GLEN COVE SCHOOL DISTRICT

CODE OF CONDUCT

2026-2027

Readopted by Board of Education: August 19, 2026

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GLEN COVE SCHOOL DISTRICT

Code of Conduct

Introduction

The Board of Education ("board") is committed to providing a safe, supportive and orderly school environment where students may receive and district personnel may deliver quality educational services without disruption or interference. Responsible behavior by students, teachers, other district personnel, parents and other visitors is essential to achieving this goal.

The district has 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.

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

Unless otherwise indicated, this code applies to all students, school personnel, parents and other visitors when on school property or attending a school function.

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

The Code of Conduct will be made available in the languages most commonly spoken in the district and in accessible formats for individuals with disabilities.

The code of conduct was reviewed and revised during the 2025-26 school year before revisions were adopted by the Board of Education on August 19, 2026. The Code of Conduct Review Committee included members of various units:

Liza Carfora	Landing Elementary School Principal
Natalie Cartagena-Benitez	Student
Alison Fletcher	GCTA President
Michele Godoy	Teacher
Sophia Gonzales	Student
Dr. Anallaise Henry	School Psychologist
Marian Iovino	Parent
Bryce Klatsky	Assistant Superintendent for Curriculum, Instruction, and Technology

Megan Levine	Board of Education Member
Kelley Montesano	PTA Council President
Erin Nastri	Deasy Elementary School Principal
Victoria Rivera Ortega	Student

DEFINITIONS

For purposes of this code, the following definitions apply.

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

"Harassment" and "Bullying" 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 his or her 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 shall include, but not be 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.

"Cyberbullying" shall mean harassment or bullying as defined above, where such harassment or bullying occurs through any form of electronic communication including, but not limited to, e-mail, instant messaging, blogs, chat rooms, cellular telephones, text messaging, gaming systems, and social media websites or by any other electronic means.

"Electronic communication" means a communication transmitted by means of an electronic device, including but not limited to, a telephone, cellular phone, computer, laptop, pager, or other hand-held device, communication transmitted through email, text message, instant message, voicemail, social networking sites, webpage, video, blogs and twitter.

"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 article 15 of the Executive Law 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.

"Gender" means actual or perceived sex and includes a person's gender identity or expression.

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

Gender Identity is one's self-conception as being male or female, as distinguished from actual biological sex or sex assigned at birth.

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

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

"School function" means any official school-sponsored extracurricular event or activity, regardless of where such event of activity takes place, including those that take place in another state.

"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.

"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

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

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

8. Threatens any type of violence.

"Weapon" means a firearm as defined in 18 U.S.C. §921 for purposes of the Gun Free Schools Act (GFSA). It also means any other gun, BB gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, dagger, dirk, razor, stiletto, switchblade knife, gravity knife, brass knuckles, sling shot, metal knuckle knife, box cutter, cane sword, electronic dart gun, Kung Fu star, electronic stun gun, pepper spray or other noxious spray, explosive or incendiary bomb, or other device, instrument, material or substance that can cause physical injury or death when used to cause physical injury or death. For purposes of discipline, when the weapon possessed or used is a "firearm" under GFSA, suspension is set at a minimum of one year. However, with respect to the term "weapon", other than "firearm" per 18 U.S.C. §921, the District reserves the right to impose a term of suspension as it may deem appropriate, and necessary under the particular circumstances.

STUDENTS RIGHTS AND RESPONSIBILITIES

A. Student Rights

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

1. Take part in all district activities on an equal basis regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, gender, sex, sexual orientation or disability.
2. Present their version of the relevant events to school personnel authorized to impose a disciplinary penalty in connection with the imposition of the penalty.
3. Access school rules and, when necessary, receive an explanation of those rules from school personnel.
4. Be protected from intimidation, harassment, or discrimination based on actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, sex, gender, sexual orientation, or disability, by employees or students on school property or at a school-sponsored event, function or activity.

B. Student Responsibilities

All district students have the responsibility to:

1. Contribute to maintaining a safe, supportive and orderly school environment that is conducive to learning and to show respect and dignity to other persons and to property.
2. Be familiar with and abide by all district policies, rules and regulations dealing with student conduct.
3. Attend school every day unless they are legally excused and be in class, on time, and prepared to learn.
4. Work to the best of their ability in all academic and extracurricular pursuits and strive toward their highest level of achievement possible.
5. Respond to direction given by teachers, administrators and other school personnel in a respectful, positive manner.
6. Work to develop mechanisms to regulate their emotions.
7. Ask questions when they do not understand any teacher's, administrator's or school personnel's instruction or directive.
8. Seek help in solving problems that might lead to discipline.
9. Dress appropriately for school and school functions in accordance with the district's dress code.
10. Accept responsibility for their actions.
11. Conduct themselves as representatives of the district before, after or during school hours while on school grounds, riding on school buses, or when participating in or attending school-sponsored extracurricular events and hold themselves to the highest standards of conduct, demeanor, and sportsmanship.
12. Respect school property and keep it free from damage.
13. Be informed regarding student rights and responsibilities and comply with all school rules and regulations.
14. Respect one another and treat others fairly in accordance with the District Code of Conduct and the provisions of the Dignity Act.

15. Conduct themselves in a manner that fosters an environment that is free from all forms of bullying, harassment and discrimination.
16. Report and encourage others to report any incidents of bullying, harassment or discrimination.

ESSENTIAL PARTNERS: RESPONSIBILITIES

A. Parents

All Parents are expected to:

1. Recognize that the education of their child(ren) is a joint responsibility of the parents and the school community.
2. Send their children to school ready to participate and learn.
3. Ensure their children attend school regularly and on time.
4. Ensure absences are excused. Alert school personnel in the event of, and the reason for, each absence.
5. Insist their children be dressed and groomed in a manner consistent with the student dress code.
6. Help their children understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment.
7. Know school rules and help their children understand them.
8. Convey to their children a supportive attitude toward education and the district.
9. Build good relationships with teachers, other parents and their children's friends through a climate of mutual respect and dignity.
10. Help their children deal effectively with peer pressure.
11. Inform school officials of changes in the home situation that may affect student conduct or performance.
12. Provide a place for study and ensure homework assignments are completed.
13. Teach their children to respect themselves and other 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 the child's confidence and promote learning in a safe and supportive school environment.
14. Teach their child respect for the law, and respect for public property.
15. Guide their child from the earliest years to develop socially acceptable standards of behavior, to exercise self-control and to be accountable for his or her actions.
16. Accept responsibility for attending parent-teacher conferences as necessary.
17. Demonstrate desirable standards of behavior through personal example.

B. Teachers

All district teachers are expected to:

1. 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-image and promote confidence to learn.
2. Plan and conduct a program of instruction that will make learning challenging and stimulating.
3. Demonstrate interest in teaching and concern for student achievement.
4. Know school building policies and rules, and enforce them in a fair and

consistent manner.

