Geneva City Schools

Code of Conduct

GENEVA
CITY SCHOOLS
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I. Introduction

Why Do We Have A Code of Conduct?

The Geneva City School District community is committed to providing a safe and positive school environment where students may receive and district personnel may deliver high-quality educational services without disruption or interference.

Responsible behavior by students, district personnel, parents, guardians, and other visitors is essential to achieve this goal. The Geneva City School District Code of Conduct serves as a general guide to productive citizenship and provides the tools for helping students, staff, and the community to understand and appreciate the norms of behavior within the district and school culture.

The district has developed and implemented a long-standing set of expectations for conduct on school property and at school functions. These expectations are based on the principles of civility, mutual respect, citizenship, character, tolerance, honesty, and integrity. An individual's character reflects their attitudes, attributes, and moral convictions, which shape their conduct. The development of good character is essential to healthy development and responsible behavior, academic success in school today, and future success in college, career, and life. The code of conduct addresses both the development of student character and conduct. This code of conduct, in conjunction with the District Safety Plan, contains standards and procedures that assure the security and safety of students and school personnel. The Board of Education recognizes the need to define the expectations for acceptable conduct on school property clearly; to ensure that schools provide equal access to a wide range of supports and interventions that promote positive behavior, help students develop self-discipline and social and emotional efficacy, and enable students to improve and correct inappropriate, unacceptable, and unskillful behaviors; to identify the possible consequences of unacceptable conduct; and to ensure that when discipline is necessary, it is administered promptly and fairly. To this end, the Board of Education adopts this code of conduct.

Specific Goals of the Code of Conduct

- Reduce overuse and disproportionate use of in-school and out-of-school suspensions and school discipline referrals.
- Establish school-wide expectations that all adults are committed to supporting.
- Establish school-wide rules that all adults are committed to supporting and enforcing.
- Establish a school-wide common language that all students and staff use consistently.
- Ensure that classrooms and public spaces are safe, civil, and orderly.
- Leverage restorative practices as a primary response to student misbehavior.
- Maximize every school's capacity to promote positive behaviors; prevent inappropriate, unacceptable, and unskillful behaviors; and support improved behaviors for students with the highest number of incidents of unacceptable behavior.
- Develop interventions and consequences that enable students to increase their capacity to self-regulate and interact positively and responsibly with others in a manner that is developmentally appropriate.
- Increase the capacity and accountability of administrators and student support specialists to intervene early and effectively with all students, particularly those with the highest needs.
- Increase the capacity and accountability of teachers to respond to and correct unacceptable behaviors in an effective and respectful manner.
- Increase the capacity and accountability of district and school administrators to lead effective discipline and student support policies and practices.
- Increase the capacity and accountability of district and school administrators to lead, support, and supervise

highly functioning student support and school intervention teams.

Guiding Principles of the Code of Conduct

The following principles form the foundation for creating safe, healthy, and supportive learning environments. These principles will guide school district staff, students, families, and community partners in the shared work of ensuring positive school environments and improved student outcomes. The district reserves the right to enforce the Code of Conduct on school property and wherever else the Code applies as described in Section XI. The code of conduct is premised on these key principles:

- Adults — teachers, principals, administrators, school staff, parents, guardians, and the larger community have an obligation to help students learn to be good citizens and lead productive lives by:
  - Enabling them to discern right from wrong.
  - Fostering in them the desire to do what is good.
  - Encouraging them to take responsibility for their words and actions.
  - Modeling all of the behaviors that we expect of and want to cultivate in children and youth.
- Student discipline and support policies and practices must be implemented in ways that are perceived to be respectful. Interactions between and among district and school staff, students, parents, and guardians are expected to protect the dignity of each individual.
- Improving educational outcomes for all students requires that schools provide support at three levels of care and instruction throughout the whole school: in classrooms, in small groups, and with individual students and families. A multi-tiered system of support is aimed at addressing students' academic learning gaps and the causes of misbehavior. Prevention and intervention strategies may include more personalized academic instruction and support, student support services, and programs to address personal and family circumstances; social-emotional learning, such as conflict resolution, peer mediation, anger management, and communication skill building; behavior replacement strategies; and other restorative practices that may include peace circles and restorative conversations.
- Behavioral expectations, interventions, and responses:
  - **Level 1 —** Classroom Responses: Schools foster the social and emotional well-being of all students through school-wide efforts to teach, practice, recognize, and assess positive behaviors and promote social and emotional learning. Prevention: Schools value building strong relationships in order to prevent most behavioral challenges and to intervene early when students are struggling with behavioral challenges.
  - **Level 2 —** Intervention: Schools provide coordinated care and interventions that match students' social, emotional, and mental health needs.
  - **Level 3 —** Intervention: Comprehensive interventions are in place for students at the highest risk.
  - **Level 4 —** Intensive Intervention: Individualized response to significant/ongoing concerns, particularly safety.
- Student discipline and support policies and practices must be implemented in ways that are accountable and restorative. Students and families need to know that the school will provide behavioral interventions inside and outside of the classroom. Students have the obligation to accept assigned consequences and fully participate in the interventions designed to address specific behaviors or incidents. School staff must be reassured that students will be held accountable for their words and actions. Interventions engage students in some action or learning process that will enable them to correct behaviors, repair relationships and the harm they have done to others, learn desired replacement behaviors, and restore their good standing.
- Student discipline and support policies and practices must be implemented in ways that are perceived to be fair, equitable, and differentiated. Students need different amounts of time, attention, tasks, and support to behave responsibly and achieve at high levels. Differentiated responses must occur within a larger framework of fair and equitable practices under which all students are treated fairly without favor or prejudice against any one group of students according to ability, talent, age, gender, developmental and acquired disabilities, race and ethnicity, socio-economic status, religious and spiritual orientation, national origin and home language, sexual orientation,

and indigenous heritage.

- Student discipline and support policies and practices must be implemented in ways that are enforceable, viable, and effective. The district must ensure that all stated rules, policies, consequences, and interventions are actually enforceable, viable, and effective.
- The code of conduct supports the use of a leveled system of interventions and consequences addressing inappropriate, unacceptable, and unskillful behaviors with the ultimate goal of teaching positive behaviors and strengthening students' personal, social, and academic efficacy. A leveled student discipline and student support system emphasizes both student accountability and behavioral change. The goal is the prevention of a recurrence of unacceptable behavior by helping students to:
  - Learn from their mistakes.
  - Understand why the behavior is unacceptable.
  - Acknowledge the harm that they have caused or the negative impact of their actions.
  - Understand what they could have done differently in the situation.
  - Take responsibility for their actions.
  - Be given the opportunity to learn prosocial strategies and skills to use in the future.
  - Understand that more intensive consequences and interventions will take place if unacceptable behaviors persist.
- Every reasonable effort should be made to correct student misbehavior through guidance interventions. Interventions are essential when inappropriate behavior or violations of the code of conduct may be symptomatic of more serious problems that students are experiencing. It is, therefore, important that school personnel be sensitive to issues that may influence the behavior of students and respond in a manner that is most supportive of and responsive to their needs.
- Effective schools promote and model mutual respect, high-quality professionalism, and transparent accountability based on trust among and between administration, staff, students, and families.
- The district builds a culture based on high expectations, respect, and co-accountability. At the heart of a healthy school culture is the commitment of all staff to take responsibility for the healthy development of students and model the skills, behaviors, and mindsets they seek to cultivate in children and young people. To this end, school staff, teachers, and administrators are encouraged to set high expectations for student success, build positive relationships with students, and teach and model for students how to behave successfully in all school settings, including example, classrooms, the cafeteria, hallways, and bathrooms.

II. Glossary

For purposes of this code of conduct, the following definitions apply:

Bullying and **harassment** mean the creation of a hostile environment by conduct or by threats, intimidation, or abuse, including cyberbullying, that:

- 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
- Reasonably causes or would reasonably be expected to cause a student to fear for their physical safety; or reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student; or
- Occurs off school property and creates or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation, or abuse might reach school property.
- Acts of harassment and bullying include but are not limited to, those acts based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex. For the purposes of this definition, the term "threats, intimidation, or abuse" shall include verbal and non-verbal actions.

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

Cyberbullying means harassment or bullying where such harassment or bullying occurs through any form of electronic communication. Cyberbullying involving district students may occur both on campus and off school grounds and can involve student use of the district internet system or student use of personal digital devices while in school buildings, on school buses, on school property, or at school-sponsored events and activities whether occurring on or off school campus, such as cell phones, digital cameras, and personal computers to engage in bullying. Cyberbullying includes but is not limited to, the following misuses of technology: harassing, teasing, intimidating, threatening, or terrorizing another student or staff member by way of any technological tool, such as sending or posting inappropriate or derogatory e-mail messages, instant messages, text messages, digital pictures or images, or Web site postings (including blogs). Cyberbullying that occurs off campus, that causes or threatens to cause a material or substantial disruption in the school, could allow school officials to apply the "Tinker standard," where a student's off-campus "speech" may be subject to formal discipline by school officials when it is determined that the off-campus speech did cause a substantial disruption or threat thereof within the school setting. Such conduct could also be subject to appropriate disciplinary action in accordance with the district code of conduct and possible referral to local law enforcement authorities.

Disability means (a) a physical, mental, or medical impairment resulting from anatomical, physiological, genetic, or neurological conditions which prevents the exercise of a normal bodily function or is demonstrable by medically accepted clinical or laboratory diagnostic techniques, or (b) a record of such an impairment, or (c) a condition regarded by others as such an impairment, provided, however, that in all provisions of this article dealing with employment, the term 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.

Disruptive Student means an elementary or secondary 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.

Employee means any person receiving compensation from a school district or employee of a contracted service provider or worker placed within the school under a public assistance employment program, pursuant to Title IX(B) of Article V of the Social Services Law, and consistent with the provisions of such title for the provision of services to such district, its students or employees, directly or through contract, whereby such services performed by such person involve direct student contact.

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 shall include a person's gender identity or expression.

Harassment see above under bullying.

Inappropriate Physical Contact means behavior which infringes on the personal space and movement of others, is offensive, suggestive, or results in bodily injury.

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

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

Parent means parent, guardian, caregiver, or person in parental relation to a student.

Personal Electronics mean cellular phones and watches, earbuds, digital cameras, and computer-enhanced eyewear.

Race means a group of persons related by a common descent or heredity. The New York State Education Department reports aggregate racial and ethnic data to the US Department of Education in the following seven categories: (1) Hispanic/Latino; (2) American Indian or Alaskan Native; (3) Asian; (4) Black or African American; (5) Native Hawaiian or Other Pacific Islander; (6) White; or (7) Two or more races.

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; or a religious or spiritual belief of preference, regardless of whether this belief is represented by an organized group or affiliation with an organized group having specific religious or spiritual tenets.

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, and proselytizing. Determining whether a practice is religious is based not on the nature of the activity but on the person's motivation. The determination of whether a practice is religious is a situational, case-by-case inquiry.

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 a school-sponsored extracurricular event or activity.

School Property 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, as defined in Vehicle and Traffic Law §142 or other district-provided transportation. "School property" may also include all property owned or leased by the district and all property used by the district to conduct its programs, activities, sporting events, or school functions (including those held at non-district schools).

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

Sexting means sending, receiving, or forwarding sexually suggestive messages or nude or nearly nude photos through text messages, e-mail, or social media.

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

Transgender refers to individuals who identify their gender differently from what is traditionally associated with the sex assigned to them at birth. This includes people who have undergone medical procedures to change their sex and those who have not.

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

- Commits an act of violence upon a school employee, or attempts to do so.
- Commits or attempts to commit, 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.
- Possesses a weapon while on school property or at a school function.

- Displays, while on school property or at a school function, what appears to be a weapon.
- Threatens, while on school property or at a school function, to use a weapon.
- 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.
- Knowingly and intentionally damages or destroys school district property.

Weapon means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for or is readily capable of causing death or bodily injury as defined in 18 USC 930(g)(2). For purposes of this code of conduct, weapons include but are not limited to:

A **firearm** as defined in 18 USC §921(a) for purposes of the Gun-Free Schools Act, as implemented by New York Education Law §3214 and New York Penal Law 265.01 — one that fires a projectile by the action of an explosive or any other gun, including, but not limited to a BB gun, pellet gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, paintball gun, stun gun, air gun, silencer, etc..

Another **weapon** such as a chukka stick, billy club, blackjack, pilum ballistic knife, metal knuckle knife, cane sword, electronic dart gun, Kung Fu star, explosive or incendiary bomb, dagger, dirk, straight razor, stiletto, switchblade knife, gravity knife, or metal knuckles, a slingshot, pocket knife, Swiss Army knife, multi-purpose tool with a blade, or other type of knife, box cutter, pepper spray or other noxious sprays.

