

Syosset CSD

Code of Character, Conduct and Support

Family Frequently Asked Questions

This FAQ is intended to help families understand the District's Code of Character, Conduct and Support (Policy 5300). It provides a plain-language overview of common questions. Families are encouraged to consult the full Code for specific definitions, requirements, disciplinary procedures, due-process protections, and other provisions. The full code can be found here: [Code of Character, Conduct and Support](#)

The Code of Character, Conduct and Support establishes a shared responsibility among students, families, staff, administrators, and the Board of Education to maintain safe, respectful, inclusive, and productive schools.

Students are expected to be accountable for their choices, while adults are expected to model respectful behavior, provide appropriate support, and help students learn and grow from mistakes.

How to use this guide

Use the clickable contents page to jump to a topic. Each answer includes a “Where to learn more” reference to the full Code, including section titles and page numbers.

Important note: This FAQ summarizes the Code for convenience. If the FAQ and the adopted Code differ, the full Code controls.

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Need immediate help? For an urgent safety concern, contact your child's school administration promptly.

01 Understanding the Code

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What is the most important thing families should understand about the Code?

The Code is not simply a list of prohibited behaviors and consequences. It establishes a shared responsibility among students, families, staff, administrators, and the Board of Education to maintain safe, respectful, inclusive, and productive schools.

Students are expected to be accountable for their choices, while adults are expected to model respectful behavior, provide appropriate support, and help students learn and grow from mistakes.

WHERE TO LEARN MORE Introduction and Core Principles That Guide Character, Conduct and Support, pages 1–3, and Essential Partners, beginning on page 5.

02 Student Rights and Responsibilities

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Why does the District have a Code of Character, Conduct and Support?

The Code is designed to ensure every student has the opportunity to learn in a safe, civil, caring, and supportive environment. It establishes expectations for conduct while recognizing that effective discipline should help students take responsibility, learn from mistakes, repair harm when possible, and develop the skills necessary to make better choices.

WHERE TO LEARN MORE Introduction and Core Principles That Guide Character, Conduct and Support, pages 1–3.

What is expected of students?

Students are expected to contribute to a safe and orderly learning environment, respect other people and property, follow District policies and reasonable directions from staff, attend school regularly and on time, take responsibility for their actions, seek help when needed, and work toward resolving conflicts appropriately.

Students are also expected to help maintain a school community free from violence, intimidation, bullying, harassment, and discrimination.

WHERE TO LEARN MORE Student Rights and Responsibilities section B. Student Responsibilities, pages 4–5.

What rights do students have?

Students have the right to participate in District activities on an equal basis, be treated fairly and with dignity, respectfully express their opinions, understand the rules that apply to them, and provide their version of events when disciplinary action is being considered.

WHERE TO LEARN MORE Student Rights and Responsibilities section A. Student Rights, pages 3–4.

03 Parents as Partners

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What is expected of parents and guardians?

The Code recognizes families as essential partners in creating a positive school environment. Parents are encouraged to work collaboratively with the District, support regular attendance and readiness to learn, understand and reinforce school expectations, communicate concerns respectfully and promptly, and participate in restorative processes when appropriate.

WHERE TO LEARN MORE Essential Partners sections A. All Essential Partners and B. Parents/Persons in Parental Relation, pages 5–7.

04 Student Behavior

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What types of student behavior are prohibited?

The Code identifies a broad range of prohibited conduct, including disorderly, insubordinate, disruptive, or violent behavior; bullying, cyberbullying, harassment, discrimination, and intimidation; theft or vandalism; possession or use of prohibited substances or weapons; academic misconduct; technology misuse; and other behavior that threatens the safety or welfare of others.

WHERE TO LEARN MORE Prohibited Student Conduct, Sections A–K, pages 12–18.

Does the Code apply to behavior outside of school?

It can. Off-campus behavior may fall under the Code when it creates or would foreseeably create a risk of substantial disruption within the school environment. This can include certain forms of cyberbullying, harassment, threats, or other electronic communications involving students or school personnel.

WHERE TO LEARN MORE Prohibited Student Conduct sections H. Off-Campus Misconduct, I. Direct or Indirect Communications, and J. Misconduct While Using Technology, pages 17–18.

What happens if my child witnesses a serious violation?

Students are expected to report violations of the Code. Certain serious situations, including observing a student defacing school property, possessing a weapon, alcohol, cannabis or cannabinoid products, drug paraphernalia, illegal drugs, or illegal substances on school property or at a school function, must be reported immediately to appropriate school personnel.

