



WATERLOO CENTRAL SCHOOL DISTRICT CODE OF CONDUCT

2026-2027

BOE Approved

July 6, 2026

WATERLOO CENTRAL SCHOOL DISTRICT
Code of Conduct

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INTRODUCTION

The Board of Education has a long-standing set of expectations for conduct on school property and at school functions. The Board is committed to providing a safe and orderly school environment where staff, parent/guardians and administrators work to deliver personalized, 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 parent/guardians 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 of Education 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, School 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 school employees or students on school property, on a school bus, or at a school function.

Members of Review Committee:

<u>Name</u>	<u>Stakeholder Group</u>
Chelsea Jay	Teacher, WEA Co-President
Ranette Schaertl	Teacher, Library Department Chair
Heather Buck	Teacher, Reading Department Chair
Bill Walczak	Teacher, Technology Department Chair
Michael Klukoje	Teacher, Social Studies Department Chair
Vivian Becker	Teacher, Music Department Chair
Erica Krenz	Teacher, Special Education Department Chair
Scott Maloney	Teacher, Secondary Math Department Chair
Jean Ritter-Gaylord	Teacher, Art Department Chair
Linda Horan	Teacher, Language Department Chair
Kristin Biccum	Teacher, Kindergarten Grade Level Chair
Robin Clough	Teacher, PK Grade Level Chair
Debbie Hilimire	Teacher, 1 st Grade Level Chair
Angela Markel	Teacher, 2 nd Grade Level Chair
Kara Laquitara	Teacher, 3 rd Grade Level Chair
Joe Christensen	Teacher, 4 th Grade Level Chair
Beth Bruni	Teacher, 5 th Grade Level Chair
Heather Rockefeller	Teacher, Business Education Department Chair
Amanda DeMaria	Literacy Instructional Coach
Amy McGhan	CPSE/CSE Chairperson, Student Support Services Department Chair
Jim Karcz	High School Principal
Christal Kent	Middle School Principal, Community Member
Katherine Tucker	Secondary Executive Principal
Molly Lahr	Lafayette Principal, Community Member
Jon Roberts	Skoi-Yase Principal, Community Member
Toby Coleman	IT Coordinator, Community Member
Shaun Merrill	School Business Administrator
Cynthia Spencer	Assistant Superintendent's Secretary
Shelli Tam	Parent, Community Member, Director of Pupil Personnel Service
Christine Taylor	Assistant Superintendent for Curriculum and Instruction
Ashley Davoli	Parent, Community Member, WCSD BOE Member
Chersti Kuhlmann	Parent, Community Member, WCSD BOE Member
Jolyn Worden	Parent, Community Member, WCSD BOE Member

DEFINITIONS

For purposes of this Code, the following definitions apply:

Bullying -- means repeatedly inflicting physical pain or psychological distress on one or more students or employees. Bullying also means purposeful written, verbal, nonverbal, or physical behavior that is often characterized by an imbalance of power, including but not limited to any threatening, insulting, or dehumanizing gesture by an adult or student that has the potential to create an intimidating, hostile, or offensive educational environment, to cause discomfort or humiliation, or to interfere unreasonably with the individual's school performance or participation. Bullying may involve but is not limited to teasing; threatening; intimidating; stalking; cyberstalking; cyberbullying; physical violence; theft; harassment; humiliation; social exclusion, and/or destroying or damaging school property or the personal property of another. Bullying can take at least three forms: (a) physical, which may include, but is not limited to, hitting, kicking, spitting, pushing, and taking personal belongings; (b) verbal, which may include, but is not limited to, taunting, teasing, name-calling, making threats; and (c) psychological which may include, but is not limited to, spreading rumors, relational aggression, manipulating social relationships or engaging in social exclusion, extortion or intimidation.

Color means 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 the use of electronic information technology, including, but not limited to email, text messaging, instant messaging, chat rooms, blogs, social networking sites, gaming systems, and/or websites, by a group or individual to bully, harass, threaten, intimidate, or inflict psychological distress upon one or more students or employees.

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

Dignity Act Coordinator (DAC) – The Dignity for All Students Act requires that at least one staff member at every school be thoroughly trained to handle human relations in the areas of race, color, creed, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity and gender expression), and sex (Education Law §13[3]). Each Coordinator shall be employed by the Waterloo Central School 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. This staff member should be referred to as the Dignity Act Coordinator (DAC).

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 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 (including traits historically associated with race, such as hair texture and protective hairstyles like braids, locks, and twists), color, creed, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity and expression), 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.

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 involves 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.

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

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

Gender identity is one's self-conception as being male or female or something outside these binaries; as distinguished from actual biological sex or sex assigned at birth.

Harassment, which may include bullying, means the creation of a hostile environment by conduct or by threats, intimidation or abuse, including cyberbullying 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 his or her physical safety; or
- 3) Reasonably causes or would reasonably be expected to cause physical injury or emotional

harm to a student

Such definition includes acts of harassment, including bullying, that occur: (i) on school property; and/or (ii) at a school function; and/or (iii) 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.

- 1) For purposes of this definition, the term “threats, intimidation, or abuse” shall include verbal and non-verbal actions.

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.

Intimidation NYS VADIR defines intimidation as repeated, “threatening, stalking, or seeking to coerce or compel a person to do something; intentionally placing or attempting to place another person in fear of imminent physical injury; or engaging in written, verbal or physical conduct that threatens a person or group with harm, including intimidation through the use of epithets or slurs involving actual or perceived race, ethnicity, national origin, religion, religious practice, gender, sexual orientation, age or disability that substantially disrupts the educational process.”

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

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/guardian means the biological, adoptive or foster parent/guardian, guardian or person in parent/guardian 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.

Protective hairstyles include, but are not limited to, such hairstyles as braids, locks, and twists.

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

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 (owned, leased, or lent) 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 Orientation means actual or perceived heterosexuality, homosexuality, bisexuality, or asexuality.