Any other device, instrument, material, or substance that can cause physical injury or death under the circumstances in which it is used, attempted to be used, or threatened to be used. This would also include matches or lighters when used, or attempted to be used, to injure another student.

NOTE: Students may be disciplined for conduct that occurred outside of the school that may endanger the health or safety of pupils within the educational system or adversely affects the educational process.

III. Rights & Responsibilities

Student Rights

The district is committed to safeguarding the rights of all students under state and federal law. In addition, to promote a safe, healthy, orderly, and civil school environment, all district students have the right:

- To attend school in the district in which their legal parent or legal guardian resides and receive a free and appropriate public education from age 5 to 21, as provided by law.
- To be afforded a sound, quality education from Pre-K through grade 12 in a school environment that is safe, orderly, and promotes learning.
- To be respected as an individual and treated fairly and with dignity by other students and school staff.
- To express their opinions verbally, in writing, or with assistance.
- To take part in all district activities on an equal basis regardless of race, color, creed, religion, religious practices, sex, sexual orientation, gender, gender identity, gender expression, national origin, ethnic group, political affiliation, age, marital status, or disability.
- To present their version of the relevant events to school personnel authorized to impose a disciplinary consequence in connection with the imposition of the consequence.
- 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 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, gender expression, sexual orientation, or disability, by employees or students on school property or at a school-sponsored event, function or activity. The Dignity for All Students Act prohibits acts of harassment and bullying, including cyberbullying or discrimination by employees or students on school property or at a school function, including, but not limited to, such conduct based on a student's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, gender identity, gender expression, or sex (Education Law 12[1]).
- To be afforded due process by:
  - Being provided with the code of conduct and rules and regulations of the school district; schools shall ensure that all students and school staff are made aware of and have access to detailed information about school rules, policies, and procedures and state and local laws guaranteeing or affecting students' right to participation.
  - Being informed of what is appropriate behavior and what behaviors may result in disciplinary actions.
  - Being counseled and coached by members of the professional staff in matters related to their behavior as it affects their education and well-being in the school.
  - Being provided an opportunity to be heard in disciplinary actions for alleged violations of the code of conduct for which they may be suspended or removed from class by their teachers.
  - Being informed of the procedures for appealing the actions and decisions of school officials with respect to their rights and responsibilities as set forth in this document.
  - Being accompanied by a parent, guardian, or representative at conferences and hearings.
  - Being accompanied by a parent or guardian in situations where there may be police involvement if the student is under 16. Any student under the age of 16 being questioned by the police has a right to have their parents or guardians present.
  - Having student support staff or an advocate present in situations where there may be police involvement.

- Being fully informed of the disciplinary consequences being assigned, the type of action, and the duration of the suspension when assigned.

- To engage in youth opportunities that enable students to:
  - Be active learners in an educational process that takes into account student views, teaches students effective leadership and participation skills, and provides explanations to students when decisions contradict their views.
  - Serve on student councils, advisory bodies, and school teams and committees that make decisions about school life, with the necessary supports to participate.
  - Participate in school forums in which students can voice their opinions about school decisions and policies.
  - Participate in peer leadership initiatives and restorative practices.
  - Form groups that represent their needs and interests.

Student Responsibilities & Expected Behaviors

Students are responsible for their personal conduct and character by:

- Attending school regularly and on time.
- Accepting directions, requests, feedback, and support respectfully from adults.
- Demonstrating self-discipline by making responsible behavioral and academic choices.
- Being truthful and accountable for their words and actions.
- Following school rules and meeting standards of behavior in the code of conduct.
- Contributing to a safe and orderly school environment that is conducive to learning and to showing respect to other persons and to property.
- Conducting themselves as representatives of the district when participating in or attending school-sponsored extracurricular activities by holding themselves to the highest standards of conduct, demeanor, and sportsmanship.
- Accepting consequences when behavior expectations are not met or school rules are violated.
- Making an effort to correct and improve behavior through restorative practices.
- Dressing appropriately for school and school functions (refer to Section V, Student Dress Code).

Students are responsible for their learning by:

- Completing high-quality work in every subject.
- Being prepared to learn.
- Challenging themselves and putting forth their best effort.
- Demonstrating a strong work ethic.
- Bringing an open mind and positive attitude to learning every day.
- Seeking help and assistance when needed.

Students are responsible for cooperating with others and treating others with respect by:

- Treating others the way they want to be treated.
- Expressing their thoughts and opinions in ways that are polite, respectful, and courteous.
- Using a considerate tone of voice and appropriate body language.

- Listening when others are speaking to them.
- Respecting others' personal space and keeping their hands to themselves.
- Working with others cooperatively in large and small groups.
- Acting with kindness, caring, and sensitivity toward others.

Students are responsible for respecting the property of others by:

- Taking care of property that belongs to other students, adults, or the school.
- Follow the district's Internet-Enabled Device Policy and all requirements for the use and storage of personal internet-enabled devices.
- Using school technology appropriately as directed by adults.

Students are responsible for helping to maintain a safe school community by:

- Helping to make the school a community free from violence, intimidation, bullying, harassment, and discrimination.
- Asking for assistance when they need help resolving conflicts and differences.
- Contributing to the safety and well-being of the community.
- Using all equipment in schools and on buses in a safe manner.
- Putting everyone's safety first by:
  - NOT engaging in violent or destructive acts that harm others and the community;
  - NOT making threats about using dangerous objects or about harming others; and,
  - NOT touching a fire alarm unless it is an emergency.

Parent & Guardian Rights

- Be actively involved in their children's education.
- Be treated courteously, fairly, and respectfully by all school staff and administrators.
- Receive timely information about the policies of the Geneva City School District Board of Education and procedures that relate to their child's education.
- Receive regular reports, written or oral, from school staff regarding their children's academic progress or behavior, including but not limited to report cards, progress reports, and conferences.
- Receive information and prompt notification of inappropriate or disruptive behaviors by their children and any disciplinary actions taken by principals or school staff.
- Receive information and prompt notification about incidents that may impact their children.
- Receive information about the due process procedures for disciplinary matters concerning their children, including information on conferences and appeals.
- Receive information from school staff about ways to improve their children's academic or behavioral progress, including, but not limited to counseling, tutoring, after-school programs, academic programs, and mental health services within Geneva City Schools and the community.
- Receive information in their dominant language about services for students with disabilities and English language learners.
- Be contacted immediately and directly when their child is believed to have committed a crime and police are summoned.

- Model the behaviors and expectations outlined in the Code of Conduct.

Parent & Guardian Responsibilities

- Help their children understand that appropriate rules are required to maintain a safe, orderly environment.
- Give updated contact information to the Geneva City School District Central Office and to their children's individual school.
- Recognize that the education of their children is a joint responsibility of the parents, guardians, and the school community.
- Send their children to school ready to participate and learn.
- Ensure their children attend school regularly and on time.
- Ensure absences are excused by informing the school of their children's absences each day and sending in a written excuse on or before the first day their child returns to school.
- Insist their children be dressed and groomed in a manner consistent with the student dress code (refer to Section V, Student Dress Code).
- Reinforce with their children the expectation that inappropriate language does not belong in a school setting.
- Know school rules and help their children understand them.
- Convey to their children a supportive attitude toward education in the district.
- Help their children deal with negative peer pressure such as bullying; cyberbullying; pressure to consume alcohol, cigarettes, or drugs; and engaging in risk-taking behaviors. Parents should promote positive peer pressure, such as developing a sense of belonging and support, increasing self-confidence, participating in positive hobbies and interests, and reinforcing positive hobbies and interests.
- Inform school officials or staff of changes in the home situation that may affect student conduct or performance.
- Partner with the school to support expectations of academic achievement and appropriate behavior in school and in the community.
- Submit identification to the school's main office prior to volunteering or chaperoning a field trip.
- Support their children in acting in ways that maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex in accordance with the Dignity for All Students Act.
- Tell school officials about any concerns or complaints in a respectful and timely manner.
- Work with principals and school staff directly to address any academic or behavioral problems their children may experience.
- Read and become familiar with the policies of the Board of Education, administrative regulations, and the Geneva City School District Code of Conduct.
- Encourage their children to complete their homework by asking about homework, checking homework, and maintaining an area for children to do their homework without interruption.
- Be respectful and courteous to staff, other parents, guardians, and students while on school premises, at a school event or function, or on a district school bus.

Principal & Building Level School Staff Rights

- Work in a safe and orderly environment.
- Be treated courteously, fairly, and respectfully by students, parents, guardians, and other school staff.
- Communicate concerns, suggestions, and complaints to the Geneva City School District Office of Human

Resources.

- Receive supportive professional development and training opportunities.
- Receive the necessary resources to deliver quality instruction.
- Modify instruction consistent with the policies of the Geneva City School District Board of Education and with state and federal regulations.

Building Level School Staff Responsibilities

- Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex, which will strengthen students' self-concept and promote confidence to learn.
- Know school policies and rules, and enforce them in a fair and consistent manner.
- Reinforce with students the expectation that inappropriate language does not belong in a school setting, school event or function, or school bus.
- Report and document violations of the code of conduct as per policy and procedures.
- Confront issues of discrimination and harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function. Report and document as per policy and procedures.
- All school employees who witness harassment, bullying, or discrimination or receive an oral or written report of such acts shall promptly orally notify the principal, superintendent, or their designee not later than one school day after such employee witnesses or receives a report of such acts, and shall also file a written report with the principal, superintendent, or other designee no later than two school days after making an oral report.
- Demonstrate interest in teaching and concern for student achievement.
- Communicate regularly with students, parents, guardians, and other teachers concerning growth, achievement, areas of concern, and issues that need addressing, including course objectives and requirements, marking and grading procedures, assignment deadlines, expectations for students, and classroom discipline plans.

School & District Administrator Responsibilities

- Maintain safe and orderly schools by using prevention and intervention strategies by following the Geneva City School District's code of conduct.
- Be respectful and courteous to students, parents, and guardians, serving as role models for students.
- Be knowledgeable about the policies of the Board of Education and administrative regulations and rules, and enforce them fairly and consistently.
- Be knowledgeable about federal and state laws and regulations about the disciplinary process for students with disabilities.
- Communicate policies, expectations, and concerns and respond to complaints or concerns from students, parents, and guardians in a timely manner in understandable language.
- Refer students to the appropriate committees, departments, offices, divisions, agencies, or organizations when outside support is necessary.
- Inform parents and guardians of student academic progress and behavior, create meaningful opportunities for their participation, and provide regular communication in a language they understand.
- Provide alternative education and makeup work for students with lawful absences, including those students who are absent for disciplinary reasons.
- Participate in required professional development opportunities.

- Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex, with an understanding of appropriate appearance, language, and behavior in a school setting, which strengthens students' self-image and promotes confidence to learn.
- Follow up on any incidents of discrimination and harassment that are witnessed or otherwise brought to the principal's attention in a timely manner in collaboration with the administrator who is the dignity act coordinator. Address personal biases that may prevent equal treatment of all students in the school or classroom setting. The principal, superintendent, or the principal's or superintendent's designee shall lead or supervise the thorough investigation of all reports of harassment, bullying, or discrimination and ensure that such investigation is completed promptly after receipt of any written reports. When an investigation verifies a material incident of harassment, bullying, or discrimination, the superintendent, principal, or designee shall take prompt action, reasonably calculated to end the harassment, bullying, or discrimination, eliminate any hostile environment, create a more positive school culture and climate, prevent the recurrence of the behavior and to ensure the safety of the student or students against whom such behavior was directed. The principal, superintendent, or their designee shall promptly notify the local law enforcement agency when it is believed that any harassment or bullying constitutes criminal conduct. The principal shall provide a regular report, at least once during each school year, on data and trends related to harassment, bullying, and discrimination to the superintendent.
- Collect and report data on the implementation of the district's code of conduct, including but not limited to data on the use of in-school and out-of-school suspension by student demographic characteristics.
- Ensure that students and staff have the opportunity to communicate regularly with the school administration and approach the administration for redress of grievances.
- Evaluate on a regular basis all instructional programs.
- Support the development of and student participation in appropriate extracurricular activities.
- Be responsible for enforcing the code of conduct and ensuring that all cases are resolved promptly and fairly. Set the expectation for all students and staff that inappropriate conduct will not be tolerated in school.
- Report and document violations of the code of conduct as per policy and procedures.
- Protect the legal rights of school staff, principals, students, parents, and guardians.
- Provide a broad-based and varied curriculum to meet individual school needs.
- Ensure the protection of the legal rights of students with disabilities.
- Provide staff who are trained to meet the needs of students.

