I. Introduction

The Board of Education (“Board”) is committed to providing an orderly school environment where students may receive and district personnel may deliver quality educational services without disruption or interference. The Board recognizes that the environment, which encompasses school culture as well as the physical plant, is integral to student learning and must be safe and support the social, emotional, and academic development of each student. Responsible behavior by students, teachers, other district personnel, parents 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, identify the possible consequences of unacceptable conduct, and to ensure that discipline, when necessary, is administered promptly and fairly. To this end, the Board adopts this Code of Conduct.

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

II. Definitions:

For purposes of this code, the following definitions apply:

(1) Definitions: For the purposes of the Code of Conduct:

   (i) "School function" means a school-sponsored or school-authorized extracurricular event or activity, regardless of where such event or activity takes place, including any event or activity that may take place in another state.

   (ii) "School property" shall mean 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 section 142 of the Vehicle and Traffic Law; or at a school function.

   (iii) “Parent” means parent, guardian or person in parental relation to a student.

   (iv) "Physical injury" means impairment of physical condition or substantial pain.

   (v) "Serious physical injury" means physical injury which creates a substantial risk of death or which causes death or serious and protracted disfigurement or protracted impairment of health or protracted loss or impairment of the function of any bodily organ.
(vi) "Weapon" means one or more of the following dangerous instruments:

- a firearm, including but not limited to a rifle, shotgun, pistol, handgun, silencer, electronic dart gun, stun gun, machine gun, airgun, BB gun, paint ball gun or spring gun;
- a switchblade knife, gravity knife, pilum ballistic knife, cane sword, dagger, stiletto, dirk, razor, box cutter, metal knuckle knife, utility knife or other dangerous knife;
- a billy club, blackjack, bludgeon, chukka stick, or metal knuckles;
- a sandbag or sandclub;
- a sling shot or slungshot;
- a Martial arts instrument, including but not limited to a kung fu star, ninja star, nunchuck, or shirken;
- an explosive, including but not limited to a firecracker or other fireworks;
- a deadly or dangerous chemical, including but not limited to a strong acid or base, Mace, or pepper spray;
- an imitation gun;
- loaded or blank cartridges or other ammunition; or
- any other device, instrument, material or substance possessed with intent to use the same unlawfully against another or that can cause physical injury or death when used.

(vii) “Disruptive student” means an elementary or secondary student under the age of twenty-one who is substantially disruptive to the educational process or substantially interferes with the teacher’s authority within the classroom.

(viii) “Violent student” means a student under the age of twenty-one whom:

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

(ix) “School Bus” means every motor vehicle owned by a public or governmental agency or private school and operated for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity, to or from school or school activities, or, privately owned and operated for compensation for the transportation of pupils, children of
pupils, teachers and other persons acting in a supervisory capacity to or from school or school activities.

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

(xi) “Employee” means any person receiving compensation from a school district or employee of a contracted service provider or worker placed within the school under a public assistance employment program, pursuant to title 9-B of article 5 of the Social Services Law, and consistent with the provisions of such title for the provision of services to such district, its students or employees, directly or through contract, whereby such services performed by such person involve direct student contact.

(xii) “Sexual orientation” means actual or perceived heterosexuality, homosexuality, or bisexuality.

(xiii) “Gender” means actual or perceived sex and shall include a person’s gender identity or expression.

(xv) “Harassment” and “Bullying” means the creation of a hostile environment by conduct or by threats, intimidation or abuse, including cyberbullying, that (a) has or would have the effect of unreasonably and substantially interfering with a student’s educational performance, opportunities or benefits, or mental, emotional and/or physical well-being; or (b) reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; or (c) reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student; or (d) occurs off school property and creates or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property. Acts of harassment and bullying include, but are not limited to, those acts based on a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex. For purposes of this definition the term “threats, intimidation or abuse” includes verbal and non-verbal actions.

(xvi) “Cyberbullying” means harassment or bullying as defined above, where such harassment and bullying occurs through any form of electronic communication.

(xvii) “Electronic communication” means a communication transmitted by means of an electronic device, including but not limited to, a telephone, cellular phone, computer, laptop, pager, or other hand-held device, communication transmitted through email, text message,
instant message, voicemail, social networking sites, webpage, video, chat rooms, blogs, 
instagram, and twitter.

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

(xix) “Discrimination” means using things such as, but not limited to, actual or 
perceived race, color, national origin, ethnic group, religion, religious practice, gender, sex, 
sexual orientation, weight or disability as a basis for treating another in a negative manner.

III. Student Rights and Responsibilities:

A. School Conduct and Discipline

It is the Board’s belief that each student should be treated as a person who can reasonably be expected to be responsible for his/her own behavior. The school administration will assist each student in this program of personal responsibility with a few sensible rules of conduct, focusing on safety and respect for the rights and property of others and consistently applied in the classrooms and throughout the school. Students who cannot accept this responsibility and violate school rules will be required to accept the penalties and more direct supervision.

Discipline is most effective when it deals directly with problems at the time and at the place they occur. Likewise, effective discipline must be viewed as fair and impartial. Disciplinary action, when necessary, will be firm, fair, and consistent in order to be most effective in modifying inappropriate behavior.

B. 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, supportive, 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 actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, gender, sex or sexual orientation or disability.
2. To learn in an environment free from interruption, harassment, bullying, discrimination, intimidation and fear.

3. Present their version of the relevant events to school personnel authorized to impose a disciplinary penalty in connection with the imposition of the penalty.

4. Access school rules and, when necessary, receive an explanation of those rules from school personnel.
5. A free public education within a safe, supportive environment free from threats to their
persons or property;

6. The full privileges of citizenship as defined by the Constitution of the United States and its
amendments;

7. Seek changes in school policies and regulations in an orderly manner by utilizing those
legitimate channels provided for this purpose;

8. Express their ideas in a respectful manner as long as such expression causes no disruption of
the educational process;

9. Participate in school programs and activities, within the limits established by state, county,
and school eligibility requirements, without regard to sex, race, color, weight, religion, religious
practice, ethnic origin, gender, sexual orientation, disability or economic status;

10. Privacy with regard to information on their permanent records which shall be disclosed upon
official request only to properly authorized school personnel, parents, or legal guardians, or by
court order or subpoena.