5. Communicate to students and parents:
    a. Course objectives and requirements and/or grade-level expectations
    b. Marking/grading procedures
    c. Assignment deadlines
    d. Expectations for students
    e. Classroom discipline plan
    f. Avenues of referrals to appropriate school personnel
6. Communicate regularly with students, parents and other teachers concerning growth and achievement.
7. Report to the principal or assistant principal or principal's designee any student who jeopardizes his or her own safety, the safety of others or of the teacher, or who seriously interferes with the instructional program of the classroom.
8. Demonstrate desirable standards of behavior through personal example.
9. Address any situation that threatens the emotional or physical health or safety of any students, school employee or any person who is lawfully on school property or at a school function.
10. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
11. Report incidents of bullying, discrimination and harassment that are witnessed or otherwise brought to a teacher's attention to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner.

C. Guidance Counselors, Psychologists, and Social Workers

All Guidance Counselors, Psychologists and Social Workers are expected to:

1. Assist students in coping with peer pressure and emerging personal, social and emotional problems.
2. Initiate teacher/student/counselor conferences, as necessary, as a way to resolve problems.
3. Regularly review with students their educational progress and career plans (as appropriate to level of student).
4. Provide information to assist students with career planning.
5. Encourage students to benefit from the curriculum and extracurricular programs.
6. Demonstrate desirable standards of behavior through personal example.
7. Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex, which will strengthen students' self-image and promote confidence to learn.
8. Report incidents of bullying, discrimination and harassment that are witnessed or otherwise brought to the counselor's, psychologist's and/or social worker's attention to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner.

D. School Support Service Personnel

All School Support Service Personnel is expected to:

1. Support educational and academic goals.

2. Know school rules, abide by them and enforce them in a fair and consistent manner.
3. Assist students in coping with peer pressure and emerging personal, social and emotional problems.
4. Set a good example for students and colleagues by demonstrating dependability, integrity and other standards of ethical conduct.
5. Maintain confidentiality about all personal information and educational records concerning students and their families.
6. Initiate teacher/student/counselor conferences and parent/teacher/student/counselor conferences, as necessary or requested, as a way to resolve problems and communicate as necessary in any other manner with parents and other staff regarding student progress and needs.
7. Regularly review with students their educational progress and career plans.
8. Provide information to assist students with career planning.
9. Encourage students to benefit from the curriculum and extra-curricular programs.
10. Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex, which will strengthen students' self-image and promote confidence to learn.
11. Report incidents of bullying, discrimination and harassment that are witnessed or otherwise brought to the staff member's attention to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner.

E. Other School Staff

1. Follow the Code of Conduct; know, abide by and enforce school rules in a fair and consistent manner
2. Set a good example for students and other staff by demonstrating dependability, integrity, and other standards of ethical conduct.
3. Assist in promoting a safe, orderly, supportive and stimulating school environment.
4. Maintain confidentiality about all personal information and educational records concerning students and their families.
5. 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, which will strengthen students' self-image and promote confidence to learn.
6. Report incidents of bullying, discrimination and harassment that are witnessed or otherwise brought to the staff member's attention to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner.

F. Building Administrators

All Building Administrators are expected to:

1. Promote and maintain a safe, orderly and stimulating school environment,

supporting active teaching and learning for all students, regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
2. Know school district policies and rules.
3. Ensure that students and staff have the opportunity to communicate regularly with the principal and approach the principal for redress of grievances.
4. Evaluate on a regular basis all instructional programs.
5. Support the development of and student participation in appropriate extracurricular activities.
6. Be responsible for enforcing and disseminating the Code of Conduct and ensuring that all cases are resolved promptly and fairly and consistently.
7. Develop procedures and instructional programs which reduce the likelihood of student misconduct.
8. Assist staff members to resolve problems which may occur.
9. Utilize all appropriate support staff and community agencies to help parents and students identify problems and seek solutions.
10. Comply with pertinent state laws governing hearing, suspensions and student rights.
11. Develop behavior guidelines and appeals procedure specific to his assigned school in harmony with the code.
12. Identify the line of administrative authority in the building in the absence of he principal.
13. Demonstrate desirable standards of behavior through personal example.
14. 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, which will strengthen students' self-image and promote confidence to learn.
15. Follow-up on any incidents of bullying, discrimination and harassment that are witnessed or otherwise brought to the administrator's attention in a timely manner in collaboration with the Dignity Act Coordinator (DAC).

G. The Dignity Act Coorindator(s) (DAC)

The Dignity Act Coordinator(s) are expected to:

1. Promote and maintain a safe, orderly and stimulating school environment, supporting active teaching and learning for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
2. Oversee and coordinate the work of the district-wide and building-level bullying prevention committees.
3. Identify curricular resources that support infusing civility in classroom instruction and classroom management, and provide guidance to staff as to how to access and implement those resources.
4. Coordinate with the Professional Development Committee training in support of the Bullying Prevention Committee.
5. Be responsible for monitoring and reporting on the effectiveness of the District's Dignity for All Student's Act Policy.
6. Ensure that the issues of bullying, harassment and discrimination are addressed with students throughout the year and reported to administration

in a timely manner.
7. Address any situation that threatens the emotional, or physical health, or safety of any student, school employee, or any person who is lawfully on school property or at a school function.
8. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.

H. Superintendent/District Administrators

The superintendent and district administrators are expected to:

1. Promote a safe, orderly and stimulating school environment, free from intimidations, bullying, discrimination and harassment, supporting active teaching and learning for all students, regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
2. Know district policies and review with district/building administrators the policies of the Board of Education and state and federal laws relating to school operations and management.
3. Inform about and recommend to the Board educational trends relating to student discipline.
4. Work to create instructional programs that minimize problems of misconduct and are sensitive to student and teacher needs.
5. Work with district administrators in enforcing the Code of Conduct and ensuring that all cases are resolved promptly and fairly.
6. Work with building principals, law enforcement officials and other agencies to make certain that the rules and responsibilities of each are understood with a view towards cooperative working arrangements.
7. Listen and react to the views of the total community at the appropriate time and place.
8. Be well informed on the programs and problems in the schools and work with principals in offering leadership.
9. Demonstrate desirable standards of behavior through personal example.
10. Ensure that the issues of bullying, harassment and discrimination are addressed with students throughout the year and reported to administration in a timely manner.

I. Board of Education

The Board of Education is expected to:

1. Collaborate with students, teachers, administrators, 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.
2. 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.
3. Appoint a Dignity Act Coordinator in each school building. The Dignity Act Coordinator will be accessible to students and other staff members for consultation and advice as needed on the Dignity Act.
4. Lead by example by conducting board meetings in a professional, respectful,

courteous manner.

5. Demonstrate desirable standards of behavior through personal example.

STUDENT DRESS CODE

The Glen Cove City School District enforces its dress code in a gender-neutral and culturally responsive manner. No student shall be disciplined or stigmatized for their body type, gender identity, hairstyle, or cultural attire.

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

A student's dress, grooming and appearance-shall:

1. Be safe, appropriate and not disrupt or interfere with the educational process.
2. Recognize that extremely brief garments-and see-through garments are not appropriate.
3. Ensure that undergarments are completely covered with outer clothing.
4. Include footwear at all times. Footwear that is a safety hazard will not be allowed.
5. Not include attire and/or insignia(s) related to a known gang:
6. Not include items that are vulgar, obscene, libelous, or denigrate or discriminate against others on account of actual or perceived race, color, weight, religion, religious practice, national origin, ethnic group, gender, sex, sexual orientation or disability.
7. Not promote and/or endorse the use of alcohol, vaping, tobacco, or illegal drugs and/or encourage other illegal or violent activities.