Superintendent Responsibilities

- Support a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex, which will strengthen students' self-concept and promote confidence to learn. Confront issues of discrimination and harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function. Report, respond to, and document violations as per policy and procedures. The principal, superintendent, or their designee shall lead or supervise the thorough investigation of all reports of harassment, bullying, or discrimination and ensure that such investigation is completed promptly after receipt of any written reports. When an investigation verifies a material incident of harassment, bullying, or discrimination, the superintendent, principal, or designee shall take prompt action, reasonably calculated to end the harassment, bullying, or discrimination, eliminate any hostile environment, create a more positive school culture and climate, prevent the recurrence of the behavior and to ensure the safety of the student or students against whom such behavior was directed. The principal, superintendent, or their designee shall promptly notify the appropriate law enforcement agency when it is believed that any harassment, bullying, or discrimination constitutes criminal misconduct.
- Confront issues of discrimination and harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person lawfully on school property or at a school function. Report and document violations as per policy and procedures.

- Promote a safe, orderly, and stimulating school environment, supporting active teaching and learning.
- Review with district administrators the policies of the Board of Education and state and federal laws relating to school operations and management.
- Inform the Board of Education about educational trends relating to student discipline.
- Work to create instructional programs that minimize problems of misconduct and are sensitive to student and teacher needs.
- Work with district administrators in enforcing the code of conduct and ensuring that all cases are resolved promptly and fairly.
- Inform the community, students, parents, guardians, school staff, principals, and school board about the policies of the Board of Education and educational trends, including student discipline.
- Address all areas of school-related safety concerns.
- Review data on the implementation of the code of conduct and make recommendations on improvement when needed to reduce the use of suspensions.
- Take appropriate measures where violations of the code of conduct occur.

Board of Education Responsibilities

- Collaborate with student, teacher, administrator, and parent organizations, school safety personnel, and other school personnel to develop a code of conduct that clearly defines expectations for the conduct of students, district personnel, and visitors on school property and at school functions.
- Adopt and review at least annually the district's code of conduct to evaluate the code's effectiveness and the fairness and consistency of its implementation.
- Lead by example by conducting Board of Education meetings in a professional, respectful, and courteous manner.
- Support a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex, which will strengthen students' self-concept and promote confidence to learn.
- Confront issues of discrimination and harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function. Report and document violations as per policy and procedures.
- Appoint a dignity act coordinator in each school building. The dignity act coordinator will be thoroughly trained to handle human relations and will be accessible to students and other staff members for consultation and advice related to the Dignity Act.
- Review data and the recommendations of the superintendent on the implementation of the code of conduct, including, but not limited to, the use of in- and out-of-school suspensions with student demographics and implement reforms if needed.

IV. Stakeholders

Students

The code of conduct is a general guide for behavior at school. The principal, teachers, and other staff members will support student efforts to be successful in the personal, social, and academic behaviors that are expected at school. When students follow the expectations and rules in the code of conduct, they are demonstrating good citizenship and character and helping to make the school a safe, respectful, and productive learning environment. The code of conduct also describes specific behaviors that are inappropriate at school and explains the consequences that will be assigned when conduct does not meet expected standards of behavior. This is a guide to understanding students' rights and responsibilities.

Parents, Guardians & Caregivers

The code of conduct is a general guide for understanding the personal, social, and academic behaviors that are expected of our entire community and children at school and how school principals, teachers, and staff will work with parents, guardians, and their children to help them demonstrate positive behavior and enjoy academic success. The code of conduct also provides information about parents' and guardians' rights and responsibilities. It also lists the kinds of behaviors that are not acceptable.

School Staff (Including Teachers, Mental Health Staff, & All Support Staff)

The code of conduct is a general guide for supporting positive student behavior at school. It will help current disciplinary problems through the use of effective strategies and systems. It will provide guidance for intervening effectively and appropriately if students do not meet expected standards of behavior or violate the school rules and policies. If school staff have concerns about safety or the school's climate, they should talk to their school principal so that they and the school administration can work together to maintain a safe and orderly learning and work environment.

School Administrators

The code of conduct is a general guide for supporting a safe, orderly, and productive learning environment. It will help to promote positive student behavior at school. It provides guidance in supervising and monitoring the effective implementation of school-wide expectations, rules, policies, systems, and practices. It will help the school to address student behaviors and support students to turn around unacceptable behaviors and get back on track to school success through accountability and restorative practices.

Other District Staff & Support Services

The code of conduct is a general guide for supporting schools in developing a positive school climate that ensures student and staff safety and order. It will minimize unacceptable student behavior and maximize students' personal and social efficacy. The district will build the capacity and multi-tiered systems of all district staff to meet the social-emotional needs of students and families through consulting with multi-disciplinary staff and providing professional learning on best practices related to what the school identifies as goals in their school improvement plans and supporting with interventions through a multi-tiered model.

V. Student Dress Code

The Geneva City 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. School staff will be dressed professionally. Students, staff, and visitors will comply with the following during school hours and school-related activities:

- Must wear clothing including both a shirt with pants, shorts, or skirt (or the equivalent) and shoes.
- 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.). Bottom garments must completely cover private regions and buttocks at all times, including when sitting, standing, bending over, or reaching.
- Shoes (sneakers, boots, sandals, flip-flops, slides, flats, heels, etc.). Shoes must be intended for both indoor and outdoor use in case of emergency evacuation.
- Middle and high school students: Hats and bandannas, head wraps, including do-rags, and other headwear are allowed.
  - For safety reasons no student shall wear a hood on their head during school hours.
- A person's face must be visible to staff and not interfere with the line of sight of any student or staff. Sunglasses are not to be worn inside of the school building.
- 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.
  - Physical Education: sweatpants or shorts, athletic shoes (running or sport). No slip-ons, heels, Ugg boots, boots, slippers, or flip-flops. Shoes should surround the ankle for adequate protection.
- Clothing may not depict, advertise, or advocate the use of alcohol, tobacco, marijuana, or other controlled substances.
- Clothing may not depict pornography, nudity or sexual acts, or feature profanity.
- Clothing may not use or depict hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or any other protected groups.
- May not wear accessories that could be dangerous or could be used as a weapon.
- May not wear blankets or other coverings that are not intended to be clothing during school hours.

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 refusing to comply with the consequences will face appropriate, progressive school discipline.

VI. Internet-Enabled Device Policy

Purpose

In accordance with the New York State Education Law §2803; this policy supports a safe and focused learning environment by prohibiting students from using any internet-enabled device while on school grounds during the school day (bell to bell).

Definitions

Internet-enabled devices shall mean any device capable of connecting to the Internet and enabling the user to access content on the Internet, including but not limited to social media applications. Such devices shall include, but are not limited to, smartphones, tablets, smartwatches, laptops, and other portable electronic communication or computing devices. This definition does not include Internet-enabled devices that the school district supplies for educational purposes.

School Day shall mean the entirety of every instructional day (bell to bell), including during instructional and non-instructional time, including but not limited to homeroom periods, lunch, recess, study hall, and passing time.

School Grounds shall mean in or on or within any building, structure, athletic playing field, playground, or land contained within the real property boundary line of the district.

Covered Devices

Any internet-enabled device, including but not limited to earbuds, smartwatches, cellphones, and tablets.

Policy Exceptions

Exceptions to the policy may be allowed only for:

- Educational Activities: if authorized by the school principal.
- Health and Safety: if documented medical needs are in place with a physician's order and are reflected in SchoolTool.
- Special Accommodations: if documented accommodations are on a student's IEP or 504 Plan.
- Language Needs: if translation is not available through a school-issued device.
- Legal Requirements: when the use of such devices is required by law.

Student Expectations

Students are expected to follow these guidelines:

- Upon arrival at school, all internet-enabled devices should be powered off throughout the instructional day (bell to bell). Devices can be powered on only when students are off school grounds.
- Upon arrival at school, students must store their devices in a designated secure location.
- Students who arrive late must turn in their devices to the school office, where they will be secured in a locked box.
  - Devices may not be used during lunch, recess, or passing time.
  - Students cannot attempt to access their devices during the school day.

- Students will retrieve their device from the designated secure location.
- It is highly recommended that students not bring any internet-enabled devices to school.
- In emergencies, students can request from an adult to use the phone in the school office to contact their parent or guardian.
- If the student attends an after-school program, they are expected to keep their device powered off to maintain a distraction-free learning environment.

Staff Responsibilities

All staff are expected to follow these guidelines:

- Model appropriate device use and consistently enforce policy expectations.
- Internet-enabled devices cannot be used in the presence of students; personal devices should only be used in a private space outside of student view.
  - Due to the safety and security protocols, school administrators will be able to use their district-provided devices for work-related tasks throughout the school day.
  - Staff may need to periodically use their device to authenticate their access to various technology-based applications
  - Department staff may use their professional discretion to use their device to communicate district business.
- Collect and secure devices if students are found in violation.
- Submit devices to an administrator or the school office following each infraction.
- Use restorative approaches and de-escalation techniques.
- Partner with administration and families when patterns of non-compliance emerge.

Parent and Guardian Expectations

Parents and guardians are asked to follow these guidelines:

- Discuss this policy with the students and reinforce the importance of device-free learning environments.
- Ensure students understand expectations before the first day of school.
- Retrieve confiscated devices when required.
- Use established office communication protocols to reach students during the day.
- Contact the school office if there is a need for a parent to communicate with a student.
  - Non-emergency communications will be shared with the student during non-instructional times (e.g., lunch, recess, transitions).
  - Emergency communications can include the student coming to the school office to speak with their parent or guardian.

Progressive Response to Student Non-Compliance with IED Collection

Students are required to turn in all Internet-enabled devices (IEDs) in accordance with their school's established collection procedures. If a student is found in possession of an IED during the school day after failing to comply with the required collection procedure, the incident will be addressed as insubordination/non-compliance with a school directive in accordance with the Geneva CSD Code of Conduct. The following progressive responses will apply:

Offense	Consequence
1st Insubordination Violation	▪ Device confiscated and student serves In-School Suspension (ISS) for the remainder of the day. ▪ If the device is not immediately given to the adult, someone from the administrative team will confiscate it. The device will remain in the school office until a caregiver comes to pick it up. ▪ A parent or guardian conference may be required before returning the cell phone to the student.
2nd Insubordination Violation	▪ Device confiscated and student serves Out-of-School Suspension (OSS) for one day. The device will remain in the school office until a caregiver comes to pick it up. ▪ If the device isn't immediately given to the adult, someone from the administrative team will confiscate it. The device will remain in the school office until a caregiver comes to pick it up. ▪ A parent or guardian conference may be required before returning the cell phone to the student.
3rd Insubordination Violation & Beyond	▪ Device confiscated and student progressively suspended out of school (OSS). The device will remain in the school office until a caregiver comes to pick it up. ▪ If the device isn't immediately given to the adult, someone from the administrative team will confiscate it. The device will remain in the school office until a caregiver comes to pick it up. ▪ A parent or guardian conference is required.

- When a student's device is confiscated, it will be stored in the school office in a secure space until the parent or guardian picks it up.

Communication and Training

Informing our community is an essential part of executing this policy. Our plans to ensure our community is prepared for this policy are:

- This policy will be communicated to families in writing before the start of each year and upon enrollment.
- This policy will be translated into Spanish. All other language translations will be provided upon request.
- Student orientation on this policy will occur during the first week of school.
- Staff will receive training about this policy, its enforcement, and the use of restorative strategies.

Review and Accountability

Transparency, gathering community feedback, and revising this policy will be annual activities that coincide with the code of conduct updates.

- This policy will be made accessible to the community on the district website.
- An annual summary report of this policy enforcement detailing discipline data (including demographic disparities)

will be shared on the district website by Sept. 1.

- This policy will be reviewed each June and revised based on community feedback.

VII. E-Bikes and E-Scooters

E-bikes and e-scooters are not permitted for students other than Geneva High School students who are 16 or older. Students in elementary and middle school may not ride, operate, store, or bring e-bikes or e-scooters to school or to any district-sponsored activity or event, regardless of the location.

Geneva High School Students

Students who are 16 years of age or older may ride an e-bike or e-scooter to school or a district-sponsored activity, provided they comply with all applicable New York State laws, City of Geneva regulations, and the following district requirements.

Safety and Legal Requirements for Riding to School:

- Riders must be at least 16 years old.
- Helmets are required for all riders.
- Riders must obey all applicable traffic laws and City of Geneva regulations.
- E-bikes and e-scooters may be operated only in areas where permitted by law and may not be operated on sidewalks.
- Riders must yield to pedestrians and buses and operate their devices safely and responsibly.

