BOLIVAR-RICHBURG
CENTRAL SCHOOL DISTRICT
CODE OF CONDUCT

2025-2026

Approved

Tuesday, April 22, 2025

Revised

Wednesday, April 2, 2025

Notice of Nondiscrimination

Bolivar-Richburg Central School District is a fully inclusive organization that believes in our established values of respect, diversity, and pluralism.

Bolivar-Richburg Central School District provides equal opportunity for students, and it does not discriminate against any student enrolled in its programs and activities on the basis of actual or perceived race, color, national origin, sex, disability, or age. Further, Bolivar-Richburg Central School District does not discriminate on the basis of weight, ethnic group, religion, religious practice, sexual orientation, gender, gender identity or expression, or any other basis prohibited by state or federal non- discrimination laws. It provides equal access to its facilities to the Boy Scouts and other designated youth groups.

Bolivar-Richburg Central School District is an equal opportunity employer that does not discriminate against any employee or applicant for employment in its programs and activities on the basis of race, color, national origin, sex, disability, gender identity or expression, or age. Further, Bolivar-Richburg Central School District does not discriminate on the basis of religion or creed, sexual orientation, military status, genetic status, marital status, domestic violence victim status, criminal arrest or conviction record, or any other basis prohibited by state or federal non-discrimination laws.

Inquiries regarding Bolivar-Richburg Central School District's non-discrimination policies and grievance procedures should be directed to:

Name: Mrs. Susan Bokman
Title: Director of Data and Accountability
(Civil Rights Compliance Officer / Title IX Coordinator) Address: 100 School Street
Bolivar, New York 14715 Phone: (585) 928-2914
Email: okman@bolivarrichburg.org
Name: Mr. James Pettit
Title: Assistant Principal/Dean of Students
(Civil Rights Compliance Officer/Title IX Coordinator) Address: 100 School Street
Bolivar, New York 14715 Phone: (585) 928-2561
Email: JPettit2@bolivarrichburg.org

Bolivar-Richburg Central School District policies, procedures, and forms regarding non-discrimination include:

Nondiscrimination and Anti-Harassment Policy (#3420) Title IX and Sex Discrimination (#3421)
Discrimination, Harassment and/or Retaliation Complaint Form (Employee Form) (#3420F)
Dignity for All Students Act Policy (#7550)
Dignity Act Complaint Form (#7550F)

BOLIVAR-RICHBURG CENTRAL SCHOOL DISTRICT
Code of Conduct

Table of Contents

Introduction.....
Definitions .....
Student Rights and Responsibilities .....
Essential Partners .....
Parents.....
Teachers .....
Student Support Service Personnel .....
School Counselors/Social Workers/School Psychologists .....
Principals/Building Administrators .....
Dignity for All Students Act Coordinators (DAC) .....
Superintendent .....
Board of Education .....

Student Dress Code.....
Prohibited Student Behavior .....
Disorderly Conduct .....
Insubordination .....
Disruptive.....
Violent .....
Endangers the Safety, Morals, Health or Welfare of Others .....
On a School Bus .....
Academic Misconduct .....

Student Use of Personal Technology and Electronic Devices.....
Instructional Uses .....
Non-Instructional Uses .....
Prohibition During State Assessments.....

Academic Integrity .....
Harassment, Bullying and Discrimination
Dignity Act Coordinators.....
Prohibition of Retaliatory Behavior.....
Reporting Violations.....
Reporting Weapons or Substance Abuse Violations .....
Disciplinary Consequences, Procedures, and Referrals .....
Consequences .....
Procedures.....
Minimum Periods of Suspension .....
Referrals.....
Alternative Instruction .....

Discipline of Students with Disabilities .....
Authorized Suspensions or Removals of Students with Disabilities .....
Change of Placement Rule.....
Special Rules Regarding the Suspension or Removal of Students with Disabilities .....
Expedited Due Process Hearings .....
Referral to Law Enforcement and Judicial Authorities .....

Corporal Punishment .....

Student Searches and Questioning of Students .....
Student Lockers, Desks, and Other School Storage Places .....
Questioning of Students by School Officials.....
Law Enforcement Officials.....
Interrogation of Students by Law Enforcement Officials.....
Child Protective Services Investigations .....

Visitors to the Schools .....

Public Conduct on School Property.....
Prohibited Conduct .....
Penalties .....
Enforcement.....

Dissemination and Review .....

APPENDIX A: Removal of Disruptive Student by Teacher (flowchart)

INTRODUCTION

The Board of Education of the Bolivar-Richburg Central School District has a long-standing set of expectations for conduct on school property and at school functions, events and activities. The Board is committed to providing a safe and orderly school environment where staff, parents and administrators work to deliver quality educational services to students without disruption or interference.

The main objective of the school is education in all forms. Students, staff, teachers, administrators and parents should work to provide an environment where problems can be initially settled by using cooperatively developed and agreed upon procedures for the benefit of the entire school community. The foundation for building this environment is the principles of civility, mutual respect, citizenship, character, tolerance, honesty and integrity.

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

In accordance with the Dignity for All Students Act, District policy and practice must ensure that no student is subject to discrimination or harassment, based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity or sex by employees or students on school property, on a school bus, or at a school function.

MEMBERS OF SCHOOL REVIEW COMMITTEE

:

The District Code of Conduct shall be reviewed and updated annually by a Committee of Shareholders including but not limited to: Board of Education Members, Administrators, Teachers, Staff, Parents, and Students. The Bolivar-Richburg Board of Educations shall review and hold an annual public hearing on the Code of Conduct annually prior to the start of the new school-year.

DEFINITIONS

For purposes of this Code, the following definitions apply:

Bullying -- see harassment/bullying.

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

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

Cyberbullying means harassment or bullying where such harassment of bullying occurs through any form of electronic communication.

Defamation means making false or unjustified injury to the good reputation of another.

Detention means an afterschool penalty for student misconduct in situations where removal from the classroom or suspension would be inappropriate.

Dignity for All Students Act refers to Article 2 of the New York State Education Law, as well as amendments to Sections 801-a and 2801 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 means:

1) A physical, mental or medical impairment resulting from anatomical, physiological, genetic or neurological conditions which prevents the exercise of a normal bodily function or is demonstrable by medically accepted clinical or laboratory diagnostic techniques; or
2) A record of such an impairment; or
3) A condition regarded by others as such an impairment, provided, however, that in all provisions of this article dealing with employment, the term must be limited to disabilities which, upon the provision of reasonable accommodations, do not prevent the complainant from performing in a reasonable manner the activities involved in the job or occupation sought or held.

Discrimination- for purposes of prohibited conduct under the Dignity for All Students Act (DASA) means differential treatment against any student by a student or students and/or an employee or employees on school property or at a school function including, but not limited to, discrimination based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.

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

District Property means any physical assets/property purchased and owned by the Bolivar-Richburg Central School District.

Emotional Harm that takes place in the context of harassment or bullying means harm to a student's emotional well-being through creation of a hostile school environment that is so severe or pervasive as to unreasonably and substantially interfere with a student's education.

Employee means any person receiving compensation from a school district or employee of a contracted service provider or worker placed within the school under a public assistance employment program, and involve direct student contact.

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

Firearm means any weapon (including a starter gun) which will or 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).

Gender means actual or perceived sex and will include a person's gender identity or expression.

Gender Identity or Expression for the purposes of discrimination as it applies to employees means a person's actual or perceived gender-related identity, appearance, behavior, expression, or other gender-related characteristic regardless of the sex assigned to that person at birth, including, but not limited to, the status of being transgender.

Harassment/bullying for purposes of prohibited conduct under the Dignity for All Students Act (DASA)means the creation of a hostile environment by conduct or by threats, intimidation or abuse, including cyberbullying based on a person's membership in a protected class that:

1) Has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical well- being; or
2) Reasonably causes or would reasonably be expected to cause a student to fear for their physical safety; or
3) Reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student; or
4) Occurs off school property and creates or would predictably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property.

Acts of harassment and bullying that are prohibited include those acts based on a person's actual or perceived membership in the following groups including, but not limited to:

1) Race
2) Color
3) Weight
4) National origin
5) Ethnic group
6) Religion
7) Religious practice
8) Disability
9) Sex
10) Sexual orientation
11) Gender (which includes a person's actual or perceived sex, as well as gender identity and expression).

Illegal drugs mean a controlled substance except for those legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under the Controlled Substances Act or any other federal law.
While cannabis (marijuana) is a controlled substance under federal law, it has been legalized by New York State for adult use under certain circumstances. However, it is illegal for anyone under the age of 21 to purchase, possess, or use cannabis. Regardless of age, the sale, purchase, possession, and/or use of cannabis is prohibited on school grounds under state and federal laws and/or District policy.

Long-Term Suspension means a suspension of more than five consecutive school days.

Manifestation Determination means a review of the relationship between the student's disability and the behavior subject to disciplinary action that is conducted by the Manifestation Team or the Committee on Special Education (CSE).

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

Non-violent Crisis Intervention means those techniques that enable staff to maintain control in an unlimited number of crisis situations through calm, confident actions that help staff defuse the disruptive student and reduce the chance for physical injury to all who are present. In non-violent crisis intervention, the emphasis is always on the staff's primary responsibility--the care, welfare, safety and security of students and staff. Physical restraint is only used when all verbal techniques have been exhausted, and the

individual's actions are escalating toward physical aggression. Any physical control that is used will be used in a way to control and protect students.

Off-campus Conduct means conduct off school property where such acts create or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation and/or abuse might reach school property.

Parent means the biological, adoptive or foster parent, guardian or person in parental relation to a student.

