CODE OF CONDUCT

2026 – 2027

MANCHESTER-SHORTSVILLE CENTRAL SCHOOL DISTRICT









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MANCHESTER-SHORTSVILLE CENTRAL SCHOOL DISTRICT

Board of Education

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OUR VISION

Every employee of the district plays a vital role in the success of our students. Together, we will develop and maintain the highest level of ethical and professional practice, demonstrating a culture of respect, cooperation, and pride, with care and dignity for all. With uncompromising commitment in the pursuit of excellence, we will:

- Meet the unique needs of every student regardless of social advantage, race, or gender and ensure a safe learning environment in which all students acquire necessary foundational skills.
- Promote healthy habits and provide challenging, real-world learning experiences.
- Cultivate student ownership for goal-setting, learning, and citizenship by partnering with families and community groups.
- Promote a learning environment of critical thinking, creative problem-solving, self-direction and collaboration in order to maximize each student's ability and potential to succeed in an ever-changing, highly technical and diverse world.

Code of Conduct Digital Version

Introduction

The Manchester-Shortsville Central School District Board of Education is committed to providing a safe and orderly school environment where students may receive and district personnel may deliver quality educational services without disruption or interference. Responsible behavior by students, teachers, other district personnel, parents and other visitors is essential to achieving this goal. Accordingly, in collaboration with students, parents, teachers and administrators, the Board has established this *Code of Conduct*. It applies to all students, school personnel, parents, vendors and other visitors when on school property, in school vehicles or in attendance at a school function. Students may be disciplined for conduct that occurs outside of school property that may endanger the health or safety of pupils within the educational system or adversely affect the educational process.

The district has a long-standing set of expectations for conduct on school property and at school functions (see Board Policy #3410). These expectations are based on the principles of civility, mutual respect, citizenship, character, tolerance, honesty and integrity.

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

Board Policy #3410

DEFINITIONS

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

Alcohol and other Substance Use/Abuse means possession, purchase, distribution, consumption, being under the influence, or sale of illegal substances, alcoholic beverages, tobacco products, or drug paraphernalia on school property, on a school vehicle or at a school function.

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

Cyberbullying means harassment/bullying (as defined below) through any form of electronic communication. Cyberbullying includes, but is not limited to, the following misuses of technology: harassing, teasing, intimidating, threatening, or terrorizing another student or staff member by way of any technological tool, such as sending or posting inappropriate or derogatory email messages, instant messages, text messages, digital pictures or images, or website postings (including blogs). Cyberbullying can involve, but is not limited to: sending mean, vulgar, or threatening messages or images; posting sensitive, private information about another person; pretending to be someone else in order to make that person look bad. Cyberbullying involving District students may occur both on campus and off school grounds and may involve student use of the District Internet system or student use of personal digital devices including but not limited to: cell phones, digital cameras, personal computers, electronic tools. Cyberbullying or harassment has or could have the effect of:

1) Causing physical, social/relational, emotional or mental harm to a student;
2) Placing a student in reasonable fear of physical, emotional or mental harm;
3) Placing a student in reasonable fear of damage to or loss of personal property; or
4) Interfering with a student's educational performance and/or denying or limiting a student's ability to participate in or to receive benefits, services or opportunities in the school's programs.

Detention means an after-school 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.

Discrimination means discrimination against any student by a student or students and/or 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, sex or any other legally protected status.

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 ability to teach and classmates' ability to learn.

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 the educational process.

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, pursuant to title nine-B of article five of the Social Services Law, and consistent with the provisions of such title for the provision of services to such district, its students or employees, directly or through contract, whereby such services performed by such person involve direct student contact.

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

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; including conduct, threats, intimidation, or abuse that reasonably causes or would reasonably be expected to cause emotional harm; or
2) Reasonably causes or would reasonably be expected to cause a student to fear for their physical safety; or



3) Occurs on school property, and/or at a school function, or off school property and creates or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property.

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).

Hazing means a form of harassment among students defined as any humiliating or dangerous activity expected of a student to join a group or be accepted by a formal or informal group, regardless of their willingness to participate. Hazing produces public humiliation, physical or emotional discomfort, bodily injury or public ridicule or creates a situation where public humiliation, physical or emotional discomfort, bodily injury or public ridicule is likely to occur.

Hazing behaviors include, but are not limited to, the following general categories:

1) Humiliation: socially offensive, isolating, or uncooperative behaviors; or
2) Substance abuse: abuse of tobacco, alcohol, or illegal/legal drugs; or
3) Dangerous hazing: hurtful, aggressive, destructive, and disruptive behaviors.

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.

Illegal Substances include, but are not limited to inhalants, marijuana/cannabis, cocaine, LSD, PCP, amphetamines, barbiturates, ecstasy, heroin, steroids, any substances commonly referred to as designer drugs and look-alikes (including but not limited to synthetic cannabinoids), prescription or over-the-counter drugs when possession is unauthorized, or such are inappropriately used or shared with others, or any product which, when misused, will result in an impaired or altered state. Illegal substances also include any paraphernalia related to these substances.

Informal conference is an open-ended discussion of a disciplinary incident to include the student and/or parent and principal without the requirements of tape

recording or transcription and examination of witnesses associated with a Superintendent's hearing.

Insubordinate means failure to comply with the reasonable directions of authority.

Material Incident of Harassment, Bullying and/or Discrimination means a single verified incident or a series of related verified incidents where a student is subjected to harassment, bullying and/or discrimination by a student and/or employee on school property or at a school function. In addition, such term shall include a verified incident or series of related incidents of harassment or bullying that occurs off school property, and is the subject of a written or oral complaint to the superintendent, principal, or their designee, or other school employee. Such conduct shall include, but is not limited to, threats, intimidation or abuse based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, sex or any other legally protected status.

