



LYONS CENTRAL SCHOOL DISTRICT CODE OF CONDUCT



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CODE OF CONDUCT

Table of Contents

I.	INTRODUCTION.....	3
II.	STUDENT RIGHTS AND RESPONSIBILITIES.....	6
	Bill of Rights and Responsibilities of Students	
	Student Dress Code	
	Electronic Devices, Cell Phones, Valuables, Book Bags and Backpacks	
III.	ESSENTIAL PARTNERS.....	10
	Parents/Guardians	
	Teachers	
	School Counselors/Psychologists/Social Workers	
	Building Administrators	
	Superintendent	
	Board of Education	
IV.	PROHIBITED STUDENT CONDUCT... ..	13
V.	REPORTING VIOLATIONS.....	30
VI.	DISCIPLINARY PROCEDURES AND REFERRALS.....	30
	Procedures	
	Minimum Periods of Suspension	
	Referrals	
	Remedial Responses to Violations of the Code of Conduct	
VII.	ALTERNATIVE INSTRUCTION.....	37
VIII.	DISCIPLINE OF STUDENTS WITH DISABILITIES	37
	Authorized Suspensions or Removal of Students with Disabilities	
	Change of Placement Rule	
	Special Rules Regarding the Suspension or Removal of Students with Disabilities	
	Expedited Due Process Hearings	
	Referral to Law Enforcement and Judicial Authorities	
IX.	CORPORAL PUNISHMENT... ..	41
X.	STUDENT SEARCHES AND INTERROGATIONS... ..	41
	Student Lockers, Gym Lockers, Desks and Other School Storage Places	
	Vehicles on Campus	
	Strip Search	
	Documentation of Searches	
	Police Involvement in Searches and Interrogations of Students	
	Child Protective Services Investigations	
XI.	VISITORS TO THE SCHOOL.....	44
XII.	PUBLIC CONDUCT ON SCHOOL PROPERTY.....	45
	Prohibited Conduct	
	Penalties/Consequences	
	Enforcement	
XIII.	STANDARDS AND PROCEDURES TO ASSURE THE SECURITY AND SAFETY OF STUDENTS AND PERSONNEL	46
XIV.	DISSEMINATION AND REVIEW... ..	46
	CHAIN OF CONTACT... ..	48
XV.	DEFINITIONS.....	49
XVI.	DIRECTORY.....	53

I. INTRODUCTION

The Board of Education ("Board") is committed to providing a safe and orderly school environment where students may receive, and district personnel may deliver quality educational services without disruption or interference. Responsible behavior by students, teachers, other district personnel, parents and other visitors is essential to achieving this goal.

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

The Board recognizes the need to clearly define these expectations for acceptable conduct on school property, to identify the possible consequences of unacceptable conduct, and to ensure that discipline when necessary is administered promptly and fairly. To this end, the Board adopts this Code of Conduct ("Code"). This Code of Conduct is a tool to support teaching and learning.

The goal of the Lyons Central School District Code of Conduct is to ensure every student's right to an education in an equitable, safe, civil, caring, and supportive learning environment. It is based upon the laws, regulations and policies that create access to education for all while protecting the due process rights of the individual. The Code recognizes that schools are public places that must balance individual rights with civic obligations and the responsibilities that make it possible to live in a free, open, and democratic society. The Lyons Code of Conduct also supports student understanding and appreciation of cultural identity and views about difference and the ability to learn and build on the varying cultural and community norms of students and their families.

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

Goals for the Code of Conduct

The goal of good conduct is based on the principles of civility, mutual respect, citizenship, tolerance, honesty, and integrity. We expect every student at all grade levels, teacher and other district personnel and parents to engage in positive social behaviors, respectful and caring communication, and responsible decision-making—essential qualities of character that promote this goal.

The Board recognizes the need for Lyons Schools to:

1. Promote healthy social and emotional development and personal accountability for every student at all grade levels,
2. Clearly define rules and expectations for acceptable conduct on school property and at school functions that all adults are committed to support and model,
3. Identify and implement fair, clear, standardized, and timely consequences when student engage in unskillful, inappropriate, and/or unacceptable behaviors,
4. Identify and implement restorative and accountable interventions that support every student to improve behavior and academic performance by strengthening their self-management and social and emotional competencies,
5. Increase capacity and accountability of teachers, administrators, and student support specialists to promote positive behaviors, prevent inappropriate, unacceptable and/or unskillful behaviors, and intervene early and effectively when students are struggling with academic, attendance, behavioral, mental health, or family challenges, particularly students who are experiencing multiple barriers to school success, and
6. Strive to ensure that no student is subject to harassment, bullying, and/or discrimination based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, gender identity and expression or sex, language or other reasons, by school employees or students on school property, on a school bus, or at a school function.

Core Principles that Guide the Code of Conduct

The following principles form the foundation for creating safe, civil, caring, supportive and high achieving learning environments.

