

Policy 5300: Code of Conduct *REVISED*

September 16, 2025

Highlights:

1. The Code of Conduct and this hearing are required by NYS Law.
2. Many of the provisions and language come directly from the law.
3. Proposed revisions are based on:
 - a. Changes to NYS Education Law;
 - b. Changes to NYS Education Regulations;
 - c. Guidance from the NYS Education;
 - d. Changes recommended by the NYSSBA Policy Service;
 - e. Recommendations from administrators; and
 - f. Recommendations from policy committee
4. Based on feedback, the policy committee will determine if any additional revisions are needed.

Changes to NYS Education Law

During the NYS budget development process and the legislative session, laws are developed and passed that impact how schools operate. The most recent example is **Education Law 2801(c)** that prohibits the use of personal electronic devices during the school day.

Changes to NYS Education Regulations

Each year, the Board of Regents make changes to regulations that govern how school districts manage certain aspects of operations. Recent examples include:

- Prohibition of:
 - corporal punishment
 - “aversive interventions”
 - prone restraint and seclusion
 - harassment and discrimination
- Requiring behavioral intervention reporting
- Requiring changes to school and districtwide safety plans

Guidance from the NYS Education Department

- **School Climate and Culture**, including restorative practices, reducing detentions and suspensions, and mental health education.
- **Behavioral Supports and Interventions in Schools**, including required training, annual reporting, and limits on physical restraints.
- **Reducing Disparities in and Reforming School Discipline in NYS**, including reducing reliance on exclusionary discipline (e.g., suspensions)
- **Whole School Implementation of Social Emotional Learning**, including implementation of a Multi-Tiered System of Supports (MTSS), explicit instruction in executive function skill building, intentional teaching practices that reinforce learned skills, and professional learning.
- **Creating a Safe, Supporting and Affirming School Environment for All Students**, including LGBTQ+ students and transgender students in particular.
- **Amended Dignity for All Students Act**, including prohibitions on bullying and harassment
- **Understanding the CROWN Act**, including an expansion of the Dignity for All Students act for traits historically associated with race.

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Key Areas of Revision to the Policy

- Focus on expanding our understanding of student behavior and how our practices can intentionally and proactively develop positive behaviors.
 - *“Opportunity to learn”*
- Expand our understanding and use of restorative practices to improve behavior
- Reflect our processes under our Multi-Tiered System of Supports
- Address technical changes based on laws, regulations, and guidance including definitions
- Address language and phrases that requires clarity
 - Apply policy committee grammatical conventions
 - Clarify roles and expectations
- Reduce words wherever possible
 - Move language to other policies where necessary

Next Steps

1. The policy committee will receive feedback on policy revisions and consider additional changes.
2. The policy will be presented for an additional first reading or for a second reading on October 14.
3. Once adopted by the board, communicate changes to students, staff, and parents.
4. Administration and the policy committee will review the policy again in the spring to consider additional revisions.