

# York Central School District

## Code of Conduct

*As per York Central School District's Board of  
Education Policy 3410 and New York State's Project  
SAVE (safe schools against violence in education)  
legislation*

Adopted by the Board of Education  
August 11, 2025

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## **I. Project SAVE Committee Membership**

The following individuals from the York Central School District comprise the SAVE committee: Superintendent of Schools, School Resource Officer, Middle/High School Principal, and Elementary Principal. The district's Shared Decision Making Team and Safety Team will be used to gain input from students, teachers, administrators, parent representatives, and other personnel.

## **II. Introduction**

The board of education ("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. To this end, all essential partners (*see section V*) and visitors (*see section XIV*) are expected to wear proper York Central School District identification when in the school building or on school property.

The district has a long-standing set of expectations for conduct on school property and at school functions. These expectations are based on the principles of civility, mutual respect, citizenship, character, tolerance, honesty, and integrity.

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

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

## **III. Definitions**

For purposes of this Code, the following definitions apply.

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

**School Property** means in or within any building, structure, athletic playing field, playground, parking lot, or land contained within the real property boundary line of a

public elementary or secondary school; or in or on a school bus (Education Law Section 11[1]).

**School Bus** means every motor vehicle owned and operated for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity, to or from school or school activities, or, privately owned and operated for compensation for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity to or from school or school activities (Education Law Section 11[1] and Vehicle and Traffic Law Section 142).

**School Function** means a school sponsored extracurricular event or activity (Education Law Section 11[2]).

**Disability** means (a) a physical, mental or medical impairment resulting from anatomical, physiological, genetic or neurological conditions which prevents the exercise of a normal bodily function or is demonstrable by medically accepted clinical or laboratory diagnostic techniques or (b) a record of such an impairment or (c) a condition regarded by others as such an impairment, provided, however, that in all provisions of this article dealing with employment, the term must be limited to disabilities which, upon the provision of reasonable accommodations, do not prevent the complainant from performing in a reasonable manner the activities involved in the job or occupation sought or held (Education Law Section 11[4] and Executive Law Section 292[21]).

**Emotional Harm** (that takes place in the context of “harassment or bullying”) means harm to a student’s emotional well-being through creation of a hostile school environment that is so severe or pervasive as to unreasonably and substantially interfere with a student’s education.

**Employee** means any person receiving compensation from a school district or employee of a contracted service provider or worker placed within the school under a public assistance employment program, pursuant to title nine B of article five of the Social Services Law, and consistent with the provisions of such title for the provision of services to such district, its students or employees, directly or through contract, whereby such services performed by such person involve direct student contact (Education Law Section 11[4] and 1125[3]).

**Sexual Orientation** means actual or perceived heterosexuality, homosexuality, or bisexuality (Education Law Section 11[5]).

**Gender** means actual or perceived sex and includes a person's gender identity or expression (Education Law Section 11[6]).

**Harassment/Bullying** means the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse, including Cyberbullying as defined in Education Law Section 11[8], that:

- (a) has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical wellbeing; or
- (b) reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; or
- (c) reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student; or
- (d) occurs off school property and creates or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation, or abuse might reach school property

For purposes of this definition, the term “threats, intimidation, or abuse” shall include verbal and non-verbal actions (Education Law Section 11[7]).

**Cyberbullying** means harassment/bullying, as defined above, through any form of electronic communication.

**Race** means a group of persons related by a common descent or heredity. For purposes of enumeration the U.S. Census Bureau uses terms such as: "White/Caucasian", "Black/African American/African-descent", "Asian", "Bi-racial", "Hispanics/Latinos" etc. to describe and classify the inhabitants of the United States.

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

**Weight** means aside from the obvious meaning in the physical sciences, the word is used in reference to a person's "size".

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

**Ethnic Group** means a group of people who identify with each other through a common heritage including language, culture, and often a shared or common religion and or ideology that stresses ancestry.

**Religion** means specific fundamental beliefs and practices generally agreed to by large numbers of the group or a body of persons adhering to a particular set of beliefs and practices.

**Religious Practice** means a term including practices and observances such as attending worship services, wearing religious garb or symbols, praying at prescribed times, displaying religious objects, adhering to certain dietary rules, refraining from certain activities, proselytizing, etc.

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

**Gender** means the socially constructed roles, behaviors, activities, and attributes that a given society considers appropriate for men and women. (MASCULINE and FEMININE denote "gender".)

**Sexual orientation** means the sex to which a person is sexually attracted. Someone attracted primarily or exclusively to members of the opposite sex is characterized as straight or heterosexual. Someone attracted primarily or exclusively to members of the same sex is characterized as homosexual. A person with a strong or viable attraction to both genders is characterized as bisexual or pansexual.

**Disability** means any restriction or lack (due to any impairment) of ability to perform an activity in the manner or within the range considered typical.

**Disruptive student** means an elementary or secondary student under the age of 21 who is substantially disruptive to 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.

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

**Violent student** means a student under the age of 21 that:

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

**"Weapon"** means a firearm as defined in U.S. Code 18 §921(a) or a dangerous weapon as defined in U.S. Code 18 §930(g)(2) for purposes of the Gun-Free Schools Act 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 that such term does not include a pocket knife with a blade of less than 2 ½ inches in length". This prohibition shall also include, but not be limited to: any of the objects or instruments referred to in Section 265.01 of the New York State Penal Law; any air-gun, spring-gun or other instrument or weapon in which the propelling force is a spring, air, piston or

CO2 cartridge; and any object that could be considered a reasonable facsimile of a weapon.

Possession of a weapon as described above may be a violation of criminal law and is a violation of School District policy and the Code of Conduct.

#### **IV. Student Rights and Responsibilities** (*see also sections XVII and XVIII*)

##### **A. Student Rights**

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

1. Take part in all district activities on an equal basis regardless of race, color, creed, national origin, religion, gender, sexual orientation, or disability.
2. Present their version of the relevant events to school personnel authorized to impose a disciplinary penalty in connection with the imposition of the penalty.
3. Access school rules and, when necessary, receive an explanation of those rules from school personnel.
4. Attend school and/or school-related activities without the threat of physical harm, verbal harassment/bullying (including cyberbullying), intimidation, or the infringement of physical space.
5. Learn in an atmosphere which is conducive to promoting educational growth at all times.
6. Dress according to personal taste, as long as doing so does not interfere with the learning process or the rights of others. *See Section VI – Student Dress Code.*
7. Free expression that allows for a free exchange of diverse viewpoints.
8. Be disciplined in a manner that is fair, firm, and consistent.
9. Timely hearing of grievances, including appeals to school officials.
10. To be protected from intimidation, harassment/bullying (including cyberbullying), or discrimination based on actual or perceived race, color, weight, national origin, ethnic group, religion, or religious practice, sex, gender/gender identity, sexual orientation, or disability, by employees or students on school property or at a school-sponsored event, function or activity.

##### **B. Student Responsibilities**

All district students have the responsibility to:

1. Contribute to maintaining a safe and orderly school environment that is conducive to learning and to show respect to other persons and to property.

