2026 - 2027

Code of Conduct

It is the mission of the Cleveland Hill Union Free School District to educate and prepare each student to succeed in a changing world.

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Introduction

Respect for self, others, and the property we share is the cornerstone of responsible behavior in school and in society. It is the role of Cleveland Hill Schools to teach responsible, respectful behavior to its children and young people so that they can work comfortably in school and function effectively when they leave school. It is also our role to teach our students to be strong and self-confident. They should expect appropriate behavior from those they encounter.

A Code of Conduct must be a tool to teach our children what we expect from them and what they can expect from us. It should reflect the values of our community. It should define our mutual rights and responsibilities in a simple and understandable way. Expectations must be clearly stated, and rational consequences must be laid out for those times when students do not meet our expectations.

The Code should be fair, flexible and open to reasonable interpretation by our administrators, based on the age of the student and the circumstances surrounding the violation. It should deal with the major issues of school behavior. It should articulate a school environment that is a warm, positive, and spirit-affirming place to learn.

Each element of the school community must work, within its realm of responsibility, to develop a positive school climate.

- Our School Board members are the representatives of the community. It is their responsibility to delineate the values and standards they want their schools to uphold.
- Our Superintendent of Schools is responsible for implementing the policies of the Board and the laws and regulations of the state.
- Each of our Principals is responsible to build an orderly and respectful educational climate in his/her school -- a place where students can grow feeling safe and valued.
- The responsibility of the teacher as primary representative of the school is to clearly and consistently use the Code of Conduct and his/her own training and talent to build a classroom community. A good classroom community is safe, fair, orderly and respectful. The teacher is the key model of honorable behavior, respect, hard work, and dignity to the classroom.
- The student is responsible for his/her own behavior and for modeling self-discipline, respect, hard work, and dignity in the classroom.
- The parent's responsibility is to know the Code of Conduct, model it, and support the schools in implementing the Code.

The Code applies to everyone in the school community and to all school functions. The Code applies to in-person and remote learning settings. There can be no separate rules for different groups. The goal of the Cleveland Hill Code of Conduct is to encourage appropriate behavior of all the stakeholders in the school community by building a school environment that is safe, respectful, and encouraging to the developing citizens under our care.

Definitions

For purposes of this Code, the following definitions apply:

"Disruptive student" means an elementary or secondary student under the age of 22 who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom.

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

"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 §11[1]).

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

"School function" means any school-sponsored extracurricular event or activity on or off campus (Education §11[2]).

"School Day" means the operational hours including transportation to and from school.

"Violent student" means a student under the age of 22 who:

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

"Weapon" means a firearm as defined in 18 USC §921 for purposes of the Gun-Free Schools Act. It also means knife, incendiary bomb or other device, instrument, material, or substance.

Definitions

"Harassment/bullying" means the creation of a hostile environment by conduct or by threats, intimidation, or abuse, including cyberbullying as defined in Education Law §11[8], that:

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

For the purpose of this definition, the term "threats, intimidation, or abuse" shall include verbal and non-verbal actions. (Education Law §11[7])

"Cyberbullying" means harassment/bullying, as defined above, through any form of electronic communication. Cyberbullying may include, among other things, the use, both on and off school property, of electronic technology, including, but not limited to, e-mail, instant messaging, blogs, chat rooms, cell phones, gaming systems, and social media websites, to deliberately harass or threaten others.

"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 in 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 §11[4] and Executive Law §292[21]).

"Discrimination" means discrimination against any student by a student or students and/or employee or employees on school property or at a school function including, but not limited to: discrimination based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex.

"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.

Definitions

"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 9-B of article 5 of the Social Services Law, and consistent with the provisions of such title for the provision of service to such District, its students or employees, directly or through contract, whereby such services performed by such person involve direct student contact (Education Law §11[4] and §1123[3]).

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

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

"Internet-enabled devices" shall mean and include smartphone, tablet, smartwatch, or other device capable of connecting to the internet and enabling the user to access content on the internet, including social media applications.

Students Rights & Responsibilities

STUDENT RIGHTS

The District is committed to safeguarding the rights given to all students under state and federal law. In addition, to promoting a safe, healthy, orderly and civil school environment, all 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; and
3. Access school rules and, when necessary, receive an explanation of those rules from school personnel.

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 respect to other persons and to property;
2. Keep exterior doors closed at all times, do not open doors for visitors, and do not order food for delivery to the building;
3. Be familiar with and abide by all District policies, rules, and regulations related to student conduct;
4. Attend school everyday, unless they are legally excused and be in class, on time, and prepared to learn;
5. Work to the best of their ability in all academic extracurricular pursuits and strive toward their highest level of achievement possible;
6. React to direction given by teachers, administrators, and other school personnel in a positive manner;
7. Work to develop mechanisms to control their anger;
8. Ask questions when they do not understand;
9. Seek help in solving problems that might lead to discipline;
10. Dress appropriately for school and school functions;
11. Accept responsibility for their actions; and
12. 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

Essential Partners

PARENTS AND GUARDIANS

1. Recognize that the education of their child(ren) is a joint responsibility of the parents and the school community.
2. Send their child(ren) to school daily, on-time, and ready to participate and learn.
3. Ensure their child(ren) attend school regularly and on time.
4. Ensure absences are excused.
5. Insist their child(ren) be dressed and groomed in a manner consistent with the Student Dress Code.
6. Help their child(ren) understand that in a democratic society appropriate rules are required to maintain a safe and orderly environment.
7. Know school rules and help their child(ren) understand and follow them.
8. Convey to their child(ren) a supportive attitude toward education and the District.
9. Build good relationships with teachers, other parents and their child(ren)'s friends.
10. Help their child(ren) deal effectively with peer pressure.
11. Inform school officials of changes in the home situation that may affect student conduct or performance.
12. Provide a place for study and ensure homework assignments are completed.
13. Respect virtual learning opportunities by not capturing or sharing images and helping their children to engage in online classwork.

FACULTY AND STAFF

1. Maintain a climate of mutual respect and dignity.
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:
    a. Course objectives and requirements,
    b. Marking/grading procedures,
    c. Assignment deadlines,
    d. Expectations for students,
    e. Classroom behavior management plan,
6. Communicate regularly with students, parents, and other teachers concerning growth and achievement.

Essential Partners

SCHOOL COUNSELORS, SOCIAL WORKERS, AND PSYCHOLOGISTS

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 to assist students with career planning.
5. Encourage students to benefit from the curriculum and extracurricular programs.

PRINCIPALS, ASSISTANT PRINCIPALS, AND DIRECTORS

1. Promote a safe, orderly, and stimulating school environment, supporting 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. Engage in regular evaluation of all instructional programs.
4. Support the development of student participation in extracurricular activities.
5. Be responsible for enforcing the Code of Conduct and ensuring that all cases are resolved promptly and fairly.

SUPERINTENDENT OF SCHOOLS

1. Promote a safe, orderly, and stimulating school environment, supporting active teaching and learning.
2. Review with District administrators the policies of the Board of Education and state and federal laws relating to school operations and management.
3. Inform the Board about educational trends relating to school discipline.
4. Work to create instructional programs that minimize problems of misconduct and are sensitive to student and teacher needs.
5. Work with District administrators in enforcing the Code of Conduct and ensuring that all cases are resolved promptly and fairly.

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. Annually review and adopt the District's Code of Conduct for effectiveness with fairness and consistency of its implementation.
3. Lead by example by conducting Board meetings in a professional, respectful, and courteous manner.

School & District Culture

PROMOTING POSITIVE BEHAVIOR

Each school is expected to promote a positive school climate and culture that provides students with a supportive environment in which to grow both academically and socially. Schools are expected to take a proactive role in nurturing students' prosocial behavior by providing them with a range of positive behavioral supports as well as meaningful opportunities for socialemotional learning. Effective social-emotional learning helps students develop fundamental skills for life effectiveness, including: recognizing and managing emotions; developing caring and concern for others; establishing positive relationships; making responsible decisions; and handling challenging situations constructively and ethically. Such skills help prevent negative behaviors and the disciplinary consequences that result when students do not live up to behavioral standards. Student engagement is also integral to creating a positive school climate and culture that effectively fosters students' academic achievement and social/emotional growth. Providing students with multiple opportunities to participate in a wide range of pro-social activities and, bond with caring and supportive adults, reduces negative behaviors. Examples can include: providing students with meaningful opportunities to share ideas and concerns and participate in school-wide initiatives; student leadership development; periodic recognition of students' achievements in a range of academic and co-curricular areas; using corrective feedback; and developing school-wide positive behavior systems. Such opportunities, coupled with a comprehensive guidance program of prevention and intervention, provide students with the experiences, strategies, skills and support they need to thrive.