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

Students who violate the student dress code shall be required to modify their appearance by covering or removing the offending item and, if necessary or practical, replacing it with an acceptable item. Any student who refuses to do so or who repeatedly violates the dress code shall be subject to disciplinary action.

PROHIBITED STUDENT CONDUCT

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

The best discipline is self-imposed, and students must learn to assume and accept responsibility for their own behavior, as well as the consequences of their misbehavior.

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

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

A. Engage in conduct that is disorderly/unsafe and/or disruptive. Examples may include, but are not limited to:
   1. Failing to comply with reasonable directions of school personnel in charge of students.
   2. Running in hallways (however, caution must be exercised in determining the reason for running, i.e. emergency situations, and consideration must be given to the age of the student).
   3. Making unreasonable noise.
   4. Using language or gestures that are profane, lewd, vulgar or abusive.
   6. Obstructing vehicular or pedestrian traffic.
   7. Engaging in any willful act which disrupts the normal operation of the school community.
   8. 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.
   9. Computer/electronic communications misuse, including any unauthorized use of personal electronic devices/equipment, such as, but not limited to, cellular telephones, MP3 devices, cameras, iPods, iPads; unauthorized use of computers, software, or an internet/intranet account; accessing inappropriate websites; evading the District's content filter; using an outside wireless network; or any other violation of the district's acceptable use policy.
   10. Unauthorized use of personal computer, laptop, tablet or e-reader and/or other computerized information resources through the District computer system is prohibited.

B. Engage in conduct that is insubordinate. Examples of insubordinate conduct include, but are not limited to:
   1. Failing to comply with the reasonable directions of school personnel in charge of students or otherwise demonstrating disrespect.

2. Lateness for, missing or leaving school without permission.
3. Skipping detention.

C. Engage in conduct that is violent on school property or at a school function. Examples of violent conduct include:
1. Committing an act of violence (such as, but not limited to, hitting, biting, kicking, punching, and/or scratching) upon a teacher, administrator or other school employee or attempting or threatening to do so.
2. Committing an act of violence (such as, but not limited to, hitting, biting, kicking, punching, and/or scratching) upon another student or any other person lawfully on school property or attempting or threatening to do so.
3. Possessing, using, distributing or selling 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.
4. Displaying what appears to be a weapon.
5. Threatening to use any weapon or what appears to be a weapon, or threatening any act of violence.
6. Intentionally vandalizing, damaging or destroying the personal property of a student, teacher, administrator, other district employee or any person lawfully on school property, including graffiti or arson.
7. Intentionally vandalizing, damaging or destroying school district property, including graffiti or arson.
8. Engaging in bullying or harassing conduct, verbal threats, intimidation, or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical well-being.

D. Engage in any conduct that endangers the safety, morals, health or welfare of others. Examples of such conduct include, but are not limited to:
1. Lying to school personnel.
2. Stealing, or attempting to steal, or participating in the theft of the property of other students, school personnel or any other person lawfully on school property or attending a school function, including knowledgeable receipt of stolen goods.
3. Defamation, 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.
4. Intimidation and/or threatening behavior, which includes engaging in actions or statements that put an individual in fear of bodily harm.
5. Hazing, which includes an induction, initiation or membership process involving harassment which produces public humiliation, physical or emotional discomfort, bodily injury or public ridicule or creates a situation where public humiliation, physical or emotional discomfort, bodily injury or public ridicule is likely to occur.
6. Sexual harassment, which includes unwelcome sexual advances, requests favors, taking, sending or receiving sexually explicit videos, pictures or auditory recordings and other verbal or physical conduct or communication of a sexual nature.

7. Selling, using, possessing, creating or distributing obscene material.
8. Using vulgar, harassing, discriminatory or abusive language, cursing or swearing.
9. Smoking a cigarette, cigar, pipe or using chewing or smokeless tobacco, e-cigarettes, vapor devices.
10. Possessing, consuming, selling, distributing or exchanging alcoholic beverages or illegal substances, or being under the influence of either. "Illegal substances" include, but are not limited to, inhalants, marijuana, synthetic cannabinoids (marijuana), cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, and any substances commonly referred to as counterfeit and "designer drugs."
11. Possessing, selling, distributing or exchanging drug paraphernalia.
12. Inappropriately using, possessing, selling, distributing or sharing prescription and/or over-the-counter drugs, or possessing prescription drugs without prior notification to the school nurse.
13. Gambling, including online gambling.
14. Inappropriate touching and/or indecent exposure, that is, exposure to sight of the private parts of the body in a lewd or indecent manner.
15. Initiating a report warning of fire, bomb threat or other catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher.
16. Willfully pulling a fire alarm, setting off a smoke alarm or disabling a safety feature or security device without valid cause.

E. Engage in discrimination, harassment, or bullying directed at any student, staff member, or other individual lawfully on school property or at a school function. Such conduct includes, but is not limited to:

1. **Discrimination**, which includes the use of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, sex, gender, gender identity, gender expression, sexual orientation, or disability as a basis for treating another individual in a negative manner.2
2. **Harassment or bullying**, as defined in the "Definitions" section of this Code of Conduct, including a sufficiently severe action or a persistent, pervasive pattern of actions or statements directed at an identifiable individual or group that are intended to be, or that a reasonable person would perceive as, ridiculing, demeaning, intimidating, or humiliating.
3. Verbal, physical, written, or electronic conduct that demeans, ridicules, humiliates, or targets an individual or group based on any protected characteristic.
4. Intentional or persistent misuse of a student's or staff member's gender, gender expression, or gender identity as defined in the "Definitions" section are being informed of the correct usage.
5. Refusing to acknowledge or respect an individual's gender identity or gender expression in a manner that is harassing, intimidating, or demeaning.

6. Discriminatory conduct that creates a hostile or intimidating educational environment or substantially interferes with an individual's educational performance, emotional well-being, or sense of safety.
7. Harassment or bullying carried out through electronic means, including social media or other digital communication, when such conduct reasonably foreseeably causes a substantial disruption within the school environment.
8. Retaliation against an individual who reports discrimination, harassment, or bullying or

who participates in an investigation of such conduct.

F. Engage in misconduct while on a school bus. It is crucial for students to behave appropriately while riding on school 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, fighting, damaging property, refusing to obey the driver, causing persistent disruption and/or other violations of the Code of Conduct will not be tolerated. Students are expected to be seated while the bus is in motion.