2. Be familiar with and abide by all district policies, rules, and regulations dealing with student conduct.
3. Attend school every day unless they are legally excused and be in class, on time, and prepared to learn.
4. Work to the best of their ability in all academic and extracurricular pursuits and strive toward their highest level of achievement possible.
5. React to direction given by teachers, administrators, and other school personnel in a respectful, positive manner.
6. Work to develop mechanisms to control their anger.
7. Ask questions when they do not understand.
8. Seek help in solving problems that might lead to discipline.
9. Accept responsibility for their actions.
10. Conduct themselves as representatives of the district when participating in or attending school-sponsored extracurricular events and to hold themselves to the highest standards of conduct, demeanor, and sportsmanship.
11. Respect the rights of all individuals who work and learn in the school, and recognize the personal dignity inherent in all human beings.
12. Be prepared with all assignments and materials.
13. Promote an environment of tolerance and mutual respect in the school community.
14. Dress in a manner that will not disrupt the educational process or interfere with the learning process.
15. Avoid and report to school authorities all illegal drugs, alcohol and tobacco as well as school violence that occur on school premises, property, and/or at school-related activities.
16. Speak in a manner which is not slanderous (spoken maliciously or without regard to truth), nor incites others to damage property or physically harm others, or materially and substantially interferes with normal operation of the school. Comments of a derogatory or discriminatory nature concerning an individual's race, sex, religion, or ethnic heritage will **not** be condoned at any time.
17. Appeal concerns with faculty and staff decisions to the building principal. Further appeals should be made to the Superintendent and board of education in that order.
18. To respect one another and treat others fairly in accordance with the District Code of Conduct and the provisions of the Dignity Act. To conduct themselves in a manner that fosters an environment that is free from intimidation, harassment/bullying (including cyberbullying), or discrimination. To report and encourage others, to report any incidents of intimidation, harassment/bullying (including cyberbullying) or discrimination.

## **V. Essential Partners and Responsibilities**

### **A. Parents**



1. Recognize that the education of their child(ren) is a joint responsibility of the parents and the school community.
2. Send their children to school ready to participate and learn.
3. Ensure their children attend school regularly and on time.
4. Ensure absences are excused.
5. Insist their children be dressed and groomed in a manner consistent with the student dress code.
6. Help their children understand that in a democratic society, appropriate rules are required to maintain a safe, orderly environment.
7. Know school rules and help their children understand them.
8. Convey to their children a supportive attitude toward education and the district.
9. Build good relationships with teachers, other parents, and their children's friends.
10. Help their children deal effectively with peer pressure.
11. Inform school officials of changes in the home situation that may affect student conduct or performance.
12. Provide a place to study and ensure homework assignments are completed.
13. Pursue resolution of perceived problems by first contacting the teacher and, then, if appropriate and in order, the guidance counselor, principal, superintendent, board of education, and Commissioner of Education.
14. Know where their child is or should be at all times.
15. Make arrangements for/with their child in case of an emergency.
16. Have their child released from school only to you or someone designated by you.
17. Teach their children respect and dignity for themselves, and other students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex, which will strengthen the child's confidence and promote learning in accordance with the Dignity for All Students Act.

## **B. Teachers**

1. Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.
2. Be prepared to teach.
3. Demonstrate interest in teaching and concern for student achievement.
4. Know school policies and rules and enforce them in a fair and consistent manner.
5. Communicate to students and parents:
  - Course objectives and requirements
  - Marking/grading procedures

- Assignment deadlines
  - Expectations for students
  - Classroom rules and regulations
6. Communicate regularly with students, parents, and other teachers concerning growth and achievement.
  7. Fulfill their legal obligation by reporting suspected cases of child abuse to the proper authorities.
  8. Confront issues of discrimination and harassment/bullying (including cyberbullying) in any situation that threatens the emotional or physical health or safety of any students, school employee or any person who is lawfully on school property or at a school function.
  9. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
  10. Report incidents of discrimination and harassment/bullying (including cyberbullying) that are witnessed or otherwise brought to a teacher's attention to the building administrator and/or Dignity Act Coordinator in a timely manner.

#### **C. Guidance Counselors**

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

#### **D. Principals and Supervisors**

1. Promote a safe, orderly, and stimulating school environment; support active teaching and learning.

2. Ensure that students and staff have the opportunity to communicate regularly with the principal and approach the principal for redress of grievances.
3. Evaluate all instructional programs on a regular basis.
4. Support the development of and student participation in appropriate extracurricular activities.
5. Be responsible for enforcing the Code of Conduct and ensuring that all cases are resolved promptly and fairly.
6. Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.
7. Follow up on any incidents of discrimination and harassment/bullying (including cyberbullying) that are witnessed or otherwise brought to the Principal's attention in a timely manner.

**E. Superintendent of Schools**

1. Promote a safe, orderly, and stimulating school environment, free from intimidation, discrimination and harassment/bullying (including cyberbullying).
2. Support active teaching and learning.
3. Review with district administrators the policies of the board of education and state and federal laws relating to school operations and management.
4. Inform the board about educational trends relating to student discipline.
5. Work to create instructional programs that minimize problems of misconduct and are sensitive to student and teacher needs.
6. Work with district administrators in enforcing the Code of Conduct and ensuring that all cases are resolved promptly and fairly.

**F. Board of Education**

1. Collaborate with students, teachers, administrators, parent organizations, school safety personnel, and other school personnel to develop a Code of Conduct that clearly defines expectations for the conduct of students, district personnel, and visitors on school property and at school functions.
2. Adopt and review, at least annually, the district's Code of Conduct to evaluate the Code's effectiveness and the fairness and consistency of its implementation.
3. Appoint a Dignity Act Coordinator in each school building. The Dignity Act Coordinator will be thoroughly trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious

practice, disability, sexual orientation, gender/gender identity, and sex. The Dignity Act Coordinator will be accessible to students and other staff members for consultation and advice as needed on the Dignity Act.

4. Lead by example by conducting board meetings in a professional, respectful, and courteous manner.

## **G. Staff**

1. Maintain a climate of mutual respect and dignity in order to strengthen students' self-concept and promote learning.
2. Demonstrate interest and concern in the best interest of all students.
3. Know school policies and rules and enforce them in a fair and consistent manner.
4. Promote a safe and orderly school environment.
5. Communicate concerns regarding students to appropriate supervisor.
6. Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.
7. Report incidents of discrimination and harassment/bullying (including cyberbullying) that are witnessed or otherwise brought to the staff member's attention to the building administrator and/or Dignity Act Coordinator in a timely manner.

## **VI. Student Dress Code**

All students are expected to give proper attention to personal cleanliness and to dress appropriately for school and school functions. Students and their parents have the primary responsibility for acceptable student dress and appearance. Teachers and all other district personnel should exemplify and reinforce acceptable student dress to help students understand the importance of professional appearance in the school setting.

A student's dress, grooming, and appearance including hair style, jewelry, make-up, nails, and appurtenances shall:

1. Be safe, appropriate, and not disrupt or interfere with the educational process.
2. Recognize that extremely brief, tight-fitting, over-sized, and/or revealing garments such as short shorts, tube tops, net tops, halter tops, plunging necklines (front and/or back), and see-through garments are not appropriate.
3. Ensure that underwear is completely covered with clothing and that midriffs are not exposed.
4. Include footwear at all times. Footwear that is a safety hazard will not be allowed.
5. Not include the wearing of headgear in the Elementary School building, nor for secondary students in the auditorium, offices, and upon a classroom teacher's request.

6. Not include items that are vulgar, obscene, libelous, or denigrating to others on account of race, color, religion, creed, national origin, gender, sexual orientation, or disability.
7. Not promote and/or endorse the use of alcohol, tobacco, or illegal drugs and/or encourage other illegal or violent activities.
8. Gang signs, symbols, signals or words including those that represent extremist organizations are prohibited in any manner.
9. Not include the wearing of an outer coat. Upon arrival to school, students shall store coats in their assigned locker for the duration of the school day.