Plagiarism is the use or close imitation of the language and ideas of another author and representation of them as one's own original work. This includes copying from electronic sources, even with minor alterations.

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

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

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

School Bus means every motor vehicle owned by a public or governmental agency or private school and operated for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity, to or from school or school activities, or, privately owned and operated for compensation for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity to or from school or school activities.

School Function means any school-sponsored extracurricular event or activity, on and/or off site.

School Property or Grounds means in or within any building, structure, athletic playing field, playground, parking lot, or land contained within the real property boundary line of a public elementary or secondary school; or in or on a school bus.

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

Sexual Harassment of students is a form of sex discrimination and is unlawful and prohibited by the District. Generally, it can include harassment on the basis of sex, sexual orientation, self-identified or perceived sex, gender expression, gender identity, and the status of being transgender. Sexual harassment can also consist of subjecting an individual to unwelcome conduct which is either of a sexual nature or which is directed at an individual because of that individual's sex. Sexual harassment can occur between any individuals, regardless of their sex or gender. In addition, under Title IX, sexual harassment includes conduct on the basis of sex that satisfies one or more of the following:

1) An employee of the District conditioning the provision of an aid, benefit, or service of the District on an individual's participation in unwelcome sexual conduct;

2) Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's education program or activity;
3) Sexual assault, dating violence, domestic violence, or stalking.

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

Violent Student means a student under the age of 21 who:
1) Commits an act of violence upon a school employee, or attempts to do so.
2) Commits, while on school property or at a school function, an act of violence upon another student or any other person lawfully on school property or at the school function, or attempts to do so.
3) Possesses or facilitates transport, storage or usage of a weapon while on school property or at a school function.
4) Displays, while on school property or at a school function, what appears to be a weapon.
5) Threatens, while on school property or at a school function, to use a weapon.
6) Knowingly and intentionally damages or destroys district property and/or the personal property of any school employee or any person lawfully on school property or at a school function.
7) Knowingly and intentionally damages or destroys District property.

Weapon means a firearm as defined in 18 USC Section 921 for purposes of the Gun Free Schools Act. It also means any other weapon, device, instrument, material or substance that can cause serious physical injury or death including, but not limited to, a gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, dagger, dirk, razor, stiletto, switchblade knife, gravity knife, metal knuckle knife, metal pipe, box cutter, cane sword, electronic dart gun, Kung Fu star, nun chucks, electronic stun gun, pepper spray or other noxious spray, explosive or incendiary bomb.

Weight, in addition to its ordinary meaning, includes a person's size.

STUDENT RIGHTS AND RESPONSIBILITIES

The District is committed to safe-guarding the rights given to all students under state and federal law and District policy. To promote a safe, healthy, orderly and civil school environment, students have these rights and responsibilities:

	Rights:		Responsibilities:
1)	To attend school in the district in which one's parent or legal guardian resides		To attend school daily, regularly and on time, perform assignments, and strive to do the highest quality work possible and be granted the opportunity to receive a good education.
2)	To expect that school will be a safe, orderly and purposeful place for all students to gain an education and to be treated fairly.		To be aware of all rules and expectations regulating student's behavior and conduct oneself in accordance with these guidelines.
3)	To be respected as an individual		To respect one another, and to treat others in the manner that one would want to be treated. To be respectful of the privacy of fellow students and district staff.
4)	To expect that personal and school assigned property/belongings will be respected and not damaged intentionally.		To respect others and District property/belongings, and will not intentionally

			damage, break, mistreat, or take without proper permission of owner
5)	To express one's opinions verbally or in writing		To express opinions and ideas in a respectful manner so as not to offend, slander, or restrict, the rights and privileges of others.
6)	To dress in such a way as to express one's personality.		To dress appropriately in accordance with the dress code, so as not to endanger physical health, safety, limit participation in school activities or be unduly distracting.
7)	To be afforded equal and appropriate educational opportunities.		To be aware of available educational programs in order to use and develop one's capabilities to their maximum.
8)	To take part in all school activities on an equal basis regardless of actual or perceived race, color, weight, religion, religious practice, sex sexual orientation, gender, gender identity or expression, national origin, ethnic group, political affiliation, age, marital status, or disability.		To work to the best of one's ability in all academic and extracurricular activities, as well as being fair and supportive of others.
9)	To have access to relevant and objective information concerning drug and alcohol abuse, as well as access to individuals or agencies capable of providing direct assistance to students with serious personal, social, and emotional problems		To be aware of the information and services available and to seek assistance in dealing with personal, social, emotional problems, when appropriate.
10)	To be protected from intimidation, harassment, or discrimination based on actual or perceived race, color, weight, national origin, ethnic group, religion, or religious practice, sex, gender, gender identity or expression, sexual orientation, or disability, by employees or students on school property or at a school-sponsored event, function or activity.		To respect one another and treat others fairly. To conduct themselves in a manner that fosters an environment that is free from intimidation, harassment, or discrimination. To report and encourage others, to report any incidents of intimidation, harassment or discrimination.
11)	To be able to present their version of events to school personnel in connection with any disciplinary proceeding or the imposition of any penalty.		To answer truthfully when questioned.
12)	To have access to school policies, regulations and rules, and when needed, receive an explanation of those rules from school personnel.		To respect and follow school rules, even when there is disagreement.

ESSENTIAL PARTNERS

Parents

All parents are expected to:

1) Recognize that the child's education is a joint responsibility with the school community.

2) Send their children to school ready to participate and learn as required by New York State Education Law and in accordance with the District's Comprehensive Student Attendance Policy (#7110). Ensure that children attend school regularly and on time. Ensure absences are excused.

3) Insist their children be dressed and groomed in a manner consistent with the student dress code' including personal hygiene.

4) Help their children understand that in a democratic society, appropriate rules are required to maintain a safe, orderly environment.

5) Know school rules and help their children understand them to maintain a safe, orderly environment in accordance with the District Code of Conduct.

6) Convey to their children a supportive attitude towards education and the District.

7) Build positive relationships with teachers, other parents and their children's friends.

8) Work with our schools to maintain open and respectful communication.

9) Help their children deal effectively with peer pressure.

10) Inform school officials of changes in the home situation that may affect student conduct or performance.

11) Provide a place for study and ensure homework assignments are completed.

12) Teach their children respect and dignity for themselves, and other students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex, which will strengthen the child's confidence and promote learning in accordance with the Dignity for All Students Act.

13) Promote positive and respectful behavior in their child by helping them to accept consequences of their actions and by becoming involved in the behavior management/ disciplinary process.

Teachers

All District teachers are expected to:

1) Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity or expression, or sex, with

an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.

2) Be prepared to teach.

3) Demonstrate interest in teaching, concern for student well-being, achievement and educational progress and respond appropriately to the individual needs of each student.

4) Know school policies and rules and enforce them in a fair and consistent manner, in accordance with the Code of Conduct.

5) Know and be able to apply effective classroom behavior management techniques and the non-violent crisis intervention philosophy and techniques.

6) Communicate to students and parents:
   a. Course objectives and requirements.
   b. Marking/grading procedures.
   c. Assignment deadlines.
   d. Expectations for students.
   e. Classroom discipline plan.

7) Communicate regularly with students, parents and other teachers concerning growth and achievement.

8) Adhere to the *Code of Conduct*.

9) Confront issues of discrimination and harassment in any situation that threatens the emotional or physical health or safety of any students, school employee or any person who is lawfully on school property or at a school function.

10 Address personal biases that may prevent equal treatment of all students in the school or classroom setting.

11) Report incidents of discrimination, bullying and harassment that are witnessed or otherwise brought to a teacher's attention to the building administrator, Civil Rights Compliance Officer, Title IX Coordinator and/or Dignity Act Coordinator (DAC) in a timely manner.

12) Act as role models for students, maintain appropriate personal boundaries with students, and refrain from engaging in any behavior that could reasonably lead to even the appearance of impropriety. Inappropriate fraternization of staff with students is against District policy. Employees are expected to maintain a professional, ethical relationship with students and all other District stakeholder groups.

13) Report to the State Education Department any known incident of testing misconduct by a certified educator or any known conduct by a non-certified individual involved in the handling, administration, or scoring of state assessments in violation of New York State law. This report will be made in accordance with directions and procedures established by the Commissioner to maintain the security and confidential integrity of State assessments.

14) Protect students' and staff's personally identifiable information (PII) following guidelines outlined by the District's Data Protection Officer and participate in the annual data privacy and security awareness training offered to all staff.

15) Teachers are expected to promptly report any violations of this Code to an administrator. Anyone who, in good faith, reports a violation of the law, school rule, or Code of Conduct, may not be retaliated against.

Student Support Service Personnel

All student support service personnel and teacher aides are expected to:

1) Provide appropriate educationally related service(s) to support students in their educational program.

2) Support educational and academic goals.

3) Assist students in coping with peer pressure and emerging personal, social, emotional, and physical problems.

4) Know school policies and rules and enforce them in a fair and consistent manner in accordance with the *Code of Conduct*.

5) Be knowledgeable of and be able to apply effective classroom behavior/building management techniques and non-violent crisis intervention philosophy and techniques.

6) Communicate regularly, as appropriate, with students, parent and other staff.

7) Adhere to the *District Code of Conduct*.

8) Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.

9) Report incidents of discrimination, bullying, and harassment that are witnessed or otherwise brought to the staff member's attention to the building administrator, Civil Rights Compliance Officer, Title IX Coordinator and/or DAC, as appropriate, in a timely manner.

10) Protect students' and staff's personally identifiable information (PII) following guidelines outlined by the District's Data Protection Officer and participate in the annual data privacy and security awareness training offered to all staff.

