



Code of Conduct

I. Introduction

The District is committed to providing a safe, supportive, orderly, and inclusive school environment where all students can learn and achieve their fullest potential and all employees can provide high-quality educational services without disruption. The District is committed to maintaining a learning environment that is free from discrimination, harassment, bullying, cyberbullying, intimidation, and other conduct that interferes with a student's ability to learn or an employee's ability to work.

The District believes that a positive school climate is built upon civility, mutual respect, responsibility, honesty, integrity, citizenship, tolerance, dignity, and respect for the rights of others. Every member of the school community—including students, parents, guardians, employees, Board members, volunteers, contractors, and visitors—shares responsibility for fostering an environment that supports learning, safety, and respectful relationships.

The District recognizes that clear expectations for behavior help create a positive learning environment. This Code of Conduct establishes standards for acceptable behavior on school property and at school functions, identifies conduct that is prohibited, outlines the range of possible responses and consequences for misconduct, and describes the rights and responsibilities of members of the school community. When disciplinary action is necessary, it will be administered promptly, fairly, consistently, and in accordance with applicable law, regulation, Board policy, and principles of due process.

The District believes that discipline is most effective when it is educational in nature and supports students in developing self-discipline, accountability, responsible decision-making, and positive relationships. Whenever appropriate, the District will use proactive, restorative, and developmentally appropriate practices designed to improve student behavior, repair harm, and maintain a safe and supportive school environment while protecting the rights of all members of the school community.

This Code has been adopted by the Board of Education in accordance with New York State Education Law and Commissioner's Regulations. Unless otherwise indicated, it applies to all students, employees, parents, guardians, and other persons while on school property, in school buildings, on school buses, at school functions, and, where authorized by law, to conduct that materially and substantially disrupts the educational process or threatens the safety and welfare of the school community.

II. Definitions

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; (b) a record of such an impairment; or (c) a condition regarded by others as such an impairment.

Discrimination means discrimination against any student by a student or employee on school property or at a school function based on a person's actual or perceived protected characteristic, including race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, sex, or any other characteristic protected by law.

Disruptive Student means an elementary or secondary student under the age of twenty-one (21) who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom.

Employee means any person receiving compensation from the District, an employee of a contracted service provider, or any individual whose duties involve direct student contact as provided in Education Law §§11 and 1125.

Emotional Harm 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 the student's education.

Gender means a person's actual or perceived sex and includes gender identity and gender expression.

Harassment and Bullying means the creation of a hostile environment by conduct or by threats, intimidation, or abuse, including cyberbullying, that:

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

Cyberbullying means harassment or bullying through any form of electronic communication, including but not limited to email, text messages, social media, websites, digital images, or other electronic means.

Material Incident of Harassment, Bullying and/or Discrimination means a single verified incident or a series of related verified incidents involving harassment, bullying, or discrimination by a student and/or employee on school property or at a school function, or qualifying off-campus conduct as defined by law.

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

School Bus means every motor vehicle owned by a public or governmental agency or private school and operated for the transportation of students, teachers, and other authorized persons to or from school or school activities, or privately owned and operated for compensation for the same purpose.

School Function means any school-sponsored event or activity, whether occurring on or off school property.

School Official: Any employee, administrator, or authorized representative of the school district who has a legitimate educational interest in maintaining a safe, orderly, and supportive school environment, including investigating violations of school rules, enforcing the Code of Conduct, or ensuring the health and safety of students.

School Property means any building, structure, athletic field, playground, parking lot, land within the District's property boundaries, or any school bus.

Sexual Orientation means an individual's actual or perceived heterosexuality, homosexuality, or bisexuality.

Threats, Intimidation, or Abuse include verbal and non-verbal actions as well as information communicated using electronic communication (Education Law §11[17]).

Use, Possession, or Sale of Drugs Illegally using, possessing, or being under the influence of a controlled substance or marijuana, on school property or at a school function, including having such substance on a person, in a locker, vehicle, or other personal space; selling or distributing a controlled substance or marijuana on school property; finding a controlled substance or marijuana on school property that is not in the possession of any person; provided that nothing herein shall be construed to apply to the lawful administration of a prescription drug on school property.

Violent Student means a student under the age of twenty-one (21) who:

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

Weapon means a firearm as defined by federal law or any other device, instrument, material, or substance capable of causing physical injury or death, including any item that appears to be a weapon when used to threaten or intimidate another person.

III. Student Rights and Responsibilities

A. Student Rights

The District is committed to safeguarding the rights afforded to all students under federal and New York State law. To promote a safe, inclusive, orderly, and supportive learning environment, every student has the right to:

1. Attend school in a safe, orderly, and respectful environment that is conducive to learning.
2. Be treated with dignity, respect, and fairness by students, teachers, employees, and other members of the school community.
3. Participate in all District programs and activities without discrimination based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, gender, gender identity or expression, or any other characteristic protected by law.
4. Learn in an environment free from discrimination, harassment, bullying, cyberbullying, intimidation, and retaliation.
5. Receive instruction, guidance, and support that promote academic achievement and personal growth.
6. Present their version of the facts to the appropriate school official before a disciplinary consequence is imposed, consistent with applicable law and due process requirements.
7. Be informed of District policies, school rules, and behavioral expectations, and to receive an explanation of those expectations when needed.

B. Student Responsibilities

All District students share responsibility for creating and maintaining a positive school climate that supports learning, safety, respect, and inclusion. Students are expected to:

1. Contribute to a safe, orderly, inclusive, and respectful school environment that is conducive to learning for all members of the school community.
2. Treat all students, staff members, visitors, and other members of the school community with dignity, civility, fairness, and respect.
3. Be familiar with and follow this Code of Conduct, Board of Education policies, school rules, student handbooks, and other applicable District expectations.
4. Attend school regularly, arrive on time, be prepared for class, and participate actively in learning unless legally excused.
5. Work to the best of their ability in academic, extracurricular, and school-related activities and strive to achieve their highest level of personal and academic success.
6. Take advantage of educational opportunities and seek assistance when they have questions, need support, or do not understand expectations or assignments.
7. Follow the reasonable directions of teachers, administrators, and other authorized school personnel in a respectful and appropriate manner.
8. Accept responsibility for their choices, actions, and behavior, and work to develop strategies to manage emotions, resolve conflicts, and make positive decisions.
9. Seek help from appropriate school personnel when experiencing challenges or when concerns arise that could affect their learning, relationships, or behavior.
10. Respect the rights of others, including every student's right to learn in a safe, supportive, and orderly environment free from disruption.
11. Respect the property of others and help maintain District facilities, equipment, materials, and resources.
12. Dress appropriately and in accordance with the District Dress Code and applicable school or building expectations.
13. Conduct themselves appropriately while participating in or attending school-sponsored activities and represent the District with good citizenship, respect, and sportsmanship.
14. Refrain from engaging in, encouraging, supporting, or tolerating discrimination, harassment, bullying, cyberbullying, intimidation, hazing, or retaliation.

15. Report incidents or concerns involving harassment, bullying, discrimination, intimidation, or unsafe behavior to a trusted adult, teacher, administrator, or other school official.
16. Contribute to an environment that promotes mutual respect, dignity, and belonging for all members of the school community.

Students are encouraged to take an active role in maintaining a positive school environment and to seek support from adults when they need assistance in meeting these expectations.

IV. Essential Partners

Creating and maintaining a safe, supportive, respectful, and inclusive school environment requires the commitment and cooperation of all members of the school community. Students, parents/guardians, teachers, administrators, Board members, and other school personnel each play an important role in promoting positive behavior, preventing misconduct, and ensuring that all students have the opportunity to learn in an environment where they feel valued, respected, and supported.

All members of the school community share responsibility for fostering a climate of mutual respect and dignity for every student, regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, gender identity, sex, personal appearance, personal attributes, socioeconomic status, or life circumstances. The District is committed to maintaining learning environments where students are treated fairly, protected from discrimination, harassment, bullying, intimidation, and retaliation, and are encouraged to develop confidence, self-respect, and a positive sense of belonging.