1. The District's social and emotional learning vision aims to create collaborative school environments built on cultural sensitivity and positive and supportive relationships, where students and staff feel safe, valued, respected, and encouraged to be curious, take risks, and learn from their mistakes. This district will foster a community of self-aware, compassionate, critical thinkers who are motivated to pursue their passions. Social and emotional competencies contribute to improved academic and personal outcomes and enable students to learn and practice how to:
 - manage their emotions,
 - set goals,
 - feel and show empathy for others,
 - create positive relationships,
 - make good choices.
2. All students can achieve their personal best, and when necessary, improving their behavior with guidance, instruction, support, and coaching.
3. Different students need different kinds and amounts of time, attention, instruction, and supports to behave responsibly and succeed academically.
4. Clear, fair, standardized, and timely consequences signal that a student's actions are deemed to be inappropriate, unacceptable, and unskillful. Restorative interventions involve the part of the process where students take responsibility for what they have said and done, reflect on the impact of their behavior, self-correct to right themselves, problem solve, make amends to repair the harm, learn new skills, and restore their good standing.
5. Restorative practices including facilitation of classroom and student support circles build community and help adults and students to make things right when the integrity of the community is challenged by harmful behaviors. Responsive listening and engaged dialogue are fundamental elements of circles, conferences, and other restorative interventions.
6. Students are more likely to behave appropriately when:
 - they understand the positive behaviors that are expected of them,
 - they feel that staff members care about them and will help them learn and grow,
 - all school staff consistently use shared language and practices, and
 - all staff provide recognition and feedback for behaving appropriately, making their best effort, and completing high quality work.
7. Effective discipline helps students become more self-managed and teaches students to become more socially and academically skillful.
8. Adults – teachers, principals, administrators, school staff, parents and the larger community have an obligation to help students learn to be good citizens and lead productive lives by:
 - enabling them to discern right from wrong,
 - fostering in them the desire to do what is good, and
 - encouraging them to take responsibility for their words and actions.
9. Student discipline and support policies and practices must be implemented in ways that are perceived to be respectful and equitable. Interactions between and among district and school staff, students, and parents must protect the dignity of each individual and ensure a tone of decency.
10. Every reasonable effort should be made to correct student behavior through guidance interventions that are accountable and restorative. Interventions are essential when inappropriate behavior or infractions of the Code may be symptomatic of more serious problems that students are experiencing. It is, therefore, important that school personnel be sensitive to issues that may influence the behavior of students and respond in a manner that is most supportive of their needs. Appropriate disciplinary responses should emphasize prevention and effective intervention, prevent disruption to students' education, and promote the development of a positive school culture.

Positive Mindsets Promote School Success

Mindsets are deeply held beliefs and thoughts that make up the mental attitude and inclinations that shape a person's interpretations and responses to events, circumstances, and situations. Mindsets drive behavior and create powerful incentives to sustain prior habits, choices, and preferred ways of doing things. Positive mindsets set the stage for academic engagement and foster social and emotional competence. Self-identification with the values of schooling and the roles of a learner will influence the attitudes and perceptions a student holds in relation to her/his learning and academic performance. When students feel that school and schoolwork have value, when they feel a sense of belonging in the classroom, and they approach learning tasks with positive expectations, they have a capacity to sustain their effort over time and express their curiosity, enthusiasm, and personal interest in what they are learning. Positive mindsets boost students' confidence about their day-to-day experiences and fire up hope in their future.

Positive Student Mindsets

- School and schoolwork have value for me.
- I see myself as a learner.
- I belong to an academic community.
- I approach tasks with positive expectations and an open mind.
- I accept challenges, take academic risks, and push myself to excel.
- My ability and competence grow with my effort.
- I express curiosity, enthusiasm, or personal interest in what I am learning.
- I cultivate personal talents, values, and positive qualities of character.
- I have hope in a positive future I can make for myself.
- When I make mistakes, I can correct them.

Adult Mindsets that Support Students

- I try to understand others' thinking and feelings.
- I seek to understand a situation before I make a judgment.
- I care more about the future than the past.
I want to move forward.
- I problem solve to reach solutions that meet important needs and interests of everyone involved.
- I depersonalize a student's words and actions before I respond.
- I model the character traits and behaviors that I want to cultivate in students.
- I consider a student's best interests in any decision.

Promoting a Positive School Climate and Culture

The District builds a culture based on high expectations, respect, and co- accountability. At the heart of a healthy school culture is the commitment of all staff to take an active role in the academic, social, and emotional development of students and model the skills, behaviors, and mindsets they seek to cultivate within adults and students. To this end, school staff, teachers, and administrators are encouraged to set high expectations for student success, build positive relationships with students and parents and teach and model for students how to behave successfully in all school settings (classrooms, the cafeteria, hallways, bathrooms) in a culturally responsive manner.

Each building promotes a positive school climate and culture that provides students with a supportive environment in which to grow both academically and socially. Each building develops, posts, teaches, and reinforces universal behavioral and learning expectations. Buildings take a proactive role in nurturing students' pro-social behavior by providing them with a range of positive behavioral supports as well as meaningful opportunities for social-emotional learning. Effective social-emotional learning helps students develop fundamental skills for life success, including recognizing and managing emotions; demonstrating empathy; establishing positive relationships; making responsible decisions; and managing challenging situations constructively and ethically.

Student engagement is also integral to creating a positive school climate and culture that effectively fosters students' academic achievement and social-emotional growth. Providing students with multiple opportunities to participate in a wide range of pro-social activities and, at the same time, bond with caring, supportive adults promotes positive behavior. Examples of student engagement include providing students with meaningful opportunities to share ideas and concerns and participate in school-wide initiatives; student leadership development; periodic recognition of students' achievements in a range of academic and co-curricular areas; using corrective feedback; and developing school-wide positive behavior systems. Such opportunities, coupled with a comprehensive student support program of prevention and intervention, provide students with the experiences, strategies, skills and coaching they need to thrive.

Why Knowing the Code Matters?