C. Student Responsibilities:

All district students have the responsibility to:

1. Contribute to maintaining a safe, supportive and orderly school environment and to be
responsible to other persons and property.
2. Be familiar with and abide by all district policies, rules and regulations dealing with
student conduct and conduct themselves in accord with them.
3. Attend school every day, unless legally excused, and to be in class, on time, and prepared
to learn.
4. Work to the best of their ability in all academic and extra-curricular pursuits while
striving toward the highest level of achievement possible.
5. React to directions given by teachers, administrators and other school personnel in a
respectful manner.
6. Work to develop strategies to control anger.
7. Ask questions when they do not understand.
8. Seek help in solving problems before they lead to a violation of the District Code of
Conduct.
9. Dress and groom themselves in order to meet fair standards of safety and health and to
cause no substantial disruption to the educational processes.
10. Accept responsibility for their actions, both positive and negative.
11. Conduct themselves as representatives of the district when participating in or attending
district / school-sponsored extracurricular events and to hold themselves to the highest
standards of conduct, demeanor, and sportsmanship.
12. Be willing to volunteer information in matters relating to the health, safety, and welfare
of the school community and the protection of school property.
13. Assume that until a rule is waived, altered, or repealed, it is in full effect.
14. Assist the school staff in operating a safe school for all students enrolled therein.
15. Abide by State and local laws.
16. Exercise proper care when using public facilities and equipment.
17. Make all necessary arrangements for making up work when absent from school.
18. Avoid inaccuracies, indecent, lewd or obscene language in student newspapers and publications.
19. Avoid the use of indecent, obscene, lewd or abusive language toward other members of the school community including students, staff and visitors.
20. Share with the administration and faculty a responsibility to develop a climate within the school that is conducive to wholesome learning and living.
21. Maintain behavior free from all forms of harassment, bullying and/or discrimination.

D. Essential Partners:

Parents / Persons in Parental Relation

All parents/persons in parental relation are expected to:

1. Recognize that the education of their child(ren) is a joint responsibility of the parents/guardians and the school community.
2. Send their children to school ready to participate and learn.
3. Ensure their children attend school regularly and on time.
4. Ensure absences are excused.
5. Insist their children be dressed and groomed in a manner consistent with the school dress code.
6. Help their children understand that in a democratic society appropriate rules are required to maintain a safe, supportive and orderly environment.
7. Know the school rules and help their children understand them.
8. Convey to their children a supportive attitude toward education and the district.
9. Build good relationships with teachers, other parents and their children’s friends through a climate of mutual respect and dignity.
10. Help their children effectively deal 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 complete.
13. Voice concerns or questions through proper channels in a civil, respectful, and responsible manner, following the path stated below.
14. Bring any concerns of bullying, harassment or discrimination to the attention of the appropriate school official.
15. Follow school rules and regulations when on school property or attending school functions.

Teachers

All district teachers are expected to:
1. Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex, which will strengthen students’ self-concept and promote confidence to learn.
2. Be prepared to teach.
3. Demonstrate interest in teaching and concern for student achievement.
4. Know school policies and rules, and enforce them in a fair and consistent manner.
5. Maintain confidentiality in conformity with federal and state law.
6. Communicate to students and parents:
   - Course objectives and requirements
   - Marking/grading procedures
   - Assignment deadlines
   - Expectations for students
   - Classroom discipline plan
7. Communicate regularly with students, parents and other teachers concerning growth and achievement.
8. Participate in school-wide efforts to provide adequate supervision in all school spaces, in conformity with the Taylor Law.
9. Address issues of discrimination, bullying and 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 or which create a hostile environment.
10. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
11. Promptly make an oral report of incidents of bullying, discrimination and harassment that are witnessed or otherwise brought to their attention to the school official designated to receive complaints not later than one school day after witnessing the incident or the incident being brought to their attention and file a written report with the designated school official not later than two days after making the oral report.

**Guidance Counselors/Psychologists/Social Workers**

All district counselors/psychologists/social workers are expected to:

1. Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender 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, as a way to resolve problems.
4. Regularly review with students their educational progress and career plans.
5. Maintain confidentiality in accordance with federal and state law.
6. Provide information to assist students with career planning.
7. Encourage students to benefit from the curriculum and extracurricular programs.
8. Make known to students and families the resources in the community that are available to meet their needs.
9. Participate in school-wide efforts to provide adequate supervision in all school spaces.
10. Address issues of harassment, discrimination or bullying 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 or which create a hostile environment.
11. Address personal biases that may prevent equal treatment of all students.
12. Promptly make an oral report of incidents of bullying, discrimination and harassment that are witnessed or otherwise brought to their attention to the school official designated to receive complaints not later than one school day after witnessing the incident or the incident being brought to their attention and file a written report with the designated school official not later than two days after making the oral report.

Other School Personnel

All other school personnel are expected to:

1. Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
2. Maintain confidentiality in accordance with federal and state law.
3. Be familiar with the Code of Conduct.
4. Help children understand the district’s expectations for maintaining a safe, orderly and supportive environment.
5. Participate in school-wide efforts to provide adequate supervision in all school spaces.
6. Address issues of harassment, bullying or discrimination 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 or which create a hostile environment.
7. Address personal biases that may prevent equal treatment of all students.
8. Promptly make an oral report of incidents of bullying, discrimination and harassment that are witnessed or otherwise brought to their attention to the school official designated to receive complaints not later than one school day after witnessing the incident or the incident being brought to their attention and file a written report with the designated school official not later than two days after making the oral report.

Coaches

All coaches are expected to:

1. Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex, which will strengthen students’ self-concept and promote confidence to learn.
2. Know school policies and rules, and enforce them in a fair and consistent manner.
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 and supportive environment.
6. Participate in school-wide efforts to provide adequate supervision in all school spaces.
7. Address issues of harassment, bullying or discrimination 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 or which create a hostile environment.
8. Address personal biases that may prevent equal treatment of all students.
9. Promptly make an oral report of incidents of bullying, discrimination and harassment that are witnessed or otherwise brought to their attention to the school official designated to receive complaints not later than one school day after witnessing the incident or the incident being brought to their attention and file a written report with the designated school official not later than two days after making the oral report.

**Principals/Administrators**

All principals/administrators are expected to:

1. Promote a safe, supportive, orderly and stimulating school environment, supporting active teaching and learning for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
2. Ensure that students and staff have the opportunity to communicate regularly with the principal/administrators and have access to the principal/administrators for redress of grievances.
3. Maintain confidentiality in accordance with federal and state law.
4. Evaluate on a regular basis all instructional programs to ensure infusion of civility education in the curriculum.
5. Support the development of and student participation in appropriate extracurricular activities.
6. Provide support in the development of the Code of Conduct, when called upon.
7. Disseminate the Code of Conduct and anti-harassment, bullying and discrimination policies.
8. Be responsible for enforcing the Code of Conduct and ensuring that all cases are resolved promptly and fairly.
9. Participate in school-wide efforts to provide adequate supervision in all school spaces.
10. Address issues of bullying, harassment and discrimination, 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 or which create a hostile environment.
11. Address personal biases that may prevent equal treatment of all students.
12. Promptly make an oral report of incidents of bullying, discrimination and harassment that are witnessed or otherwise brought to their attention to the school official designated to receive complaints not later than one school day after witnessing the incident or the
incident being brought to their attention and file a written report with the designated school official not later than two days after making the oral report.

