2026-2027

Salamanca

CCSD

Code of Conduct

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Code of Conduct Introduction

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

The Board has established 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 Salamanca City Central School District (the "District") recognizes the need to clearly define the expectations for acceptable conduct, to identify the possible consequences of unacceptable conduct, and to ensure that discipline, when necessary, is administered promptly and fairly. To this end, the

Board adopts this Code of Conduct ("Code"). This code complies with the Dignity for All Students Act, and unless otherwise indicated, this code applies to all students, school personnel, parents, and other visitors when on school property, attending a school function or as a representative of the student body.

Definitions

For purposes of this code, the following definitions apply:

Attire and appearance: include such things (but not limited to) clothing, hair style/ color, jewelry, makeup, nails, accessories, and personal hygiene.

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

Corporal punishment: means any act of physical force upon a student for the purpose of punishing that student, and it is forbidden.

Disruptive: means engaging in conduct that results in the student being removed from the classroom by the teacher(s) pursuant to Education Law §3 214(3a) and this code on four or more occasions during a semester.

Disruptive student: means any enrolled student under the age of twenty-one who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom.

Electronic Device: (school issued or personal) is a portable Internet-accessing device that can be used to transmit communications (by voice, written characters, words, or images, share information, record sounds, process words, and/ or capture images), such as, but not limited to, a laptop computer, tablet, smartphone, cellphone, personal digital assistant or E-Reader.

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

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

Parent: means parent, guardian, or person in parental relation to a student. Emancipated minor acts as their own parent.

Principal: means any Principal, Assistant Principal, Acting-Principal or Dean of Students.

Protected Class: means individuals or groups identified in the following categories based upon race, color, gender, ethnicity, religious affiliation, and/or preference, sexual orientation, weight, disability.

Public: means all persons when on school property or attending school functions including students, teachers, and district personnel.

Removal: means a removal for disciplinary reasons from the student's current educational placement other than a suspension and change of placement to an interim alternative educational setting (IAES) ordered by an impartial hearing officer because the student poses a risk of harm to themself or others.

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 vehicle, as defined in New York State Vehicle and Traffic Law §142 or school related transportation.

School function means any school-sponsored extra-curricular event or activity. Be it on school property or other venue.

Suspension means a suspension pursuant to Education Law §3214.

Violent Student means a student enrolled regardless of age:

a. Commits an act of violence upon a school employee or attempts to do so.
b. 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.
c. Possesses, while on school property or at a school function, a weapon.
d. Displays, while on school property or at a school function, what appears to be a weapon.
e. Threatens, while on school property or at a school function, to use a weapon.
f. Knowingly and intentionally damages or destroys the personal property of any school employee orany person lawfully on school property or at a school function or attempts to do so.

g. Knowingly and intentionally damages or destroys school district property or attempts to do so.

Weapon means a firearm defined in 1 8 U S C SS92 1 for the purpose of the Gun- Free Schools Act. 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.

Weapon also means the same as "dangerous weapon" under 18 U.S.C. SS930 (g)(w) which includes "a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury, except[for] a pocketknife with a blade of less than 2 1/2 inches in length".

Students' Rights and Responsibilities

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, healthy, orderly, and civil school environment, all district students have the right to:

a. Take part in all district activities on an equal basis regardless of race, color, creed, national origin,religion, gender, or sexual orientation or disability or any other legally protected class.
b. Present their version of the relevant events to school personnel authorized to impose a disciplinaryconsequence in connection with the imposition of the consequence.
c. Access to school rules and, when necessary, receive an explanation of those rules from schoolpersonnel.

Student Responsibilities

All district students have the responsibility to:

a. Contribute to maintaining a safe and orderly school environment conducive to learning and showrespect to other persons and to property.
b. Be familiar with and abide by all district policies, rules, and regulations dealing with student conduct.
c. Attend school every day unless legally excused. Be in class, on time, and prepared to learn.
d. Work to the best of their ability in all academic and extracurricular pursuits and strive toward theirhighest level of achievement possible.
e. React positively to direction given by teachers, administrators, and other personnel.
f. Work to develop mechanisms to control anger.
g. Ask questions when they do not understand.
h. Seek help in solving problems that might lead to discipline or conflict.
i. Dress appropriately for school and school functions.
j. Accept responsibility for their actions.

k. Use district provided technology in accordance with the Acceptable Use Policy by demonstratingrespect for themselves, others, and the school community.
l. Conduct themselves as representatives of the district when participating in or attending school-sponsored extracurricular events and hold themselves to the highest standards of conduct, demeanor, and sportsmanship.

Essential Partners

Parents

All parents are expected to:

a. Recognize that the education of their child(ren) is a joint responsibility of the parents and the schoolcommunity.
b. Send their children to school ready to participate and learn.
c. Ensure their children attend school regularly and on time.
d. Ensure absences from school are necessary for the welfare of the child.
e. Insist their children be dressed and groomed in a manner consistent with student dress code.
f. Help their children understand that in a democratic society, appropriate rules are required tomaintain a safe and orderly environment.
g. Know school rules and help their children to understand them.
h. Convey to their children a supportive attitude toward education and the district.
i. Build good relationships with teachers, other parents, and their children's friends.
j. Help their children deal effectively with peer pressure.
k. Inform school officials of changes in the home situation that may affect student conduct orperformance.
l. Regularly monitor their child's use of technology to promote a healthy lifestyle, socially acceptableinterpersonal and responsible behaviors.
m. Provide a place for study and ensure homework assignments are completed and done well.

All Staff

All adults serving the district are expected to:

a. Maintain a climate of mutual respect and dignity, which will strengthen students' self-concept andpromote confidence to learn.
b. Be prepared to teach/instruct/supervise and counsel students within their level or training, certification, and authority, both real and implied.
c. Demonstrate interest in teaching and concern for student achievement.
d. Know school policies and rules and enforce them in a fair and consistent manner.
e. Communicate regularly with students, parents, and other staff concerning student growth andachievement.
f. Instruct children on how to promote a healthy lifestyle, including socially acceptable interpersonaland responsible behaviors when using technology.
g. Communicate with students and parents on a regular and timely basis relevant information:
    i. Course objectives and requirements.
    ii. Marking/grading procedures.

iii. Assignment deadlines.
iv. Expectations for students.
v. Classroom discipline plan.
vi. Review career plans.
vii. Encourages extra-curricular involvement.
viii. Promote a safe, orderly, and stimulating school environment.
ix. Ensure assess to staff to address student grievances and concerns.
x. Evaluate school programs and instructional staff.
xi. Enforce the Code of Conduct fairly and consistently.
xii. Regularly review policies and procedures.
xiii. Inform the community and Board of Education about educational trends.
xiv. Develop plans for students.
xv. Staff achievement.