Each building principal or his/her designee shall be responsible for informing all students and their parents of the student dress code at the beginning of the school year and any revisions to the dress code made during the school year. Students who violate the student dress code shall be required to modify their appearance by covering or removing the offending item and, if necessary or practical, replacing it with an acceptable item. Any student who refuses to do so shall be subject to discipline, up to and including in-school suspension for the day. Any student who repeatedly fails to comply with the dress code shall be subject to further discipline, up to and including out-of-school suspension.

## **VII. Prohibited Student Conduct and Penalties**

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

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

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

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. Disciplinary action, when necessary, will be firm, fair, and consistent so as to be the most effective in changing student behavior. In determining the appropriate discipline action, school personnel authorized to impose disciplinary penalties will consider the following:

1. The student's age
2. The nature of the offense and the circumstances which led to the offense.
3. The student's prior disciplinary record.
4. The effectiveness of other forms of discipline.
5. Information from parents, teachers, and/or others, as appropriate.
6. Other extenuating circumstances.

As a general rule, discipline will be progressive. This means that a student's first violation will usually merit a lighter penalty than subsequent violations.

### **Personal Electronic Communication Devices**

Students are NOT permitted to use any electronic communication devices at any time during the instructional day unless directed to do so by school personnel. This extends to hallways, study halls, and lunches. If a staff member sees the use of an electronic device by a student, the student will be directed to turn the device over to staff, who will store it securely in the Main Office.

All students 6-12 will be expected to store their personal electronic devices, any device that allows for two-way communication in their lockers, should they decide to bring them to school at all. Personal electronic devices include but are not limited to cell phones, smart watches, wireless headphones or earbuds, etc.

For purposes of data tracking and appropriate intervention, students who violate the Personal Electronics Policy will receive a referral for Level II infraction, along with the appropriately assigned consequences and interventions at that level. Subsequent violations and referrals will lead to progressive consequences and interventions. **Students will not be suspended solely on the grounds of a Personal Electronics Violation. Insubordination, disrespect, or other Code of Conduct violations that are connected to a personal electronics situation could result in suspension of said student.**

Teachers and all other school personnel should exemplify and reinforce acceptable student behavior (including possession/use of electronic devices) and help students develop an understanding of appropriate use and conduct in the school setting.

**Please refer to pages 13 through 18 which follow.**

For additional information, please refer to the following Board of Education Policies: 7110 (attendance); 7130 (extracurricular clubs); 7113 (extracurricular activities and substance abuse); 7360 (Weapons); 7540 (Dignity Act); 7552 (Bullying); 7553 (Hazing); and 8271 (computer and Internet use)

If the conduct of a student is related to a disability or suspected disability, the student shall be referred to the Committee on Special Education. Discipline, if warranted, shall be administered consistent with the separate requirements of this Code of Conduct for disciplining students with a disability or presumed to have a disability. A student

identified as having a disability shall not be disciplined for behavior related to his/her disability.

Description of Misbehavior	Examples Include But Are Not Limited To:	Procedures	Range of Disciplinary Responses
Level I	Cutting class (1st offense)		
Level I misconduct involves behavior on the part of the student which impedes orderly classroom procedures or interferes with the orderly operation of the school.	Dress Code Violation	Immediate intervention is required by the staff member who is supervising the student or who observes the misbehavior.	Verbal reprimand
	Cafeteria problem		Special assignment
	Tardiness or absence without permission		Parent contact
	Disrespectful language	Repeated misbehavior requires a parent/teacher conference, conference with the counselor and/or administrator.	Counseling
	Inappropriate Gestures		Restorative Action
	Non-defiant failure to complete assignments or carry out directions		Withdrawal of privileges (Such as driving and extra curricular activities)
	Bus disturbance	Disciplinary referral forms will be used at the discretion of the staff member to record the misbehavior and the disciplinary action taken.	Cafeteria Clean up
	Horseplay		After School detention
	Running in hallways		Extended Detention
	Making unreasonable noise		In-School Suspension
	Skippping detention		
	Failing to comply with the reasonable directions of teachers, school administrators or other school employees in charge of students		
	Engaging in misconduct while on a school bus. It is crucial for students to behave appropriately while riding on district buses to ensure their safety and that of other passengers and to avoid distracting the bus driver. Students are required to conduct themselves on the bus in a manner consistent with established standards for classroom behavior. Excessive noise, pushing, shoving, fighting, harassment/bullying (including cyberbullying) and any actions which pose a safety problem for the driver and fellow students will not be tolerated		
	Cell phones, Gameboys, iPods, mp3 players, and other electronic devices may be used only before and after school.		
	Cell phone use is prohibited during school emergencies such as but not limited to lock-downs and evacuations.		



Description of Misbehavior	Examples Include But Are Not Limited To:	Procedures	Range of Disciplinary Responses
Level II	Continuation of Level I misbehavior		
Level II misconduct involves behavior of a frequent or serious nature which tends to disrupt the learning climate of the school.	<p>Personal Electronic Violation (use of internet enabled, two-way communication device during the school day)</p> <p>School tardiness (repeated instances)</p> <p>Leaving school without authority.</p>	<p>The student is referred in writing to the administrator for appropriate disciplinary action.</p> <p>The administrator meets with the student and/or teacher and decides the response.</p> <p>The teacher is informed of the administrator's action.</p>	<p>Parent/Staff conference</p> <p>Confiscation of Personal Electronics for school day</p> <p>Counseling/Referral (School support personnel)</p> <p>Referral to outside agency</p>
These infractions, which usually result from the continuation of Level I misbehaviors, require the intervention of personnel on the administrative level because the execution of Level I disciplinary response(s) have failed to correct the situation. Also included in this level are misbehaviors which do not represent a direct threat to the health and safety of others, but which are serious enough to require corrective action on the part of administrative personnel.	<p>Possession of or smoking a cigarette, cigar, pipe or using chewing of smokeless tobacco or any other tobacco product (including e-cigarettes and/or vapes)</p> <p>Impersonation of parent or using forged notes/excuses.</p> <p>Disruptive classroom behavior.</p> <p>Cutting class (repeated offense).</p> <p>Abusive language or gestures.</p> <p>Harassment/bullying (including cyberbullying) of students.</p> <p>Failure to serve detention assignments.</p> <p>Insubordination.</p> <p>Obstructing vehicular or pedestrian traffic.</p> <p>Engaging in any willful act which disrupts the normal operation of the school community.</p> <p>Trespassing. Students are not permitted in any school building, other than the one they regularly attend, nor in any other part of the building that is not a normal routine without permission from the administrator in charge of the building.</p> <p>Computer/electronic communications misuse, including any unauthorized use of computers, software, or internet/intranet account; accessing inappropriate websites; or any other violation of the district's acceptable use policy</p>	<p>A proper and accurate record of the offense and the disciplinary action is maintained by the administrator.</p> <p>A parental conference is held.</p>	<p>Restorative Action</p> <p>After school detention</p> <p>Extended Detention</p> <p>In-School Suspension</p> <p>Out-of-school suspension</p> <p>Loss of Bus Privileges</p> <p>Remove from cafeteria</p>

Failing to comply with the reasonable directions of teachers, school administrators or other school employees in charge of students or otherwise demonstrating disrespect. Lying to school personnel.