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

- 1) Commits an act of violence upon a school employee.
- 2) Commits, while on school property or at a school function, an act of violence upon another student or any other person lawfully on school property or at the school function.
- 3) 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 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 Waterloo Central School 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 Waterloo Central School District is committed to safeguarding the rights given to all students under state and federal law and Waterloo Central School 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 Waterloo Central School District in which one's parent/guardian 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. |
| 4) 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. |
| 5) 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. |
| 6) 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. |
| 7) To take part in all school activities on an equal basis regardless of race (including traits historically associated with race, such as hair texture and protective hairstyles like braids, locks, and twists), color creed, religion, religious practice, sex, sexual orientation, gender, 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. |
| 8) 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 problems. | → To be aware of the information and services available and to seek assistance in dealing with personal problems, when appropriate. |
| 9) 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 in the manner that one would want to be treated. 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. |
| 10) To be provided with clear expectations regarding: course objectives, requirements, and state standards; grading criteria and procedures; assignment requirements and deadlines; and school and classroom rules and expectations regarding behavior. | → To take an active role in their learning by understanding and following course, classroom, and school expectations; completing assignments on time; asking questions when clarification is needed; and demonstrating respectful, responsible, and productive behavior in all learning environments. |

ESSENTIAL PARTNERS

Parent/Guardians

All parents/guardians are expected to:

- 1) Recognize that the child's education is a joint responsibility with the school community and collaborate with the District to optimize their child(ren)'s educational opportunities.
- 2) Send their children to school ready to participate and learn as required by New York State Education Law and in accordance with the Waterloo Central School District's Comprehensive Student Attendance Policy (#7110). Ensure that children attend school regularly and on time regardless of the learning environment. Ensure legal absences are excused. Ensure their children be dressed and groomed in a manner consistent with the student dress code.
- 3) Help their children understand that in a democratic society, appropriate rules are required to maintain a safe, orderly environment.
- 4) Know school rules and help their children understand them to maintain a safe, orderly environment in accordance with the Waterloo Central School District *Code of Conduct*.
- 5) Convey to their children a supportive and positive attitude towards education and the Waterloo Central School District.
- 6) Build positive relationships with teachers, other parent/guardians and their children's friends.
- 7) Work with our schools to maintain open and respectful communication.
- 8) Monitor child's grades, discipline, and district communication in a timely manner.
- 9) Help their children build the skills to effectively deal with peer pressure. If needed, seek out school resources (e.g., social worker, counselor, etc.) for assistance. Cope with peer pressure in a positive way.
- 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 (including traits historically associated with race, such as hair texture and protective hairstyles like braids, locks, and twists), color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex, which will strengthen the child's confidence and promote learning in accordance with the Dignity for All Students Act.
- 13) Be respectful and courteous to staff, other parents/guardians, and students while on school premises or attending school-related activities/events off school property.
- 14) Monitor their children's use of personal technology – time spent, its purpose and impact, including social media, texting, Instagram, Snapchat, etc.
- 15) Promote positive and respectful behavior in their child by helping them to accept the consequences of their actions and by becoming involved in the behavior management/disciplinary process.
- 16) Be familiar with the Code of Conduct.

Teachers

All Waterloo Central School 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(including traits historically associated with race, such as hair texture and protective hairstyles like braids, locks, and twists) , color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/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.
- 2) Be prepared to teach.
- 3) Supervise students always.
- 4) Maintain confidentiality in conformity with state and federal law.
- 5) Demonstrate interest in teaching, concern for student well-being, achievement and educational progress and respond appropriately to the individual needs of each student.
- 6) Know school policies and rules and enforce them in a fair and consistent manner.
- 7) Know and be able to apply effective classroom behavior management techniques and the non-violent crisis intervention philosophy and techniques.
- 8) Communicate to students and parent/guardians:
 - a. Course objectives and requirements.
 - b. Marking/grading procedures.
 - c. Assignment deadlines.
 - d. Academic and Behavioral Expectations for students.
 - e. Classroom management plan.
- 9) Communicate regularly with students, parent/guardians and other teachers concerning growth and achievement. This includes frequent progress updates of student academic and behavioral achievement in addition to formal reporting methods, such as interim/report cards and Student Management System (i.e. School Tool).
- 10) Communicate grades, discipline, and classroom information in a timely manner.
- 11) 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.
- 12) Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
- 13) Report incidents of discrimination and harassment that are witnessed or otherwise brought to a teacher's attention to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner.

- 14) 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 Waterloo Central School District policy. Employees are expected to maintain a professional, ethical relationship with students and all other Waterloo Central School District stakeholder groups.
- 15) Act and listen with compassion and understanding of ACES, Trauma-Informed Practices, NYS Social Emotional Learning Benchmarks, and students' life circumstances.

Student Support Service Personnel

All student support service personnel are expected to:

- 1) Provide appropriate educationally related service(s) to support students in their educational program.
- 2) Support educational and academic goals.
- 3) Maintain confidentiality in accordance with federal and state law.
- 4) Assist students in coping with peer pressure and emerging personal, social, emotional, and physical problems.
- 5) Know school policies and rules and enforce them in a fair and consistent manner in accordance with the *Code of Conduct*.
- 6) Be knowledgeable of and be able to apply effective classroom behavior/building management techniques and non-violent crisis intervention philosophy and techniques.
- 7) Communicate regularly, as appropriate, with students, parent/guardian, and other staff.
- 8) Adhere to the Waterloo Central School District *Code of Conduct*.
- 9) Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race (including traits historically associated with race, such as hair texture and protective hairstyles like braids, locks, and twists), color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/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.
- 10) 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, and/or DAC, as appropriate, in a timely manner.
- 11) Act and listen with compassion and understanding of ACES, Trauma-Informed Practices, NYS Social Emotional Learning Benchmarks, and students' life circumstances.