Requirements on School Property

- Students must dismount at the edge of the school or activity property and walk their e-bike or e-scooter to the designated bicycle parking area.
- E-bikes and e-scooters may not be ridden on school or activity property.
- E-bikes and e-scooters must be parked and secured only in designated areas.
- Charging e-bikes or e-scooters on school or activity property is not permitted.
- Bicycles, e-bikes, and e-scooters may not be brought into school buildings or inside the stadium's decorative black fence.
- Students should secure devices with a lock. The district is not responsible for theft, loss, or damage.

Violations

Violations of these requirements will be addressed through progressive consequences:

1st violation: Warning & Parent Notification

- Student is directed to dismount immediately and reminded of expectations and laws.
- Administration documents the violation.
- Parent/guardian is notified.
- Student is reminded that continued violations will result in loss of the privilege to bring the device to school.

2nd violation: Loss of Privilege & Parent/Guardian Conference

- Administration documents the violation and parent/guardian is notified.
- Student loses the privilege of bringing an e-bike/e-scooter to school for a defined period of time.

3rd violation: Loss of privilege + disciplinary consequence

- Student is prohibited from bringing an e-bike/e-scooter to school for the remainder of the school year or for a specified period.
- Additional disciplinary consequences may be assigned under the code of conduct.

Violation of State/Local Law: Police Referral

- If the conduct involves an apparent violation of state law or the City of Geneva ordinance—particularly unsafe operation, riding on a sidewalk, underage operation, or other unlawful operation—the matter may be referred to the Geneva City Police Department.
- Repeated violations: Additional school-based consequences and referral to the Geneva City Police Department for enforcement of applicable state and local requirements.

The ability of a Geneva High School student age 16 or older to legally operate an e-bike or e-scooter does not authorize the student to ride or operate the device on school or District-sponsored activity property.

VIII. Prohibited Student Conduct

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

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

The Board of Education recognizes the need to make its expectations for student conduct while on school property or engaged in a school function specific and clear. Any behavior which is prohibited under the code of conduct is also prohibited when performed using computers, the Internet, cell phones, telephones, or other communications media when the communication originates or ends on district property or at any school function (for example, use of a cell phone to announce the time or location of a fight). The code of conduct also applies when the act or behavior disrupts or interferes with the educational process or poses a threat to the safety of any person lawfully on district property or at a school function as determined by district personnel.

With regard to weapons, in particular, it is the intention of the Board of Education through this code of conduct to emphasize to students that the mere possession of weapons is inherently dangerous to everyone in the school environment and, therefore, weapons must not be brought onto school property, and if discovered they must be reported to the school office immediately.

Use of Surveillance Cameras

While the Board of Education recognizes the importance of privacy, it has authorized the use of surveillance cameras on district property, including in school buildings, school facilities, as well as on school buses, when necessary. These surveillance cameras will help to assist the Board of Education in maintaining the overall safety and welfare of the district's students, staff, property, and visitors, as well as deterring theft, violence, and other criminal activities. Video recordings or footage from district surveillance cameras may be used in student or employee disciplinary proceedings, as appropriate.

Further, surveillance cameras will only be placed in public or common areas, such as stairwells, hallways, cafeterias, parking lots, or playgrounds, and not in private areas such as locker rooms, bathrooms, or other areas in which individuals have a reasonable expectation of privacy. Audio recordings will not be utilized by district officials; however, this prohibition may not preclude the use of audio recordings by law enforcement officials in accordance with their official duties or as otherwise authorized by law.

The rules of conduct listed below are intended to focus on safety and respect for the rights and property of others. Students who do not accept responsibility for their own behavior and who violate these school rules will be required to accept the consequences for their conduct.

The type and extent of disciplinary action for violations of the code of conduct shall be determined by the building administration or superintendent. Disciplinary measures shall be appropriate to the seriousness of the offense and applicable to the previous disciplinary record of the student.

Staff and visitors to the school are expected to follow and exemplify the same expected behaviors of our students.

Students may be subject to disciplinary action, up to and including suspension from school, when they:

A. Engage in conduct that is disorderly — Examples of disorderly conduct include, but are not limited to:

A. Running in the hallways or classroom.

B. Making unreasonable noise.

C. Using language or gestures that are profane, lewd, vulgar, or abusive. It is expected that all students will use language and gestures appropriate to the school setting at all times. There will be zero tolerance for racial slurs of any kind.

D. Obstructing vehicular or pedestrian traffic on district property.

E. Engaging in any willful act which disrupts the normal operation of the school community, including those acts as defined in the New York State Penal law on Disorderly Conduct.

F. Trespassing: Students are not permitted in any school building other than the one they regularly attend without permission from the administrator in charge of the building.

G. Minor Altercations: Students will refrain from engaging in any form of minor altercation, which is defined as striking, shoving, or kicking another person or subjecting another person to unwanted physical contact with intent to harass, alarm, or seriously annoy another person, but no physical injury results.

H. Computer and electronic communications misuse, including any unauthorized use of computers, software, internet, or intranet account; accessing inappropriate websites; or any other violation of the district's acceptable use policy.

I. Violation of the Internet-Enabled Device Policy (see Section VI).

Cell Phone and Smart Device Policy

See § VI. Internet-Enabled Device Policy.

B. Engage in conduct that constitutes insubordination

Insubordination: A failure to comply with a reasonable adult request or failure to follow established school rules and procedures.

C. Engage in conduct that is violent

Examples of violent conduct include each of the acts summarized in the Violent and Disruptive Incident Report (VADIR) published by the New York State Education Department. Other examples include but are not limited to the following:

A. Committing an act of violence (such as hitting, kicking, punching, or scratching) upon a teacher, administrator, or other school employee or attempting to do so.

B. Committing an act of violence (such as hitting, kicking, punching, and scratching) upon another student or any other person lawfully on school property or attempting to do so.

C. Intentionally damaging or destroying school district property.

D. Possessing a weapon. Authorized law enforcement officials are the only persons permitted to have a weapon in their possession while on school property or at a school function.

E. Displaying what appears to be a weapon.

F. Threatening to use a weapon.

G. Intentionally damaging or destroying the personal property of a student, teacher, administrator, other district employee, or any person lawfully on school property, including through graffiti or arson.

H. Threatening bodily harm to staff or students. A threat exists whenever a reasonable person would interpret the statement as a serious expression of intent to harm.

Weapons on School Grounds

With the exception of law enforcement officers, as permitted by law, no person may have in their possession any weapon on school grounds, in any district building, on a school bus or district vehicle, or at any school-sponsored activity or setting under the control and supervision of the district. This prohibition shall include, but not be limited to any of the objects or instruments referred to in Section 265.01 of the New York State Penal Law; any air gun, spring gun, or other instrument or weapon in which the propelling force is a spring, air, piston or CO2 cartridge; and any object that could be considered a reasonable facsimile of a weapon.

Weapons in School & the Gun-Free Schools Act

No person, except for law enforcement, may bring in or possess any “firearm” or “weapon” on school property, on a school bus or district vehicle, in school buildings, or at school-sponsored activities or settings under the control or supervision of the district, regardless of location. Any student who has been found guilty of bringing in or possessing a firearm or weapon in violation of this policy will be disciplined in a manner consistent with state and federal law and the district’s code of conduct. Such discipline may include a mandatory suspension for a period of not less than one (1) calendar year for a student who is determined to have violated the Federal Gun-Free Schools Act and its implementing provisions in the New York State Education Law, provided that the superintendent may modify the suspension requirement on a case-by-case basis.

Any person who has brought a “weapon” or “firearm” to school will be referred by the superintendent to either a presentment agency (the agency or authority responsible for presenting a juvenile delinquency proceeding) or to appropriate law enforcement officials. Such referrals will be made as follows: a student who is under the age of 16 and who is not a 14- or 15-year-old who qualifies for juvenile offender status under the Criminal Procedure Law will be referred to a presentment agency for juvenile delinquency proceedings; an adult or student who is 16 years old or older, or who is 14 or 15 and qualifies for juvenile offender status, will be referred to the appropriate law enforcement authorities.

For the purposes of this policy, the term “weapon” will be as defined in 18 USC 930(g)(2).

For the purposes of this policy, the term “firearm” will be as defined in 18 USC 921(a).

Students with disabilities continue to be entitled to all rights enumerated in the Individuals with Disabilities Act and Education Law Article 89. This policy shall not be deemed to authorize the suspension of students with disabilities in violation of those authorities.

This policy does not diminish the authority of the Board of Education to offer courses in instruction on the safe use of firearms pursuant to Education Law Section 809-a.

D. Engage in any conduct that endangers the safety, physical or mental health, or welfare of others.

Examples of such conduct include but are not limited to:

A. Any person who misrepresents oneself to school personnel by lying, forging, or giving false identification.

B. Any person who defames, which includes making false or unprivileged statements or representations about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them.

C. Any person who steals or attempts to steal the property of another student, school personnel, or any other person lawfully on school property or attending a school function.

D. Any person who subjects students, school personnel, or any other person lawfully on school property or attending a school function to danger by recklessly engaging in conduct which creates a substantial risk of

physical injury.

E. Any person who discriminates, which includes the use of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, sex, gender, sexual orientation, or disability to deny rights, equitable treatment, access to facilities available to others or as a basis for treating another in a negative manner.

F. Any person who "harasses" and "bullies," which means the creation of a hostile environment by conduct or by threats, intimidation, or abuse, including cyberbullying, that 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 reasonably causes or would reasonably be expected to cause a student to fear for their physical safety; or reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student; or occurs off school property and creates or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation, or abuse might reach school property. Acts of harassment and bullying include, but are not limited to, those acts based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex. For the purposes of this definition, the term "threats, intimidation, or abuse" shall include verbal and non-verbal actions.

G. Intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm. This includes bomb threats of any nature.

H. Hazing, this includes any intentional or reckless act directed against another for the purpose of initiation into, affiliating with, or maintaining membership in any school-sponsored activity, organization, club, or team.

I. Cyberbullying or harassment or bullying through any form of electronic communication.

J. Selling, using, distributing, or possessing obscene material.

K. Possessing, consuming, selling, distributing, or exchanging alcoholic beverages, drug paraphernalia, or illegal substances, or being under the influence of either. "Illegal substances*" include, but are not limited to, inhalants, marijuana, synthetic cannabinoids, cannabimimetic agents, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, and any substances commonly referred to as "designer drugs," and the unauthorized use or misuse of prescription and over-the-counter drugs, vitamins, supplements, herbs, or other similar substances is also prohibited. *Under the New York State Marijuana Regulation and Taxation Act, selling, buying, or using cannabis is illegal for anyone under age 21.

L. Smoking or possessing any smoking paraphernalia or nicotine dispensing device, including tobacco products defined as one or more cigarettes or cigars, bidis, chewing tobacco, powdered tobacco, nicotine water, or any other tobacco products; vaping, including the use of E-cigarettes, which means an electronic device delivering vapor inhaled by an individual user, and includes any refill, cartridge, and any other component of such a device.

M. Using vulgar or abusive language, cursing, or swearing.

N. Inappropriately using or sharing prescription and over-the-counter drugs.

O. Gambling.

P. Indecent exposure, that is, exposure of the private parts of the body.

Q. Sexual harassment, including all unwelcome behavior of a sexual nature that may impose a requirement of sexual cooperation or which may have the purpose or effect of creating an intimidating, hostile, or offensive learning environment. Sexual harassment may include but is not limited to, the following:

   a. Verbal harassment or abuse.

   b. Pressure for sexual activity.

   c. Repeated remarks with sexual or demeaning implications to a person.

   d. Unwelcome touching, leering, flirtations, or propositions.

   e. Graphic verbal comments or intrusive sexual conversation or questioning.

   f. Sexual jokes, stories, drawings, pictures, or gestures.

g. Spreading sexual rumors.