The Code also addresses circumstances in which failing to report known conduct that could endanger the safety, morals, health, or welfare of others may itself constitute a violation.

WHERE TO LEARN MORE Prohibited Student Conduct section K. Conduct That Promotes or Encourages Other Students to Violate the Code or Failure to Report, page 18, and Reporting Violations, pages 20–22.

05 Bullying, Harassment and Discrimination

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What should I do if I believe my child is being bullied, harassed, or discriminated against?

Parents and students are encouraged to report concerns verbally and/or in writing to school personnel. Reports of bullying, harassment, and discrimination are promptly investigated in accordance with District policies and procedures and the law (see <https://www.syossetschools.org/parents/dasa>)

Retaliation against a person who makes a good-faith report or assists with an investigation is prohibited.

WHERE TO LEARN MORE Reporting Violations section Reporting Incidents of Bullying, Harassment and/or Discrimination, pages 21–22. The Code also references Policy 0115, Dignity for All Students Act; Policy 0100, Equal Opportunity; and Policy 0110, Prohibition Against Sexual Harassment.

What can the school do in response to bullying, harassment, or discrimination?

The District may use disciplinary and remedial responses. The Code emphasizes measured, balanced, progressive, and age-appropriate responses that consider the seriousness of the behavior, the student's developmental age and disciplinary history, relevant circumstances, and the impact on the student who was harmed.

Remedial measures may include counseling, corrective instruction, behavioral supports, restorative approaches, parent conferences, peer supports, or changes within the school environment.

WHERE TO LEARN MORE Disciplinary and Remedial Consequences for Bullying, Harassment and/or Discrimination, pages 33–34.

06 Discipline and Accountability

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How does the District decide what consequence is appropriate?

Disciplinary decisions are made based on the individual circumstances of each situation. Factors include the student's age, the nature and circumstances of the offense, prior disciplinary history, the effectiveness of other forms of discipline, information from parents and staff, and other relevant circumstances.

As a general rule, discipline is progressive, meaning an initial violation will usually result in a lighter consequence than repeated violations. However, there are some violations that will result in more serious initial consequences. These may include, but are not limited to: Violence, Discrimination, Hateful Symbols, and Bullying.

WHERE TO LEARN MORE Disciplinary Consequences, Procedures and Referrals, pages 22–23.

What consequences can a student receive?

Depending upon the circumstances, consequences may include oral or written warnings, parent notification, detention, removal from class, suspension from transportation, athletics or extracurricular activities, loss of privileges, in-school suspension, or short- or long-term suspension from school. In the event a student breaks a law, law enforcement will be notified immediately.

The Code also permits restorative practices to be used on a case-by-case basis.

WHERE TO LEARN MORE Disciplinary Consequences, Procedures and Referrals — A. Consequences, pages 23–24.

Will my child have an opportunity to explain what happened?

Yes. Regardless of the penalty being considered, the student must be informed of the alleged misconduct, and the matter must be investigated to the extent necessary. Students have an opportunity to present their version of the facts to the school personnel responsible for imposing discipline.

Additional procedural protections apply depending upon the type and severity of the consequence.

WHERE TO LEARN MORE Disciplinary Consequences, Procedures and Referrals — B. Procedures, pages 24–31.

What happens if my child receives a short-term out of school suspension?

For a proposed out of school suspension of five school days or fewer, the student and parent receive specific notice and due-process protections. Parents have the right to request an immediate informal conference with the Principal. In addition, the Code also establishes an appeal process.

WHERE TO LEARN MORE B.6.a. Short-Term (Five Days or Less) Suspension from School, pages 29–30.

What happens if a suspension longer than five days is being considered?

When a suspension of more than five days may be warranted, the student and parent have the right to a fair hearing pursuant to Education Law §3214. The Code describes rights involving representation by counsel, questioning witnesses, presenting evidence, and appealing the Superintendent's decision.

WHERE TO LEARN MORE B.6.b. Long-Term (More Than Five Days) Suspension from School, pages 30–31.

07 Restorative Practices

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What are restorative practices?

Restorative practices focus on accountability while helping students understand the impact of their behavior. Depending on the circumstances, students may be asked to reflect on what happened, acknowledge harm, take responsibility, repair relationships, solve problems, and develop strategies to prevent the behavior from recurring.

Restorative practices do not necessarily replace consequences. They may be used alongside appropriate disciplinary responses.

WHERE TO LEARN MORE Introduction and Core Principles That Guide Character, Conduct and Support, pages 1–3, and Disciplinary Consequences, Procedures and Referrals — A. Consequences, pages 23–24.