- ❖ **Students:** The Code of Conduct is your guide for behavior at school. Your principal, teachers, and other staff members will support your efforts to be successful in the social and academic behaviors and emotional skills that are expected at school. When you follow the expectations and rules in the Code, you will be demonstrating your good citizenship and character and helping to make your school an equitable, safe, civil, caring, and supportive learning environment for everyone. The Code also describes specific behaviors that are unacceptable at school and explains the consequences and interventions that will be assigned to you when your conduct does not meet expected standards of behavior. This is your guide to understanding your rights and responsibilities.
- ❖ **Parents/Guardians/Caregivers:** The Code of Conduct is your guide for understanding the social and academic behaviors and emotional skills that are expected of your child at school and how school principals, teachers and staff will collaborate with you and your child to help them demonstrate positive behavior and enjoy academic success. The Code also provides you with information about you and your child's rights and responsibilities. It also lists the kinds of behaviors that are not acceptable. Finally, the Code explains the interventions and consequences that will be enforced and implemented if your child violates school rules and policies. Please read the Code with your child and discuss any questions you have with administrators at your child's school. If you have concerns about your child's safety or behavior, please talk to an administrator at your child's school so that you can resolve any concerns and work with school staff to fully support your child's success.
- ❖ **School Staff:** The Code of Conduct is your guide for supporting positive student behavior at school. It will help you prevent disciplinary problems using effective strategies and systems. It will provide guidance for intervening effectively and appropriately if students do not meet expected standards of behavior or violate school rules and policies. If you have concerns about safety or your school's climate, please talk to your school principal so that you and your school administration can work together to maintain a safe and orderly learning and work environment.
- ❖ **School Administrators:** The Code of Conduct is your guide for supporting an equitable, safe, orderly, and productive learning environment. It will help you to promote positive student behavior at school. It provides guidance in supervising and monitoring effective implementation of school-wide expectations, rules, policies, systems, and practices. It will help the school to address students' behaviors and support students to turn around unacceptable behaviors and get back on track to school success through accountable and restorative interventions.
- ❖ **Other District Staff:** The Code of Conduct is your guide for supporting schools in developing a positive school climate that ensures student and staff safety and order. It will minimize unacceptable student behavior and maximizes students' personal and social efficacy.

II. STUDENT RIGHTS AND RESPONSIBILITIES

1. Bill of Rights and Responsibilities of Students

a. Student Rights:

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

1. Pursue an education in an atmosphere that is safe and conducive to learning.
2. Enroll in the course of study offered by the District for which they are best qualified.
3. Be respected as individuals.
4. Procedural due process guaranteed by the United States Constitution and New York State Education Law prior to disciplinary action taken against them.
5. Freedom of speech and expression that do not interfere with the educational process or infringe upon the rights of others.
6. Take part in all district activities on an equal basis regardless of one's actual or perceived race, color, weight, national origin, ethnic origin, religion, religious practices, disability, sex, sexual orientation, gender (including gender identity and expression), and any other legally protected category.
7. Present their version of the relevant events to school personnel authorized to impose a

disciplinary penalty in connection with the imposition of the penalty.

8. Access school rules and, when necessary, receive an explanation of those rules from school personnel.
9. Be free from intimidation, discrimination, bullying and harassment on school property or school functions including but not limited to the educational program, activities, or admission policies of their school. Such conduct shall include, but is not limited to, threats, intimidation or abuse based on a person's actual or perceived race, color, weight, national origin, ethnic origin, religion, religious practices, disability, sex, sexual orientation, gender (including gender identity and expression), or any other legally protected category.

b. Student Responsibilities:

All district students have the following responsibilities to:

1. Students will conduct themselves with respect toward self, other persons and to property. They will contribute to maintaining a safe and orderly school environment that is conducive to learning.
2. Students will attend school every day unless they are legally excused and be in class, on time, and be prepared to learn.
3. Student will work to the best of their ability in all academic and extracurricular pursuits and strive toward their highest level of achievement.
4. Students will follow the directions of the faculty, staff, and administration at all times.
5. Students will fulfill all classroom obligations to teachers.
6. Students will conduct themselves as representatives of the district when participating in or attending school-sponsored extracurricular events and to hold themselves to the highest standards of conduct, demeanor, and sportsmanship.
7. Students will dress appropriately for school and school functions, in accordance with the guidelines that have been developed with students, parents, community representatives, teachers, administrators, and the Board of Education.
8. Students will work to develop mechanisms to control their anger,
9. Students will be familiar with and abide by all district policies, rules and regulations dealing with student conduct.
10. Students will ask questions when they do not understand.
11. Students will seek help in solving problems.
12. Students will accept responsibility for their actions.

2. Student Dress Code

Lyons Central School District takes pride in the appearance of its students. The intent of the Dress Code is to foster an environment that is sanitary, safe, and conducive to teaching and student learning. It is also intended to provide guidance to prepare students for their role in the workplace and society. All students are expected to give attention to personal grooming and to dress appropriately for school and school functions. Students and their parents have the primary responsibility for acceptable student dress and appearance. Teachers and all other District personnel should exemplify and reinforce acceptable student dress, thereby helping students develop an understanding of appropriate appearance in the school setting.

A student's dress, grooming and appearance shall:

- a. Be safe, appropriate, and not disrupt or interfere with the educational process, or the health, safety and welfare of self or others.
- b. Ensure that underwear is completely covered with outer clothing.
- c. Not include garments that expose the gluteal area, chest area, or mid-section, and students may not wear clothing through which these areas of the body are visible.
- d. Include footwear at all times. Footwear that is a safety hazard will not be allowed.
- e. Not include the wearing of head coverings that cover the face. A student's face must be seen unless a medical mask is worn for health reasons or for religious reasons.
- f. Not include items that are vulgar, obscene, slanderous or denigrate others on account of race, color, religion, creed, national origin, gender, sexual orientation, or disability.
- g. Not promote and/or endorse the use of alcohol, tobacco, or illegal drugs and/or encourage other illegal or violent activities.

- h. Not include blankets. Blankets should be kept in students' lockers during the day.

Each building principal or his or her designee shall be responsible for informing all students and their parents of the Student Dress Code at the beginning of the school year and any revisions to the Dress Code made during the school year.

