



Code of Conduct

(Policy 5300 - Required)

2025-2026

Setting the Conditions

for

Effective Teaching and Learning

Table of Contents

I.	Introduction	3
II.	Definitions	3
III.	Student Rights and Responsibilities	5
IV.	Essential Partners	6
V.	Student Dress Code	13
VI.	Prohibited Student Conduct	14
VII.	Reporting Violations	20
VIII.	Disciplinary Procedures, Penalties, and Referrals	20
IX.	Alternative Instruction	31
X.	Discipline of Students with Disabilities	31
XI.	Student Searches and Interrogations	37
XII.	Visitors to School	39
XIII.	Public Conduct on School Property	40
XIV.	Dissemination and Review	42
XV.	Appendices	44

I. Introduction

The board of education of Dobbs Ferry is committed to providing a safe and orderly school environment where students may receive and district personnel may deliver quality educational services without disruption or interference. Our intent is to provide an effective and fair Code of Conduct that includes a variety of strategies for supporting our students. We acknowledge that we must examine and consider a range of methods to solve behavior problems prior to resorting to punitive consequences. Our ultimate goal is to help our students become responsible, caring citizens. Responsible behavior by students, teachers, other district personnel, parents/guardians and other visitors is essential to achieving this goal.

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

The board recognizes the need to clearly define these expectations for acceptable conduct on school property, to identify the possible consequences of unacceptable conduct, and to ensure that discipline, when necessary, is administered promptly and fairly. The board is also committed to complying with all state regulations regarding the above. To this end, the board adopts this Code of Conduct. We include information in this code that reflects the culture and values of each of our schools, where respect for all is the honored "code" that guides our work!

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

II. Definitions

For purposes of this code, the following definitions apply:

"Disruptive student" means an elementary or secondary student under the age of 21 (or, for students with disabilities, until the end of the school year in which they turn 22) who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom.

"Gender" refers to a person's actual or perceived sex including their gender identity or expression.

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

"Gender identity" is one's conception of one's gender as distinguished from actual biological sex or sex assigned at birth.

"Parent//guardian" means person in parental relation to a student.

"Protective hairstyles" includes, but is not limited to, such hairstyles as braids, locs, and twists.

“Race” includes traits historically associated with race, including, but not limited to, hair texture and protective hairstyles.

“Restorative Practices” are a response to student actions that violate the dignity, safety, or well-being of others by connecting the person responsible for the harm with those who have been harmed, in order to reach a resolution that guides, and assists the person responsible for the harm in accepting responsibility, apologizing for the harm, making meaningful reparation and improving the relationship between parties.

“School property” means in or within any building, structure, athletic playing field, playground, parking lot or land contained within the real property boundary line of a public elementary or secondary school, or in or on a school bus, as defined in [Vehicle and Traffic Law §142](#).

“School function” means any school-sponsored extra-curricular event or activity.

“Sexual orientation” means a person’s emotional, romantic, and/or sexual attraction to other people. Note: An individual’s sexual orientation is independent of their gender identity.¹

“Violent student” means a student on school property or at a school function, under the age of 22 who:

- Commits an act of violence upon another student, employee, or any other person lawfully on school property or at the school function, or attempts to do so;
- Possesses a weapon;
- Displays what appears to be a weapon;
- Threatens to use a weapon;
- 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
- Knowingly and intentionally damages or destroys school district property.

“Weapon” means a firearm as defined in [18 USC §921](#) for purposes of the Gun-Free Schools Act. It also means any other gun, BB gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, dagger, dirk, razor, stiletto, switchblade, knife, gravity knife, brass knuckles, sling shot, metal knuckles, knife, box cutter, cane sword, electronic dart gun, Kung Fu star, electronic stun gun, pepper spray or other noxious spray, explosive or incendiary bomb, or other device, instrument, material or substance that can cause physical injury or death when used.

¹ See page 11 at <https://www.nysed.gov/sites/default/files/programs/student-support-services/creating-a-safe-supportive-and-affirming-school-environment-for-transgender-and-gender-expansive-students.pdf>

III. Student Rights and Responsibilities

A. Student Rights:

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

1. Take part in all district activities on an equal basis regardless of race or perceived race (including traits historically associated with race, such as hair texture and protective hairstyles), weight, color, creed, national origin, ethnic group, religion, religious practice, gender or sexual orientation or disability;
2. Be respected as an individual and treated fairly and with dignity by other students and school staff;
3. Express one's opinions, either orally or in writing, as long as it is done so in a respectful manner;
4. Present their versions of the relevant events to authorized school personnel;
5. Access school rules, policies, regulations and, when necessary, receive an explanation of those rules from school personnel; and
6. Receive clear expectations regarding:
 - a. Course objectives, requirements and state standards;
 - b. Grading criteria and procedures;
 - c. Assignment requirements and deadlines; and
 - d. School and classroom rules and expectations regarding behavior.

B. Student Responsibilities:

All district students have the responsibility to:

1. Contribute to maintaining a safe, supportive and orderly school environment that is conducive to learning and free of bullying, harassment, and discrimination (e.g., reporting bullying behavior to a staff member);
2. Show respect to other persons and property;
3. Be familiar with and abide by all district policies, rules and regulations dealing with student conduct;
4. Attend school every day unless they are legally excused and be in class, on time, and prepared to learn;
5. Work to the best of their abilities in all academic and extracurricular pursuits and strive toward their highest levels of achievement possible;
6. React to direction given by teachers, administrators and other school personnel in a respectful, positive manner;
7. Use a polite tone of voice, appropriate body language, and listen when others are speaking;

8. Be truthful when speaking with school officials regarding Code of Conduct violations;
9. Work individually, or with support to develop mechanisms to regulate the behavior associated with their emotions;
10. Ask questions when they do not understand;
11. Seek help in solving problems;
12. Dress appropriately for school and school functions (see section V below);
13. Accept responsibility for their actions; and
14. Represent the values of the district when participating in or attending school-sponsored extracurricular events by holding themselves to the highest standards of conduct, demeanor, and sportsmanship.

IV. Essential Partners

All members of our learning community – including students, staff, parents and engaged service providers – must assume responsible roles in promoting behavior that enhances academic and social success. Courteous, respectful, and responsible behavior fosters a positive climate in the learning community. The responsibilities include but are not limited to the following:

A. Parents/Guardians:

The Code of Conduct is a guide for understanding the personal, social, and academic behaviors expected from your child(ren) while at school and school functions. This code also guides how school staff will work with you and your child(ren) to help demonstrate positive behaviors and enjoy academic success.

To achieve this goal, parents/guardians are encouraged to promote participation in restorative processes to resolve incidents and conflict and to support their child(ren) in receiving the maximum benefit from a restorative approach.

All parents/guardians are expected to:

1. Treat members of the school community with dignity, respect, courtesy, and compassion;
2. Recognize that the education of their child(ren) is a joint responsibility of the parents/guardians and the school community and collaborate with the district to optimize their child(ren)'s educational opportunities;
3. Send their child(ren) to school ready to participate and learn;
4. Ensure their child(ren) attend school regularly and on time;
5. Ensure absences are legal, as defined in district policy;
6. Ensure that their child(ren) adhere to the dress code;

7. Explain to their child(ren) that rules are required to maintain a safe, orderly environment;
8. Know school rules and help their child(ren) understand them, so that their children can help create a safe, supportive school environment;
9. Engage in positive and constructive relationships with staff, teachers, administrators, other parents/guardians, and children;
10. Help their children deal effectively with peer pressure;
11. Inform school officials of changes in the home situation that may affect student conduct or performance;
12. Provide a place for study and ensure homework assignments are completed; and
13. Be respectful and courteous to staff, other parents/guardians and students while on school property and at school functions.

B. Teachers:

The Code of Conduct is a guide for supporting positive student behavior at school. It is intended to encourage positive student behaviors and help staff prevent student misconduct through the use of effective strategies and systems. It will provide guidance for intervening effectively and appropriately if students don't meet expected standards of behavior or violate district rules and policies. Concerns about safety and school climate should be brought to the appropriate building principal.