Through respectful communication, appropriate language and behavior, and recognition of the rights and differences of others, the school community works together to strengthen students' ability to learn, grow, and achieve their highest potential.

A. Parents and Guardians

Parents and guardians are essential partners in supporting student success and are expected to:

1. Recognize that the education of their child is a shared responsibility between the home, school, and community.
2. Ensure that their children attend school regularly and on time. Parents will call or message the Attendance Office when their child will be absent and follow up with a written excuse the day their child returns to school.
3. Know school rules and help their children understand them. Support their child's compliance with this Code of Conduct, Board policies, school rules, and classroom expectations.
4. Teach and reinforce respect, responsibility, integrity, and consideration for others, including respect for individuals regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, gender identity or expression, sex, or any other characteristic protected by law.
5. Support their child in resolving conflicts appropriately and seek assistance from school personnel when concerns arise. Help their children deal effectively with peer pressure.
6. Provide a place for study and ensure homework assignments are completed.

7. Maintain communication with teachers, administrators, counselors, and other school personnel regarding their child's academic progress, behavior, and any circumstances that may affect the student's success.
8. Support a school environment free from discrimination, harassment, bullying, cyberbullying, intimidation, hazing, and retaliation by reporting concerns and cooperating with school efforts to address such behaviors.
9. Encourage their child to respect school property, the property of others, and the rights of all members of the school community.
10. Participate in school activities, conferences, meetings, and opportunities that support student learning and school improvement.

B. Teachers and Other School Personnel

Teachers and other school personnel play a critical role in establishing a positive school climate and are expected to:

Teachers and faculty members play an essential role in creating a safe, respectful, supportive, and inclusive learning environment where all students have the opportunity to succeed. Teachers are expected to:

1. Maintain a safe, respectful, and supportive classroom environment that promotes academic achievement, student well-being, and a positive school climate.
2. Treat all students and members of the school community with dignity, fairness, and respect, and recognize the individual needs, strengths, and differences of all learners.
3. Dress and conduct themselves in a professional manner and model appropriate behavior, integrity, responsibility, and good character.
4. Guide learning activities that encourage students to think critically, develop problem-solving skills, assume responsibility for their choices and actions, and respect the rights of others.
5. Establish, teach, and communicate clear classroom expectations, procedures, academic requirements, and behavioral expectations.
6. Provide students and parents/guardians with clear information regarding:
 - a. Course objectives and requirements.
 - b. Marking and grading procedures.
 - c. Academic concerns and student progress.
 - d. Assignment expectations and deadlines.
 - e. Classroom expectations, procedures, and discipline plans.
7. Provide instruction, support, and feedback that encourage students to achieve their highest potential and develop independence, responsibility, and respect for others.
8. Address student behavior in a fair, consistent, respectful, and developmentally appropriate manner while following District policies, procedures, and the Code of Conduct.
9. Promote and maintain an environment free from discrimination, harassment, bullying, cyberbullying, intimidation, hazing, and retaliation.
10. Intervene when they observe or become aware of conduct that violates this Code of Conduct or creates an unsafe, disruptive, or hostile environment.
11. Report incidents of discrimination, harassment, bullying, cyberbullying, intimidation, hazing, or retaliation in accordance with District procedures and applicable law, including reporting concerns to the appropriate administrator and/or Dignity Act Coordinator (DAC).
12. Communicate regularly and effectively with students, parents/guardians, colleagues, and administrators regarding student progress, academic concerns, behavior, and available supports.

13. Participate in the development and implementation of innovative educational programs, classroom practices, and student support strategies designed to promote engagement, prevent misconduct, and address student needs.
14. Remain knowledgeable about New York State and District curriculum requirements, instructional expectations, and programs that directly impact students.
15. Be well informed about procedures, policies, and programs affecting students and collaborate with administrators and other school personnel by providing support, feedback, and recommendations toward workable solutions.
16. Continue to develop professional knowledge and skills related to instruction, classroom management, student support, cultural responsiveness, restorative practices, and the creation of inclusive learning environments.
17. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.

C. School Counselors and Student Support Personnel

School counselors, social workers, psychologists, and other student support personnel are expected to:

1. Support students in developing coping skills, responsible decision-making, conflict-resolution skills, and strategies for managing peer pressure and emerging personal, social, emotional, and academic challenges.
2. Treat all students and members of the school community with dignity, fairness, respect, and professionalism while modeling good character and positive behavior.
3. Serve as student advocates while supporting District expectations, policies, procedures, and the overall mission of the school community.
4. Provide guidance, support, and referrals to appropriate resources when students experience academic, social, emotional, behavioral, or personal concerns.
5. Assist students in understanding their educational progress, exploring career plans, setting goals, and taking advantage of available academic and extracurricular opportunities.
6. Conduct psychoeducational assessments and provide appropriate student support services as needed.
7. Initiate and participate in conferences with students, parents/guardians, teachers, administrators, and other appropriate individuals to support student success and address concerns.
8. Collaborate with students, families, teachers, administrators, and community resources to identify needs, provide support, and promote positive outcomes for students.
9. Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, gender identity, sex, personal appearance, personal attributes, socioeconomic status, or life circumstances.
10. Promote an environment where students feel valued, supported, and safe to learn, with an understanding of appropriate appearance, language, and behavior that strengthens students' self-image, confidence, and sense of belonging.
11. Promote and support a school environment free from discrimination, harassment, bullying, cyberbullying, intimidation, hazing, and retaliation.
12. Report incidents or concerns involving discrimination, harassment, bullying, cyberbullying, intimidation, hazing, or retaliation that are witnessed or brought to the counselor's attention to the appropriate building administrator and/or Dignity Act Coordinator (DAC) in accordance with District procedures and applicable law.

D. Principals and Building Administrators

Principals and building administrators are responsible for maintaining a safe, orderly, and supportive school environment and are expected to:

1. Promote a school climate that supports teaching, learning, respect, responsibility, and student success.
2. Treat all students and members of the school community with dignity, fairness, respect, and professionalism while modeling good character and positive behavior.
3. Ensure that students, parents/guardians, and staff have opportunities to communicate concerns and seek assistance.
4. Implement and enforce this Code of Conduct, Board policies, and administrative procedures consistently and fairly.
5. Ensure that students receive appropriate notice of expectations, rules, and consequences.
6. Apply disciplinary responses consistent with District policy, applicable law, and student due process rights.
7. Help the staff evaluate their own procedures and attitudes in relation to interactions within their classrooms.
8. Ensure that incidents of discrimination, harassment, bullying, cyberbullying, intimidation, hazing, and retaliation are addressed promptly and appropriately.
9. Work collaboratively with the Dignity Act Coordinator (DAC) and other appropriate personnel to investigate and respond to reports of violations.
10. Support the use of interventions, restorative practices, and other strategies designed to improve student behavior and prevent future misconduct when appropriate.
11. Ensure that school personnel receive appropriate training and support related to student safety, school climate, and prevention of discrimination and harassment.

E. Superintendent

The Superintendent is expected to:

1. Promote a safe, orderly, respectful, and supportive District environment that is focused on teaching and learning.
2. Treat all students and members of the school community with dignity, fairness, respect, and professionalism while modeling good character and positive behavior.
3. Provide leadership in the implementation and enforcement of this Code of Conduct and related Board policies.
4. Ensure that District administrators are informed of applicable federal and New York State laws, regulations, and guidance related to student conduct and discipline.
5. Review student discipline practices and school climate data to support fair, consistent, and effective implementation of District expectations.
6. Recommend appropriate programs, services, and professional development opportunities designed to prevent misconduct and support student success.
7. Ensure that complaints and concerns involving discrimination, harassment, bullying, cyberbullying, intimidation, hazing, and retaliation are addressed in accordance with law and District procedures.