School Counselors/Social Workers/School Psychologists

All District school counselors, social workers and school psychologists are expected to:

1) Assist students in coping with peer pressure and emerging personal, social and emotional problems.

2) Initiate and appropriately document teacher/student/counselor conferences and parent/teacher/student/counselor conferences, as necessary, as a way to resolve problems.

3) Know school policies and rules and enforce them in a fair and consistent manner, in accordance with the *Code of Conduct*.

4) Adhere to the *District Code of Conduct*.

5) Regularly review with the students their educational progress, career plans and graduation requirements.

7) Provide information to assist students with college and career planning.

8) Encourage students to benefit from the curriculum and extracurricular programs.

9) Coordinate Intervention Support Services, as needed, with student, parent, building principal and teachers.

10) Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity or expression, or sex, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.

11) Report incidents of discrimination and harassment that are witnessed or otherwise brought to the counselor's attention to the building administrator, Civil Rights Compliance Officer, Title IX Coordinator and/or Dignity Act Coordinator (DAC) in a timely manner.

12) Protect students' and staff's personally identifiable information (PII) following guidelines outlined by the District's Data Protection Officer and participate in the annual data privacy and security awareness training offered to all staff.

Principals/Building Administrators

All District principals or designees are expected to:

1) Promote a safe, orderly and stimulating school environment, supporting active teaching and learning for all students.

2) Ensure that students and staff have the opportunity to communicate regularly with the principal and have access to them to redress grievances.

3) Evaluate on a regular basis the effective safety, behavioral and school management issues related to all instructional programs. Evaluate all instructional programs for which they are responsible on a regular basis.

4) Support the development of and student participation in appropriate extracurricular activities.

5) Be responsible for enforcing the *Code of Conduct*, ensuring that all cases are resolved promptly and fairly and, when necessary, appropriately documenting actions.

6) Ensure that a building-wide behavior management system is created and supported to meet the needs of students in their building.

7) Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity or expression, or sex, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.

8) Follow up on any incidents of discrimination and harassment that are witnessed or otherwise brought to their attention in a timely manner in collaboration with the Civil Rights Compliance Officer, Title IX Coordinator or Dignity Act Coordinator (DAC) as appropriate.

9) Protect student, teacher and principal personally identifiable information (PII) following guidelines outlined by the District's Data Protection Officer and participate in the annual data privacy and security awareness training offered to all staff.

Dignity for All Students Act Coordinators (DAC)

All District Dignity Act Coordinators (at least one per building) are expected to:

1) Serve as the lead person responsible for facilitating implementation of DASA.

2) Participate in required training in order to respond to human relations in the areas of actual and/or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, and gender/gender identity or expression.

3) Be accessible to students and other staff for consultation and guidance as needed relative to the Dignity for All Students Act.

4) Accept reports regarding violations and conduct investigations.

5) Maintain a professional, ethical relationship with students and all other District stakeholder groups.

6) Protect students' personally identifiable information (PII) following guidelines outlined by the District's Data Protection Officer and participate in the annual data privacy and security awareness training offered to all staff.

Superintendent

The Superintendent of Schools or designee is expected to:

1) Promote a safe, orderly and stimulating school environment, free from intimidation, discrimination and harassment, supporting active teaching and learning.

2) Review with District administrators the policies of the Board and state and federal laws relating to school operations and management.

3) Inform the Board concerning educational trends relating to student discipline.

4) Work to create instructional programs that minimize problems of misconduct and are sensitive to student and teacher needs.

5) Work with District administrators in enforcing the *Code of Conduct* and ensuring that all cases are resolved promptly and fairly.

6) Provide the Board, annually, with NYSED mandated reports summarizing student discipline. This is in addition to suspension data provided on school report cards.

7) Act as role models for students, maintain appropriate personal boundaries with students, and refrain from engaging in any behavior that could reasonably lead to even the appearance of impropriety. Inappropriate fraternization of staff with students is against District policy. Employees are expected to maintain a professional, ethical relationship with students and all other District stakeholder groups.

8) Protect student, teacher and principal personally identifiable information (PII) following guidelines outlined by the District's Data Protection Officer and participate in the annual data privacy and security awareness training offered to all staff.

Board of Education

1) Encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity or expression, or sex, with an understanding of appropriate appearance, language, and conduct, which will strengthen students' self-image and promote confidence to learn.

2) Collaborates with student, teacher, administrator, and parent organizations, school safety personnel and other school personnel, to develop a *Code of Conduct* that clearly defines expectations for the conduct of students, District personnel and visitors on school property and at school functions.

3) Review and approve at least annually this *Code of Conduct* to evaluate its effectiveness and the fairness and consistency of its implementation.

4) Appoint a Dignity Act Coordinator in each school building. The Dignity Act Coordinator will 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/gender identity, and sex. The Dignity Act Coordinator will be accessible to students and other staff members for consultation and advice as needed on the Dignity Act.

5) Review and approve a budget that provides programs and activities that support the District's goals and the goals of this Code.

6) Lead by example by conducting Board meetings in a professional, respectful and courteous manner.

7) Respect the confidentiality of all information on students and staff learned in the role of a board member.

STUDENT DRESS CODE

All students are expected to give proper attention to personal cleanliness and to dress appropriately for school and school functions. Students and their parents are responsible for acceptable student dress and appearance. They have the right to determine how the student dresses, provided that their attire is not destructive to School property, complies with requirements for health and safety, does not interfere with or distract from the educational process, or infringe upon the rights of others. Teachers and all other District staff should exemplify and reinforce acceptable student dress and by example help students develop an understanding of appropriate appearance in the school setting.

A student's dress, grooming and appearance, including hair style/color, jewelry, make-up and nails, will:

1) Be safe, appropriate and not disrupt or interfere with the educational program.
2) Not be revealing or see-through; underwear must be completely covered with outer clothing.
3) Include appropriate footwear at all times. Footwear that is a safety hazard is not permitted.
4) Not include the wearing of headwear during the school day except for a medical or religious purpose.
5) Not include items that are vulgar, obscene, libelous or denigrate others on account of actual or perceived race, color, religion, creed, national origin, gender, sex, sexual orientation, disability, or other legally protected category.
6) Not promote and/or endorse the use of alcohol, tobacco or illegal drugs and/or encourage other illegal or violent activities. Not display any signs of gang affiliation that may increase the level of conflict or violent behavior in schools, or under circumstances in which school administration may reasonably forecast that violence or substantial disruption of school activities will occur.

Each building principal or designee is responsible for informing all students and their parents of the student dress code at the beginning of the school year as well as any revisions to the dress code made during the school year.

Students who violate the student dress code will be required to modify their appearance by covering or removing the offending item, and if necessary or practical, replace it with an acceptable item. Any student who refuses to do so may be subject to discipline, up to and including in-school suspension for the day. Any student who repeatedly fails to comply with the student dress code may be subject to further discipline, up to and including out-of-school suspension.

Teachers and all other personnel serve as role models to the students they work with. They should exemplify and reinforce acceptable student dress and behavior, and help students develop an understanding of appropriate appearance and conduct in a school setting by attending to their own appearance through these guidelines. Staff are expected to wear clothing that is modest, safe, clean, in good repair, appropriate to their program, and not disruptive to the educational process.

PROHIBITED STUDENT CONDUCT

All students will conduct themselves in an appropriate and civil manner in accordance with the *District Code of Conduct*. This includes proper regard for the rights and welfare of other students, personnel, other members of the school community, and facilities and equipment.

Discipline should be self-imposed; students must learn to assume and accept responsibility for their own behavior, as well as the consequences of their misbehavior. District personnel who interact with students are expected to use disciplinary action only when necessary and to emphasize the student's ability to develop self-discipline.

Students who do not accept responsibility for their own behavior or who violate these rules may be disciplined up to and including suspension from school or removal from a program, when they engage in conduct that is disorderly, insubordinate, disruptive, violent, endangers the safety, morals, health or welfare of others, engage in misconduct on the school bus, or engage in academic misconduct including work/internship sites.

Students are expected to promptly report any violations to a teacher or administrator. Anyone who, in good faith, reports a violation of the law, school rule, or *Code of Conduct*, may not be retaliated against. Students who knowingly make false accusations against another individual may face disciplinary action. This can include, but is not limited to, knowingly making false statements or knowingly submitting false information during the grievance process under Title IX, which is prohibited by this Code.

Students may be disciplined when they:

Engage in Conduct That is Disorderly

Examples of disorderly conduct include, but are not limited to:

1) Engaging in any act which disrupts the normal operation of the school community, running in hallways, making unreasonable noise, and using language or gestures that are profane, lewd, vulgar, abusive, intimidating, offensive and/or racial comments, or that incite others.
2) Obstructing vehicular or pedestrian traffic.
3) Trespassing. Students are not permitted in any area of the school buildings, other than the areas they regularly attend, without permission from the administrator in charge of the building.
4) Misusing computer/electronic communications devices, including any unauthorized or inappropriate use of computers, software, or internet/intranet account; accessing inappropriate websites; evading the District's content filter; using an outside wireless network; or any other violation of the District Acceptable Use Policy.
5) Unauthorized or inappropriate use of personal electronic devices/equipment (i.e., cell phones, MP3 devices, cameras, and other personal electronic devices considered inappropriate by the administration).
6) Unauthorized use of personal computer, laptop, tablet or e-reader, or other computerized information resources through the District computer system is prohibited.

Engage in Conduct That is Insubordinate

Examples of insubordinate conduct include, but are not limited to:

1) Failing to comply with the reasonable directions of teachers, school administrators or other District employees, or otherwise demonstrating disrespect.
2) Missing or leaving school or class without permission, include tardy / late to school or class.
3) Skipping detention or other imposed disciplinary consequences.