Dress Code

The district expects that all students and staff will dress in a way that is appropriate for the school day or for any school sponsored event. Student dress choices should respect the district's intent to sustain a community that is inclusive of a diverse range of identities, be safe, appropriate, and not disrupt or interfere with the educational process. Per the essential partners section above, "parents (e)," the primary responsibility for a student's attire and appearance to adhere to this dress code resides with the student and their parent(s) or guardian(s).

The school district is responsible for seeing that individual attire does not interfere with the health or safety of any individual, that student attire does not contribute to a hostile or intimidating atmosphere for any individual, and that dress code enforcement is universal and not based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income, or body type/size.

Restrictions on student attire and appearance must be necessary to support the overall educational goals of the school under the basic principle that specific areas of the body must be covered for all individuals, at all times, according to

Diagram 1. Under this basic principle, students must wear:

a. A Shirt (with opaque fabric in the front, back, and on the sides under the arms), AND
b. Opaque fabric pants/jeans or the equivalent (for example, a skirt,sweatpants, leggings, a dress, or shorts), AND
c. Shoes/Footwear provided the footwear is not a safety hazard.

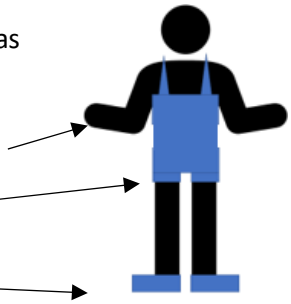


Diagram 1.

Courses or programs that include attire as part of the curriculum (for example, professionalism, public speaking, STEAM, and job readiness) may include assignment-specific dress but should not focus on

covering bodies in a particular way or promoting culturally specific attire. Activity-specific shoes/footwear requirements are permitted (for example, athletic footwear for PE)

Students Cannot Wear:

a. Items/clothing that are vulgar, obscene, libelous, or denigrate others on account of race, color,religion, creed, national origin, gender, sexual orientation, or disability (including hate speech, profanity, pornography).
b. Images or language depicting/suggesting tobacco, drugs, alcohol, vaping, or paraphernalia associated with the use of these activities (or any illegal item or activity).
c. Bullet proof vest, body armor, tactical gear, or facsimile.
d. Images or language that creates a hostile or intimidating environment based on any protectedclass or consistently marginalized groups.
e. Culturally offensive clothing or costumes.
f. Any clothing that reveals visible undergarments (visible waistbands and visible straps are allowed).
g. Swimsuits (except as required in class or athletic practice).
h. Coats, jackets, and footwear that are intended primarily for the outdoors in the classroom or in the halls during the school day. These items shall be stored in student's assigned lockers.
i. Excessive costume face paint, unless designed to promote school spirit during designated times for school spirit activities.
j. Accessories that could be considered dangerous or could be used as a weapon.
k. Any item that obscures the face or ears (except as a religious observance).
l. During health-related needs and/or community restrictions, students/staff may be required towear face masks. Facemasks must be clean and appropriate for school setting.
m. Hoods/hats are not to beworn (on heads) in the building.
n. No backpacks, sports bags, luggage carrier, or similar item after the start of the school day without prior permission on an individual basis from the administrator in charge. *Or unless deemed necessary by administration due to specific circumstances.

If a student is inappropriately dressed, the student may comply with:

a. Changing into or covering up with an article of clothing that complies with the basic principle.
b. Turning an inappropriate article of clothing inside out.
c. Wearing an article of clothing provided by the district.
d. Contacting a parent to provide an article of clothing that complies with the basic principle.If a student refuses to comply, further administrative action may be taken.

Note: The administrator in charge shall have some flexibility in enforcement of the Code of Conduct in matters of Dress Code to celebrate school-wide events such as Spirit Week Celebrations, and matters pertaining to the Americans with Disabilities Act and other considerations not specifically enumerated.

The Building Principal or their designee shall be responsible for informing all parties of the dress code at the beginning of the school year and any revisions to the dress code made during the school year.

Remote Learning

General Expectations for the Remote Learning Environment:

a. All students will have the necessary technology to communicate, receive instruction, interact with class, and comply with work requirements effectively and regularly.
b. The district will continue to track student attendance. This may be done in numerous ways, such asthrough attendance in live streamed classes, accessing a learning platform (Class Pages), or interaction with class postings or requirements (watching a short clip or video). In addition, compliance with all required assignments and assessments will be used to monitor student attendance.
c. Students must comply with all work requirements in a timely fashion (meeting deadlines) and should reach out to the teacher when they are experiencing any difficulty with the material or with meeting the set timelines. Work requirements and communication information will be found on theteacher's class page.
d. Normal classroom procedures for grading are in effect in a remote learning environment.

Live Stream Education Sessions (Zoom)

Video conferencing and live streamed class sessions are essential components of the learning process and help to improve the effectiveness of remote teaching and remote learning. Students are required to observe the following regarding a Remote Learning environment:

a. Students must be punctual to any live streamed session scheduled by the teacher.
b. Teachers will monitor attendance and students may receive class participation grades.
c. Students must ensure their technology works properly, is charged, and that the camera is directed at them when necessary.
d. Proper online manners are vital to a productive and supportive online learning environment. Students are to behave in the live online session as expected by the teacher and as if they were in aregular in-person environment, especially because the session may be recorded.
e. The following Netiquette guidelines apply to all online communications:
    i. Dress appropriately by adhering to the Dress Code.
    ii. Be mindful of inappropriate surroundings or potential interruptions to the session.
    iii. Sessions are intended for the learners in a particular class. Do your best not to include individuals who are not part of the class.
    iv. Be polite, respectful, and tolerant of views expressed by others.
    v. Remember that this learning environment is not anonymous - others will be reading yourmessages and watching your screen.
    vi. When reacting to someone else's message, address their ideas, not the person.
    vii. Avoid using unnecessary sarcasm and unnecessary humor, and do not include obscenities inwork or messages. Without face-to-face communication, people may take your humor personally, and you never know who may be offended by expressions that are absent of anyemotion.
    viii. Word your communication carefully.
    ix. Always assume your electronic work will be forwarded. Do not write anything that you do not want to broadcast to your class.

x. A recorded session within the domain of the school's system is considered property of theschool and should be treated accordingly.

Cell Phones and Electronic Devices

During school hours – including study halls, hallway transitions, and cafeterias, personal internet-enabled devices must remain off and stored in the designated location (school to determine). Personal internet-enabled devices and school-provided devices may be revoked for violations of the Code of Conduct. Violations may result in the confiscation of the personal electronic device and/or other disciplinary actions. The first offense may be a warning; second offense may be a confiscation; third offense may be a confiscation along with a required parent/guardian meeting for pick up. The district is not responsible for theft, loss, or damage to personal electronic devices brought onto school property.

Exceptions are made on an individual basis approved by administration and may include:

- Health Care and Medical needs (e.g., diabetes monitoring)
- Translation tools for English language learners
- Educational Authorization (authenticator apps for college and career students)
- If stated on the students IEP or 504 plan

Prohibited Student Conduct

The Board expects all students to conduct themselves in an appropriate and civil manner, with proper regard for the rights and welfare of other individuals, and for the care of school facilities and equipment. The best discipline is self-imposed, and the students must learn to assume and accept responsibility for their own behavior, as well as the consequences of their misbehavior. Staff interacting with students areexpected to use disciplinary action only when necessary and to place emphasis on the student's ability to grow in self-discipline.