All district teachers are expected to:

1. Treat others with dignity, respect, courtesy, and compassion;
2. Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race (including traits historically associated with race, including but not limited to, hair texture and protective hairstyles) color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex, which will strengthen students' self-concept and promote confidence to learn;
3. Be prepared to teach;
4. Demonstrate interest in teaching and concern for student achievement;
5. Know school policies and rules, and enforce them in a fair and consistent manner with an emphasis on prevention and intervention;
6. Maintain confidentiality in conformity with federal and state law;
7. Communicate to students and parents/guardians:
 - Course objectives and requirements
 - Marking/grading procedures

- Assignment deadlines
 - Expectations for students
 - Classroom discipline plan
8. Communicate regularly with students, parents/guardians, and other teachers concerning growth and achievement;
 9. Participate in schoolwide efforts to provide adequate supervision in all school spaces, in conformity with the rules established in the collective bargaining agreement and this code;
 10. Address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function;
 11. Address personal biases that may prevent equal treatment of all students in the school or school setting; and
 12. Participate in resolving conflicts through a restorative process if recommended/ requested by an administrator.

C. School Counselors/Social Workers/Psychologists:

1. Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race (including traits historically associated with race, such as hair texture and protective hairstyles), color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity and expression), or sex;
2. Assist students in coping with peer pressure and emerging personal, social and emotional problems;
3. Initiate teacher/student/counselor conferences and parent/teacher/student/counselor conferences as necessary;
4. Regularly review with students their educational progress and career plans;
5. Provide information to assist students with career planning;
6. Encourage students to benefit from the curriculum and extracurricular programs;
7. Provide information to students and families about the resources in the community that are available to meet their needs;
8. Participate in schoolwide efforts to provide adequate supervision in all school spaces;
9. Address issues of harassment or any situation that threatens the emotional or physical health and safety of any student, school employee, or any person who is lawfully on school property or at a school function;
10. Address personal biases that may prevent equal treatment of all students;

11. Foster a trauma-responsive approach to addressing student behavior by supporting professional development, addressing personal biases through professional development, promoting safe work environments, forming trusting relationships with students, allowing for student choice and autonomy, and encouraging student skill-building and competence; and
12. Be open to active participation in resolving conflicts through a restorative process.

D. Principals:

1. Treat others with dignity, respect, courtesy, and compassion;
2. Promote a safe, orderly and stimulating school environment, supporting teaching and learning for all students regardless of actual or perceived race (including traits historically associated with race, such as hair texture and protective hairstyles), color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender identity and expression, or sex;
3. Ensure that students and staff have the opportunity to communicate regularly with administrators and can approach them ~~principal~~ for redress of grievances;
4. Evaluate on a regular basis all instructional programs;
5. Support the development of and student participation in appropriate extracurricular activities;
6. Be responsible for enforcing the Code of Conduct and ensuring that all cases are resolved promptly and fairly;
7. Address issues of bullying and/or harassment or any situation that threatens the mental, emotional, or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function;
8. Address personal biases that may prevent equal treatment of all students and staff; and
9. Be open to active participation in resolving conflicts through a restorative process.

E. Other School Personnel:

1. Treat others with dignity, respect, courtesy, and compassion;
2. Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race (including traits historically associated with race, including, but not limited to, hair texture and protective hairstyles, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender identity and expression, or sex;
3. Maintain confidentiality in accordance with federal and state law;
4. Be familiar with the Code of Conduct;

5. Help children understand the district's expectations for maintaining a safe, orderly environment;
6. Participate in schoolwide efforts to provide adequate supervision in all school spaces;
7. Address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function;
8. Address personal biases that may prevent equal treatment of all students; and
9. Be open to active participation in resolving conflicts through a restorative process.

F. The Dignity Act Coordinator(s):

1. District Coordinator: assistant superintendent for curriculum, instruction, and equity
2. High School Coordinator: assistant principal
3. Middle School Coordinator: assistant principal
4. Springhurst Elementary Coordinator: coordinator of student support services

Coordinator duties are as follows:

- a. Oversee and coordinate the work of the districtwide and building-level bullying prevention committees;
- b. Identify curricular resources that support infusing civility in classroom instruction and classroom management and provide guidance to staff as to how to access and implement those resources;
- c. Coordinate, with the Professional Development Committee, training in support of the bullying prevention committee;
- d. Be responsible for monitoring and reporting on the effectiveness of the district's bullying prevention policy;
- e. Address and investigate issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function; and

G. Superintendent:

1. Treat others with dignity, respect, courtesy, and compassion.
2. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning for all students regardless of actual or perceived race (including traits historically associated with race, including but not limited to, hair texture and protective hairstyles), color, weight, national origin, ethnic

- group, religion, religious practice, disability, sexual orientation, gender (including gender identity and expression), sex, or, sexual orientation, gender identity and expression, or sex;
3. Review with district administrators the policies of the board of education and state and federal laws relating to school operations and management;
 4. Inform the board about educational trends relating to student discipline;
 5. Maintain confidentiality in accordance with federal and state law;
 6. Work to create instructional programs that minimize problems of misconduct and are sensitive to student and teacher needs;
 7. Work with district administrators in enforcing the Code of Conduct and ensuring that all cases are resolved promptly and fairly;
 8. Ensure that there is adequate supervision in all school spaces;
 9. Address issues of bullying and/or harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function; and
 10. Address personal biases that may prevent equal treatment of all students.

H. District Administrators (Assistant Superintendents, Directors, Assistant Directors):

1. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning for all students regardless of actual or perceived race (including traits historically associated with race, including but not limited to, hair texture and protective hairstyles), color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity and expression), sex, or sexual orientation
2. Ensure that students and staff have the opportunity to communicate regularly with department administrators to redress grievances;
3. Evaluate on a regular basis all instructional programs and assessments;
4. Support the development of and student participation in appropriate activities;
5. Be responsible for enforcing the Code of Conduct and ensuring that all cases are resolved promptly and fairly;
6. Encourage and support the implementation of on-going professional development of all staff;
7. Assist students in developing effective decision-making practices;
8. Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex;

9. Confront issues of discrimination and harassment or any situation that threatens the emotional or physical health or safety of any student, district staff or any person who is lawfully on district property, on remote learning, or at a district function;
10. Address personal biases that may prevent equal treatment of all students in the district, school, and classroom setting, or on remote learning;
11. Report incidents of discrimination and harassment that are witnessed by the director and assistant director, or otherwise brought to the attention of the director and assistant director, in a timely manner to the complaint officer; and
12. Along with the complaint officer, investigate incidents of discrimination and harassment that are witnessed by the director and assistant director, or otherwise brought to the attention of the director and assistant director.

I. Board of Education:

1. Promote a safe, supporting, and welcoming school environment, supporting teaching and learning for all students regardless of actual or perceived race (including traits historically associated with race, including but not limited to, hair texture and protective hairstyles), color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, gender identity and expression), sex, or sexual orientation;
2. Maintain confidentiality in accordance with federal and state law;
3. Enact a budget that provides programs and activities that support achievement of the goals of the Code of Conduct;
4. Collaborate with student, teacher, administrator, and school-related organizations (e.g., PTSA, sports boosters), 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;
5. Adopt and review at least annually the district's Code of Conduct to evaluate the code's effectiveness and the fairness and consistency of its implementation;
6. Lead by example by conducting board meetings in a professional, respectful, courteous manner;
7. Address personal biases that may prevent equal treatment of all students and staff; and
8. Be open to active participation in resolving conflicts through a restorative process.

V. Student Dress Code

The board of education of the Dobbs Ferry Schools District believes that the responsibility for student dress and general appearance rests with individual students and parents/guardians. However, the board requires students to attend school in appropriate dress that meets health and safety standards and does not interfere with the learning process.

Appropriate school dress has a positive impact on student behavior and increases the esteem in which students and the community regard the school. Students have the responsibility to use discretion and common sense in their choice of clothing. Students are expected to wear clothing appropriate to the school.

Students Cannot Wear:

1. Violent language or images on clothing;
2. Images or language depicting drugs or alcohol (or any illegal item or activity) or their use;
3. Clothing with hate speech, profanity or pornography;
4. Images and/or language that create a hostile or intimidating environment based on any protected class;
5. Helmets, hoodies or other headgear that cover the student's face to the extent the student is not identifiable, except for a medical or religious purpose;
6. Clothing or footwear that could pose a safety hazard; or
7. Visible underwear or bathing suits of similar design.

Please Note: Visible waistbands or straps on undergarments worn under other clothing are not violations.