G. Engage in any form of academic misconduct. Examples of academic misconduct include, but are not limited to:
    1. Plagiarism.
    2. Cheating (including but not limited to copying, using and possessing unauthorized "help sheets" and the like: illegally obtaining tests in advance; or substituting for a test-taker).
    3. Copying another's work and presenting it as one's own for credit, grade or recognition.
    4. Altering records.
    5. Forging the names of parents, teachers or other students.
    6. Assisting another student in any of the above actions

H. Engages in off-campus misconduct that endangers the health and safety of students or staff within the school or interferes with or can reasonably be expected to substantially disrupt the educational process in school of at a school function. Examples of such misconduct include, but are not limited to:
    1. Cyberbullying as defined in the "Definitions" section of the Code of Conduct (i.e., inflicting willful and/or repeated harm through the use of information technology including, but not limited to, e-mail, instant messaging, blogs, chat rooms, pagers, cellular telephones, text messaging, gaming systems and social media websites or by any other electronic means);
    2. Threatening or harassing students or school personnel over the phone, internet or other electronic medium;

I. Engages in inappropriate, unethical, unsafe, or unauthorized use of technology, digital tools, or electronic communications on school property, at a school function, or through off-campus conduct that reasonably foreseeably causes a substantial disruption to the school environment. Such conduct includes, but is not limited to:

1. Unauthorized or improper use of technology, including district-owned or personal devices, networks, accounts, software, or digital platforms, in violation of district policy or the Acceptable Use Policy.
2. Academic misconduct involving technology or artificial intelligence, including the use of artificial intelligence tools to generate, complete, modify, or misrepresent academic work in a manner that violates academic integrity expectations or teacher-directed guidelines.
3. Cyberbullying, including harassment, intimidation, threats, or discriminatory conduct carried out through electronic means such as email, messaging

platforms, social media, gaming platforms, or other digital communication, when such conduct targets an individual or group and creates a hostile, intimidating, or disruptive educational environment.

4. Online gambling, including accessing, participating in, promoting, or facilitating gambling activities or wagering through websites, applications, or digital platforms.

5. Malicious or deceptive digital conduct, including impersonation, hacking, unauthorized access, account misuse, or the creation or distribution of false or misleading digital content.
6. Unauthorized recording or distribution of images, audio, or video, including taking or sharing recordings of individuals without consent or in violation of district policy.
7. Accessing, creating, possessing, or distributing inappropriate digital content, including obscene, threatening, or otherwise prohibited material.

REPORTING VIOLATIONS

1. All students are expected to promptly report criminal, serious or dangerous violations of the Code of Conduct such as the observation of weapon possession, alcohol or illegal substances on school property or at a school function immediately to a staff member.

2. District staff who are not authorized to impose disciplinary sanctions must promptly report violations of the Code of Conduct to their supervisor who shall in turn impose an appropriate disciplinary action in a prompt, fair, consistent and lawful manner.

   Any such report shall, upon the request of the reporter, remain anonymous and confidential to the extent provided by law.

3. Any weapon, alcohol or illegal substance found shall be confiscated immediately, followed by notification to the parent of the student involved.

The building principal or his or her 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 his or her designee learns of the violation. The notification may be made by telephone, followed by a letter mailed on the same day as the telephone call is made. The notification must identify the student and explain the conduct that violated the Code of Conduct and constituted a crime.

Reporting Incidents of Discrimination, Harassment and Bullying

Students who have been bullied, harassed or discriminated against, parents whose children have been bullied, harassed or discriminated against, or other students or staff who observe bullying, harassing or discriminating behavior are encouraged and expected to make a verbal and/or written complaint to any school personnel in accordance with the training and guidelines provided, as well as any applicable district policies. (Refer to BOE 7552 Dignity for All Students Act Policy; BOE 8130 Equal Opportunity; and BOE 6121 & 7551 Sexual Harassment).

Dignity Act Coordinators

The building principal will serve as the Dignity Act Coordinator in each of the schools. Below is a list of each of the schools within the district along with the contact number for the building principal.

School Building	Contact Number
High School	801-7610
Middle School	801-7510
Landing	801-7410

Gribbin	801-7210
Deasy	801-7110
Connolly	801-7310

Retaliation against any person who reports, investigates, or participates in an investigation of bullying, harassment, or discrimination is strictly prohibited.

This information shall also be posted on the District's web site and included in the plain language summaries of the Code of Conduct provided to parents and students and shall be further disseminated in accordance with applicable law and regulations.

DISCIPLINARY PENALTIES, PROCEDURES AND REFERRALS

Disciplinary action, when necessary, will be firm, fair, logical, and consistent so as to be the most effective in changing student behavior. Teachers will make every effort to handle individual infractions privately and avoid punishing the group for the misbehavior of one or two. District personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the students' ability to grow in self-discipline. In determining the appropriate disciplinary action school personnel authorized to impose disciplinary penalties will consider the following:

1. The student's age.
2. The nature of the offense and the circumstances which led to the offense.
3. The student's prior disciplinary record.
4. The effectiveness of other forms of discipline.
5. Information from parents, teachers and/or others, as appropriate.
7. Other extenuating circumstances.
8. Make every effort to handle individual infractions privately and avoid punishing the group for the misbehavior of one or two.

If the conduct of a student is related to a disability, discipline, if warranted, shall be administered consistent with the provisions regarding the discipline of students with a disability or presumed to have a disability as outlined in this Code of Conduct. If a student has a suspected disability, the student shall be referred to the Committee on Special Education.

In addition to disciplinary measures, the District is committed to the proactive use of positive behavioral supports and educational interventions to prevent misconduct and promote student success. School personnel will prioritize instruction in expected behaviors, social-emotional learning, and conflict resolution, and will employ strategies such as positive reinforcement, restorative conversations, skill-building interventions, and targeted supports as appropriate. When behavioral concerns arise, staff will view them as opportunities for teaching and growth, working collaboratively with students, families, and support staff to address underlying needs and reinforce responsible decision-making. Disciplinary responses will be complemented, whenever possible, by supports designed to strengthen students' sense of belonging, accountability, and engagement in the school community.

Before imposing discipline or initiating a referral for special education evaluation, school personnel should consider whether appropriate school-based academic, behavioral, social-emotional, or mental health supports have been provided or could effectively address the concern. Whenever appropriate, staff should seek early assistance from available support personnel to address underlying needs and prevent further difficulties.

A. Penalties

Students who are found to have violated the District's Code of Conduct may be subject to the following penalties. The school personnel or their designees identified are authorized to impose that penalty, consistent with the student's right to due process.

1. Verbal warning-any member of the district staff.
2. Written notification to parent-bus driver, hall and lunch monitors, coaches, guidance counselors, teachers, principal, superintendent.
3. Detention-teachers, principal, superintendent.
4. Suspension from transportation-director of transportation, principal, superintendent or designees.
5. Suspension from athletic participation-coach, athletic director, principal, superintendent or designees.
6. Suspension from social or extracurricular activities-principal, superintendent or designees.
7. Suspension of other privileges-principal, superintendent or designees.
8. In-school suspension-principal, superintendent.
9. Removal from classroom -teachers, principal.
10. Short-term (five days or less) suspension from school-principal, superintendent, board of education.
11. Long-term (more than five days) suspension from school-principal, superintendent, board of education.
12. Permanent suspension from school-superintendent, board of education.

Parents/guardians shall be notified of any disciplinary action and penalties imposed, and may request a conference with appropriate school personnel to discuss the incident, the disciplinary response, and any available supports.

B. Procedures

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

Students who are to be given penalties other than a verbal warning, or written notification to their parents are entitled to additional rights before the penalty is imposed. Any student who is removed from the classroom, placed in detention, or suspended from school, shall be provided with continued educational programming and activities. These additional rights are explained below.

1. **Detention**
   Teachers, principals and the superintendent may use after school detention as a penalty for student misconduct in situations where removal from the classroom or suspension would be inappropriate. Detention will be imposed as a penalty only after the student's parent has been notified to confirm that there is no parental objection to the penalty and the student has appropriate transportation home following detention.