Description of Misbehavior	Examples Include But Are Not Limited To:	Procedures	Range of Disciplinary Responses
Level II (cont'd)	<p>Harassment/bullying (including cyberbullying), which includes a sufficiently severe action or a persistent, pervasive pattern of action or statements directed at an identifiable individual or group which are intended to be or which a reasonable person would perceive as ridiculing, demeaning, or bullying.</p> <p>Hazing, which includes any intentional or reckless act directed against another for the purpose of initiation into, affiliating with, or maintaining membership in any school sponsored activity, organization, club, or team</p> <p>Gambling</p> <p>Engaging in misconduct while on a school bus. It is crucial for students to behave appropriately while riding on district buses to ensure their safety and that of other passengers and to avoid distracting the bus driver. Students are required to conduct themselves on the bus in a manner consistent with established standards for classroom behavior. Excessive noise, pushing, shoving, fighting, and any actions which pose a safety problem for the driver and fellow students will not be tolerated</p> <p>Plagiarism, Cheating, Copying, Altering records, Assisting another student in any of the above actions, Computer Technology Misuse</p>	See Page 14	See Page 14

Description of Misbehavior	Examples Include But Are Not Limited To:	Procedures	Range of Disciplinary Responses
Level III	Continuation of unmodified Level I and Level II misbehaviors		
Level III misconduct involves antisocial acts directed against persons or property.	Fighting	The administrator initiates disciplinary action by investigating the infraction and conferring with staff on the extent of the consequences.	Parent conference and/or hearing
	Vandalism		Counseling/Referral (School support personnel)
	Possession/Use of drugs or alcohol		Temporary removal from class
These acts most frequently can be handled by the disciplinary mechanism within the school. Corrective measures which the school will take depend on the extent of the school's resources for remediating the situation in the best interest of all students.	Stealing	The administrator meets with the student and confers with the parents about the student's misconduct and the resulting disciplinary action.	After school detention
	Possession of or smoking a cigarette, cigar, pipe or using chewing of smokeless tobacco or any other tobacco product (including e-cigarettes and/or vapes). (repeated offense)		Extended Detention
	Threats to others	Restitution of property and damages is required through the student's own work whenever possible.	In-School Suspension
	Truancy		Out-of-school suspension
	Using obscene language or gestures		Superintendent's Hearing
Those acts which are criminal will automatically be referred to the appropriate law enforcement office.	Making derogatory or discriminatory racial, religious, sexual, or ethnic comments or slurs.		Charged under New York State Criminal Code
	Engaging in any sexual conduct or action while on school property or at school approved events		
	Failing to comply with the reasonable directions of teachers, school administrators or other school employees in charge of students or otherwise demonstrating disrespect		
	Committing an act of violence (such as hitting, kicking, punching, biting, spiting, and scratching) upon another student or any other person lawfully on school property or attempting to do so		
	Defamation, which includes making false or unprivileged statements or representations about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them		

Description of Misbehavior	Examples Include But Are Not Limited To:	Procedures	Range of Disciplinary Responses
Level III (cont'd)	<p>Harassment/bullying (including cyberbullying), which includes a sufficiently severe action or a persistent, pervasive pattern of action or statements directed at an identifiable individual or group which are intended to be or which a reasonable person would perceive as ridiculing, demeaning, or bullying.</p> <p>Intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm</p> <p>Hazing, which includes any intentional or reckless act directed against another for the purpose of initiation into, affiliating with, or maintaining membership in any school sponsored activity, organization, club, or team</p> <p>Selling, using or possessing obscene material</p> <p>Indecent exposure, that is, exposure to sight of the private parts of the body in a lewd or indecent manner</p> <p>Transporting inappropriate items</p> <p>Attempted arson</p> <p>Trespassing-Students are not permitted in any school building, other than the one they regularly attend, nor in any other part of the building that is not a normal routine without permission from the administrator in charge of the building</p> <p>"Internet bullying" (also referred to as "cyberbullying") including the use of instant messaging, email, websites, chat rooms, text messaging, or by any other electronic means, when such use interferes with the operation of the school; or infringes upon the general health, safety and welfare of students or employees.</p>	See Page 15	See Page 15

Description of Misbehavior	Examples Include But Are Not Limited To:	Procedures	Range of Disciplinary Responses
Level IV	Unmodified Level I, II or III misbehaviors.		In-School Suspension
Level IV misconduct involves acts which result in violence to another's person or property, or which pose a direct threat to the safety of others in the school.	Deliberately striking a staff member	The administrator verifies the offense, confers with the staff involved, and meets with the student.	Out- of-School Suspension
	Extortion		Superintendent's Hearing
	Bomb threat, false alarm, misuse of 911 call center	The student is immediately removed from the school environment.	Referral to Treatment
	Attempted Arson		Other school placement
These acts are clearly criminal and are so serious that they always require administrative action which results in the immediate removal of the student from school, and require the intervention of law enforcement authorities.	Possession/Use/Transfer of dangerous weapons or other inappropriate items.	Parents are notified. School officials contact law enforcement agency and assist in prosecuting the offender.	Charged under New York State Criminal Code or referred to appropriate law enforcement agency
	Assault/Battery		Permanent Suspension
	Vandalism (Major)		
	Theft/possession/sale of stolen property	A complete and accurate report is submitted to the Superintendent.	
	Furnishing/selling unauthorized substances (drugs, alcohol)		
	Committing and/or attempting to commit an act of violence (such as hitting, kicking, punching, biting, spitting, and scratching) upon a teacher, administrator, or other person lawfully on school property or attempting to do so		
	Possessing a weapon. Authorized law enforcement officials are the only persons permitted to have a weapon in their possession while on school property or at a school function		
	Displaying what appears to be a weapon or threatening to use a weapon.		
	Intentionally damaging or destroying school property		
	Inappropriately using or sharing prescription and/or over-the-counter drugs		
	Trespassing. Students are not permitted in any school building, other than the one they regularly attend, nor in any other part of the building that is not a normal routine without permission from the administrator in charge of the building.		

## **VIII. Reporting Violations**

All students, staff, and visitors are expected to promptly report violations of the Code of Conduct to a teacher, guidance counselor, the building principal, or his or her designee. Any student, staff, and/or visitor observing a student possessing a weapon, dangerous instrument, alcohol, tobacco products, or illegal substance on school property or at a school function and/or having knowledge of any individual who intends to harm self or others shall report this information immediately to a teacher, the building principal, the principal's designee, or the superintendent.

All district staff who are authorized to impose disciplinary sanctions are expected to do so in a prompt, fair, and lawful manner. District staff who are not authorized to impose disciplinary sanctions are expected to promptly report violations of the Code of Conduct to their supervisor, who shall in turn impose an appropriate disciplinary sanction, if so authorized, or refer the matter to a staff member who is authorized to impose an appropriate sanction.

Any weapon, dangerous instrument, alcohol, tobacco products, or illegal substance found shall be confiscated immediately, if possible, followed by notification to the parent of the student involved and the appropriate disciplinary sanction, if warranted, which may include permanent suspension and referral for prosecution.

The building principal or his/her designee must notify the appropriate local law enforcement agency of those Code violations that he or she believes constitute a crime and substantially affect the order or security of a school as soon as practical, but in no event later than the close of business the day the principal or his/her designee learns of the violation. The notification may be made by telephone, followed by a letter mailed on same day as the telephone call is made. The notification must identify the student and explain the conduct that violated the Code of Conduct and constituted a crime.

## **IX. Disciplinary Procedures and Consequences**

### **A. Procedures**

The amount of due process a student is entitled to receive before a penalty is imposed depends on the penalty being imposed. In all cases, regardless of the penalty imposed, the school personnel authorized to impose the penalty must inform the student of the alleged misconduct and must investigate, to the extent necessary, the facts surrounding the alleged misconduct. All students will have an opportunity to present their version of the facts to the school personnel imposing the disciplinary penalty in connection with the imposition of the penalty.