PREVENTION AND INTERVENTION

School personnel are responsible for developing and using strategies that promote optimal learning and positive behavior throughout a student's school experience. They are also responsible for addressing behaviors, which disrupt learning. Administrators, teachers, school counselors, social workers, psychologists and other school staff are expected to engage all students in intervention and prevention strategies that address a student's behavioral issues and discuss these strategies with the student and his/her parents through the Student Support Team (SST). The SST is based on a Response to Intervention (RtI) model and applies to both academic and behavioral concerns. Intervention and prevention approaches may include guidance support and services to address personal and family circumstances; social/emotional learning, such as conflict resolution, peer-mediation, anger management, and/or communication skills acquisition; implementation of Response to Intervention (RtI) behavior strategies, the use of alternative instructional materials and/or methods; enrichment services; alternate class placement; and/or development or review of functional behavior assessments and behavior intervention plans which should be developed and/or reviewed as an early intervention strategy. If, at any time, school officials suspect that a student's difficulties may be the result of a disability, which may require special education services, the student should be referred immediately to the Committee on Special Education. Through the use of intervention and prevention strategies that engage students and give them a clear sense of purpose, school staff facilitate students' academic and social-emotional growth, to assist them in following school rules and policies.

School & District Culture

POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS (PBIS)

Tier 1 – All Students

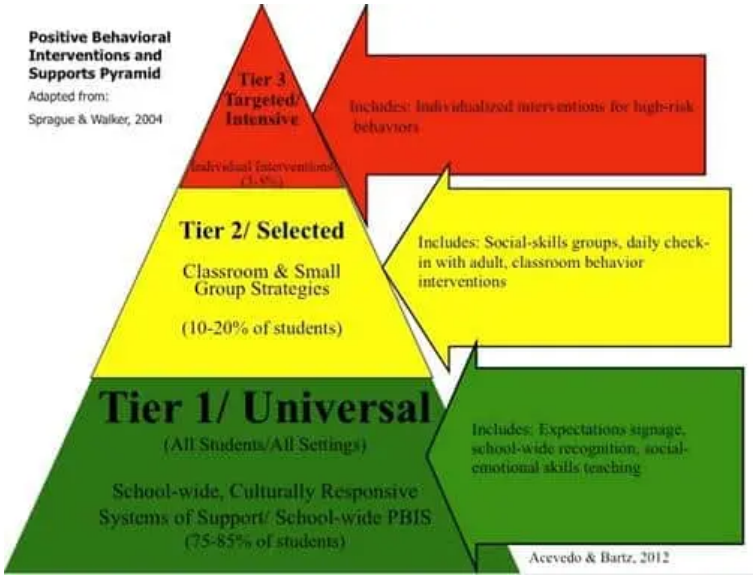
The majority of PBIS supports and interventions fall within Tier 1. Schools' efforts begin at Tier 1 by creating a behavior matrix outlining the positive behaviors that they wish to establish school-wide. Depending on the school, positive behaviors might include simple actions such as walking calmly in line, throwing away trash in the cafeteria, or keeping a neat and tidy locker. As the school staff and students focus on these behavioral goals, negative behaviors begin to lessen. And because teachers are spending less time in disciplining students, instructional time increases. Approximately 80% of students never need to move beyond Tier 1 in interventions and support.

Tier 2 – Some Students

For that subset of students (roughly 15%) who struggle despite the Tier 1 interventions and supports, Tier 2 interventions and supports are put in place. The specialized interventions and supports at the Tier 2 level help to prevent the worsening of problem behaviors. These efforts focus on specific groups of students and the underlying issues that may be causing the behavior. Disruptive students may be dealing with social, emotional, or academic issues that result in poor behavior in the classroom. Tier 2 interventions parse out the hidden causes behind negative behavior and provide support in changing those behaviors.

Tier 3 – Few Students

Students who do not respond to the interventions and support in Tier 2 receive further individualized supports in Tier 3. These interventions target students who exhibit high-risk behavior. Such interventions might take the form of an individual plan created to address specific academic or behavioral concerns. The individualized plan for each student at this level may include efforts by special education teachers or school psychologists. Typically, less than 5% of students require Tier 3 interventions.



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 and help students develop an understanding of appropriate appearance in the school setting. Each building Principal or his/her designee shall be responsible for informing all students and their parents of the Sudent Dress Code at the beginning of the school year and any revisions to the Student 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 Student Dress Code shall be subject to further discipline, up to and including Out-of-School Suspension.

CLEVELAND HILL ELEMENTARY SCHOOL DRESS CODE

A student's dress, grooming, and appearance shall adibe by the following expectations:

- Must be safe, appropriate, and not disrupt or interfere with the educational process.
- Shall not include extremely brief or revealing garments (e.g., short shorts/skirts; tank tops; spaghetti straps; tube tops; see-through tops; net tops; halter tops; tops which expose bare midriff, bare backs, or contain plunging necklines in front and/or back).
- Recognize that pajamas, outerwear, and blankets are not appropriate unless permitted by a teacher and/or administrator.
- Must ensure that underwear is completely covered with outer clothing.
- Understand that footwear must be worn at all times, and that footwear that is a safety hazard will not be allowed.
- Not include the wearing of hats, hoods, head coverings, gang paraphernalia, and bandanas in the school building. Approved headgear will be allowed only for cultural/religious observance or designated spirit days.
- Must not include items that are or imply vulgar, obscene, and/or libelous messages.
- May not denigrate others on account of color, creed, religion, national origin, gender, sexual orientation or disability and may not promote and/or endorse the use of alcohol, tobacco, or illegal drugs, and/or encourage other illegal or violent activities.



Student Dress Code

CLEVELAND HILL MIDDLE SCHOOL DRESS CODE

A student's dress, grooming, and appearance shall abide by the following expectations:

- Must be safe, appropriate, and not disrupt or interfere with the educational process.
- Must not include extremely brief or revealing garments (e.g., short shorts/skirts; tank tops; spaghetti straps; tube tops; see-through tops; net tops; halter tops; tops which expose bare midriff, bare backs, or contain plunging necklines in front and/or back).
- Recognize that pajamas, outerwear, and blankets are not appropriate unless permitted by an administrator.
- Shall ensure that underwear is completely covered with outer clothing.
- Must include footwear at all times. Footwear that is a safety hazard will not be allowed.
- May not include items that are or imply vulgar, obscene, and/or libelous messages.
- Must not denigrate others on account of color, creed, religion, national origin, gender, sexual orientation or disability.
- Must not promote and/or endorse the use of alcohol, tobacco, or illegal drugs, and/or encourage other illegal or violent activities.
- Knit hats, bonnets, durag, baseball hats are allowable. A student's ears and face must be exposed at all times. Ski masks, gang paraphernalia, bandanas are not allowable. Face coverings for religious and health reasons are permitted. Other approved headgear will be allowed only for designated spirit days.





Student Dress Code

CLEVELAND HILL HIGH SCHOOL DRESS CODE

A student's dress, grooming and appearance shall abide by the following expectations:

- Must be safe, appropriate, and not disrupt or interfere with the educational process.
- Must not include extremely brief or revealing garments (e.g., short shorts/skirts; tank tops; spaghetti straps; tube tops; see-through tops; net tops; halter tops; tops which expose bare midriff, bare backs, or contain plunging necklines in front and/or back).
- Recognize that pajamas, outerwear, and blankets are not appropriate unless permitted by an administrator.
- Shall ensure that underwear is completely covered with outer clothing.
- Must include footwear at all times. Footwear that is a safety hazard will not be allowed.
- Must not include items that are or imply vulgar, obscene, and/or libelous messages.
- Must not denigrate others on account of color, creed, religion, national origin, gender, sexual orientation or disability.
- Must not promote and/or endorse the use of alcohol, tobacco, or illegal drugs, and/or encourage other illegal or violent activities.
- Knit hats, bonnets, durag, baseball hats are allowable. A student's ears and face must be exposed at all times. Ski masks, gang paraphernalia, bandanas are not allowable. Other approved headgear will be allowed only for designated spirit days.
- Face coverings for religious and health reasons are permitted.
- Only clear backpacks are permissible for use throughout the school day. Non-clear backpacks must remain in lockers during the school day.





Prohibited Conduct

PROHIBITED STUDENT CONDUCT

The Board of Education expects all students to conduct themselves in an appropriate and civil manner with proper regard for the rights and welfare of other students, District personnel and other members of the school community, and the care of school facilities and equipment. Students must learn to assume and accept responsibility for their own behavior, as well as the consequences of their behavior. District personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the student's ability to grow in self-discipline. The Board recognizes the need to make its expectations for student conduct while on school property or engaged in a school function specific and clear. The rules of conduct listed below are intended to do that and focus on safety and respect for the rights and property of others. Students who will not accept responsibility for their own behavior and who violate these school rules will be required to accept the penalties for their conduct. Students may be subject to disciplinary action, up to and including suspension from school, when they violate any and all of the terms outlined in this document.