2. **Suspension from transportation**
   If a student does not conduct himself/herself properly on a bus, the bus driver is expected to bring such misconduct to the building principal's attention. Students who become a serious disciplinary problem may have their riding privileges suspended by the building principal or the superintendent or their designees or the director of transportation. In such cases, the student's parent will become responsible for seeing that his or her child gets to and from school safely.

3. **A student subjected to suspension from athletic participation, extra-curricular 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 parent will be provided with a reasonable opportunity for an informal conference with the district official imposing the suspension to discuss the conduct and the penalty involved.

4. **In-school suspension**
   The board recognizes the school must balance the need of students to attend school and the need for order in the classroom to establish an environment conducive to learning. 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 parent 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 penalty involved.

5. Teacher disciplinary removal of disruptive students

A student's behavior can affect a teacher's ability to teach and can make it difficult for other students in the classroom to learn. In most instances the classroom teacher can control a student's behavior and maintain or restore control over the classroom by using good classroom management techniques. Time- honored classroom management techniques do not constitute disciplinary removals for purposes of this code.

On occasion, a student's behavior may become disruptive. For purposes of this Code of Conduct, a disruptive student is a student who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom. A substantial disruption of the educational process or substantial interference with a teacher's authority occurs when a student demonstrates a persistent unwillingness to comply with the teacher's instructions or repeatedly violates the teacher's classroom behavior rules.

A classroom teacher may remove a disruptive student from class for up to two school days. The removal from class applies to the class of the removing teacher only. A teacher should give adequate consideration to the child's age and grade level, as well as to the offense committed when determining if a removal is warranted and necessary.

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

If the student poses a danger or ongoing threat of disruption, the teacher may order the student to be removed immediately. The teacher must, however, explain to the student why he or she was removed from the classroom and give the student a chance to present his or her version of the relevant events within 24 hours. Such verbal notification shall not be a substitute for any written notification requirements.

The teacher must complete a district-established disciplinary removal form and meet with the principal or his or her designee as soon as possible, but no later than the end of the school day, to explain the circumstances of the removal and to present the removal form. If the principal or designee is not available by the end of the same school day, the teacher must leave the form

with the principal's secretary and meet with the principal or designee prior to the beginning of classes on the next school day.

Within 24-hours after the student's removal, the principal or another district administrator designated by the principal must notify the student's parents, in writing, that the student has been removed from class and why. The notice must also inform the parent that he or she has the right, upon request, to meet informally with the principal or the principal's designee to discuss the reasons for the removal.

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 at the last know 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 parents.

If a parent requests to meet informally, the principal may require the teacher who ordered the removal to attend the informal conference.

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

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

1. The charges of disruption of the educational process or interference with the teacher's authority, against the student, are not supported by substantial evidence.
2. The student's removal is otherwise in violation of law, and/or the District's Code of Conduct.
3. The conduct warrants suspension from school pursuant to Education Law §3214 and a suspension will be imposed

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

Removal of a student with a disability, under certain circumstances, may constitute a change in the student's placement. No teacher may remove a student with a disability from his or her class until he or she has verified with

the principal or the chairperson of the Committee on Special Education that the removal will not violate the student's rights under state or federal law or regulation. Provision regarding discipline of students with disabilities or suspected of having a disability are contained herein.

SUSPENSION FROM SCHOOL

Suspension from school is a severe penalty which may be imposed only upon students who are insubordinate, disorderly, violent or disruptive, or whose conduct otherwise endangers the safety, morals, health or welfare of others. Bullying, harassment and discrimination are included under prohibited conduct that endangers the safety, morals, health or welfare of others and would be covered within.

The Board places primary responsibility for the suspension of students with the superintendent and the building principals.

All staff members must immediately report and refer a violent student to the principal or the superintendent for a violation of the Code of Conduct. These 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 staff member making the referral.

A. Short-Term (5 school days or less) Suspension

When the Superintendent or Principal (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 of the charged misconduct. 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 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. This verbal notification shall in no way be considered a substitute for the required written notice.

The notice shall provide a description of the charges against the student and the incident giving rise to the suspension and shall inform the parents 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 informal conference, the parents shall be permitted to ask questions of complaining witnesses under such procedures as established by the Principal.

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

After the informal conference, the principal shall promptly advise the parents in writing of his or her decision. The principal shall advise the parents that if they are not satisfied with the principal's decision and wish to pursue the matter, they must file a written appeal to the Superintendent within five (5) business days from the rendering of the decision, unless they can show extraordinary circumstances precluding them from doing so. The Superintendent shall issue a written decision regarding the appeal within ten (10) business days of receiving the appeal. If the parents are not satisfied with the Superintendent's decision, they must file a written appeal to the Board of Education 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 of Education within thirty (30) days of such decision.

B. Long-Term (more than 5 school days) Suspension

When the Superintendent determines that a suspension of more than five days may be warranted, he or she shall give reasonable notice to the student and the student's parents of their right to a fair hearing pursuant to Education Law Sec. 3214. Such notice shall include that, at the hearing, the student shall have the right to be represented by counsel, the right to question witnesses against him or her, and the right to present witnesses and other evidence on his or her own behalf.

The Superintendent shall personally hear and determine the proceeding or may at his/her 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 him or her. 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 guilt or innocence of the student and the appropriate measure of discipline, if any, to the Superintendent. The report of the hearing officer shall be advisory only, and the Superintendent may accept all or any part thereof.

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

C. Permanent Suspension

Permanent suspension is reserved for extraordinary circumstances such

as where a student's conduct poses a 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.

D. Minimum Periods of Suspension

1. Students who bring or possess a weapon on school property

Any student, other than a student with a disability, found guilty of bringing a "firearm," as defined under the Gun-Free Schools Act, onto school property will be subject to a mandatory one calendar year suspension from school. Any student found guilty of bringing a "weapon" as defined under the code, may be subject to suspension from school for at least one calendar year. Before being suspended, the student will have an opportunity for a hearing pursuant to Education Law §3214. The Superintendent has the authority to modify any such suspension on a case-by-case basis. In deciding whether to modify the penalty, the Superintendent may consider the following:

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

2. Students who commit violent acts other than bringing or possessing a weapon on school property.

Any student, other than a student with a disability, who is found to have committed a violent act, other than bringing a weapon onto school property, shall be subject to suspension from school for at least five (5) days. If the proposed penalty is the minimum five-day suspension, the student and the student's parents will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. The Superintendent has the authority to modify the suspension on case-by-case basis. In deciding whether to modify the penalty, the Superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

3. Students 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 for at least five (5) days. For purposes of this Code of Conduct, "repeatedly is substantially

disruptive" means engaging in conduct that results in the student being removed from the classroom by teacher(s) pursuant to Education Law §3214(3-a) and this code on four (4) or more occasions during a semester. If the proposed penalty is the minimum five-day suspension, the student and the student's parents will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed penalty exceeds the minimum five-day suspension, the student and the student's parents will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The Superintendent has the authority to modify the minimum five-day suspension on a case-by-case basis. In deciding whether to modify the penalty, the Superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon

D. Disciplinary and Remedial Consequences for Bullying, Harassment and Discrimination

The district supports the development of measured, balanced and age-appropriate responses to the bullying, harassment and discrimination of students by students and/or employees on school property, including school functions, with remedies and procedures focusing on intervention and education. Successful intervention **may** involve remediation.