Students who violate the Student Dress Code shall be required to modify their dress by covering or removing the offending item and if necessary, replacing it with an acceptable item. Students who do not comply with the above expectations shall be subject to:

- a. Student conference
- b. Parent conference
- c. Principal discretion/subject to discipline.

3. Medical Related Face Coverings

When required by the Wayne County Department of Health, students and staff will be expected to wear an acceptable face covering in any area of the building in which it might not be possible to maintain social distance. All students and staff members must wear acceptable face coverings:

Whenever they are within 6 feet of someone.

In hallways.

In restrooms; and

In other congregate settings, including buses.

When and as required by the Wayne County Department of Health, the District will require all employees, adult visitors, and students to wear an acceptable face mask whenever social distancing cannot be maintained. Mask breaks will be provided. The district will provide a face covering for any individual who does not have one, although we encourage students and staff to provide their own. Acceptable face coverings include but are not limited to cloth-based face coverings (e.g., homemade sewn, quick cut, bandana) and surgical masks that cover both the mouth and nose. The District will instruct students, parents/guardians, staff, and any visitors on: The proper way to wear face coverings; Washing hands before putting on and after removing their face covering; Proper way to discard disposable face coverings; The importance of routine cleaning of reusable face coverings; and Face coverings are for individual use only and should not be shared. Students and staff may use alternate PPE (i.e., face coverings that are transparent at or around the mouth) for instruction or interventions that require visualization of the movement of the lips and/or mouths (e.g., speech therapy). These alternate coverings may also be used for certain students (e.g., hearing impaired) who benefit from being able to see more of the face of the staff member.

Cloth face coverings should **not** be placed on:

- Children younger than 2 years old
- Anyone who has trouble breathing, or is unconscious, incapacitated, or otherwise unable to remove the cover without help
- Those suffering from a documented medical or behavioral condition that prevents them from complying
- When eating
- When 12-foot distance is maintained while playing wind instruments, singing, and engaging in aerobic activity.
- Per the July 2020 NYSDOH Reopening Guidance, p. 2.

Per the Student Dress Code above, face coverings shall not:

- Include items that are vulgar, obscene, slanderous or denigrate others on account of race, color, religion, creed, national origin, gender, sexual orientation, or disability.
- Promote and/or endorse the use of alcohol, tobacco, or illegal drugs and/or encourage other illegal or violent activities.

When required by order of the Wayne County Department of Health, students who violate the face covering expectations shall be required to modify their face covering removing the offending item and replacing it with an acceptable item. Students who do not comply with the above expectations will be subject to:

- **1st offense** – student conference with an administrator

- **2nd offense** –parent conference with student and administrator; implementation of student/principal contract agreement to support compliance with expectations
- **3rd offense** – Additional consequences will be decided on by administration

4. Temperature checks

When required by the NYS Department of Health or the Wayne County Department of Health, all students will have a mandatory daily temperature check prior to entering the school bus and prior to entering the school building if the student does not take a school bus to school. Students who have a temperature of 100°F or higher will not be permitted to enter the bus. Students who reside with a student with a temperature of 100°F or higher will also not be permitted to enter the bus. If a student does not take a school bus and has a temperature of 100°F or higher upon arrival at school, that student and any other students who reside with that student will be isolated in the Covid room until such time that the student's parent can pick them up for medical evaluation. If a student leaves the school building during the school day, he or she will be required to complete a temperature check upon return to the building. Data regarding actual student temperatures will not be tracked. School staff will only record whether a student is cleared or not cleared for entrance.

Students who refuse to complete a temperature check will be counseled by an administrator prior to being sent home for virtual learning for the day. The administrator will reinforce the temperature check expectation with students and parents. Continued refusal to comply with temperature checks will be considered insubordination and will follow the consequences detailed further in Section V of this Code.

5. Executive Orders

As the Covid-19 Pandemic continues to unfold, students, staff and visitors will be expected to comply with any future Executive Orders that might necessitate a change in student conduct. Such orders will be communicated with students, staff, and visitors at the start of their implementation, including appropriate consequences for failure to comply with such Executive Orders.

6. Electronic Devices, Cell Phones, Valuables, Book Bags and Backpacks

Staff will inform their students of their policy regarding acceptable use of phone/electronics while the students are in their classroom, office, or workspace. Phone and electronic use are not allowed during detention or in the In-School Suspension room. Phone and electronic use will be allowed during lunch, studyhall(s), and hallways during non-instructional times.

Consequences for violating the electronic device policy are:

- **1st offense** – Verbal Warning – Teacher reviews their classroom/office electronic policy with the student-
- **2nd offense** – Behavior Referral – The teacher will collect the device from the student for the remainder of the period. The device will be returned to the student at the end of the period. (If the student does not turn over his/her phone, the student will be asked to leave the classroom). The teacher writes a referral for electronic violation (and includes the date of the first offense in the referral). The Administrator reviews electronic policy with student. The student will be assigned detention.
- **3rd offense** - Teacher will collect the device from the student and turn it into the building administrator for the remainder of the day. The device will be returned to the student at the end of the day. (If the student does not turn over his/her phone, the student will be asked to leave the classroom). Teacher writes a referral for electronic violation. Administrator reviews electronic policy with student. Administrator and student will develop a student/principal contract agreement to support compliance with expectations. The student will be assigned a double detention (or the equivalent of such).
- **4th offense**- Teacher will collect the device from the student and turn it into the building administrator for the remainder of the day. A parent will be required to pick up the device at the end of the day. (If the student does not turn over his/her phone, the student will be asked to leave the classroom). The teacher writes a referral for electronic violation. The Administrator reviews electronic policy with the student. The Administrator and student will revisit the student/principal contract agreement to support compliance with expectations. The student will be assigned a full day of In-School Suspension (or the equivalent of such). The student will be required to turn in their device to the building principal for one week.
- **Further Offenses:** Additional penalties will be decided by an administrator and may include suspension.