Principal within the context of teacher removal of a student from class, means either the principal of the building or any other administrator in the district acting in the principal's absence or at the principal's direction.

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

Retaliation means when any employee, student, or visitor mistreats any person because they reported in good faith, testified about, or otherwise assisted in an investigation, proceeding or hearing related to alleged harassment or bullying. It is possible that an alleged harasser may be found to have retaliated if the underlying complaint is not found to be a violation of this policy. Retaliation includes, but is not limited to any form of intimidation, reprisal or harassment and may be redressed through application of the same reporting, investigation, and enforcement procedures as for harassment.

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 event or activity on or off school property.

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

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

Tobacco Product means any vaping or nicotine-containing devices and accessories to such devices and any other tobacco-containing product in any form, as well as matches, lighters and other related paraphernalia. This also includes any simulated tobacco products that imitate or mimic tobacco products.

Violent Pupil means a student who:

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

Twenty-four hours within the context of teacher removal of a student from class, is equal to one school day. Weekends, holidays, and vacation days are not counted as part of a twenty-four hour period.

Under the Influence means if a person has used any quantity of an illegal substance or alcohol within a time period reasonably proximate to his/her presence on school property, on a school bus, in a school vehicle, or at a school-sponsored function and /or exhibits symptoms of such use as to lead to the reasonable conclusion of such consumption.

Weapon means a firearm as defined in 18 USC § 921 for purposes of the Gun Free Schools Act (See BOE Policy #7360). It also means any other gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, dagger, dirk, razor, stiletto, switchblade knife, gravity knife, brass knuckles, sling-shot, metal knuckle knife, pocket, pen, or other knife, box cutters, cane sword, electronic dart gun, Kung Fu star, electronic stun guns, pepper spray or other noxious spray, explosive or incendiary device, look-alike, toy or replica/fake weapons, or any other device, instrument, material or substance (Other Item) that can cause physical injury or death when used to cause physical injury or death, or when such Other Item is brandished as a weapon.

Board Policy #7360

ESSENTIAL PARTNERS

Providing a safe and orderly school environment involves a partnership of parents and school personnel. The following are expectations of each:

Parent/Guardian

1. Recognize that the education of their student(s) is a joint responsibility of the parents and the school community.
2. Send students 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 their student(s) attend school regularly and on time. Ensure absences are excused.
3. Insist their student(s) be dressed and groomed in a manner consistent with the student dress code.
4. Help their student(s) understand that appropriate rules are required to maintain a safe, orderly environment.
    a. Know school rules and help their student(s) understand them.
    b. Convey to their student(s) a supportive attitude toward education and the district.
    c. Build positive relationships with school personnel, other parents, and their student(s)' friends.
    d. Help their student(s) deal effectively with peer pressure.
    e. Inform school officials of changes in the home situation that may affect student conduct or performance.
    f. Provide a place for study and support teachers' requirements to complete school assignments.
    g. Initiate parent/student/school personnel conferences, as necessary, as a way to resolve problems.
    h. Hold students to the highest standards of conduct, demeanor, integrity and sportsmanship when participating in or attending school sponsored events.
5. Maintain ongoing and frequent communication with school personnel:
    a. Contact the teacher regarding their progress
    b. Contact the counselor regarding their student(s) personal adjustment, future plans, and their class schedule, as appropriate
    c. Contact the administrator regarding their student(s) behavior and unresolved concerns
6. Maintain responsibility for students' electronic devices and their digital access.



7. Teach their student(s) 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.
8. 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.

Board Policy #7110

Teachers

1. Maintain a climate of mutual respect and dignity, regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, sex or any other legally protected status, which will strengthen each student's self-concept and promote confidence to learn.
2. Are prepared to teach.
3. Demonstrate interest in teaching and concern for student achievement and well-being.
4. Know school rules, and enforce them in a fair and consistent manner.
5. Communicate to students and parents:
    a. Course objectives and requirements
    b. Marking/grading procedures
    c. Assignment deadlines
    d. Expectations for students
    e. District discipline plan
6. Communicate regularly with students, parents, counselors, psychologists, administrators, and other teachers concerning student growth and achievement.
7. Initiate parent/student/teacher/counselor/psychologist conference, as necessary, as a way to resolve a problem.
8. Intervene with issues of bullying, discrimination and harassment or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.
9. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
10. Report incidents of bullying, discrimination and harassment that are witnessed or otherwise brought to a teacher's attention in a timely manner.
11. 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.
12. 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.
13. 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.
14. 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.

Counselors/Psychologists/Social Workers

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. Review educational progress and career and graduation plans with each student.
4. Report information to a school administrator which might impact a safe, orderly school environment.
5. Encourage students to benefit from the curriculum and extracurricular programs.
6. Participate in crisis management.
7. Refer students and/or parents to appropriate human service agencies outside the school.
8. Assess student social and emotional behaviors.
9. Maintain a climate of mutual respect and dignity, regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, sex or any other legally protected status, which will strengthen each student's self-concept and promote confidence to learn.
10. Confront issues of bullying, discrimination and harassment or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.
11. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
12. Report incidents of bullying, discrimination and harassment that are witnessed or otherwise brought to a counselor's/psychologist's attention in a timely manner.

Principals and Other Administrators

1. Promote a safe, orderly and stimulating school environment, supporting teaching and learning.
2. Ensure that students, staff and parents have the opportunity to communicate regularly with the principal.
3. Evaluate all instructional programs on a regular basis.
4. Support the development of and student participation in appropriate extracurricular activities.
5. Are responsible for enforcing the *Code of Conduct*, and ensuring that all cases are resolved promptly and fairly.
6. Ensure regular communication with law enforcement agencies.
7. Initiate parent/student/teacher/counselor/psychologist conferences, as necessary, as a way to resolve a problem. Maintain a climate of mutual respect and dignity for all students regardless of perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, sex or any other legally protected status, which will strengthen each student's self-concept and promote confidence to learn.
8. Confront issues of bullying, discrimination and harassment or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function
9. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
10. Report incidents of bullying, discrimination and harassment that are witnessed or otherwise brought to a principal's attention in a timely manner.
11. Ensure that building-wide behavior management system is created and supported to meet the needs of students in their building.
12. 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.