The district recognizes the need to make its expectations for students to conduct while on school property, engaged in a school function or while representing the school district, specific and clear. The rules of conduct listed below are intended to do that and focus on safety and respect for the rights and propertyof others. Students who will not accept responsibility for their own behavior and who violate these school rules will be required to accept the consequences for their conduct. Students may be subject to disciplinary action when they:

Engage in Conduct that is Disorderly

Examples of disorderly conduct include, but not limited to:

a. Running in hallways.
b. Making unreasonable noise.
c. Using language or gestures that are profane, lewd, vulgar, or abusive.
d. Obstructing vehicle or pedestrian traffic.
e. Disrupting the normal operation of the school district.

f. Trespassing on school property before or after the school day without the permission of a staffmember or administrator.
g. Misuse of computer/electronic communications, including unauthorized use of computers, software, or internet/intranet account; accessing inappropriate websites; or any other violation ofthe district's acceptable use policy.
h. Intentionally damaging or destroying school property.
i. Utilizing electronic media to demean, belittle, embarrass, or otherwise mock an individual.

Misuse of Electronic Devices

Examples of misuse of electronic devices include, but not limited to:

a. Those employees charged with enforcing the District Code of Conduct are authorized to takepossession of any electronic device when a person is found to be in violation of this Code of Conduct.
b. Students MUST immediately submit their electronic device to a staff member should staff request it. If a staffmember takes possession of a device, for any reason, the student will be able to pick up their electronic device(s) after class or at the end of the day.
c. Students are permitted to bring their electronic device(s) to detention or tutor sessions after school; however, the device is to be placed in the front of the classroom. Students that need to text a parent for a rideshould notify the teacher, quickly send that message, and then return the electronic device(s) to the front of the classroom.
d. Unless permission is granted by a staff member, taking pictures, videos, or audio recordings with any electronic devices is strictly prohibited and may be in violation of privacy rights.
e. NO electronic device (excluding SED approved calculators) of any kind, are permitted during any 3-8 State Assessments, Regents Examination or local examination and failure to abide by this will resultin an immediate failure of the assessment for the violating student(s).

Engage in Conduct that is Incorrigible, Disruptive/Disorderly

Examples of disruptive / disorderly conduct include:

a. Tardy or truant or leaving school without permission.
b. Skipping class
c. Skipping detention.
d. Intentionally damaging or destroying school district property.

Engage in Conduct that is Insubordinate

Examples of insubordinate conduct include:

a. Failure to comply with the reasonable directions of staff in charge of students or otherwise demonstrating disrespect.

Engage in Conduct that is Violent

Examples of violent conduct include:

a. Committing or threatening to commit an act of violence and/or enabling, promoting/coercing (suchas hitting, kicking, punching, and scratching, but not limited to biting, spitting, pulling hair, etc.) towards:
    i. A staff member while they are acting in an official capacity.
    ii. Another student.
    iii. Any other person lawfully on school property or attending a school function.
b. Possessing a weapon. Authorized law enforcement officials are the only people permitted to have aweapon in their possession while on school property or at a school function.
c. Threatening to use any weapon or displaying what appears to be a weapon.
d. Intentionally damaging or destroying the property of the school district, a student, staff, or otherperson lawfully on school property.

Engage in any Conduct that Endangers the Safety, Morals, Health, or Welfare of Others

Examples of such conduct include, but are not limited to:

a. Lying to staff.
b. Stealing the property of students, staff, or other person lawfully on school property or attending aschool function.
c. Defamation, which includes making false or unprivileged statements or derogatory representationsabout an individual or identifiable group by demeaning them based on race, sex, creed, color, nationality, sexual orientation, or any other protected class.
d. Discrimination, which includes the use of race, color, creed, national origin, religion, gender, sexualorientation, or disability, as a basis for treating another in a negative manner.
e. Harassment, which includes a sufficiently severe action, physical altercation, or persistent, pervasive pattern of actions or statements directed at an identifiable individual or group which are intended to be, or would be perceive as being: ridiculing, demanding, annoying, alarming, and/or placing an individual in reasonable fear of physical injury.
f. Intimidation, which includes actions or statements that put an individual in fear of bodily harm.
g. Hazing, which includes any intentional or reckless act against another for the purpose of initiation into, affiliating with or maintaining membership in any school sponsored activity, organization, club,or team.
h. Selling, using, or possessing obscene material.
i. Using vulgar or abusive language, cursing, or swearing.
j. Smoking a cigarette, cigar, pipe, or using chewing or smokeless tobacco/nicotine products, electronic nicotine delivery devices, or possession of any smoking materials or related paraphernalia.
k. Possessing, consuming, selling, distributing, or exchanging alcoholic beverages or illegal substances,or being under the influence of illegal substances including, but are not limited to, inhalants, cannabis, cocaine, LSD, PCP, amphetamines, heroin, steroids, THC products including edibles, look-alike drugs, synthetic cannabinoids, and any substances commonly referred to as “designer drugs.”
l. Inappropriately using or sharing prescription and over-the-counter drugs.
m. Gambling.
n. Indecent exposure, that is, exposure to the sight of the private parts of the body in a lewd orindecent manner.

o. Initiating a report warning of fire or other catastrophe without valid cause, misuse of 911, ordischarging a fire extinguisher.
p. P.D.A. - Physical Display of Affection
q. Unauthorized use of image (digital or print) or caricature or representation via social media or othertechnological means that demeans one's character, reputation or standing in society, while on school property.

Engage in Bus Misconduct

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

a. It is crucial for students to behave appropriately while riding district vehicles or at a bus stop to ensure their safety and that of other passengers and to avoid distracting the driver.
b. Students are required to conduct themselves in the vehicle and/or the bus stop in a manner consistent with established standards for classroom behavior. Excessive noise, pushing, shoving, and will not be tolerated.

Engage in any Form of Academic Misconduct

Examples of academic misconduct include:

a. Plagiarism.
b. Cheating.
c. Copying.
d. Altering records.
e. Violations of the District's Acceptable Use Policy for Technology.
f. Assisting another student in any of the above actions.