F. Board of Education

The Board of Education is expected to:

1. Adopt and annually review the District Code of Conduct as required by New York State law.
2. Treat all students and members of the school community with dignity, fairness, respect, and professionalism while modeling good character and positive behavior.
3. Establish policies and expectations that promote a safe, supportive, and inclusive school environment.
4. Ensure that the Code of Conduct clearly defines expectations for student, employee, and visitor conduct on school property and at school functions.
5. Support programs and practices that promote positive behavior, respect, responsibility, and student achievement.
6. Appoint a Dignity Act Coordinator (DAC) in accordance with the requirements of the Dignity for All Students Act.
7. Conduct Board business in a respectful and professional manner and model the behavior expected throughout the District.

G. Dignity Act Coordinator (DAC)

The Board of Education shall designate at least one staff member in each school building to serve as the Dignity Act Coordinator as required by New York State law.

The DAC shall:

1. Be trained to address issues involving discrimination, harassment, bullying, cyberbullying, and other matters related to creating a safe and supportive school environment.
2. Serve as a resource for students, families, and staff regarding Dignity for All Students Act concerns.
3. Coordinate efforts to support implementation of District policies and practices related to preventing discrimination and harassment.
4. Respond to reports of discrimination, harassment, bullying, cyberbullying, intimidation, hazing, and retaliation.
5. Work with administrators, staff, students, and families to promote respect, dignity, civility, and inclusion.
6. Support training and awareness efforts designed to prevent and address violations of student rights.
7. Maintain accessibility to students and staff and ensure that DAC contact information is made available as required by law.

The District shall provide the name and contact information of each designated Dignity Act Coordinator through required District communications, including the District website and annual Code of Conduct notification materials.

V. Dignity for All Students Act

The District is committed to providing all students with a safe, supportive, and respectful school environment free from discrimination, harassment, bullying, cyberbullying, intimidation, and retaliation. The District shall comply with the requirements of the New York State Dignity for All Students Act ("DASA") and all applicable

federal and state laws, including Title VI of the Civil Rights Act of 1964, Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and any subsequent amendments.

The District recognizes that a student's ability to learn and achieve academically is enhanced when students feel safe, respected, valued, and included. The District prohibits discrimination and harassment by students, employees, or third parties that creates or contributes to a hostile environment or interferes with a student's educational opportunities, regardless of whether the conduct occurs on school property, at a school function, or through electronic communication.

The District shall promptly address conduct that negatively impacts or has the potential to negatively impact the school environment, student safety, or the District's educational mission. This includes conduct based on actual or perceived characteristics, including but not limited to race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, gender identity or expression, sex, or any other characteristic protected by law.

The District is committed to preventing discrimination and harassment through education, intervention, training, and consistent enforcement of expectations for respectful conduct. The District shall promote a school climate based on mutual respect, civility, inclusion, and dignity for all students.

A. Prevention and Training

The District shall implement prevention and awareness efforts designed to promote a safe and supportive school environment. These efforts shall include:

1. Providing instruction and activities that promote civility, citizenship, character education, respect for diversity, and responsible decision-making.
2. Providing students with information regarding expectations for appropriate conduct and the importance of reporting concerns involving discrimination, harassment, bullying, cyberbullying, and retaliation.
3. Providing professional development and training for administrators, teachers, and staff to recognize, prevent, and respond appropriately to discrimination, harassment, bullying, and cyberbullying.
4. Training staff to recognize behaviors and circumstances that may contribute to discrimination, harassment, or bullying and to respond promptly and appropriately.
5. Establishing clear school-wide and classroom expectations prohibiting discrimination, harassment, bullying, cyberbullying, intimidation, hazing, and retaliation.
6. Providing information to parents and guardians regarding District efforts to maintain a safe and supportive school environment and opportunities for family involvement.
7. Monitoring school climate and using available information to identify areas requiring additional support, education, or intervention.

B. Instruction in Civility, Citizenship, and Character Education

Students shall receive instruction consistent with New York State Education Law regarding civics, citizenship, character education, and respectful behavior.

Instruction shall promote:

1. Respectful relationships among individuals of different races, colors, weights, national origins, ethnic groups, religions, religious practices, disabilities, sexual orientations, genders, gender identities or expressions, sexes, and other protected characteristics.
2. Awareness and understanding of the harmful effects of discrimination, harassment, bullying, and cyberbullying.
3. Skills related to conflict resolution, responsible communication, empathy, and positive decision-making.
4. The importance of reporting concerns and seeking assistance from trusted adults.

C. Intervention and Support

The District recognizes that early intervention is essential to preventing the escalation of discrimination, harassment, bullying, and cyberbullying.

When misconduct occurs, the District shall take appropriate steps to:

1. Promptly stop the conduct.
2. Prevent recurrence of the behavior.
3. Address the impact on students and the school environment.
4. Provide appropriate support and assistance to students affected by the conduct.
5. Consider age-appropriate interventions, restorative practices, counseling, behavioral supports, educational responses, and disciplinary consequences when appropriate.

Intervention and support measures may include, but are not limited to:

- Student support plans;
- Counseling or referral to support services;
- Parent/guardian conferences;
- Conflict resolution or restorative practices;
- Increased supervision;
- Schedule or environment adjustments;
- Behavioral interventions;
- Corrective instruction or educational activities;
- Disciplinary action consistent with this Code of Conduct and applicable law.

The District shall consider whether additional supports, accommodations, or services are necessary to address the effects of harassment or discrimination on a student.

D. Reporting and Investigation

Students, parents/guardians, employees, and other members of the school community are encouraged to report incidents of discrimination, harassment, bullying, cyberbullying, intimidation, hazing, or retaliation as soon as possible.

Reports may be made verbally or in writing to any school employee, administrator, or the Dignity Act Coordinator (DAC). Reports may be made anonymously; however, anonymous reporting may limit the District's ability to investigate fully.

All school employees who witness or receive a report of discrimination, harassment, bullying, cyberbullying, or retaliation are required to promptly notify the appropriate administrator and/or Dignity Act Coordinator in accordance with District procedures.

Upon receiving a report, the District shall:

1. Conduct a prompt and appropriate investigation.
2. Document the investigation and response.
3. Take reasonable steps to end the conduct and prevent recurrence.
4. Provide appropriate support and intervention.
5. Notify appropriate parties consistent with legal requirements and confidentiality obligations.

Investigations shall be conducted fairly and consistently while protecting the privacy of those involved to the extent permitted by law. The District shall balance the need to investigate and respond effectively with the rights of all individuals involved.

E. Consequences and Remedial Measures

Students or employees found to have engaged in discrimination, harassment, bullying, cyberbullying, intimidation, hazing, or retaliation shall be subject to appropriate consequences consistent with this Code of Conduct, District policies, applicable collective bargaining agreements, and law.

Disciplinary responses shall consider:

1. The nature and severity of the conduct.
2. The student's age and developmental level.
3. The circumstances surrounding the incident.
4. Prior behavioral history and interventions.
5. The impact of the conduct on others and the school environment.

The District may use both disciplinary consequences and remedial measures designed to correct behavior, restore relationships, support affected students, and prevent future incidents.

F. Non-Retaliation

Retaliation against any person who reports discrimination, harassment, bullying, cyberbullying, or retaliation; participates in an investigation; provides information; or otherwise assists in addressing concerns is strictly prohibited.

Any person who believes they have experienced retaliation shall report the concern to a school administrator or the Dignity Act Coordinator. The District shall promptly address reports of retaliation and take appropriate action to prevent recurrence.

The District encourages all members of the school community to report concerns in good faith and supports individuals who come forward to help maintain a safe, respectful, and inclusive learning environment.

G. Designated Dignity Act Coordinators

The Board of Education shall designate at least one Dignity Act Coordinator (DASA) for each school building in accordance with the requirements of the Dignity for All Students Act.

The DASA serves as an accessible resource for students, parents/guardians, and staff regarding concerns related to discrimination, harassment, bullying, cyberbullying, intimidation, hazing, and retaliation. The DASA coordinator shall be trained to address issues related to human relations and shall assist the District in implementing and supporting policies and procedures that promote a safe, supportive, and inclusive school environment.