School Counselors/Social Workers/School Psychologists

All Waterloo Central School 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) Maintain confidentiality in accordance with state and federal law.
- 3) Initiate and appropriately document teacher/student/counselor conferences and parent/guardian/ teacher/student/counselor conferences, as necessary, as a way to resolve problems.
- 4) Regularly review with the students their educational progress, career plans and graduation requirements.
- 5) Provide information to assist students with college and career planning.
- 6) Encourage students to benefit from the curriculum and extracurricular programs.
- 7) Coordinate Intervention Support Services, as needed, with student, parent/guardian, building principal and teachers. This includes partnering with community partners and outside agencies, as appropriate.
- 8) Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race (including traits historically associated with race, such as hair texture and protective hairstyles like braids, locks, and twists), color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/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 and harassment that are witnessed or otherwise brought to the counselor's attention to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner.
- 10) Act and listen with compassion and understanding of ACES, Trauma-Informed Practices, NYS Social Emotional Learning Benchmarks, and students' life circumstances.

Principals/Building Administrators

All Waterloo Central School 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) Maintain confidentiality in accordance with state and federal law.
- 5) Support the development of and student participation in appropriate extracurricular activities.
- 6) Provide support in the development of the *Code of Conduct* when called upon.
- 7) Disseminate the *Code of Conduct* and anti-harassment policies.
- 8) Be responsible for enforcing the *Code of Conduct*, ensuring that all cases are resolved promptly and fairly, ensuring due process, and, when necessary, appropriately documenting

actions.

- 9) Ensure that a building-wide behavior management system is created and supported to meet the needs of students in their building.
- 10) Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race (including traits historically associated with race, such as hair texture and protective hairstyles like braids, locks, and twists), color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/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.
- 11) 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 or Dignity Act Coordinator (DAC) as appropriate.
- 12) Act and listen with compassion and understanding of ACES, Trauma-Informed Practices, NYS Social Emotional Learning Benchmarks, and students' life circumstances.

Dignity for All Students Act Coordinators (DAC)

All Waterloo Central School 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) Maintain confidentiality in accordance with federal and state law.
- 3) 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.
- 4) Be accessible to students and other staff for consultation and guidance as needed relative to the Dignity for All Students Act.
- 5) Accept reports regarding violations and conduct investigations.
- 6) Maintain a professional, ethical relationship with students and all other Waterloo Central School District stakeholder groups.
- 7) Act and listen with compassion and understanding of ACES, Trauma-Informed Practices, NYS Social Emotional Learning Benchmarks, and students' life circumstances.

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 Waterloo Central School 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) Maintain confidentiality in accordance with state and federal law.

- 5) Work to create instructional programs that minimize problems of misconduct and are sensitive to student and teacher needs.
- 6) Maintain and foster a climate of mutual respect and dignity for all students regardless of actual or perceived race (including traits historically associated with race, such as hair texture and protective hairstyles like braids, locks, and twists), color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity or expression) or sex
- 7) Work with Waterloo Central School District administrators in enforcing the *Code of Conduct* and ensuring that all cases are resolved promptly and fairly.
- 8) Provide the Board, annually, with NYSED mandated reports summarizing student discipline. This is in addition to suspension data provided on school report cards.
- 9) 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 Waterloo Central School District policy. Employees are expected to maintain a professional, ethical relationship with students and all other Waterloo Central School District stakeholder groups.
- 10) Act and listen with compassion and understanding of ACES, Trauma-Informed Practices, NYS Social Emotional Learning Benchmarks, and students' life circumstances.

Board of Education

- 1) Encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race (including traits historically associated with race, such as hair texture and protective hairstyles like braids, locks, and twists), color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex, with an understanding of appropriate appearance, language, and conduct, which will strengthen students' self-image, social emotional learning, and promote confidence to learn.
- 2) Maintain confidentiality in accordance with state and federal law
- 3) Collaborates with student, teacher, administrator, and parent/guardian organizations, school safety personnel and other school personnel, to develop a *Code of Conduct* that clearly defines expectations for the conduct of students, Waterloo Central School District personnel and visitors on school property and at school functions.
- 4) Review and approve at least annually this *Code of Conduct* to evaluate its effectiveness and the fairness and consistency of its implementation.
- 5) 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 (including traits historically associated with race, such as hair texture and protective hairstyles like braids, locks, and twists), color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/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.
- 6) Review and approve a budget that provides programs and activities that support the Waterloo Central School District's goals and the goals of this *Code*.
- 7) Lead by example by conducting Board meetings in a professional, respectful, and courteous manner.

DRESS CODE

Waterloo Central School District upholds a dress code that supports equitable access and does not reinforce stereotypes or increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, socio-economic status, or body type or size. A student's dress, grooming, and appearance shall be safe and appropriate, and shall not disrupt or interfere with the education process or infringe on the rights of others. Students have the right to attend school in an environment that is safe, welcoming, caring, professional, and free from harassment. Parents, guardians, families, and students should be aware of the expectations around the dress code. Teachers and all other Waterloo Central School District staff will dress professionally to exemplify and reinforce acceptable student dress and by example help students develop an understanding of appropriate appearance in the school setting.