Nothing in this policy will be construed to limit students' ability to express their gender identity through clothing, jewelry, makeup, or nail color or styles. Likewise, nothing in this policy will be construed to prohibit hair texture or hairstyles historically associated with race. In both cases students will not be disciplined for such forms of expression.

Enforcement of this dress code must be approached with thoughtfulness and sensitivity, with the goal of supporting students to reach their full potential –not to shame or criminalize them – and minimizing lost instructional time.

Administrative personnel have the authority to require students to change their attire should it be deemed inappropriate according to the guidelines. When students refuse to cooperate, they may be subject to discipline, up to and including suspension.

VI. Prohibited Student Conduct

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

The best discipline is self-imposed, and students must learn to assume and accept responsibility for their own behavior, as well as the consequences of their misbehavior. As a school district, we recognize that students also benefit by being part of a supportive and nurturing environment.

Appropriate counseling is essential to helping students to understand their behavior and to assist them with developing positive approaches to decision making. The counseling team is committed to working with administrators and teachers, as a team, to ensure that students are provided with appropriate opportunities for counseling in school. District personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on educating students so that they may grow in self-discipline.

The board recognizes the need for rules to make its expectations for student conduct while on school property or engaged in a school function specific and clear. These rules also focus on safety and respect for the rights and property of others. Students who will not accept responsibility for their own behaviors and who violate these school rules will be required to accept the consequences for their conduct.

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

A. Engage in conduct that is disorderly. Examples of disorderly conduct include:

1. Running in hallways;
2. Making unreasonable noise;
3. Using language or gestures that are profane, lewd, vulgar or abusive;
4. Obstructing vehicular or pedestrian traffic;
5. Engaging in any willful act that disrupts the normal operation of a classroom or the school community;
6. Trespassing - students are not permitted in any school building, other than the one they regularly attend, without permission from the administrator in charge of the building;
7. Computer/electronic communications misuse, including any unauthorized use of computers, software, or internet/intranet account, accessing inappropriate web-sites, or any other violation of the district's acceptable use policy;

8. Possessing or using personal electronic devices – including cell phones – during the school day on school grounds without an administrator-approved exception; and
9. Inappropriate behavior while on and/or off-campus during normal school hours, including during lunch, field trips, internships, etc.

B. Engage in conduct that is insubordinate. Examples of insubordinate conduct include:

1. Demonstrating disrespect or failing to comply with the reasonable directions of teachers, school administrators or other school employees in charge of students;
2. Lateness to school or leaving school without permission;
3. Skipping detention;
4. Failing to follow rules as explained in the district's Code of Conduct; and
5. Lying to school personnel.

C. Engage in conduct that is disruptive. Examples of disruptive conduct include:

1. Inappropriate public displays of affection;
2. Excessive tardiness to class;
3. Visible and/or audible personal electronic devices – including cell phones – during the school day and on school grounds;
4. Any conduct that is deliberately designed to disrupt, disturb, side-track, or otherwise interrupt instruction and learning such as excessive talking or whispering, noise-making, poking or touching others, tapping desk or floor, etc.
5. Misconduct on a school bus such as excessive noise, pushing, shoving and fighting that interferes with the safety of others and/or distracts the driver. Excessive noise, pushing, shoving and fighting will not be tolerated.

D. Engage in conduct that is violent. Examples of violent conduct include:

1. Committing an act of violence (such as hitting, kicking, punching, and scratching) upon a teacher, administrator or other school employee or attempting to do so;
2. Committing or attempting to commit an act of violence (such as hitting, kicking, punching, and scratching) against a person lawfully on school property or attempting to do so;
3. Possessing a weapon; (Authorized law enforcement officials are the only persons permitted to have a weapon in their possession while on school property or at a school function.)
4. Displaying what appears to be a weapon;
5. Threatening to use any weapon;

6. Intentionally damaging or destroying the personal property of a student, teacher, administrator, and other district employee of any person lawfully on school property, including graffiti or arson; and
 7. Intentionally damaging or destroying school district property.
- E. **Engage in any conduct that endangers the safety, morals, physical or mental health or welfare of others. Examples of such conduct include but are not limited to:**
1. Attempting to engage in or perform an act of violence noted in Section D.
 2. Subjecting people on school property or attending a school function to danger or physical injury;
 3. Stealing the property of other students, school personnel or any other person lawfully on school property or attending a school function;
 4. Selling, using or possessing obscene or indecent material;
 5. Using vulgar or abusive language, cursing or swearing;
 6. Possessing, smoking, selling or distributing cigarettes, cigars, pipes or using chewing or smokeless tobacco, electronic cigarettes, vape pipes or pens, hookah sticks, cannabis, or other “smokeless” devices;
 7. Possessing, consuming, selling, distributing or exchanging alcoholic beverages or illegal substances, or being under the influence of either; "Illegal substances" include, but are not limited to: inhalants, marijuana, cocaine, LSD, PCP, amphetamines, heroin, steroids, look- alike drugs, and any substances commonly referred to as "designer drugs" or substances that are used to intentionally influence mood, thinking, and behavior and are not prescribed by a physician;
 8. Inappropriately using, sharing or selling prescription and over-the-counter drugs;
 9. Gambling;
 10. Indecent exposure, that is, exposure to sight of the private parts of the body in a lewd or indecent manner;
 11. Initiating a report warning of fire or other catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher;
 12. Processing or distributing pornography;
 13. Defamation, which includes making false or unprivileged statements or representations about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them; and/or
 14. Discrimination, which includes using race (including traits historically associated with race, including, but not limited to, hair texture and protective

hairstyles, color, creed, national origin, ethnic group, religion, religious practice, sex, gender (identity and expression), sexual orientation, weight or disability to deny rights, equitable treatment or access to facilities available to others.

- F. Engage in Bullying Conduct.** Bullying is understood to be a hostile activity that harms or induces fear through the threat of further aggression and/or creates terror. In order to facilitate implementation of this policy, provide meaningful guidance and prevent behaviors from rising to a violation of law, this policy will use the term bullying (which is usually subsumed under the term “harassment”) to describe a range of misbehaviors such as harassment, hazing, intimidation and/or discrimination. The accompanying regulation provides more guidance regarding the definition and characteristics of bullying. Examples include:

1. Physical bullying – hitting, shoving, slapping, kicking, spitting at, elbowing;
2. Verbal bullying – name-calling, teasing, insulting, humiliation, threatening, obtaining property or assistance through coercion (“if you don’t let me copy your homework, I’ll hurt you”);
3. Social bullying – excluding others from “the group,” spreading rumors or gossiping, setting others up to look foolish, making sure others do not associate with someone (“the silent treatment”);
4. Cyber bullying – using the capability of a social networking website (i.e., SnapChat, Instagram, TikTok, etc.) or sending an email, instant message, electronic pictures, or text messages that are designed to threaten or hurt someone’s feelings, single out, embarrass, humiliate, or spread false rumors;
5. Sexual bullying – touching, pinching, or grabbing someone in a sexual way, making crude remarks about someone’s sexual behavior, calling someone “gay,” “fag,” “lesbian,” or other term designed to upset someone, making sexual gestures at someone;
6. Racial/Cultural bullying – treating others differently or badly because of their culture, racial, or ethnic backgrounds, or the color of their skin, saying negative things about someone’s race (including traits historically associated with race, including, but not limited to, hair texture and protective hairstyles), culture, ethnicity, or skin color, calling someone by a racially or ethnically derogatory term, telling racist jokes; and
7. Gender-based and religious-based bullying – treating others differently or badly because of their gender or religion. Making sexist jokes, religious jokes, or saying negative things about another person’s gender or religious beliefs.

- G. Engage in conduct that harasses others.** Harassment has been defined in various ways in federal and state law and regulation. The board’s goal is to prevent misbehavior from escalating in order to promote a positive school environment and to limit liability. The Dignity for All Students Act ([§§10-18 of Education Law](#)) defines harassment as the creation of a hostile environment by

conduct or by verbal threats, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical well-being; or conduct, verbal threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause a student to fear for their physical safety. The harassing behavior may be based on any characteristic, including but not limited to a person's actual or perceived:

- race (including traits historically associated with race, including but not limited to, hair texture and protective hairstyles)
- color
- weight
- national origin
- ethnic group
- religion
- religious practice
- disability
- sex
- sexual orientation
- gender identity and expression, or
- sex.