FOR PRINCIPALS ONLY

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

1. Promote a safe, orderly and stimulating school environment, supporting teaching and learning.
2. Review the policies of the Board and state and federal laws relating to school operations andmanagement with district administrators.
3. Ensure that staff and parents have the opportunity to communicate with the superintendent.
4. Work to create instructional programs that minimize problems of misconduct and are sensitive to student and teacher needs.
5. Work with district administrators, when appropriate, in reinforcing the *Code of Conduct* to ensure that cases are resolved promptly and fairly.
6. Maintain a climate of mutual respect and dignity, regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, sex or any other legally protected status, which will strengthen each student's self-concept and promote confidence to learn.
7. Confront issues of bullying, discrimination and harassment or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.
8. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
9. Report incidents of bullying, discrimination and harassment that are witnessed or otherwise brought to the superintendent's attention in a timely manner.
10. 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.
11. 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.

Board of Education

1. Adopt, review at least once a year, and modify, as appropriate, the *Code of Conduct*.
2. Maintain a climate of mutual respect and dignity, regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, sex, or any other legally protected status, which will strengthen each student's self-concept and promote confidence to learn.
3. Confront issues of bullying, discrimination and harassment or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.
4. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
5. Report incidents of bullying, discrimination and harassment that are witnessed or otherwise brought to a board member's attention in a timely manner.
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.

All Other School Employees (Instructional and Non-Instructional)

1. Promote a safe, orderly, and stimulating school environment, supporting teaching and learning.
2. Maintain a climate of mutual respect and dignity, regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, sex, or any other legally protected status, which will strengthen each student's self-concept and promote confidence to learn.
3. Confront issues of bullying, discrimination and harassment or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.
4. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
5. Report incidents of bullying, discrimination and harassment that are witnessed or otherwise brought to a board member's attention in a timely manner.

STUDENT CONDUCT

Student Rights and Responsibilities

All students have the right to:

1. An education that offers opportunity for inquiry and for development to their fullest potential.
2. Constructive discipline for the development of good character, conduct, and habits.
3. Security in the school community against influences detrimental to proper development.
4. An educational climate where the well-being of students is of primary concern.
5. An educational staff that exhibits a positive role model.
6. The opportunity to develop and express opinions, beliefs and values, provided such expression is not disruptive, slanderous or insubordinate.
7. Wholesome extracurricular activities.
8. Health and psychological services to assist in physical, mental and social development.
9. An appropriate education and/or remediation to serve special needs.
10. Consideration as an individual within the educational environment.
11. The opportunity to approach teachers and administrators with reasonable requests and questions concerning education.
12. Be free from bullying, discrimination, harassment and retaliation on school property or school functions including but not limited to the educational program, activities, or admission policies of their school. Such conduct shall include, but is not limited to, threats, intimidation or abuse based on a person's actual or perceived race, color, weight, national origin, ethnic origin, ethnic group, religion, religious practices, disability, sex, sexual orientation, gender (including gender identity and expression) or any other legally protected status.

All students have the responsibility to:

1. Work toward personal growth.
2. Be honest with themselves and others.
3. Show respect for fellow students, teachers, and all school district staff.
4. Perform all assignments to the best of their ability.
5. Consider their education as a preparation for the future.
6. Obey all school rules and regulations.
7. Respect public, private, and school property.
8. Attend school regularly and punctually, and in accordance with the law.
9. Develop high moral standards and the courage to live by them.
10. Strive for mutually respectful relationships and comply with reasonable requests of teachers, administrators, and other district staff.
11. Inform an adult in the school about any threat to safety within the school environment.
12. Take full advantage of educational opportunities available at school.
13. Learn and practice civic responsibility.
14. Not participate in bullying, discrimination and harassment or any situation that threatens the
15. emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.



Student Dress Code

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

A student's dress, grooming and appearance, including jewelry, make-up, nails, and other accessories shall meet the following standards:

1. Be safe, appropriate and not disrupt or interfere with the educational process. Such items that may be disruptive include, but are not limited to: gang-related attire, trench coats, overly bulky clothing, flags, capes, spiked clothing/jewelry, chains hanging from clothing, etc.
2. Not expose the chest, torso or gluteal area, and students may not wear clothing through which these areas of the body are visible.
3. Ensure that underwear or undergarments are completely covered with outer clothing. Clothing may not contain any holes, rips, tears, or sheer portions allowing underwear or undergarments to be seen through clothing.
4. Include footwear at all times. Footwear that is a safety hazard will not be allowed.
5. Not include the wearing of sunglasses except for a medical or purpose.
6. Not include items that are vulgar, obscene, libelous or denigrate others on account of race, color, religion, creed, national origin, gender, sexual orientation, political beliefs or disability.
7. Not promote and/or endorse the use of alcohol, tobacco, marijuana or illegal drugs and/or encourage other illegal, violent or sexual activities; including messages that are innuendos or have double meanings.
8. Ensure that all PE clothes MUST fulfill the dress code requirements.
9. Nothing in this Dress Code will be construed to limit the ability of students to dress and/or groom themselves in a way that allows them to express their gender identity, or to discipline students for doing so. Nothing in this Dress Code will be construed to limit the ability of students to wear certain protective hairstyles (including but not limited to braids, locks, and twists) or to wear their hair in a particular texture, or to discipline students for doing so.
10. Each building principal or his or her designee shall be responsible for informing all students and their parents of the student dress code at the beginning of the school year and any revisions to the dress code made during the school year. All staff will enforce the dress code.
11. Students who violate the dress code shall be required to modify their appearance by covering or removing the offending item and, if necessary or practical, replacing it with an acceptable item. Any student who refuses to do so shall be subject to discipline, up to and including in-school suspension for the day. Any student who repeatedly fails to comply with the dress code or violates the dress code by wearing the same inappropriate article of clothing shall be subject to further discipline, up to and including detention or in-school suspension.