During school hours, including before and after school programs, the dress, grooming, and appearance of students, staff, and visitors will comply with the following expectations:

- 1) Clothing will include both a shirt with pants, shorts, or skirt (or the equivalent), and shoes.
 - a. Clothing must cover body parts with opaque (non-transparent) material including:
 - A shirt with fabric in the front, the back, and on the sides (under the arms) that covers the chest, midriff, and back. Stomachs and lower backs will be covered at all times.
 - Bottoms (pants, jeans, shorts, leggings, sweatpants, skirts, dresses, etc.).
 - b. Shoes (sneakers, boots, sandals, flip-flops, slides, flats, heels, etc.) Footwear that is a safety hazard is not permitted.
- 2) Appropriate head coverings and head wraps, including durags, scarves, hats, bandanas, and similar items, may be worn, provided they do not substantially disrupt the educational environment, interfere with safety requirements, or prevent student identification. The Waterloo Central School District recognizes that head coverings may reflect cultural, religious, medical, protective, or personal expression and will enforce dress expectations consistently, respectfully, and without discrimination.
- 3) A person's face must be visible to staff and not interfere with the line of sight of any student or staff. For safety reasons, no student or staff shall wear a hood on their head during school hours. Sunglasses are not to be worn inside of the school building.
- 4) Clothing must be suitable for all scheduled classroom activities, including physical education, science labs, technology class, and other activities where unique hazards and/or circumstances may exist.
- 5) Clothing must 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) Clothing must not promote and/or endorse the use of alcohol, tobacco, marijuana/cannabis, or illegal drugs and/or encourage other illegal or violent activities. Not display any signs of gang affiliation or recognized hate groups 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.
- 7) Clothing may not include accessories that could be dangerous or could be used as a weapon.
- 8) Blankets, or other coverings that are not intended to be clothing, are prohibited during school hours.

Each building principal or designee is responsible for informing all students and their parents/guardians

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.

Anyone who violates the dress code will be required to modify their appearance by covering, removing, or replacing the item in question. Additional or repeated violations of the dress code will be dealt with on a case-by-case basis.

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.

To ensure effective and equitable enforcement of this dress code, school staff shall enforce the dress code consistently and in a manner that does not reinforce or increase marginalization or oppression of others based upon any reason, including but not limited to, race (including traits historically associated with race, such as hair texture and protective hairstyles like braids, locks, and twists), color, weight, sex, gender (including gender identity and gender expression), sexual orientation, ethnicity, religion, religious practice, creed, national origin, disability, household income, or body type/size. Violations of the code shall be addressed in a manner that does not violate the dignity of the student. Failure to comply with the dress code should be enforced consistently with comparable behavior and conduct violations.

PROHIBITED STUDENT CONDUCT

All students will conduct themselves in an appropriate and civil manner in accordance with the Waterloo Central School 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. Waterloo Central School 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 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, classrooms, or spaces where such behavior is not appropriate, making unreasonable noise, and using language or gestures that are profane, lewd, vulgar, offensive, racist, discriminatory, intimidating, abusive, intimidating, 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 Waterloo Central School District's content filter; using an outside wireless network; or any other violation of the Waterloo Central School 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 computers, laptops, tablets or e-readers, or other computerized information resources through the Waterloo Central School 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 Waterloo Central School District employees, or otherwise demonstrating disrespect.
- 2) Lateness for, missing or leaving school or class without permission.
- 3) Skipping classes or detention.
- 4) Failing to comply with the guidelines for appropriate student dress.

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, Waterloo Central School District administrators or other Waterloo Central School District employees, or otherwise demonstrating disrespect.
- 2) Endangering the health and safety of other students or staff or interfering with classes or Waterloo Central School District activities by means of inappropriate appearance or behavior as per the Waterloo Central School District *Code of Conduct*.
- 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, or scratching) upon another student; a teacher, administrator, or other Waterloo Central School 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 his or her 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 Waterloo Central School District property or at a Waterloo Central School 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 Waterloo Central School District property, the personal property of a student, teacher, volunteer, contractor, vendor, administrator, other Waterloo Central School District employee or any person lawfully on Waterloo Central School District property or at a Waterloo Central School 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, blog posts 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) Threatening or attempting to engage, assist, or perform an act of violence noted in the above Section: Engage in Conduct that is Violent
- 2) Lying, deceiving, or giving false information to school personnel.
- 3) Stealing Waterloo Central School District property or the property of other students, school personnel, or any other person lawfully on school property or while attending a school function.
- 4) Making statements or representations that demean, denigrate or otherwise harm other individuals or groups. This can include posting or publishing video or audio recordings, or pictures or on the internet, social media, or any Waterloo Central School District-owned or personal electronic device.
- 5) Engaging in acts of harassment, bullying, cyberbullying, intimidation, or discrimination.
- 6) Inappropriate communication of a sexual nature 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.
- 7) Displaying signs of gang affiliation/recognized hate group or engaging in gang-related/recognized hate group-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.
- 8) Hazing, which includes any intentional or reckless act directed against another for the purpose of initiation into, affiliating with, or maintaining membership in any Waterloo Central School District or school-sponsored function, activity, organization, club, or team.
- 9) Selling, using, possessing, or distributing lewd, lascivious, vulgar, pornographic, racist, defaming, or obscene material.
- 10) Smoking, vaping, inhaling, ingesting (via cigarettes, cigars, pipes, bong, hookahs, electronic cigarette, vape, or a comparable item), or using chewing or smokeless tobacco, and/or smoking/vaping/ingesting cannabis or concentrated cannabis (including any cannabis consumable products, including, but not limited to, gummies and candies) or smoking

cannabinoid hemp (except for lawful medical cannabis use in compliance with state law and regulation).

- 11) Possessing, consuming, selling, attempting to sell, distributing, or exchanging alcoholic beverages, tobacco, tobacco products, e-cigarettes, marijuana/cannabis, synthetic cannabinoids, or illegal or controlled substances, counterfeit and designer drugs, or paraphernalia for use of these drugs, or being under the influence of any of these substances on school property or at a school function. "Illegal substances" include, but are not limited to, inhalants, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, drug paraphernalia, and any substances commonly referred to as "designer drugs."
- 12) Inappropriately using, sharing, selling, attempting to sell, distributing, or exchanging prescription and over-the-counter drugs, vitamins, supplements, herbs or other similar substances.
- 13) Possessing, consuming, selling, attempting to sell, distributing, or exchanging "look-alike drugs"; or, possessing or consuming (without authorization), selling, attempting to sell, distributing or exchanging other substances such as dietary supplements, weight loss pills, etc.
- 14) Gambling and gaming.
- 15) Inappropriate touching or indecent exposure.
- 16) Initiating or reporting warning of fire or other catastrophe without valid cause, misusing 911, or inappropriately discharging a fire extinguisher.
- 17) Falsely reporting a bomb threat or making other threats of harm regarding the school community, including members of the school community, in any written, electronic, or verbal form.
- 18) Violating gender privacy when using school restroom facilities. Also, unauthorized or inappropriate use of restroom facilities.