Remedial responses to bullying, harassment and discrimination include measures designed to correct the problem behavior, prevent another occurrence of the behavior and protect the target of the act. Appropriate remedial measures **may** include, but are not limited to:

- Peer support group;
- Corrective instruction or other relevant learning or service experience;
- Changes in class schedule;
- Supportive intervention;
- Behavioral assessment or evaluation;
- Behavioral management plan, with benchmarks that are closely monitored;
- Student counseling; or
- Parent conferences.

Environmental remediation may include, but is not limited to:

- School and community surveys or other strategies for determining the conditions contributing to the relevant behavior;
- Modification of schedules;
- Adjustment in hallway traffic and other student routes of travel;
- Targeted use of monitors;
- Parent education seminars/workshops;
- Peer support groups.

If appropriate, disciplinary action will be taken by the administration in accordance with this policy, as applicable. If the behavior rises to the level of

criminal activity, law enforcement will be contacted.

Staff is expected, when aware of bullying, to either refer the student to designated resources for assistance, or to intervene in accordance with this policy.

E. Referrals

1. Counseling

   The guidance office, social workers and school psychologists shall handle all referrals of students to counseling.

2. PINS Petitions

The District may file a PINS (Person In Need of Supervision) petition in Family Court on any student under the age of 18 who demonstrates that he or she requires supervision and treatment by:

a. Being habitually truant and not attending school as required by Part One of Article 65 of the Education Law.
b. Engaging in an on-going or continual course of conduct which makes the student ungovernable or habitually disobedient, and beyond the lawful control of the school; or
c. Knowingly and unlawfully possesses marijuana in violation of Penal Law §221.05. A single violation of §221.05 will be sufficient basis for filing a PINS Petition.

3. Juvenile Delinquent and Juvenile Offenders.

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

a. Any student under the age of 16 who is found to have brought a weapon to school; or
b. 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 age 16 and older or any student 14 or 15 years old who qualifies for juvenile offender status to the appropriate law enforcement authorities.

F. 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 immediate steps to provide alternative means of instruction for the student.

DISCIPLINE OF STUDENTS WITH DISABILITIES

The Board of Education of the Glen Cove City School District recognizes that the need to address disruptive or problem behavior within its schools may result in the suspension, removal or other discipline of students with disabilities. The Board also recognizes that students with disabilities enjoy certain procedural protections whenever school authorities intend to impose discipline on them. In this regard, it shall be the Board's policy that the procedures followed for suspending, removing or otherwise disciplining students with disabilities, will conform with the procedural safeguards required by the Individuals With Disabilities Education Act ("IDEA"), Article 89 of the Education Law, their corresponding regulations and any other applicable laws and regulations. In this regard, this policy 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

1. For purposes of this section of the Code of Conduct, the following definitions apply:
    a. A "suspension" means a suspension pursuant to Education Law Section 3214.
    b. A "removal" means a removal for disciplinary reasons from the student's current educational placement other than a suspension and change in placement to an interim alternative educational setting ("IAES") ordered by an impartial hearing officer because the student poses a risk of harm to himself/herself or others.
    c. An "IAES" means a temporary educational placement, determined by the Committee on Special Education (CSE), for a period of up to 45 days, other than a 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 includes services and modifications to address the behavior which precipitated the IAES placement, that are designed to prevent the behavior from recurring. The CSE shall be responsible for determining the nature of the IAES as well as the services to be provided to the student.
    d. "Weapon" means the same as "dangerous weapon" under 18 U.S.C. §930(g)(2) which includes "a weapon, device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except … [for] a pocket knife with a blade of less than 2 ½ inches in length." This definition also includes the definition of "weapon" detailed in SectionII of the Code of Conduct.
    e. "Controlled substance" means a drug or other substance identified

in certain provisions under schedule I, II, III, IV, or V in section 202(c) of the federal Controlled Substances Act specified in both federal and state law and regulations applicable to this policy.

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

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

a. The Board, the Superintendent, or a Building Principal, may order the placement of a student with a disability into an IAES, another setting or suspension for a period not to exceed five (5) consecutive school days and not to exceed the amount of time a non-disabled student would be subject to suspension for the same behavior. If the suspension is for five
(5) consecutive school days or less, the parents or guardians shall be provided with an opportunity for an informal conference.

b. The Superintendent may, directly, or upon the recommendation of a designated hearing officer, order the placement of a student with a disability into an IAES, another setting or suspension for up to ten (10) consecutive school days, inclusive of any period in which the student has been suspended or removed under subparagraph (a) above for the same behavior, if the Superintendent determines that the student has engaged in behavior that warrants a suspension and the suspension or removal does not exceed the amount of time non-disabled students would be subject to suspension for the same behavior, and provided that appropriate due process procedures have been followed.

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

d. During any period of suspension or removal, including placement in an IAES, students with disabilities shall be provided services, as required by federal and state law.

3. Procedures for suspensions of more than five (5) school days.
Superintendent's hearings on disciplinary charges against students with disabilities and students presumed to have a disability for discipline purposes shall be bifurcated into a guilt phase and a penalty phase and conducted in accordance with the following procedures:
The Superintendent or hearing officer in the superintendent's hearing shall determine whether the student is guilty of the alleged misconduct. If it is determined that the student is guilty of the alleged misconduct, the

Superintendent or the hearing officer in the superintendent's hearing shall make a threshold determination of whether a suspension or removal in excess of ten
(10) consecutive school days or that would otherwise constitute a disciplinary change in placement should be considered. If the threshold determination is that such a suspension or removal should be considered, before the Superintendent orders or hearing officer in the superintendent's hearing recommends any such removal, a manifestation determination shall be made by the manifestation team, except as otherwise provided herein. If the Superintendent or the hearing officer in the superintendent's hearing determines that a suspension or removal that would constitute a disciplinary change in placement should not be considered, the hearing shall proceed to the penalty phase.

a. In making the manifestation determination, the manifestation team shall review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine if: the conduct in question was caused by or had a direct and substantial relationship to the student's disability; or the conduct in question was the direct result of the school district's failure to implement the IEP.
b. Upon a determination by the manifestation team that the behavior of a student with a disability was not a manifestation of the student's disability, such a student may be disciplined in the same manner as a non-disabled student, except that such student shall continue to receive services in accordance with federal and state law. Upon receipt of notice of such determination, the Superintendent or hearing officer in the superintendent's hearing shall proceed with the penalty phase of the hearing. If the manifestation team determines that the behavior was a manifestation of the student's disability, the Superintendent or hearing officer in the superintendent's hearing shall dismiss the hearing, except as otherwise provided herein.
c. The above notwithstanding, the Superintendent may directly, or upon the recommendation of a designated hearing officer, order the placement of a student with a disability in an IAES to be determined by the CSE for the same amount of time that a student without a disability would be subject to discipline, but not more than 45 days, if the student (a) carries or possesses a weapon to or at school, on school premises or to or at a school function under the district's jurisdiction, (b)knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function under the district's jurisdiction, or (c) has inflicted serious bodily injury upon another person while at school, on school premises or at a school function under the district's jurisdiction.