Behavior-Related Offenses and Consequences

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

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

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

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

As a general rule, discipline will be progressive. This means that a student's first violation will usually merit a lighter penalty than subsequent violations. However, the district may impose any level of discipline, even for a first violation, that is proportionate to the misconduct at issue.

If the conduct of a student is related to a disability or suspected disability, the student shall be referred to the building principal and, if warranted, shall be administered consistent with the separate requirements for disciplining students with a disability or presumed to have a disability. A student identified as having a disability shall be disciplined according to a manifestation determination process.

CATEGORIES OF MISCONDUCT		
Disorderly Conduct	· Running in hallways · Unreasonable noise · Profane/abusive language or gestures	· Obstructing traffic · Trespassing or being in unauthorized areas · Misusing computer systems/ electronic communications
Insubordinate Conduct	· Disobeying staff directions · Being late, missing, or leaving without permission	· Skipping detention (Failure to serve consequences) · Misusing computer systems/ electronic communications
Disruptive Conduct	· Impeding teaching and learning · Inappropriate sexual contact · Misuse of electronic devices	· Recording others without permission · Disrupting school operations
Violent Conduct	· Committing or planning violence against staff, students, or others	· Possessing/displaying/ threatening with a weapon · Vandalism or destruction of property
Conduct Endangering Safety or Welfare	· Lying, stealing, defamation · Discrimination, harassment, intimidation, cyberbullying · Hazing, obscene materials, vulgar language · Use/sale/possession of tobacco, alcohol, drugs (illegal or unauthorized)	· Gambling, indecent exposure · False alarms or misuse of emergency systems · Threatening and/or reckless behavior · Inappropriate use of electronic media · Inappropriate dancing
Misconduct on School Bus	· Excessive noise, harassment, discrimination, inappropriate language, physical aggression	· Distracting driver, unsafe conduct
Academic Misconduct	· Plagiarism, cheating, copying · Altering records	· Email/network account misuse · Refusing to complete assignments or classwork

POSSIBLE PENALTIES

Board Policy #7313

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

PENALTY	AUTHORIZED PERSONNEL
Oral warning	Any district staff
Written warning	Bus drivers, support staff, coaches, guidance counselors, teachers, principal, superintendent
Written notification to parent	Same as above
Detention	Principal, superintendent, behavior interventionist
Extended Detention	Principal, behavior interventionist or designee
Suspension from transportation	Principal, behavior interventionist, superintendent/designee
Suspension from athletics	Coaches, Athletic Director, principal, superintendent/designee
Suspension from social/ extracurricular activities	Activity advisor, principal, behavior interventionist, superintendent/designee
Suspension of other privileges	Principal, superintendent/designee
In-school suspension	Principal, superintendent/designee
Removal from classroom	Teachers, principal/designee, behavior interventionist
Short-term suspension (≤5 days)	Principal, superintendent/designee
Long-term suspension (>5 days)	Superintendent, Board of Education
Permanent suspension (expulsion)	Superintendent, Board of Education

ADDITIONAL DISCIPLINARY MEASURES

Board Policy #7340

MEASURE	NOTES
Detention (including Saturday, after school, or Lunch Detention)	Assigned depending on infraction
Loss of Privileges	Includes: pass restriction, no after school activities, early dismissal/late arrival, loss of club/ prom/ball, tech restrictions, no recess at lunch
Apology	Verbal or written
Community Service	As deemed appropriate
Teacher removal of disruptive student	As permitted by policy*
Suspension (Transportation/ Athletics/School/etc.)	Follow Board Policy #7313, #7340 as applicable

Minimum Periods of Suspension for Certain Conduct

1. Students Who Bring a Weapon to School

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

a. The student's age.
b. The student's grade in school.
c. The student's prior disciplinary record.
d. The superintendent's belief that other forms of discipline may be more effective.
e. Input from parents, teachers, and/or others.
f. Other extenuating circumstances.

In addition, there may be an occasion when it will be appropriate to refer a student to a school counselor or psychologist who in turn may refer a student (and parent) to appropriate human services organizations outside the school.

The principal/superintendent has the authority to modify the minimum five-day suspension on a case-by-case basis. In deciding whether to modify the penalty, the superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

2. Students Who Commit Violent Acts (other than bringing a weapon to school)

Any student, other than a student with a disability, who is found to have committed a violent act (other than bringing a weapon to school) shall be subject to suspension from school for at least five days. If the proposed penalty is the minimum five-day suspension, the student and the student's parents will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed penalty exceeds the minimum five-day suspension, the student and the student's parents will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension.

In addition, there may be an occasion when it will be appropriate to refer a student to a school counselor or psychologist who in turn may refer a student (and parent) to appropriate human services organizations outside the school.

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



3. Students Who Are Repeatedly Substantially Disruptive to the Educational Process

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 ability to teach or the students' ability to learn. 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 the teacher(s) pursuant to Education Law §3214(3-a) and this *code* on four or more occasions during a semester. 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.

In addition, there may be an occasion when it will be appropriate to refer a student to a school counselor or psychologist who in turn may refer a student (and parent) to appropriate human services organizations outside the school.