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, pushing, shoving, fighting, harassment, and discrimination will not be tolerated. Students are expected to remain seated, keep objects and body parts inside the bus, and obey directions from the bus driver or monitor.

Engage in Any Form of Academic Misconduct

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

- 1) Plagiarism.
- 2) Cheating.
- 3) Copying.
- 4) Altering records.
- 5) Utilizing any Artificial Intelligence (AI) or electronic content generator, unless previously approved.

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

USE OF INTERNET-ENABLED DEVICES DURING THE SCHOOL DAY

Definition of Internet-Enabled Devices

For the purposes of this plan:

- Internet-enabled devices include smartphones, smartwatches, tablets, or other devices that can access the internet, including social media or streaming platforms.

Exclusions include:

- District-issued internet-enabled devices used for educational purposes only.

School Day and Grounds

- The school day includes all instructional and non-instructional periods (e.g., homeroom, lunch, recess, study halls, passing time).
- School grounds include any school building, outdoor learning space, athletic field, or property owned and/or used by WCSD.

General Prohibition

Students may not use personal internet-enabled devices on school grounds during the school day.

Permitted Exceptions

Students may use internet-enabled devices with permission only under the following conditions:

- With explicit permission from a teacher or administrator for instructional use.
- For health-related needs, such as medical monitoring.
- During a verified emergency.
- For translation services to support communication needs.
- If approved by a school counselor, psychologist, or social worker for a student who is a caregiver for a family member.
- If required by law or mandated as part of an IEP or Section 504 Plan.

On-Site Storage Requirements

To support this policy:

- All students must store their personal internet-enabled devices in designated school storage (e.g., lockers/cubbies, lockable pouches).
- Each school will communicate storage procedures and provide secure, accessible spaces for storage.
- Students are responsible for following daily storage and retrieval protocols.
- If students store their device in backpacks, students will be required to store backpacks in lockers.

Family Communication Procedures

To maintain communication between families and students:

- Parents/guardians may call the school's main office.
- Schools will provide designated email monitored by staff during school hours.
- Parents may drop off written notes at the school office.

These procedures will be shared with families annually and upon enrollment.

Disciplinary Actions

In alignment with NYS regulations:

- Students will not be suspended solely for accessing an internet-enabled device.

Repeated violations will result in progressive interventions such as, but not limited to:

- Warning
- Warning and Parental Contact
- Administrative confiscation of the device for the day and returned to the student at the end of the day.
- Administrative confiscation of the device for the day, detention assigned and returned to the student at the end of the day.
- Administrative confiscation of the device for the day, detention assigned and parental pickup.
- Administrative confiscation of the device for the day, detention assigned, parental pickup and parental meeting to develop an individualized plan.

Principals will ensure equity in enforcement and communicate expectations clearly.

Equity and Oversight

Beginning September 1, 2026, WCSD will publish an annual report on enforcement, including:

- Non-identifiable demographic data.
- Any identified disparities in enforcement.
- A mitigation action plan if statistically significant disparities are found.

WCSD Policy 7316 Accessibility

The policy will be:

- Posted on the WCSD website.
- Translated, upon request, into the 12 most common non-English languages spoken in New York State.

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 administered. 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, online or AI-generated 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/Waterloo Central 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 Waterloo Central School District's AU

HARASSMENT, BULLYING AND DISCRIMINATION *see pages 5-8 for definitions

The Waterloo Central School 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 Waterloo Central School District, therefore, prohibits all forms of harassment and bullying of students by employees or other students on school property and at school functions. The Waterloo Central School District further prohibits discrimination against students, including but not limited to those acts based on a person's actual or perceived race (including traits historically associated with race, such as hair texture and protective hairstyles like braids, locks, and twists), color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex 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, and/or discrimination which can reasonably be expected to substantially disrupt the education process may be subject to discipline or other corrective action.

The Waterloo Central School 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 Waterloo Central School 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 Waterloo Central School 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.

<u>School</u>	<u>Dignity Act Coordinator</u>
District	Shelli Tam
Skoi-Yase	Katherine Tucker
LaFayette	Sean Gerritse
Waterloo Middle School	Alexandra Brown
Waterloo High School	Tabitha Morris

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. Any student observing a student possessing a weapon, alcohol or illegal substance on school property or at a school function will report this information immediately to a teacher, the building principal, the principal's designee or the Superintendent. All Waterloo Central School District staff who are authorized to impose disciplinary sanctions are expected to do so in a prompt, fair and lawful manner. Waterloo Central School 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 www.uek12.org.

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 member observing a student possessing a weapon, alcohol or other illegal 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 substances found will be confiscated immediately, followed by notification of the parent/guardian of the student involved and the appropriate disciplinary action taken, up to and including permanent suspension and referral for prosecution. All confiscated weapons, alcohol, illegal substances, and paraphernalia will be given to law enforcement for disposal.

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 parent/guardian, teachers and/or others, as appropriate.
- 6) Student disability.
- 7) Information from parent/guardians, teachers and/or others, as appropriate.
- 8) Other extenuating circumstances, including emotional/mental health and trauma-related concerns.

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.

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 Waterloo Central School 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* will be disciplined based on principal discretion and severity of the offence as follows:

Students may be required to reimburse the Waterloo Central School District as restitution for costs or damages incurred resulting from any misconduct.