R. Sexual Misconduct and Title IX:

a. Title IX is a federal law that prohibits discrimination against any person on the basis of sex in any education program or activity; it is implemented via federal regulations. The district's policy and procedures relating to sexual misconduct and sex discrimination include requirements under Title IX, the New York State Dignity for All Students Act (DASA), and other federal and state laws commonly referred to, collectively, as "Title IX," and Board of Education policies.

b. The district prohibits all forms of sexual misconduct, sex and gender discrimination, and retaliation.

c. The district's Title IX and Sex Discrimination Policy and accompanying procedures comply with all legal mandates, federal and state.

d. The district's policy and general procedures apply to all employees and students.

e. All employees are required to be trained in Title IX and to report any possible violation(s).

f. Prevention and education programming must be provided to students.

g. All information related to Title IX compliance may be found at https://www.genevacsd.org/student-life/dignity-for-all-students

h. The Geneva City School District takes sexual misconduct and sex discrimination seriously.

i. Sexual misconduct includes but is not limited to the following unacceptable behaviors: rape, sexual assault, sexual harassment, gender discrimination, gender-identity discrimination, stalking, relationship violence, and attempts to commit such acts. The district will not permit a hostile environment to exist and will not tolerate retaliation against any person who reports an incident or cooperates with an investigation. A person accused of violating this policy may be subject to disciplinary action. Upon receiving a report of alleged sex discrimination or sexual misconduct, the district will provide a prompt, equitable, reliable, and impartial investigation.

j. The district will:

i. Take immediate and appropriate action to stop any misconduct, to prevent its recurrence, and to remedy the effects of any misconduct.

ii. Where appropriate and in consultation with complainants, contact local agencies for additional resources and support.

iii. Treat all persons (complainants and respondents) with respect, dignity, and fairness.

iv. Consider the complainant's wishes with respect to supportive measures, interventions, and resolutions in regard to the alleged sexual discrimination or sexual misconduct.

v. Explain to the complainant the process for filing a formal complaint (requests for confidentiality or use of anonymous reporting may limit how the district is able to respond to a report of sexual harassment or misconduct).

vi. Follow all appropriate procedures as detailed in Title IX materials, the district's code of conduct, human resources manual, other related institutional policies, state and federal mandates, and legal standards.

vii. Encourage and support a report to local law enforcement for any criminal act, and cooperate with any criminal investigation or prosecution.

S. Encouraging others to fight as well as failing to follow directives to disperse in the event of a fight.

T. Possession of a laser pointer.

U. Driving in an unsafe manner on district property.

V. Misuse of computer hardware or software. The Board of Education prohibits the use of any computer hardware or software in any inappropriate, fraudulent, or destructive manner. Examples of misuse include but are not limited to:

a. Sending out unauthorized messages.

b. Sending mass emails without administrative approval.

c. Entering a code-protected file.

d. Unauthorized entry into a computer file or program.

e. Altering of a software program.

f. Vandalizing hardware or software components.

g. Visiting inappropriate sites on the Internet.

W. E-mail and Internet use: The Geneva City School District provides access to the Internet and district e-mail for authorized instructional, business, and administrative purposes only. Personal privacy in the use of the district Internet is not guaranteed. The district has the right to examine any personal electronic files to assure that the district Internet facilities and connections are being used only for authorized purposes.

X. Bomb Threats. The reporting of a false bomb threat, as well as falsely reporting an incident of explosion, fire, or the release of a hazardous substance, is a Class E felony. Any individual(s), if convicted of falsely reporting a bomb threat, could face felony criminal prosecution, as well as a one-year suspension of their driver's license. Persons may face youthful offender or juvenile delinquency adjudication. Any bomb threat or falsely reporting an incident unrelated to school grounds is a Class A misdemeanor. Restitution of up to $10,000 may be paid to municipalities, fire districts, and any other emergency service providers for costs associated with their response to a bomb threat on school grounds.

Y. False fire alarms and tampering with safety or security devices. It is expected that students will never report a fire or pull a fire alarm without cause. Students will also not touch or in any way tamper with the AED devices or safety and security devices, including surveillance cameras. Any false reporting to 911 or any other emergency responder or school personnel or tampering with safety or security devices is prohibited and subject to disciplinary action, including referral to the Geneva Police Department. These actions are a danger to the health and safety of all members of the community, including the emergency responders who respond to the call.

E. Engage in misconduct while on a school bus.

The Geneva City School District maintains and operates an extensive transportation system for the purpose of bringing students to and from school safely and on time. Since riding school transportation is an extension of the school day, all student codes of conduct are in effect. It is crucial for students to behave appropriately while riding on district buses to ensure their safety and that of other passengers and to avoid distracting the bus driver. Students are required to conduct themselves on the bus in a manner consistent with established standards for classroom behavior. Excessive noise, pushing, shoving, or fighting will not be tolerated.

Student and parent or guardian cooperation is necessary to ensure the safety of all passengers during transit. Any misbehavior on the bus may be a danger to the health and safety of others. Listed below are possible actions that may be taken by the principal or the director of transportation:

A. Radio contact by the bus driver: The bus driver will radio the dispatcher in the event of immediate need of assistance.

B. Written conduct report: The bus driver will make a written report and turn it in to the Office of Transportation. The head driver or director will evaluate the incident and forward the report to the appropriate administrator or principal. The principal will decide if any further action is to be taken. Repeated conduct reports may lead to suspension of busing services from one to five days. During that time, the parents or guardians will be responsible for the transport of their child.

The Board of Education recognizes its responsibility to maintain and improve discipline and ensure the safety and welfare of its staff and students on school transportation vehicles.

Surveillance cameras and bus monitors may be used to monitor student behavior on school vehicles transporting students to and from school or extra-curricular activities. Video recordings shall be used primarily for the purpose of

evidence of disciplining of students; however, the district may use such recordings for any other purpose it deems appropriate.

Students in violation of bus conduct rules shall be subject to disciplinary action in accordance with established board policy and regulation governing student conduct and discipline.

F. Engage in any form of academic misconduct.

Examples of academic misconduct include but are not limited to:

A. Plagiarism. 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 (from the World Wide Web) and the use of Artificial Intelligence (AI) even with minor alterations. Lack of intent does not necessarily cancel or excuse the act.

B. Cheating.

C. Copying.

D. Altering records (e.g., forgery).

E. Assisting another student in any of the above actions.

NOTE: Violation of Regents exams is subject to New York State Education Law.

G. Engage in off-campus misconduct that interferes with or can reasonably be expected to substantially disrupt the educational process in the school or at a school function.

Examples of such misconduct include but are not limited to:

A. Cyberbullying (i.e., inflicting willful and repeated harm through the use of electronic communication). Examples include but are not limited to:

   a. Bullying or harassment of a person or persons through electronic, digital means, or devices such as cell phones, text messaging, instant messaging, online forums, online blogs or weblogs, websites, or other online, digital, or electronic social networking means, such that the bullying or harassment to one or more others negatively impacts or endangers the personal behaviors, practices, outlooks, emotional well-being, in-school performance or activities of those persons or others within or on school premises. (This can include posting or publishing video, audio recordings, or pictures via written material, cell phones, the Internet, or other means.)

   b. Denigration of another person either within, on, or proximate to school premises through the use of electronic, digital means, or devices, as referenced in #1, such that the denigration to one or more others negatively impacts or endangers the personal behaviors, practices, outlooks, emotional well-being, in-school performance or activities of those persons or others within or on school premises.

   c. Cyberstalking of another person within, on, or proximate to school premises through the use of electronic, digital means, or devices, as referenced above, such that the cyberstalking of one or more others negatively impacts or endangers the personal behaviors, practices, outlooks, emotional well-being, in-school performance or activities of those persons or others within or on school premises.

   d. Masquerading or pretending or assuming the identity of another person through the use of electronic, digital means, or devices, as referenced above, such that the masquerading or pretending or assumption of another's identity negatively impacts or endangers the personal behaviors, practices, outlooks, emotional well-being, in-school performance or activities of the person or persons whose identity has been assumed or others within or on school premises.

   e. Trickery, which involves the use of subversive means to obtain information about another person or persons

through the use of electronic, digital means, or devices, as referenced above, and then publishing that information or making it publicly available through digital, electronic, or online means such that the outing and trickery, and digital or online publishing of illicitly obtained information about another person or persons negatively impacts or endangers the personal behaviors, practices, outlooks, emotional well-being, in-school performance or activities of those persons or others within or on school premises.

f. Counterfeiting, which involves the intentional or illicit changing or modification of one or more persons original online, digital, or other content and then publishing the changed or modified content or making it publicly available through digital, electronic, or online means such that the counterfeiting and digital or online publishing of illicitly changed or modified content negatively impacts or endangers the personal behaviors, practices, outlooks, emotional well-being, in-school performance or activities of those persons or others within or on school premises.

g. Threatening or harassing students or school personnel over the phone or other electronic medium.

IX. Reporting Violations

All students, staff, community members, and parents are expected to promptly report violations of the code of conduct to a teacher, school counselor, or building principal, or their designee. Any student observing a student possessing a weapon, alcohol, marijuana, or illegal substance on school property or at a school function, or any other action that could endanger the health or safety of students or staff shall report this information immediately to a teacher, principal, their designee, or the superintendent. Failure to do so may result in disciplinary action.

All authorized district staff have the authority to investigate any alleged violation of above stated incidents, including searches and interrogation. Such searches may include the use of handheld breath test devices such as Alco-Sensor screening.

All district staff who are authorized to impose disciplinary sanctions are expected to do so in a prompt, fair, and lawful manner. District staff who are not authorized to impose disciplinary sanctions are expected to promptly report violations of the code of conduct to their supervisor, who shall, 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.

The building principal or their 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 their designee learns of the violation. The notification may be made by telephone. The notification must identify the student and explain the conduct that violated the code of conduct and constituted a crime.

Any weapon, marijuana, alcoholic or illegal substance found shall be confiscated immediately, if possible. The parents or guardians of the student involved should then be notified and appropriate disciplinary action taken, if warranted, which may include permanent suspension. Incidents involving the possession, use, or distribution of illegal substances or weapons must be referred to the police.

The building principal or their designee must notify the appropriate local law enforcement agency and the Office of the Superintendent of those code of conduct violations that constitute a crime and substantially affect the order or security of a school as soon as practical. The notification must identify the student and explain the conduct that violated the code of conduct and constituted a crime.

X. Supporting Students in Every School Building

Administrators: The principal and administrators serve as champions of all discipline and student support activities and supervise the work of the teams essential to an integrated system of school-wide discipline and student support.

Student Support Team: Social workers, counselors, and other behavior-based school staff are part of the Student Support Team (SST); they work to ensure that all students have equitable access to services and interventions that they need. The SST at each school building will coordinate student supports during the school day and work with families to help connect them with out-of-school support if that is needed.

Dignity Act Coordinator: A school administrator serves as the dignity act coordinator to investigate and process all reported bullying and harassment incidents and ensures that all DASA prevention activities and DASA student interventions are delivered in a timely manner.

XI. Assigned Consequences, Procedures, & Referrals

Discipline is most effective when it deals directly with the problem at the time and place it occurs, and in a way that is fair and impartial. School personnel who interact with students are expected to use a graduated process when disciplinary action is necessary. The goal of disciplinary action is to address behaviors that are harmful to others either physically, emotionally, or educationally. Disciplinary action will help the student understand the impact and harm their actions have caused, teach them the skills to choose more positive coping mechanisms that improve relationships, and build confidence and accountability in students. This should include acknowledgment that their actions caused harm, supply a path to repairing the relationship that was harmed, and ideas on how to better handle situations in the future.

Disciplinary action, when necessary, will be firm, fair, and consistent so as to be the most effective in helping the student to choose better options when faced with challenging situations. In determining the appropriate restorative action that matches the offense, appropriate school personnel will consider the following:

- Student's age.
- Nature of the offense and the circumstances which led to the offense.
- Student's prior disciplinary record.
- Effectiveness of other forms of discipline.
- Information from parents, teachers, or others, as appropriate.
- Other extenuating circumstances.

If the conduct of a student is related to a disability or suspected disability, the student shall be referred to the Committee on Special Education. Consequences, if warranted, shall be administered in a consistent manner with the separate requirements of this code of conduct regarding disciplining students with a disability or presumed to have a disability. A student that is identified as having a disability shall not be disciplined for behavior related to their disability.

Restorative Practices

Restorative Practices is a social science that studies how to build social capital and achieve social discipline through participatory learning and decision-making. It is based on developing the social and emotional capacity to create relationships. These practices may include peer mediation, community-building sessions, and student-staff mediations. In Geneva, restorative practices will be used in conjunction with traditional discipline measures to repair harm and restore relationships. These practices provide a safe environment for people to communicate and express both feelings and emotions. Once trust and mutual understanding are built, individuals are often able to work through difficult situations and develop a greater respect and caring for all in the environment in which the conflict occurred. Restorative practices provide students an opportunity to engage in restorative conversations when conflict or code of conduct violations take place with other students or staff.

Tiered Approach to Determining Discipline

School officials must consult this document when determining which intervention strategies and assigned consequences to impose. In determining how to best address inappropriate, unacceptable, and unskillful behaviors, it is necessary to evaluate the totality of the circumstances surrounding the behavior.

Differentiated responses to disciplinary problems are embedded within four levels of just and equitable practices under which all students are treated fairly with respect, dignity, and decency and without favor toward or prejudice against any one group of students according to ability, talent, age, gender, gender identity, gender expression, developmental and acquired disabilities, race and ethnicity, socio-economic status, religious and spiritual orientation, national origin and home language, sexual orientation, and indigenous heritage.