Reporting Violations

a. Any person (students and staff) is expected to promptly intervene and/or report violations of thecode of conduct to a staff member/administrator.
b. "See Something – Say Something." Any person (students and staff) observing a student possessing aweapon, alcohol, or illegal substance on school property or at a school function shall report this information immediately to a staff member/administrator.
c. All district staff that are authorized to impose disciplinary sanctions are expected to do so in a prompt, fair, and lawful manner. District staff members that are not authorized to impose disciplinary sanctions are expected to promptly report violations of the code of conduct to their supervisor who shall in turn impose an appropriate disciplinary sanction, if so authorized, or referthe matter to an administrator.
d. Disciplinary referrals that are deemed to violate the Dignity for All Students Act will require furtherinvestigation and action by the appropriate school personnel.
e. Any weapon, alcohol, or illegal substance found shall be confiscated immediately, if possible, followed by notification to the parent of the student involved and the appropriate disciplinarysanction if warranted, which may include permanent suspension and referral for prosecution.
f. Any threat of use or a weapon must also immediately be reported to the appropriate authority.

g. The administrator must notify the Superintendent and appropriate law enforcement agency of all code violations that constitute a crime and substantially affect the order or security of the buildingas soon as practical, but in no event later than the close of business the day the principal learns of the violation. The notification may be made by telephone, followed by a letter mailed within 24 hours of the violation. The notification must identify the student and explain the conduct that violated the code of conduct and constituted a crime.

Disciplinary Consequences, Procedures, Referrals, and Alternative Instruction

Discipline is most effective when it deals directly with the problem at the time and place it occurs, and in a way that students view as fair and impartial. Staff who interact with students are expected to use

disciplinary action only when necessary and to place emphasis on students' ability to grow in self-discipline.

Disciplinary action, when necessary, will be firm, fair, and consistent to be the most effective in changing student behavior. In determining the appropriate disciplinary action, staff authorized to impose disciplinary consequences will consider the following:

a. The student's age.
b. The nature/severity of the offense and the circumstances that led to the offense.
c. The student's prior disciplinary record.
d. The effectiveness of other forms of discipline.
e. Information from parents, teachers, and/or others, as appropriate.
f. Other extenuating circumstances.

As a rule, discipline will be progressive. This means that a student's first violation will usually merit a lighter consequence than subsequent violations. If the conduct of a student is related to a disability or suspected disability, the student shall be referred to the Committee on Special Educationand discipline, if warranted, shall be administered consistently with the separate requirements of this code of conduct for disciplining students with a disability.

A student identified as having a disability shall not be disciplined for behavior related to their disability.

Consequences

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

a. Oral warning - any member of the district staff.
b. Written warning - any member of the district staff.
c. Written notification to parents - any member of the district staff upon review by principal.
d. Loss of non-instructional privileges, (i.e., driving permission, permission to leave campus for lunch, permission to attend dances, etc.) – principal, superintendent
e. Detention - Teachers (teacher detention), principal, superintendent.

f. Removal from classroom - teachers, principal, superintendent
g. Responsible Thinking Center – principal, superintendent
h. In school suspension - principal, superintendent.
i. Suspension from transportation - principal, superintendent.
j. Suspension from athletic participation - coaches, athletic director/principal, superintendent.
k. Suspension from social or extracurricular activities – activity director/advisor, principal,superintendent.
l. Suspension of other privileges - principal, superintendent.
m. Short-term suspension (5 days or less) - principal, superintendent, Board of Education.
n. Long-term suspension (more than 5 days) - superintendent, Board of Education
o. Permanent suspension from school - superintendent, Board of Education.

Procedures

The amount of due process a student is entitled to receive before a consequence is imposed depends on the consequence being imposed. In all cases, regardless of the consequence imposed, the school personnel authorized to impose the consequence must inform the student of the alleged misconduct and must investigate, to the extent they believe necessary, the fact(s) surrounding the alleged misconduct. All students will have an opportunity to present their version of the facts to the school personnel imposing the disciplinary consequence in connection with the imposition of the consequence. Students who are to be given consequences other than an oral warning, written warning, or written notification to their parents are entitled to additional rights (explained below) before the consequence is imposed.

Detention

Teachers, principals, and the superintendent may use detention (before or after school or during lunch period) consequently for student misconduct in situations where removal from the classroom or suspension would be inappropriate. Detention will be imposed consequently only after the student's parent has been notified or attempted to be notified (to confirm that there is no parental objection) to the consequence and the student has appropriate transportation home following detention. Parental notification or attempted notification is the responsibility of the staff member (teacher for teacher detention, principal) assigning detention. Under no circumstances will a student bedenied lunch if serving a lunch detention.

Suspension from Transportation

If a student's conduct is not proper on the bus or at the bus stop, the bus driver is expected to bring such misconduct to the principal's attention. Students who have become a serious disciplinary problem may have their riding privileges suspended by the principal or superintendent. In such cases, the student's parents will become responsible for seeing that their child gets to and from school safely. Should the suspension from transportation amount to a suspension from attendance, the district will make appropriate arrangements to provide for the student's education. A student subjected to a suspension from transportation is not entitled to a full hearing pursuant to Ed. Law SS3214. However,

the student and the student's parents will be provided with a reasonable opportunity for an informal conference withthe principal or the principal's designee to discuss the conduct and the consequence involved (if requested by the parent).

Suspension from Athletic Participation, Extracurricular Activities, and other Privileges

A student subjected to a suspension from athletic participation (interscholastic or intramural), extracurricular activities (including but not limited to dances, assemblies, clubs, class trips, driving privileges, leaving campus for lunch), or other privileges is not entitled to a full hearing pursuant to Ed. Law SS3214.However, the student and the student's parents will be provided with a reasonable opportunity for an informal conference with the administrator imposing a suspension to discuss the conduct and the consequence involved (if requested by the parent).

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 the principal and the superintendent to place students who would otherwise be suspended from school as the result of a code of conduct violation into the Responsible Thinking Center (RTC), an alternate learning environment.

A student who is assigned to the RTC is not entitled to a full hearing pursuant to Ed. Law SS3214. However, the student and the students' parents will be provided with a reasonable opportunity for an informal conference with the administrator assigning RTC to discuss the conduct and the consequences involved.

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. These techniques may include practices that involve the teacher directing a student to briefly leave the classroom to give the student an opportunity to regain their composure and self-control in an alternative setting.

Time-honored classroom management techniques such as the following do not constitute disciplinary removals for purposes of this code. Such practices may include, but are not limited to:

a. short term "Time Out Area" in an elementary classroom or in an administrator's office.
b. sending (after calling the office to give notice of student being sent) a student to the principal's office for the remainder of the class time only (after calling the office to give notice of student being sent); or
c. sending (after calling individual to give notice of student being sent) a student to a guidance counselor or other district staff member for counseling.

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 – if necessary - for up to two days. The removal from class applies to the class of the removing teacher only. If the disruptive student does not pose a danger or on-going threat of disruption to the academic process, the teacher must provide the student with an explanation for why they are being removed and an opportunity to explain their 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 students why they were removed fromthe classroom and give the students a chance to present their version of the relevant events within 24- hours, or by the end of the next school day.

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

Within 24 hours after the student's removal, the principal or superintendent must notify the student's parents, in writing, that the student has been removed from class and why. The notice must also inform the parents that they have the right, upon request, to meet informally with the principal or the superintendent 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 within 24 hours of the student's removal at the last known address for the parents. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting parents.