The Dignity Act Coordinator(s)

The Dignity Act Coordinator(s) are expected to:

1. Promote a safe, supportive, orderly and stimulating school environment, supporting active teaching and learning for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
2. Oversee and coordinate the work of the district-wide and building-level DASA committees.
3. 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.
4. Coordinate, with the Professional Development Committee, training in support of the bullying prevention committee.
5. Be responsible for monitoring and reporting on the effectiveness of the district’s Dignity for All Student’s Act policy.
6. Address issues of harassment, bullying and discrimination or any situation that threatens the emotional or physical health or safety or any student, school employee, or any person who is lawfully on school property or at a school function or which create a hostile environment.
7. Address personal biases that may prevent equal treatment of all students and staff.
8. If not the school official designated to receive complaints, shall promptly make an oral report of incidents of discrimination, bullying and harassment that are witnessed or otherwise brought to a Dignity Act Coordinator’s attention, to the school official designated to receive complaints not later than one school day after witnessing the incident or the incident being brought to their attention and file a written report with the designated school official not later than two days after making the oral report.

Superintendent

All Superintendents are expected to:

1. Promote a safe, supportive, orderly and stimulating school environment, supporting active teaching and learning for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
2. Review with district administrators the policies of the Board of Education and state and federal laws relating to school operations and management.
3. Inform the Board about educational trends relating to student discipline.
4. Maintain confidentiality in accordance with federal and state law.
5. Work to create instructional programs that minimize incidence of misconduct and are sensitive to student and teacher needs.
6. Work with district administrators in enforcing the Code of Conduct and ensuring that all cases are resolved promptly and fairly.
7. Participate in school-wide efforts to provide adequate supervision in all school spaces.
8. Address issues of harassment, bullying and discrimination 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 or which create a hostile environment.
9. Address personal biases that may prevent equal treatment of all students and staff.
10. If not the school official designated to receive complaints shall promptly make an oral report of incidents of discrimination, bullying and harassment that are witnessed or otherwise brought to their attention to the school official designated to receive complaints not later than one school day after witnessing the incident or the incident being brought to their attention and file a written report with the designated school official not later than two days after making the oral report.

Board of Education

The Board of Education is expected to:

1. Promote a safe, supportive, orderly and stimulating environment, supporting active teaching and learning for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
2. Maintain confidentiality in accordance with federal and state law.
3. Develop and recommend a budget that provides programs and activities that support achievement of the goals of the Code of Conduct.
4. Collaborate with student, teachers, administrators, and parent organizations, school safety personnel and other school personnel to develop a Code of Conduct that clearly defines expectations for the conduct of students, district personnel and visitors on school property and at school functions.
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 issues of harassment, bullying and discrimination 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 or which create a hostile environment.
8. Address personal biases that may prevent equal treatment of all students and staff.
9. Promptly make an oral report of incidents of bullying, discrimination and harassment that are witnessed or otherwise brought to their attention to the school official designated to receive complaints not later than one school day after witnessing the incident or the incident being brought to their attention and file a written report with the designated school official not later than two days after making the oral report.

V. Student Dress Code:
All students are expected to give proper attention to personal cleanliness and to dress appropriately for school and school functions. Students and their parents have the primary responsibility for acceptable student dress and appearance. Teachers and all other district personnel should exemplify and reinforce acceptable student dress and help students develop an understanding of appropriate appearance in the school setting. In addition, faculty and staff reserve the right to limit the wearing of hats during their instructional time with students.

A student’s dress, grooming and appearance, including hair style/color, jewelry, make-up and nails, shall:

1. Be safe, appropriate and not disrupt or interfere with the educational process.
2. Recognize that extremely brief garments are inappropriate and unacceptable. This includes but is not limited to the following: backless tops, single shoulder tops, tube tops, halter tops, spaghetti straps, see-through, sheer or transparent shirts/pants, exposed midriffs, plunging necklines (front and/or back), skirts/shorts above mid-thigh length, shorts that are excessively revealing, and net/mesh garments. Tank tops should not have spaghetti straps, plunging necklines or expose the midriff or undergarments.
3. Ensure that underwear is completely covered with outer clothing.
4. Include footwear at all times. Footwear that is a safety hazard will not be allowed.
5. Not include the wearing of headgear in the building except for a medical or religious purpose.
6. Not include items that are vulgar, obscene, lewd, libelous, or denigrate or discriminate against others on account of actual or perceived race, color, weight, religion, religious practice, disability, national origin, ethnic group, gender (including gender identity or expression), sex or sexual orientation.
7. Not promote and/or endorse the use of alcohol, tobacco or illegal drugs and/or encourage other illegal or violent activities.

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

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.

It is expected that all students conduct themselves in manner that supports the intent of the Dignity for All Students Act; creating a safe and supportive school environment free of discrimination, bullying/cyberbullying and harassment.
All prohibited conduct applies to student behavior in school, on school property, on school buses, and at school-sponsored functions, and student behavior off school property where such acts create or would foreseeably create a risk of substantial disruption within the school environment.

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

1. Engage in conduct that is disorderly. Examples of disorderly conduct include, but are not limited to:
   - Running in hallways.
   - Making unreasonable noise.
   - Using language or gestures that are profane, lewd, vulgar or abusive.
   - Obstructing vehicular or pedestrian traffic on school property.
   - Engaging in any willful act, which disrupts the normal operation of the school community.
   - 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. Student presence in their regularly attended building will be limited to the days and hours when school or extracurricular activity is in session.
   - Computer/electronic communications misuse, including any unauthorized use of computers, personal electronic equipment, such as, but not limited to, cell phones, iPods, iPads or tablets, software, or internet/intranet account; accessing inappropriate websites; or any other violation of the district’s acceptable use policy.
   - Inappropriate use of materials that create a disruptive atmosphere, including but not limited to, throwing of food, misuse of chemical or equipment, disorderly conduct in common areas, such as gymnasium, cafeteria, where large numbers of students congregate.

2. Engage in conduct that is insubordinate. Examples of insubordinate conduct include, but are not limited to:
   - Failing to comply with the reasonable directions of teachers, school administrators or other school employees in charge of students or otherwise demonstrating disrespect.
   - Directing vulgarity, abusive language, or gestures to District Personnel.
   - Lateness for, missing or leaving school without permission.
   - Skipping detention.

3. Engage in conduct that is disruptive. Examples of disruptive conduct include, but are not limited to:
   - Failing to comply with the reasonable directions of teachers, school administrators or other school personnel in charge of students.
Inappropriate sexual contact.
Creating a disturbance,
Conduct disruptive to the educational process.