RANGE OF PENALTIES

The Board of Education recognizes the need to make its expectations for student conduct while on school property or engaged in a school function specific and clear. The disciplinary Code that follows, provides examples of prohibited conduct and the range of possible disciplinary penalties. These examples are sorted by levels of severity, from Level 1 to Level 3, where the consequences increase in severity as the level of offense increases. The District response to a violation will be progressive in approach, where the more serious and/or frequent the violation is, the higher the level of response from the District.

This leveled system places an emphasis on student accountability and behavioral change. The goal is to promote prevention of such violations from occuring and/or reoccuring, by helping students to:

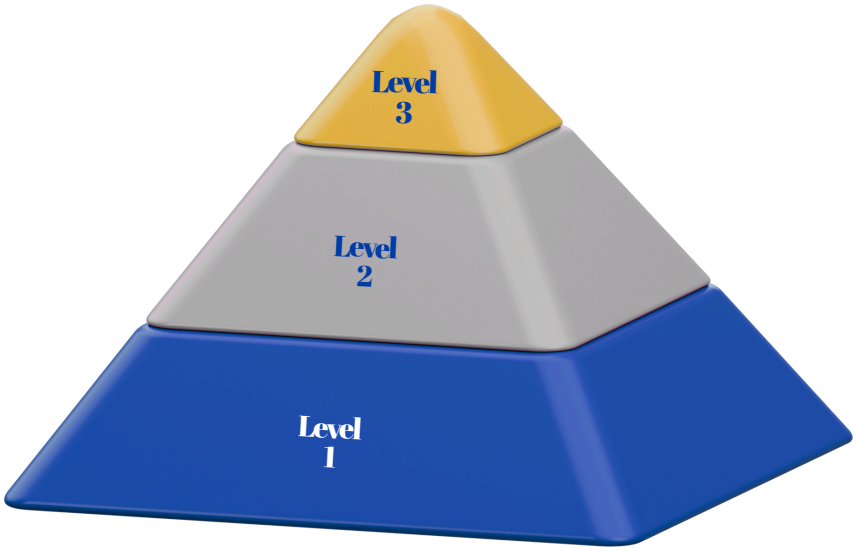
- Learn from mistakes and poor choices,
- Understand why certain behaviors are unacceptable and how they impact those around them,
- Acknowledge the harm or disruption that was caused, and/or the negative impact their their actions had on themselves and others;
- Identify replacement behaviors and/or altenrative choices that could replace the violation that occurred,
- Take responsibility for their actions,
- Be supported in developing pro-social strategies and skills to implement in the future, and
- Understand that more intensive consequences and interventions will take place if violations continue to occur.

Prohibited Conduct

LEVELS OF RESPONSE

The District's leveled response to inappropriate behaviors follows a progressive, three-tiered approach to response and intervention when addressing student misbehavior and/or misconduct. However, prior to disciplinary response, we encourage all faculty and staff to create structures and use strategies that prevent and/or interrupt negative behaviors, teach and highlight appropriate replacement behaviors, and communicate with stakeholders, especially parents and guardians, about any emerging concerns before they become more significant issues. These early interventions aim to engage all members of a child's support team in school and at home, by working to identify and address the conditions that contribute to a student's misbehavior.

That said, if early intervention is unsuccessful, or if the student's conduct is sudden and egregious, the following three-tiered system is used to outline the severity of behavior being addressed, and the possible options that the school and District will be using to address it.



LEVEL ONE

- Conference with Student and Faculty/Staff Member
- Conference with Student and Administrator
- Conference with Parent/Guardian
- Assignment of Detention
- Necessary Adjustments to Align to Dress Code (remove/cover/change)
- Other as deemed appropriate by administration

LEVEL TWO

- Any of the Level One Interventions
- Suspension from Transportation
- Suspension of Privileges (including device/internet and extracurriculars)
- In-School Principal's Suspension
- Out-of-School Principal's Suspension
- Superintendent's Suspension
- Other as deemed appropriate by administration

LEVEL THREE

- Any of the Level One Interventions
- Suspension from Transportation
- Suspension of Privileges (including device/internet and extracurriculars)
- In-School Principal's Suspension
- Out-of-School Principal's Suspension
- Superintendent's Suspension
- Other as deemed appropriate by administration

Kindergarten - Grade 5

BEHAVIOR VIOLATIONS	Level 1	Level 2	Level 3	Notes
Insubordinate Behaviors				
Failing to comply with reasonable directions of teachers, school administrators, or other school employees in charge of students, or otherwise demonstrating disrespect	X	X	X	Behaviors with multiple levels marked will be assessed for severity of conduct, recidivism, and/or circumstance.
Failure to report and/or skipping detention	X			
Unsafe, dangerous, and/or disruptive hallway behavior	X	X	X	
Making unreasonable, disruptive, and/or unwelcomed noise	X	X		Any noise that intentionally or incidentally disrupts the learning environment.
Using trading cards and/or toys during non-sanctioned times	X	X		
Possession and/or consumption of food and/or drink outside the cafeteria, unless otherwise permtitted by the teacher in the classroom	X			
Failure to adhere to and/or comply with the Student Dress Code	X			For more information on the Student Dress Code, please see page 12.
Excessive repetition of Level 1 Code of Conduct violations		X	X	The Cleveland Hill Union Free School District adheres to a progressive discipline policy. This means that repetitions of inappropriate or unwelcomed behavior will result in more significant consequences being applied.
Excessive repetition of Level 2 Code of Conduct Violations			X	
Excessive repetition of Level 3 Code of Conduct Violations			X	

Kindergarten - Grade 5

BEHAVIOR VIOLATIONS	Level 1	Level 2	Level 3	Notes
Academic Integrity				
Lying to and/or withholding information from school personnel		X	X	
Engaging in any form of academic misconduct, including but not limited to plagiarism, cheating, copying, assiting another student in any form of the aforenamed actions		X	X	In addition to disciplinary consequences, the student may receive a failing grade for the assignment.
Forgery, creating false documents, and/or altering records		X	X	
Use of generative artificial intelligence (AI) to complete assignments and/or assessment to pose as original student work, unless the use of AI is explicitly permitted for the assignment		X	X	In addition to disciplinary consequences, the student may receive a failing grade for the assignment.
Misuse of Electronic Devices and/or Technology				
Computer/electronic communications misuse, including any unauthorized use of computers, software, or internet/intranet accounts; accessing inappropriate websites, and/or any other violation of the District's acceptable use policy, while using school or personal electronic devices	X	X	X	
Engaging in conduct that is insubordinate and/or disruptive to the learning environment, through the use and/or inappropriate possession of a personal electronic device and/or any internet-connected device	X	X	X	

Kindergarten - Grade 5

BEHAVIOR VIOLATIONS	Level 1	Level 2	Level 3	Notes
Misuse of Electronic Devices and/or Technology (continued)				
Using personal or District property to capture images or videos of school staff and/or students; and/or altering or distributing such images through any physical or digital mediums	X	X	X	
Visual or audio recording of peers, school employees, and/or physical altercations. Distribution and/or publication of aforementioned visual or audio recordings	X	X	X	
Use or display of personal technology, including but not limited to; cell phones, headphones, smart watches, and handheld electronic devices during the school day, unless permitted by the teacher or in approved areas	X	X	X	
Absences, Tardies, and Being Out-of-Position				
Trespassing, which can include entering the opposite gender bathroom or lockroom, or being in a section or area of the District or building that is not permitted	X	X	X	
Being out-of-position (can include excessive and/or repetitive being out-of-position)		X	X	
Leaving school and/or campus without permission (can include excessive or repetitive leaving school and/or campus without permission)		X	X	

Kindergarten - Grade 5

BEHAVIOR VIOLATIONS	Level 1	Level 2	Level 3	Notes
Bullying and Harassing Behaviors				
Defamation, which includes making false or unprivileged statements or representations about an individual and/or identifiable group of inidividuals, that harm the reputation of and/or demean the person and/or identifiable group		X	X	Bullying and/or Harassing behaviors will likely result in a Dignity for All Students (DASA) investigation. Refer to page 43 for more information on DASA investigations and reporting.
Discrimination, which includes the use of race, color, weight, national origin, ethnic group, religion, religious practice, gender, sexual orientation, sex or disability as a basis for treating another in a negative manner			X	
Hazing, which includes any intentional or reckless act directed against another student for the purpose of initiation into, affiliating with or maintaining membership in any school sponsored activity, organization, club or team			X	
Engaging in harassment, intimidation, menacing or bullying			X	
Harassment or bullying, including in a sexually harassing nature, which includes a sufficiently severe action or a persistent, pervasive pattern of actions or statements directed at or about an identifiable individual or groups which are intended to be or which a reasonable person would perceive as ridiculing, demeaning, or threatening			X	