### **B. Consequences**

#### **1. Restorative Action/Deferred Detention:**

In certain circumstances, a student may have the opportunity of a deferred detention with restorative action. Restorative action is a mutually agreed upon action between the student and student success coordinator or administrator in lieu of immediate

detention. This action is an attempt to restore the relationship between the student and the individual harmed.

**2. Detention:**

Teachers, principals, and the superintendent may use after school detention as a penalty for student misconduct in situations where removal from the classroom or suspension would be inappropriate.

**3. Extended Detention:**

Principals, the superintendent, or their designee may use after school detention as a penalty for student misconduct in situations where removal from the classroom or suspension would be inappropriate. Extended detention will be used as a form of suspension for students. Students who experience continued lateness to school and students who ignore smoking rules and other rule violations which result in suspendable consequences deemed appropriate by the building principal will generally be assigned to extended detention.

**4. Suspension from Transportation:**

If a student does not conduct himself/herself properly on a bus, the bus driver is expected to bring such misconduct to the transportation supervisor's attention. If warranted, a written warning will be forwarded to the building principal's attention. Students who exhibit serious disciplinary problems may have all their riding privileges suspended by the building principal or the superintendent or their designees. In such cases, the student's parent will become responsible for seeing that his/her 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 Education Law §3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the building principal or the principal's designee to discuss the conduct and the penalty involved.

**5. Suspension from Athletic Participation, Extracurricular Activities, or Other Privileges:**

A student subjected to a suspension from athletic participation, extracurricular activities, or other privileges is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the district official imposing the suspension to discuss the conduct and the penalty involved. If this involves substance abuse, Board Policy 7113 applies.

**6. In-School Suspension:**

The board recognizes the school must balance the need of students to attend school and the need for order in the classroom to establish an environment conducive to learning. As such, the board authorizes building principals and the superintendent to place students who would otherwise be suspended from school as the result of a Code of Conduct violation in “in-school suspension”.

A student subjected to an in-school suspension is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student’s parent will be provided with a reasonable opportunity for an informal conference with the district official imposing the suspension to discuss the conduct and the penalty involved.

**7. 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 his or her composure and self-control in an alternative setting.

Such practices may include, but are not limited to: (1) short-term “time out” in an elementary classroom, in an administrator’s office, or guidance area, (2) sending a student to the principal’s office for the remainder of the class time only, or (3) sending a student to a guidance counselor or other district staff member for counseling. Time-honored classroom management techniques such as these do not constitute disciplinary removals for purposes of this Code.

On occasion, a student’s behavior may become disruptive. As stated earlier in this Code of Conduct, a disruptive student is a student who is substantially disruptive to 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 substantially disruptive student from class for up to one day. The removal from class applies to the class of the removing teacher only. A class in the secondary school equals one instructional period as indicated by the academic schedule (ex: 40 min.) and in the elementary school equates to a learning experience



(ex: 60 minutes).

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

If the student poses a danger or ongoing threat of disruption, the teacher may order the student to be removed immediately. The teacher must, however, explain to the student why he or she was removed from the classroom and give the student a chance to present his or her version of the relevant events within 24 hours.

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

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

The written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice 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 for the purpose of contacting parents.

The principal may require the teacher and/or the teacher who ordered the removal may request to attend the informal conference. Such conference will be scheduled during the regular school day if a teacher is required to attend.

If at the informal meeting the student denies the charge, the principal, the principal's designee, or the teacher must explain why the student was removed and give the student and the student's parents a chance to present the student's version of the relevant events. The informal meeting must be

held within 48 hours of the student's removal. The timing of the informal meeting may be extended by mutual agreement of the parent and principal.

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

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

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

Any disruptive student removed from the classroom by the classroom teacher shall be provided continued educational programming and activities such as curriculum materials supplied by the classroom teacher within a supervised, alternative educational setting until the student is permitted to return to the classroom. The classroom teacher will document the opportunity and delivery of such programming and activities.

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

Removal of a student with a disability, under certain circumstances, may constitute a change in the student's placement. Accordingly, no teacher may remove a student with a disability from his/her class until he/she has verified with the principal or the chairperson of the Committee on Special Education that the removal will not violate the student's rights under state or federal law or regulation. For the purposes of a student with a disability, each class removal constitutes one day of suspension.

## **8. Suspension from School:**

Suspension from school is a severe penalty, which may be imposed only upon students who are insubordinate, disorderly, violent, disruptive, or

whose conduct otherwise endangers the safety, morals, health, or welfare of others.

The board of education retains its authority to suspend students, but places primary responsibility for the suspension of students with the superintendent and the building principals.

Any staff member may recommend to the superintendent or the principal that a student be suspended. All staff members must immediately report and refer a violent student to the principal or the superintendent for a violation of the Code of Conduct. All recommendations and referrals 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, when processing a case for suspension, shall gather the facts relevant to the matter and record them for subsequent presentation.

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

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

The notice shall provide a description of the charges against the student and the incident for which suspension is proposed and shall inform the parents of the right to request an immediate informal conference with the suspending authority. Both the notice and informal conference shall be in the dominant language or mode of communication used by the parents. At the conference, the parents shall be permitted to ask questions of 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 student's presence does pose such a danger or threat of disruption, the notice and opportunity for an informal conference shall take place as soon after the suspension as is reasonably practicable.

After the conference, the principal shall promptly advise the parents in writing of his/her 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 to the superintendent within five business days, unless they can show extraordinary circumstances precluding them from doing so. The superintendent shall issue a written decision regarding the appeal within 10 business days of receiving the appeal. If the parents are not satisfied with the superintendent's decision, they must file a written appeal to the board of education with the district clerk within 7 business days of the date of the superintendent's decision, unless they can show extraordinary circumstances precluding them from doing so. Only final decisions of the Board of Education may be appealed to the Commissioner within 30 days of the decision.

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

When the superintendent or building principal determines that a suspension for more than five days may be warranted, he/she shall give reasonable notice 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 him/her, and the right to present witnesses and other evidence on his/her behalf.

The superintendent shall personally hear and determine the proceeding or may, in his/her discretion, designate a hearing officer to conduct the hearing. The hearing officer shall be authorized to administer oaths and to issue subpoenas in conjunction with the proceeding before him/her. A record of the hearing shall be maintained, but no stenographic transcript shall be required. A tape recording shall be deemed a satisfactory record. The hearing officer shall make findings of fact and recommendations as to the 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 of Education that will make its decision based solely upon the record before it. All appeals to the board must be in writing and submitted to the district clerk within 7 business days of the date of the superintendent's decision, unless the parents can show that extraordinary circumstances precluded them from doing so. The board may adopt in whole or in part the decision of the superintendent. Final decisions of the board may be appealed to the Commissioner of Education within 30 days of the decision.

**c. 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, and/or any other person lawfully on school property or attending a school function.

**d. Minimum Periods of Suspension**

**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 suspension from school for at least one calendar year. Before being suspended, the student will have an opportunity for a hearing pursuant to Education Law §3214. The superintendent has the authority to modify the one-year suspension on a case-by-case basis. In deciding whether to modify the penalty, 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.