Students are encouraged to leave large sums of money and valuables at home. Students are not allowed to have lasers and chains in school under any circumstances. Students may store skateboards in the Reception Office during the school day but are not allowed to ride them on school grounds. Failure to follow these guidelines will result in the item being confiscated.

Oversized bags, Book bags, backpacks and oversize handbags/purses will not be allowed in classrooms or other locations during the school day. They are only to be used to transport school-related materials between home and school. Oversized bags, Book bags, backpacks, and oversize handbags/purses are to be stored in student lockers for the duration of the school day. Sports equipment and bags should be stored in the locker rooms.

III. ESSENTIAL PARTNERS

1. Parents/Guardians

All parents/guardians are expected to:

- a. Recognize that the education of their children is a joint responsibility of the parents and the school community.
- b. Send their children to school ready to participate and learn.
- c. Ensure their children attend school regularly and on time.
- d. Ensure absences are legal and excused.
- e. Insist their children be dressed and groomed in a manner consistent with the student Dress Code.
- f. Help their children understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment.
- g. Know school rules and help their children understand them.
- h. Convey to their children a supportive attitude toward education and the district.
- i. Build good relationships with teachers, other parents, and their children's friends.
- j. Help their children deal effectively with peer pressure.
- k. Inform school officials of changes in the home situation that may affect student conduct or performance.
- l. Provide a place for study and ensure homework assignments are completed.
- m. Give assistance to the teaching staff and administration in supporting the Code when requested.
- n. Be aware of the Code.

2. Staff

All district staff is expected to:

- a. Maintain a climate of mutual respect and dignity, regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender sex, or other legally protected categories, which will strengthen students' self-concept and promote confidence to learn.
- b. Be prepared to teach and demonstrate an interest in teaching and concern for student achievement.
- c. Know school policies and rules and enforce them in a fair and consistent manner.
- d. Communicate to students and parents:
 - Course objectives and requirements
 - Marking/grading procedures
 - Assignment deadlines
 - Expectations for students
 - Classroom discipline plan
- e. Communicate regularly with students, parents and other teachers concerning growth and achievement.
- f. Report violations of the Code to the administrators.
- g. Be aware of the provisions of the Code and, if in doubt regarding code, explanations should be sought from the teacher's administrators.
- h. Understand that each member of the community, e.g., student, staff, parent, or visitor, is worthy of respect and consideration.
- i. Confront issues of bullying, discrimination and harassment or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is

- lawfully on school property or at a school function.
- j. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
- k. Report incidents of bullying, discrimination and harassment that are witnessed or otherwise brought to a teacher's attention to the Building Administrator and/or Dignity Act Coordinator in a timely manner.

3. School Counselors/Psychologists/Social Workers

All individuals serving in these titles are expected to:

- a. Assist students in coping with peer pressure and emerging personal, social, and emotional problems.
- b. Initiate conferences, as necessary, as a way to resolve problems and support individual students in overcoming unique challenges.
- c. Regularly review with students their educational progress, post-secondary education, and career planning.
- d. Encourage students to benefit from the curriculum and extracurricular programs.
- e. Maintain a climate of mutual respect and dignity, regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, sex, or other legally protected categories which will strengthen students' self-concept and promote confidence to learn. Sending a student to the counseling office or a reflection with an adult or trained peer mentor whereby the student will evaluate and reflect on the incident and the harm that it caused the educational setting. A trained staff member will decide whether the student may return to class.
- f. Confront issues of bullying, discrimination, and harassment or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.
- g. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
- h. Report incidents of bullying, discrimination and harassment that are witnessed or otherwise brought to a staff member's attention to the Building Administrator and/or Dignity Act Coordinator in a timely manner.

4. School Resource Officer

If a resource officer is retained, the School Resource Officer is expected to:

- a. Respect and protect the rights of individuals and perform their work and services with honesty, zeal, courage, discretion, fidelity, and sound judgment.
- b. Instruct students in grades 6 and 8 health classes in conflict resolution, crime awareness, and anger management.
- c. Present educational programs (i.e., technology and crime, drug related behaviors, crime awareness) annually to school employees, parents, and school board members.
- d. Provide a police presence in the School District in order to promote and provide an atmosphere of enhanced school safety for faculty, staff, students and school visitors.
- e. Provide a Law Enforcement resource to students, teachers, school administrators and parents. so as to:
 - Increase student awareness about personal safety, crime prevention, internet safety, conflict resolution, violence prevention, restorative justice, peer mediation, other related topics through formal and informal instructional strategies.
 - Increase school faculty and staff awareness about policies and procedures for preventing/responding to incidents of violence and other threats to school safety.
- f. Build relationships by being a liaison between the Wayne County Sheriff's Office and the District and function as liaison with police and other emergency personnel.
- g. Present evaluations regarding crime and disorder problems and gang and drug activities occurring in and around the school.

- h. Advise the District's administration of any circumstances or situation that may create any potential harm to persons, or damage to, or loss of property.
- i. Assist the schools with security concerns and recommend changes to enhance security.
- j. Assist in preparation of response plans and respond to criminal activity in and around the school (as per the Safe Schools Against Violence in Education Act).
- k. Assist the District in meeting requirements mandated by New York State Law.
- l. When feasible and requested to do so by District's officials, and in a manner which does not infringe upon individuals' Constitutional rights, screen persons entering the building or school grounds.
- m. Question any individual not having appropriate identification to ascertain his/her status.
- n. The SRO shall not enforce school rules or policies or function as a school disciplinarian. Matters of school discipline shall be referred to the appropriate building principal.