Kindergarten - Grade 5

BEHAVIOR VIOLATIONS	Level 1	Level 2	Level 3	Notes
Bullying and Harassing Behaviors (continued)				
Intimidation/bullying, which includes using school or personal electronic devices to convey messages in and/or out of school. For example: phone, text, Google Documents/shared drives or email			X	Bullying and/or Harassing behaviors will likely result in a Dignity for All Students (DASA) investigation. Refer to page 43 for more information on DASA investigations and reporting.
Coercion of committing or executing a crime or other prohibited behavior			X	
Cyberbullying, defined as the repeated use of information technology, including social media, sites, shared electronic documents/platforms, sexting or forwarding of those images, email, internet-connected devices to deliberately harass, threaten or intimidate others			X	
Sexual harassment, which is defined as unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct or communication of a sexual nature. Students should notify an adult immediately when any harassment occurs			X	
Disruptive and Disorderly Behaviors				
Engaging in any willfull act, which significantly disrupts the normal safety and operations of the school community, instruction, or safety drills	X	X	X	

Kindergarten - Grade 5

BEHAVIOR VIOLATIONS	Level 1	Level 2	Level 3	Notes
Disruptive and Disorderly Behaviors (continued)				
Using vulgar or abusive language, cursing or swearing, including those in a sexually harassing nature. Using language or gestures that are profane, lewd, vulgar, or abusive		X	X	
Gambling, which includes but is not limited to card play or dice		X		
Engage in misconduct while on a school bus. Excessive noise, standing, and/or changing seats are not permitted. Horseplay, pushing, shoving, and/or fighting are not permitted. Students are required to Conduct themselves on the bus in a manner consistent with established standards for classroom behavior	X	X	X	It is crucial for students to behave appropriately while riding on District buses to ensure their safety and that of the other passengers and to avoid distracting the bus driver.
Selling, using, possessing or distributing obscene material			X	
Indecent exposure			X	Exposure of the private parts of the body in a lewd or indecent manner; to behave in a lewd suggestive manner
Stealing and/or in the possession of the stolen property of other students, school personnel or any other personal lawfully on school property or attending a school function			X	
Initiating a report warning of fire or other catastrophe without valid cause, misuse of calling 911, or discharging a fire extinguisher			X	

Kindergarten - Grade 5

BEHAVIOR VIOLATIONS	Level 1	Level 2	Level 3	Notes
Dangerous or Violent Behavior				
Unsafe physical contact and/or horseplay	X	X	X	
Possessing, selling, and/or using fireworks and/or other explosive devices/materials			X	
Committing an act of violence or forceful physical contact upon a teacher, administrator or other school employee or attempting to do so			X	Can include, but is not limited to, punching, kicking, slapping, hitting, or scratching.
Committing an act of violence or forceful physical contact upon another student or any other person lawfully on school property attempting to do so			X	
Committing an act of violence or forceful physical contact that results in injury to any person lawfully on school property			X	
Possessing a weapon			X	Only authorized law enforcement are permitted to have a weapon in their possession while on school property or at a school function.
Possessing a pellet, B-B or paintball gun on school property. Menacing or threatening to use any weapon			X	Includes airsoft, orbeez, and other projective-based devices.
Excessive threats of physical violence			X	

Kindergarten - Grade 5

BEHAVIOR VIOLATIONS	Level 1	Level 2	Level 3	Notes
Dangerous or Violent Behavior (continued)				
Displaying any item that could be deemed as a weapon			X	
Possessing or using any object as a weapon for the purpose of inflicting or the threat of injury			X	
Intentionally or incidentally damaging or destroying the personal property of a student, teacher, administrator, other District employee or any person lawfully on school property, including graffiti or arson	X	X	X	
Intentionally or incidentally damaging or destroying District property	X	X	X	
Tobacco and Nicotine				
Use or posession of cigarette, e-cigarette (vape), cigar, pipe, chewing or smokeless tobacco (including nicotine-based pouches), and/or possessing smoking paraphernalia			X	Paraphernalia includes, but is not limited to, lighters, matches, wrappers, and/or smoking papers.
Illicit Drugs and Alcohol				
Possessing, consuming, selling, distributing or exchanging alcoholic beverage or tobacco or illegal substances, or being under the influence of either			X	"Illegal substances" include, but are not limited to, inhalants, marijuana, cocaine, LSD, amphetamines, heroin, steroids, and any substances commonly referred to as "designer drugs."
Inappropriately using or sharing prescription and over-the-counter drugs			X	

Grade 6 - Grade 8

BEHAVIOR VIOLATIONS	Level 1	Level 2	Level 3	Notes
Insubordinate Behaviors				
Failing to comply with reasonable directions of teachers, school administrators, or other school employees in charge of students, or otherwise demonstrating disrespect	X	X	X	Behaviors with multiple levels marked will be assessed for severity of conduct, recidivism, and/or circumstance.
Failure to report and/or skipping detention	X	X		
Unsafe, dangerous, and/or disruptive hallway behavior	X	X	X	
Making unreasonable, disruptive, and/or unwelcomed noise	X			Any noise that intentionally or incidentally disrupts the learning environment.
Using trading cards and/or toys during non-sanctioned times	X			
Possession and/or consumption of food and/or drink outside the cafeteria, unless otherwise permtitted by the teacher in the classroom	X			
Failure to adhere to and/or comply with the Student Dress Code	X	X		For more information on the Student Dress Code, please see page 12.
Excessive repetition of Level 1 Code of Conduct violations		X	X	The Cleveland Hill Union Free School District adheres to a progressive discipline policy. This means that repetitions of inappropriate or unwelcomed behavior will result in more significant consequences being applied.
Excessive repetition of Level 2 Code of Conduct Violations			X	
Excessive repetition of Level 3 Code of Conduct Violations			X	

Grade 6 - Grade 8

BEHAVIOR VIOLATIONS	Level 1	Level 2	Level 3	Notes
Academic Integrity				
Lying to and/or withholding information from school personnel	X	X	X	Level is dependent upon severity of information being withheld and/or impact on district/building safety.
Engaging in any form of academic misconduct, including but not limited to plagiarism, cheating, copying, assiting another student in any form of the aforenamed actions	X	X	X	In addition to disciplinary consequences, the student may receive a failing grade for the assignment.
Forgery, creating false documents, and/or altering records	X	X	X	
Use of generative artificial intelligence (AI) to complete assignments and/or assessment to pose as original student work, unless the use of AI is explicitly permitted for the assignment	X	X	X	In addition to disciplinary consequences, the student may receive a failing grade for the assignment.
Misuse of Electronic Devices and/or Technology				
Computer/electronic communications misuse, including any unauthorized use of computers, software, or internet/intranet accounts; accessing inappropriate websites, and/or any other violation of the District's acceptable use policy, while using school or personal electronic devices	X	X	X	
Engaging in conduct that is insubordinate and/or disruptive to the learning environment, through the use and/or inappropriate possession of a personal electronic device and/or any internet-connected device	X	X	X	

Grade 6 - Grade 8

BEHAVIOR VIOLATIONS	Level 1	Level 2	Level 3	Notes
Misuse of Electronic Devices and/or Technology (continued)				
Using personal or District property to capture images or videos of school staff and/or students; and/or altering or distributing such images through any physical or digital mediums	X	X	X	
Visual or audio recording of peers, school employees, and/or physical altercations. Distribution and/or publication of aforementioned visual or audio recordings	X	X	X	
Use or display of personal technology, including but not limited to; cell phones, headphones, smart watches, and handheld electronic devices during the school day	X	X	X	Use of personal technology during the school day violates the Code, unless otherwise permitted by an administrator.
Absences, Tardies, and Being Out-of-Position				
Trespassing, which can include entering the opposite gender bathroom or lockroom, or being in a section or area of the District or building that is not permitted	X	X	X	
Being out-of-position (can include excessive and/or repetitive being out-of-position)		X	X	
Leaving school and/or campus without permission (can include excessive or repetitive leaving school and/or campus without permission)		X	X	
Lateness (tardy) to school and/or class	X	X	X	

Grade 6 - Grade 8

BEHAVIOR VIOLATIONS	Level 1	Level 2	Level 3	Notes
Bullying and Harassing Behaviors				
Defamation, which includes making false or unprivileged statements or representations about an individual and/or identifiable group of inidividuals, that harm the reputation of and/or demean the person and/or identifiable group		X	X	Bullying and/or Harassing behaviors will likely result in a Dignity for All Students (DASA) investigation. Refer to page 43 for more information on DASA investigations and reporting.
Discrimination, which includes the use of race, color, weight, national origin, ethnic group, religion, religious practice, gender, sexual orientation, sex or disability as a basis for treating another in a negative manner		X	X	
Hazing, which includes any intentional or reckless act directed against another student for the purpose of initiation into, affiliating with or maintaining membership in any school sponsored activity, organization, club or team		X	X	
Engage in harassment, intimidation, menacing or bullying		X	X	
Harassment or bullying, including in a sexually harassing nature, which includes a sufficiently severe action or a persistent, pervasive pattern of actions or statements directed at or about an identifiable individual or groups which are intended to be or which a reasonable person would perceive as ridiculing, demeaning, or threatening		X	X	