4. Engage in conduct that is violent. Examples of violent conduct include, but are not limited to:

- Committing an act of violence (such as, but not limited to, hitting, kicking, punching, pushing/shoving and/or scratching) upon a teacher, administrator, or other school employee, another student or any other person lawfully on school property or at a school function or attempting or threatening to do so.
- Possessing a weapon. Authorized law enforcement officials are the only persons permitted to have a weapon in their possession while on the way to or from school, on school property or at a school function.
- Displaying what appears to be a weapon.
- Threatening to use any weapon.
- Intentionally or recklessly vandalizing, damaging or destroying the personal property of a student, teacher, administrator, other district employee or any person lawfully on school property, including graffiti or arson.
- Intentionally vandalizing, damaging or destroying school district property.
- Threats to commit a violent act or to cause physical harm.
- Homicide, kidnapping, sexual assault or other violation of law.
- Robbery and burglary.

1. Intentionally or recklessly causing serious physical injury to another person, with or without a weapon.
2. Recklessly endangering another individual.
3. Inciting a riot, or telephoning, writing or sending an electronic message that a bomb, explosive, chemical or biological weapon has been or will be placed on school property.

5. Engage in any conduct that endangers the safety, morals, health or welfare of others. Examples of such conduct include, but are not limited to:

- Lying to school personnel.
- Committing larceny or stealing the property of other students, school personnel or any other person lawfully on school property or attending a school function.
- 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.
- Discrimination.
- Harassment, as defined in the “Definitions” section of this Code of Conduct.
- Sexual harassment is prohibited by law. Unwelcome sexual advances, requests for sexual favors, or other written, oral or physical conduct of a sexual nature may constitute sexual harassment.
- Intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm.
o Bullying, as defined in the “Definitions” section of this Code of Conduct, and the Dignity For All Students Act Policy.

o Cyberbullying, as defined in the “Definitions” section of this Code of Conduct.

o Hazing, which includes any intentional or reckless act directed against another for the purpose of initiation into, affiliating with or maintaining membership in any school sponsored activity, organization, club or team.

o Selling, using, creating, distributing or possessing obscene material.

o Using vulgar, abusive harassing or discriminatory language, or cursing or swearing.

o Smoking a cigarette, electronic cigarette, cigar, pipe, using an electronic cigarette or vape device, or using chewing or smokeless tobacco.

o Possessing, consuming, selling, distributing or exchanging alcoholic beverages, tobacco products, or electronic cigarette or vape paraphernalia (including devices, cartridges/capsules, and related materials), or illegal substances, or being under the influence of either. “Illegal substances” include, but are not limited to, inhalants, marijuana, cocaine, LSD, PCP, Ecstasy, amphetamines, heroin, steroids, look-alike drugs, synthetic cannabinoids (Marijuana), cannabis products including vape cartridges/capsules/oil and any substances commonly referred to as “designer drugs.” Possession of drug paraphernalia.

o Inappropriately possessing, using, distributing or sharing prescription and/or over-the-counter drugs.

o Gambling.

o Indecent exposure, that is, exposure to sight of the private parts of the body in a lewd or indecent manner.

o Initiating a report warning of fire or other catastrophe without valid cause, falsely activating a fire alarm or other disaster alarm, misuse of 911, or discharging a fire extinguisher.

o Violation of another individual’s civil rights.

6. 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. Also prohibited is behavior which might affect others outside the bus (obscene gestures, verbal abuse, etc.).

7. Engage in any form of academic misconduct. Examples of academic misconduct include:

o Plagiarism.

o Cheating.

o Copying.

o Altering records.

o Assisting another student in any of the above actions.
8. Engaging in off-campus misconduct that interferes with, or that creates or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the misconduct might reach school property. Examples of such misconduct include, but are not limited to:

- Cyberbullying as defined in the “Definitions” section of this Code of Conduct.
- Threatening or harassing students or school personnel over the phone or other electronic medium.
- Using electronic communication to convey threats, derogatory comments or post pornographic pictures of students or school personnel, unauthorized access to the district’s computer network, threats made via the telephone, inappropriate behavior at school bus stops; and/or
- Consumption of alcohol, marijuana and/or illegal controlled substances and thereafter entering upon the premises of the school district or participating in a school sponsored event under the influence of alcohol, marijuana and/or illegal controlled substances.

VII. Reporting Violations

All students are expected to promptly report violations of the Code of Conduct to a teacher, guidance counselor, the building principal or his / her designee. Any student who becomes aware of another student threatening to be or being violent is expected to report the threat of violence or the actual violence to a teacher or the building principal.

All district staff that is authorized to impose disciplinary sanctions is expected to do so in a prompt, fair, equitable, and lawful manner.

Any weapon, alcohol or illegal substance found shall be confiscated immediately, as appropriate, followed by notification to the parent of the student involved and the completion of appropriate disciplinary procedures. Penalties imposed in the event of the discovery of weapons, alcohol or illegal substances may include permanent suspension and/or criminal prosecution, as determined by law enforcement.

The building principal or his or her designee must notify the appropriate local law enforcement agency of code violations, including but not limited to incidents of harassment, bullying, and/or discrimination, which may constitute a crime and substantially affect the order or security of a school as soon as practical, but in no event later than the close of business the day the principal or his or her designee learns of the violation. The notification may be made by telephone, followed by a letter mailed on the same day as the telephone call is made. The notification must identify the student and explain the conduct that violated the Code of Conduct and constituted a crime.

**Reporting Incidents of Discrimination, Harassment and Bullying**

Students who have been bullied, harassed and/or discriminated against, parents whose children have been bullied, harassed and/or discriminated against, or other students or staff who observe
bullying, harassing and/or discriminating behavior are encouraged and expected to make a verbal and/or written complaint to any school personnel.

Staff members must promptly make an oral report of all complaints of bullying, harassment, and discrimination that they receive from students or others, whether oral or written, as well as any instances of bullying, harassment or discrimination that they are aware of, to the lead building administrator. Not later than one school day after receipt of a report or witnessing an incident and shall file a written report with the lead building administrator, not later than two school days after making the oral report.

Reports of bullying, harassment and discrimination will be promptly investigated in accordance with District policies and procedures.

Retaliation by any school employee or student against any individual who, in good faith, reports or assists in the investigation of harassment, bullying, and/or discrimination is prohibited under law.