5. Building Administrators

The building administrators are expected to:

- a. Promote a safe, orderly, and stimulating school environment, supporting active teaching and learning.
- b. Ensure that students and staff have the opportunity to communicate regularly with the building administrators and approach the building administrators for conflict resolution.
- c. Evaluate on a regular basis all instructional programs.
- d. Support the development of and student participation in appropriate extracurricular activities.
- e. Be responsible for enforcing the Code of Conduct and ensuring that all cases are resolved promptly and fairly.
- f. Maintain a climate of mutual respect and dignity, regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, sex, or other legally protected category which will strengthen students' self-concept and promote confidence to learn.
- g. Confront issues of bullying, discrimination and harassment or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.
- h. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
- i. Report incidents of bullying, discrimination and harassment that are witnessed or otherwise brought to a building administrator's attention to the Dignity Act Coordinator in a timely manner.

5. Superintendent

The superintendent is expected to:

- a. Promote a safe, orderly, and stimulating school environment, supporting active teaching and learning.
- b. Review with district administrators the policies of the Board of Education and state and federal laws relating to school operations and management.
- c. Inform the Board about educational trends relating to student discipline.
- d. Work to create instructional programs that minimize problems of misconduct and are sensitive to student and teacher needs.
- e. Work with district administrators in enforcing the Code of Conduct and ensuring that all cases are resolved promptly and fairly.
- f. Maintain a climate of mutual respect and dignity, regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, sex, or other legally protected category which will strengthen students' self-concept and promote confidence to learn.
- g. Confront issues of bullying, discrimination, and harassment or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.

- h. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
- i. Report incidents of bullying, discrimination, and harassment that are witnessed or otherwise brought to a superintendent's attention to the Dignity Act Coordinator in a timely manner.

6. Board of Education

The members of the Board of Education are expected to:

- a. Collaborate with the student, teacher, administrator, and parent organizations, school safety personnel and other school personnel to develop a Code of Conduct that clearly defines expectations for the conduct of students, district personnel and visitors on school property and at school functions.
- b. Adopt and review at least annually the district's Code of Conduct to evaluate the code's effectiveness and the fairness and consistency of its implementation.
- c. Lead by example by conducting Board meetings in a professional, respectful, courteous manner.
- d. Advise the superintendent of any suggested changes in the Code and community feelings regarding the Code.
- e. Be available to provide a speedy hearing of any appeal of a suspension under the provision of Education Law #3214 (3).
- f. Maintain a climate of mutual respect and dignity, regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, sex, or other legally protected category which will strengthen students' self-concept and promote confidence to learn.
- g. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.

IV. PROHIBITED STUDENT CONDUCT

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

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

The listed sanctions are advisory, and as a rule, discipline will be progressive. This means that a student's first violation will usually merit a lighter penalty than subsequent violations. However, the District may impose any level of discipline, even for a first violation, which is proportionate to the misconduct at issue.

If the conduct of a student is related to a disability or suspected disability, the student shall be referred to the Committee on Special Education and discipline, if warranted, shall be administered consistent with the separate requirements of this Code of Conduct for disciplining students with a disability or presumed to have a disability.

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

The best discipline is self-imposed, and students must learn to assume and accept responsibility for their own behavior, as well as the consequences of their misbehavior. District personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the students' ability to grow in self-discipline.

The Board recognizes the need to make its expectations for student conduct while on school property or engaged in a school function specific and clear. The prohibited conduct listed below is intended to do that and focus on safety and respect for the rights and property of others. Students who will not accept responsibility for their own behavior and who violate these school rules will be required to accept the penalties for their conduct.

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

- a. Oral warning – any member of the district staff
- b. Written warning/referral – bus drivers, hall and lunch monitors, coaches, School Counselors, teachers, principals, superintendent
- c. Written notification to parent – bus drivers, hall and lunch monitors, coaches, School Counselors, teachers, principals, superintendent
- d. Detention/extended detention – teachers, principals, superintendent
- e. Suspension from transportation - director of transportation, principals, superintendent.
- f. Suspension from athletic participation, social or extracurricular activities - activity directors, coaches, principals, superintendent, athletic director.
- g. Suspension of other privileges - principals, superintendent
- h. In-school suspension - principals, superintendent
- i. Removal from classroom by teacher-teachers, principals
- j. Short-term (five days or less) suspension from school - principals, superintendent, Board of Education
- k. Long-term (more than five days) suspension from school- superintendent, Board of Education
- l. Law enforcement notification
- m. Permanent suspension from school - superintendent, Board of Education

RESPONDING TO BEHAVIOR VIOLATIONS

The code creates a four-level support system that emphasizes student accountability and behavior change. When a student's rule violation is significant, he or she is assigned a consequence signaling that the action at issue is inappropriate, unacceptable, or unsafe. The district response to the violation will fall into one of four levels. The higher the level of response, the more serious the violation.

The level system emphasizes both student accountability and behavioral change. The goal is the prevention of a recurrence of unacceptable behavior by helping students to:

- Learn from their mistakes.
- Understand why the behavior is unacceptable.
- Acknowledge the harm that they have caused or the negative impact of their actions.
- Understand what they could have done differently in the situation.
- Take responsibility for their actions.
- Be given the opportunity to learn pro-social strategies and skills to use in the future; and
- Understand that more intensive consequences and interventions will take place if unacceptable behaviors persist.

LEVEL 1 response incorporates universal school-wide and classroom practices that promote the development and practice of pro-social behaviors, self-discipline, habits of learning, and healthy well-being. Through observation and immediate responses, teachers aim to prevent minor discipline problems from becoming major disciplinary incidents. Level 1 responses are classroom based and focused on prevention and early intervention.