Grade 6 - Grade 8

BEHAVIOR VIOLATIONS	Level 1	Level 2	Level 3	Notes
Bullying and Harassing Behaviors (continued)				
Intimidation/bullying, which includes using school or personal electronic devices to convey messages in and/or out of school. For example: phone, text, Google Documents/shared drives or email		X	X	Bullying and/or Harassing behaviors will likely result in a Dignity for All Students (DASA) investigation. Refer to page 43 for more information on DASA investigations and reporting.
Coercion of committing or executing a crime or other prohibited behavior			X	
Cyberbullying, defined as the repeated use of information technology, including social media, sites, shared electronic documents/platforms, sexting or forwarding of those images, email, instant message, blogs, chat rooms, MP3 players, cell phones and gaming systems to deliberately harass, threaten or intimidate others		X	X	
Sexual harassment, which is defined as unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct or communication of a sexual nature. Students should notify an adult immediately when any harassment occurs			X	
Disruptive and Disorderly Behaviors				
Engaging in any willfull act, which significantly disrupts the normal safety and operations of the school community, instruction, or safety drills	X	X	X	
Excessive occurances of public displays of affection		X	X	

Grade 6 - Grade 8

BEHAVIOR VIOLATIONS	Level 1	Level 2	Level 3	Notes
Disruptive and Disorderly Behaviors (continued)				
Using vulgar or abusive language, cursing or swearing, including those in a sexually harassing nature. Using language or gestures that are profane, lewd, vulgar, or abusive	X	X	X	
Gambling, which includes but is not limited to card play or dice		X	X	
Engage in misconduct while on a school bus. Excessive noise, standing, and/or changing seats are not permitted. Horseplay, pushing, shoving, and/or fighting are not permitted. Students are required to Conduct themselves on the bus in a manner consistent with established standards for classroom behavior		X	X	It is crucial for students to behave appropriately while riding on District buses to ensure their safety and that of the other passengers and to avoid distracting the bus driver.
Selling, using, possessing or distributing obscene material			X	
Indecent exposure			X	Exposure of the private parts of the body in a lewd or indecent manner; to behave in a lewd suggestive manner
Stealing and/or in the possession of the stolen property of other students, school personnel or any other personal lawfully on school property or attending a school function		X	X	
Initiating a report warning of fire or other catastrophe without valid cause, misuse of calling 911, or discharging a fire extinguisher			X	

Grade 6 - Grade 8

BEHAVIOR VIOLATIONS	Level 1	Level 2	Level 3	Notes
Dangerous or Violent Behavior				
Unsafe physical contact and/or horseplay		X	X	
Possessing, selling, and/or using fireworks and/or other explosive devices/materials			X	
Committing an act of violence or forceful physical contact upon a teacher, administrator or other school employee or attempting to do so			X	Can include, but is not limited to, punching, kicking, slapping, hitting, and/or scratching.
Committing an act of violence or forceful physical contact upon another student or any other person lawfully on school property attempting to do so			X	
Committing an act of violence or forceful physical contact that results in injury to any person lawfully on school property			X	
Possessing a weapon. Authorized law enforcement official is the only person permitted to have a weapon in their possession while on school property or at a school function			X	Only authorized law enforcement are permitted to have a weapon in their possession while on school property or at a school function.
Possessing a pellet, B-B or paintball gun on school property			X	Includes airsoft, orbeez, and other projective-based devices.
Menacing or threating to use any weapon			X	
Excessive threats of physical violence			X	

Grade 6 - Grade 8

BEHAVIOR VIOLATIONS	Level 1	Level 2	Level 3	Notes
Dangerous or Violent Behavior (continued)				
Displaying any item that could be deemed as a weapon			X	
Possessing or using any object as a weapon for the purpose of inflicting or the threat of injury			X	
Intentionally or incidentally damaging or destroying the personal property of a student, teacher, administrator, other District employee or any person lawfully on school property, including graffiti or arson			X	
Intentionally or incidentally damaging or destroying District property			X	
Tobacco and Nicotine				
Use or posession of cigarette, e-cigarette (vape), cigar, pipe, chewing or smokeless tobacco (including nicotine-based pouches), and/or possessing smoking paraphernalia			X	Paraphernalia includes, but is not limited to, lighters, matches, wrappers, and/or smoking papers.
Illicit Drugs and Alcohol				
Possessing, consuming, selling, distributing or exchanging alcoholic beverage or tobacco or illegal substances, or being under the influence of either.			X	"Illegal substances" include, but are not limited to, inhalants, marijuana, cocaine, LSD, amphetamines, heroin, steroids, look alike drugs, and any substances commonly referred to as "designer drugs."
Inappropriately using or sharing prescription and over-the-counter drugs			X	

Grade 9 - Grade 12

BEHAVIOR VIOLATIONS	Level 1	Level 2	Level 3	Notes
Insubordinate Behaviors				
Failing to comply with reasonable directions of teachers, school administrators, or other school employees in charge of students, or otherwise demonstrating disrespect	X	X	X	Behaviors with multiple levels marked will be assessed for severity of conduct, recidivism, and/or circumstance.
Failure to report and/or skipping detention	X	X		
Unsafe, dangerous, and/or disruptive hallway behavior	X	X	X	
Making unreasonable, disruptive, and/or unwelcomed noise	X	X		Any noise that intentionally or incidentally disrupts the learning environment.
Using trading or playing cards and/or toys during non-sanctioned times	X	X		
Possession and/or consumption of food and/or drink outside the cafeteria, unless otherwise permtitted by the teacher in the classroom	X			
Failure to adhere to and/or comply with the Student Dress Code	X	X		For more information on the Student Dress Code, please see page 12.
Excessive repetition of Level 1 Code of Conduct violations		X	X	The Cleveland Hill Union Free School District adheres to a progressive discipline policy. This means that repetitions of inappropriate or unwelcomed behavior will result in more significant consequences being applied.
Excessive repetition of Level 2 Code of Conduct Violations			X	
Excessive repetition of Level 3 Code of Conduct Violations			X	

Grade 9 - Grade 12

BEHAVIOR VIOLATIONS	Level 1	Level 2	Level 3	Notes
Academic Integrity				
Lying to and/or withholding information from school personnel	X	X	X	Level is dependent upon severity of information being withheld and/or impact on district/building safety.
Engaging in any form of academic misconduct, including but not limited to plagiarism, cheating, copying, assiting another student in any form of the aforenamed actions	X	X	X	In addition to disciplinary consequences, the student may receive a failing grade for the assignment.
Forgery, creating false documents, and/or altering records	X	X	X	
Use of generative artificial intelligence (AI) to complete assignments and/or assessment to pose as original student work, unless the use of AI is explicitly permitted for the assignment	X	X	X	In addition to disciplinary consequences, the student may receive a failing grade for the assignment.
Misuse of Electronic Devices and/or Technology				
Computer/electronic communications misuse, including any unauthorized use of computers, software, or internet/intranet accounts; accessing inappropriate websites, and/or any other violation of the District's acceptable use policy, while using school or personal electronic devices	X	X	X	
Engaging in conduct that is insubordinate and/or disruptive to the learning environment, through the use and/or inappropriate possession of a personal electronic device and/or any internet-connected device	X	X	X	

Grade 9 - Grade 12

BEHAVIOR VIOLATIONS	Level 1	Level 2	Level 3	Notes
Misuse of Electronic Devices and/or Technology (continued)				
Using personal or District property to capture images or videos of school staff and/or students; and/or altering or distributing such images through any physical or digital mediums	X	X	X	
Visual or audio recording of peers, school employees, and/or physical altercations. Distribution and/or publication of aforementioned visual or audio recordings	X	X	X	
Use or display of personal technology, including but not limited to; cell phones, headphones, smart watches, and handheld electronic devices during the school day	X	X	X	Use of personal technology during the school day violates the Code, unless otherwise permitted by an administrator.
Absences, Tardies, and Being Out-of-Position				
Trespassing, which can include entering the opposite gender bathroom or lockroom, or being in a section or area of the District or building that is not permitted	X	X	X	
Being out-of-position (can include excessive and/or repetitive being out-of-position)		X	X	
Leaving school and/or campus without permission (can include excessive or repetitive leaving school and/or campus without permission)		X	X	
Lateness (tardy) to school and/or class	X	X	X	