**Dignity Act Coordinator Contact Information**

The name and contact information for each school building’s Dignity Act Coordinator is provided below:

<table>
<thead>
<tr>
<th>Name</th>
<th>School Building</th>
<th>Contact Information</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elizabeth Alagna</td>
<td>High School</td>
<td><a href="mailto:elagna@bbpschools.org">elagna@bbpschools.org</a></td>
<td>631.472.7800</td>
</tr>
<tr>
<td>Neil Zarcone</td>
<td>High School</td>
<td><a href="mailto:nzarcone@bbpschools.org">nzarcone@bbpschools.org</a></td>
<td>631.472.7800</td>
</tr>
<tr>
<td>Liza Bruno</td>
<td>Middle School</td>
<td><a href="mailto:lbruno@bbpschools.org">lbruno@bbpschools.org</a></td>
<td>631.472.7820</td>
</tr>
<tr>
<td>Nicole Cush</td>
<td>Middle School</td>
<td><a href="mailto:ncush@bbpschools.org">ncush@bbpschools.org</a></td>
<td>631.472.7820</td>
</tr>
<tr>
<td>Peggy Gasper</td>
<td>Sylvan Avenue</td>
<td><a href="mailto:pgasper@bbpschools.org">pgasper@bbpschools.org</a></td>
<td>631.472.7840</td>
</tr>
<tr>
<td>Sebastian Saylor</td>
<td>Academy Street</td>
<td><a href="mailto:ssaylor@bbpschools.org">ssaylor@bbpschools.org</a></td>
<td>631.472.7850</td>
</tr>
<tr>
<td>Jennifer Graziano</td>
<td>Blue Point</td>
<td><a href="mailto:jgraziano@bbpschools.org">jgraziano@bbpschools.org</a></td>
<td>631.472.6100</td>
</tr>
</tbody>
</table>

This information shall also be posted on the District’s web site and included in the plain language summaries of the Code of Conduct provided to parents and students and shall be further disseminated in accordance with law and regulations.

Retaliation by any school employee or student against any individual who, in good faith, reports or assists in the investigation of harassment, bullying, and/or discrimination is prohibited under law.

**VIII. Disciplinary Penalties, Procedures and Referrals**

Discipline is most effective when it deals directly with the problem at the time and place it occurs, and in a way that students view as fair and impartial. School personnel who interact with
students are expected to use disciplinary action only when necessary and to place emphasis on the students' ability to grow in self-discipline.

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

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

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

If the conduct of a student is related to a disability or suspected disability, the student shall be referred to the Committee on Special Education and discipline, if warranted, shall be administered consistent with the separate requirements of this Code of Conduct for disciplining students with a disability or presumed to have a disability. A student identified as having a disability shall not be disciplined for behavior related to his/her disability, unless the discipline is consistent with the student’s individualized education plan (IEP) and applicable law.

A. Penalties

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. Penalties may include the following; however the application of penalties need not occur in the order listed.

1. Oral warning – any member of the district staff
2. Written warning – bus drivers, hall and lunch monitors, coaches, guidance counselors, teachers, Principal, Superintendent
3. Written notification to parent – bus driver, hall and lunch monitors, coaches, guidance counselors, teachers, Principal, Superintendent
4. Detention – teachers, Principal, Superintendent
5. Suspension from transportation – Director of Transportation, Principal, Superintendent
6. Suspension from athletic participation – coaches, Principal, Superintendent
7. Suspension from social or extracurricular activities – activity director, Principal, Superintendent
8. Suspension of other privileges – Principal, Superintendent
9. In-school suspension – Principal, Superintendent
10. Removal from classroom by teacher – teachers, Principal
11. Short-term (five days or less) suspension from school – Principal, Superintendent, Board
12. Long-term (more than five days) suspension from school – Superintendent, Board
13. Permanent suspension from school – Superintendent, Board.

B. Procedures

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

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

1. Detention

Teachers, Principals and the Superintendent may use after school detention as a penalty for student misconduct in situations where removal from the classroom or suspension would be inappropriate. Detention will be imposed as a penalty only after the student’s parent has been notified to confirm that there is no parental objection to the penalty and the student has appropriate transportation home following detention.

2. Suspension from transportation

If a student does not conduct himself/herself properly on a bus, the bus driver is expected to bring such misconduct to the Principal's attention. Students who become a serious disciplinary problem may have their riding privileges suspended by the Principal or the Superintendent or their designees.

In such cases, the student's parent will become responsible for seeing that his or her child gets to and from school safely. Should the suspension from transportation amount to a suspension from attendance, the district will make appropriate arrangements to provide for the student's education.

A student subjected to a suspension from transportation is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parent will be
provided with a reasonable opportunity for an informal conference with the Principal or the Principal’s designee to discuss the conduct and the penalty involved.

3. 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 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.

4. In-school Suspension

The Board recognizes the school must balance the need of students to attend school and the need for order in the classroom to establish an environment conducive to learning. As such, the Board authorizes 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.

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

5. Teacher Disciplinary Removal of Disruptive Students

A student's behavior can affect a teacher's ability to teach and can make it difficult for other students in the classroom to learn. In most instances the classroom teacher can control a student's behavior and maintain or restore control over the classroom by using good classroom management techniques. These techniques may include practices that involve the teacher directing a student to briefly leave the classroom to give the student an opportunity to regain his or her composure and self-control in an alternative setting. Such practices may include, but are not limited to: (1) short-term "time out" in an elementary classroom or in an administrator's office; (2) sending a student to the Principal's office for the remainder of the class time only; or (3) sending a student to a guidance counselor or other district staff member for counseling. Time-honored classroom management techniques such as these do not constitute disciplinary removals for purposes of this code.

On occasion, a student's behavior may become disruptive. For purposes of this Code of Conduct, a disruptive student is a student who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom. A substantial disruption of the educational process or substantial interference with a teacher's authority occurs
when a student demonstrates a persistent unwillingness to comply with the teacher's instructions or repeatedly violates the teacher's classroom behavior rules.

A classroom teacher may remove a disruptive student from class for up to two days. The removal from class applies to the class of the removing teacher only.

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

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

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

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

The written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the student's removal at the last known address for the parent. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting parents.

The Principal may require the teacher who ordered the removal to attend the informal conference.

If at the informal meeting the student denies the charges, the Principal or the Principal's designee must explain why the student was removed and give the student and the student's parents a chance to present the student's version of the relevant events. The informal meeting must be held within 48 hours of the student's removal. The timing of the informal meeting may be extended by mutual agreement of the parent and Principal.
The Principal or the Principal's designee may overturn the removal of the student from class if the Principal finds any one of the following:

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

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

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

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

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

6. Suspension from School

Suspension from school is a severe penalty, which may be imposed only upon students who are insubordinate, disorderly, violent or disruptive, or whose conduct otherwise endangers the safety, morals, health or welfare of others.

The Board retains its authority to suspend students, but places primary responsibility for the suspension of students with the Superintendent and the Principals.

Any staff member may recommend to the Superintendent or the Principal that a student be suspended. All staff members must immediately report and refer a violent student to the Principal or the Superintendent for a violation of the Code of Conduct. All recommendations and referrals shall be made in writing unless the conditions underlying the recommendation or referral warrant immediate attention. In such cases a written report is to be prepared as soon as possible by the staff member recommending the suspension. The Superintendent or Principal, upon receiving a recommendation or referral for suspension or when processing a case for
suspension, shall gather the facts relevant to the matter and record them for subsequent presentation, if necessary.

a. Short term (five days or less) Suspension from School

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

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

The notice and opportunity for an informal conference shall take place before the student is suspended unless the student's presence in school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process. If the student's presence does pose such a danger or threat of disruption, the notice and opportunity for an informal conference shall take place as soon after the suspension as is reasonably practicable.