In practical terms, this means that:

- All opportunities and interventions must be accessible to every student, including students with disabilities.
- Assigned consequences and intervention strategies at Level 3 and Level 4 levels must be consistently applied across all groups of students with fidelity and integrity.
- Data must be transparent to determine the use and impact of all assigned consequences and intervention strategies, paying particular attention to indicators of overuse and disproportionality of suspension among various student groups.

The school principal is ultimately responsible for assigning the appropriate consequence to a student who violates the code of conduct.

Where and When the Code Applies

The code of conduct applies to incidents that occur as follows:

- In school and on school property during school hours.
- Before and after school, while on school property.
- While traveling in vehicles funded by the Geneva City School District.
- At all school-sponsored events, regardless of the location.
- At non-school events when such behavior can be demonstrated to negatively affect the educational process or to endanger the health, safety, morals, or welfare of the school community.

When misconduct involves communication, gestures, or expressive behavior, the behavior violation applies to oral, written, or electronic communications, including, but not limited to, texting, e-mailing, and social networking.

Levels of Behavior - Reference Chart

Level 1 Behaviors — Minor		
Types of Infractions	Interventions Strategies	Potential Consequences
A. Defiance or Insubordination B. Disrespect — Minor C. Dress Code Violation D. Inappropriate Language E. Disruption — Minor F. Property Misuse G. Tardiness H. Technology Violation I. Plagiarism	A. Establish relationships with students B. Contact parents or guardians via telephone, e-mail, or text message (per parent or guardian preference) C. Verbal correction or warning D. Reminders and redirection E. Written reflection of apology F. Seat change G. Parents or guardian conference H. Redirection I. Request meeting with support team J. Daily progress sheet on behavior K. In-class “take a break” L. Out of class “take a break” M. Establish buddy teacher system N. Loss of classroom privileges O. Student-teacher conference P. Detention given with teacher Q. Offer choice R. Using restorative mindset and language S. Community or academic circles T. Restorative conversations	A. Parent or guardian notification B. Mentoring program C. Peer mentoring D. Referral to school-based health professional E. Referral to community organization F. Referral to Check-In and Check-Out G. Referral to social academic instructional groups H. Conflict resolution I. Restorative practices

Level 2 Behaviors		
Types of Infractions	Interventions Strategies	Potential Consequences
A. Obscene or Abusive Language B. Bullying or Intimidation C. Cheating D. Computer or Electronics Misuse E. Internet-Enabled Device Policy Violation — First Offense* F. Damage of Property G. Defiance or Insubordination H. Non-compliance I. Displays of Affection J. Disrespect K. Disruption L. Gang Affiliation M. Harassment or Menacing — Single Incident N. Present in an Unauthorized Area O. Inappropriate Dress P. Inappropriate Physical Contact Q. Minor Altercation R. Lying S. Artificial Intelligence T. School Truancy U. Skipping Class V. Tardiness W. Theft — Minor X. Use or Possession of Tobacco or Nicotine Products Y. Persistent Level 1 Behaviors	A. Teacher-facilitated interventions (see Level 1) B. Referral to Student Support Team for consideration of necessary intervention C. Student-teacher conference and plan D. Informal consult between teacher and interventionist that might include a classroom observation E. Mediation or conflict resolution F. Peer group sessions to address specific issues G. Individualized case management for students with IEPS and 504s H. Restorative conversation or circle I. Mentoring J. Behavior Support Plan K. Check-In and Check-Out L. Small group counseling M. Restorative conversations N. Peer conference or peer mediation O. Peace circles P. Skill building alternatives to suspension Q. Referral to substance abuse prevention support	A. Submission of classroom referral or behavioral referral B. Incident investigation C. Change in school or class D. Parent or guardian notification E. Loss of privilege F. Detention G. Alternative to Suspension H. Conference with appropriate administrator I. Assignment to work projects J. One to two days of out-of-school suspension

**Internet-Enabled Device Policy violations are subject to the specific progressive consequences outlined in Section VI.*

Level 3 Behaviors		
Types of Infractions	Interventions Strategies	Potential Consequences
A. Assault — Minor Injury B. Bullying or Repeated Intimidation C. Disruption — Major or Repeated D. Internet-Enabled Device Policy Violation — Second or Subsequent Offense* E. Fighting — With Minor Injury F. Forgery or Falsification of Documents G. Theft H. Harassment — Repeated I. Inappropriate Contact of a Sexual Nature J. Use or Possession of Drugs K. Use or Possession of Alcohol L. Persistent Level 1 or Level 2 Behaviors	A. Referral to Student Support Team B. Small group counseling C. Referral to substance abuse prevention support D. Referral to the Credit Recovery Program E. Referral to Individualized Education Plan (IEP) team F. Revision to IEP G. Develop Functional Behavioral Assessment and Behavior Intervention Plan H. Referral to outside community organizations I. Alternative placement intervention and plan J. Re-Entry procedures K. Restorative conferencing	A. Immediate removal from classroom or location B. Incident investigation C. Parent or guardian notification D. Detention/Alternative to Suspension E. For grades 3–12, one- to three-day out-of-school suspension or up to five days if the student: a. Causes the initiation of a “lockdown” emergency procedure b. Prevents large group of students from moving through halls c. Poses a serious threat to the safety of a large number of students D. If any student; Pre-K–12 a. Engages in pervasive or serious aggressive acts that cause injury or threaten children’s safety in the classroom, the principal can determine the most appropriate interventions and assigned consequence of up to five days out-of-school suspension. b. A long-term suspension (more than five days) requires the permission of the Superintendent’s Designee within 24 hours to determine the most appropriate response up to and including out-of-school suspension. The principal must immediately provide written notification to the superintendent’s designee upon suspension. In addition, an intervention plan should be developed. Parents must be invited to be directly involved in the development of the intervention plan to support their child’s success.

**Internet-Enabled Device Policy violations are subject to the specific progressive consequences outlined in Section VI.*

Level 4 Behaviors		
Types of Infractions	Interventions Strategies	Potential Consequences
A. Use or Possession of a Weapon B. Persistent Level 1, Level 2, or Level 3 Behaviors	A. Referral to Student Support Team B. Small group counseling C. Referral to substance abuse prevention support D. Referral to the Credit Recovery Program E. Referral to IEP team F. Revision to IEP G. Develop Functional Behavioral Assessment and Behavior Intervention Plan H. Referral to outside community organizations I. Alternative placement intervention and plan J. Re-Entry procedures K. Restorative conferencing L. Marijuana Intervention Program	A. Immediate removal from classroom or other location B. Incident investigation C. Parent of guardian notification D. For grades 3–12: a. Three to five days. E. If any student; K–12 a. Engages in pervasive or serious aggressive acts that cause injury or threaten children's safety in the classroom, the principal can determine the most appropriate interventions and assigned consequence of up to five days out-of-school suspension. b. A long-term suspension (more than five days) requires the permission of the superintendent's designee within 24 hours to determine the most appropriate response up to and including out-of-school suspension. The principal must immediately provide written notification to the superintendent's designee upon suspension. In addition, an intervention plan should be developed. Parents must be invited to be directly involved in the development of the intervention plan to support their child's success.

Technology Violations and Consequences

Minor Infractions (Teacher-Managed)

Infractions: Off-task behavior (accessing recreational sites during class), credential sharing (disclosing passwords), inappropriate tone in communications, failure to report minor tech issues, or negligence regarding device maintenance.

Consequences: Focus on restorative and educational outcomes, including verbal redirection, password resets, activation of monitoring tools (e.g., GoGuardian), and digital mentorship.

Moderate Infractions (Administrative Support)

Infractions: Workflow disruption, persistent defiance (e.g., refusing to surrender devices), filter circumvention, AI-assisted dishonesty or plagiarism, passive bystanding (encouraging rule-breaking), and unauthorized recordings or abusive messaging.

Consequences: Involve administrative involvement, such as office referrals, guardian contact, loss of device or collaborative privileges, detention/ISS/OSS, and facilitated mediation or restorative circles.

Severe Infractions (District/Administrative)

Infractions: Malicious sabotage (e.g., system lockouts), hacking, physical destruction of equipment, cyberbullying, hate speech, threats of violence, major disruptions, and sexually explicit media.

Consequences: Focus on formal disciplinary and legal actions, including suspension (ISS/OSS), superintendent hearings, mandatory law enforcement reporting (where mandated), credential lockouts, and development of formal behavioral support plans (BIP/FBA).

Chronic Patterns of Minor and/or Moderate level technology infractions can result in loss of electronic device privileges.

A. Potential Consequences

Students who are found to have violated the district's code of conduct may be subject to an assigned consequence, either alone or in combination. The school principal is authorized to impose that consequence, consistent with the student's right to due process.

Parents and community members who are found to have violated the district's code of conduct may be subject to action that could prevent their visitation on any school property either partially or in-full.

B. Procedures

The amount of due process a student is entitled to receive before a consequence is imposed depends on the consequence being imposed. In all cases, regardless of the consequence imposed, the school personnel authorized by the principal to impose the consequence 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 to the school personnel imposing the disciplinary consequence in connection with the imposition of the consequence.

Detention and Alternative to Suspension

Teachers, assistant principals, principals, and the superintendent may use after-school or Saturday detention or Alternative to Suspension (ATS) as a consequence for student misconduct in situations where removal from the classroom was warranted but where the infraction does not justify a suspension. This will include the restorative process of meeting and discussing what happened, how it was harmful, and a plan to fix the incident and how to respond more positively the next time, with the teachers, principal, superintendent, or designee.

The detention will be communicated to the parents or guardians. Detention will be scheduled when appropriate home transportation can be secured following detention.

Suspension from transportation

If a student does not conduct themselves properly on a bus, the bus driver is expected to bring such misconduct to the building principal's attention. Students who engage in serious problematic behavior may have their riding privileges suspended by the building principal or the superintendent, or their designees. In such cases, the student's parents or guardians will become responsible for seeing that their child gets to and from school safely. Should the suspension from transportation amount to a suspension from attendance, the district will make appropriate arrangements to provide for the student's education.

The suspension from transportation will include a follow-up between parties involved: coaches, principal, superintendent, or designee — this conversation should include a discussion about how their actions caused harm, supply a path to repairing the relationship that was harmed, and ideas on how to better handle situations in the future.

A student subjected to a suspension from transportation is not entitled to a full hearing pursuant to Education Law §3214; however, the student and the student's parents or guardians will be provided with a reasonable opportunity for an informal conference with the building principal or the principal's designee to discuss the conduct and the consequences involved.

Suspension from athletic participation, extracurricular activities, and other privileges

A student subjected to a suspension from athletic participation, extra-curricular activities, or other privileges is not entitled to a full hearing pursuant to Education Law §3214; however, the student and the student's parents or guardians will be provided with a reasonable opportunity for an informal conference with the district official imposing the suspension to discuss the conduct and the consequences involved.

The suspension will include a follow-up between parties involved: coaches, principal, superintendent, or designee — this conversation should include a discussion about how their actions caused harm, supply a path to repairing the relationship that was harmed, and ideas on how to better handle situations in the future.

In-school suspension

The Board of Education recognizes the school must balance the need of students to attend school and the need for a classroom environment that is conducive to learning. As such, the board authorizes building principals and the superintendent to place students who would otherwise be suspended from school as the result of a code of conduct violation in "in-school suspension." A student subjected to an in-school suspension is not entitled to a full hearing pursuant to Education Law §3214; however, the student and the student's parents or guardians will be provided with a reasonable opportunity for an informal conference with the district official imposing the in-school suspension to discuss the conduct and the consequences involved.

The suspension will include a follow-up between parties involved — this conversation should include a discussion about how their actions caused harm, supply a path to repairing the relationship that was harmed, and ideas on how to better handle situations in the future.

Suspension from school

Suspension from school is a severe consequence, 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.

All staff members must immediately report and refer a violent student to the principal, assistant principal, or superintendent for a violation of the code of conduct. All referrals shall be made in writing unless the conditions underlying the referral warrant immediate attention. In such cases, a written report is to be prepared as soon as possible by the referring staff member.

When processing a case for suspension, the principal, assistant principal, or superintendent shall gather the facts relevant to the matter and record them for subsequent presentation, if necessary.

The suspension will include a follow-up between parties involved — this conversation should include a discussion about how their actions caused harm, supply a path to repairing the relationship that was harmed, and ideas on how to better handle situations in the future.

Short-term out-of-school suspension (5 days or less)

When the superintendent or principal (referred to as the "suspending authority") proposes to suspend a student charged with misconduct for five days or less pursuant to Education Law §3214(3), the suspending authority must immediately notify the student orally. 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 parents or 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 parents. 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 parents.