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

Timeout and Physical Restraint

Corporal punishment is any act of physical force upon a student to punish that student. The District prohibits the use of corporal punishment, aversive interventions and seclusion. The District authorizes the limited use of timeout and physical restraint in schools to address student behaviors subject to conditions in law, regulation, and policy #7350 Timeout and Physical Restraint.

1. Authorized Limited Use of Timeout and Physical Restraint

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

Timeout and physical restraint may be used only when:

a. Other less restrictive and intrusive interventions and de-escalation techniques would not prevent imminent danger of serious physical harm to the student or others;

b. There is no known medical contraindication to its use on the student; and

c. Staff using the interventions have been trained in it's safe and appropriate application.

Timeout and physical restraints will not be used as discipline or punishment, retaliation, or as a substitute for positive, proactive intervention strategies that are designed to change, replace, modify, or eliminate a targeted behavior.

All District policies and procedures related to the authorized limited use of timeout and physical restraint will be followed.



Board Policy #7350

2. Recordkeeping

The District will maintain documentation on the use of timeout and/or physical restraint, including timeout used in conjunction with a student's behavioral intervention plan, for each student. This documentation will include:

a. The name and date of birth of the student;

b. The setting, location, date, and time of the incident;

c. The name of the staff who participated in the implementation, monitoring, and supervision of the use of timeout and/or physical restraint and any other persons involved;

d. A description of the incident including duration and, for physical restraint, the type of restraint used;

e. Whether the student has an individualized education program, Section 504 accommodation plan, behavioral intervention plan, or other plan developed for the student by the District;

f. A list of all positive, proactive intervention strategies utilized prior to the use of timeout and/or physical restraint and, for students with disabilities, whether those strategies were consistent with a student's behavioral intervention plan, if applicable;

g. The details of any injuries sustained by the student or staff during the incident and whether the student was evaluated by the school nurse or other medical personnel;

h. The date and method of notification to the parent or person in parental relation and whether a meeting was held; and

i. The date of the debriefing held.

Documentation of the incident will be reviewed by supervisory personnel and, if necessary, by the school nurse or other medical personnel.

Documentation of each incident will be maintained by the school and made available for review by the New York State Education Department upon request.

3. Reporting

The District will submit an annual report on the use of physical restraint and timeout and substantiated and unsubstantiated allegations of use of corporal punishment, mechanical restraint, and other aversive interventions, prone physical restraint, and seclusion to the New York State Education Department, on a form and at a time prescribed by the Commissioner of Education in accordance with law and regulation.

Discipline of Students with Disabilities

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

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.

1. Authorized Suspensions or Removals of Students with Disabilities

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

a. A "suspension" means a suspension pursuant to Education Law § 3214.

b. 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.

c. An "IAES" means a temporary educational placement for a period of up to 45 days, other than the student's current placement at the time the behavior precipitating the IAES placement occurred, that enables the student to continue to progress in the general curriculum, although in another setting, to continue to receive those services and modifications, including those described on the student's current individualized education program (IEP), that will enable the student to meet the goals set out in such IEP, and include services and modifications to address the behavior which precipitated the IAES placement that are designed to prevent the behavior from recurring.

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

a. The board, the district (BOCES) superintendent of schools or a building principal may order the placement of a student with a disability to 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.

b. The superintendent may order the placement of a student with a disability to an IAES, another setting or suspension for up to 10 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.

c. The superintendent may order additional suspensions of not more than 10 consecutive school days in the same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement.

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

   1) "Weapon" means the same as "dangerous weapon" under 18 U.S.C. § 930(g)(w) which includes "a weapon, device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury, except…[for] a pocket knife with a blade of less than 2 1/2 inches in length."

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

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

   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 his or her current educational placement poses a risk of harm to the student or others.

2. Change of Placement Rule

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

1) For more than ten consecutive school days; or

2) For a period of ten consecutive school days or less, if the student is subjected to a series of suspensions or removals that constitute a pattern because they cumulate to more than ten 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.

b. 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 Committee on Special Education (CSE) has determined that the behavior was not a manifestation of the student's disability.

3) Special Rules Regarding the Suspension or Removal of Students with Disabilities

a. The district's Committee on Special Education (CSE) shall:

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 his or her 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 shall review the behavioral intervention plan and its implementation to determine if modifications are necessary.

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

2) Ensure the District conducts 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 his 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.

b. The parents of a student who is facing disciplinary action, but who has not been determined to be eligible for services under IDEA and Article 89 at the time of misconduct, shall have the right to invoke applicable procedural safeguards set forth in federal and state law and regulations if, in accordance with federal and state statutory and regulatory criteria, the school 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 such knowledge, the student will be considered a student presumed to have a disability for discipline purposes.

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

4) 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 such 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 such non-disabled student is subjected to a disciplinary removal, an expedited evaluation shall be conducted and completed in the manner prescribed by applicable federal and state law and regulations. Until the expedited

evaluation is completed, thenon-disabled student who is not a student presumed to have a disability for discipline purposes shall remain in the educational placement determined by the district, which can include suspension.

c. The district shall provide parents with notice of disciplinary removal no later than the date on which a decision is made to change the placement of a student with a disability to an IAES for either misconduct involving weapons, illegal drugs or controlled substances or because maintaining the student in his/her current 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 shall accompany the notice of disciplinary removal.

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

e. Superintendent hearings on disciplinary charges against students with disabilities subject to a suspension of more than five school days shall be bifurcated into a guilt phase and a penalty phase in accordance with the procedures set forth in the Commissioner's Regulations incorporated into this *Code*.