In some instances, bullying or harassment may constitute a violation of an individual's civil rights. The district is mindful of its responsibilities under the law and in accordance with district policy regarding civil rights protections. Examples include:

1. Racial and Religious Harassment: Physical attack, verbal abuse, threats, derogatory name-calling, racial insults/jokes, ridicule, exclusion, racist graffiti/insignia, or inciting others to do likewise.
2. Sexual Harassment: A form of sexual discrimination that involves unwanted and unwelcome attention of a sexual nature. This may be physical or verbal or involve the denigration of an individual on sexual grounds or by sexual means. Examples include but are not limited to:
 - Indecent assault;
 - Deliberate physical contact to which the individual has not consented nor had the opportunity to object;
 - Offensive or derogatory language alluding to a person's private life, sexual behavior, or orientation by innuendo, jokes, or remarks;
 - Pressing an individual to accept unwelcome invitations;
 - The display of suggestive or pornographic material;
 - Unwelcome repeated phone calls, text messages, letters, or emails;
 - Behaviors directed at individuals or groups based on sexual orientation; and/or
 - ANY unwelcome behavior of a sexual nature that creates an intimidating, hostile, or offensive environment for the recipient may be regarded as sexual harassment.

3. Appearance-based/Disability Harassment – Repeated comments relative to personal traits or appearance, practical jokes or invasion of privacy, any or all of which may cause physical or psychological distress. Examples include but are not limited to:
 - Making fun of someone due to size, weight, height, or looks;
 - Making fun of someone because of a disability;
 - Making fun of someone because of learning needs or a learning disability; and/or
 - Making fun of someone because of learning performance or achievement.
- H. **Engage in conduct commonly referred to as “hazing.” Hazing is an induction, initiation or membership process involving harassment that produces public humiliation, physical or emotional discomfort, bodily injury or public ridicule or creates a situation where public humiliation, physical or emotional discomfort, bodily injury or public ridicule is likely to occur. Examples include but are not limited to:**
 1. Physical Endangerment – striking, bruising, maiming, or creating physically dangerous situations in order for the participants to gain approval/access into the groups and/or clubs as a rite of passage; and
 2. Mental Endangerment – fears, embarrassment, or intimidation to gain approval/access into groups and/or clubs as a rite of passage;
- I. **Engage in any form of academic misconduct. Examples of academic misconduct include, but are not limited to:**
 - Plagiarism;
 - Cheating;
 - Copying;
 - Altering records;
 - Not citing the use of artificial intelligence (AI); and/or
 - Assisting another student in any of the above actions.
- J. **Engage in misconduct while on a school bus.** It is crucial for students to behave appropriately while riding on district buses, to ensure their safety and that of other passengers and to avoid distracting the bus driver. Students are required to conduct themselves on the bus in a manner consistent with established standards for classroom behavior. Excessive noise, pushing, shoving and fighting will not be tolerated.
- K. **Engage in off-campus misconduct that interferes with, or can reasonably be expected to substantially disrupt the educational process in the school or at a school function.** Examples of such misconduct include, but are not limited to:
 1. Cyberbullying (i.e., inflicting willful and repeated harm through the use of electronic text); and

2. Threatening or harassing students or school personnel through any means off campus including over the phone or through other electronic mediums.

VII. Reporting Violations

All students are expected to report violations of the Code of Conduct promptly to a teacher, school counselor, the building principal or designated person. Any student or staff person observing a student possessing a weapon, alcohol or illegal substance on school property or at a school function will report this information immediately to a teacher, the building principal, the principal's designee or the superintendent.

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

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

The building principal or designated person must notify the superintendent and appropriate local law enforcement agency of those code violations that constitute a crime and substantially affect the order or security of a school as soon as practical, but in no event later than the close of business the day the principal or designated person learns of the violation. The notification will be made by telephone, followed by an email on the same day as the telephone call is made. The notification must identify the student and explain the behavior that violated the Code of Conduct and constituted a crime.

In the event the school receives information regarding a planned out of school activity that might involve student high risk behavior, and the specific location and children are identified, the building principal will first alert and caution the parents/guardians and children. The principal will also provide information as to the possible location of the activity to the local police.

VIII. Disciplinary Procedures, Penalties, and Referrals

Understanding behavior that violates the Code of Conduct as "teachable moments" is fundamental to a positive approach to discipline with the ultimate goal of teaching pro-social behavior. Therefore, the board authorizes age-appropriate restorative practices to be employed, which may include conflict resolution, restitution to those harmed, and/or group, classroom, community, and re-entry circles to address misbehaviors with the ultimate goal of teaching self-reflective, pro-social behavior. This approach holds students accountable for their behavior, while simultaneously encouraging them to change their behavior.

The main principles guiding the philosophy are valuing and restoring relationships, repairing the harm done to affected parties, respecting others' opinions, and reintegrating affected parties into the school community. Essential to the implementation of this philosophy is helping students who have engaged in unacceptable behavior to:

- Understand why the behavior is unacceptable and the harm it caused;
- Understand what could have been done differently in the same situation;
- Take responsibility for their actions;
- Make reparations and/or restitution to repair the harm done;
- Be given the opportunity to learn pro-social strategies/skills to use in the future; and
- Understand that the progression of more increasingly punitive consequences may be imposed if the behavior reoccurs.

When offered by an administrator, participating in a restorative process is voluntary for students. Any parent /guardian (or student over the age of 18) can request to not participate. This may happen at any time during the process, or if students are unwilling to accept responsibility for their actions.

Disciplinary action, when necessary, will be firm, fair and consistent. In determining the appropriate disciplinary action, school personnel authorized to impose disciplinary penalties may consider the following:

- The student's developmental age (not a critical factor in the case of high school students);
- The nature of the behavior in question and the circumstances which led to the behavior;
- The student's prior disciplinary record;
- The effectiveness of other forms of discipline;
- Information from parents/guardians, teachers and/or others, as appropriate; and
- Other extenuating circumstances.

As a general rule, discipline will be progressive. Repeated incidences will result in stronger consequences.

If the conduct of a student is related to a disability or suspected disability, the student will be referred to the Committee on Special Education and discipline, if warranted, will be administered consistent with the separate requirements of this Code of Conduct for disciplining students with a disability or presumed to have a disability. Students identified as having disabilities will not be disciplined for behavior related to these disabilities.

- A. Responding to allegations of bullying, harassment, and/or hazing –**
When school personnel or adults observe incidents of bullying, harassment, and/or hazing, the adults are mandated to respond in accordance with this Code

of Conduct. Even if the recipient of the bullying/harassment/hazing behaviors requests that no action be taken or reports not being bothered by the incident, the school is obligated to follow the investigative protocol delineated in this Code of Conduct, which includes appropriate reporting of the incident, appropriate investigation as necessary, and taking appropriate disciplinary action.

B. Penalties

Practices that allow educators to address disciplinary matters as opportunities for learning instead of punishment are always the preferred course of action. When choosing interventions and consequences of a student's behavior, teachers, administrators, and staff must balance the district's dual goals of eliminating school disruptions and maximizing student instructional time.

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

1. Oral warning – any member of the District staff;
2. Written warning – bus drivers, hall and lunch monitors, coaches, school counselors, teachers, principal, superintendent; a copy of the warning will be sent to parents/guardians;
3. Written notification to parents/guardians – bus drivers, hall and lunch monitors, coaches, school counselors, teachers, principal, superintendent;
4. Detention – teacher, coordinator, dean, assistant principal, principal, superintendent;
5. Suspension from transportation – director of transportation, principal, superintendent;
6. Suspension from athletic participation – coaches, athletic director, principal, superintendent; any suspension from a team will be reviewed by the athletic director;
7. Suspension from social or extracurricular activities – activity advisor, coordinator, dean, assistant principal, principal, superintendent;
8. Suspension of other privileges – principal, superintendent;
9. In-school suspension – principal, superintendent;
10. Removal from classroom by teacher – teachers, coordinator, dean, assistant principal, principal (each school will designate a specific classroom/office for students to be sent to);
11. Short-term (not to exceed five days) suspension from school – principal, superintendent, board of education;
12. Long-term (more than five days) suspension from school – principal, superintendent, board of education; and

13. Permanent suspension from school – superintendent, board of education

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 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/guardians, are entitled to additional rights before the penalty is imposed. These additional rights are explained below.