LEVEL 2 involves targeted interventions and assigned consequences when a student's behavior violation warrants a more focused behavioral response beyond the immediate situation or incident in the classroom or other location. Level 2 behaviors are more low-level but often require the

assignment of a consequence by a school administrator in addition to pro-active interventions aimed at providing students with tools or strategies to avoid the same negative behavior in the future.

LEVELS 3 and 4 involve behavior violations that seriously jeopardize school and classroom safety and order. Students who are experiencing high-risk or pervasive behavioral, academic, physical, and mental health concerns are assigned more intensive, individualized interventions. Behavioral interventions at this level will continue to provide students with tools or strategies to avoid the same negative behavior in the future, while the assigned consequences at this level might include in school-suspension or out-of-school suspension.

LEVELS OF RESPONSE AT A GLANCE

Level 1:

Classroom Support and
Student Support Team:

Level 2:

Classroom support, Intensive out-of-
class support, and appropriate
administrative interventions, up to
the issuance of detention

Level 3:

Supports and discipline up
to a short-term suspension

Level 4:

Supports and discipline
Up to a long-term or
permanent suspension
after 5 days OSS

LEVEL 1 RESPONSE

	Classroom Interventions and Responses	Student Support Team and/or Administrative Level Interventions and Responses
Implemented By:	Teachers and Classroom Staff	Student Support Team Administrators
How will responses be implemented?	These interventions aim to interrupt unsuccessful behaviors and teach skills so students can learn and demonstrate safe and respectful behavior. Teachers are encouraged to try a variety of teaching and classroom management strategies. Teachers are expected to collaborate effectively, and report concerns to support staff.	These interventions aim to engage the student's support system at school and at home to ensure success by working to change the conditions that contribute to the student's unsuccessful behaviors. They can involve school staff, partners, and community agency staff.
Possible Level 1 Responses	<p>Classroom Interventions and Responses will include one or more of the following:</p> <ul style="list-style-type: none"> • Positive directions that state or restate expectations • Positive and specific feedback • Reteaching and rehearsal of skill or procedure • Increased opportunity to respond during instruction • Increased teacher proximity • Verbal prompt, redirection, and/or correction • Reminders and redirection • Student/teacher conference • Developing relationships with families • Parent-teacher conference • Daily progress sheets on behavior • Creating and implementing a classroom check-in plan • Restorative practices and strategies • Reflection activity • Student/teacher conference • Teacher contacts parent/guardian to discuss infraction and next steps • Other evidence-based student specific strategies • Parent Contact 	<ul style="list-style-type: none"> • Check-in with school building staff • Mentoring/coaching • Peer mediation • Restitution plan • Referral to school-based health or mental health provider • Service to school and community • Referral to a community organization • Utilize support staff • Develop relationships with families • Restorative circle • Other evidence-based student-specific strategies

LEVEL 2 RESPONSE

These interventions may be appropriate when supports have been put in place in the classroom to address behavior, but the behavior has become persistent and has continued to negatively influence the learning of the student and others.

	Classroom Interventions and Responses	Student Support Team and/or Administrative Level Interventions and Responses
Implemented By:	Teachers and Classroom Staff	Student Support Team Administrators
How will responses be implemented?	These interventions may be appropriate when supports have been put in place in the classroom to address behavior, but the behavior has become persistent and has continued to negatively influence the learning of the student and others.	These interventions can involve support staff or administrative staff when needed and are designed to correct behavior by addressing the seriousness of the behavior while keeping the student in school.
Possible Level 2 Responses	<p>All interventions and responses listed in Level 1 are also available for Level 2.</p> <ul style="list-style-type: none"> • Collaborate with family. • Collect progress monitoring data about the behavior and interventions attempted. • Review of cumulative folder and academic progress, • Create, implement, and monitor the academic plan. • Collaborate with academic coaches and/or behavior specialists to build on student strengths. • Create a literacy-based strategic plan. • Monitor all plans created and reevaluate every two weeks. • Peer mediation/restorative circle. 	<p>All interventions and responses listed in Level 1 are also available for Level 2.</p> <ul style="list-style-type: none"> • Referral to MTSS for possible Tier 1 interventions • Administrative and/or support team conference • After school Detention • Lunch Detention • Suspension from transportation

LEVEL 3 RESPONSE

These interventions and responses may be appropriate when the behavior at issue jeopardizes school and classroom safety and order.


	Classroom Interventions and Responses	Student Support Team and/or Administrative Level Interventions and Responses
Implemented By:	Teachers and Classroom Staff	Student Support Team Administrators
How will responses be implemented?	If a student is removed from the learning environment, teachers/staff will review and adjust the classroom interventions and responses. The student support team and/or building administrators will implement any changes and record the effectiveness of the response.	These interventions and responses may include removing the student from the classroom or school environment because of the seriousness of the demonstrated behavior. The duration of the removal from the learning environment is to be limited as much as possible while still adequately addressing the seriousness of the behavior.
Possible Level 3 Responses	<p>All interventions and responses listed in Levels 1 and 2 are also available for Level 3.</p> <ul style="list-style-type: none"> • Initiate a student-centered discussion about the incident (and repair, restore and re- teach expectations) • Initiate restorative conference about the incident • Create, implement, and monitor a transition plan for student returning to the classroom (e.g., restorative circle). 	<p>All interventions and responses listed in Levels 1 and 2 are also available for Level 3. Intensive administrative responses may include:</p> <ul style="list-style-type: none"> • Referral and coordination with community-based supports. • Prior and/or upon reentry, restorative circle with teacher/students facilitated by administrator. • Informal conference with principal and student. • Faculty/staff contacts parents/guardian. • Family/guardian/student/school team conference. • Develop functional behavioral assessment and behavior intervention plan. • In-school suspension up to 5 days. • Out-of-school suspension up to 5 days. • Family/guardian notification of due process rights.