Grade 9 - Grade 12

BEHAVIOR VIOLATIONS	Level 1	Level 2	Level 3	Notes
Bullying and Harassing Behaviors				
Defamation, which includes making false or unprivileged statements or representations about an individual and/or identifiable group of individuals, that harm the reputation of and/or demean the person and/or identifiable group		X	X	Bullying and/or Harassing behaviors will likely result in a Dignity for All Students (DASA) investigation. Refer to page 43 for more information on DASA investigations and reporting.
Discrimination, which includes the use of race, color, weight, national origin, ethnic group, religion, religious practice, gender, sexual orientation, sex or disability as a basis for treating another in a negative manner		X	X	
Hazing, which includes any intentional or reckless act directed against another student for the purpose of initiation into, affiliating with or maintaining membership in any school sponsored activity, organization, club or team		X	X	
Engage in harassment, intimidation, menacing or bullying		X	X	
Harassment or bullying, including in a sexually harassing nature, which includes a sufficiently severe action or a persistent, pervasive pattern of actions or statements directed at or about an identifiable individual or groups which are intended to be or which a reasonable person would perceive as ridiculing, demeaning, or threatening		X	X	

Grade 9 - Grade 12

BEHAVIOR VIOLATIONS	Level 1	Level 2	Level 3	Notes
Bullying and Harassing Behaviors (continued)				
Intimidation/bullying, which includes using school or personal electronic devices to convey messages in and/or out of school (phone, text, Google Documents/shared drives or email)		X	X	Bullying and/or Harassing behaviors will likely result in a Dignity for All Students (DASA) investigation. Refer to page 43 for more information on DASA investigations and reporting.
Coercion of committing or executing a crime or other prohibited behavior			X	
Cyberbullying, defined as the repeated use of information technology, including social media, sites, shared electronic documents/platforms, sexting or forwarding of those images, email, internet-connected devices, to deliberately harass, threaten or intimidate others		X	X	
Sexual harassment, which is defined as unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct or communication of a sexual nature			X	
Disruptive and Disorderly Behaviors				
Engaging in any willfull act, which significantly disrupts the normal safety & operations of the school community, instruction, or safety drills	X	X	X	
Obstructing vehicular or pedestrian traffic		X	X	
Inappropriate or unsafe use of a laser pointer		X	X	

Grade 9 - Grade 12

BEHAVIOR VIOLATIONS	Level 1	Level 2	Level 3	Notes
Disruptive and Disorderly Behaviors (continued)				
Using vulgar or abusive language, cursing or swearing, including those in a sexually harassing nature. Using language or gestures that are profane, lewd, vulgar, or abusive		X	X	
Gambling, which includes but is not limited to card play or dice		X	X	
Engage in misconduct while on a school bus. Excessive noise, standing, and/or changing seats are not permitted. Horseplay, pushing, and/or fighting are not permitted		X	X	It is crucial for students to behave appropriately while riding on District buses to ensure their safety and that of the other passengers and to avoid distracting the bus driver.
Selling, using, possessing or distributing obscene material			X	
Indecent exposure			X	Exposure of the private parts of the body in a lewd or indecent manner; to behave in a lewd suggestive manner
Stealing and/or in the possession of the stolen property of other students, school personnel or any other personal lawfully on school property or attending a school function		X	X	
Initiating a report warning of fire or other catastrophe without valid cause, misuse of calling 911, or discharging a fire extinguisher			X	
Excessive occurances of public displays of affection		X	X	

Grade 9 - Grade 12

BEHAVIOR VIOLATIONS	Level 1	Level 2	Level 3	Notes
Dangerous or Violent Behavior				
Unsafe physical contact and/or horseplay		X	X	
Possessing, selling, and/or using fireworks and/or other explosive devices/materials			X	
Committing an act of violence or forceful physical contact upon a teacher, administrator or other school employee or attempting to do so			X	Can include, but is not limited to, punching, kicking, slapping, hitting, and/or scratching.
Committing an act of violence or forceful physical contact upon another student or any other person lawfully on school property attempting to do so			X	
Committing an act of violence or forceful physical contact that results in injury to any person lawfully on school property			X	
Possessing a weapon			X	Only authorized law enforcement are permitted to have a weapon in their possession while on school property or at a school function.
Possessing a pellet, B-B or paintball gun on school property			X	Includes airsoft, orbeez, and other projective-based devices.
Menacing or threatening to use any weapon			X	
Excessive threats of physical violence			X	

Grade 9 - Grade 12

BEHAVIOR VIOLATIONS	Level 1	Level 2	Level 3	Notes
Dangerous or Violent Behavior (continued)				
Displaying any item that could be deemed as a weapon			X	
Possessing or using any object as a weapon for the purpose of inflicting or the threat of injury			X	
Intentionally or incidentally damaging or destroying the personal property of a student, teacher, administrator, other District employee or any person lawfully on school property, including graffiti or arson			X	
Intentionally or incidentally damaging or destroying District property			X	
Tobacco and Nicotine				
Use or posession of cigarette, e-cigarette (vape), cigar, pipe, chewing or smokeless tobacco (including nicotine-based pouches), and/or possessing smoking paraphernalia			X	Paraphernalia includes, but is not limited to, lighters, matches, wrappers, and/or smoking papers.
Illicit Drugs and Alcohol				
Possessing, consuming, selling, distributing or exchanging alcoholic beverage or tobacco or illegal substances, or being under the influence of either			X	"Illegal substances" include, but are not limited to, inhalants, marijuana, cocaine, LSD, amphetamines, heroin, steroids, look alike drugs, and any substances commonly referred to as "designer drugs."
Inappropriately using or sharing prescription or over-the-counter drugs			X	

Prohibited Visitor Conduct

PROHIBITED VISITOR CONDUCT

The following behaviors and/or Conduct are strictly forbidden on Cleveland Hill UFSD grounds or at Cleveland Hill UFSD sponsored events.

1. Abusive, threatening, profane, or harassing communication, either in person, by email or text/voicemail/phone or other written or verbal communication to a District employee, visitor, parent/guardian, or student.

2. Disruptive behavior that interferes or threatens to interfere with District operations, including the effective operation of a classroom, an employee's office or duty station, a campus lobby or school grounds, including sporting events, parking lots, and car pick-ups.

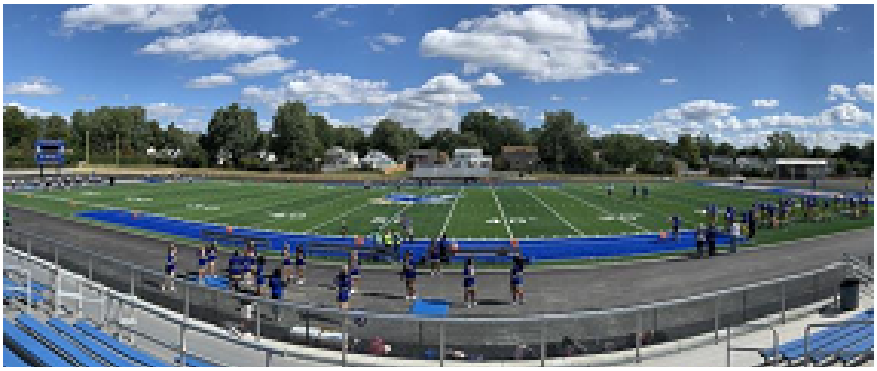
3. Threatening to do harm to a District employee, visitor, parent/guardian, or student.

4. Threatening to damage the property of a District employee, visitor, parent/guardian, or student.

5. Damaging or destruction of school property.

CONSEQUENCES

Depending upon the severity of the incident, visitors may be excluded from or otherwise banned from campus and participation in school-sponsored events. In situations involving lesser infractions or where remediation is viable, a warning will be provided, either verbal or in writing, prior to the issuance of a formal ban. Should a visitor fail to heed the direction issued in the warning, a ban or other restrictions designed to deter the Conduct will be followed. No restrictions, however, will prevent a parent/guardian from working collaboratively with the District to meet the child's educational needs, nor will a parent/guardian be excluded from a child's IEP meeting.



Reporting Violations

All students are expected to promptly report violations of the Code of Conduct to a teacher, guidance counselor, the building Principal or his/her designee. Any student observing a student possessing a weapon, alcohol, or illegal substance on school property or at a school function shall report this information immediately to a teacher, the building Principal, the Principal's designee or the Superintendent.

All District staff that are authorized to impose disciplinary sanctions are expected to do so in a prompt, fair, and lawful manner. District staff that are not authorized to impose disciplinary sanctions are expected to promptly report violations of the Code of Conduct to their supervisor, who shall in turn impose appropriate disciplinary sanction, if so authorized, or refer the matter to a staff member who is authorized to impose an appropriate sanction. Instructional staff are expected to contact parents for minor infractions, to prevent further disruption from occuring.

Any weapon, alcohol, or illegal substance found shall be confiscated immediately, if possible, followed by notification to the parent of the student involved and the appropriate disciplinary action 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 constitute a crime and substantially affect the order or security of a school as soon as practical, but in no event later that 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 the same day 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.