08 Dress Code

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What are the expectations for student dress?

Students are expected to dress appropriately for school and school functions. Clothing and appearance should be safe and should not disrupt or interfere with the educational process.

The Code identifies specific expectations related to appropriate coverage, footwear, head coverings, offensive or discriminatory content, promotion of alcohol, tobacco, cannabis, gangs, illegal activity, and violence.

WHERE TO LEARN MORE Student Dress Code, pages 11–12.

What happens if my child violates the dress code?

A student who violates the dress code will be required to modify their appearance by covering or removing the item and, when necessary or practical, replacing it with an acceptable item. Refusal or repeated noncompliance may result in additional disciplinary consequences.

WHERE TO LEARN MORE Student Dress Code, page 12.

09 Technology and Artificial Intelligence

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What expectations apply to technology use?

Student activity on electronic devices is expected to comply with the Code. The Code prohibits technology-related misconduct including accessing inappropriate content, harassment, unauthorized access to systems or accounts, evading filters, distributing malware, phishing, and violations of the District's Acceptable Use Policy.

WHERE TO LEARN MORE Prohibited Student Conduct sections A.7 Electronic Device Misuse, page 13, and J. Misconduct While Using Technology, pages 17–18 of the Code. The Code also references Policy 4526, Acceptable Use Policy.

Can the District inspect or confiscate my child's device?

The Code states that the District reserves the right to monitor, inspect, and/or confiscate personal or District-issued electronic devices when administration has reasonable suspicion that a violation of school policy has occurred.

WHERE TO LEARN MORE Prohibited Student Conduct, introductory provisions regarding Personal Electronic Devices and School District Issued Devices, page 12.

What does the Code say about artificial intelligence?

The Code identifies inappropriate use of ChatGPT or other artificial intelligence as an example of academic misconduct. Students should follow teacher, course, and District expectations regarding when and how AI may appropriately be used.

WHERE TO LEARN MORE Prohibited Student Conduct section G. Academic Misconduct, specifically G.7, page 17.

10 Athletics and Extracurricular Activities

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Does the Code apply to athletics and extracurricular activities?

Yes. Participation in athletics and extracurricular activities is considered a privilege. Students participating in these activities are expected to be in good academic and behavioral standing, demonstrate good character, be inclusive of others, and represent the Syosset community appropriately.

Code violations may result in suspension or removal from a team or club depending upon the circumstances in addition to other disciplinary action depending on the individual circumstance.

WHERE TO LEARN MORE Expectations for Student Participation in Interscholastic Athletics and Extra-Curricular Activities, pages 19–21.

Can conduct outside of school affect participation in sports or clubs?

Potentially. The Code provides that when a student becomes involved in a disciplinary situation outside of school, including a violation of law, the District may consider suspension from athletics or extracurricular activities while the matter is being resolved.

WHERE TO LEARN MORE Expectations for Student Participation in Interscholastic Athletics and Extra-Curricular Activities, page 19.

What behavior is expected of parents at athletic events?

Parents and spectators are expected to demonstrate good sportsmanship, respect players, coaches, opponents and officials, use appropriate language, avoid coaching from the stands, and support students positively.

Individuals whose behavior is inappropriate may be removed from an event and may be prohibited from attending future contests.

WHERE TO LEARN MORE General Guidelines for Players, Coaches, Parents/Persons in Parental Relation and Spectators, pages 19–20, and Overall Behavior Expectations for Players, Parents/Persons in Parental Relation and Spectators, pages 20–21.

11 Students with Disabilities

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Does the Code provide additional protections for students with disabilities?

Yes. Students with disabilities are entitled to protections under state and federal law. The Code contains specific procedures governing discipline of students with disabilities and addresses circumstances in which disciplinary action may constitute a change in placement.

WHERE TO LEARN MORE Discipline of Students with Disabilities in the Code. Related protections also appear in Disciplinary Consequences, Procedures and Referrals, including page 23 and provisions governing classroom removal beginning on page 28.

12 Communication and Working Together

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Who should I contact if I have a concern?

Parents are encouraged to raise concerns respectfully and promptly. Depending on the situation, an appropriate contact may include your child's teacher, school counselor, school psychologist, school social worker, Assistant Principal, Principal, or Dignity Act Coordinator.

For immediate safety concerns, families should contact the school administration promptly.

WHERE TO LEARN MORE Essential Partners — B. Parents/Persons in Parental Relation, pages 6–7, and Reporting Violations, pages 21–22.