Parent/guardians are powerful partners in a student's behavioral growth, and in their child's development of acceptable social skills. The Waterloo Central School District realizes that good communication and informal relations between parent/guardians 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. Parent/guardians must help the school staff by reinforcing positive behavior and disciplinary consequences. The Waterloo Central School District recognizes that parent/guardian 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/guardian 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 parent/guardians 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/guardian 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/guardian will become responsible for seeing that his or her child gets to and from school safely. Should the suspension from transportation amount to a suspension from attendance, the Waterloo Central School 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/guardian will be provided with a reasonable opportunity for an informal conference with the building principal or designee to discuss the conduct and the penalty involved. Students with disabilities who receive "special transportation" as a service on their individualized education programs ("IEPs") or Section 504 Plans will be entitled to the separate requirements of this Code of Conduct for disciplining students with a disability as appropriate.

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/guardian will be provided with a reasonable opportunity for an informal conference with the Waterloo Central School District official imposing the suspension to discuss the conduct and the penalty involved.

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.

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/guardian will be provided with a reasonable opportunity for an informal conference with the Waterloo Central School District official imposing the in-school suspension to discuss the conduct and the penalty involved.

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 his or her 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 Waterloo Central School 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.

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

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

Within 24 hours after the student's removal, the principal or designee must notify the student's parent/family/caregiver, in writing, that the student has been removed from class and why. The notice must also inform the parent/family/caregiver that he/she has the right, upon request, to meet informally with the principal and teacher to discuss the reasons for the removal.

The written notice must be provided to the last known address for the parent/family/caregiver by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting the parent/family/caregiver.

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

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

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

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

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

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

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

Out-of-School Suspension

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

When the Superintendent or principal (referred to as the "suspending authority") proposes to suspend a student charged with misconduct for five days or less in accordance with Education Law § 3214(3), the suspending authority must immediately verbally notify the student. If the student denies the misconduct, the suspending authority must provide an explanation of the basis for the proposed suspension. The suspending authority must also notify the student's parent/guardians in writing that the student may be suspended from school. The written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the decision to propose suspension at the last known address for the parent/guardians. Where possible, notice will also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting the parent/guardians.

The notice will provide a description of the charges against the student, a description of the incident for which suspension is proposed and will also inform the parent/guardians of the right to request an immediate informal conference with the principal. Both the notice and informal conference will be in the dominant language or mode of communication used by the parent/guardians. At the conference, the parent/guardians will be permitted to ask questions of complaining witnesses under procedures established by the principal.

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

After the conference, the principal will promptly advise the parent/guardians in writing of his or her decision. The principal will advise the parent/guardians that if they are not satisfied with the decision, they must file a written appeal to the Superintendent within ten business days, unless they can show extraordinary circumstances precluding them from doing so. The Superintendent

will issue a written decision regarding the appeal within ten business days of receiving the appeal. If the parent/guardians are not satisfied with the Superintendent's decision, they must file a written appeal to the Board with the Waterloo Central School District Clerk within ten business days of the date of the Superintendents' decision, unless they can show extraordinary circumstances precluding them from doing so. Only final decisions of the Board may be appealed to the Commissioner within 30 days of the Superintendent's decision.

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, he or she will give reasonable notice to the student and the student's parent/guardians 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 him or her and the right to present witnesses and other evidence on his or her behalf.

The Superintendent will personally hear and adjudicate the proceeding or may, at his or her 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 Waterloo Central School District Clerk within 10 business days of the date of the Superintendent's decision. The Board may adopt in whole or in part the decision of the Superintendent. Final decisions of the Board may be appealed to the Commissioner within 30 days of the decision.

Minimum Periods of Suspension

Students Bringing or Possessing Certain Weapons on School Property

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. Students with disabilities will be entitled to the applicable procedures provided by law and set forth through this Code of Conduct. 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 parent/guardians, 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 or Possessing Certain Weapons on School Property

Any student, other than a student with a disability, who is found to have committed a violent act, other than bringing 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 parent/guardians 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/guardians 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/guardian will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed penalty exceeds the minimum five-day suspension, the student and the student's parent/guardian 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 Counseling Office will handle all referrals of students to counseling.

PINS Petitions

The Waterloo Central School District may file a PINS (person in need of supervision) petition in Family Court on any student under the age of 18 who:

- 1) Does not attend school;
- 2) Behaves in a way that is incorrigible, ungovernable, or habitually disobedient;
- 3) Is beyond the control of a parent/guardian, guardian, or the school;
- 4) Is suspected of drug abuse; or
- 5) Requires supervision or treatment
- 6) Appears to be a sexually exploited child under Social Services Law §447-a(1)(a), (c), or (d), and the student consents to filing the PINS petition.

The Waterloo Central School 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.

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 Waterloo Central School District will take immediate steps to provide alternative means of instruction for the student. The Board of Education expects students, administrators, teachers, and parents to make every effort to maintain student academic progress in the event of removal or suspension and support student re-entry to the classroom at the conclusion of the disciplinary action.

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 enjoy 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 “student with a disability” means a student who falls within one of the classifications set forth in the Individuals with Disabilities Education Act (IDEA) and section 200.1(zz) of the Commissioner of Education regulations, and who, because of such classification, needs special education or related services. This also includes students who qualify as a student with a disability pursuant to Section 504 of the Rehabilitation Act, and who, because of such qualification, have a Section 504 Plan.
- 2) A “suspension” means a suspension in accordance with Education Law Section 3214.
- 3) 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.
- 4) An “Interim Alternative Educational Setting (“IAES”), means a temporary educational placement,

other than the student's current placement at the time the behavior precipitating the IAES placement occurred. 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 his or her 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, except when such short-term suspension will result in a change of placement as identified below (i.e., due to a pattern of removals/suspensions in one school year that cumulate to more than 10 nonconsecutive days of removal/suspension).
- 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. Such suspension cannot be determined to result in a change in placement as identified below. Students with disabilities who are suspended for more than five consecutive school days pursuant to a finding of guilt at a superintendent's hearing shall be entitled to a manifestation determination review ("MRD") at the second phase of that hearing. Should a manifestation be found at that MDR, the student is entitled to return to school immediately, even if the student has not served the full period of suspension.
- 3) When a student with a disability is found guilty at a long-term suspension hearing and the misconduct is determined to be a manifestation of the student's disability by the MDR team, 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 forty-five (45) days, if the student inflicts serious bodily injury, 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 same of a controlled substance while at school or a school function or that is legally possessed or used under any other authority under the Controlled Substances Act or any other federal law.
 - "Serious bodily injury" means bodily injury, which involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement or protracted loss or impairment of the function of a bodily member, organ or mental faculty.
 - "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."
 - "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.