Engage in Conduct That is Disruptive

Examples of disruptive conduct include, but are not limited to:

1) Failing to comply with the reasonable directions of teachers, District administrators or other District employees, or otherwise demonstrating disrespect.
2) Endangering the health and safety of other students or staff or interfering with classes, or interfering with the education of other students, or District activities by means of inappropriate

appearance or behavior as per the District Code of Conduct, including inappropriate or unwanted sexual contact.
3) Distributing - by any means - or wearing materials on school grounds or at school functions that are obscene, inflammatory, advocate illegal action, appear libelous, obstruct the rights of others or are disruptive to the school community.

Engage in Conduct That is Violent

Examples of violent conduct include, but are not limited to:

1) Committing, threatening or attempting an act of violence (such as hitting, kicking, punching, biting, or scratching) upon another student; a teacher, administrator, or other District employee; or any other person lawfully on school property.
2) Engaging in harassing conduct, verbal threats, intimidation, or abuse that reasonably causes or would reasonably be expected to cause a student to fear for their physical well-being.
3) Possessing a weapon. Authorized law enforcement officials are the only persons permitted to have a weapon in their possession while on School property or at a District function.
4) Displaying what appears to be a weapon, threatening to use any weapon(s), or using weapon(s).
5) Intentionally damaging or destroying District property, the personal property of a student, teacher, volunteer, contractor, vendor, administrator, other District employee or any person lawfully on school property or at a District function, including but not limited to graffiti or arson.
6) Communication by any means, including oral, written or electronic (such as through the internet, email, online learning management systems/educational platform, other forms of social media, or texting) off school property, where the content of the communication:
   a. Can reasonably be interpreted as a threat to commit an act of violence on school property; or,
   b. Results in material or substantial disruption to the educational environment.

Engage in Conduct That Endangers the Safety, Morals, Health or Welfare of Others

Examples of this conduct include, but are not limited to:

1) Lying, deceiving, or giving false information to school personnel. This can include, but is not limited to, knowingly making false statements or knowingly submitting false information during the grievance process under Title IX.
2) Stealing District property or the property of other students, school personnel, or any other person lawfully on school property or while attending a school function.
3) Making statements or representations that demean, denigrate or otherwise harm other individuals or groups. This can include posting, publishing or disseminating written materials, video or audio recordings, or pictures or on the internet, social media, or any District-owned or personal electronic device when this conduct poses a reasonably foreseeable risk that the content would result in substantial disruption to the educational environment, or does result in this disruption.
4) Engaging in acts of harassment, bullying, cyberbullying, intimidation, or discrimination, including conduct product prohibited by the Dignity for All Students Act.
5) Inappropriate communication of a sexual nature including by means or any personal technology, electronic device, or other means of technology, including but not limited to the taking, sending or receiving of sexually explicit videos, pictures or audio.
6) Displaying signs of gang affiliation or engaging in gang-related behaviors that are believed or observed to increase the level of conflict or violent behavior on school property or at a school function, or under circumstances in which school authorities can reasonably expect violence or substantial disruption of school activities.

7) Hazing, which includes any intentional or reckless act directed against another for the purpose of initiation into, affiliating with, or maintaining membership in any District or school-sponsored function, activity, organization, club, or team.
8) Selling, using, possessing, or distributing obscene material.
9) Possessing, consuming, selling, attempting to sell, distributing, or exchanging tobacco, tobacco products, and any other products containing nicotine, as well as e-cigarettes, vape pens, or other similar items, including related paraphernalia while on school property.
10) Possessing, consuming, selling, attempting to sell, distributing, or exchanging alcoholic beverages or illegal drugs/substances; counterfeit, synthetic, and designer drugs; paraphernalia for use of these drugs, including but not limited to, dab pens, cartridges, rolling papers, or being under the influence of any of these substances on school property or at a District function. Illegal and/or prohibited drugs/substances include, but are not limited to, inhalants, marijuana (including any other marijuana-based product or derivative, whether natural or synthetic), synthetic cannabinoids, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike substances, drug paraphernalia, and any other synthetic or designer drugs.
The definition of illegal drugs includes controlled substances. While cannabis (marijuana) is a controlled substance under federal law, it has been legalized by New York State for adult use under certain circumstances. However, it is illegal for anyone under the age of 21 to purchase, possess, or use cannabis. Regardless of age, the sale, purchase, possession, and/or use of cannabis is prohibited on school grounds under state and federal laws and/or District policy.
11) Unauthorized possession, use, selling, attempting to sell, distributing, or exchanging prescription and over-the-counter drugs, vitamins, supplements, herbs or other similar substances.
12) Possessing, using, consuming, selling, attempting to sell, distributing or attempting to distribute, or exchanging or attempting to exchange look-alike drugs, or possessing or consuming (without authorization), selling, attempting to sell, distributing or attempting to distribute, or exchanging or attempting to exchange other substances such as dietary supplements, weight loss pills, etc.
13) Gambling and unauthorized / non-educational gaming.
14) Inappropriate touching, including contact of a sexual nature, or indecent exposure.
15) Initiating or reporting warning of fire or other catastrophe without valid cause, misusing 911, or inappropriately discharging a fire extinguisher.
16) Violating gender privacy when using school restroom facilities. Also, unauthorized or inappropriate use of restroom facilities.
17) Engaging in conduct that could be construed as sexual harassment in accordance with this *Code of Conduct* and/or Title IX.

Engage in Misconduct While on a School Bus

Students must behave appropriately while riding on District buses to ensure their safety and that of other passengers, and to avoid distracting the driver. Students must conduct themselves on the bus in a manner consistent with this *Code of Conduct*. Excessive noise, unauthorized movement out of seat while bus is moving, pushing, shoving, fighting, throwing items, harassment, and discrimination will not be tolerated. Rules for riding the bus are contained in the *School Bus Riders Manual*.

Engage in Any Form of Academic Misconduct (See Section on Academic Integrity)

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

1) Plagiarism.
2) Cheating.
3) Copying.
4) Altering records/forgery.

5) Accessing other users' email accounts or network storage accounts, or attempting to read, delete, copy, modify, or interfere with transferring or receiving electronic communications.
6) Violation of the District Acceptable Use Policy.
7) Defacing or damaging school, class, library or others' materials, work or documents.
8) Taking exam, quiz, lab or any other instructional questions answers or forms to further one or more students' grade or progress.
9) Violation of copyright laws.
10) Assisting another student in any of the actions listed here.

USE OF PERSONAL TECHNOLOGY AND ELECTRONIC DEVICES

Personal technology and electronic devices include all existing and emerging technology devices that can take photographs; record or play audio or video; input text; upload and download media; connect to or receive information from the internet; and transmit or receive messages, telephone calls or images, that belong to the student or the student's family, and have not been provided by the District. Examples of personal technology include, but are not limited to, tablets; laptop and netbook computers; personal digital assistants (PDAs), cell phones and smart phones. The District authorizes personal technology and electronic devices for instructional and non-instructional uses as explained below. However, the District does not authorize unacceptable devices including, but not limited to, gaming devices or consoles, laser pointers and personal modems or routers.

Instructional Uses

Instructional uses include, but are not limited to, approved classroom activities, research, college admissions activities, career development, communication with experts, homework, and other activities considered appropriate by school staff.

Students are permitted to have and use any personal technology device as authorized by their teachers and administration for instructional use in classrooms. Students are expected to act responsibly and thoughtfully when using technology resources. While students are permitted to possess and use these devices during the school day, they are prohibited from using them in any manner which invades the privacy of students, employees, volunteers or visitors or that otherwise violates law or any provision of this *Code of Conduct*. If a student violates this prohibition, then they may be disciplined under this *Code of Conduct*. Students should keep any permitted electronic device on school property in a safe and responsible manner as instructed by the building principal. Passwords and personal technology devices should not be shared with others. A student's electronic device may be confiscated and subject to a search in accordance with sections of this Code, if school officials have reasonable suspicion to believe that the search will reveal evidence of a violation of law, the *Code of Conduct*, or other school rules or policies.

Non-Instructional Uses

Appropriate use of personal technology during non-instructional time is also permitted if students follow the guidelines in the AUP and *Code of Conduct*. Non-instructional use includes texting, calling or otherwise communicating with others during free periods and within common areas of the school building such as the hallways, cafeteria, study halls, buses and student lounges. Other non-instructional uses may include Internet searches, reading, listening to music, and watching videos. Use during non- instructional time must be conducted in a safe and unobtrusive manner while respecting the privacy of others. Devices must be in silent mode to avoid disrupting others.

Teachers and all other personnel should exemplify and reinforce acceptable student behavior including possession and use of electronic devices.

Prohibition During State Assessments

Unless authorized by law, regulation, or government rule, all students are prohibited from bringing electronic devices into a classroom or other location where a New York State assessment is being administrated. Test proctors, monitors and school officials have the right to collect prohibited electronic devices prior to the start of the test and hold them while the test is being administered, including break periods. Admission to any assessment will be denied to any student who refuses to relinquish a prohibited device.

ACADEMIC INTEGRITY

Academic integrity is honest and responsible scholarship, with each student holding themselves to the highest standards of academic conduct and personal integrity. Students who do not act with integrity are depriving themselves of the chance to think, grow, and learn. Lack of integrity also damages relationships and creates mistrust between teachers and students. Academic integrity is accomplished with hard work and good study habits, avoiding any hint of academic misconduct. Faculty members are available to assist students with proper citation methods and research skills.