The notice shall provide a description of the charges against the student and the incident for which suspension is proposed and shall inform the parents or guardians of the right to request an immediate informal conference with the principal. Both the notice and informal conference shall be in the dominant language or mode of communication used by the parents. At the conference, the parents or guardians shall be permitted to ask questions of complaining witnesses under such procedures as the principal may have established. The notice and opportunity for an informal conference shall take place as soon after the suspension as is reasonably practicable.

After the conference, the principal shall promptly advise the parents or guardians in writing of their decision. The principal shall advise the parents or guardians that if they are not satisfied with the decision and wish to pursue the matter, they must file a written appeal to the superintendent within five business days, unless they can show extraordinary circumstances precluding them from doing so. The superintendent shall issue a written decision regarding the appeal within 10 business days of receiving the appeal. If the parents or guardians are not satisfied with the superintendent's decision, they must file a written appeal to the Board of Education with the district clerk within 10 business days of the date of the superintendent's decision unless they can show extraordinary circumstances precluding them from doing so. Only final decisions of the Board of Education may be appealed to the Commissioner within 30 days of the decision.

Re-entry meetings will be required for all students who have been out-of-school suspended. These meetings will welcome students back, identify appropriate restorative actions, and put supports in place to help prevent repeat offenses. Parents and guardians will be invited to participate in re-entry meetings.

Long-term (more than 5 days) suspension from school

When the superintendent or building principal (after consultation with the superintendent or designee) determines that a suspension for more than five days may be warranted, they will give reasonable notice to the student and the student's parents or guardians of their right to a fair hearing. At the hearing, the student has protected due process rights such as the right to be represented by counsel, with the right to question witnesses against them and the right to present witnesses and other evidence on their behalf.

The superintendent shall personally hear and determine the proceeding or may, at their discretion, designate a hearing officer to conduct the hearing. The hearing officer shall be authorized to administer oaths and to issue subpoenas in conjunction with the proceeding before them. A record of the hearing shall be maintained, but no stenographic transcript shall be required. A tape recording shall be deemed a satisfactory record. The hearing officer shall make findings of fact and recommendations as to the appropriate measure of discipline to the superintendent. The report of the hearing officer shall be advisory only, and the superintendent may accept all or any part thereof.

If a parent or guardian wishes to appeal the decision of the building principal or superintendent to suspend a student from school, regardless of the length of the student's suspension, the parent, guardian, or person in parental relation must appeal to the Board of Education before commencing an appeal to the Commissioner of Education. Any appeal to the board must be commenced within 30 days from the date of the superintendent's decision. To be timely, the appeal must be received by the district clerk within this 30-day period.

The suspension will include a follow-up between parties involved: principal, superintendent or designee, and

Board of Education to address questions such as: Has the behavior improved? Do other issues need to be addressed? What is the student's plan moving forward?

Re-entry meetings will be required for all students who have been out-of-school suspended. These meetings will welcome students back, identify appropriate restorative actions, and put supports in place to help prevent repeat offenses. Parents should be invited to participate in re-entry meetings.

Permanent suspension

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

C. Minimum Periods of Suspension

For the safety of students and school staff, some behaviors call for a minimum period of suspension. The student and parents or guardians will be notified of the disciplinary action and given an opportunity for an informal conference for short-term suspensions or a hearing for long-term suspensions.

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

Persons who bring a weapon to school

Any person found guilty of bringing a weapon onto school property, as defined by the federal Gun-Free Schools Act of 1994 (20 USC §8921) or by Education Law §3214, will be subject to suspension from school for at least one calendar year and/or legal action by the proper law enforcement agency. Before being suspended, the student will have an opportunity for a hearing pursuant to Education Law §3214. The superintendent has the authority to modify the one-year suspension on a case-by-case basis. In deciding whether to modify the consequence, the superintendent may consider the following:

- The student's age.
- The student's grade in school.
- The student's prior disciplinary record.
- The superintendent's belief that other forms of discipline may be more effective.
- Input from parents, guardians, teachers, and others.
- Other extenuating circumstances.

Persons who commit violent acts other than bringing a weapon to school

Any student who is found to have committed a violent act other than bringing a weapon onto school property shall be subject to suspension from school for at least five days. If the proposed consequence is the minimum five-day suspension, the student and the student's parents or 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 consequence exceeds the minimum five-day suspension, the student and the student's parents or 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 consequence, the superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

Persons who are repeatedly substantially disruptive of the educational process or repeatedly substantially interfere 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 the teacher pursuant to Education Law §3214(3-a) and this code of conduct

on four or more occasions during a semester. If the proposed consequence is the minimum five-day suspension, the student and the student's parents or 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 consequence exceeds the minimum five-day suspension, the student and the student's parents or 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 consequence, the superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

D. Referrals

Counseling

The counseling office shall handle all referrals of students to counseling and will work with staff to refer families for support to other social and human service agencies and outside agencies when necessary.

Person In Need of Supervision

The district may file a petition in Family Court on any student under the age of 18 who demonstrates that they require supervision and treatment by:

- Being habitually truant and not attending school as required by part one of Article 65 of the Education Law.
- Engaging in an ongoing or continual course of conduct which makes the student ungovernable, or habitually disobedient and beyond the lawful control of the school.
- Possessing, selling or using any amount of cannabis (any person under the age of 21) per the Marijuana Regulation and Taxation Act.

Juvenile Delinquents & Juvenile Offenders

The superintendent is required to refer the following students to the county attorney for a juvenile delinquency proceeding before the Family Court:

- Any student under the age of 16 who is found to have brought a weapon to school.
- Any student 14 or 15 years old who qualifies for juvenile offender status under the Criminal Procedure Law §1.20 (42).

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

XII. Alternative Instruction

When a student of any age is removed from class by a teacher or a student of compulsory attendance age is suspended from school pursuant to Education Law §3214, the district will take steps to provide alternative means of instruction for the student.

XIII. Discipline of Students with Disabilities

The Board of Education recognizes that it may be necessary to suspend, remove or otherwise discipline students with disabilities to address disruptive or problem behavior. The board also recognizes that students with disabilities have 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.

A. Authorized Suspensions or Removals of Students with Disabilities

For purposes of this section of the code of conduct, the following definitions apply:

- A suspension means a suspension pursuant to Education Law §3214.
- 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.
- An IAES (interim alternative educational setting) means a temporary educational placement for a period of up to 45 days, other than the student's current placement at the time the behavior precipitating the IAES placement occurred, that enables the student to continue to progress in the general curriculum, although in another setting, to continue to receive those services and modifications, including those described on the student's current individualized education program (IEP), that will enable the student to meet the goals set out in such IEP, and include services and modifications to address the behavior which precipitated the IAES placement that are designed to prevent the behavior from recurring.

School personnel may order the suspension or removal of current educational placement as follows:

- The Board of Education, the superintendent of schools, 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 student without a disability would be subject to for the same behavior.
- The superintendent may order the placement of a student with a disability into an IAES, another setting, or suspension for up to 10 consecutive school days, inclusive of any period in which the student has been suspended or removed under subparagraph (a) above for the same behavior, if the superintendent determines that the student has engaged in behavior that warrants a suspension and the suspension or removal does not exceed the amount of time students without disabilities would be subject to for the same behavior.
- The superintendent may order additional suspensions of not more than 10 consecutive school days in the same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement.
- The superintendent may order the placement of a student with a disability in an IAES to be determined by the Committee on Special Education (CSE), for the same amount of time that a student without a disability would be subject to discipline, but not more than 45 days, if the student carries or possesses a weapon to school or to a school function, or the student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function.
    - 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 2½ 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 healthcare professional or that are 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 their current educational placement poses a risk of harm to the student or others.

B. Change of Placement Rule

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

- For more than 10 consecutive school days; or
- For a period of 10 consecutive school days or less if the student is subjected to a series of suspensions or removals or is a pattern of removals which constitutes a change of placement 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, a manifestation must be made.

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.

The district may, however, 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.

C. Special Rules Regarding the Suspension or Removal of Students with Disabilities

The district's Committee on Special Education shall:

- Conduct a functional behavioral assessment to determine why a student engages in a particular behavior and develop or review a behavioral intervention plan whenever the district is first suspending or removing a student with a disability for more than 10 school days in a school year or imposing a suspension or removal that constitutes a disciplinary change in placement, including a change in placement to an IAES for misconduct involving weapons, illegal drugs or controlled substances. If, subsequently, a student with a disability who has a behavioral intervention plan and who has been suspended or removed from their current educational placement for more than 10 school days in a school year is subjected to a suspension or removal that does not constitute a disciplinary change in placement, the members of the CSE shall review the behavioral intervention plan and its implementation to determine if modifications are necessary. If one or more members of the CSE believe that modifications are needed, the school district shall convene a meeting of the CSE to modify such plan and its implementation to the extent the committee determines necessary.
- 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 current educational setting poses a risk of harm to the student or others, or a decision is made to impose a suspension that constitutes a disciplinary change in placement.

The parents or guardians of a student who is facing disciplinary action but who has not been determined to be eligible for services under Individuals with Disabilities Education Act (IDEA) and Article 89 at the time of misconduct shall have the right to invoke applicable procedural safeguards set forth in federal and state law and regulations

if, in accordance with federal and state statutory and regulatory criteria, the school district is deemed to have had knowledge that their child was a student with a disability before the behavior precipitating disciplinary action occurred. If the district is deemed to have had such knowledge, the student will be considered a student presumed to have a disability for discipline purposes.

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

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

- Conducted an individual evaluation and determined that the student is not a student with a disability, or
- Determined that an evaluation was not necessary and provided notice to the parents or guardians of such determination, in the manner required by applicable law and regulations. If there is no basis for knowledge that the student is a student with a disability prior to taking disciplinary measures against the student, the student may be subjected to the same disciplinary measures as any other student without disability who engaged in comparable behaviors; however, if a request for an individual evaluation is made while such student without disability is subjected to a disciplinary removal, an expedited evaluation shall be conducted and completed in the manner prescribed by applicable federal and state law and regulations. Until the expedited evaluation is completed, the student without disability, who is not a student presumed to have a disability for discipline purposes, shall remain in the educational placement determined by the district, which can include suspension.

The district shall provide parents or 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 their current educational setting poses a risk of harm to the student or others or a decision is made to impose a suspension or removal that constitutes a disciplinary change in placement. The procedural safeguards notice prescribed by the Commissioner shall accompany the notice of disciplinary removal.

The parents or guardians of a student with disabilities subject to a suspension of five consecutive school days or less shall be provided with the same opportunity for an informal conference available to parents or guardians of students without disabilities under the Education Law.

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

The removal of a student with disabilities other than a suspension or placement in an IAES shall be conducted in accordance with the due process procedures applicable to such removals of students without disabilities, except that school personnel may not impose such removal for more than 10 consecutive days or for a period that would result in a disciplinary change in placement unless 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 shall be provided services as required by the Commissioner's regulations incorporated into this code of conduct.

D. Expedited Due Process Hearings

An expedited due process hearing shall be conducted in the manner specified by the Commissioner's regulations incorporated into this code of conduct if:

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

is dangerous for the student to be in their current educational placement during such proceedings.

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

During the pendency of an expedited due process hearing or appeal regarding the placement of a student in an IAES for behavior involving weapons, illegal drugs, or controlled substances, or on grounds of dangerousness, or regarding a determination that the behavior is not a manifestation of the student's disability for a student who has been placed in an IAES, the student shall remain in the IAES pending the decision of the impartial hearing officer or until the expiration of the IAES placement, whichever occurs first, unless the parents or guardians and the district agree otherwise.

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

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

E. Referral to Law Enforcement & Judicial Authorities In Accordance with the Provisions of IDEA & Its Implementing Regulations

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

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

XIV. Corporal Punishment

Corporal punishment is any act of physical force upon a student for the purpose of punishing that student. Corporal punishment of any student by any district employee is strictly forbidden.

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

- Protect oneself, another student, teacher, or any person from physical injury.
- Protect someone from hurting themselves.
- Protect the property of the school or others.
- Restrain or remove a student whose behavior interferes with the orderly exercise and performance of school district functions, powers, and duties if that student has refused to refrain from further disruptive acts

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

XV. Student Searches & Interrogations

The Board of Education is committed to ensuring an atmosphere on school property and at school functions that is safe and orderly. To this end, the Board of Education authorizes the search of students and their possessions for illegal matter or matters which otherwise constitute a threat to the health, safety, welfare, or morals of the schools or which would materially and substantially interfere with the requirements of appropriate school discipline in the operation of the school ("subject material"). Any such matter discovered by a school official shall be subject to immediate seizure, the disposition thereof to be determined by the relevant facts and circumstances. Any illegal or contraband materials will be turned over to an appropriate law enforcement agency.