The principal may require the teacher who ordered the removal to attend the conference. If at the informal meeting the student denies the charges, the principal or designee must explain why the student was removed and give the student and the parents a chance to hear the student's version of therelevant 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 consent of the parent and the principal.

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

a. The charges against the students are not supported by substantial evidence.

b. The student's removal is otherwise in violation of law, Board of Education policies, including thecode of conduct.
c. The conduct warrants suspension from school pursuant to Education Law §3214 and a suspensionwill be imposed.

The principal or designee may overturn a removal at any point between receiving the referral form issued by the teacher and close of business in 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, whatever is less.

Any disruptive student removed from a classroom by the classroom teacher shall be offered continued educational programming and activities until permitted to return to the classroom. Each teacher must keep a complete log (on a district provided form) for all cases of removal of students from class. The principal must keep a log of all removals of students from class.

Removal of a student with a disability may, under certain circumstances, constitute a change in the student's placement. Accordingly, no teacher may remove a student with a disability from class until they have verified with the principal or the CSE chairperson that the removal will not violate the student's rights under state or federal law or regulation.

Suspension from School

Suspension from school is a severe consequence, which may be imposed only upon students who are insubordinate, disorderly, violent, or disruptive, or whose conduct otherwise endangers the safety, morals, health, or welfare of others. The Board retains its authority to suspend students, but places primary responsibility for the suspension of students with the superintendent and the building principal.

Any staff member may recommend to the superintendent or the principal that a student be suspended. All staff members must immediately report and refer a violent student to the principal or the superintendent for a violation of the code of conduct. All recommendations and referrals shall be made in writing unless the conditions underlying the recommendation or referral warrant immediate attention. In such cases a written report is to be prepared as soon as possible by the staff member recommending the suspension.

The superintendent or principal, upon receiving a recommendation or referral for suspension or when processing a case for suspension from a staff member, shall gather the facts relevant to the matter and record them for subsequent presentation, if necessary.

Short-term suspension (5 days or less) from school:

When the superintendent or principal proposes to suspend a student charged with misconduct for 5 days or less pursuant to Education Law §3214(3), the suspending authority must immediately notify the student orally. If the student denies the misconduct, the suspending authority must provide an explanation of the basis for the proposed suspension.

The suspending authority must also notify the student's parents 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 ensure receipt of the notice within 24 hours of the decision to propose suspension at the last known address for the parents. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number for the purpose of contacting parents.

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

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 students' presence does pose such a danger or threat of disruption, the notice and opportunity for an informal conference shall take place as soon as possible afterthe suspension as is reasonably practicable.

After the conference, the principal shall promptly advise the parents in writing of their decision. The principal shall advise the parents that if they are not satisfied with the decision and wish to pursue the matter, they must file a written appeal with the superintendent within five business days, unless they canshow extraordinary circumstances precluding them from doing so. The superintendent shall issue a written decision regarding the appeal within ten business days of receiving the appeal. If the parents arenot satisfied with the superintendent's decision, they must file a written appeal to the Board of

Education with the district clerk within ten 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 may be appealed to the Commissioner within 30 days of the decision.

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

When the superintendent of schools determines that a suspension for more than ten (10) days may be warranted, reasonable notice shall be given to the student and the student's parents of their right to a fair hearing. At the hearing, the student shall have the right to be represented by counsel, the right to question witnesses against them, and the right to present witnesses and other evidence on their behalf.

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

The report of the hearing officer shall be advisory only, and the superintendent may accept all or any part thereof. An appeal of the decision of the superintendent may be made to the Board 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 business days of the date of the superintendent's decision,

unless the parents can show that extraordinary circumstances preclude them from doing so. The Board may adopt the decision of the superintendent as a whole or in part. Final decisions of the Board may appeal to the Commissioner within 30 days of the decision.

Permanent suspension:

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

Minimum Periods of Suspension

1. Students who bring a weapon to school.

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

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

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

2. Students who commit violent acts other than bringing a weapon to school.

Any student, other than a student with a disability, who is found to have committed a violent act, as previously defined in this Code of Conduct, other than bringing a weapon onto school property, shall be subject to suspension from school for up to five days. If the proposed consequence is the minimum five-daysuspension, 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 consequence exceeds the minimum five-day suspension, the student and 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 consequence, the superintendent may consider the same factors considered on modifying a one-year suspension for possessing a weapon.

3. Students who are repeatedly disruptive of the educational process or repeatedly interfere with the teacher's authority over the classroom.

Any student, other than a student with a disability, who repeatedly is disruptive of the educational process or interferes with the Teacher's authority over the classroom will be defined disruptive,

pursuant to Education Law §3 214(3a) and this code. If the proposed consequence 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 consequence 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 consequence, the superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon. The administration shall have discretion when imposing a consequence to include a combination of suspension consequence options available when reasonable evidence suggests such action is likely to

remediate the behaviors in question. This can include but not be limited to in/out of school suspensions, revocation of athletic or extracurricular participation or other school-related privileges.

Referrals

Counseling

The Guidance Office shall handle all referrals of students to counseling.

PINS Petitions

The district may file a PINS (Person in Need of Supervision) petition to any student under the age of eighteen who demonstrates that they require supervision and treatment by:

a. Being habitually truant and not attending school.
b. Engaging in an ongoing or continual behavior which makes the student ungovernable, or habitually disobedient and beyond the lawful control of the school.
c. Knowingly and unlawfully possesses marijuana in violation of Penal Law §221.05. A singleviolation of §221.05 will be a sufficient basis for filing a PINS petition.
d. Juvenile Delinquents and Juvenile Offenders

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

a. Any student under the age of sixteen 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 CriminalProcedure Law SS 1. 2 0 (4 2).

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

Alternative Instruction

When a student of any age is removed from class by a teacher or any 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 recognizes that it may be necessary to suspend, remove, or otherwise discipline students with disabilities to address disruptive or problem behavior. The Board also recognizes that students with disabilities enjoy certain procedural protection whenever school authorities intend to impose discipline upon them. The Board is committed to ensuring that the procedures followed for suspending, removing, or otherwise disciplining students with disabilities are consistent with the procedural safeguards required by applicable laws and regulations. This code of conduct affords students with disabilities subject to disciplinary action no greater or lesser rights than those expressly afforded by applicable federal and state law and regulations.

Authorized Suspensions or Removals of Students with Disabilities

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

a. The Board, the district superintendent (BOCES) of schools, or the principal may order the placement of a student with a disability into an IAES, another setting or suspension for a periodnot to exceed five consecutive school days, and not to exceed the amount of time a non- disabled student would be subject to suspension for the same behavior.
b. The superintendent may order the placement of a student with a disability into an IAES, anothersetting, or suspension for up to 10 consecutive school days, inclusive of any period in which the student has been suspended or removed under subparagraph (a) above for the same behavior, if the superintendent determines that the student has engaged in behavior that warrants a suspension and the suspension or removal does not exceed the amount of time non-disabled students would be subject to suspension for the same behavior.
c. The superintendent may order additional suspensions of more than ten consecutive school days in the same school year for separate incidents of misconduct if those removals do not constitute a change of placement.
d. The superintendent may order the placement of a student with a disability in an IAES to be determined by the committee on special education (CSE), for the same amount of time that astudent without a disability would be subject to discipline, but no more than 45 days, if the student possesses or carries a weapon to school or to a school function, or the student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function.