The District shall make the name and contact information of each designated DASA coordinator available through District communications, including the District website, annual Code of Conduct notification materials, and other required postings.

Current Dignity Act Coordinators:

Elementary School DASA:

Dr. Ailene Cavaliere
Principal

Mr. Brandon Huyck
Assistant Principal

518.753.4458 x3500

Middle/High School DASA:

Mr. Andrew Sheehan
Principal

Mr. Brandon Huyck
Assistant Principal

518.753.4458 x2506

VI. Student Dress Code

The District recognizes that student dress and appearance are important elements of self-expression and individual identity. Students have the right to make choices regarding their clothing and appearance while attending school and school functions, provided those choices do not create a health or safety concern, interfere with the educational process, or violate the rights of others.

The District's dress expectations are designed to support a safe, respectful, and productive learning environment. Students and parents/guardians share responsibility for ensuring that student attire complies with this Code of Conduct. District personnel shall support students in understanding and meeting these expectations in a manner that is respectful, consistent, and equitable.

Student dress, grooming, and appearance, including hairstyles, hair color, jewelry, accessories, makeup, and other forms of personal expression, shall:

1. Be safe and appropriate for the school activity or setting and shall not create a health or safety hazard.
2. Not materially or substantially disrupt or interfere with the educational process, school operations, or the rights of other students.
3. Include footwear at all times. Footwear that creates a safety hazard or prevents participation in required activities may not be worn. Students may be required to wear specific footwear or protective equipment for activities such as physical education, athletics, labs, technology classes, or other courses requiring safety precautions.
4. Ensure undergarments are covered by outer clothing. Clothing that is transparent or does not provide appropriate coverage may not be worn.
5. Follow safety requirements for specialized classes and activities, including but not limited to laboratories, technology classes, physical education, athletics, and field trips.
6. Allow for head coverings worn for religious, medical, cultural, or other protected purposes. Teachers may establish reasonable expectations in relation to hats, hoods, and other head coverings in order to support instruction, communication, safety, or assessment.
7. Face coverings that prevent identification may be restricted when necessary for safety, security, or identification, except when worn for medical, religious, or legally protected reasons.
8. Not contain words, images, symbols, or messages that:
 - Are obscene, vulgar, threatening, or substantially disruptive;
 - Promote discrimination, harassment, intimidation, or hatred toward any individual or group based on actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, gender identity or expression, sex, or any other characteristic protected by law;
 - Promote or encourage the use of alcohol, tobacco, cannabis, illegal drugs, or illegal activities;
 - Promote, glorify, or encourage violence.
9. Not include items that create a safety concern, including but not limited to chains, spikes, or other accessories that could reasonably cause injury or disruption.
10. Comply with any additional safety requirements established for specific school activities, programs, or instructional settings.

Enforcement

Students who are found to be in violation of the dress code shall be addressed in a manner that is respectful, consistent, and focused on maintaining the educational environment.

When a concern arises, school personnel shall:

1. Explain the concern to the student and provide an opportunity for the student to correct the issue.
2. Whenever possible, provide a reasonable option for the student to modify the clothing or accessory without unnecessary embarrassment or loss of instructional time.
3. Contact a parent/guardian when appropriate or when a student is unable or unwilling to resolve the concern.
4. Address repeated or intentional violations through appropriate interventions and consequences consistent with this Code of Conduct.

Dress code enforcement shall not be based on a student's race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, gender identity or expression, sex, body type, or personal style.

The District recognizes that a student's clothing and appearance may be an important form of expression. Dress code decisions shall be applied fairly and shall focus on safety, disruption, and maintaining a respectful learning environment.

VII. Prohibited Student Conduct

The District expects all students to conduct themselves in a respectful, responsible, and appropriate manner that supports a safe, orderly, and productive learning environment. Students are expected to respect the rights, safety, dignity, and property of other students, District employees, visitors, and members of the school community.

These expectations apply to student conduct:

- On school property;
- At school-sponsored activities, events, and functions;
- On school transportation;
- While participating in school-related programs, internships, work experiences, or activities;
- When off school property, including through electronic communication, when such conduct creates or may reasonably be expected to create a substantial disruption to the school environment or threatens the safety or well-being of members of the school community.

Students may be subject to disciplinary action and/or supportive interventions when they engage in conduct that violates this Code of Conduct.

The following categories of prohibited conduct are not intended to be all-inclusive. The District reserves the right to address other conduct that is inconsistent with the expectations of a safe, respectful, and orderly school environment.

A. Disorderly or Disruptive Conduct

Students may not engage in conduct that disrupts or interferes with the educational process or the orderly operation of the school.

Examples include, but are not limited to:

1. Using language, gestures, or behavior that is profane, vulgar, lewd, threatening, abusive, or disruptive.
2. Engaging in conduct that interferes with teaching, learning, school activities, or the rights of others.
3. Failing to follow reasonable directions of teachers, administrators, or other authorized school personnel.
4. Entering or remaining in unauthorized areas of school property without permission.
5. Leaving a classroom, school building, school grounds, or school activity without authorization.
6. Misusing computers, networks, internet access, software, accounts, or other technology resources in violation of District policies.
7. Misusing electronic devices, including but not limited to cell phones, smart watches, cameras, recording devices, tablets, computers, or other personal electronic devices in a manner that disrupts learning, violates privacy, or violates District expectations.
8. Recording, photographing, or distributing images, audio, or video of students, staff, or others without appropriate permission or when such conduct violates privacy, safety, or school expectations.

B. Insubordinate Conduct

Students may not engage in conduct that demonstrates disrespect for authority or refusal to comply with reasonable expectations.

Examples include, but are not limited to:

1. Refusing to follow reasonable directions of teachers, administrators, or other school personnel.
2. Disrespectful, defiant, or argumentative behavior toward school employees or others in authority.
3. Failing to comply with assigned consequences, interventions, or reasonable school requirements.
4. Being repeatedly late, absent, cutting class, or leaving school without permission.

C. Violent or Threatening Conduct

Students may not engage in conduct that threatens or causes physical harm, creates a safety risk, or damages property.

Examples include, but are not limited to:

1. Committing or attempting to commit an act of violence against a student, employee, visitor, or any person lawfully on school property.
2. Threatening, intimidating, or engaging in conduct that causes or could reasonably cause another person to fear for their safety.
3. Possessing, using, threatening to use, or attempting to use a weapon or dangerous instrument.
4. Possessing or using any item in a manner that could reasonably cause injury or create a safety concern.
5. Intentionally damaging, destroying, or attempting to damage school property or the property of others.
6. Making threats through any means of communication, including electronic communication, that reasonably relate to school safety or substantially disrupt the school environment.

D. Conduct Endangering the Safety, Health, Welfare, or Learning Environment of Others

Students may not engage in conduct that endangers themselves or others or negatively impacts the school environment.

Examples include, but are not limited to:

1. Stealing, possessing stolen property, or attempting to steal property belonging to another person or the District.
2. Defacing, damaging, or vandalizing property.
3. Engaging in discrimination, harassment, bullying, cyberbullying, intimidation, hazing, or retaliation as defined by this Code of Conduct and applicable law.
4. Engaging in conduct that creates or contributes to a hostile environment or substantially interferes with another student's educational opportunities, safety, or well-being.
5. Making false statements or engaging in conduct intended to harm another person's reputation, including through electronic communication or social media.
6. Possessing, using, selling, distributing, or displaying obscene or inappropriate material.

7. Using vulgar, abusive, or threatening language or gestures.
8. Possessing, using, selling, distributing, or promoting tobacco products, nicotine products, vaping products, or related devices.
9. Possessing, using, selling, distributing, or being under the influence of alcohol, cannabis, illegal substances, controlled substances, or substances represented as illegal drugs.
10. Misusing, sharing, possessing, or distributing prescription or over-the-counter medication.
11. Possessing or using drug paraphernalia.
12. Gambling or participating in unauthorized games of chance.
13. Engaging in inappropriate sexual conduct or behavior that violates school expectations or applicable law.
14. Making false reports of emergencies, including false fire alarms, threats, or misuse of emergency services, and tampering with fire alarms, fire extinguishers, emergency equipment, or emergency notification systems .