- **Detention:** Teachers, coordinator, dean, assistant principals, and/or principals, and the superintendent may use ~~after school~~ detention as a penalty for the students' misconduct in situations where removal from the classroom or suspension would be inappropriate.
 - Lunch/recess detention will be imposed as a penalty only after the student's parent/guardian has been notified to confirm that there is no parental objection to the penalty.
 - After school detention will be imposed as a penalty only after the student's parent/guardian has been notified to confirm that there is no parental objection to the penalty and the student has appropriate transportation home following detention.
 - Saturday detentions will be imposed as a penalty only after the student's parent/guardian has been notified to confirm that there is no parental objection to the penalty and the student has appropriate transportation home following detention.

Students subjected to detentions are not entitled to full hearings pursuant to [Education Law §3214](#). However, students and their parents/guardians will be provided with a reasonable opportunity for an informal conference with the building principal or the principal's designee to discuss the conduct and the penalty involved.

- **Suspension from transportation**

If a student's conduct on a school bus violates the rules of the Code of Conduct, the driver is expected to bring such misconduct to the building principal's attention. Students who become serious disciplinary problems may have their riding privileges suspended by the building principal or the superintendent or their designees. In such cases, the students' parents/guardians will become responsible for seeing that their child(ren) gets to and from school safely. Should the suspension from transportation amount to a suspension from attendance, the district will make appropriate arrangements to provide for the students' education.

Students subjected to suspensions from transportation are not entitled to full hearings pursuant to [Education Law §3214](#). However, students and their parents/guardians will be provided with a reasonable opportunity for an informal conference with the building principal or the principal's designee to discuss the conduct and the penalty involved.

- **Suspension from athletic participation, extra-curricular activities and other privileges**

A student subjected to a suspension from athletic participation, extra-curricular activities or other privileges is not entitled to a full hearing pursuant to [Education Law §3214](#). However, the student and the student's parent/guardian will be provided with a reasonable opportunity for an informal conference with the district official imposing the suspension to discuss the conduct and the penalty involved.

- **In-School Suspension**

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

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

- **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 teachers can address students' behavior and maintain or restore control over the classroom by using effective classroom management techniques. These techniques may include practices that involve teachers directing students to leave the classroom to give students an opportunity to regain their composure and self-control in an alternative setting. Such practices may include, but are not limited to: (1) short-term "time out" in an elementary classroom or in an administrator's office; (2) calling the dean's or principal's office for support; or (3) requesting a school counselor or other district staff member for counseling. Time-honored classroom management techniques such as these do not constitute disciplinary removals for purposes of this code.

On occasion, a student's behavior may become disruptive. For purposes of this Code of Conduct, a disruptive student is a student who is substantially

disruptive of the educational process or substantially interferes with the teacher's authority over the classroom. A substantial disruption of the educational process or substantial interference with a teacher's authority occurs when a student demonstrates a persistent unwillingness to comply with the teacher's instructions or repeatedly violates the teacher's classroom behavior rules.

A classroom teacher may request that an administrator remove a disruptive student from class for up to two days. The student will report to the administrative office for placement. The teacher is responsible for sending any work that the student will miss due to being removed from class. The removal from class applies to the class of the removing teacher only.

If the disruptive student does not pose a danger or on-going threat of disruption to the academic process, teachers must:

- o provide the student and administrator with an explanation for the request to have the student removed, and
- o an opportunity to explain their version of the relevant events before the student is removed. Teachers must also contact the parent/guardian.

Only after the informal discussion and meeting with an administrator may a teacher remove a student from class.

If the student poses a danger or ongoing threat of disruption, the teacher may request that an administrator remove the student immediately. The teacher must:

- o explain to the student why the student was removed from the classroom
- o give the student a chance to present the student's version of the relevant events within 24 hours
- o meet with the principal or designated person 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 forms. If the principal or designee is not available by the end of the same school day, the teacher must email the principal directly and meet with the principal or designee prior to the beginning of class on the next school day.

Within 24-hours after the student's removal:

- o the principal or another district administrator designated by the principal must notify the student's parents/guardians, in writing, that the student has been removed from class and why;
- o the notice must also inform the parents/guardians that they have the right, upon request, to meet informally with the principal or the principal's designee to discuss the reasons for the removal; and

- o the written notice must be provided by time-stamped email, 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/guardians. Notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose 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:

- o the principal or the principal's designee must explain why the student was removed and give the student and the student's parents/guardians a chance to present the student's version of the relevant events; and
- o 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/guardian 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:

- o The charges against the student are not supported by substantial evidence;
- o The student's removal is otherwise in violation of law, including the district's Code of Conduct; and/or
- o The conduct warrants suspension from school pursuant to [Education Law §3214](#) and a suspension will be imposed.

The principal or designated person 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 under this policy will be permitted to return to the classroom until the principal makes a final determination, or the period of removal expires, whichever is less.

Any disruptive student removed from the classroom by the classroom teacher will be offered continued educational programming and activities until the student is permitted to return to the classroom.

All teachers must keep a complete log (on a district provided form) for all cases of removal of students from their classes. 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 class until it is verified with

the principal or the chairperson of the Committee on Special Education that the removal will not violate the student's rights under state or federal law or regulation.

- **Suspension from school**

Suspension from school is a severe penalty, that may be imposed only upon students whose behaviors are insubordinate, disorderly, violent or disruptive, or whose conduct otherwise endangers the safety, morals, health or welfare of others. Suspensions will be used to the minimum degree necessary to promote improved student behavior and to maximize student attendance.

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 student who behaved violently to the principal or the superintendent for a violation of the Code of Conduct. All recommendations and referrals will be made in writing unless the conditions underlying the recommendation or referral warrant immediate attention. In such cases a written report is to be prepared as soon as possible by the staff member recommending the suspension.

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

- o *Short-term (not to exceed five days) suspension from school*

When the superintendent or principal (referred to as the "suspending authority") proposes to suspend a student charged with misconduct for five days or less pursuant to [Education law §3214\(3\)](#), the suspending authority must immediately notify the student 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/guardians in writing that the student may be suspended from school. The written notice must be provided by time-stamped email, 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/guardians. 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/guardians.

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

The notice and opportunity for an informal conference will 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 danger or threat of disruption, the notice and opportunity for an informal conference will take place as soon after the suspension as is reasonably practicable.

After the conference, the principal will promptly advise the parents/guardians in writing of the decision. The principal will advise the parents/guardians that if they are not satisfied with the decision and wish to pursue the matter, they must file a written appeal to the superintendent within five business days, unless they can show extraordinary circumstances precluding them from doing so. The superintendent will issue a written decision regarding the appeal within 10 business days of receiving the appeal. If the parents/guardians are not satisfied with the superintendent's decision, they must file a written appeal to the board of education with the district clerk within 30 business days of the date of the superintendent's decision, unless they can show extraordinary circumstances precluding them from doing so. Only final decisions of the board may be appealed to the commissioner within 30 days of the decision.

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

When the superintendent or building principal determines that a suspension for more than five days may be warranted, reasonable notice will be given to the student and the student's parents/guardians of the student's right to a fair hearing. At the hearing, the student will have the right to be represented by counsel, to question witnesses, and to present other evidence.

The superintendent will personally hear and determine the proceeding or may, in the superintendent's discretion, designate a hearing officer to conduct the hearing. The hearing officer will be authorized to administer oaths and to issue subpoenas in conjunction with the proceeding. A record of the hearing will be

maintained, but no stenographic transcript will be required. A voice recording will be deemed a satisfactory record. The hearing officer will make findings of fact and recommendations as to the appropriate measure of discipline to the superintendent. The report of the hearing officer will be advisory only, and the superintendent may accept all or any part thereof.

An appeal of the decision of the superintendent may be made to the board that will make its decision based solely upon the record before it. All appeals to the board must be in writing and submitted to the district clerk within 10 business days of the date of the superintendent's decision, unless the parents/guardians can show that extraordinary circumstances precluded them from doing so. The board may adopt in whole or in part the decision of the superintendent. Final decisions of the board may be appealed to the commissioner within 30 days of the decision.