Examples of academic misconduct are listed below and include but are not limited to:

Cheating: copying or trying to copy from other students during an exam or assignment, sharing answers during an exam, hiding materials or prepared answers during an exam, purchasing papers from online sellers, submitting the same work for more than one class without approval from the teachers, taking an exam for another student, or having someone take an exam on your behalf.

Plagiarism: copying passages from the work of another author without properly citing the source, submitting purchased, copied or online work as your own, or using the views or opinions of others without acknowledgement.

Class Materials: removing or defacing class or library materials so other students cannot use them, altering or contaminating work in lab experiments, or selling or sharing course materials without permission of the teacher or publisher.

False Information: lying to a teacher when questioned on issues of academic misconduct, making false statements to obtain a better grade, or altering results or data from work conducted for an assignment.

Theft/Damage of Another's Work: stealing or damaging another student's classwork or the means by which they do their classwork, or stealing exam questions or answers from a teacher or test site.

Altering School/District Records: forging signatures, altering transcripts and electronic student records, or altering a teacher's grade report or comments.

Disrupting the Classroom: interfering in the process of instruction to the detriment of other students, disrupting class to silence differing viewpoints, or creating a fake emergency such as a fire alarm or bomb threat to ensure class is cancelled.

Improper Use of Computers, Calculators and Other Technology: preprogramming a calculator or other device to contain answers during an exam, using a cell phone or other device to photograph or copy an exam, or violating the District's AUP.

HARASSMENT, BULLYING AND DISCRIMINATION

The District seeks to create an environment free of harassment, bullying, and discrimination, to foster civility in its schools, and to prevent conduct which is inconsistent with its educational mission. The District, therefore, prohibits all forms of harassment and bullying of students by employees or other students on school property and at school functions. The District further prohibits discrimination against students, including but not limited to those acts based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, gender identity or expression, or sex by school employees or other students on school property and at school sponsored activities and events that take place at locations off school property. In addition, acts of harassment, bullying, that occur off property, where these acts create or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats or intimidation or abuse might reach school property, may be subject to discipline or other corrective action.

The District will take disciplinary measures for incidents involving harassment, bullying, and/or discrimination consistent with this Code of Conduct. Responses will be reasonably calculated to end the harassment, bullying, and/or discrimination, prevent recurrence, and eliminate any hostile environment.

The District may also avail itself of remedial responses to incidents of harassment, bullying, and/or discrimination to affect the end of this behavior. Remedial responses may include, but are not limited to: peer support groups; corrective instruction or other relevant learning or service experience; supportive intervention; or other research-based methods of harassment, bullying, or discrimination prevention.

Dignity Act Coordinators (DAC)

In each of its schools, the District has designated at least one employee to serve as a DAC. In accordance with the regulations of the Commissioner of Education, each DAC has been thoroughly trained in the areas of: human relations; harassment, bullying, and discrimination; and exclusion, bias, and aggression in the educational setting. The DACs are charged with coordinating and enforcing the requirements of the Dignity for All Students Act and its implementing regulations and policies.

Name: Mrs. Michelle Robinson
Title: Secondary Guidance Counselor (High School) (Dignity Act Coordinator)
Address: 100 School Street Bolivar, New York 14715 Phone: (585) 928-2406
Email: MRobinson@bolivarrichburg.org

Name: Mrs. Angela Schryver
Title: Elementary Guidance Counselor
Address: 211 Main Street, Richburg, New York 14774
Phone: (585) 928-2852
Email: ASchryver@bolivarrichburg.org

Prohibition of Retaliatory Behavior

In accordance with Education Law any person who has reasonable cause to suspect that a student has been subjected to harassment, bullying, or discrimination by an employee or student, on school grounds or at a school function, who acts reasonably and in good faith and reports that information to school officials, the Commissioner of Education, or law enforcement authorities, or otherwise initiates, testifies, participates, or assists in any formal or informal proceedings, will have immunity from any civil liability that may arise from making the report, or from initiating, testifying, participating, or assisting in such proceedings. Furthermore, the Board prohibits any retaliatory action against any person who, acting

reasonably and in good faith, either makes a report of harassment, bullying, or discrimination, or who otherwise initiates, testifies, participates, or assists in the investigation of a complaint of harassment, bullying, or discrimination.

REPORTING VIOLATIONS

All students are expected to promptly report violations of the *Code of Conduct* to a teacher, guidance counselor, the building principal or designee. All District staff who are authorized to impose disciplinary sanctions are expected to do so in a prompt, fair and lawful manner. District staff who are not authorized to impose disciplinary sanctions are expected to promptly report violations of the Code of Conduct to their supervisor, who will in turn impose an appropriate disciplinary sanction, if so authorized, or refer the matter to a staff member who is authorized to impose an appropriate sanction. There is also a web reporting link for bullying at: https://www.brcs.wnyric.org/District
.

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

Reporting Weapons or Substance Abuse Violations

Any student or staff observing a student possessing a weapon, alcohol or other illegal drugs/substance on school property or at a school function, will report this information immediately to the building principal or designee. Any weapons, alcohol or illegal drugs/substances found will be confiscated immediately, followed by notification of the parent of the student involved and the appropriate disciplinary action taken, up to and including permanent suspension and referral for prosecution.

The definition of illegal drugs includes controlled substances. While cannabis (marijuana) is a controlled substance under federal law, it has been legalized by New York State for adult use under certain circumstances. However, it is illegal for anyone under the age of 21 to purchase, possess, or use cannabis. Regardless of age, the sale, purchase, possession, and/or use of cannabis is prohibited on school grounds under state and federal laws and/or District policy.

DISCIPLINARY CONSEQUENCES, PROCEDURES AND REFERRALS

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

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

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

6) Other extenuating circumstances.

Generally, discipline will be progressive and will include measured, balanced, and age-appropriate remedies and procedures that make appropriate use of prevention, education, intervention and discipline. This means that both the number of violations and severity of the behavior will be considered when determining consequence. For example, a student's first violation will usually merit a lighter penalty than subsequent violations. * In addition, discipline will include an educational component, providing students with an understanding of the effects of their behavior upon others and an opportunity, as determined by District administration and when appropriate, to repair the harm done as a part of the process.

Measured, balanced, progressive and age-appropriate responses will be provided as a response to some instances of discrimination, harassment and bullying of students and/or employees and other types of behaviors that may benefit from a restorative approach. Remedial responses put the focus on understanding and correcting the reasons why the behavior occurred. These remedial responses can be designed to correct the problem behavior, prevent another occurrence of the behavior, and protect the target of the act. Some appropriate responses may include corrective instruction that reemphasizes behavioral expectations or other relevant learning or service experience; engagement of student in a reflective activity, such as writing an essay about the misbehavior and its impact on others and how the student might handle the situation differently in the future and/or make amends to those who have been harmed; supportive intervention and/or mediation where constructive conflict resolution is modeled; behavioral assessment or evaluation, behavioral management plans or behavioral contracts, with benchmarks that are closely monitored; and student counseling and parent conferences that focus on involving parents in discipline issues.

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, the District uses a variety of appropriate classroom management techniques including:

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

As a general practice and whenever possible, these interventions are used in combination before imposing more severe disciplinary consequences.

Students who violate the *Code of Conduct* may be disciplined as follows:

DISCIPLINARY CONSEQUENCE	PERSONNEL IMPOSING THE CONSEQUENCE
1) Verbal Warning	Any staff member
2) Written Warning/Referral	Educational program staff and bus drivers
3) Written notification to parent	Teachers, student support services personnel, principal or designee.
4) Suspension of other privileges	Principal or designee
5) Detention	Principal or designee

6) In-School Suspension	Principal or designee
7) Formal removal from classroom	Teachers, principal
8) Short-term (five days or less) suspension	Principal
9) Long-term (more than five days) suspension from school	Superintendent, Board of Education
10) BOCES Program exclusion	Officials of the BOCES and the student's home district
11) Permanent suspension from school	Superintendent, Board of Education

Students may be required to reimburse the District as restitution for costs or damages incurred resulting from any misconduct. The District may also restrict student attendance / participation at school events, inter-scholastic sports, extra-curricular activities, field trips, dances (including Prom) and/or Graduation Ceremony.

Parents are powerful partners in a student's behavioral growth, and in their child's development of acceptable social skills. The District realizes that good communication and informal relations between parents and educators are critical to resolving discipline issues. The use of sustained, multiple, coordinated intervention at home and in school provide students with the consistency they need to develop appropriate behaviors. Parents must help the school staff by reinforcing positive behavior and disciplinary consequences. The District recognizes that parental involvement in the behavioral process is required for the student to develop the behaviors that will ensure success in the school setting and life. Therefore, it is our philosophy to provide the parent with regular and early notification by phone or writing when a student's behavior is becoming problematic in addition to the required procedural notifications specified below.

Procedures

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

Students who receive penalties other than an oral warning, written warning or written notification to their parents are entitled to additional rights before imposition of the penalty which are explained below.

Detention

Teachers, principals and the Superintendent may use after school detention as a penalty for student misconduct in situations where removal from the classroom or suspension would be inappropriate. Detention will be imposed as a penalty only after the student's parent has been notified.

Suspension from Transportation

Students who become a serious disciplinary problem while on a school bus may have their riding privileges suspended by the building principal or the Superintendent or their designees. In these cases, the student's parent will become responsible for seeing that their child gets to and from school safely. Should the suspension from transportation amount to a suspension from attendance, the District will make appropriate arrangements to provide for the student's education. A student subjected to a suspension from transportation is not entitled to a full hearing in accordance with Education Law Section 3214. However,

the student and the student's parent will be provided with a reasonable opportunity to discuss the alleged misconduct with the building principal or designee and the consequences arising from that conduct.