E. Misconduct on School Transportation

Students are expected to behave safely and respectfully while riding District transportation.

Students may not engage in conduct that:

1. Distracts or interferes with the safe operation of the vehicle.
2. Creates a safety concern for the driver or passengers.
3. Includes fighting, harassment, bullying, discrimination, intimidation, excessive noise, or disruptive behavior.

Transportation privileges may be suspended when student conduct creates a safety risk or violates District expectations.

F. Academic Misconduct

Students are expected to demonstrate honesty and integrity in all academic work.

Academic misconduct includes, but is not limited to:

1. Cheating.
2. Plagiarism.
3. Copying another person's work.
4. Unauthorized use of technology or resources.
5. Falsifying, altering, or misrepresenting academic records or information.
6. Assisting another student in academic dishonesty.

The examples listed above are not intended to be exhaustive. School administrators shall evaluate each situation based on the circumstances, the seriousness of the conduct, the impact on others, the student's age and developmental level, prior conduct, and applicable legal requirements when determining appropriate responses.

VIII. Reporting Violations

All students are expected to promptly report violations of the Code of Conduct to a teacher, guidance counselor, Building Principal, the Principal's designee, or other appropriate school personnel. Any student who observes another student possessing a weapon, alcohol, tobacco or vaping products, illegal substances, obscene material, or who witnesses harassment, bullying, discrimination, or other conduct that violates this Code of Conduct on school property, at a school function, or through electronic communication that impacts the school environment, should report such information immediately to a teacher, the Principal, the Principal's designee, or the Superintendent of Schools.

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

Any weapon, alcohol, tobacco or vaping product, illegal substance, or other prohibited item found on school property or at a school function shall be confiscated immediately, when possible. The parent/guardian of the student involved shall be notified, and appropriate disciplinary action shall be taken in accordance with this Code of Conduct, applicable law, and District policy. Such action may include suspension and/or referral to law enforcement when required.

The Principal or designee must notify the appropriate local law enforcement agency of those Code of Conduct violations that constitute a crime and substantially affect the order or security of the school as soon as practicable, but no later than the close of business on the day the Principal or designee learns of the violation. The notification shall identify the student and explain the conduct that violated the Code of Conduct and constituted a crime.

IX. Disciplinary Penalties, Procedures, and Referrals

The District is committed to maintaining a safe, respectful, supportive, and orderly learning environment that promotes student success. Discipline is most effective when it is fair, consistent, developmentally appropriate, and focused on teaching students responsible behavior while protecting the rights and safety of the school community.

The District utilizes a continuum of interventions, supports, and disciplinary responses that emphasize prevention, accountability, restoration, and positive behavioral growth. When appropriate, restorative practices, problem-solving strategies, and supportive interventions will be used to help students understand the impact of their behavior, repair harm, and develop the skills necessary to make positive choices.

School personnel authorized to impose disciplinary consequences will exercise professional judgment and consider the individual circumstances of each incident. Factors that may be considered include:

- The student's age and developmental level;
- The nature, severity, and circumstances of the misconduct;
- The student's prior disciplinary record;
- Whether previous interventions or consequences have been effective;
- The student's willingness to accept responsibility for the behavior;
- Information provided by parents/guardians, teachers, administrators, and other relevant individuals; and

- Any other relevant or mitigating circumstances.

The District generally follows the principles of progressive discipline, meaning that interventions and consequences typically increase in severity when inappropriate behaviors continue or become more serious. However, the District reserves the right to impose a consequence that is appropriate to the severity of the misconduct, including significant disciplinary action for a first offense when warranted by the circumstances.

If a student's conduct is determined or suspected to be related to a disability, the District will comply with all applicable federal and state laws and regulations governing the discipline of students with disabilities.

A. Progressive Discipline and Consequences

The consequence matrix that follows provides examples of behavioral levels and the range of interventions and disciplinary responses that may be used to address student misconduct. The matrix is intended to promote consistency while recognizing that no two situations are exactly alike and that student behavior exists along a continuum.

The examples of behaviors and responses are illustrative and are not intended to be exhaustive or to require that every intervention or consequence be used before a more serious response is imposed. School administrators will determine the appropriate intervention or disciplinary consequence based on the individual circumstances of each incident, including the student's age and developmental level, the severity and impact of the behavior, the student's disciplinary history, the effectiveness of prior interventions, safety considerations, applicable law, and any other relevant factors. One or more of the listed interventions or consequences may be imposed, and the District reserves the right to implement any response authorized by this Code of Conduct when warranted by the circumstances.

Discipline Level	Purpose/Description	Examples of Infractions (Not All-Inclusive)	Possible Responses & Consequences
Level 1: Classroom-Based Support & Intervention	Level 1 responses are designed to teach expected behaviors, reinforce positive choices, and support students in developing self-discipline, problem-solving skills, and healthy relationships. Teachers are encouraged to use classroom management strategies and restorative approaches to prevent minor behaviors from escalating.	Examples may include: • Minor classroom disruptions • Failure to follow classroom expectations • Talking excessively or interrupting instruction • Minor disrespectful comments or behaviors • Inappropriate use of classroom materials or technology • Minor dress code concerns • Tardiness or attendance concerns • Failure to complete assignments or follow classroom procedures	Possible responses may include • Teacher redirection or reminder of expectations • Respectful verbal correction • Classroom conference • Parent/guardian communication • Seating changes • Planned breaks or “take a break” space • Reflection activities • Loss of classroom privileges • Temporary loss of technology privileges • Classroom behavior supports or contracts • Peer mediation/conflict resolution • Restorative conversations • Referral to Student Support Team (SST/SBST) when appropriate
Level 2: School-Based Intervention & Support	Level 2 responses address repeated minor behaviors or behaviors requiring additional support beyond the classroom. The goal is to correct behavior, identify underlying needs, and provide interventions before behaviors become more serious.	Examples may include: • Repeated Level 1 behaviors • Defiance or failure to comply with reasonable direction • Disruptive behavior that interferes with learning • Repeated inappropriate language or disrespect • Minor harassment, teasing, or conflicts with peers • Misuse of school technology • Leaving assigned area without permission • Repeated attendance or tardiness concerns	Possible responses may include: • All Level 1 responses • Administrator conference • Parent/guardian conference • Counseling, social work, or guidance referral • Behavior support plan • Restorative conference • Detention • Temporary removal from classroom for de-escalation, mediation, or investigation • Loss of privileges • Behavior contract • Attendance intervention plan • In-school suspension (limited circumstances)

Level 3: Significant Behavioral Concerns	Level 3 responses address behaviors that are more serious, repeated despite interventions, or disruptive to the school environment. Responses may include more intensive interventions and disciplinary consequences.	Examples may include: • Persistent Level 2 behaviors despite interventions • Fighting or physical altercations • Bullying, harassment, or intimidation • Threatening behavior or aggressive conduct • Significant disruption of the educational environment • Damage to school property • Theft or possession of stolen property • Serious misuse of technology • Possession of prohibited items (depending on item and circumstances)	Possible responses may include: • All Level 1 and Level 2 responses • Administrator investigation and conference • Restitution for damage or loss of property • Removal from classroom • Loss of extracurricular privileges • Removal from school-sponsored activities • In-School Suspension (ISS) • Out-of-school suspension (1–5 days depending on circumstances) • Attendance intervention/family meeting • Referral to outside support agencies when appropriate • Informal hearing where applicable • Referral to law enforcement when required or appropriate
Level 4: Serious Violations & Safety Concerns	Level 4 responses address serious violations that significantly impact safety, learning, or the school community. These behaviors may require removal from the educational setting and/or additional support.	Examples may include: • Serious acts of violence • Serious threats of harm • Repeated Level 3 behaviors • Severe bullying or harassment • Possession or use of dangerous items • Serious vandalism • Distribution or possession of prohibited substances • Conduct that creates a significant safety concern	Possible responses may include: • All Level 1–3 responses • Extended out-of-school suspension • Formal disciplinary hearing when required • Referral to Superintendent • Referral to counseling, treatment, or support programs • Referral to alternative educational programming when appropriate • Restitution • Referral to outside agencies when appropriate • Safety planning and re-entry supports

Level 5: Most Serious Violations	Level 5 responses are reserved for the most serious behaviors that threaten the safety of students, staff, or the school community or represent significant violations of law or district policy.	Examples may include: • Serious acts of violence resulting in significant harm • Possession, use, or distribution of weapons • Conduct requiring law enforcement involvement • Severe threats to safety • Major violations involving controlled substances • Repeated serious violations after prior interventions	Possible responses may include: • All Level 1–4 responses • Superintendent referral • Extended suspension with formal hearing • Referral to outside agencies • Alternative educational placement when appropriate • Counseling or treatment programs • Re-entry planning and continued supports
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B. Due Process Procedures

The amount of due process provided to a student before a disciplinary consequence is imposed will depend upon the type and severity of the consequence.