**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, other than bringing a weapon onto school property, shall be subject to suspension from school for at least five days. If the proposed penalty is the minimum one-day suspension, the student and the student's parents will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed penalty exceeds the minimum one-day suspension, the student and the student's parents will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The superintendent has the authority to modify the minimum five-day suspension on a case-by-case basis. In deciding whether to modify the penalty, the superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

**Students who are repeatedly and substantially disruptive to the educational process or repeatedly and substantially interfere with the teacher's authority over the classroom:**

Any student, other than a student with a disability, who repeatedly is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom, will be suspended from school for at least five days. For purposes of this Code of Conduct, "repeatedly substantially disruptive" means engaging in conduct that results in the student being removed from the classroom by teacher(s) pursuant to Education Law 3214(3-a) and this Code on four or more occasions during a semester, or three or more occasions during a trimester. If the proposed penalty is the minimum five-day suspension, the student and the student's parent will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed penalty exceeds the minimum five-day suspension, the student and the student's parent will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The superintendent has the authority to modify the minimum five-day suspension on a case-by-case basis. In deciding whether to modify the penalty, the superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

**C. Referrals**

**1. Counseling:**

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

**2. PINS Petitions:**

The district may file a PINS (person in need of supervision) petition in Family Court on any student under the age of 18 who demonstrates that he/she requires supervision and treatment by:

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

### **3. 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 16 who is found to have brought a weapon to school, or
- b. Any student 14 or 15 years old who qualifies for juvenile offender status under the NYS Criminal Procedure Law 1.20(42).

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

## **X. Alternative Instruction**

When a student of any age is removed from class by a teacher or a student of compulsory attendance age is suspended from school pursuant to Education Law §3214, the district will take immediate steps to provide continued educational programming and activities such as curriculum materials supplied by the classroom teacher within a supervised, alternative educational setting until the student is permitted to return to the classroom. The classroom teacher will document the opportunity and delivery of such programming and activities.

Tutoring will be provided for students who have a long term suspension (more than five days). Students who have a short term suspension (five days or less) will be provided with the appropriate classwork and homework. However, parents may in writing request of the building principal tutoring in these short term instances. The appropriate building principal will make the necessary arrangements.

York Central students who are suspended may be placed in the Instructional Support Center, which is an approved alternative educational placement run by the Genesee Valley Educational Partnership.

## **XI. 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 have certain procedural protections whenever school authorities intend to impose discipline upon them. The board is committed to ensuring that the procedures followed for suspending, removing, or otherwise disciplining students with disabilities are consistent with the procedural safeguards required by applicable laws and regulations.

This Code of Conduct affords students with disabilities subject to disciplinary action no greater or lesser rights than those expressly afforded by applicable federal and state law and regulations.

### **A. Authorized Suspensions or Removals of Students with Disabilities**

1. For purposes of this section of the Code of Conduct, the following definitions apply:

A **“suspension”** means a suspension pursuant to Education Law §3214.

A **“removal”** means a removal for disciplinary reasons from the student’s current educational placement other than a suspension and change in placement to an interim alternative educational setting (IAES) ordered by an impartial hearing officer because the student poses a risk of harm to himself/herself or others.

An **“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 educational 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.

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



- a. The board, the district (BOCES) superintendent of schools, or a building principal may order the placement of a student with a disability into an IAES, another setting or suspension for a period not to exceed five consecutive school days and not to exceed the amount of time a 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 IAES, another setting or suspension for up to 10 consecutive school days, inclusive of any period in which the student has been suspended or removed under subparagraph (a) above for the same behavior, if the superintendent determines that the student has engaged in behavior that warrants a suspension and the suspension or removal does not exceed the amount of time non-disabled students would be subject to suspension for the same behavior.
  - c. The superintendent may order additional suspensions of not more than 10 consecutive school days in the same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement.
  - d. The superintendent may order the placement of a student with a disability into an IAES to be determined by the committee on special education (CSE), for the same amount of time that a student without a disability would be subject to discipline, but not more than 45 days, if the student carries or possesses a weapon to school or to a school function, or the student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function.
    - (1) **“Weapon”** means the same as defined above (see page 4)
    - (2) **“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.
    - (3) **“Illegal drugs”** means a controlled substance except for those legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under the Controlled Substances Act or any other federal law.
3. Subject to specified conditions required by both federal and state law and regulations, an impartial hearing officer may order the placement of a

student with a disability in an IAES setting for up to 45 days at a time, if maintaining the student in his/her current educational placement poses a risk of harm to the student or others.

**B. Change of Placement Rule**

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

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

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

1. The district's Committee on Special Education shall:
  - a. Conduct functional behavioral assessments to determine why a student engages in a particular behavior, and develop or review behavioral intervention plans whenever the district is first suspending or removing a student with a disability for more than 10 school days in a school year or imposing a suspension or removal that constitutes a disciplinary change in placement, including a change in placement to an IAES for misconduct involving weapons, illegal drugs, or controlled substances. If, subsequently, a student with a disability who has a behavioral intervention plan and who has been suspended or removed from his or her current educational placement for more than 10 school

days in a school year is subjected to a suspension or removal that does not constitute a disciplinary change in placement, the members of the CSE shall review the behavioral intervention plan and its implementation to determine if modifications are necessary. If one or more members of the CSE believe that modifications are needed, the school district shall convene a meeting of the CSE to modify such plan and its implementation, to the extent the committee determines necessary.

- b. Conduct a manifestation determination review of the relationship between the student's disability and the behavior subject to disciplinary action whenever a decision is made to place a student in an IAES either for misconduct involving weapons, illegal drugs, or controlled substances; or because maintaining the student in his current educational setting poses a risk of harm to the student or others; or a decision is made to impose a suspension that constitutes a disciplinary change in placement.
2. The parents of a student who is facing disciplinary action, but who has not been determined to be eligible for services under IDEA and NYS Education Law 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 action occurred. If the district is deemed to have had such knowledge, the student will be considered a student presumed to have a disability for discipline purposes.
3. The superintendent, building principal, or other school official imposing a suspension or removal shall be responsible for determining whether the student is a student presumed to have a disability.
  - a. A student will not be considered a student presumed to have a disability for discipline purposes if, upon receipt of information supporting a claim that the district had knowledge the student was a student with a disability, the district either:
    - (1) conducted an individual evaluation and determined that the student is not a student with a disability, or
    - (2) determined that an evaluation was not necessary and provided notice to the parents of such determination, in the manner required by applicable law and regulations.

If there is no basis for knowledge that the student is a student with a disability prior to taking disciplinary measures against the student, the student may be subjected to the same disciplinary

measures as any other non-disabled student who engaged in comparable behaviors.

However, if a request for an individual evaluation is made while such non-disabled student is subjected to a disciplinary removal, an expedited evaluation shall be conducted and completed in the manner prescribed by applicable federal and state law and regulations. 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.

4. The district shall provide parents with notice of disciplinary removal no later than the date on which a decision is made to change the placement of a student with a disability to an IAES for either misconduct involving weapons, illegal drugs, or controlled substances; or because maintaining the student in his/her current educational setting poses a risk of harm to the student or others; or a decision is made to impose a suspension or removal that constitutes a disciplinary change in placement. The procedural safeguards notice prescribed by the Commissioner shall accompany the notice of disciplinary removal.
5. The parents of a student with disabilities subject to a suspension of five consecutive school days or less shall be provided with the same opportunity for an informal conference available to parents of non-disabled students under NYS Education Law.
6. Superintendent hearings on disciplinary charges against students with disabilities subject to a suspension of more than five school days shall be bifurcated into a guilt phase and a penalty phase in accordance with the procedures set forth in the Commissioner's regulations incorporated into this Code.
7. The removal of a student with disabilities other than a suspension or placement in an IAES shall be conducted in accordance with the due process procedures applicable to such removals of non-disabled students, except that school personnel may not impose such removal for more than 10 consecutive days or for a period that would result in a disciplinary change in placement, unless the CSE has determined that the behavior is not a manifestation of the student's disability.
8. During any period of suspension or removal, including placement in an IAES, students with disabilities shall be provided services as required by the Commissioner's regulations incorporated into this Code.