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

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

4) Expedited Due Process Hearings

a. An expedited due process hearing shall be conducted in the manner specified by the Commissioner's Regulations incorporated into this *Code*, if:

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

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

b. 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 shall remain in the IAES pending the decision of the impartial hearing officer or until expiration of the IAES placement, whichever occurs first, unless the parents and the district agree otherwise.

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

d. An expedited due process hearing shall be completed within 15 business days of receipt of the request for a hearing. Although the impartial hearing officer may grant specific extensions of such time period, he or she must mail a written decision to the district and the parents within five 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.

5) Referral to Law Enforcement and Judicial Authorities

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

a. The district may report a crime committed by a child with a disability to appropriate authorities, and such action will not constitute a change of the student's placement.

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

REMEDIAL RESPONSES TO VIOLATIONS OF THE CODE OF CODUCT

Students who violate this *Code* may also be referred to remedial action as the facts may warrant, including any of the measures listed below:

1) Peer support groups; corrective instruction or other relevant learning or service experience;

2) Supportive intervention;

3) Behavioral assessment or evaluation;

4) Behavioral management plans, with benchmarks that are closely monitored; and/or

5) Student counseling and parent conferences;

6) Restorative practices

Beyond these individual-focused remedial responses, school-wide or environmental remediation may also be utilized. These strategies may include:

1) School and community surveys or other strategies for determining the conditions contributing to the relevant behavior;

2) Adoption of research-based prevention programs;

3) Modification of schedules;

4) Adjustment in hallway traffic and other student routes of travel;

5) Targeted use of monitors;

6) Staff professional development;

7) Parent conferences;

8) Involvement of parent-teacher organizations;

9) Peer support groups; and/or

10) Restorative practices.

VISITORS TO THE SCHOOLS

(SEE BOARD OF EDUCATION POLICY 3210)

The principal or his or her designee is responsible for all persons in the building and on the grounds. For these reasons, the following rules apply to visitors to the schools:

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

2) All visitors to the school buildings must enter through the designated single point of entry and through the established main office entrance upon arrival at the school.

3) Any unauthorized person on school property will be reported to the principal or his or her designee. Unauthorized persons will be asked to leave. The police may be called if the situation warrants.

4) All visitors are expected to abide by the rules for public conduct on school property contained in the School District's *Code of Conduct*.

5) All visitors are expected to show a legal photo ID.

During school hours, all visitors shall be required to report to the main office upon arrival at school and state their business. Visitations to classrooms for any purpose require permission in advance in order to allow teachers the opportunity to arrange their schedules to accommodate these requests.

When individual Board members visit the schools, they must abide by the regulations and procedures as set forth in this policy.

COLLABORATION WITH COMMUNITY RESOURCES AND LAW ENFORCEMENT

Human Services Agencies and Person in Need of Supervision (PINS) Petitions

For purposes of this section of the *Code of Conduct,* the following definition applies:

1) Educational neglect occurs that when a parent or person legally responsible for a child fails to ensure the child's attendance at school or otherwise prevents the child from receiving an education consistent with the requirements of state law. This includes, but is not limited to, permitting chronic absenteeism, failing to enroll the child in school, or failing to address known barriers to the child's access to education.

When there is evidence of educational neglect, the building principal, in consultation with the Superintendent, shall determine whether a report to the appropriate agency is warranted.

When there is evidence of child abuse, neglect, or maltreatment, all mandated reporters shall follow the procedures established by law and District Policy #7530 -- Child Abuse and Maltreatment.

When a student is frequently absent from or tardy without valid excuse; is habitually disobedient, ungovernable, or non-compliant with this *Code of Conduct*; or is in possession of marijuana in violation of the Penal Law; then the building principal, in consultation with the Superintendent, may initiate the pre-PINS diversion process with the appropriate county lead agency. If the District is notified by the responsible county lead agency that no further diversion services are warranted, the building principal, in consultation with the Superintendent, shall determine whether to initiate a PINS petition in Family Court by calling (585) 396-4222.

Law Enforcement Agencies and Juvenile Delinquency Complaints

Whether a particular act in violation of this *Code* is reported to a law enforcement agency shall be determined by the building principal, in consultation with the Superintendent. When the District utilizes a School Resource Officer who is an employee of a law enforcement agency, the SRO shall be the initial point of reporting.

The following acts shall be reported to an appropriate law enforcement agency, unless the building principal documents a reason satisfactory to the Superintendent for not doing so: possession of a weapon, possession of any controlled substance (including marijuana), physical assault, any acts of harassment, bullying or discrimination that the principal believes constitutes criminal conduct and theft or destruction of property.

Other acts may be reported to a law enforcement agency when the building principal, in consultation with the Superintendent, determines it is appropriate. When an act is reported to a local law enforcement agency as a possible crime, it remains the responsibility of the building administrator to collect the information necessary to make a determination as to the appropriateness of disciplinary consequences under this *Code*.

In general, the person against whom the criminal act was directed should be identified as the complainant where the district attorney decides to initiate a juvenile delinquency petition. The District, or a District employee in their official capacity, may only be identified as the complainant when the Superintendent determines that it is appropriate to proceed in that manner.



Board Policy #7530

PUBLIC CONDUCT AT SCHOOL EVENTS

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" shall mean all persons when on school property or attending a school function including students, parents, community members, teachers, and district personnel.

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 shall 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 attired for the purpose they are on school property.



Prohibited Conduct

No person, either alone or with others shall:

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

2) Intentionally damage or destroy school district property or the personal property of a teacher, administrator, other district employee or any person lawfully on school property, including graffiti or arson.

3) Disrupt the orderly conduct of classes, school programs or other school activities.

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

5) Intimidate, harass or discriminate against any person on the basis of race, color, creed, national origin, religion, age, gender, sexual orientation or disability.

6) Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed.