- o *Permanent Suspension*

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

C. Minimum Periods of Suspension

1. Students who bring a weapon to school.

Any student found guilty of bringing a weapon onto school property will be subject to suspension from school for at least one calendar year. A student with a disability will receive additional due process as required by law. Before being suspended, the student will have an opportunity for a hearing pursuant to [Education Law §3214](#). The superintendent has the authority to modify the one-year suspension on a case-by-case basis. In deciding whether to modify the penalty, the superintendent may consider the following:

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

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

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

Any student who is found to have committed a violent act, other than bringing a weapon onto school property, will be subject to suspension from school for at least five days. A student with a disability will receive additional due process as required by law. If the proposed penalty is the minimum five-day suspension, the student and the student's parents/guardians 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/guardians 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 interfere with the teacher's authority over the classroom.

Any student 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. A student with a disability will receive additional due process as required by law. For purposes of this Code of Conduct, "repeatedly or substantially disruptive" means engaging in conduct that results in the student being removed from the classroom by teacher(s) pursuant to [Education Law §3214\(3-a\)](#) and this code on four or more occasions during a semester, or three or more occasions during a trimester. If the proposed penalty is the minimum five-day suspension, the student and the student's parents/guardians 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/guardians will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The superintendent has the authority to modify the minimum five-day suspension on a case-by-case basis. In deciding whether to modify the penalty, the superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

D. Referrals

1. Counseling: The school counseling office will coordinate with building administration to 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 the need for supervision and treatment by:

- a. Being habitually truant and not attending school as required by part one of [Article 65 of the Education Law](#).
 - b. Engaging in an ongoing or continual course of conduct that makes the student ungovernable or habitually disobedient and beyond the lawful control of the school.
 - c. Knowingly and unlawfully possesses marijuana in violation of [Penal Law 221.05](#). A single violation of [221.05](#) will be a sufficient basis for filing a PINS petition.
3. Justice-involved Youth and Juvenile Offenders: The superintendent is required to refer the following students to the county attorney for a juvenile delinquency proceeding before the Family Court.
- a. Any student under the age of 16 who is found to have brought a weapon to school, or
 - b. Any student 14 or 15 years old who qualifies for juvenile offenders status under the [Criminal Procedure Law 1.20](#)(42).

The superintendent is required to refer students age 16 and older or any student 14 and under with juvenile offender status to the appropriate law enforcement.

IX. Alternative Instruction

When a student of any age is removed from class by a teacher or a student of compulsory attendance age is suspended from school pursuant to [Education Law §3214](#), the district will take immediate steps to provide alternative means of instruction for the student. The board of education expects students, administrators, teachers and parents/guardians to make every effort to maintain student academic progress in the event of removal or suspension, and support student re-entry to the classroom at the conclusion of the disciplinary action.

X. Discipline of Students with Disabilities

The board of education recognizes that it may be necessary to suspend, remove or otherwise discipline students with disabilities who violate the district's student Code of Conduct, and/or to temporarily remove a student with disabilities from the student's current placement if maintaining the student in that placement is likely to result in injury to the student or to others.

Authority of School Personnel to Suspend or Remove Students with Disabilities

A principal may suspend a student with an educational disability for a short-term (not to exceed five days) in the same manner as non-disabled students may be suspended. A principal's designation of an Interim Alternative Educational Setting must be made in consultation with the student's special education teacher.

In the event that a student has a known disability or when school officials can be deemed to know – in accordance with law, that a student has a disability or meets the suspected of having a disability standard, the district will first proceed to conduct a [§3214](#) long-term disciplinary proceeding for any suspension of more than five days. The [§3214](#) disciplinary processing will be held in two parts, first to determine the student's guilt or innocence on the charges and the second to determine the penalty.

If guilt is determined on a violation of a provision of the district's Code of Conduct, before a penalty may be imposed, the following rules will apply:

A. §504/ADA Disability

For a student solely with a disability under §504 of the Rehabilitation Act of 1973 ("§504")/Title II of the Americans with Disabilities Act (hereinafter referred to as the "ADA"), the §504 multi-disciplinary committee must make a determination regarding whether the conduct underlying the charges was a manifestation of the student's disability.

1. If a nexus is found between the disability and the conduct, no additional discipline will be imposed and the record of discipline imposed to date will be expunged.
2. If no nexus is found, yet a disability is indicated, or has been identified, discipline may be imposed upon remand to the §3214 hearing offer. A change in placement, i.e. a suspension, removal or transfer, in excess of ten (10) school days must be preceded by notice and an evaluation conducted by the §504 team.
3. Students with recognized §504/ADA disabilities who are known to be currently engaged in the illegal use of drugs or alcohol, who are found to be using or in possession of alcohol or drugs may be disciplined, regardless of their disability status, in the same manner and to the same extent as non-disabled students.

B. IDEA Disability

For students classified or presumed to have disabilities under the IDEA (a student with an educational disability), a Manifestation Team must make a Manifestation Determination prior to a student's suspension for 10 or more consecutive school days or prior to a suspension of 10 days or less, if it has been determined that a suspension for less than ten consecutive school days would constitute a disciplinary change in placement.

A series of suspensions that are each ten (10) days or fewer in duration may create a pattern of exclusions that constitutes a disciplinary change in placement. That determination will be made on a case-by-case basis in accordance with applicable law and regulation. Among the factors to be considered in making this determination are the length of each suspension, the proximity of the suspensions to one another, and the total amount of time the student is excluded from school.

A student *will* be presumed to have a disability if, prior to the time the behavior occurred:

1. The parent/guardian of the child has expressed in writing to supervisory or administrative personnel of the appropriate educational agency or to a teacher of the student that the student is in need of special education, provided that such notification may be oral if the parent/guardian does not know how to write or has a disability that prevents a written statement; or
2. The parent/guardian of the student has requested an evaluation of the student; or
3. A teacher of the student or other personnel of the district has expressed specific concern about a pattern of behavior demonstrated by the student to supervisory personnel in the district in accordance with the district's child-find procedures.

A student *will not* be presumed to have a disability for discipline purposes, despite satisfaction of one or more of the above criteria, if:

1. The parent/guardian of the student has not allowed a relevant evaluation of the student by the Committee on Special Education. ("CSE");
2. The parent/guardian of the student has refused special education services; or
3. It is determined by the CSE or Committee on Preschool Special Education ("CPSE") that the student is not a student with a disability; or
4. It is determined that an evaluation was not necessary and the district provided appropriate notice to the parents/guardians of such determination.

C. Manifestation Determinations

A Manifestation Team, which will include a representative of the school district knowledgeable about the student and interpretation of information about child behavior, the parent/guardian and relevant members or the committee on special education as determined by the parent/guardian and the school district. The parent must receive written notification prior to any manifestation team meeting to ensure that the parent has an opportunity to attend and inform the parent(s)/guardian(s) of their right to have relevant members of the CSE participate at the parent's/guardian's request.

1. When making a manifestation determination, the Manifestation Team will review all relevant information in the student's file including the student's IEP, any teacher observations and any relevant information provided by the parent/guardian to determine if:
 - a. The conduct in question was caused by or had a direct and substantial relationship to the student's disability; or
 - b. The conduct in question was a direct result of the school district's failure to implement the IEP.

When the Manifestation Team determines that the conduct in question was a manifestation of a student's disability, the CSE will meet to recommend and conduct a functional behavioral assessment and implement (or modify) a

behavior intervention plan in accordance with [8 NYCRR § 201.3](#) and [201.4\(d\)\(2\)\(a\)](#).

A meeting for the sole purpose of making a manifestation determination does not require five calendar days' notice to the student's parent/guardian. However, if the CSE meets to consider a change in placement in conjunction with manifestation determination, the five-day notice requirement of [§200.5\(a\)\(3\)](#) of the Commissioner's Regulations will be applicable.

D. Discipline of Student with Disabilities when the Manifestation Team has made an Affirmative "Manifestation Finding"

When the conduct of student with a disability is a manifestation of the child's disabling condition, a student classified under IDEA may only be suspended from school for more than ten (10) consecutive school days, if one of the following applies:

1. The CSE recommends a change in placement on the student's Individualized Education Plan (IEP) and Behavior Intervention Plan and the parent/guardian or eighteen-year old or older student consents to such change in writing following receipt of their Procedural Safeguards Notice.
2. A court order or order from an impartial hearing officer of suspension/removal of a student who presents dangerous behaviors pursuant to [8 NYCRR 201.8](#) is obtained.
3. The violation involves weapons, drugs/controlled substances or serious bodily injury.