Subject to specified conditions required by both federal and state law and regulations, an impartial hearing officer may order the placement of a student with a disability in an IAES setting for up to 45 days at a time, if maintaining the student in their current educational placement poses a risk of harm to the student or others.

Change of Placement Rule

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

i. For more than ten consecutive school days; or
ii. For a period of 10 consecutive school days or less if the student is subjected to a series of suspensions or removals that constitute a pattern because they cumulate to more than 10 school days in a school year and because of such factors as the length of each suspension orremoval, the total amount of time the student is removed to one another.

b. School personnel may not suspend or remove a student with disabilities if imposition of the suspension or removal would result in a disciplinary change in placement based on a pattern of suspension or removal. However, the district may impose a suspension or removal, which wouldotherwise result in a disciplinary change in placement, based on a pattern of suspensions or removals if the CSE has determined that the behavior was not a manifestation of the student's disability, or the student is placed in an IAES for behavior involving weapons, illegal drugs or controlled substances.

Special Rules Regarding the Suspension or Removal of Students with Disabilities

The 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 10 school days in a school year orimposing 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.
    i. If subsequently, a student with a disability who has a behavioral intervention plan and who has been suspended or removed from their current educational placement for more than 10 schooldays 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.
    ii. If one or more members of the CSE believe that modifications are needed, the school districtshall convene a meeting of the CSE to modify such plan and its implementation, to the extentthe committee determines 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.
c. The parents of a student who is facing disciplinary action, but who has not been determined to be eligible for services under IDEA and Article 89 at the time of misconduct, shall have the right to invoke applicable procedural safeguards set forth in federal and state law and regulations if, in accordance with federal and state statutory and regulatory criteria, the

school district is deemed to have had knowledge that their child was a student with a disability before the behavior precipitating disciplinary action occurred. If the district is deemed to have had such knowledge, the student willbe considered a student presumed to have a disability for discipline purposes.

i. The superintendent or principal, imposing a suspension or removal, shall be responsible fordetermining whether the student is a student presumed to have a disability.

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

- conducted an individual evaluation and determined that the student is not a studentwith a disability, or
- determined that an evaluation was not necessary and provided notice to the parents ofsuch determination, in a manner required by 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 activities. However, if a request for an individual evaluation is made while such non-disabled student is subjected to a disciplinary removal, an expedited evaluation shall be conducted and completed in the manner prescribed by applicable federal and state law and regulations. Until the expedited evaluation is completed, 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.

a. The district shall provide parents with notice of disciplinary removal no later than the date in whicha decision is made to change the placement of a student with a disability to an IAES for either misconduct involving weapons, illegal drugs or controlled substances or because maintaining the student in their current educational setting poses a risk of harm to the student or others; or a decision is made to impose a suspension or removal that constitutes a disciplinary change in placement. The procedural safeguards notice prescribed by the commissioner shall accompany thenotice of disciplinary removal.
b. The parents of a student with a disability subject to a suspension of five consecutive school days orless shall be provided with the same opportunity for an informal conference available to parents ofnon-disabled students under the Education Law.
c. Superintendent hearings on disciplinary charges against students with disabilities subject to a suspension of more than five consecutive school days shall be bifurcated into a guilt phase and a consequence phase in accordance with the procedures set forth in the Commissioner's regulationsincorporated into this code.
d. The removal of a student with disabilities other than a suspension or placement in an IAES shall beconducted in accordance with the due process procedures applicable to such removals of non- disabled students, except that school personnel may not impose such removal for more than 10 consecutive days or for a period that results in a disciplinary change in placement, unless the CSE determined that the behavior is not a manifestation of the student's disability.

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

Expedited Due Process Hearings

An expedited due process hearing shall be conducted in the manner specified by the Commissioner's Regulation incorporated into this code, 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 their current educational placement, or during the pendency of due process hearings where school personnel maintain that it is dangerous for the student to be in their currentplacement during such proceedings.
b. The parent requests such 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, includingbut not limited to any decision to place the student in an IAES.
c. During the pendency of an expedited due process hearing or appeal regarding the placement of a student in an IAES for behavior involving weapons, illegal drugs, or controlled substances, or on grounds of dangerousness, or regarding a determination that the behavior is not a manifestation of the student's disability for a student who has been placed in an IAES, the student shall remain in the IAES pending the decision of the impartial hearing officer or until expiration of the IAES placement, whichever occurs first, unless the parents and the district agree otherwise.
d. 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 isagain placed in an IAES.
e. An expedited due process hearing shall be completed within fifteen business days of receipt of the request for a hearing. Although the impartial hearing officer may grant specific extensions of such time, they must mail a written decision to the district and the parents within five business days after the last hearing date, and in no event later than 45 calendar days after receipt of the request for a hearing, without exceptions or extensions.

Referral to Law Enforcement and Judicial Authorities

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

a. The district may report a crime committed by a child with disability to appropriate authorities, and such action will not constitute a change of the students' placement.
b. 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 acrime is reported.

Corporal Punishment

Corporal punishment of any student by any staff member is strictly forbidden. However, in situations where alternative procedures and methods that do not involve the use of physical force cannot be reasonably used, reasonable physical force may be used to:

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

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

Student Searches and Interrogations

The Board is committed to ensuring an atmosphere on school property and at school functions that are safe and orderly. To achieve this kind of environment, any staff member authorized to impose a disciplinary consequence on a student may question a student about an alleged violation of law or the district code of conduct. Students are not entitled to any sort of "Miranda"-type warning before being questioned by school officials, nor are school officials required to contact a student's parent before questioning the student. School officials will tell all students why they are being questioned. In addition, the Board authorizes the superintendent, principal, or school nurse (upon direction from the superintendent or principal) to conduct searches of students and their belongings if reasonable suspicion exists that the search will result in evidence that the student violated the law or the district code of conduct.

An authorized school official may conduct a search for a student's belongings that is minimally intrusive, with reasonable suspicion, so long as the school official has a legitimate reason for the limited search. An authorized school official may search for a student, or the student's belongings based upon informationreceived from a dependable informant.

Individuals, other than district employees, will also be considered reliable informants if they have previously supplied information that was accurate and verified, or they make an admission against their own interest, or they provide the same information that is received independently from other sources, or they appear to be credible and the information they are communicating relates to an immediate threat to safety.

Staff will be considered dependable informants unless they are known to have previously supplied information that they knew was not accurate. Before searching for a student or the student's belongings, the authorized school official should attempt to get the student to admit that they possess physical evidence that they violated the law or the district code or get the student to voluntarily consent to the search. Searches will be limited to the extent necessary to locate the evidence sought.