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

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

9) Possess, purchase, consume, sell, distribute or exchange alcoholic beverages, illegal substances, tobacco products, marijuana, or be under the influence of such substances on school property or at a school function.

10) Possess or use weapons in or on school property or at a school function, except in the case of law enforcement officers or except as specifically authorized by the school district.

11) Loiter on or about school property.

12) Gamble on school property or at school functions.

13) Refuse to comply with any reasonable order of identifiable school district officials or designees performing their duties.

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

15) Violate any federal or state statute, local ordinance or board policy while on school property or while at a school function.

Penalties

Persons who violate this *Code* shall be subject to the following penalties:

1) Visitors: Their authorization, if any, to remain on school grounds or at the school function shall be withdrawn and they shall be directed to leave the premises. If they refuse to leave, they shall be subject to ejection.

2) Students: They shall be subject to disciplinary action as the facts may warrant, in accordance with the due process requirements.

3) Tenured faculty members: They shall be subject to disciplinary action as the facts may warrant in accordance with Education Law Section 3020-a or any other legal rights that they may have.

4) Staff members in the classified service of the civil service entitled to the protection of Civil Service Law Section 75: They shall be subject to disciplinary action as the facts may warrant in accordance with Civil Service Law Section75 or any other legal rights that they may have.

5) Staff members other than those described in subdivisions c and d: They shall be subject to warning, reprimand, suspension or dismissal as the facts may warrant in accordance with any legal rights they may have.

Enforcement

The building principal or his or her designee shall be responsible for enforcing the conduct required by this *Code*.

When the building principal or his or her designee sees an individual engaged in prohibited conduct, which in his or her judgment does not pose any immediate threat of injury to persons or property, the principal or his or her designee shall tell the individual that the conduct is prohibited and attempt to persuade the individual to stop. The principal or his or her designee shall also warn the individual of the consequences for failing 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 principal or his or her designee shall have the individual removed immediately from school property or school function. If necessary, local law enforcement authorities will be contacted to assist in removing the person.

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



REPORTING VIOLATIONS OF THE CODE OF CODUCT

Any student or visitor who observes a violation of the *Code of Conduct* should report it immediately to a staff member. Any staff member who observes, or is made aware of a violation of the *Code of Conduct* should address the violation directly or report it to an administrator.

Certain acts of misconduct which occur may require the exercise of reasonable judgment by staff in consultation with the principal or Superintendent in order to determine whether referral to law enforcement officials is appropriate, or whether the matter will be handled solely through the District's student discipline system. Examples of acts of misconduct which require the exercise of such judgment, but not limited to include fighting, threat of bodily harm to another individual or property, harassment, theft, possession of a weapon, possession of alcohol or an illegal substance, and property damage. The District's staff has the responsibility to administer district policies, rules and regulations governing student conduct in a reasonable manner, taking into account the age level, maturity and/or disability of the particular student involved, as well as the seriousness of the offense.

Reporting Discrimination, Harassment, and Bullying

The school principal is the school employee charged with receiving all reports of harassment, bullying and discrimination; however, students and parents may make an oral or written complaint of harassment, bullying or discrimination to any teacher, administrator or school employee. The District will act to promptly investigate all complaints, verbal or written, formal or informal, of allegations of discrimination, harassment and bullying; and will promptly take appropriate action to protect individuals from further discrimination, harassment and bullying. Retaliation against any individual who, in good faith, reports or assists in the investigation of harassment, bullying, and/or discrimination shall be prohibited.

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

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

After receipt of a complaint, the school principal initiate or supervise a thorough investigation of the alleged harassing, bullying and/or retaliatory conduct. The principal or the principal's designee shall ensure that such investigation is completed promptly and in accordance with the terms of District policy.

The principal must notify promptly the Superintendent of Schools and the appropriate local law enforcement agency when they believes that any harassment, bullying or discrimination constitutes criminal conduct. All complaints shall be treated as confidential and private to the extent possible within legal constraints.

Based upon the results of this investigation, if the District determines that a District official, employee, volunteer, vendor, visitor and/or student has violated the District's *Code of Conduct* or a material incident of harassment, bullying and/or discrimination has occurred, immediate corrective action will be taken as warranted, it will take prompt action reasonably calculated to end the violation, eliminate any hostile environment, create a more positive school culture and climate, prevent recurrence of the behavior, and ensure the safety of the student or students against whom such violation was directed.

As a general rule, responses to acts of harassment, bullying, and/or discrimination against students by students shall incorporate a progressive model of student discipline that includes measured, balanced and age-appropriate remedies and procedures that make appropriate use of prevention, education, intervention and discipline, and considers among other things, the nature and severity of the offending

Dignity Act Coordinators

RED JACKET ELEMENTARY SCHOOL

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student's behavior(s), the developmental age of the student, the previous disciplinary record of the student and other extenuating circumstances, and the impact the student's behaviors had on the individual(s) who was physically injured and/or emotionally harmed. Responses shall be reasonably calculated to end the harassment, bullying, and/or discrimination, prevent recurrence, and eliminate the hostile environment.

In the event that the principal is the alleged offender, the report will be directed to the Superintendent of Schools.

Prevention is the cornerstone of the district's effort to address bullying and harassment. In order to implement this anti-bullying prevention program, the Board will designate, at its annual organizational meeting, the Dignity for All Students Act Coordinator (Dignity Act Coordinator) for each school.

Each coordinator shall be employed by the District and be licensed and/or certified by the Commissioner as a classroom teacher, school counselor, school psychologist, school nurse, school social worker, school administrator or supervisor, or Superintendent of Schools. These individuals shall be thoroughly trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, sex or any other legally protected status as well as provided with training which addresses the social patterns of harassment, bullying and discrimination; the identification and mitigation of harassment, bullying and discrimination; and strategies for effectively addressing problems of exclusion, bias, and aggression in educational settings.