4. Subject to specified conditions required by both federal and state law and regulations, an impartial hearing officer may order the placement of a student with a disability in an IAES setting for up to 45 days at a time, if

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

5. Change of Placement Rules. A disciplinary change in placement means a suspension or removal from a student's current educational placement that is either:
   a. for more than 10 consecutive school days; or
   b. for a period of 10 consecutive school days or less if the student is subjected to a series of suspensions or removals that constitute a pattern because they cumulate to more than 10 school days in a school year, the child's behavior is substantially similar to behavior in prior incidents that resulted in suspension or removal, and because of such additional factors as the length of each suspension or removal, the total amount of time the student has been removed and the proximity of the suspensions or removals to one another. School personnel may not suspend or remove a student with disabilities if imposition of the suspension or removal would result in a disciplinary change in placement based on a pattern of suspension or removal.

However, the District may impose a suspension or removal which would otherwise result in a disciplinary change in placement based on a pattern of suspensions or removals if (1) the manifestation team has determined that the behavior was <u>not</u> a manifestation of the student's disability, or (2) the student is placed in an IAES for behavior involving weapons, illegal drugs or controlled substances or causing bodily injury to others.

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

1. The District's Committee on Special Education shall:
   a. Conduct functional behavioral assessments to determine why a student engages in a particular behavior, and develop or review behavioral intervention plans whenever the District is first suspending or removing a student with a disability for more than ten (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 or causing bodily injury to others.

      If subsequently, a student with a disability who has a behavioral intervention plan and who has been suspended or removed from his or her current educational placement for more than ten (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 District shall convene a meeting of the CSE to modify

such plan and its implementation, to the extent the committee determines it is necessary.

b. 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.

2. The parents of a student who is facing disciplinary action, but who has not been determined to be eligible for services under the 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 District is deemed to have had knowledge that the 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.
   a. It shall be the responsibility of the Superintendent, Building Principal or other school official imposing a suspension or removal to determine whether the student is a student presumed to have a disability.

   b. 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 they had knowledge the student was a student with a disability, the District either:
      i. conducted an individual evaluation and determined that the student is not a student with a disability, or
      ii. determined that an evaluation was not necessary and provided notice to the parents of such determination, in the manner required by applicable law and regulations.

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

   However, if a request for an individual evaluation is made while such non-disabled student is subjected to a disciplinary removal, an expedited evaluation shall be conducted and completed in the manner prescribed by applicable federal and state law and regulations. The expedited evaluation shall be completed no later than fifteen (15) school days after receipt of parent consent for evaluation and the CSE shall make a determination of eligibility of such student in a meeting held no later than five (5) school

days after completion of the expedited evaluation. Until the expedited evaluation is completed, the non- disabled student who is not a student presumed to have a disability for discipline purposes shall remain in the educational placement determined by the District, which can include suspension.

3. The District shall provide parents with notice of disciplinary removal no later than the date on which a decision is made to change the placement of a student with a disability to an IAES for either misconduct involving weapons, illegal drugs or controlled substances or because maintaining the student in his or her current educational setting poses a risk of harm to the student or others; or a decision is made to impose a suspension or removal that constitutes a disciplinary change in placement. The notice of disciplinary removal shall be accompanied by the procedural safeguards notice prescribed by the Commissioner of Education.

C. Expedited Due Process Hearings

1. An expedited due process hearing shall be conducted in the manner specified by the Regulations of the Commissioner of Education, if:
    a. The District requests such a hearing to obtain an order of an impartial hearing officer placing a student with a disability in an IAES where school personnel maintain that it is dangerous for the student to be in his or her current educational placement, or during the pendency of due process hearings where school personnel maintain that it is dangerous for the student to be in his or her current educational placement during such proceedings.

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

        i. 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, serious bodily injury, 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 and the District agree otherwise.
        ii. 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, in accordance with state and federal law.

2. The District will arrange for, and an impartial hearing officer will conduct, an expedited due process hearing in accordance with the procedures established in the Commissioner's Regulations. Those procedures include but are not limited to convening a resolution meeting, and initiating and completing the hearing within the timelines specified in those regulations.

D. Referral to Enforcement and Judicial Authorities

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

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

2. 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, in accordance with law.

SEARCHES AND INTERROGATIONS

The Board of Education is committed to ensuring an atmosphere on school property and at school functions that is safe and orderly. To achieve this kind of environment, any school official authorized to impose a disciplinary penalty on a student may question a student about an alleged violation of law or the District Code of Conduct. School officials questioning students shall advise each student why he or she is being questioned. However, school officials are under no obligation to contact a student's parent prior to questioning the student nor are the students entitled to be advised of their legal rights, i.e. "Miranda"-type warning, before being questioned by school officials as such rights only apply to situations where an individual is being questioned while in the custody of police.

In addition, the Board of Education authorizes the superintendent, building administrators and the school nurse 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.

Any 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 suspicions, so long as the school official has a legitimate reason for the very limited search, as well as any other search which is consistent with law.

Parents/guardians shall be notified of searches, and may request a conference with appropriate school personnel to discuss the incident.

A. Lockers, Desks and other School Storage Places

The rules in this code regarding searches of students and their belongings do not apply to student lockers, desks, and other school storage places Lockers, desks, and other school storage places are provided by the school for student use and the administration has the right to search these areas. A student may be granted exclusive use of a locker or other school storage areas as far as other students are concerned but the student does not have a reasonable expectation of privacy with respect to lockers, desks and other school storage areas, since these places are the property of the district and school officials retain complete control over them Student lockers, desks, and other school storage areas may be subject to search at any time by school officials without prior notice to students, and without their consent.

B. Documentation of Searches

The authorized school official conducting the search shall be responsible for promptly recording and documenting information about the search, such as the name, age and grade of the student searched, what lead to the search, the reason(s) for the search, the type of search, the person conducting the search, the time and place of the

search, any witnesses to the search, what items were found from the search, and the 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. Each item taken from a student should be clearly labeled. If a dangerous or illegal item is turned over, the principal or his or her designee shall be responsible for personally delivering the item to the police authorities.

C. Police Involvement in Searches and Interrogations of Students

If police are involved in the questioning of students on school premises, whether or not at the request of school authorities, it must be in accordance with applicable law and due process procedures.

If deemed appropriate and/or necessary, the Superintendent designee may confer with School District legal counsel to address concerns and determine appropriate action.

Administrators have the responsibility and the authority to determine when the assistance of law enforcement officers is necessary within their respective jurisdictions and shall at all times act in manner that protects and guarantees the rights of student and parents. 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:

1. A search or an arrest warrant; or
2. Probable cause to believe a crime has been committed on school property or at a school function; or
3. Been invited by school officials.

Before police officials are permitted to question or search any student, the building principal or his or her designee shall first try to notify the student's parent(s) to give the parent the opportunity to be present during the police questioning or search. If the student's parent cannot be contacted prior to the police questioning or search, the questioning or search shall not be conducted. The principal or designee will also be present during any police questioning or search of a student on school property or at a school function.

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

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

D. 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 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, and/or neglect, or custody investigations.