Any student is able to report an incident to the following people:

CHES Building Principal
716-836-7200 ext. 8220

CHES Assistant Principal
716-836-7200 ext. 8222

CHES DASA Coordinator
716-836-7200 ext. 8202

CHMS Building Principal
716-836-7200 ext. 8543

CHMS Assistant Principal
716-836-7200 ext. 8434

CHMS DASA Coordinator
716-836-7200 ext. 8446

CHHS Building Principal
716-836-7200 ext. 8322

CHHS Assistant Principal
716-836-7200 ext. 8556

CHHS DASA Coordinator
716-836-7200 ext. 8443

Dignity for all Students Act

The Dignity for All Students Act (DASA) directs public school districts to provide students with environments free from harassment, bullying (including cyberbullying) and discrimination, as well as to foster civility in public schools. The Cleveland Hill UFSD recognizes that the use of educational measures focused on preventing discriminatory behaviors, including harassment/bullying, positively impacts the school culture and climate.

The Dignity Act prohibits acts of harassment and bullying, including cyberbullying, and/or discrimination, by employees or students on school property or at a school function, that are based on a person's actual or perceived membership in the following groups including, but not limited to:

- race
- color
- weight
- national origin
- ethnic group
- religion
- religious practice
- disability
- sex
- sexual orientation
- gender (which includes actual or perceived sex, gender identity, and gender expression)

Any student witnessing or experiencing any instance of discrimination, harassment and/or bullying should immediately be reported to the DASA Coordinator within the appropriate building or any staff member if the DASA Coordinator is not available. The DASA Incident Form can be found on the District website under the Dignity for All Students section under the District tab.

All employees must orally report any DASA incident within one school day to the administration or the DASA coordinator for the building.

All employees must write a written report of any DASA incident within two school days to the administration or the DASA coordinator for the building (form is available online).

Once the DASA Coordinator has been notified, they will follow the below outlined procedure:

1. DASA Investigative Report or DASA Referral is handed to DASA Coordinator

Dignity for all Students Act

2. DASA Coordinator logs the incident and forwards it to the administration:

- Administration investigates the incident
- Talk to the witness (es) and/or victim(s)
- Notify parents (phone or letter)
- Remedy Outcome and Consequences (rehabilitation, referral, suspension, etc.)

3. Administration reports the outcome back to DASA Coordinator.

4. DASA Coordinator follows up on the incident with the claiming student within 10 days and ensures that the remedy outcomes occurr within 30 days.

For those occasions that the DASA claim is given to building administration or a DASA violation is discovered upon investigation of another incident, the building administrator will complete the form and give it to the DASA coordinator.

The District has developed its Code of Conduct to reflect remedial responses that correct the problem behavior, prevent another occurrence of the behavior and protect the target of the act. Section VI outlines the measured, balanced, progressive and age-appropriate responses to discrimination, harassment, and bullying of students



Penalties, Procedures, & Referrals

Discipline is most effective when it addresses the problem at the time and place it occurs in a way that students view as fair and impartial. School 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.

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 disciplinary action, school personnel authorized to impose disciplinary penalties will consider the following:

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

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 and 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.

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. Students who are to be given penalties other than an oral warning, written warning or written notification to their parents are entitled to additional rights before the penalty is imposed. These additional rights are explained below.

1. Detention

Teachers, Principals and the Superintendent may use detention as a penalty for student misconduct in situations where removal from the classroom or suspension would be inappropriate. Detention will be imposed as a penalty after the student's parent has been notified.

2. Suspension from transportation

If a student does not conduct himself/herself properly on a bus, the bus driver is expected to bring such misconduct to the building Principal's attention. Students who become a serious disciplinary problem may have their riding privileges suspended by the building Principal or the Superintendent or their designees. In such cases, the student's parent will become responsible for seeing that his/her child gets to and from school safely. A student subjected to a suspension from transportation is not entitled to a full hearing pursuant to Education Law 3214. However, the student and the student's parents will be informed and 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.

3. Suspension from athletic participation, extracurricular activities, and other privileges

A student suspended 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 parents will be informed and provided with a reasonable opportunity for an informal conference with the District official imposing the suspension to discuss the conduct and the penalty involved.

4. In-School Suspension (ISS)

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 authorized the building Principal 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 assigned to an In-School Suspension is not entitled to a full hearing pursuant to Education Law 3214. However, the student and the student's parents will be informed and provided with a reasonable opportunity for an informal conference with the District official imposing the In-School Suspension to discuss the conduct and the penalty involved.

5. Teacher disciplinary removal of disruptive students

A student's behavior can affect a teacher's ability to teach and can make it difficult for other students in the classroom to learn. In most instances the classroom teacher can control a student's behavior and maintain or restore control over the classroom by using good classroom 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/her composure and self-control in an alternative setting. Such practices may include, but are not limited to short-term "time out" in an elementary classroom or in an administrator's office, and/or sending a student to a guidance counselor or other staff member for counseling.

Time-honored classroom management techniques such as these do not constitute disciplinary removals for the purposes of this Code. On occasion, a student's behavior may become disruptive. For purposes of this Code of Conduct, a disruptive student is a student who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom. A substantial disruption of the educational process or substantial interference with a teacher's authority occurs when a student demonstrates a persistent unwillingness to comply with the teacher's instructions or repeatedly violates the teacher's classroom rules.

Penalties, Procedures, & Referrals

A classroom teacher may remove a disruptive student from class for up to one day. The removal from class applies to the class of the removing teacher only. A day in the middle and high schools is defined as up to one period. In the elementary setting it is up to one hour.

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/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/her version of the relevant events within 24 hours.

The teacher must complete a District-established disciplinary removal form and meet with the Principal or his/her designee as soon as possible, but no later than the end of the school day, to explain the circumstances of the removal and to present the removal form. If the Principal or designee is not available by the end of the same school day, the teacher must leave the form with the 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 via telephone and/or email, for the purposes of contacting parents/guardians.

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

The Principal or the Principal's designee may overturn the removal of the student from class if

the Principal finds any one of the following:

- The charges against the student are not supported by substantial evidence.
- The student's removal is otherwise in violation of law, including the District's Code of Conduct.
- 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 teacher shall be offered continued educational programming and activities until he or she is permitted to return to the classroom.

Each teacher must keep a complete log (on a District provided form) for all cases of removal of students from 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 or she has verified with the Principal or its chairperson of the Committee on Special Education that the removal will not violate the student's rights under state or federal law or regulations.

6. Out-of-School Suspension (OSS)

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 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.

Penalties, Procedures, & Referrals

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

Short-Term Suspension (Five Days or Less)

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

The notice shall provide a description of the charges against the student and the incident for which suspension is proposed and shall inform the parents of the right to request an immediate informal conference with the Principal. Both the notice and informal conference shall be in the dominant language or mode of communication used by the parents. At the conference, the parents 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 possible. After the conference, the Principal shall promptly advise the parents in writing of his/her decision.

Long-Term Suspension (More Than Five Days)

When the Superintendent or building Principal determines that a suspension of more than five days is warranted, he or 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, the right to question witnesses against him/her, and the right to present witnesses and other evidence on his/her behalf.

Penalties, Procedures, & Referrals

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

An appeal of the decision of the Superintendent may be made to the Board that will make its decision based solely upon the record before it. All appeals to the Board must be in writing and submitted by the District clerk within 30 days of the date of the Superintendent decision, unless the parents can show that extraordinary circumstances preclude 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 within 30 days of the decision.

Permanent Suspension

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

MINIMUM PERIODS OF SUSPENSION

1. Students who bring a weapon to school

Any student, other than a student with a disability, found guilty of bringing a weapon onto school property will be subject to 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:

- The student's age;
- The student's grade in school;
- The student's prior disciplinary record;
- The Superintendent's belief that other forms of discipline may be more effective;

- Input from parents, teachers, and/or others; and
- Other extenuating circumstances.

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

2. Students who commit violence 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 five-day suspension, the student and the student's parents will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed penalty exceeds the minimum five-day suspension, the student and the student's parents will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The Superintendent has the authority to modify the minimum five-day suspension on a case-by-case basis. In deciding whether to modify the penalty, the Superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

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

Any student, other than a student with a disability, who repeatedly is substantially disruptive of the educational process, or substantially interferes with the teacher's authority over the classroom, will be suspended from school for at least five days. For purposes of this Code of Conduct, "repeatedly is substantially disruptive" means engaging in Conduct that results in the student being removed from the classroom by 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 trimester. If the proposed penalty is the minimum five-day suspension, the student and the student's parents will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed penalty exceeds the minimum five-day suspension, the student and the student's parent will be given the same notice and opportunity for a hearing given to all students for 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.

REFERRALS

When deemed necessary, school officials may submit referrals to outside agencies, in support of the student and disciplinary process. Referrals can include, but are not limited to:

Penalties, Procedures, & Referrals

1. Counseling

The psychologist and school counselors shall handle all referrals of students to counseling.