Whenever reasonable, searches will be conducted in the privacy of administrative offices and students will be present when their possessions are being searched.

Student Lockers, Desks, and other Storage Places

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

Documentation of Searches

The authorized school official conducting the search shall be responsible for promptly recording the following information about the search except when searching district owned property:

a. Name, age, and grade of the student searched.
b. Reasons for the search.
c. Name of an informant(s).
d. Purpose of search (that is, what item(s) were being sought).
e. Type and scope of search.
f. People conducting search and their title and position.
g. Witnesses, if any, to the search.
h. Time and location of the search.
i. Results of the search (that is, what items were found).
j. Disposition of items found.
k. Time, manner, and results of parental notification.

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

Police Involvement

Police involvement in Searches and Interrogations of Students District officials are committed to cooperating with police officials and other law enforcement authorities to maintain a safe school environment. Police officials, however, have limited authority to interview or search students in schools or at school functions, or to use school facilities in connection with police work. Police officials may enter school property or a school function to question or search for a student or to conduct a formal investigation involving students only if they have:

a. A search or arrest warrant; or
b. Probable cause to believe a crime has been committed on school property or at a school function; or
c. Been invited by school officials. Before police officials are permitted to question or search any student, the principal shall first try to notify the student's parents to give the parent the opportunityto 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

d. principal will also be present during any police questioning or search of a student on school propertyor 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 the school. This means:

a. They must be informed of their legal rights.
b. They may remain silent if they so desire.
c. They may request the presence of an attorney.

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 the superintendent or designee. The superintendent or designee shall set the time and place of the interview. The superintendent or designee shall decide if it is necessary and appropriate for a school official to be present during the interview, depending upon 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 clothing in order for the child protective services worker to verify the allegations, the school nurse or doctor must be present during that portion of the interview. No student may be required to remove 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 further abuse if not removed from school before a court order can be reasonably 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 School

The Board encourages parents and other district citizens to visit district 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 superintendent, principals or designee is responsible for all people in the building and on the grounds.

For these reasons, the following rules apply to visitors to the school:

a. Anyone not a regular staff member or student of the district will be considered a visitor.

b. All visitors to the school must report to the office upon arrival in the building. There they will be required to provide photo identification, sign the visitor's register and will be given a visitor 's tag, which must be worn, at all times, while in the school. The visitor must return the tag and sign out before leaving the building.
c. Visitors attending school functions that are open to the public are not required to sign in.
d. 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), so that class disruption is kept to aminimum.
e. Teachers are expected not to take class time to discuss individual matters with visitors.
f. Any unauthorized person on school property will be reported to the building principal or designee. Unauthorized people will be asked to leave. The police may be called if the situation warrants.
g. All visitors are expected to abide by the rules for public conduct on school property contained in thiscode 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.

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

Prohibited Conduct

No person, either alone or with others, shall:

a. Intentionally injure any person or threaten to do so:
b. Intentionally damage, deface or destroy school district property or the personal property of ateacher, administrator, other district employee, or any person lawfully on school property.
c. Disrupt the orderly conduct of classes, school programs, or other school activities.
d. Distribute or wear materials in school grounds or at school functions that are obscene, advocate illegal action, appear libelous, obstruct the rights of others, or are disruptive to the school program.
e. Intimidate, harass, or discriminate against any person based on race, color, creed, nationalorigin, religion, age, gender, sexual orientation, or disability or any other protected class.

f. Enter any portion of the school premises without authorization or remain in the building after it isnormally closed.
g. Obstruct the free movement of any person in any place to which this code applies.
h. Violate the traffic laws, parking regulations, or other restrictions on vehicles.
i. Possess, consume, sell, distribute, or exchange tobacco or e-cigarette products, alcoholic beverages,controlled substances, or be under the influence of either on school property or at a school function.
j. Possess or use weapons in or on school property or at a school function, except in the case of lawenforcement officers or except as specifically authorized by the school district.
k. Loiter on or about school property.
l. Gamble on school property or at school functions.
m. Refuse to comply with any reasonable order of identified school officials on duty.
n. Willfully incite others to commit any of the acts prohibited by this code.
o. Violate any federal or state statute, local ordinance, or board policy while on school property orwhile at a school function.

Consequences

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

1. Visitors. Their authorization, if any, to remain on school grounds or at the school function shall bewithdrawn and they shall be directed to leave the premises. If they refuse to leave, they shall be subjected to criminal charges.
2. Students. They shall be subject to disciplinary action as the facts may warrant, in accordance withthe due process requirements.
3. Tenured faculty members. They shall be subject to disciplinary action as the facts may warrant inaccordance 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 ServiceLaw §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 & 4. They shall be subject to warning, suspension, or dismissal as the facts may warrant in accordance with any legal rights they may have.

Enforcement

The superintendent or designee shall be responsible for enforcing the conduct required by this code. When the superintendent of designee sees an individual engaged in prohibited conduct, which in their judgment does not pose any immediate threat of injury to persons or property, the superintendent or designee shall tell the individual that the conduct is prohibited and attempt to persuade the individual to stop. The superintendent or designee shall also warn the individual of the consequences for failing tostop. If the person refuses to stop engaging in the prohibited conduct, or of the person's conduct posesan immediate threat of injury to persons or property, the superintendent or designee shall have the

individual removed immediately from school property or the school function. If necessary, 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 "Consequences" section above. In addition, the district reserves its right to pursue a civil or criminal legal action against any person in violation of the code.

Board of Education Policies

Equity, Inclusivity, and Diversity in Education

The Board is committed to creating and maintaining a positive and inclusive learning environment where all students, especially those currently and historically marginalized, feel safe, included, welcomed, and accepted, and experience a sense of belonging and academic success.

Generally Accepted Beliefs and Agreements

All children deserve to have equal access to opportunity regardless of the color of their skin, their gender, their sexual orientation, the language they speak or their background. This freedom is fundamental to our K-12 education program and is extended to everyone without exception. The district recognizes that students are or have been historically marginalized due to inequities associated with aspects of their identities and their contexts, including, but not limited to, race, color, weight, national origin, ethnic group, religion, religious practice, disability, sex; sexual orientation, or gender (including gender identity and expression). Racism, discrimination, and marginalization of any people or groups of people, whether intentional or not, have no place in our schools, our district, or our community. Such actions cause damage to those individuals and groups at which they are directed and cause injury to our entire community. We are committed to addressing these inequities and helping every student to equitably access learning opportunities in school to enable them all to thrive and to build a better society.

Goals

The goal of the school district is to provide equitable, inclusive, and diverse opportunities for all studentsto reach their highest potential. To achieve educational equity and inclusive education, the district will acknowledge the presence of culturally diverse students and the need for students to find relevant connections among themselves and the subject matter, including the tasks teachers and coaches ask them to perform. The district will develop the individual and organizational knowledge, attitudes, skills, and practices to create culturally responsive learning and working environments that expect and support high academic achievement for students and employees from all racial groups. Differences will be seen as strengths. Differences will be nourished, celebrated, and welcomed because they are what make students and families unique.