After the informal conference, the Principal shall promptly advise the parents in writing of his or her decision. The Principal shall advise the parents that if they are not satisfied with the decision and wish to pursue the matter, they must file a written appeal to the Superintendent within ten (10) business days, unless they can show extraordinary circumstances precluding them from doing so. The Superintendent shall issue a written decision regarding the appeal within 10 business days of receiving the appeal. If the parents are not satisfied with the Superintendent’s decision, they must file a written appeal to the Board of Education with the District Clerk within 10 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 of Education within 30 days of the decision.

b. Long term (more than five days) Suspension from School
When the Superintendent determines that a suspension for more than five days may be warranted, he or she shall give reasonable notice to the student and the student's parents of their right to a fair hearing. Notice and a hearing must be completed prior to imposition of the suspension. At the hearing the student shall have the right to be represented by counsel, the right to question witnesses against him or her and the right to present witnesses and other evidence on his or her behalf.

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

An appeal of the decision of the Superintendent may be made to the Board, which 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 thirty (30) days of the date of the Superintendent's decision, unless the parents can show that extraordinary circumstances precluded them from doing so. The Board may adopt in whole or in part the decision of the Superintendent. Final decisions of the Board may be appealed to the Commissioner of Education within 30 days of the decision.

c. Permanent suspension

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

d. Procedure After Suspension

The Board may condition a student’s early return from a suspension on the student’s voluntary participation in counseling or specialized classes, such as anger management or dispute resolution. The Board retains discretion in offering this opportunity. If and when the student and/or parent/guardian agrees to this option, the terms and conditions shall be specified in writing.

C. Minimum Periods of Suspension

1. Students who bring or possess a weapon on school property

Any student found guilty of bringing a weapon onto school property will be subject to suspension from school for at least one calendar year. Before being suspended, the student will
have an opportunity for a hearing pursuant to Education Law §3214. The Superintendent has the authority to modify the one-year suspension on a case-by-case basis. In deciding whether to modify the penalty, the Superintendent may consider the following:

- The student's age.
- The student's grade in school.
- The student's prior disciplinary record.
- The Superintendent's belief that other forms of discipline may be more effective.
- Input from parents, teachers and/or others.
- Other extenuating circumstances.

A student with a disability may be suspended in accordance with the requirements of state and federal law. (see section X)

2. Students who commit violent acts other than bringing or possessing a weapon on school property

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

A student with a disability may be suspended only in accordance with the requirements of state and federal law. (see section X)

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

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

    A student with a disability may be suspended only in accordance with the requirements of state and federal law. (see section X)

D. Disciplinary and Remedial Consequences for Bullying, Harassment and Discrimination

The district supports the development of measured, balanced and age-appropriate responses to the bullying, harassment and/or discrimination of students by students on school property, including school functions, with remedies and procedures focusing prevention, intervention, education and discipline. Remedies will be measured, balanced, progressive and age-appropriate and will take into consideration the nature and severity of the offending student’s behavior, the developmental age of the student, the previous disciplinary record of the student and other extenuating circumstances, and the impact the offending student’s behaviors had on the individual who was physically injured or emotionally harmed. Responses will be reasonably calculated to end the harassment, bullying and/or discrimination, prevent recurrence, and eliminate the hostile environment. Successful intervention may involve remediation.

Remedial responses to bullying, harassment and/or discrimination include measures designed to correct the problem behavior, prevent another occurrence of the behavior and protect the target of the act. Appropriate remedial measures may include, but are not limited to:

- Restitution and restoration
- Peer support groups
- Corrective instruction or other relevant learning or service experience
- Changes in class schedule
- Supportive intervention
- Behavioral assessment or evaluation
- Behavioral management plans with benchmarks that are closely monitored
- Student counseling; or
- Parent conferences.

Beyond these individual-focused remedial responses, school-wide or environmental remediation can be an important tool to prevent bullying, harassment and/or discrimination. Environmental remediation may include, but is not limited to:

- Supervisory systems which empower school staff with prevention and intervention tools to address incidents of bullying, harassment and/or discrimination
- School and community surveys or other strategies for determining the conditions contributing to the relevant behavior
- Modification of schedules
- Adjustment in hallway traffic and other student routes of travel
• Targeted use of monitors
• Staff professional development
• Parent education seminars/workshops
• Peer support groups

If appropriate, disciplinary action will be taken by the administration in accordance with this policy, as applicable. If the behavior rises to the level of criminal activity, law enforcement will be contacted.

Staff is expected, when aware of bullying, to either refer the student to designated resources for assistance, or to intervene in accordance with this policy.

E. Referrals

1. Counseling

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

2. PINS Petitions

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

• Being habitually truant and not attending school as required by part one of Article 65 of the Education Law.
• Engaging in an ongoing or continual course of conduct which makes the student ungovernable, or habitually disobedient and beyond the lawful control of the school.
• 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. Juvenile Delinquents and Juvenile Offenders

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

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

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

IX. Alternative Instruction
When a teacher removes a student of any age from class or a student of compulsory attendance age is suspended from school pursuant to Education Law §3214, the district will take immediate steps to provide alternative means of instruction for the student.

X. Discipline of Students with Disabilities

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

A. Authorized Suspensions or Removals of Students with Disabilities

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

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

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

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

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

The Board, Superintendent of Schools or a building principal may order the placement of a student with a disability into an IAES, another setting or suspension for a period not to exceed five consecutive school days and not to exceed the amount of time a non-disabled student would be subject to suspension for the same behavior.
The Superintendent may order the placement of a student with a disability into an IAES, another setting or suspension for up to 10 consecutive school days, inclusive of any period in which the student has been suspended or removed under the paragraph above for the same behavior, if the Superintendent determines that the student has engaged in behavior that warrants a suspension and the suspension or removal does not exceed the amount of time non-disabled students would be subject to suspension for the same behavior.

The Superintendent may order additional suspensions of not more than ten consecutive school days in the same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement.

The Superintendent may order the placement of a student with disabilities in an IAES to be determined by the Committee on Special Education (CSE), for the same amount of time that a student without a disability would be subject to discipline, but not more than forty-five days, if the student has inflicted serious bodily injury upon another person while at school, on school premises or at a school function, carries or possesses a weapon to school or to a school function, or the student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or at a school function.

“Weapon” means the same as “dangerous weapon” under 18 U.S.C. §930(g)(w) which includes “a weapon, device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury, except…(for) a pocket knife with a blade of less than 2 ½ inches in length.”

“Controlled substance” means a drug or other substance abuse identified under schedule I, II, III, IV, or V in section 202(c) of the Controlled Substances Act (21 USC § 812(c)).

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

B. Change of Placement Rule

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

for more than ten consecutive school days; or

for a period of ten consecutive school days or less if the student is subjected to a series of suspensions or removals that constitute a pattern because they cumulate to more than ten school days in a school year, and because of such factors as the length of each suspension or removal, the total amount of time the student is removed and the proximity of the suspensions or removals to one another.
School personnel may not suspend or remove a student with disabilities if imposition of the suspension or removal would result in a disciplinary change in placement based on a pattern of suspension or removal.