The student's parents or guardians will be notified if any illegal, prohibited, or dangerous articles or materials are found in the student's locker, vehicle, or other property or possessions, or on the student's person, as a result of a search.

To achieve this kind of environment, any school official authorized to impose a disciplinary consequence on a student may question a student about an alleged violation of law or the district code of conduct. Students are not entitled to any sort of "Miranda"-type warning before being questioned by school officials, nor are school officials required to contact a student's parents or guardians before questioning the student; however, school officials will inform all students why they are being questioned.

In addition, the board authorizes the superintendent, building principals, assistant principals, the school nurse, and district security officials to conduct searches of students and their belongings if the authorized school official has reasonable suspicion to believe that the search will result in evidence that the student violated the law or the district code of conduct.

An authorized school official may conduct a search of a student's belongings that is minimally intrusive, such as touching the outside of a book bag, without reasonable suspicion, so long as the school official has a legitimate reason for the very limited search.

An authorized school official may search a student or the student's belongings based on information received from a reliable informant. Individuals other than the district employees will be considered reliable informants if they have previously supplied information that was accurate and verified, or they make an admission against their own interest, or they provide the same information that is received independently from other sources, or they appear to be credible and the information they are communicating relates to an immediate threat to safety. District employees will be considered reliable informants unless they are known to have previously supplied information that they knew was not accurate.

Before searching a student or the student's belongings, the authorized school official should attempt to get the student to admit that they possess physical evidence that they violated the law or the district 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. School officials, whenever possible, will seek the least intrusive means to conduct a search to safeguard the privacy interests of students in their person and property.

Whenever practical, searches will be conducted in the privacy of administrative offices and students will be present when their possessions are being searched. Searches will be conducted in the presence of two adults whenever possible.

A. Student Lockers, Desks, & Other School Storage Places

The rules in this code of conduct regarding searches of students and their belongings do not apply to student lockers, desks, and other school storage places. Students have no reasonable expectation of privacy with respect to these places, and school officials retain complete control over them. This means that students' lockers, desks, and other school storage places may be subject to search at any time by school officials without prior notice to students and without their consent. Each student is responsible for the contents of their locker.

B. Strip Searches

Under no circumstances will any school personnel conduct a strip search of any other person. For the purposes of this section, requiring the removal of an outer coat or jacket or shoes and socks shall not constitute a strip search. In the unlikely event that such a thorough search is warranted, the police should be summoned to the scene.

C. Documentation of Searches

The authorized school official conducting the search shall be responsible for promptly recording the following information about each search:

- Name, age, and grade of student searched.
- Reasons for the search.
- Name of any informant(s).
- Purpose of search (that is, what item(s) were being sought).
- Type and scope of search.
- Person conducting search and their title and position.
- Witnesses, if any, to the search.
- Time and location of search.
- Results of search (that is, what items(s) were found).
- Disposition of items found.
- Time, manner, and results of parental notification.

The building principal or the principal's designee shall be responsible for the custody, control, and disposition of any illegal or dangerous item taken from a student. The principal or their designee shall clearly label each item taken from the student and retain control of the item(s), until the item(s) is turned over to the police. The principal or their designee shall be responsible for personally delivering dangerous or illegal items to police authorities.

D. Interrogation of Students Suspected of Possession or Consumption of Alcohol

All authorized district staff have the authority to investigate the suspected consumption or use of alcohol, marijuana, or illegal substances on school property or at a school function. Such investigations may include (but are not limited to):

- Searching student lockers, desks, and other storage spaces.
- Searching student clothing.
- Questioning students.
- Conducting pre-screening tests (e.g., examining coordination, mannerisms, speech).
- Using hand-held breath test devices.

E. Police Involvement in Searches and Interrogations of Students

District officials are committed to cooperating with police officials and other law enforcement authorities to maintain a safe school environment. Police officials may enter school property or a school function to question or search a student or to conduct a formal investigation involving students only if they have:

- A search or an arrest warrant; or
- Probable cause to believe a crime has been committed on school property or at a school function; or

- Been requested by school officials to investigate a reported or suspected crime. When the police are investigating a reported or suspected crime on school grounds or at a school function, school officials should defer to the police officers concerning their questioning of students or searching of any student's person or property. School officials should defer to police judgment whether or not it is necessary to call any student's parents or guardians before questioning or searching the student, whether or not it is necessary to advise the student of any rights before questioning or searching, whether or not it is necessary to obtain a warrant before conducting a search, and whether or not it is necessary to advise parents or guardians before taking a student into custody. School officials should cooperate with police procedures to assist the successful investigation of the suspected crime and not advise students of their rights or call parents or guardians without police consent. School officials should not advise parents or guardians that a student will be or is being questioned or searched by the police in connection with the investigation of a suspected crime in school until after the investigation has been completed or the student has been taken into police custody from school. Police questioning of students under 16 considered as suspects should not be done without notifying the parents or guardians; however, the decision when and how to notify parents or guardians should be made by the police, not school officials. School officials are not authorized to give consent to police questioning of students under the age of 16 as required by section 305.2 of the Family Court Act.

F. Child Protective Services Investigations

Consistent with the district's commitment to keep students safe from harm and the obligation of school officials to report to Child Protective Services (CPS) when they have reasonable cause to suspect that a student has been abused or maltreated, the district will cooperate with local Child Protective Services workers who wish to conduct interviews of students on school property relating to allegations of suspected child abuse, or neglect, or custody investigations.

All requests by Child Protective Services to interview a student on school property shall be made directly to the building principal or their designee. The principal or their designee shall set the time and place of the interview. The principal or designee shall decide if it is necessary and appropriate for a school official to be present during the interview, depending on the age of the student being interviewed and the nature of the allegations. If the nature of the allegations is such that it may be necessary for the student to remove any of their clothing in order for the child protective services worker to verify the allegations, the school nurse or other district medical personnel must be present during that portion of the interview. No student may be required to remove their clothing in front of a Child Protective Services worker or school district official of the opposite sex.

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 they 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's consent.

G. Searches of Student Vehicles

An authorized school official may search a student's unlocked vehicle on school grounds if the school official has reasonable suspicion to believe that the vehicle contains contraband in violation of the law or this code of conduct. A trunk is considered unlocked if the passenger compartment is unlocked and the trunk lid can be released from within the passenger compartment. If the vehicle is locked, the school official should ask the student to unlock the vehicle. If the student refuses to unlock the vehicle, the school official may either call the student's parent(s) for permission to open the vehicle or, if there is reasonable suspicion that the vehicle contains illegal contraband, call the police to determine whether or not they have grounds to search the vehicle, either with or without a warrant. If a student or a student's parents or guardians refuse to open a locked vehicle to allow a search by school officials based on reasonable suspicion, or if they remove the vehicle from school grounds to avoid the search, the student's parking privileges may be suspended or revoked as a consequence.

H. District Computer Equipment, Websites, & Email Used by Any Person

No person using district faxes, computer equipment, software owned, leased or controlled by the district, or websites, e-mail, or Internet access provided by the district has a reasonable expectation of privacy with respect to such equipment, software, websites, e-mail or Internet access provided by the district. No user shall use district equipment

to engage in extensive or abusive non-business or nonacademic projects or Internet searches, since such use tends to slow or compromise the system and make it less accessible for district educational and business operations.
The district reserves the right to monitor the use of its equipment and software and to monitor e-mail, websites, and Internet access using school district equipment or on school property without prior notice or consent. Any use of such equipment or facilities which violates provisions of this code of conduct may result in both disciplinary action and denial of prospective use of such equipment and of Internet access.

XVI. Visitors to the Schools

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

- Anyone who is not a regular staff member or student of the school will be considered a visitor.
- All visitors to the school must report to the office of the principal (or other designated area) upon arrival at the school and provide valid government identification such as but not limited to a current driver's license. They 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 principal's office before leaving the building.
- Visitors attending school functions that are open to the public after the end of the school day, such as parent-teacher organization meetings or public gatherings, are not required to register.
- Parents, guardians, or residents who wish to observe a classroom while school is in session are required to arrange such visits in advance with the classroom teacher so that class disruption is kept to a minimum.
- Teachers are expected not to take class time to discuss individual matters with visitors.
- Any unauthorized person on school property will be reported to the principal or the principal's designee. Unauthorized persons will be asked to leave. The police may be called if the situation warrants.
- All visitors are expected to abide by the rules for public conduct on school property contained in this code of conduct.

XVII. Public Conduct on School Property

The district is committed to providing an orderly, respectful environment that is conducive to learning. To create and maintain this kind of environment, it is necessary to regulate public conduct on school property and at school functions. For purposes of this section of the code of conduct, "public" shall mean all persons when on school property or attending a school function, including students, teachers, and district personnel.

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

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

A. Prohibited Conduct

No person, either alone or with others, shall:

- Intentionally injure any person or threaten to do so.
- Intentionally damage or destroy school district property or the personal property of a teacher, administrator, other district employee, or any person lawfully on school property, including through graffiti or arson.
- Disrupt the orderly conduct of classes, school programs, or other school activities.
- Distribute or wear materials on school grounds or at school functions that are obscene, advocate illegal action, appear libelous, obstruct the rights of others, or are disruptive to the school program.
- Intimidate, harass, or discriminate against any person on the basis of race, color, creed, national origin, religion, age, gender, sexual orientation, or disability.
- Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed.
- Obstruct the free movement of any person in any place to which this code applies.
- Violate traffic laws, parking regulations, or other restrictions on vehicles.
- Possess, consume, sell, distribute, or exchange alcoholic beverages, controlled substances, or be under the influence of either on school property or at a school function.
- Possess or use weapons in or on school property or at a school function, except in the case of law enforcement officers or as specifically authorized by the school district.
- Loiter on or about school property.
- Gamble on school property or at school functions.
- Refuse to comply with any reasonable order of identifiable school district officials performing their duties.
- Willfully incite others to commit any of the acts prohibited by this code.
- Violate any federal or state statute, local ordinance, or board policy while on school property or while at a school function.

B. Consequences

Persons who violate this code shall be subject to the following consequences:

- Visitors: Their authorization, if any, to remain on school grounds or at the school function shall be withdrawn, and they shall be directed to leave the premises. If they refuse to leave, they shall be subject to ejection or police referral to remove.
- Students: They shall be subject to disciplinary action as the facts may warrant, in accordance with the due process requirements.
- Tenured faculty members: They shall be subject to disciplinary action as the facts may warrant in accordance with Education Law §3020-a or any other legal rights that they may have.
- Staff members in the classified service of the civil service entitled to the protection of Civil Service Law §75: They shall be subject to immediate ejection and to disciplinary action as the facts may warrant in accordance with Civil Service Law §75 or any other legal rights that they may have.
- Staff members other than those described in subdivisions 4 and 5: They shall be subject to warning, reprimand, suspension, or dismissal as the facts may warrant in accordance with any legal rights they may have.

C. Enforcement

The building principal or their designee shall be responsible for enforcing the conduct required by this code.

When the building principal or designee sees an individual engaged in prohibited conduct, which in their judgment does not pose any immediate threat of injury to persons or property, the principal or their designee shall tell the individual that the conduct is prohibited and ask the person to stop.

The principal or their designee shall also warn the individual of the consequences for failing to stop.

If the person refuses to stop engaging in the prohibited conduct, or if the person's conduct poses an immediate threat of injury to persons or property, the principal or their designee shall have the individual removed immediately from school property or the school function.

If necessary, local law enforcement authorities will be contacted to assist in removing the person.

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

XVIII. Dissemination & Review

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

- Providing copies of an abridged code of conduct to all students at the beginning of each school year.
- Making copies of the code of conduct available to all parents and guardians at the beginning of the school year.
- Mailing a summary of the code of conduct to all parents and guardians of district students before the beginning of the school year and making this summary available later upon request.
- Providing all current teachers and other staff members with a copy of the code of conduct and a copy of any amendments to the code of conduct as soon as practicable after adoption via an online link.
- Providing all new employees with a copy of the current code of conduct when they are first hired.
- Making copies of the code of conduct available for review by students, parents, guardians, and other community members.

The Board of Education will review this code of conduct and update it as necessary. The board may appoint an advisory committee to assist in reviewing the code of conduct and the district's response to code of conduct violations. The committee will be made up of representatives of student, teacher, administrator, and parent organizations, school safety personnel, and other school personnel. Before adopting any revisions to the code of conduct, the board will hold at least one public hearing at which school personnel, parents, guardians, students, and any other interested party may participate. The code of conduct and any amendments to it will be filed with the Commissioner no later than 30 days after adoption.

First Adoption: Aug. 14, 2023

Second Revision and Adoption: June 10, 2024

Third Revision and Adoption: July 14, 2025

Fourth Review and Adoption: Oct. 5, 2026