2. PINS Petitions

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

- Being habitually truant and not attending school as required by part one of Article 65 of the Education Law;
- Engaging in an ongoing or continual course of conduct, which makes the student ungovernable, or habitually disobedient, and beyond the lawful control of the school; or
- Knowingly and unlawfully possessing marijuana in violation of Penal Law 221.05. A single violation of 221.05 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:

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

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

ALTERNATIVE INSTRUCTION

When a teacher removes a student of any age from class or a student of compulsory attendance age is suspended from school pursuant to Education Law 3214, the District will initiate steps to provide alternative means of instruction for the student.

Discipline of Students with Disabilities

The Board recognizes that it may be necessary to suspend, remove or otherwise discipline students with disabilities to address disruptive or problem behavior. The Board also recognizes that students with disabilities are provided with 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 or 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 Education Program (IEP), that will enable the student to meet the goals set out in such IEP, and include services and modifications to address the behavior which precipitated the IAES placement that are designed to prevent the behavior from reoccurring.

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 Superintendent, and/or the 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 an IAES, another setting or suspension for up to 10 consecutive school days, inclusive of any period in which the student has been suspended or removed under subparagraph (a) above for the same behavior, if the Superintendent determines that the student has engaged in behavior that warrants a suspension and the suspension or removal does not exceed the amount of time 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;

Discipline of Students with Disabilities

d. The Superintendent may order the placement of a student with a disability in an IAES to be determined by the Committee on Special Education (CSE), for the same amount of time that a student without a disability would be subject to discipline, but not more than 45 days, if the student carries or possesses a weapon to school or to a school function, or the student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function.

- "Weapon" means the same as "dangerous weapon" under 18 U.S.C. 930(g) (w) which includes "a weapon, device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury, except... [for] a pocket knife with a blade of less than 2 1/2 inches in length."

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

- "Illegal drugs" means a controlled substance except for those legally possessed or used under the supervision of a licensed healthcare professional or that 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 school days; or

b. For a period of 10 consecutive school days or less if the student is subjected to a series of suspensions or removals that constitute a pattern because they cumulate to more than 10 school days in a school year 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 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/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 District shall convene a meeting of the CSE to modify such a 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 by IDEA and Article 89 at the time of misconduct, shall have the right to invoke applicable procedural safeguards set forth in federal and state law and regulations if, in accordance with federal and state statutory and regulatory criteria, the District is deemed to have had knowledge that their child was a student with a disability before the behavior precipitating disciplinary action occurred. If the District is deemed to have had such knowledge, the student will be considered a student presumed to have a disability for discipline purposes.

a. 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.

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

Discipline of Students with Disabilities

District either:

- Conducted an individual evaluation and determined that the student is not a student with a disability; or
- determined that an evaluation was not necessary and provided notice to the parents of such determination, in the manner required by applicable law and regulations.

3. 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 47 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 the 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.

Discipline of Students with Disabilities

D. Expedited Due Process Hearings

1. An expedited due process hearing shall be conducted in the manner specified by the Commissioner's regulations incorporated in 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 hearing 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 ability, or relating to any decision regarding placement, including but not limited to any decision to place the student in an IAES;

- During the pendency of an expedited due process hearing or appeal regarding the placement of a student in an IAES for behavior involving weapons, illegal drugs or controlled substances, or on grounds of dangerousness, or regarding a determination that the behavior is not a manifestation of the student's disability for a student who has been placed in an IAES, the student shall remain in the IAES pending the decision of the impartial hearing officer or until expiration of the IAES placement, whichever occurs first, unless the parents and the District agree otherwise.
- If school personnel propose to change the student's placement after expiration of an IAES placement, during the pendency of any proceeding to challenge the 48 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 days of receipt of the request for a hearing. Although the Impartial Hearing Officer may grant specific extensions of such a time period, he or 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 which a crime is reported.

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 situation 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; or

3. Restrain or remove a student whose behavior interferes with the orderly exercise and performance of District functions, powers and duties, if that student has refused to refrain from further disruptive acts. The District will file all complaints about the use of corporal punishment with the Commissioner of Education in accordance with Commissioner's regulations.

STUDENT SEARCHES & INVESTIGATIONS

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.

In addition, the Board authorizes the Superintendent, building Principals, the school nurse, and District security officials to conduct searches of students and their belongings if the authorized school official has reasonable suspicion to believe that the search will result in evidence that the student violated the law or District Code of Conduct.

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

STUDENT SEARCHES & INVESTIGATIONS

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 or she possesses physical evidence that they violated the law or the District Code, or get the student to voluntarily consent to the search. Searches will be limited to the extent necessary to locate the evidence sought. Whenever practicable, searches will be conducted in the privacy of administrative offices and students will be present when their possessions are being searched.

A. Student Lockers, Desks and Other School Storage Places

The rules in the 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. 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 a strip search must have probable cause - not simply reasonable cause - to believe the student is concealing evidence of a violation of law or the District Code. 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 parents by telephone before conducting a strip search, or in writing after the fact if the parent could not be reached by telephone.

STUDENT SEARCHES & INVESTIGATIONS

C. 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. Reasons for the search;
3. Name of 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 to the search;
8. Time and location of search;
9. Results of search (that is, what item(s) were found);
10. Disposition of items 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(s) 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 items to police authorities.

D. Police Involvement in Searches and Interrogations of Students

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

1. A search or an arrest warrant;
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 of his/her designee shall first attempt 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. 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 on school property or at a school function will be afforded the same rights they have outside of school. This means:

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

E. Child Protective Services Investigations

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

All requests by Child Protective Services to interview a student on school property shall be made directly to the 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 is 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 medical 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 District official of the opposite sex.

A Child Protective Services worker may not remove a student from school property without a court order unless the worker reasonably believes that the student would be subject to danger of abuse if he or she were not removed from school before a court order can reasonably be obtained. If the worker believes the student would be subject to danger of abuse, the worker may remove the student without a court order and without the parent's consent.

VISITORS TO THE SCHOOL

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

1. Anyone who is not a regular staff member or student of the school will be considered a visitor;

2. All visitors to the school must report to the office of the Principal upon arrival at the school. They will be required to sign the visitor's register and will be issued a visitor's identification badge, which must be worn at all times while in the school or on school grounds, the visitor must return the identification badge to the Principal's office before leaving the building;

3. Visitors attending school functions that are open to the public, such as parent-teacher organization meetings or public gatherings are not required to register;

4. Parents or citizens who wish to observe a classroom while school is in session are required to arrange such visits in advance with the Principal;

5. Teachers are expected not to take class time to discuss individual matters with visitors;

6. Any unauthorized person on school property will be reported to the Principal or his/her designee. Unauthorized persons will be asked to leave. The police may be called if the situation warrants;

7. All visitors are expected to abide by the rules for public conduct on school property contained in this Code of Conduct; and

8. All visitors are expected to be fully clothed. Clothing should be appropriate for the school setting.





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.

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 District property or the personal property of a teacher, administrator, other District employee or any person lawfully on school property;

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 race, color, creed, national origin, religion, age, gender, sexual orientation or disability;

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 alcoholic beverages, controlled substances, or be under the

influence of either on school property or at a school function;

10. Possess or use weapons in or on school property or at a school function, except in the case of law enforcement officers;

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 District officials performing their duties;

14. Willfully incite others to commit any of the acts prohibited by this Code; or

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 - The 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 - Shall be subject to disciplinary action as the facts may warrant, in accordance with the due process requirements;

3. Tenured faculty members. They shall be subject to disciplinary action as the facts may warrant in accordance with Education Law §3020-a or any other legal rights that they may have;

4. Staff members in the classified service of the civil service are entitled to the protection of Civil Service Law §75 or any other legal rights that they may have; and

5. Staff members other than those described in subdivisions 4 and 5. They shall be subject to warning, reprimand, suspension or dismissal as the facts may warrant in accordance with any legal rights they may have.

Public Conduct on School Property

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 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 designee shall tell the individual that the conduct is prohibited and attempt to persuade the individual to stop. The Principal or 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 its right to pursue a civil or criminal legal action against any person violating the Code.



Dissemination and Review

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

1. Providing copies of a summary of the Code to all students at the beginning of each school year;

2. Making copies of the Code available to all parents at the beginning of the school year;

3. Mailing a summary of the Code of Conduct written in plain language to all parents of District students before the beginning of the school year and making this summary available later upon request;

4. Providing all current teachers and other staff members with a copy of the Code and a copy of any amendments to the Code as soon as practicable after adoption;

5. Providing all new employees with a copy of the current Code of Conduct when they are first hired; and

6. Making copies of the Code available for review by students, parents, and other community members. The Board will sponsor an in-service education program for all District staff members to ensure the effective implementation of the Code of Conduct. The Superintendent may solicit the recommendations of the District staff, particularly teachers and administrators, regarding in-service programs pertaining to the management and discipline of students.

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

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

Before adopting any revisions to the Code, the Board will hold at least one public hearing at which school personnel, parents, students and any other interested party may participate. The Code of Conduct and any amendments to it will be filed with the Commissioner no later than 30 days after adoption.