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

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

The District’s Committee on Special Education shall:

Conduct functional behavioral assessments to determine why a student engages in a particular behavior, and develop or review behavioral intervention plans whenever the District is first suspending or removing a student with a disability for more than ten school days in a school year or imposing a suspension or removal that constitutes a disciplinary change in placement and the conduct is a manifestation of the student’s disability.

If, subsequently, a student with a disability who has a behavioral intervention plan and who has been suspended or removed from his or her current educational placement for more than ten school days in a school year is subjected to a suspension or removal that does not constitute a disciplinary change in placement, the members of the CSE shall review the behavioral intervention plan and its implementation to determine if modifications are necessary. If one or more members of the CSE believe that modifications are needed, the school District shall convene a meeting of the CSE to modify such plan and its implementation, to the extent the committee determines necessary.

Conduct a manifestation determination review of the relationship between the student’s disability and the behavior subject to disciplinary action whenever a decision is made to place a student in an IAES either for misconduct involving weapons, illegal drugs or controlled substances or because maintaining the student in his current educational setting poses a risk of harm to the student or others; or a decision is made to impose a suspension that constitutes a disciplinary change in placement.

The parents of a student who is facing disciplinary action, but who has not been determined to be eligible for services under IDEA and Article 89 at the time of misconduct, shall have the right to invoke applicable procedural safeguards set forth in federal and state law and regulations if, in accordance with federal and state statutory and regulatory criteria, the school District is deemed to have had knowledge that their child was a student with a disability before the behavior precipitating disciplinary action occurred. If the District is deemed to have had such knowledge, the student will be considered a student presumed to have a disability for discipline purposes.
The Superintendent, building principal or other school official imposing a suspension or removal shall be responsible for determining whether the student is a student presumed to have a disability.

A student will not be considered a student presumed to have a disability for discipline purposes if, upon receipt of information supporting a claim, the District either:

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

If there is no basis for the knowledge that the student is a student with a disability prior to taking disciplinary measures against the student, the student may be subjected to the same disciplinary measures as any other non-disabled student who engaged in comparable behaviors.

However, if a request for an individual evaluation is made while such non-disabled student is subjected to a disciplinary removal, an expedited evaluation shall be conducted and completed in the manner prescribed by applicable federal and state law and regulations. Until the expedited evaluation is completed, the non-disabled student who is not a student presumed to have a disability for discipline purposes shall remain in the educational placement determined by the District, which can include suspension.

The District shall provide parents with notice of disciplinary removal no later than the date on which a decision is made to change the placement of a student with a disability to an IAES for either misconduct involving weapons, illegal drugs or controlled substances or because maintaining the student in his/her current educational setting poses a risk of harm to the student or others; or a decision is made to impose a suspension or removal that constitutes a disciplinary change in placement. The procedural safeguards notice prescribed by the Commissioner shall accompany the notice of disciplinary removal.

The parents of a student with disabilities subject to a suspension of five consecutive school days or less shall be provided with the same opportunity for an informal conference available to parents of non-disabled students under the Education Law.

Superintendent hearings on disciplinary charges against students with disabilities subject to a suspension of more than five school days shall be bifurcated into a guilt phase and a penalty phase in accordance with the procedures set forth in the Commissioner’s regulations incorporated into this code.

The removal of a student with disabilities, other than a suspension or placement in an IAES, shall be conducted in accordance with the due process procedures applicable to such removals of non-disabled students, except that school personnel may not impose such removal for more than 10 consecutive days or for a period that would result in a disciplinary change in
placement, unless the CSE has determined that the behavior is not a manifestation of the
student’s disability.

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

D. Expedited Due Process Hearings

An expedited due process hearing shall be conducted in the manner specified by the
Commissioner’s regulations incorporated into this code, if:

The District requests such a hearing to obtain an order of an impartial hearing officer
placing a student with a disability in an IAES where school personnel maintain that it is
dangerous for the student to be in his or her current educational placement, or during the
pendency of due process hearings where school personnel maintain that it is dangerous for the
student to be in his or her current educational placement during such proceedings.

The parent requests such a hearing from a determination that the student’s behavior was
not a manifestation of the student’s disability, or relating to any decision regarding placement,
including but not limited to any decision to place the student in an IAES.

During the pendency of an expedited due process hearing or appeal regarding the
placement of a student in an IAES for behavior involving weapons, illegal drugs or controlled
substances, or on grounds of dangerousness, or regarding a determination that the behavior is not
a manifestation of the student’s disability for a student who has been placed in an IAES, the
student shall remain in the IAES pending the decision of the impartial hearing officer or until
expiration of the IAES placement, whichever occurs first, unless the parents and the District
agree otherwise.

If school personnel propose to change the student’s placement after expiration of an IAES
placement, during the pendency of any proceeding to challenge the proposed change in
placement, the student shall remain in the placement prior to removal to the IAES, except where
the student is again placed in an IAES.

E. Referral to law enforcement and judicial authorities

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

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

For more detailed information on disciplining students with disabilities, see Part 201 of the Regulations of the Commissioner of Education.

XI. Corporal Punishment

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

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

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

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

XII. Student Searches and Interrogations

The Board of education is committed to ensuring an atmosphere on school property and at school functions that is safe and orderly. To achieve this kind of environment, any school official authorized to impose a disciplinary penalty on a student may question a student about an alleged violation of law or the district Code of Conduct. Students are not entitled to any sort of “Miranda”-type warning before being questioned by school officials, nor are school officials required to contact a student’s parent before questioning the student. However, school officials will tell all students why they are being questioned.

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

Before searching a student or the student’s belongings, the authorized school official should attempt to get the student to admit that he or she possesses physical evidence that they violated the law or the district code, or get the student to voluntarily consent to the search. Searches will be limited to the extent necessary to locate the evidence sought.
Whenever practicable, searches will be conducted in the privacy of administrative offices and students will be present when their possessions are being searched.

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

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

B. **Strip Searches**

A strip search is a search that requires a student to remove any or all of his/her clothing. For purposes of this provision, “clothing” does not include an outer coat or jacket. Searching a student’s shoes, socks and sweatshirt, and the exposure of a student’s ankles and waistband does not constitute a strip search where the student is not asked to remove his/her shirt or pants.

Strip searches are intrusive in nature and are not permissible. If school authorities believe there is an emergency situation that could threaten the health or safety of others, the student under reasonable suspicion of having engaged or engaging in unlawful or otherwise proscribed activity shall, to the extent practicable, be isolated and secured. Police and parents will be contacted immediately.

C. **Police Involvement in Searches and Interrogations of Students**

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

- A search or an arrest warrant; or
- Probable cause to believe a crime has been committed on school property or at a school function.