All requests by child protective services to interview a student on school property shall be made directly to building principal or his or her designee. The building principal or 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 his or her 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 his or her 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 he or she were not removed from school before a court order can reasonably be obtained. If the worker believes the student would be subject to danger of abuse, the worker may remove the student without a court order and without the parent's consent.

VISITORS TO THE SCHOOLS

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

1. Anyone who is not a regular staff member or student of the school will be considered a visitor.
2. All visitors to the school must report to the security booth upon arrival at the school. Visitors are expected to have appropriate identification, which must be presented upon entering the school. There they will be required to sign the visitor's register and will be issued a visitor's identification badge, which must be worn at all times while in the school or on school grounds. The visitor must return the identification badge ~~to the principal's office~~ before leaving the building.
3. Visitors attending school functions that are open to the public, such as parent-teacher organization meetings or public gatherings, are not required to register.
4. Parents or citizens who wish to observe a classroom while school is in session are required to arrange such visits in advance with ~~the classroom teacher(s),~~ building administration so that class disruption is kept to a minimum.
5. Teachers are expected not to take class time to discuss individual matters with visitors.
6. Any unauthorized person on school property will be reported to the principal or his or her designee. Unauthorized persons will be asked to leave. The police may be called if the situation warrants.
7. All visitors are expected to abide by the rules for public conduct on school property contained in this Code of Conduct.

PUBLIC CONDUCT ON SCHOOL PROPERTY

The district is committed to providing an orderly, respectful environment that is conducive to learning. To create and maintain this kind of an environment, it is necessary to regulate public conduct on school property and at school functions. For purposes of this section of the code, "public" 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:

1. Intentionally injure any person or threaten to do so.
2. Intentionally damage or destroy school district property or the personal property of a teacher, administrator, other district employee or any person lawfully on school property, including graffiti or arson.
3. Disrupt the orderly conduct of classes, school programs or other school activities.
4. Distribute or wear materials on school grounds or at school functions that are obscene, discriminatory, advocate illegal action, appear libelous, obstruct the rights of others, or are disruptive to the school program.
5. Intimidate, harass or discriminate against any person on the basis of actual or perceived race, color, creed, weight, national origin, ethnic group, religion, religious practice, age, gender, sex, marital status, sexual orientation, disability, military status, predisposing genetic characteristics or domestic violence victim status.
6. Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed (note that teachers may have the authorization of the principal to remain in a building after it is closed).
7. Obstruct the free movement of any person in any place to which this code applies.
8. Violate the traffic laws, parking regulations or other restrictions on vehicles;
9. Possess, consume, sell, distribute or exchange alcoholic beverages, controlled substances, or be under the influence of either on school property or at a school function.
10. Possess or use weapons in or on school property or at a school function, except in the case of law enforcement officers or except as specifically authorized by the school district.
11. Loiter on or about school property.

12. Gamble on school property or at school functions.
13. Refuse to comply with any reasonable order of identifiable school district officials performing their duties.
14. Willfully incite others to commit any of the acts prohibited by this code.

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

B. Penalties

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

1. Visitors. Their authorization, if any, to remain on school grounds or at the school function shall be withdrawn and they shall be directed to leave the premises. If they refuse to leave, they shall be subject to ejection. If necessary, appropriate law enforcement officials will be called to assist with the ejection.
2. Students. They shall be subject to disciplinary action as the facts may warrant, in accordance with the due process requirements.
3. Tenured faculty members. They shall be subject to disciplinary action as the facts may warrant in accordance with Education Law §3020-a or any other legal rights that they may have.
4. Staff members in the classified service of the civil service entitled to the protection of Civil Service Law §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.
5. Staff members other than those described in subdivisions 3 and 4. 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 his or her designees shall be responsible for enforcing the conduct required by this code.

When the building principal or his or her designee sees an individual engaged in prohibited conduct, which in his or her judgment does not pose any immediate threat of injury to persons or property, the principal or his or her designee shall tell the individual that the conduct is prohibited and attempt to persuade the individual to stop. The principal or his or her designee shall also warn the individual of the consequences for failing to stop. If the person refuses to stop engaging in the prohibited conduct, or if the person's conduct poses an immediate threat of injury to persons or property, the principal or his or her designee shall have the individual removed immediately from school property or 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, as appropriate, with the "Penalties" section above. In addition, the district reserves its right to pursue a civil or criminal legal action against any person violating the code.

RESTITUTION FOR LOSS OR DESTRUCTION OF DISTRICT PROPERTY

Pursuant to General Obligations Law Sect. 3-112, the District is authorized to seek restitution, including through civil action when necessary, from the parent or guardian of an unemancipated student over the age of ten and under the age of eighteen where such student:

a. Has willfully, maliciously, or unlawfully damaged, defaced, or destroyed real or personal property in the care, custody and or ownership of the District: or
b. Has knowingly entered or remained in a District building, and wrongfully taken, obtained or withheld personal property owned or maintained by the District.

In addition, the District may require payment for lost or damaged books, technological resources, or other District equipment.

FALSE REPORTING OF AN INCIDENT AND OR PLACING A FALSE BOMB:

A school district is also authorized to seek restitution, as described in law, from a parent or guardian of an unemancipated student over the age of ten and under the age of eighteen where such student:

a. Has falsely reported an incident; or
b. Has placed a false bomb as defined in the New York State Penal Law.

Damages for falsely reporting an incident or placing a false bomb shall mean the funds reasonably expended by the school district in responding to such false report of an incident or false bomb, less the amount of any funds which have been or will be recovered from any other source as enumerated in the law.

In seeking restitution, the school district shall file with the Court, District Attorney and defense counsel an affidavit stating that the funds reasonably expended for which restitution is being sought have not been and will not be recovered from any other source or in any other civil or criminal proceeding, except as provided for pursuant to General Obligations Law §3-112.

DISSEMINATION AND REVIEW

A. Dissemination of Code of Conduct

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

1. Providing copies of a summary of the Code of Conduct to all students, in an age-appropriate version, written in plain-language, at a school assembly to be held at the beginning of each school year.
2. Posting a complete copy of the Code of Conduct, including any annual updates or amendments thereto, on the District's website.
3. Providing a summary of the Code of Conduct written in plain language to all parents of district students before the beginning of each school year and making this summary available later upon request.
4. Providing all current teachers and other staff members with a complete copy of the Code of Conduct and a copy of any amendments to the Code of Conduct as soon as practicable after adoption.
5. Providing all new employees with a complete copy of the current Code of Conduct when they are first hired.
6. Making complete copies of the Code of Conduct available for review by students, parents, other school staff and other community members.

The board will sponsor an in-service education program for all district staff members to ensure the effective implementation of the school policy on school conduct and discipline, including but not limited to, guidelines on promoting a safe and supportive school climate while discouraging, among other things, discrimination or harassment against students by students and/or school employees; and including safe and supportive climate concepts in the curriculum and classroom management. The superintendent may solicit the recommendations of the district staff, particularly teachers and administrators, regarding in service programs pertaining to the management and discipline of students. On-going professional development will be included in the District's professional development plan, as needed.

B. Review of Code of Conduct

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

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

The Code of Conduct and any amendments to it will be filed with the Commissioner of Education, in a manner prescribed by the Commissioner, no later than thirty (30) days after adoption.