In all cases, students will be informed of the alleged misconduct and will be provided an opportunity to explain their version of events before discipline is imposed, unless immediate action is necessary due to a safety concern.

Disciplinary consequences will be implemented in accordance with applicable laws, regulations, and District procedures.

C. Supportive and Restorative Interventions

The District recognizes that student misconduct often provides an opportunity for teaching, reflection, and restoration. When appropriate, the District may utilize interventions intended to address the causes of behavior, repair harm, and support positive relationships.

Interventions may include:

- Mediation
- Conflict resolution
- Restorative conversations or conferences
- Problem-solving meetings
- Student support plans
- Parent/guardian conferences
- Behavior Intervention Plans
- Referrals to school-based or community-based services

These interventions may be used in combination with disciplinary consequences.

D. Detention

Detention is a supervised consequence intended to provide students with an opportunity to reflect on behavior, complete academic work, and meet behavioral expectations.

Students assigned detention are expected to arrive on time, bring necessary materials, follow directions, and remain for the assigned period. Failure to attend or complete detention may result in additional disciplinary consequences.

E. Suspension from Transportation

Students are expected to conduct themselves appropriately while riding District transportation. Conduct that threatens safety, interferes with the operation of the bus, or disrupts the rights of other passengers may result in suspension of transportation privileges.

When transportation privileges are suspended, parents/guardians are responsible for arranging transportation to and from school. If transportation suspension results in the student being unable to attend school, the District will make appropriate arrangements to provide educational services as required by law.

F. Suspension from Extracurricular Activities and Other Privileges

Students may be suspended from participation in athletics, extracurricular activities, school events, or other privileges when their conduct violates the Code of Conduct. Such decisions will be made by the appropriate administrator and will consider the nature of the behavior and the circumstances involved.

G. In-School Suspension

The District may use In-School Suspension as an alternative to out-of-school suspension when appropriate.

In-School Suspension is the temporary removal of a student from the regular classroom setting to another supervised educational setting where the student will continue to receive substantially equivalent educational opportunities.

Students assigned to In-School Suspension and their parents/guardians will be provided an opportunity for an informal conference with the administrator imposing the consequence.

H. Teacher Removal of Disruptive Students

A teacher may remove a student from class when the student substantially disrupts the educational process or substantially interferes with the teacher's authority over the classroom.

A classroom teacher may remove a disruptive student for the remainder of the class period or instructional block in accordance with Education Law §3214(3-a) and District procedures.

When a student is removed from class:

- The student will be informed of the reason for removal and provided an opportunity to explain their version of events, unless the student presents an immediate danger or ongoing threat of disruption.
- The teacher will notify the appropriate administrator and complete required documentation.
- The parent/guardian will be notified in accordance with District procedures.
- The student will continue to receive appropriate educational programming and assignments.

I. Suspension from School

Out-of-school suspension is a serious disciplinary consequence that may be imposed for conduct that is insubordinate, disorderly, violent, substantially disruptive, or that endangers the safety, health, morals, or welfare of others.

The Superintendent and Building Principal(s) have authority to suspend students in accordance with New York State Education Law.

1. Short-Term Suspension (Five Days or Less)

Before imposing a short-term suspension, the student will be informed of the alleged misconduct and provided an opportunity to respond.

The parent/guardian will be notified of the reason for the suspension and the length of the suspension. Students remain responsible for completing academic assignments during the suspension period.

Parents/guardians may appeal short-term suspensions in accordance with District procedures.

2. Long-Term Suspension (More Than Five Days)

When a suspension of more than five school days is considered, the student and parent/guardian will receive notice of the right to a fair hearing in accordance with New York State Education Law.

The student will have the right to representation, the opportunity to question witnesses, and the opportunity to present evidence on their behalf.

Appeals of long-term suspension decisions may be made in accordance with applicable law and District procedures.

3. Extended Suspension and Alternative Placement

When circumstances warrant removal from the regular school setting for an extended period of time, the District will follow all applicable legal requirements, including required notice and hearing procedures.

The District may consider alternative educational placements, supports, or services designed to address student needs while maintaining a safe learning environment.

J. Minimum Periods of Suspension

Certain violations require minimum periods of suspension under New York State law unless modified by the Superintendent based on the circumstances of an individual case.

1. Students Who Bring a Weapon to School

Any student, other than a student with a disability where applicable law provides otherwise, who is determined to have brought a weapon onto school property will be subject to suspension for at least one calendar year, subject to the Superintendent's authority to modify the penalty on a case-by-case basis.

Factors considered may include:

- The student's age
- Grade level
- Prior disciplinary history
- Effectiveness of alternative consequences
- Input from parents/guardians, teachers, and others
- Other relevant circumstances

2. Students Who Commit Violent Acts

Students who commit violent acts other than possession of a weapon may be subject to suspension for at least five school days unless modified by the Superintendent consistent with applicable law.

3. Students Who Repeatedly Substantially Disrupt the Educational Process

Students who repeatedly substantially disrupt the educational process or substantially interfere with a teacher's authority over the classroom may be subject to suspension for at least five school days in accordance with applicable law.

K. Referrals

1. Disciplinary Referrals

The Building Administrator or designee will address referrals involving possible violations of the Code of Conduct. Students may also be referred for additional support or interventions.

2. Academic Referrals

Students may be referred for academic support by teachers, administrators, parents/guardians, or others. The District's instructional support process may review student needs and recommend interventions, accommodations, or additional services.

3. Counseling and Support Services

Students may be referred to counselors, social workers, psychologists, or other support personnel when additional assistance is needed. Students involved in incidents involving harassment, bullying, discrimination, or other significant behavioral concerns may be referred for counseling or support services.

4. Person in Need of Supervision (PINS) Referral

The District may initiate a Person in Need of Supervision (PINS) referral when appropriate for a student under the age of 18 who demonstrates a need for supervision and support beyond the interventions available within the school setting.

A PINS referral may be considered when a student:

- Is habitually truant or fails to attend school as required by law;
- Engages in an ongoing pattern of conduct that places the student beyond the reasonable control of the school; or
- Meets other criteria established by New York State law.

Prior to initiating a PINS referral, the District will make reasonable efforts to identify and implement appropriate school-based interventions and supports. The District will consider the student's individual circumstances and coordinate with parents/guardians and appropriate personnel.

5. Community Agency Referrals

The District may refer students and families to appropriate community-based agencies or resources when additional support is needed to address academic, behavioral, attendance, health, or social-emotional concerns.

X. Alternative Instruction

When a student of compulsory school age is removed from class by a teacher pursuant to Education Law §3214(3-a), or is suspended from school pursuant to Education Law §3214, the District shall take immediate steps to provide appropriate alternative instruction.

Students removed from class by a teacher shall be provided with continued access to instructional materials and assignments to support continuity of learning. The classroom teacher shall provide appropriate materials to the designated school personnel responsible for supervising the student during the removal.

Students suspended from school shall receive alternative instruction consistent with applicable law and regulations to enable the student to continue making academic progress during the period of suspension.