E. Suspensions for Misconduct Involving Weapons and/or Drugs and/or Serious Bodily Injury

A student classified or suspected of having a disability under IDEA may be suspended and placed in an Interim Alternative Educational Setting ("IAES") for up to forty-five (45) school days (less if discipline is for a non-disabled student would be less), if the student is found guilty of: 1) carrying or possessing a weapon while at school, on school property or while at a school function; 2) knowingly possessing or using illegal drugs, or selling or soliciting the sale of a controlled substance while at school, on school premises or while at school functions; or 3) inflicting a serious bodily injury to another person while at school or a school function.

1. In accordance with law, the term "weapon" means "a weapon, device, instrument, material or substance, animate or inanimate, that is used for, or readily capable of causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2-1/2 inches in length."
2. In accordance with law, the term "illegal drugs" means controlled substances but not those legally possessed or used under the supervision of a licensed health care professional or other permitted authority under the Federal Controlled Substances Act or under any other provision of Federal law.

Controlled substances are drugs and other substances identified under schedules set forth in applicable Federal law provisions.

3. In accordance with law, the term “serious bodily injury” means bodily injury which involves a substantial risk of death; extreme physical pain; protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ or mental faculty.

Before a student is suspended and placed in an IAES for up to 45 school days for behavior involving weapons and/or drugs and/or serious bodily injury, the Manifestation Team must conduct a manifestation determination. Placement in an IAES as a result of conduct involving weapons and/or drugs and/or serious bodily injury is not contingent upon a Manifestation Team determination that the misconduct is not related to the student’s disability.

- If the student is or may be placed in an IAES, the SCS will, as appropriate, recommend functional behavioral assessment and behavior intervention, or review any such pre-existing plan for modification; and
- A CSE will determine and recommend an IAES reasonably calculated to enable the child to continue to receive educational services, participate in the general curriculum and progress toward meeting IEP goals and objectives during the period of suspension from instruction.

F. Students with Disabilities Who Present Dangerous Behaviors

To continue the suspension of a student classified or deemed to be known as having an education disability under IDEA for more than 10 consecutive school days, the school district may commence an expedited hearing before a special education impartial hearing officer to demonstrate that a student’s behavior is “dangerous” and is substantially likely to cause injury to themselves or others if returned to their last agreed upon placement. An impartial hearing officer may order the placement of the student in an interim alternative setting for up to forty-five (45) days in accordance with [8 NYCRR §201.8](#) and [201.11](#).

1. The Manifestation Team will conduct a manifestation determination within 10 school days of the initial disciplinary action.
2. If the student is or may be placed in an IAES, the CSE will, as appropriate, recommend a functional behavioral assessment and behavior intervention plan, or review any such pre-existing, plan for modification; and
3. An impartial hearing officer’s determination allowing a student’s placement in an IAES as a result of dangerous behavior is not contingent upon a Manifestation Team determination that the misconduct is not related to the student’s disability. The IAES placement will be based upon the CSE’s recommendation.

G. Discipline of Students with Disabilities when the Manifestation Team has made a “No Manifestation Finding”

When the conduct of a student with a disability is found not to be a manifestation of the disability, the student may be disciplined in the same manner and to the

same extent non-disabled students. In such instances, the CSE will meet upon proper notice to determine any appropriate evaluations that must be performed, changes to a student's IEP, and to recommend an appropriate IAES where the child can continue to receive educational services, although in another setting, that enable the child to participate in the general education curriculum and progress toward meeting IEP goals and objectives during the period of suspension from instruction. Where a suspension or disciplinary change in placement will exceed 10 school days, the CSE will conduct a functional behavioral assessment and implement or modify a behavior intervention plan, as well as implement modifications intended to avoid a recurrence of the behavior.

H. Pendency Placement

An IAES will be deemed the student's "stay put" placement for up to forty-five (45) school days, during the pendency of any expedited due process proceedings commenced by parents/guardians to contest 1) a finding that a student is not "presumed to have a disability", and/or 2) a finding that the student's misconduct was not a manifestation of the student's disability, and/or 3) a decision to place a student in a CSE recommended IAES for misconduct involving weapons and/or drugs and/or serious bodily injury, and/or 4) the decision of an impartial hearing officer in a dangerousness hearing and/or 5) the appropriateness of an IAES program recommended by the CSE in the context of one of the four categories of action listed above.

I. Declassified Students

In accordance with the law, the CSE must conduct a manifestation determination in the case of a student with an education disability who has been declassified if the disciplinary matter involves behavioral problems.

J. Corporal Punishment

The district prohibits the use of corporal punishment against a student by any teacher, administrator, officer, employee or agent of this school district. Corporal punishment means any act of physical force upon a student for the purpose of punishing that student, except as otherwise provided herein.

K. Use of Emergency Interventions

Emergency interventions will be used only in situations in which alternative procedures and methods not involving the use of physical force cannot reasonably be employed. Emergency interventions will not be used as a punishment or as a substitute for systematic behavioral interventions that are designed to change, replace, modify or eliminate a targeted behavior.

A physical restraint is defined as a physical restriction that immobilizes or reduces the ability of a student to move their arms, legs, body, or head freely [8 NYCRR §19.5(b)(7)]. It is important to note that this term does not include a physical escort or brief physical contact and/or redirection to promote student safety, calm or comfort a student, prompt or guide a student when teaching a skill or assisting a student in completing a task, or for other similar purposes. Physical

restraint may be used only when less restrictive and intrusive interventions and de-escalation techniques would not prevent imminent danger of serious physical harm to the student or others. Prone restraints are strictly prohibited.

L. Staff Training

Staff persons who may be called upon to implement emergency interventions will be provided with appropriate training in behavior management including de-escalation under a Multi-Tiered System of Supports.

M. Documentation and Parental Notice Required

Personnel involved in the use of emergency interventions will be directed by their immediate supervisor to prepare a written report for each student upon whom emergency interventions are used. This report will include the name and date of birth of the student; the setting and the location of the incident; the name of the staff or other persons involved; a description of the incident and the emergency intervention used, including duration; a statement as to whether the student has a current behavioral intervention plan; and details of any injuries sustained by the student or others, including staff, as a result of the incident. This written report will be forwarded to the superintendent of schools and the school nurse or physician. The parent/guardian of the student will be notified of the emergency intervention by the superintendent of schools or designated person on the same day of the intervention. The notification will offer the parent/guardian the opportunity to meet regarding the incident. Parents/guardians will also be provided with a copy of the documentation of the incident within three school days of the use of timeout or physical restraint.

If the parent/guardian cannot be contacted after making reasonable attempts, the principal will record the attempts made to contact the parent/guardian. In the case of students with disabilities, the principal will report such attempts to the student's committee on preschool special education or committee on special education.

XI. Student Searches and Interrogations

The board of education authorizes the superintendent of schools, building principals, and assistant principals to conduct searches of students and their possessions for illegal matter or matter that otherwise constitutes a threat to the health, safety, welfare or morals of students attending our schools.

In authorizing such searches, the board acknowledges both state and federal constitutional rights that are applicable to personal searches of students and searches of their possessions (e.g., pocket contents, book bags, handbags, etc.). Such searches will not be conducted unless founded upon reasonable individualized suspicion. Administrators will notify parents/guardians after an interrogation or search has been conducted.

A. Student Lockers, Desks, School Computers, and Other Storage Space

Students will be informed by the administration that desks, school lockers, storage spaces, and school computers are not their private property but the property of the school district and that, as such, may be opened and subject to inspection from time to time by school officials. While recognizing the right to inspect students' school lockers, desks, storage spaces and computers without the necessity of obtaining student consent is inherent in the authority granted school boards and administrators, school officials will exercise every safeguard to:

- protect each student's constitutional rights to personal privacy and protection from coercion;
- emphasize that schools are educational rather than penal institutions; and
- resolve any doubts in the student's favor.