**D. Expedited Due Process Hearings**

1. An expedited due process hearing shall be conducted in the manner specified by the Commissioner's regulations 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 his/her current educational placement, or during the pendency of due process hearings where school personnel maintain that it is dangerous for the student to be in his/her current educational placement during such proceedings.
  - b. The parent requests such a hearing from a determination that the student's behavior was not a manifestation of the student's disability, or relating to any decision regarding placement, including but not limited to any decision to place the student in an IAES.
    - (1) 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.
    - (2) If school personnel propose to change the student's placement, during the pendency of any proceeding to challenge the proposed change in placement, the student shall remain in the placement prior to removal to the IAES, except where the student is again placed in an IAES.
2. An expedited due process hearing shall be completed within 15 business days of receipt of the request for a hearing. Although the impartial hearing officer may grant specific extensions of such time period, he/she 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.

## **E. Referral to Law Enforcement and Judicial Authorities**

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

1. The district may report a crime committed by a child with a disability to appropriate authorities, and such action will not constitute a change of the student's placement
2. The superintendent shall ensure that copies of the special education and disciplinary records of a student with disabilities are transmitted for consideration to the appropriate authorities to whom a crime is reported.

## **XII. Corporal Punishment**

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

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

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

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

## **XIII. Student Searches and Interrogations**

The board of education is committed to ensuring an atmosphere on school property and at school functions that is safe and orderly. To achieve this kind of environment, any school official authorized to impose a disciplinary penalty on a student may question a student about an alleged violation of law or the district Code of Conduct. 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. However, school officials will tell all students why they are being questioned. Further, the district reserves the right to employ contraband-sniffing dogs at the discretion of the superintendent.

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

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

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

Before searching a student or the student's belongings, the authorized school official should attempt to get the student to admit that he/she possesses physical evidence that he/she 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 practicable, searches will be conducted in the privacy of administrative offices with another adult witness present and students will be present when their possessions are being searched.

**A. Student Lockers, Desks, and other School Storage Places**

The rules in this Code of Conduct regarding searches of students and their belongings do not apply to student lockers, desks, and other school storage places. Students have no reasonable expectation of privacy with respect to these places and school officials retain complete control over them. This means that 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.

**B. Student Vehicles**

Driving a vehicle to school is a privilege, not a right. To drive to school, the student must complete the authorization process which includes student knowledge that the vehicle driven to school on school property is subject to school searches and seizures.

**C. Strip Searches**

A strip search is a search that requires a student to remove any or all of his/her clothing, other than an outer coat or jacket. If an authorized school official believes it is necessary to conduct a strip search of a student, the school official

may do so only if the search is authorized in advance by the superintendent or the school attorney. The only exception to this rule requiring advanced authorization is when the school official believes there is an emergency situation that could threaten the safety of the student or others.

Strip searches may only be conducted by an authorized school official of the same sex as the student being searched and in the presence of another district professional employee who is also of the same sex as the student.

In every case, the school official conducting the strip search must have probable cause – not simply reasonable suspicion – to believe the student is concealing evidence of a violation of law or the district Code of Conduct. In addition, before conducting a strip search, the school official must consider the nature of the alleged violation, the student's age, the student's record, and the need for such a search.

School officials will attempt to notify the student's parent by telephone before conducting a strip search or in writing after the fact if the parent could not be reached by telephone.

#### **D. Documentation of Searches**

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

1. Name, age, and grade of student searched
2. Reason(s) for the search
3. Name of any informant(s)
4. Purpose of search (that is, what item(s) were being sought)
5. Type and scope of search
6. Person conducting search and his/her title and position
7. Witnesses, if any, to the search
8. Time and location of search
9. Results of search (that is, what item(s) were found)
10. Disposition of item(s) found
11. Time, manner, and results of parental notification

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



## **E. Police Involvement in Searches and Interrogation 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 a student or to conduct a formal investigation involving students only if they have:

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

Before police officials are permitted to question or search any student, the building principal or his/her designee shall first try to notify the student's parent to give the parent the opportunity to be present during the police questioning or search. If the student's parent cannot be contacted prior to the police questioning or search, the questioning or search shall not be conducted unless the building principal and/or superintendent believe that exceptional circumstances exist or if the student is age eighteen (18) or older. The principal or designee will also be present during any police questioning or search of a student on school property or at a school function.

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

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

## **F. Child Protective Services Investigations**

Consistent with the district's commitment to keep students safe from harm and the obligation of school officials to report to child protective services when they have reasonable suspicion 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, neglect, or custody investigations.

All requests by child protective services to interview a student on school property shall be made directly to the building principal or his/her designee. The principal or his/her designee shall set the time and place of the interview. The principal or designee shall decide if it is necessary and appropriate for a school official to be present during the interview, depending on the age of the student being

interviewed and the nature of the allegations. If the nature of the allegations are such that it may be necessary for the student to remove any of his/her clothing in order for the child protective services worker to verify the allegations, the school nurse or other district personnel must be present during that portion of the interview. No student may be required to remove his/her clothing in front of a child protective services worker or school district official of the opposite sex.

A child protective services worker may not remove a student from school property without a court order, unless the worker reasonably believes that the student would be subject to danger of abuse if he/she were not removed from school before a court order can reasonably be obtained. If the worker believes the student would be subject to danger of abuse, the worker may remove the student without a court order and without the parent's consent but must provide the principal or his/her designee with a signed, dated, written statement to this effect prior to the removal.

#### **XIV. Visitors to Schools**

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

1. Anyone who is not a regular staff member, student of the school, or a Board of Education member will be considered a visitor.
2. During the regular school day, visitors are required to sign in at the Visitors' Entrance Security Desk and present a valid photo ID. This ID will be run against the National Sex Offender Registry. If there is no match to the Registry, they will be issued a visitor's identification badge, which must be worn at all times while on school grounds. The visitor must return to the Security Desk and sign out before leaving the building.
3. Visitors attending school functions that are open to the public, such as parent-teacher organization meetings or public gatherings, are not required to register.
4. Teachers are expected not to take class time to discuss individual matters with visitors.
5. Any unauthorized person on school property will be reported to the principal or his/her designee. Unauthorized persons will be asked to leave. The police may be called if the situation warrants.
6. All visitors are expected to abide by the rules for public conduct on school property contained in this Code of Conduct.

**Note:** During a lock-down procedure, visitors to school will be directed by the public address system to:

- (1) Report to the Security Desk, sign out, and exit the building, or
- (2) Report to the nearest building office.

## **XV. Public Conduct on School Property**

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

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

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

### **A. Prohibited Conduct**

No person, either alone or with others, shall:

1. Intentionally injure any person or threaten to do so.
2. Intentionally damage or destroy school district property or the personal property of a teacher, administrator, other district employee or any person lawfully on school property, including graffiti or arson.
3. Disrupt the orderly conduct of classes, school programs, or other school activities.
4. Distribute or wear materials on school grounds or at school functions that are obscene, advocate illegal action, appear libelous, obstruct the rights of others, or are disruptive to the school program.
5. Intimidate, harass, or discriminate against any person on the basis of, but not limited to: race, color, creed, national origin, religion, age, gender, sexual orientation, or disability. (*see section XVIII*)
6. Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed.
7. Obstruct the free movement of any person in any place to which this Code applies.

8. Violate the traffic laws, parking regulations, or other restrictions on vehicles.
9. Possess, consume, sell, distribute, or exchange tobacco, alcoholic beverages, controlled substances, or be under the influence of any of these items on school property or at a school function.
10. Possess or use weapons in or on school property or at a school function, except in the case of law enforcement officers or except as specifically authorized by the school district.
11. Loiter on or about school property.
12. Gamble on school property or at school functions.
13. Refuse to comply with any reasonable order of identifiable school district officials performing their duties.
14. Willfully incite others to commit any of the acts prohibited by this Code.
15. Violate any federal or state statute, local ordinance, or board policy while on school property or while at a school function.