The District shall ensure that alternative instruction provided during any removal or suspension is appropriate to the student's needs and consistent with the requirements of Education Law, Commissioner's Regulations, and applicable federal laws.

XI. Discipline of Students with Disabilities and Students Presumed to Have a Disability

The District recognizes that students with disabilities may require disciplinary responses that address unsafe, disruptive, or inappropriate behavior while protecting their rights under applicable federal and state laws and regulations. The District is committed to ensuring that disciplinary actions involving students with disabilities are implemented in accordance with the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, Article 89 of the Education Law, Commissioner's Regulations, and all other applicable requirements.

Students with disabilities and students presumed to have a disability for disciplinary purposes shall be afforded all procedural safeguards required by law. Nothing in this Code of Conduct shall be interpreted to provide students with disabilities greater or lesser rights than those provided under applicable law.

A. Suspension and Removal of Students with Disabilities

School personnel may suspend or remove a student with a disability in accordance with the same disciplinary procedures applicable to students without disabilities, subject to the additional protections required by law.

School personnel may remove a student with a disability from the student's current educational placement for up to ten (10) consecutive school days, or for additional removals that do not constitute a disciplinary change in placement, provided such actions are consistent with applicable federal and state requirements.

A disciplinary change in placement occurs when:

1. The student is removed for more than ten (10) consecutive school days; or
2. The student is subjected to a series of removals that constitute a pattern because they total more than ten (10) school days in a school year and meet other applicable regulatory criteria.

Before imposing a disciplinary change in placement, the District shall follow all required procedures, including conducting a manifestation determination review when required.

B. Manifestation Determination Review

When required by law, the Committee on Special Education (CSE) shall conduct a manifestation determination review to determine whether the conduct that resulted in disciplinary action was:

1. Caused by, or had a direct and substantial relationship to, the student's disability; or
2. The direct result of the District's failure to implement the student's Individualized Education Program (IEP).

If the conduct is determined to be a manifestation of the student's disability, the District shall take appropriate steps consistent with applicable law, which may include reviewing or conducting a functional behavioral assessment and developing or modifying a behavioral intervention plan.

If the conduct is determined not to be a manifestation of the student's disability, the student may be disciplined in the same manner as a student without a disability, while continuing to receive educational services required by law.

C. Interim Alternative Educational Setting (IAES)

Students with disabilities may be placed in an interim alternative educational setting (IAES) as permitted by federal and state law, including circumstances involving weapons, illegal drugs, controlled substances, or when maintaining the student in the current educational placement poses a risk of harm to the student or others.

The District shall ensure that students placed in an IAES continue to receive educational services that enable them to participate in the general curriculum, progress toward meeting IEP goals, and receive services and supports designed to address the behavior that resulted in the placement.

D. Students Presumed to Have a Disability

A student who has not been identified as having a disability may be entitled to the protections afforded to students with disabilities if the District had knowledge, as defined by applicable law, that the student was a student with a disability before the behavior occurred.

If a student is identified as a student presumed to have a disability, the District shall follow all applicable disciplinary protections required by law.

If the District does not have knowledge that a student has a disability, the student may be disciplined in the same manner as other students who engage in comparable conduct, subject to applicable legal requirements.

E. Provision of Services During Suspension or Removal

During any period of suspension, removal, or placement in an IAES, students with disabilities shall continue to receive educational services as required by applicable federal and state laws and regulations.

The District shall ensure that disciplinary decisions involving students with disabilities are made in a manner that balances the need for school safety, accountability, and maintaining access to educational opportunities.

F. Referral to Law Enforcement

The District may report crimes committed by students with disabilities to appropriate law enforcement authorities consistent with applicable law. When such a referral is made, the District shall ensure that required protections regarding the confidentiality and transmission of student records are followed.

XII. Corporal Punishment

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

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

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

The amount of physical force used must be reasonable and necessary under the circumstances. District employees are expected to use appropriate de-escalation strategies whenever practicable.

The District will investigate all complaints regarding the use of corporal punishment or inappropriate physical force and will file reports with the Commissioner of Education as required by law and regulation.

XIII. Student Searches and Interrogations

The District is committed to ensuring an environment on school property and at school functions that is safe, secure, and orderly. To maintain this environment, any school official authorized to impose a disciplinary

penalty may question a student regarding an alleged violation of law, the District Code of Conduct, or school rules.

Students are not entitled to a “Miranda” warning prior to being questioned by school officials. School officials are not required to contact a parent or guardian before questioning a student regarding possible violations of school rules or the Code of Conduct.

In addition, the Board authorizes the Superintendent of Schools, Building Principals, and other designated school officials to conduct searches of students and/or their belongings when there is reasonable suspicion to believe that the search will result in evidence that the student violated the law, the Code of Conduct, or school rules. Any search conducted by school officials must be reasonable in scope and related to the circumstances that justified the search.

A. Student Lockers, Desks, and Other School Storage Areas

Students have no reasonable expectation of privacy with respect to lockers, desks, or other school storage areas. These areas are the property of the District and remain under the control and supervision of school officials. School officials may inspect or search these areas at any time, with or without prior notice to students and without student consent, consistent with applicable law and District procedures.

The use of lockers, desks, and other school storage areas is a privilege provided to students.

B. Child Protective Services Investigations

Consistent with the District’s commitment to student safety and its obligation to report suspected child abuse or maltreatment, the District will cooperate with Child Protective Services (CPS) workers conducting investigations involving allegations of abuse, maltreatment, neglect, or custody matters.

Requests by CPS to interview a student on school property shall be directed to the Building Principal or designee. The Principal or designee will coordinate the time and location of the interview and will be present during the interview unless otherwise required by law or directed by CPS.

The District will cooperate with CPS and other authorized agencies when immediate action is necessary to protect the safety and well-being of a student. A CPS worker may remove a student from school property only as permitted by law, including when the worker reasonably believes that the student is in danger of abuse or maltreatment and that removal is necessary before a court order can reasonably be obtained.

XIV. Visitors to the Schools

The District encourages parents, guardians, and community members to visit District schools and participate in school activities. Because schools are places of teaching, learning, and student supervision, reasonable procedures must be established to maintain safety, security, and an orderly educational environment.

The Building Principal or designee is responsible for all persons present in the building and on school grounds. The following rules apply to visitors:

1. Any person who is not a regular District employee or student shall be considered a visitor.

2. All visitors must report to the designated main office upon arrival. Visitors will be required to sign in, provide identification, and receive a visitor badge, which must be worn while in the school building or on school grounds. Visitors must sign out and return any visitor identification before leaving the building.
3. Visitors attending school-sponsored events open to the public, such as athletic events, performances, or public meetings, are not required to register unless otherwise directed by the District.
4. Unauthorized persons on school property will be reported to the Building Principal or designee and will be directed to leave. Law enforcement may be contacted when circumstances warrant.
5. All visitors are expected to comply with the District's rules for public conduct on school property and any safety and security procedures established by the District.

XV. Public Conduct on School Property

The District is committed to providing a safe, orderly, respectful, and supportive environment that is conducive to teaching and learning. To maintain this environment, it is necessary to regulate public conduct on school property and at school functions.

For purposes of this section of the Code of Conduct, "public" shall mean all persons when on school property or attending a school function, including students, District employees, visitors, and other persons authorized to be present.

All persons on school property or attending a school function shall conduct themselves in a respectful and orderly manner.