Suspension from Athletic Participation, Extracurricular Activities and Other Privileges

A student subjected to a suspension from athletic participation, extracurricular activities or other privileges is not entitled to a full hearing in accordance with Education Law Section 3214. The student and the student's parent will be provided with a reasonable opportunity to discuss the misconduct with the District official imposing the suspension and consequences arising from that conduct.

In-school Suspension

The school must balance the need of students to attend school and the need for order in the classroom to establish an environment conducive to learning. Therefore, building principals and the Superintendent may place students who would otherwise be suspended from school as the result of a violation of the Code of Conduct into in-school suspension. Students will be provided with alternative instruction by appropriately certified teachers in accordance with applicable law.

A student subjected to an in-school suspension is not entitled to a full hearing in accordance with Education Law Section 3214. The student and the student's parent will be provided with a reasonable opportunity to discuss the conduct and the penalty involved with the District official imposing the in-school suspension. The District will notify parents/guardians of their child's placement in in-school suspension in accordance with applicable law.

Removal of Disruptive Students by a Teacher

A student's behavior can affect a teacher's ability to teach and can make it difficult for other students in the classroom to learn. In most instances, the classroom teacher can control a student's behavior and maintain or restore control over the classroom by using good classroom management techniques. These techniques may include practices that involve the teacher directing a student to briefly leave the classroom to give the student an opportunity to regain their composure and self-control in an alternative setting. These practices may include, but are not limited to:

1) Short-term "time out" in an elementary classroom or in an administrator's office;
2) Sending a student to the principal's office for the remainder of the class time only; or
3) Sending a student to a guidance counselor or other District staff member for counseling.

Time-honored classroom management techniques such as these do not constitute disciplinary removals for purposes of this Code.

On occasion, a student's behavior may become substantially disruptive. 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 rules.

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

Suspension from School

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

The Board may suspend students, but places primary responsibility for the suspension of students with the Superintendent and the building principals.

Any staff member may recommend to the Superintendent or the principal that a student be suspended. All staff members must immediately report and refer a violent student to the principal or the Superintendent for a violation of the *Code of Conduct*. All recommendations and referrals will be made in writing unless the conditions underlying the recommendation or referral warrant immediate attention, in which case, a written report will be prepared as soon as possible.

The Superintendent or principal, upon receiving a recommendation or referral for suspension or when processing a case for suspension, will gather the relevant facts and record them for subsequent presentation, if necessary.

1) Short-term (5 Days or Less) Suspension from School

The District will initiate the suspension of students when other forms of behavior intervention and disciplinary action have failed, unless circumstances otherwise warrant.

a. Suspension may only be imposed by a principal or the Superintendent for a period of time not to exceed five school days. Suspensions may not be imposed by any other staff member.

b. The student being suspended must be told of the proposed suspension and the reason for the proposed suspension by the appropriate administrator.

c. The student's parents are to be notified in writing of the proposed suspension by personal delivery, express mail delivery, or equivalent means within 24 hours with notification by telephone, where possible.

d. The student and parent will, on request, be given an opportunity for an informal conference with the principal and complaining witnesses. At the conference, the parents will be permitted to ask questions of witnesses under procedures established by the principal. The notice and opportunity for an informal conference will take place before the suspension unless the student's presence in the school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process, in which case the notice and opportunity for an informal conference will take place as soon after the suspension as is reasonably practicable.

e. A copy of the suspension letter will be placed in the student's file.

f. Upon return to school for reinstatement, the student should be accompanied, if possible, by either or both parents for a reinstatement interview. A phone conference may also be required.

2) Long-term (More Than 5 Days) Suspension from School

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

The Superintendent will personally hear and adjudicate the proceeding or may, at their discretion, designate a Hearing Officer to conduct the hearing. A record of the hearing will be maintained, but no transcript will be required. A tape recording will be deemed a satisfactory record. The Hearing Officer will make findings of fact and recommendations as to the appropriate measure of discipline to the Superintendent. The report of the Hearing Officer will be advisory only, and the Superintendent may accept all or any part.

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

3) Permanent Suspension

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

Minimum Periods of Suspension

Weapon in School

Any student, other than a student with a disability, found guilty of bringing a weapon onto school property will be subject to suspension from school for at least one calendar year. Before being suspended, the student will have an opportunity for a hearing in accordance with Education Law Section 3214. The Superintendent has the authority to modify the one-year suspension on a case-by-case basis considering appropriate factors. In deciding whether to modify the penalty, the Superintendent may consider the following:

1) The student's age;
2) The student's grade in school;
3) The student's prior disciplinary record;
4) The Superintendent's belief that other forms of discipline may be more effective;
5) Input from parents, teachers and/or others; and
6) Other extenuating circumstances.

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

Violent Acts Other Than Bringing a Weapon to School

Any student, other than a student with a disability, who is found to have committed a violent act, other than bringing a weapon onto school property, will be subject to suspension from school for at least five days. If the proposed penalty is the minimum five-day suspension, the student and the student's parents will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed penalty exceeds the minimum five-day suspension, the student and the student's parents will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The Superintendent has the authority to modify the minimum five-day suspension on a case-by-case basis. In deciding whether to modify the penalty, the Superintendent may consider the appropriate factors considered in modifying a one-year suspension for possessing a weapon.

Repeatedly Substantially Disruptive of the Educational Process or Repeatedly Substantially Interferes with the Teacher's Authority Over the Classroom

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

Referrals

Counseling

The Guidance Office will handle referrals of students to counseling.

Substance Abuse Counseling

The Guidance Office will provide information on where and how to find substance abuse services for students, parents and staff.

PINS Petitions

The District may file a PINS (person in need of supervision) petition in Family Court on any student under the age of 18 who demonstrates that they require supervision and treatment by:

1) Not attending school or is habitually truant;
2) Behaving in a way that is ungovernable, or habitually disobedient and is beyond the control of a parent, guardian, or the school;
3) Violating the provisions of Penal Law Section 230.00.

4) Having been the victim of sexual exploitation, provided they consent to the filing.

The District will follow all PINS procedures required by the Family Court in their jurisdiction.

Juvenile Delinquents and Juvenile Offenders

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

1) Any student under the age of 16 who is found to have brought a weapon to school, or

2) Any student 14 or 15 years old who qualifies for juvenile offender status under the Criminal Procedure Law Section 1.20 (42).

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

Law Enforcement

Building principals, supervisors, acting principals, or the Superintendent or designee may notify local law enforcement in the event a violation of this Code constitutes a crime. This notification will be made not later than the close of business the day the principal/supervisor/acting principal/DS or designee learns of the violation, or as soon as practicable. The notification will identify the student and explain the conduct at issue. As appropriate, the District will pursue the filing of criminal charges against the student involved in the misconduct.

ALTERNATIVE INSTRUCTION

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

DISCIPLINE OF STUDENTS WITH DISABILITIES

It may be necessary to suspend, remove or otherwise discipline students with disabilities to address disruptive or inappropriate behavior. Students with disabilities have 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.

Authorized Suspensions or Removals of Students with Disabilities

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

1) A suspension means a suspension in accordance with Education Law Section 3214.

2) A removal means a removal for disciplinary reasons from the student's current educational placement other than a suspension and change in placement to an interim alternative educational setting (IAES) ordered by an Impartial Hearing Officer because the student poses a risk of harm to himself or herself or others.

(3) An IAES, or interim alternative education setting, means a temporary educational placement,other than the student's current placement at the time the behavior precipitating the·IAES placement occurred. A student who is placed in an IAES will continue to receive educational services so as to enable him or her to progress in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's individualized education plan (IEP), and receive, as appropriate a functional behavioral assessment and behavioral intervention services and modifications that are designed to prevent the behavior from recurring.

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

1) The Board, the Superintendent, or a building principal may order the placement of a student with a disability into an IAES, another setting or suspension for a period not to exceed five consecutive school days and not to exceed the amount of time a non-disabled student would be subject to suspension for the same behavior.

2) The Superintendent may order the placement of a student with a disability into an IAES, another setting or suspension for up to ten consecutive school days, inclusive of any period in which the student has been suspended or removed under subparagraph (a) above for the same behavior, If the Superintendent determines that the student has engaged in behavior that warrants a suspension and the suspension or removal does not exceed the amount of time non-disabled students would be subject to suspension for the same behavior.

3) The Superintendent may order additional suspensions of not more than ten consecutive school days in the same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement.

4) The Superintendent may order the placement of a student with a disability in an IAES to be determined by the CSE, for the same amount of time that a student without a disability would be subject to discipline, but not more than 45 days, If the student carries or possesses a weapon to school or to a school function, or the student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function.

Subject to specified conditions required by both federal and state law and regulations, an Impartial Hearing Officer may order the placement of a student with a disability in an IAES setting for up to 45 days at a time, if maintaining the student in their current educational placement poses a risk of harm to the student or others.

Change of Placement Rule

A disciplinary change in placement means a suspension or removal from a student's current educational placement that is either:

1) For more than 10 consecutive school days; or
2) For a period of 10 consecutive school days or less if the student is subjected to a series of suspensions or removals that constitute a pattern because they cumulate to more than 10 school days in a school year and because of such factors as the length of each suspension or removal, the total amount of time the student is removed and the proximity of the suspensions or removals to one another.

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

However, the District may impose a suspension or removal, which would otherwise result in a disciplinary change in placement, based on a pattern of suspensions or removals if the CSE has determined that the behavior was not a manifestation of the student's disability, or the student is placed in an IAES for behavior involving weapons, illegal drugs or controlled substances.