- “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. Placement in an IAES by an impartial hearing officer would require the District to first initiate a special education impartial due process hearing. Disciplinary proceedings are not required prior to the District initiating such a hearing.

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.
- 3) 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 manifestation determination team (“MDR”) has determined that the behavior was not a manifestation of the student’s disability. Students whose behavior was determined to be a manifestation of their disability may be placed in an IAES by the Superintendent according to the requirements provided above when their behavior involves serious bodily injury, weapons, illegal drugs, or controlled substances. Students may also be placed in an IAES by an impartial hearing officer as a result of an impartial due process hearing according to the procedures provided above when the student’s current educational placement poses a risk of harm to the student or others

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 Waterloo Central School 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 Waterloo Central School District's MDR team shall:

- 1) Conduct a review of the relationship between the student’s disability and the behavior subject to disciplinary action to determine if the conduct is a manifestation of the disability; and such review must be made as immediate as possible, but in no case later than ten (10) school days after:
 - a. A decision is made by the Superintendent of Schools to change the placement of a student to an IAES; or

- b. A decision is made by an impartial hearing officer to place a student in an IAES; or
 - c. A decision is made by the Board of Education, building principal, or Superintendent to impose a suspension that constitutes a disciplinary change in place.
- 2) The MDR team will determine whether the conduct in question was caused by or had a direct and substantial relationship to the student's disability or the conduct in question was the direct result of the District's failure to implement the student's IEP or Section 504 Plan.
 - 3) For students with disabilities who are found guilty of misconduct at a superintendent's disciplinary hearing for a long-term suspension, the MDR will be conducted during phase two of the hearing.

The Waterloo Central School 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 Waterloo Central School 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 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 Waterloo Central School 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 his or her 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 parent/guardians 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 Waterloo Central 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 Waterloo Central School 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 Waterloo Central School

District had knowledge the student was a student with a disability, the Waterloo Central School 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 parent/guardians 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 Waterloo Central School District, including suspension.

The Waterloo Central School District will provide parent/guardians 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 or 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 will accompany the notice of disciplinary removal.

The parent/guardians 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 parent/guardians 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 disability, 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 Waterloo Central School 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 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 the proceedings.

- 2) The parent/guardian 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 parent/guardians and the Waterloo Central School 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, he or she must mail a written decision to the Waterloo Central School District and the parent/guardians 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 Waterloo Central School 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

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

Corporal punishment does not include the use of reasonable physical restraint to:

- 1) Protect the student, another student, teacher, or any other person from physical injury, when alternative procedures and methods not involving the use of physical restraint cannot reasonably be employed to achieve these purposes;
- 2) Physical restraint will not be used to prevent property damage, except in situations where there is imminent danger of serious physical harm to the student or others and the student has refused to refrain from further disruptive acts.

The Waterloo Central School 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 their 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 Waterloo Central School 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 Waterloo Central School District will consider these factors in determining whether a search is reasonable 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. Individual(s), other than the Waterloo Central School District employees, will be considered reliable informants if they have previously supplied information that was accurate and verified, they make an admission against their own interest, or they provide the same information that is received independently from other sources. Waterloo Central School District employees will be considered reliable informants unless they are known to have previously supplied information that they knew was not accurate.
- 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 he or she possesses 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

Students may be assigned lockers in which they are allowed to store their personal property. These lockers are school property and can be inspected or searched at any time. While students are assigned a lock or combination, this lock is for the purpose of protecting the students' property and does not create an expectation of privacy. Lockers, like all parts of a school building, including desks and other areas in which students are allowed to store their personal property, remain School District property and are subject to inspection and search at any time. This also applies to desks, computer files, vehicles on school property, backpacks, and any other school storage.

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,

parent/guardians/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/guardian may be contacted; the degree, if any, of parent/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 Waterloo Central School 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/guardian in situations where a warrant has been issued for the student's arrest (or removal) or where there is probable cause to believe a crime has been 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/guardian/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/guardian. If the student's parents/guardian cannot be contacted prior to the police questioning or search, the questioning or search will not be conducted unless the student is 16 years of age or older. 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.

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

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

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. A Child Protective Services worker may not remove a student from school property without a court order, unless the worker reasonably believes that the student would be subject to danger of abuse if he or she were not removed from school before a court order can reasonably be obtained. If the worker believes the student would be subject to danger of abuse, the worker may remove the student without a court order and without the parent/family/caregiver's consent.

VISITORS TO THE SCHOOLS

The Board encourages parent/guardians and other Waterloo Central School District citizens to visit the Waterloo Central School 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 will be issued a visitor's identification badge, which must be worn at all times while in the school or on school grounds. The visitor must return the identification badge to the office before leaving the building.
- 3) Visitors during the school day may be escorted by a staff member to and from their destination at the discretion of the building principal.
- 4) Visitors attending school functions that are open to the public, such as parent/guardian-teacher organization meetings or public gatherings, are not required to register.
- 5) Parent/guardians 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.
- 6) Teachers will not take class time to discuss individual matters with visitors.
- 7) 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.
- 8) All visitors are expected to abide by the rules for public conduct on school property contained in this *Code of Conduct*.
- 9) All visitors are expected to abide by any public health recommendations in place at the time of the visit.