D. **Child Protective Services Investigations**

All requests by child protective services to interview a student on school property shall be made directly to building principal or his or her designee. The principal or his or her designee shall set the time and place of the interview. The principal or designee shall decide if it is necessary and appropriate for a school official to be present during the interview, depending on the age of the student being interviewed and the nature of the allegations. If the nature of the allegations is such that it may be necessary for the student to remove any of his or her clothing in
order for the child protective services worker to verify the allegations, the school nurse or other
district medical personnel must be present during that portion of the interview. No student may
be required to remove his or her clothing in front of a child protective services worker or school
district official of the opposite sex. A child protective services worker may not remove a student
from school property without a court order, unless the worker reasonably believes that the
student would be subject to danger of abuse if not he or she were not removed from school
before a court order can reasonably be obtained. If the worker believes the student would be
subject to danger of abuse, the worker may remove the student without a court order and without
the parent’s consent.

E. Documentation of Searches

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

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

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

XIII. Visitors to the Schools

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

1. Anyone who is not a regular staff member or student of the school will be
   considered a visitor.
2. All visitors to the school must report to the office of the principal upon arrival at the school. There they will be required to sign the visitor’s register and will be issued a visitor’s identification badge, which must be worn at all times while in the building. They will also be required to sign-out upon leaving the building.

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

4. Parents or citizens who wish to observe a classroom while school is in session are required to arrange such visits in advance, and must receive approval of the building administrator 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 his or her designee. Unauthorized persons will be asked to leave. The police may be called if the situation warrants.

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

8. Only students who are enrolled in the Bayport – Blue Point School District shall be allowed to participate in classes or extra-curricular activities.

9. Classroom visits shall be limited in accordance with maintaining a proper and appropriate educational program.

10. Visits to special education classrooms shall be arranged through the office of the Director of Pupil Personnel Services.

XIV. Public Conduct on School Property

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

The restrictions on public conduct on school property and at school functions contained in this code are not intended to limit freedom of speech or peaceful assembly. The district recognizes that free inquiry and free expression are indispensable to the objectives of the district. The purpose of this Code is to maintain public order and prevent abuse of the rights of others. All persons on school property or attending a school function shall conduct themselves in a respectful and orderly manner, are expected to be properly attired for the purpose they are on school property and must adhere to the guidelines of this Code of Conduct.
A. Prohibited Conduct

No person, either alone or with others, shall:

1. Intentionally injure any person or threaten to do so.

2. Intentionally damage or destroy, including arson or graffiti, school district
   property or the personal property of a teacher, administrator, other district employee or any
   person lawfully on school property.

3. Disrupt the orderly conduct of classes, school programs or other school activities.

4. Distribute or wear materials on school grounds or at school functions that are
   obscene, advocate illegal action, appear libelous, obstruct the rights of others, are discriminatory,
   or are disruptive to the school program.

5. Intimidate, harass, bully or discriminate against any person on the basis of actual
   or perceived race, color, creed, weight, national origin, ethnic group, religion, religious practice,
   age, gender, sex, sexual orientation, disability, marital status, military status, predisposing
   genetic characteristics or domestic violence victim status.

6. Engage in acts of bullying/cyberbullying, harassment and/or discrimination.

7. Enter any portion of the school premises without authorization or remain in any
   building or facility after it is normally closed.

8. Obstruct the free movement of any person in any place to which this code applies.

9. Violate the traffic laws, parking regulations or other restrictions on vehicles.

10. 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.

11. 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.

12. Loiter on or about school property.

13. Gamble on school property or at school functions.

14. Refuse to comply with any reasonable order of identifiable school district officials
    performing their duties.

15. Smoke a cigarette, electronic cigarette, vape device, cigar, pipe, or using chewing
    or smokeless tobacco
16. Willfully incite others to commit any of the acts prohibited by this code.

17. Violate any federal or state statute, local ordinance or board policy, including this Code of Conduct, while on school property or while at a school function.

18. Smoking on school grounds is forbidden both by law and Board of Education policy.

B. Penalties

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

1. Visitors. Their authorization, if any, to remain on school grounds or at the school function shall be withdrawn and they shall be directed to leave the premises. The police may be called if the situation warrants.

2. Students. They shall be subject to disciplinary action as the facts may warrant, in accordance with this Code of Conduct, applicable law and regulations and School District policies, and the due process requirements thereof.

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

4. Staff members in the classified service of the civil service entitled to protection of Civil Service Law § 75. They shall be subject to immediate ejection and to disciplinary action as the facts may warrant in accordance with Civil Service Law § 75 or any other legal rights that they may have.

5. Staff members other than those described in subdivisions 3 and 4. They shall be subject to warning, reprimand, suspension or dismissal as the facts may warrant in accordance with any legal rights they may have.

C. Enforcement

The building principal or appropriate administrator / supervisor shall be responsible for enforcing the conduct required by this code.

When the building principal or appropriate administrator / supervisor sees an individual engaged in prohibited conduct, which in his or her judgment does not pose any immediate threat of injury to persons or property, the principal or appropriate administrator/supervisor shall tell the individual that the conduct is prohibited and attempt to persuade the individual to stop. The principal or appropriate administrator / supervisor shall also warn the individual of the consequences for failing to stop. If the person refuses to stop engaging in the prohibited conduct, or if the person’s conduct poses an immediate threat of injury to persons or property, the principal or appropriate administrator/supervisor shall have the individual removed immediately.
from school property or the school function. If necessary, local law enforcement authorities will be contacted to assist in ejecting the person.

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

XV. 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 a summary of the code to all students, in an age-appropriate version, written in plain-language, at a school assembly to be held at the beginning of each school year.

2. Posting a complete copy of the Code of Conduct, including any annual updates or amendments thereto, on the District’s website.

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

4. Providing all teachers and other staff members with a complete 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 complete copy of the current Code of Conduct when they are hired.

6. Making complete copies of the code available for review by students, parents or other persons in parental relation to students, other school staff and other community members.

The Board will sponsor an in-service education program for all district staff members to ensure the effective implementation of school policy on school conduct and discipline, including but not limited to, guidelines on promoting a safe and supportive school climate while discouraging, among other things, harassment, bullying and discrimination against students by students and/or school employees; and including safe and supportive school climate concepts in the curriculum and classroom management. 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. On-going 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, equitably and consistently.
The Board may appoint an advisory committee to assist in reviewing the code and the district’s response to Code of Conduct violations. The committee will be made up of representatives of student, teacher, administrator, and parent organizations, school safety personnel and other school personnel.

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

The Code of Conduct and any amendments to it will be filed with the Commissioner, in a manner prescribed by the Commissioner, no later than 30 days after adoption.

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Second Reading/Adoption: August 22, 2017

First Reading: June 23, 2015
Second Reading & Adoption: July 1, 2015

First Reading: September 23, 2014
Second Reading and Adoption: October 14, 2014