Red Jacket Schools Manchester-Shortsville CSD

Board of Education Mission

"We will challenge all learners and work in partnership with students, parents and community to achieve high standards."

RELATED BOARD OF EDUCATION POLICIES

Board of Education Policies are under continual update and revision.
Please consult the most up to date board policies, particularly regarding student Searches and Interrogations and Fraternization Policies at: http://www.redjacket.org/board_of_ed_/policies.

DISSEMINATION AND REVIEW OF THE CODE OF CONDUCT

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

1) Providing copies of a summary of the *Code* to all students at a general assembly held at the beginning of each school year.
2) Making copies of the *Code* available to all parents at the beginning of the school year.
3) Providing a summary of the *Code of Conduct* written in plain language to all parents of district students before the beginning of the school year and making this summary available later upon request.
4) Providing all current teachers and other staff members with electronic access or a copy of the *Code* and any amendments to the *Code* as soon as practicable after adoption.
5) Providing all new employees with electronic access or a copy of the current *Code of Conduct* when they are first hired.
6) Making the *Code* available/accessible for review by students, parents and other community members.

The Superintendent or designee will ensure the *Code of Conduct* is reviewed annually by a district review team. In conducting the review, the review team will consider how effective the *Code*'s provisions have been and whether the *Code* has been applied fairly and consistently.

The Superintendent 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.

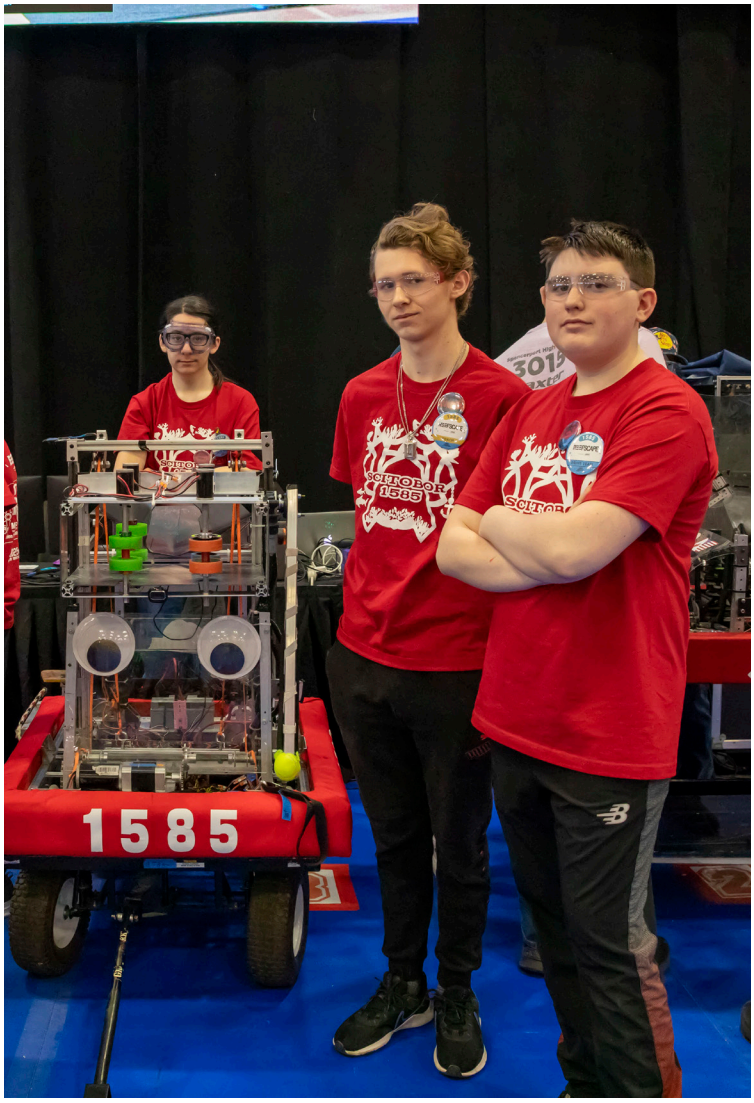
IN-SERVICE EDUCATIONAL PROGRAMS

The District will provide in-service education programs for all staff members to ensure the effective implementation of this *Code*, to promote a safe and supportive school climate while discouraging, among other things, bullying, discrimination and harassment against students by students and/or school employees and to include safe and supportive school climate concepts in the curriculum and classroom management.

In-service education programs shall also include training on the social patterns of harassment, bullying and discrimination, including but not limited to those acts based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender and sex, the identification and mitigation of harassment, bullying and discrimination, and strategies for effectively addressing problems of exclusion, bias and aggression in educational settings.

The Superintendent may solicit the recommendations of the District staff, particularly teachers and administrators, regarding in-service programs pertaining to the management and discipline of students.





Board Approved Date: August 20th, 2026

Acknowledgments

The updated *Code of Conduct* is the result of more than six months of thoughtful review and collaboration. We would like to extend our sincere thanks to the members of the Code of Conduct Committee for their time, insight, and dedication to this important work. Their commitment helped ensure that the *Code* reflects our shared values and supports a safe, respectful, and inclusive school community.

COMMITTEE MEMBERS:

Leadership Team – Chris Barnard, Jeff McCarthy, Theresa Febrey, Bryon George, Shannon Brown, Karen Hall

Red Jacket Faculty Association (RJFA) – Blayne Pierce (ES), Colleen Joy (MS), Alicyn Preall (MS/HS), Sam Mueller (HS), Amy Baker (HS)

CSEA Members – Monty Harshfield (HS), April Chapman (MS)

Board of Education – Jen Speers

Student Representatives – Members of National Honor Society and Student Council (Grades 6–12)



Code of Conduct Digital Version