Special Rules Regarding the Suspension or Removal of Students with Disabilities

The District's CSE will:

1) Conduct functional behavioral assessments to determine why a student engages in a particular behavior, and develop or review behavioral intervention plans whenever the District is first suspending or removing a student with a disability for more than ten school days in a school year or imposing a suspension or removal that constitutes a disciplinary change in placement, including a change in placement to an IAES for misconduct involving weapons, illegal drugs or controlled substances.

   If subsequently, a student with a disability who has a behavioral intervention plan and who has been suspended or removed from their current educational placement for more than ten 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 will review the behavioral intervention plan and its implementation to determine if modifications are necessary.

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

2) Conduct a manifestation determination review of the relationship between the student's disability and the behavior subject to disciplinary action whenever a decision is made to place a student in an IAES either for misconduct involving 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.

The parents of a student who is facing disciplinary action, but who has not been determined to be eligible for services under IDEA and Article 89 at the time of misconduct, will 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 District is deemed to have had knowledge that their child was a student with a disability before the behavior precipitating disciplinary action occurred. If the District is deemed to have had knowledge as described, the student will be considered a student presumed to have a disability for discipline purposes.

1) The Superintendent, building principal or other school official imposing a suspension or removal will be responsible for determining whether the student is a student presumed to have a disability.

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

a. Conducted an individual evaluation and determined that the student is not a student with a disability, or

b. Determined that an evaluation was not necessary and provided notice to the parents of the determination, in the manner required by applicable law and regulations.

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

However, if a request for an individual evaluation is made while the non-disabled student is subjected to a disciplinary removal, an expedited evaluation will 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 will remain in the educational placement determined by the District, including suspension.

The District will provide parents with notice of disciplinary removal no later than the date on which a decision is made to change the placement of a student with a disability to an IAES for either misconduct involving weapons, illegal drugs or controlled substances or because maintaining the student in their 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 safeguards notice prescribed by the Commissioner will accompany the notice of disciplinary removal.

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

Superintendent hearings on disciplinary charges against students with disabilities subject to a suspension of more than five school days will be divided into a guilt phase and a penalty phase in accordance with the procedures in Commissioner's regulations.

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

During any period of suspension or removal, including placement in an IAES, students with disabilities will be provided with services as required by Commissioner's regulations.

Expedited Due Process Hearings

An expedited due process hearing will be conducted in the manner specified by the Commissioner's regulations incorporated into this Code, if:

1) The District requests 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 their 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 their current educational placement during the proceedings.

2) The parent requests 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.

a. During the pendency of an expedited due process hearing or appeal regarding the placement of a student in an IAES for behavior involving weapons, illegal drugs, or controlled substances, or on grounds of dangerousness, or regarding a determination that the behavior is not a manifestation of the student's disability for a student who has been placed in an IAES, the student will 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.

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

An expedited due process hearing will be completed within 15 business days of receipt of the request for a hearing. Although the Impartial Hearing Officer may grant specific extensions, they must mail a written decision to the District and the parents within five business days after the last hearing date, and in no event later than 45 calendar days after receipt of the request for a hearing, without exceptions or extensions.

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 the action will not constitute a change of the student's placement.

2) The Superintendent will ensure that copies of the special education and disciplinary records of a student with disabilities are transmitted for consideration to the appropriate authorities to whom a crime is reported.

CORPORAL PUNISHMENT/EMERGENCY INTERVENTIONS

Corporal punishment is any act of physical force upon a student to punish that student. The District strictly forbids corporal punishment of any student by any District employee.

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

1) Protect oneself, another student, teacher, or any other person from physical injury.

2) Protect the property of the school or others.

3) Restrain or remove a student whose behavior interferes with the orderly exercise and performance of District functions, powers, and duties, if that student has refused to refrain from further disruptive acts.

These emergency interventions will only be used in situations where alternative procedures and methods not involving the use of reasonable physical force cannot reasonably be employed. Emergency interventions will not be used as a punishment or as a substitute for systematic behavioral interventions that are designed to change, replace, modify, or eliminate a targeted behavior.

The District will maintain documentation on the use of emergency interventions for each student including:

1) Name and date of birth of student;

2) Setting, location, date, and time of the incident;

3) Name of staff or other persons involved;

4) Description of the incident and emergency intervention used, including duration;

5) A statement as to whether the student has a current behavioral intervention plan; and

6) Details of any injuries sustained by the student or others, including staff, as a result of the incident.

This documentation will be reviewed by District supervisory personnel and, if necessary, by the school nurse or other medical personnel.

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

STUDENT SEARCHES AND QUESTIONING OF STUDENTS

The Board is committed to providing an atmosphere for a positive, safe, and orderly school environment.

In all instances, any search of students or their property must be justified at its inception; there must be reasonable grounds for suspecting the search will produce evidence that the student has violated or is violating the law or the District *Code of Conduct*. The search must also be reasonably related in scope to the circumstances that justified the search in the first place.

The District will consider these factors in determining whether a search is justified at its inception:

1) Nature and reliability of the information received regarding the proscribed activity: An authorized school official may search a student or the student's belongings based upon information received from a reliable informant. District employees will be considered reliable informants unless they are known to have previously supplied information that they knew was not accurate. Other individuals will be considered reliable informants if they have previously supplied information that was accurate and verified, they make an admission against their own interest, provide the same information that is received independently from other sources, or appear to be credible and the information they are communicating relates to an immediate threat to safety.

2) The existence of observable phenomena, such as the direct observation of use or the physical symptoms of using or being under the influence of illegal controlled substances or alcohol such as slurred speech, disorientation, a pattern or abnormal conduct, or erratic behavior.

The measures adopted in searching a student will be considered reasonable in scope when they are reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the student and the nature of the infraction.

Before searching a student or the student's belongings, the authorized school official will attempt to get the student to admit that they possess physical evidence that they violated the law or the *Code of Conduct*, or get the student to voluntarily consent to the search. Searches will be limited to the extent necessary to locate the evidence sought. Whenever practicable, searches will be conducted in the privacy of administrative offices, and students will be present when their possessions are being searched.

Student Lockers, Desks, and other School Storage Places

Lockers and desks are the property of the District and are provided for use by students; administrators have the right to search lockers and desks. A student may have exclusive use of these storage places as far as other students are concerned, but they do not have such exclusivity over the locker as against the school authorities. Officials who wish to search a closed item (e.g., backpack, purse etc.) within a locker or desk must have reasonable suspicion to search that item.

Questioning of Students by School Officials

School officials have the right to question students regarding any violations of the *Code of Conduct* or illegal activity. In general, administration may conduct investigations concerning reports of misconduct which may include, but are not limited to, questioning students, staff, parents/guardians, or other individuals as may be appropriate and, when necessary, determining disciplinary action in accordance with applicable due process rights.

Should the questioning of students by school officials focus on the actions of one particular student, the student will be questioned, if possible, in private by the appropriate school administrator. The student's parent/guardian may be contacted; the degree, if any, of parental/guardian involvement will vary depending upon the nature and the reason for questioning, and the necessity for further action which may occur as a result.

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

School officials acting alone and on their own authority, without the involvement of or on behalf of law enforcement officials are not required to give "Miranda warnings" (i.e., advising a person, prior to any custodial interrogations as defined in law, of the right to remain silent; that any statement made by the individual may be used as evidence against him/her; and that the individual has the right to the presence of an attorney, either retained or appointed) prior to the questioning of students.

Law Enforcement Officials

The District will maintain a cooperative effort with law enforcement agencies. Law enforcement officials may be summoned to conduct an investigation of alleged criminal conduct on school premises or during a school-sponsored activity, or to maintain the educational environment. They may also be summoned to maintain or restore order when their presence is necessary to prevent injury to persons or property. Administrators have the responsibility and the authority to determine when the assistance of law enforcement officers is necessary.

Interrogation of Students by Law Enforcement Officials

Generally, law enforcement officials may only interview students on school premises without the permission of the parent/guardian in situations where a warrant has been issued for the student's arrest (or removal) or regarding a crime committed on school property or at a school function. In all other situations, if law enforcement officials wish to speak to a student without a warrant, they should directly contact the student's parent/guardians.

When law enforcement officials wish to question a student on school property or at a school function, administration will attempt to notify the student's parent/guardian.

If possible, questioning of a student by police should take place in private and outside the presence of other students, but in the presence of the building principal or designee.

School Resource Officers (SROs)

The District may utilize School Resource Officers (SROs). Any searches of students and/or their property that are initiated and conducted by District staff will meet the "reasonable suspicion" standard for searches as described above. In the event that a search of a student and/or their property is initiated or conducted by an SRO acting in their capacity as a law enforcement officer, that search must be justified by probable cause.

Child Protective Services' Investigations

Occasionally, Child Protective Services (CPS) may wish to conduct interviews of students on school property. These interviews generally pertain to allegations of suspected child abuse or neglect. The Board encourages cooperation with CPS with respect to access to records and access to any child named as a victim, any of the victim's siblings, or any other child residing in the same home as the named victim, in accordance with applicable law.

VISITORS TO THE SCHOOLS

The Board encourages parents and other District citizens to visit the District's schools and classrooms to observe the work of students, teachers and other staff. Since schools are a place of work and learning, however, certain limits must be set for such visits. The building principal is responsible for all persons in the building and on the grounds. For these reasons, the following expectations apply to visitors to the schools:

1) Anyone who is not a regular staff member or student of the school will be considered a visitor.

2) All visitors to school must report to the Main Office or the office of the principal (or designated extension of the principal's office, such as a security sign-in desk) upon arrival at the school. There they will be required to sign the visitor's register and follow the prescribed building procedures, including the use of the Raptor Identification System where applicable.