## **B. Penalties**

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

1. **Visitors.** Their authorization, if any, to remain on school grounds or at the school function shall be withdrawn and they shall be directed to leave the premises. If they refuse to leave, they shall be subject to ejection.
2. **Students.** They shall be subject to disciplinary action as the facts may warrant, in accordance with due process requirements.
3. **Tenured Faculty Members.** They shall be subject to disciplinary action as the facts may warrant in accordance with Education Law 3020-a or any other legal rights that they may have.
4. **Staff members in the classified service of the civil service entitled to the protection of Civil Service Law 75.** They shall be subject to immediate ejection and to disciplinary action as the facts may warrant in accordance with Civil Service Law 75 or any other legal rights that they may have.
5. **Staff members other than those described in subdivisions 3 and 4.** They shall be subject to warning, reprimand, suspension, or dismissal as the facts may warrant in accordance with any legal rights they may have.

## **C. Enforcement**

The building principal or his/her designee shall be responsible for enforcing the conduct required by this Code.

When the building principal or his/her designee sees an individual engaged in prohibited conduct, which in his/her judgment does not pose any immediate threat of injury to persons or property, the principal or his/her designee shall tell the individual that the conduct is prohibited and attempt to persuade the individual to stop. The principal or

his/her designee shall also warn the individual of the consequences for failing to stop. If the person refuses to stop engaging in the prohibited conduct, or if the person's conduct poses an immediate threat of injury to persons or property, the principal or his/her designee shall have the individual removed immediately from school property or the school function. If necessary, local law enforcement authorities will be contacted to assist in removing the person.

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

## **XVI. Dissemination and Review**

### **A. Dissemination of Code of Conduct**

The district will ensure that students, staff members, parents, and community members are aware of this Code of Conduct by:

1. Providing access to review and print the Code of Conduct from the district's website ([www.yorkcsd.org](http://www.yorkcsd.org)).
2. Making hard copies of the Code of Conduct available by request.
3. Having a summary of the Code of Conduct available by request.
4. Utilizing the official student handbooks for the elementary and middle/high school buildings as the procedural guides for implementing the Code of Conduct. All parents will be asked to "sign off" that they have received a handbook for each child they have attending York Central School. This "sign off sheet" will explain to parents where they can obtain access to the Code of Conduct and/or its summary.

The superintendent of schools will be tasked with assuring that all members of the district staff are up to date with the most current version of the Code of Conduct.

The board of education will review the 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 will use the district's Shared Decision Making Team to assist in reviewing the Code and the district's response to Code of Conduct violations. The committee will be made up of representatives of student, teacher, administrator, and parent representatives, school safety personnel, and other school personnel.

The District shall file a copy of its Code of Conduct and any amendments with the commissioner, in a manner prescribed by the Commissioner, no later than thirty (30) days after their respective adoptions.

## XVII. Positive Behavioral Interventions and Supports (PBIS)

### The Knights' Way – Elementary School

The Knights' Way is the new Positive Behavioral Intervention and Support plan at York Central School. There are **over-arching expectations** that apply to **all areas of the school**, but there are also expectations that are specific to certain places, such as the cafeteria, the bus, or the auditorium. The over-arching expectations are on the castle door and the specific area expectations are listed in the castle windows. You will see the Knights' Way displayed around the school.



## **Elementary Special Area Expectations**

### **Bathroom:**

- Wait your turn and give others their privacy
- Flush and wash
- Report any problems to an adult

### **Bus:**

- Keep belongings in your lap
- Keep food and drink in your lunch pail or backpack
- Be waiting and on time for the bus
- Watch for driver's signal

### **Hallway:**

- Walk to the right
- Keep lockers quiet, neat and closed
- Know where you are going and get there

### **Cafeteria:**

- Use good manners
- Clean up your space
- Raise your hand to communicate
- Make healthy choices
- Stay seated and tuck your feet in

### **Classroom:**

- Listen without interrupting and wait your turn
- Follow classroom rules and procedures
- Give your best work
- Be prepared and ready to learn
- Use classroom materials and equipment safely

### **Auditorium:**

- Listen politely, close your lips tightly
- Sit straight in your seat with the floor toward your feet
- Be a good audience participant
- Keep food and drinks outside
- Be on time for performances

## The Knights' Way – Middle/High School

**Value Matrix**

	<b>Self</b>	<b>Others</b>	<b>Setting</b>
<b>Awareness</b>	<p>I recognize my thoughts and feelings and know they can impact my actions.</p> <p>I can identify my wants and needs and how I meet them.</p>	<p>I am aware that others have wants and needs that may be different from my own.</p> <p>I recognize that my interactions with others can affect their thoughts and feelings.</p> <p>I strive to be empathetic towards others and respond appropriately.</p>	<p>I am aware of my surroundings and can act appropriately in a variety of situations and settings.</p>
<b>Integrity</b>	<p>I can accept responsibility for my mistakes and use them to grow.</p> <p>I can do the right thing even when no one else will know.</p> <p>I strive to hold myself to a high standard of character.</p>	<p>I can forgive others when they make mistakes.</p> <p>I can encourage others to do the right thing in all situations.</p> <p>I strive to be a reliable and trustworthy group member.</p>	<p>I take pride in my surroundings.</p>
<b>Purpose</b>	<p>I know that I'm the only one that can define myself and how I define myself is ever changing.</p> <p>I know I am valuable, worthy, and have the power to choose how I respond.</p>	<p>I understand and accept that others have value.</p> <p>I strive to work together to build a strong, inclusive community.</p> <p>I know that every person, including myself, is an important part of our community.</p>	<p>I understand that there are different expectations in different settings.</p> <p>I can find meaning in each and every experience.</p>



## XVIII. Bullying / Harassment

York Central School is committed to complying with the Dignity for All Students Act. Everyone has the right to an educational environment which is safe and positive. If your child feels they are being bullied it is important that they report it to an adult immediately. The report should be given to the closest adult to the situation when it happened. The adult will attempt to identify witnesses and gather information necessary to investigate the situation. The building principal is the Dignity Act coordinator.

"Internet bullying" (also referred to as "cyberbullying") including the use of instant messaging, email, websites, chat rooms, text messaging, or by any other electronic means, may be considered for school disciplinary action when such use interferes with the operation of the school; or infringes upon the general health, safety and welfare of students or employees.

*[see also YCS Board Policies 7540, 7552, and 7553]*

The following definition and protocol shall apply to all reported incidents of harassment/bullying (including cyberbullying).

- It involves a **power differential** where the perceived “stronger” picks on the perceived “weaker” in reference to a personal trait or characteristic. Examples include, but are not limited to: popularity, athletic ability, height, weight, sexual orientation, race, creed, color, religion.
- It is **targeted** and **intentional**.
- It occurs **repeatedly**.

## **Bullying Protocol**

**Bullied**

**Bystander**



- Incident of bullying/harassment reported
- Information gathered and witnesses identified



**Accused/Bully and any witness to incident interviewed**



**Accusation  
Unfounded**

**Accusation  
Founded**



**Incident reviewed with  
both accuser and  
accused separately**

**Consequence as  
per  
Code of Conduct**



**Parents  
called**

**Harassment/Bullying Policy  
Reviewed with bully  
Parents Called**

Both Bullied and Bystander will be referred to the school counselor for further discussions on how to better handle the respective situations.