Manifestation Determination:

A review of the relationship between a student's disability and the behavior subject to disciplinary action. Its purpose is to determine whether the behavior in question was caused by, or had a direct and substantial relationship to, the student's disability, or was the direct result of the failure of ESBOCES to implement the student's IEP. A review by the Committee on Special Education (CSE) of the student's home school district must be made immediately, if possible, but no later than ten (10) school days after an authorized ESBOCES authority makes a decision to either place the student in an interim alternative educational setting or imposes a suspension that constitutes a disciplinary change in placement.

National Origin:

A person's country of birth or ancestor's country of birth.

Non-violent Crisis Intervention:

The techniques that enable employees to maintain control in an unlimited number of crisis situations through calm, confident actions that help employees defuse the disruptive student and reduce the chance for physical injury to those present. In non-violent crisis intervention, the emphasis is always on the employees' primary responsibility, which is the care, welfare, safety, and security of ESBOCES students and employees. Physical restraint is only used when all verbal and paraverbal techniques have been exhausted and student's actions are escalating toward physical aggression. Even when physical control is used, it is used in a way that controls and protects students.

"Off-campus" Behavior:

The acts, threats, intimidation, or abuse that occur off ESBOCES property, where they create or would forcibly create a risk of substantial disruption within the ESBOCES environment or might reach ESBOCES property.

Parent/person in parental relation:

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

Physical Aggression:

Behavior causing or threatening physical harm toward others including, but not limited to, hitting, kicking, biting and shoving.

Physical Altercation Between Two or More Students:

Physical aggression (use of physical force) that may or may not result in injury.

Race:

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

Religion:

Specific fundamental beliefs and practices generally agreed to by large numbers of a group or a body of persons adhering to a particular set of beliefs and practices

Religious Practice:

Practices and observances, such as attending worship services, wearing religious garb or symbols, praying at prescribed times, displaying religious objects, adhering to certain dietary rules, refraining from certain activities, proselytizing, etc.

Restorative Practices:

A response to student actions that violate the dignity, safety, or well-being of others by connecting the person responsible for the harm with those who have been harmed in order to reach a resolution that guides, and assists the person responsible for the harm in accepting responsibility, apologizing for the harm, making meaningful reparations and improving the relationship between parties.

Sex:

The biological and physiological characteristics that define men and women. ("Male" and "female" denote "sex").

Sexual Orientation:

Actual or perceived heterosexuality, homosexuality, or bisexuality (the sex to which a person is sexually attracted). Someone attracted primarily or exclusively to members of the opposite sex is characterized as

straight or heterosexual. Someone attracted primarily or exclusively to members of the same sex is characterized as homosexual. Someone with a strong or viable attraction to more than one gender may be characterized as bisexual or pansexual.

Student with a Disability:

Means a student with a disability as defined in section 4401(1) of the Education Law, who has not attained the age of 22 prior to September 1st and who is entitled to attend public schools pursuant to section 3202 of the Education Law and who, because of mental, physical or emotional reasons, has been identified as having a disability and who requires special services and programs approved by the department.

Substantially Disruptive:

For purposes of the Code of Conduct, a student who repeatedly is disruptive of the educational process or substantially interferes with the teacher's authority over the classroom is one who engages in behavior that results in the removal of a student from the classroom by a teacher.

Threat Assessment:

A process used to evaluate the risk posed by a student or another person, typically as a response to an actual or perceived threat concerning behavior.

Transgender:

Denoting or relating to persons whose sense of personal identity and gender does not correspond with their birth sex.

Transition:

The process by which a person socially, and/or physically aligns their gender expression or body with their gender identity, more than their assigned sex at birth.

Violent Student:

Means an elementary or secondary student under the age of 21 who: commits an act of violence against any school employee; commits an act of violence on school property against any student or other person lawfully on school property; possesses, on school property, a gun, knife, incendiary device, or other dangerous instrument capable of causing physical injury or death; threatens, on school property, to use any instrument that appears capable of causing physical injury or death; knowingly and intentionally damages or destroys the personal property of any person lawfully on school property; or knowingly or intentionally damages or destroys ESBOCES property.

Weapon:

Means a firearm as defined in 18 USC 921 for the purposes of the Gun-Free Schools Act. It also means any other item, including, but not limited to, a BB gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, dagger, dirk, razor, stiletto, switchblade knife, gravity knife, brass knuckles, slingshot, metal knuckle knife, box cutters, cane sword, electronic dart gun, Kung Fu star, electronic stun gun, pepper spray or other noxious spray; explosive or incendiary device, or other instrument, material or substance that can cause physical injury or death when used to cause physical injury or death.



Board Policies and Regulations

- Regulations of the Commissioner §100.2(gg)
- Regulations of the Commissioner §200.4
- Individuals with Disabilities Education Improvement Act of 2004 (IDEA)
- US Code, Title 18, §921 of the Federal Gun Control Act
- NYS Civil Service Law §75
- NYS Criminal Procedure Law §1.20(42)
- NYS Dignity for All Students Act
- NYS Education Law §11(1), (2), (4), (5), (6) (8)
- NYS Education Law §§13, 801-a, 814, 1125(3), 2801, 3214
- NYS Education Law Article 65, Part I
- NYS Executive Law §292(21)
- NYS Penal Law §10.00(10)
- NYS Penal Law §130.00(8) and §130.00(11)
- NYS Penal Law §135.00
- NYS Penal Law §221.05
- NYS Vehicle and Traffic Law §142
- NYS Education Department's Glossary of Terms Used in Reporting Violent and Disruptive Incidents
- Board Policy 2210 – Visits to ESBOCES Facilities and Programs
- Board Policy 5121 – Non-Discrimination and Anti-Harassment
- Board Policy 6100 – Dignity for All Students Act
- Board Policy 6110 – Student Attendance
- Board Policy 6210 – Student Conduct and Discipline
- Board Policy 6211 – Timeout and Physical Restraint
- Board Policy 6212 – Student Suspension
- Board Policy 6214 – Students' Rights and Responsibilities
- Board Policy 6215 – Student Conduct on School Buses
- Board Policy 6216 – Student Use of Electronic Communications and Telecommunications Equipment
- Board Policy 6217 – Use of Behavior Intervention Rooms
- Board Policy 6218 – Bullying-Cyberbullying
- Board Policy 6220 – Student Alcohol and Substance Abuse
- Board Policy 6221 – Cell phone
- Board Policy 6230 – Searches and Interrogations of Students
- Board Policy 6240 – Dangerous Instruments and Weapons on ESBOCES Property
- Board Policy 6420 – Confidentiality of Student Records - Access and Challenge
- Board Policy 6540 – Student Safety
- Administrative Regulation 2410R.1 – Code of Conduct
- Administrative Regulation 6216R.1 – Student Use of Electronic Communications and Telecommunications Equipment
- Administrative Regulation 6218R.1 – Bullying-Cyberbullying
- Administrative Regulation 6420R.1 – Confidentiality of Student Records – Access and Challenge
- Form 2410F.1 – Student Referral – Formal Removal
- Form 2410F.2 – Incident Follow-Up Action Report

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2025-2026 Code of Conduct

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