3) Visitors attending school functions that are open to the public, such as parent-teacher organization meetings or public gatherings, are not required to register.

4) Parents or citizens who wish to observe a classroom while school is in session must arrange these visits in advance through the principal's office, so that class disruption is kept to a minimum.

5) Teachers will not take class time to discuss individual matters with visitors.

6) Any unauthorized person on school property will be reported to the principal. Unauthorized persons will be asked to leave. The police may be called if necessary.

7) All visitors are expected to abide by the rules for public conduct on school property contained in this Code of Conduct.

PUBLIC CONDUCT ON SCHOOL PROPERTY

The District is committed to providing an orderly, respectful environment that is conducive to learning. To create and maintain this kind of an environment, it is necessary to regulate public conduct on school property and at school functions. For purposes of this section of the Code, "public" means all persons when on school property or attending a school function including students, teachers, District personnel, volunteers, vendors, parents and family members, visitors, spectators and contractors. This Code also applies to anyone using district facilities at any time, for any purpose.

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

All persons on school property or attending a school function will conduct themselves in a respectful and orderly manner. In addition, all persons on school property or attending a school function are expected to be properly dressed for the purposes for which they are on school property.

Prohibited Conduct (including but not limited to the following)

No person, either alone or with others, will:

1) Intentionally injure any person or threaten to do so.

2) Intentionally damage or destroy District property or the personal property of a student, teacher, administrator, other District employee or any person lawfully on school property.

3) Disrupt the orderly conduct of classes, programs, activities, or other work sites/internship.

4) Distribute or wear materials on school property or at school functions that are obscene, advocate illegal action, appear libelous, obstruct the rights of others, or are disruptive to the school program or workplace.

5) Intimidate, harass or discriminate against any person on the basis of race, color, religion, national origin, sex, sexual orientation, gender, gender identity or expression, age, disability or other legally protected category.

6) Enter any portion of the school property without authorization or remain in any building or facility after regular closing time.

7) Obstruct the free movement of any person in any place to which this Code applies.

8) Violate the traffic laws, parking regulations or other restrictions on vehicles.

9) Possess, consume, sell, attempt to sell, distribute or exchange or attempt to distribute or exchange alcoholic beverages, illegal drugs/substances and controlled substances, including drug paraphernalia, or be under the influence on school property or at a District or school function.

The definition of illegal drugs includes controlled substances. While cannabis (marijuana) has been legalized by New York State for adult use under certain circumstances, it is illegal for

anyone under the age of 21 to purchase, possess, or use cannabis. Regardless of age, the sale, purchase, possession, and/or use of cannabis is prohibited on school grounds under state and federal laws and/or District policy. District staff are further prohibited from performing their employment duties while impaired by cannabis

10) Use tobacco and tobacco products on school grounds or within 100 feet of the entrances, exits, or outdoor areas of any public or private elementary or secondary schools. For purposes of this Code of Conduct, "school grounds" means any instructional building, structure, and surrounding outdoor grounds, including entrances or exits, contained within the District's legally defined property boundaries as registered in the County Clerk's Office; as well as all District vehicles.

11) Use e-cigarettes, vape pens and other similar product, including those containing nicotine except for current FDA-approved smoking cessations products.

12) Possess, display, use or threaten to use any weapon(s), in or on school property or at a District or school function, except in the case of law enforcement officers or as specifically authorized by the District.

13) Loiter on school property.

14) Refuse to comply with any reasonable order from identifiable District officials performing their duties.

15) Willfully incite others to commit any of the acts prohibited by this Code.

16) Violate any federal or state statute, local ordinance or Board policy and the *District Code of Conduct*, where applicable, while on school property or while at a District or school function.

Penalties

Visitors

Visitors are subject to immediate ejection and, as the facts may warrant, precluded from returning to school property or functions. The District may involve law enforcement officials for assistance. The length of the suspension will be determined by the severity of the violation and the violator will receive written notice of the determination.

Teachers and Other Staff

Teachers and staff may be disciplined in accordance with this *Code of Conduct*, applicable law or collective bargaining units and due process requirements.

Contractors and Vendors

The District will take appropriate action, consistent with the terms of any applicable contract, to ensure the offense is remedied and will not recur. The failure of a contractor or vendor to abide by the terms of this *Code of Conduct* may affect the renewal of existing agreements or the awarding of future contracts.

Enforcement

The Superintendent is responsible for enforcing the conduct required by this Code. The Superintendent may designate other District staff that are authorized to take action consistent with the Code.

When the Superintendent or designee sees an individual engaged in prohibited conduct, which in their judgment does not pose any immediate threat of injury to persons or property, the designated school official will tell the individual that the conduct is prohibited and attempt to persuade the individual to

stop. If the person refuses to stop engaging in the prohibited conduct, or if the person's conduct poses an immediate threat of injury to persons or property, the designated school official will have the individual removed immediately from school property or the school function. If necessary, local law enforcement authorities will be contacted to assist in removing the person.

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

DISSEMINATION AND REVIEW

Dissemination of *Code of Conduct*

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

1) Providing a public hearing prior to its approval of the *Code of Conduct*.

2) Providing copies of a summary of the Code to all students at the beginning of each school year.

3) Posting the *Code of Conduct* on the District website https://www.bolivarrichburg.org/district/plans-notifications-policies for access by parents and community members.

4) Providing all current teachers and other staff members with a copy of the Code and a copy of any amendments to the Code as soon as practicable after adoption.

5) Providing all new employees with a copy of the current *Code of Conduct* when they are first hired.

6) Making copies of the Code available for review by students, parents and other community members.

On an annual basis, the *Code of Conduct* will be publicized and explained to all students and a summary distributed, in writing in the District Calendar, to parents and guardians of students. A copy of the Code will be filed in each school building, where it will be available for review by any individual.

The Board will sponsor an in-service education program for all District staff members to ensure the effective implementation of the *Code of Conduct*, including, but not limited to, guidelines on promoting a safe and supportive school climate while discouraging, among other things, harassment, bullying, and discrimination against students by students or District employees, and including safe and supportive school climate concepts in the curriculum and classroom management. The Superintendent will solicit the recommendations of the District's staff, particularly teachers and administrators, regarding the service programs pertaining to the management and discipline of students.

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

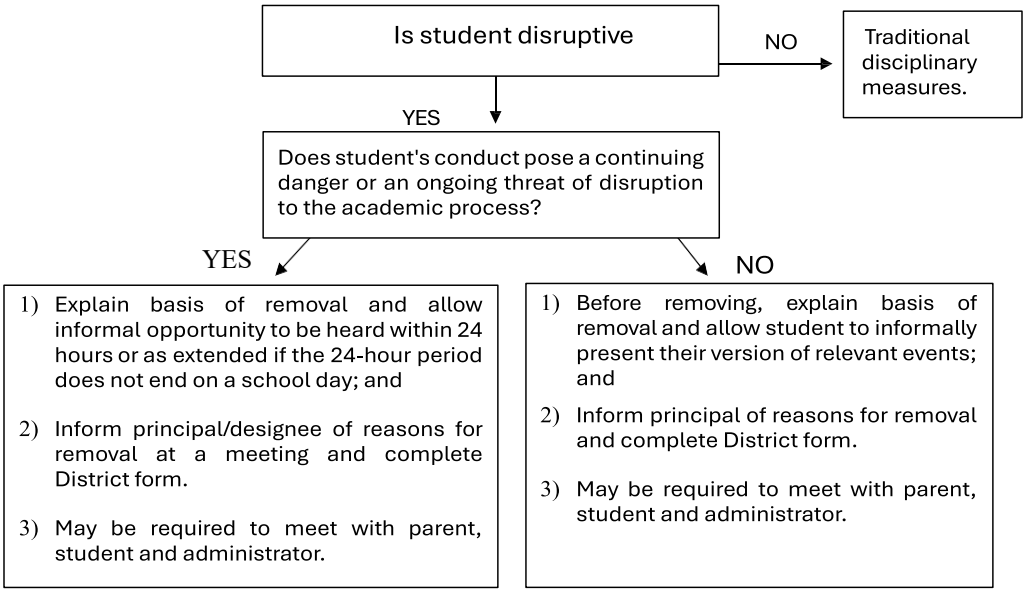
The Board may appoint an advisory committee to assist in reviewing the Code and the District's response to *Code of Conduct* violations. The committee will be made up of representatives of student, teacher, administrator, and parent organizations, school safety personnel and other school personnel.

Before approving 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 of Education no later than 30 days after adoption.

APPENDIX A

REMOVAL OF A DISRUPTIVE STUDENT BY A TEACHER



PRINCIPAL'S/DESIGNEE'S RESPONSIBILITIES TRIGGERED BY TEACHER REMOVAL

1) Within 24 hours of removal, or as extended if the 24-hour period does not end on a school day, inform parent of removal, reasons for it, and entitlement to informal meeting to discuss it, upon request.

2) Decide if teacher who ordered removal will attend informal meeting.

3) Within 48 hours of removal, or as extended if the 48-hour period does not end on a school day or by mutual agreement, and if the student denies the charges at the meeting, the student/parent must be given an explanation of the basis for removal and an opportunity to present their version.

4) Principal/designee must decide, by the close of business on the day following the opportunity for an informal hearing, whether the discipline will be overturned. Principal/designee may only set aside discipline if:

   a. The charges against the student are not supported by substantial evidence.

   b. The student's removal violated of law or the *Code of Conduct*.

   c. The conduct warrants suspension under Education Law § 3214, and a suspension will be imposed.