In order to truly realize this goal, it is imperative that the Board, its officers, and employees, be fully conversant in the historical injustices and inequalities that have shaped our society and to recognize and eliminate the institutional barriers, including racism and biases, which contribute to the pervasive, disparate educational outcomes within our schools. Our pursuit of equity and inclusive education aims to understand, identify, address, and eliminate the biases, barriers, and disparities that limit a student's chance to graduate high school prepared for college, for a career, and for life.

The Superintendent or designee(s) will ensure that curriculum and instructional materials reflect the Board's commitment to educational equity. Curriculum and instructional materials for all grades shall reflect diversity and include a range of perspectives and experiences, particularly those of historically underrepresented groups. All curriculum materials shall be examined for bias. Class instructional activities and extracurricular programs shall be designed to provide opportunities for cross-cultural andcross-racial interactions that foster respect for diversity.

Equity and inclusive education are an ongoing process. It requires a shared commitment and a committed leadership if our district is to meet the unique learning needs of all students and provide welcoming learning environments that reflect the diverse backgrounds of our communities and schools. The Board understands that equity and inclusive education is achieved when each adult collaborates and affirms each student by creating a respectful learning environment inclusive of actual or perceived personal characteristics.

Educational equity is based on the principles of fairness and ensuring that every student has access to the resources and educational rigor they need at the right moment in their education, despite any individual's actual or perceived personal characteristics. Educational equity is not to be used interchangeably with principles of equality, treating all students the same.

Inclusive education is based on the principles of acceptance and inclusion of all students. Students see themselves reflected in their curriculum, their physical surroundings, and the broader environment, in which diversity is honored and all individuals are respected.

Diversity in education means students, staff, families, and community are our greatest strength and diversity is viewed as an asset. Diversity means the condition of being different or having differences, including, but not limited to, sex, race, ethnicity, sexual orientation, gender, age, socioeconomic class, political status, religion, ability, and other human differences. Embracing our diversities and moving beyond tolerance and celebration to inclusivity and respect will help the district reach our goal of creating a community that ensures each voice is heard and valued.

Accountability, Transparency and Review

The Board, its officers and employees, accepts responsibility and will hold themselves and each other accountable for every student having full access to quality education, qualified teachers, challenging curriculum, full opportunities to gain experience, and sufficient, individually tailored support for learning. This responsibility is to ensure every student can achieve at excellent levels in academic and other students' outcomes. The district accepts its responsibility for moving forward on this journey and to committingtime, energy, and resources to develop a more equitable, inclusive, and diverse environment for all students, parents, and staff. To conclude, the Superintendent will establish a district-wide Task Force onEquity and Inclusion, as well as establish Equity and Inclusion Coordinating Committees in each school.Committees will include representation from staff, administration, students, and parents. The district-wide task force and the school-level committee will assist the administration in developing and implementing specific prevention initiatives. This includes the adoption and revision of policies, regulation, and implementation of practices designed to promote diversity, prevent discrimination, assure equitable access to high-quality educational staff, facilities, and materials, and maximize achievement for all students.

The Superintendent of Schools, or designee, will adopt goals and corresponding metrics related to this policy. The district will identify the multiple indicators necessary to monitor student outcomes, engagement, school climate, and specific data used to ensure accountability for student, school, and district-wide performance. These indicators will be used to reduce variability in outcomes, to ensure that academic outcomes will not be predictable by actual or perceived personal characteristics and will be assessed and reported transparently to the public. Reporting may include, but is not limited to, standardized test scores; referrals, suspension, and expulsion reports; the percentage of students placedin or participating in Bilingual Language or English as a New Language (ENL), Advanced Placement and remedial classes; as well as employee, parent, and student perceptions about school.

With committee input, the Superintendent of Schools is directed to develop and implement a diversity, equity, and inclusivity plan for ensuring that equitable educational opportunities are being provided to all students. In addition, the Board directs training programs be established for students, and annually for employees, to raise awareness of the issues surrounding cultural responsiveness, equity, and inclusion and to implement preventative measures to help counteract biases and practices that perpetuate achievement disparities and lead to disproportionate levels of student success. Age-appropriate instructional materials will be incorporated into the curriculum to educate students so that they can learn from a diverse range of experiences and points of view. Curricular materials and staffing decisions will support these efforts.

The Board of Education and the Superintendent will monitor and review the district's metrics and equity activities to determine the extent to which district schools are complying with this policy and evaluate the progress made toward attaining the goals of this policy. This includes whether this policy is having a positive effect on improving academic opportunities for all students, increasing family engagement, and reducing achievement gaps. The Superintendent will regularly report progress on the diversity, equity, and inclusivity plan and outcomes. Based on those results, this policy, and the specific objectives set to meet its goals, may be revised as needed.

Equity Policy Communication

To be successful in this endeavor, it is imperative that all members of the school community are aware of this policy, its purpose, procedures and the district's commitment to equity and inclusion by fostering a positive learning environment that embraces all diverse, unique, and individual differences.

The Superintendent, or designee(s), is directed to ensure that this policy is communicated to students, staff, and the community. This policy will be posted on the district's website, and will also be published in student registration materials, student, parent and employee handbooks, and other appropriate school publications.

Policy Enforcement

The Board directs the Superintendent or designee(s) to enforce this policy and create regulations and practices to implement this policy. The Board will annually review the district's implementation of this policy and take appropriate action to ensure compliance with and enforcement of this policy.

Dissemination and Review

Dissemination of Code of Conduct

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

a. Providing copies of a summary of the code to all students at a general assembly held at the beginning of each school year.
b. Making copies of the code available to all parents at the beginning of the school year upon request.
c. Make available electronically or via other means of electronic media a summary of the code of conduct written in plain language to all parents of district students before the beginning of the school year and making this summary available later upon request.
d. Providing all current teachers and other staff members with a copy of the code and a copy of any amendments to the code as soon as practicable after adoption.
e. Providing all new employees with a copy of the current code of conduct when they are first hired.
f. Making copies of the code available for review by students, parents, and community members.

The Board will sponsor an in-service education program for all district staff members to ensure the effective implementation of the code of conduct. 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.

The Board will review this code of conduct every year and update it, as necessary. In conducting the review, the Board will consider how effective the code's provisions have been and whether the code has been applied fairly and consistently. The Board may appoint an advisory committee to assist in reviewing the code and the district's response to code of conduct violations. The committee will be made up of representatives of students, teachers, administrator, and parent organizations, school safety personnel, and other school personnel.

Before adopting any revisions to the code, the Board will hold at least one public hearing at which school personnel, parents, students, and any other interested party may participate.

The code of conduct and any amendments to it will be filed with the Commissioner no later than 30 days after adoption.

Revised: 8/2020

7/2021

7/2022

8/2025

8/2026

BOE Adopted:

8/2025

8/2026