B. Student's Personal Electronic Devices

1. *Confiscation*: Administrators will confiscate those personal electronic devices from students that are used in violation of policy 5695.
2. *Accessing Student Cell Phones*: If an administrator has reasonable suspicion that there is specific information on a student's cell phone that is causing disruption to the learning environment (e.g., pictures or videos that the student has shared or received), the administrators may request the student's cooperation in accessing the phone for the specific information. If the student refuses, the student may face disciplinary sanctions (e.g., insubordination).

C. Strip Searches

A strip search is a search that requires a student to remove any or all clothing, other than an outer coat or jacket. In general, the board prohibits district staff from conducting strip searches of students. If, under extraordinary circumstances, a school official believes it is necessary to conduct a strip search of a student, the superintendent will make a determination in consultation with the school attorney. Any strip search must be conducted by an authorized school official of the same sex as the student, in the presence of another district professional employee also of the same sex as the student. The district will attempt to notify the student's parent/guardian by telephone before conducting a strip search or in writing after the fact if the parent/guardian could not be reached by telephone.

Searches of outer coats, jackets, shoes and/or all pockets are permitted when founded upon reasonable individualized suspicion.

Searches and/or interrogations of students by Child Protective Services (CPS) are subject to CPS's administrative regulations.

D. Police Involvement in Searches and Interrogation of Students

When possible, police authorities will deal directly with parents/guardians of students. When investigations involve the school, district staff are to cooperate with the police and make every effort to contact the parents/guardians prior to the investigation in order that they may be represented, if they so desire. School personnel will take direction from police authorities when they are present on school premises in hot pursuit of a suspected criminal and/or when they come onto school property to make an arrest.

Documentation of Searches

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

- Name, age and grade of student searched;
- Reasons for the search;
- Name of any informant(s);
- Purpose of search (that is, what item(s) were being sought);
- Type and scope of search;
- The name, title, and position of the school official;
- Witnesses, if any, to the search;
- Time and location of search;
- Results of search (that is, what item(s) were found);
- Disposition of items found; and
- Time, manner and results of parental notification.

The building principal or the principal's designee will be responsible for the custody, control and disposition of any illegal or dangerous items taken from a student.

The principal or designee will clearly label each item and retain control until the items are turned over to the police. The principal or designee will be responsible for personally delivering dangerous or illegal items to police authorities.

XII. Visitors to the Schools

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

1. Anyone who is not a regular staff member or student of the school will be considered a visitor.
2. All visitors to the school must report to the security guard station upon arrival at the school. There they will be required to sign the visitor's register and will be issued a visitor's identification badge, that must be worn at all times while

in the school or on school grounds. The visitor must return the identification badge to the security guard's station before leaving.

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/guardians or citizens who wish to observe a classroom while school is in session are required to arrange such visits in advance with the classroom teacher(s), so that class disruption is kept to a minimum.
5. Teachers are expected not to take class time to discuss individual matters with visitors.
6. Any unauthorized person on school property will be reported to the principal or designated person. 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.

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

A. Prohibited Conduct

No person, either alone or with others, will:

1. Intentionally injure any person or threaten to do so, or endanger the safety of themselves or others;
2. Intentionally damage or destroy school district property or the personal property of a teacher, administrator, other district employee or any person lawfully on school property, including graffiti or arson;

3. Disrupt the orderly conduct of classes, school programs or other school activities;
4. Distribute or wear materials on school grounds or at school functions that are obscene, advocate illegal action, appear libelous, obstruct the rights of others, or are disruptive to the school program;
5. Intimidate, harass or discriminate against any person on the basis of actual or perceived race (including traits historically associated with race, including, but not limited to, hair texture and protective hairstyles), creed, color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, or gender (including gender identity and expression);
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 while on school roads. This includes morning and afternoon drop off and pick up at all three buildings;
9. Possess, consume, sell, distribute or exchange alcoholic beverages, controlled substances, or be under the influence of either on school property or at a school function;
10. Possess or use weapons in or on school property or at a school function, except in the case of law enforcement officers or except as specifically authorized by the school district;
11. Loiter on or about school property;
12. Gamble on school property or at school functions;
13. Refuse to comply with any reasonable order of identifiable school district officials performing their duties;
14. Willfully incite others to commit any of the acts prohibited by this code;
15. Violate any federal or state statute, local ordinance or board policy while on school property or while at a school function; or
16. Smoke a cigarette, cigar, pipe, electronic cigarette (i.e. vape), or use chewing or smokeless tobacco/nicotine, or smoke/vape/ingest cannabis or concentrated cannabis (includes cannabis products) or smoking cannabinoid hemp.

B. Penalties

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

1. Visitors. Their authorization, if any, to remain on school grounds or at the school function will be withdrawn and they will be directed to leave the

premises. If they refuse to leave, they will be subject to ejection and/or local law enforcement intervention.

2. Students. They will be subject to disciplinary action as the facts may warrant, in accordance with the due process requirements.
3. Tenured faculty members. They will be subject to disciplinary action as the facts may warrant in accordance with [Education Law § 3020-a](#) or any other legal rights that they may have.
4. Staff members in the classified service of the civil service entitled to the protection of [Civil Service Law § 75](#). They will be subject to immediate ejection and to disciplinary action as the facts may warrant in accordance with [Civil Service Law § 75](#) or any other legal rights that they may have.
5. Staff members other than those described in subdivisions 3 and 4. They will be subject to warning, reprimand, suspension or dismissal as the facts may warrant in accordance with any legal rights they may have.

C. Enforcement

The principal or designated person will be responsible for enforcing the conduct required by this code.

When the principal or designated person sees an individual engaged in prohibited conduct and believes that such conduct does not pose any immediate threat of injury to persons or property, the principal or designee will tell the individual that the conduct is prohibited and attempt to persuade the individual to stop. The principal or designee will 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 designee will 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 will 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.

XIV. Dissemination and Review

A. Dissemination of Code of Conduct

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

1. Providing copies of an age-appropriate, written in plain language, summary of the code to all students at the beginning of each school year;
2. Providing a plain language summary to all parents/guardians at the beginning of the school year, and thereafter on request;
3. Posting the complete Code of Conduct on the district's website.

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.
6. Making copies of the complete code available for review by students, parents/guardians and other community members.

Each school will share the Code of Conduct with staff members and will be available for questions, discussions, and any needed clarifications 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. Ongoing professional development will be included in the district's professional development plan as needed.

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 the Code of Conduct violations. The committee will be made up of representatives of student, teacher, administrator, and parent organizations, school safety personnel and other school personnel.

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

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

APPENDICES

District Policies

- [Policy 0105](#): Diversity, Equity, and Inclusion in Education
- [Policy 0115](#): Student Harassment & Bullying Prevention & Intervention
- [Policy 0115-R](#): Student Harassment & Bullying Prevention & Intervention Regulation
- [Policy 0115E](#): Harassment and/or Bullying Complaint Form
- [Policy 1530](#): Smoking & Other Tobacco Use on School Premises
- [Policy 4321.12](#): Use of Time Out and Physical Restraint (Corporal Punishment)
- [Policy 4526](#): Computer Use in Instruction
- [Policy 4526.1](#): Internet Safety Student Network/Internet Agreement and Permission Form
- [Policy 5100](#): Student Attendance
- [Policy 5200](#): Extracurricular/Co-Curricular Activities
- [Policy 5225](#): Student Personal Expression
- [Policy 5300.60](#): Student Searches and Interrogations
- [Policy 5440](#): Alcohol, Drugs and Other Substances (Students)
- [Policy 5695](#): Student Personal Electronic Devices
- [Policy 9700](#): Staff Development

NYS Education Law

- [Section 2801](#): Codes of Conduct on School Property
- [Section 3214](#): Student Placement, Suspension, and Transfer

New York State Human Rights Law

- [Sections 290-301](#) (See [Section 292](#) for Definitions.)

NYS Education Department Guidance

- [School Climate and Culture](#)
- [Updates to Behavioral Supports and Interventions in Schools: Frequently Asked Questions](#)

- [Recommendations for Reducing Disparities in and Reforming School Discipline in New York State](#)
- [Social Emotional Learning: A Guide to Systemic Whole School Implementation](#)
- [Creating a Safe, Supportive, and Affirming School Environment for Transgender and Gender Expansive Students: 2023 Legal Update and Best Practices](#)

NYS Division of Human Rights Guidance

- [Guidance on Protections from Gender Identity Discrimination Under the New York State Human Rights Law](#)

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