PUBLIC CONDUCT ON SCHOOL PROPERTY

The Waterloo Central School 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 and Waterloo Central School 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 Waterloo Central School District recognizes that free inquiry and free expression are indispensable to the objectives of the Waterloo Central School 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 Waterloo Central School District property or the personal property of a student, teacher, administrator, other Waterloo Central School District employee or any person lawfully on Waterloo Central School District 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, lewd, lascivious, pornographic, racist, defaming, 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 (including traits historically associated with race, such as hair texture and protective hairstyles like braids, locks, and twists), color, religion, national origin, sex, sexual orientation, age, disability or other legally protected category.
- 6) Enter any portion of the Waterloo Central School District 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, marijuana/cannabis, illegal substances and controlled substances, including drug paraphernalia, or be under the influence on Waterloo Central School District property or at a Waterloo Central School District or school function.
- 10) Use tobacco and tobacco products or marijuana/cannabis 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 Waterloo Central School District's legally defined property boundaries as registered in the County Clerk's Office; as well as all Waterloo Central School District vehicles.
- 11) Use e-cigarettes, vapes, juuls, and other products containing nicotine except for current FDA-approved smoking cessations products.
- 12) Possess, display, use or threaten to use any weapon(s) in or on Waterloo Central School District property or at a Waterloo Central School District or school function, except in the case of law enforcement officers or as specifically authorized by the Waterloo Central School District.

- 13) Loiter on Waterloo Central School District property.
- 14) Refuse to comply with any reasonable order from identifiable Waterloo Central School 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 while on Waterloo Central School District property or while at a Waterloo Central School 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 Waterloo Central School 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 Waterloo Central School 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 Waterloo Central School 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 his or her 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 Waterloo Central School District will initiate disciplinary action against any student or staff member, as appropriate, with the "Penalties" section. In addition, the Waterloo Central School 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 Waterloo Central School District website www.waterloocsd.org for access by parent/guardians 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, parent/guardians 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 either electronically or in the student handbook to parent/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 Waterloo Central School District staff members to ensure the effective implementation of the *Code of Conduct*. The Superintendent will solicit the recommendations of the Waterloo Central School 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.

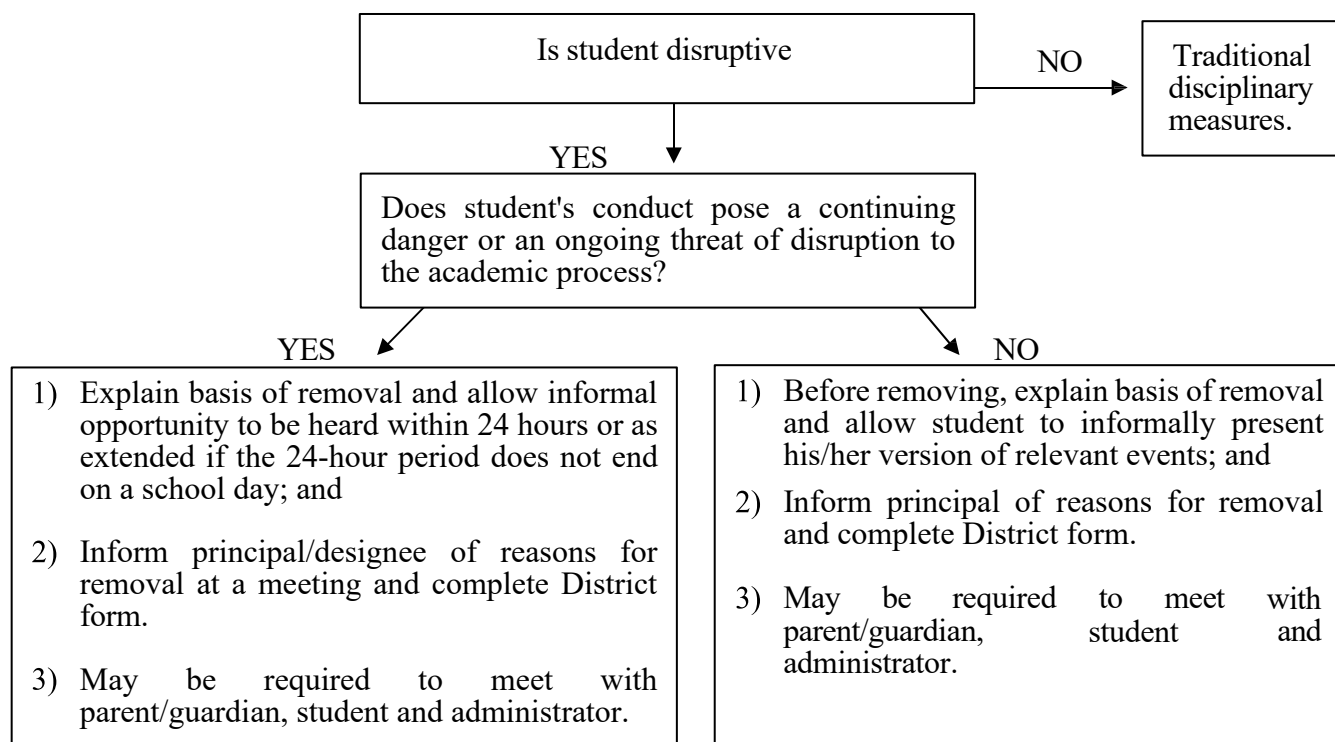
The Board may appoint an advisory committee to assist in reviewing the Code and the Waterloo Central School District's response to *Code of Conduct* violations. The committee will be made up of representatives of student, teacher, administrator, and parent/guardian organizations, school safety personnel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

Before approving any revisions to the Code, the Board will hold at least one public hearing at which school personnel, parent/guardians, 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/guardian 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/guardian must be given an explanation of the basis for removal and an opportunity to present his/her 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.