A. Prohibited Conduct

No person, either alone or with others, shall:

1. Intentionally injure any person or threaten to do so.
2. Intentionally damage or destroy District property or the personal property of any District employee, student, visitor, or other person lawfully on school property, including acts of vandalism, graffiti, or arson.
3. Disrupt or interfere with the orderly conduct of classes, school programs, school activities, or the educational process.
4. Distribute or display materials on school grounds or at school functions that are obscene, libelous, discriminatory, advocate illegal activity, infringe upon the rights of others, or substantially disrupt the school program.
5. Discriminate against, harass, intimidate, menace, bully, initiate unwanted physical contact with, or otherwise engage in conduct directed at any person based on the person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, gender identity, or gender expression.
6. Enter any portion of school premises without authorization or remain in any building or facility after it is normally closed.
7. Obstruct the free movement of any person in any place to which this Code applies.
8. Violate traffic laws, parking regulations, or other vehicle-related restrictions.
9. Use, possess, sell, offer, manufacture, distribute, solicit, exchange, or be under the influence of alcohol, illegal substances, or unauthorized controlled substances, including but not limited to inhalants,

marijuana, cocaine, LSD, PCP, amphetamines, heroin, steroids, imitation substances, and synthetic substances, whether on school property or at a school function. [Refer to Board Policy 5440.]

10. Possess or use weapons on school property or at a school function, except as permitted by law or specifically authorized by the District.
11. Loiter on or about school property.
12. Gamble on school property or at school functions.
13. Refuse to comply with any reasonable order of identifiable District officials performing their duties.
14. Willfully incite others to commit any acts prohibited by this Code.
15. Engage in conduct, including through electronic communication or social media, that substantially disrupts the school environment or interferes with the rights and safety of others when such conduct is connected to the District or school functions.
16. Smoking, vaping, or the use of any tobacco or nicotine product, including electronic cigarettes or other electronic smoking devices, is prohibited at all times on school property, in school buildings, on school buses, and at all school-sponsored events, in accordance with applicable law and district policy.

B. Penalties for Violations on School Property and at School Functions

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

1. **Visitors:** Authorization, if any, to remain on school grounds or attend a school function may be withdrawn, and the individual may be directed to leave the premises. Failure to comply may result in removal from the property and/or referral to law enforcement when appropriate.
2. **Students:** Students shall be subject to disciplinary action as the facts may warrant, consistent with the due process requirements outlined in this Code of Conduct.
3. **Staff Members:** Staff members shall be subject to appropriate disciplinary action, including warning, reprimand, suspension, or dismissal, as the facts may warrant and in accordance with applicable legal rights and collective bargaining agreements.

C. Enforcement

The Superintendent, Building Principal, or designee shall be responsible for enforcing the standards of conduct required by this Code.

When an administrator or designee observes an individual engaging in prohibited conduct that does not pose an immediate threat of injury to persons or property, the administrator or designee shall inform the individual that the conduct is prohibited, request that the conduct stop, and explain the potential consequences of failing to comply.

If the individual refuses to stop the prohibited conduct, or if the conduct presents an immediate threat to persons or property, the administrator or designee may take appropriate action, including directing the individual to leave school property or contacting law enforcement when circumstances warrant.

XVI. Additional Information

A. Student Internet and Technology Use

The District provides students with access to computers, electronic devices, networks, and the Internet to support teaching, learning, communication, collaboration, and educational research. Access to District technology resources is a privilege, not a right, and students are expected to use these resources responsibly and in accordance with District policies, procedures, and the Student Device Agreement.

Students shall use District technology resources only for educational purposes and shall not use technology to engage in conduct that violates the Code of Conduct, including but not limited to harassment, bullying, cyberbullying, threats, discrimination, inappropriate communications, accessing or sharing inappropriate materials, illegal activity, or any conduct that disrupts the educational environment.

Students are expected to protect District technology resources and use District-issued devices, equipment, accounts, and networks responsibly. Students shall not damage, alter, misuse, or attempt to circumvent security measures on District technology systems or equipment.

Students and parents/guardians are responsible for reviewing and agreeing to the District's Student Device Agreement and related technology procedures. Students may be responsible for costs associated with the repair or replacement of District technology equipment when damage, loss, or misuse results from intentional, reckless, or negligent behavior.

The District reserves the right to monitor student use of District-owned technology, networks, and electronic communications systems. Students should have no expectation of privacy when using District-owned devices, accounts, networks, or other District technology resources.

The District may take disciplinary action for electronic communications or online conduct that occurs off school property when such conduct has a nexus to the school community and creates, or reasonably could be expected to create, a substantial disruption to the school environment, interferes with the rights or safety of students or staff, or otherwise impacts the District's ability to provide a safe and orderly educational environment. This includes, but is not limited to, conduct involving cyberbullying, threats, harassment, discrimination, or other inappropriate electronic communications directed toward members of the school community.

Violations of District technology policies, procedures, or the Student Device Agreement may result in disciplinary action under this Code of Conduct and may include suspension or revocation of technology privileges. Depending on the circumstances, violations may also result in referral to law enforcement.

B. Personal Internet-Enabled Devices

In accordance with New York State requirements and District policy, students are prohibited from using personal internet-enabled devices during the school day. This restriction applies from the beginning of the school day until dismissal and includes both instructional and non-instructional times, such as class periods, passing times, lunch, study halls, and other school activities. Personal internet-enabled devices include, but are not limited to, smartphones, smart watches, tablets, and other devices capable of connecting to the Internet or accessing online content.

Exceptions may be permitted when authorized by the District for approved educational purposes, health care needs, translation services, accessibility supports, or as otherwise required by law or District policy.

Students are expected to comply with District procedures regarding the possession, storage, and use of personal internet-enabled devices. Violations of the District's personal internet-enabled device policy or regulation may result in disciplinary action consistent with this Code of Conduct, including progressive responses such as reminders of expectations, confiscation of the device in accordance with District procedures, parent/guardian notification, and other appropriate consequences based on the frequency, severity, and circumstances of the violation. Additional disciplinary consequences may apply when device use involves other violations of the Code of Conduct, including but not limited to harassment, bullying, cyberbullying, threats, discrimination, academic dishonesty, or conduct that disrupts the school environment.

XVII. Dissemination and Review

A. Dissemination of Code of Conduct

The District will ensure that the District community is aware of the Code of Conduct and its expectations by:

1. Making the Code of Conduct available on the Hoosic Valley Central School District website.
2. Providing access to the Code of Conduct through student registration materials and student, parent/guardian, and employee handbooks or electronic resources.
3. Providing District employees with access to the Code of Conduct through the District's electronic communication systems and/or employee resources.
4. Making printed copies of the Code of Conduct available in the Main Offices and other appropriate locations for students, parents/guardians, staff members, and community members.
5. Publishing a plain language summary of the Code of Conduct for student review.
6. Ensuring that procedures for reporting incidents of harassment, bullying, discrimination, and other prohibited conduct are clearly communicated in the Code of Conduct, the plain language summary, and applicable reporting forms.
7. Providing new students and employees with information regarding the Code of Conduct as part of the District's orientation or onboarding processes.

B. Board Policies Related to Student Conduct and Review of Code of Conduct

The Board of Education maintains a comprehensive set of policies that guide student conduct, discipline, school climate, and the educational environment. These policies work together with the District's Code of Conduct to ensure that expectations for student behavior are clearly communicated, responses to misconduct are fair and appropriate, and the rights of students and families are protected.

Board policies related to student behavior are primarily located within the 5000 series (Students), with additional related policies addressing areas such as student attendance, dress code, technology use, non-discrimination, harassment, bullying prevention, and other matters affecting the school environment. These policies establish expectations for appropriate conduct, identify prohibited behaviors, and outline procedures for addressing violations, including applicable due process protections for students and families.

The Board of Education is responsible for adopting the Code of Conduct and reviewing it at least annually. The annual review process is intended to evaluate the effectiveness of the Code, ensure alignment with current federal and state laws and regulations, confirm consistency with Board policies and district practices, and identify opportunities to strengthen student supports, safety, and school climate.

As part of the annual review process, the District will seek input from students, parents/guardians, teachers, administrators, school personnel, and other members of the school community. The District will consider feedback, review relevant data and practices, and recommend revisions when appropriate. Any proposed changes to the Code of Conduct will be presented to the Board of Education for review and approval.

The District expects all students, families, and staff members to be familiar with the expectations and procedures outlined in the Code of Conduct and related Board policies. These policies and the Code of Conduct are made available through the District website and other district communications. The District will provide assistance to students and families who have questions regarding expectations, procedures, or the application of these policies.