LEVEL 4 RESPONSE – LONG-TERM SUSPENSION


These interventions and responses may be appropriate when the behavior at issue seriously jeopardizes school and classroom safety and order.

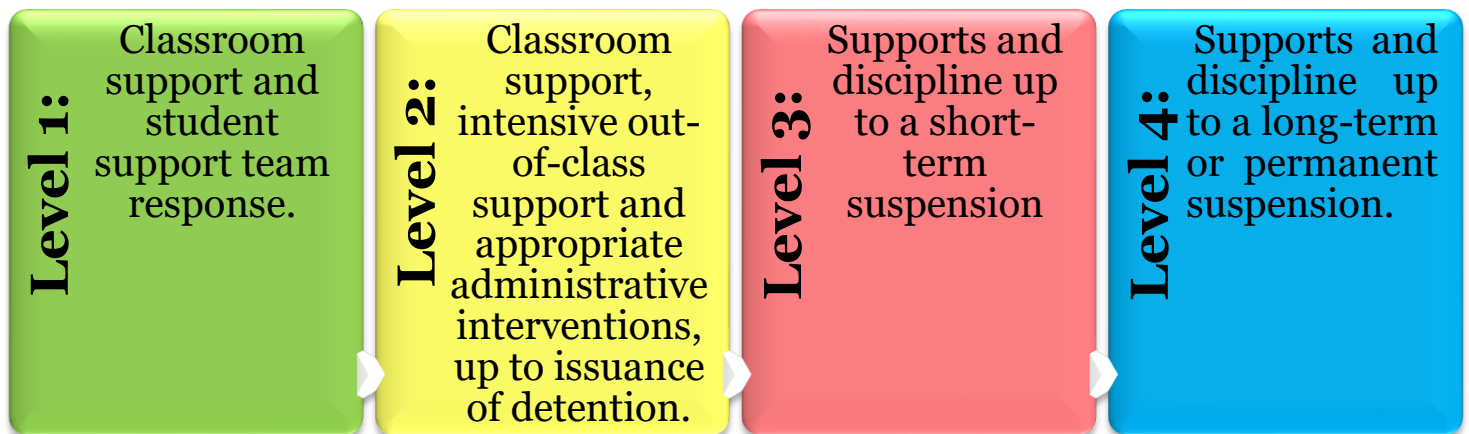
	Classroom Interventions and Responses	Student Support Team and/or Administrative Level Interventions and Responses
Implemented By:	Teachers and Classroom Staff	Student Support Team Administrators
How will responses be implemented?	If a student is removed from the learning environment, teachers/staff are expected to review and adjust the classroom interventions and responses and seek out additional community-based resources including the parent in the process. The student support team and/or building administrators will implement any changes and record the effectiveness of the response.	These interventions and responses may include removing the student from the classroom or school environment because of the seriousness of the demonstrated behavior. The duration of the removal from the learning environment is to be limited as much as possible while still adequately addressing the seriousness of the behavior.
Possible Level 4 Responses	<p>All interventions and responses listed in Levels 1, 2 and 3 are also available for Level 4.</p> <ul style="list-style-type: none"> • Intensify and/or reevaluate application of previous interventions and supports. • Plan for classmates as student returns. • Faculty/staff contacts parent/guardian. 	<p>All interventions and responses listed in Levels 1, 2 and 3 are also available for Level 4. Intensive administrative responses may include:</p> <ul style="list-style-type: none"> • Plan for a student reentry meeting. • Wraparound services. • Individualized case management for students with 504 plans or IEPs. • Request for district hearing to request consideration of a long-term suspension, alternative placement, or permanent suspension. • For students in prekindergarten through grade 5, principal must immediately provide written notification to superintendent's designee. • Suspension from school for more than 5 days.


DISTRICTWIDE BEHAVIOR CHART: INTERVENTION & CONSEQUENCES

 Students in pre-kindergarten through grade 6 cannot be suspended out of school unless the behavior at issue has a green triangle below and posed a serious and immediate threat to student, staff, or public safety.











 A green circle under the “police” column indicates that law enforcement MAY be called.


 A red square under the “police” column indicates that law enforcement MUST be called.


























Behavior violation	Level 1	Level 2	Level 3	Level 4		Police	Notes
Absences							
Tardy to Class (Less than five minutes, first through third offense)	X						Significant unexcused tardies or absences will result in the involvement of filing a PINS petition and/or referral to community agencies.
Tardy to Class (Less than five minutes, fourth offense and beyond)	X	X					
Tardy to Class (Five and over minutes)	X	X					
Failing to attend class without permission (Cut Class)		X					
Repeated absences (Tier 2- 9% absences or greater)		X					
Persistent/excessive absences (Tier 3- 15% absences or greater)		X	X	X			
Chronic absenteeism (Tier 4- 22% absences or greater)			X	X			







Behavior violation	Level 1	Level 2	Level 3	Level 4		Police	Notes
Leaving class without permission		X	X				*Response will be age responsive
Leaving school building/grounds without permission			X	X			1 st offense: 1 day ISS 2 nd offense- 2 days ISS 3 rd offense- 2 daysOSS
Academic dishonesty							
Plagiarism, copying another’s work, cheating or altering records	X	X	X				Students may receive a failing grade for the assignment.
Plagiarism		X					Student will receive a referral and detention and will be required to redo the assignment.
Cheating		X					
Copying		X					
Altering records			X				
Altering records in SchoolTool/ ParentSquare/ Google Classroom				X			
Assisting another student in any of the above actions		X	X	X			
Forging records/notes/pass			X	X			
Alcohol							
Under the influence			X	X			School nurse will be notified immediately and conduct an evaluation.
Possession			X	X			
Distributing or selling			X	X			School staff will refer student to appropriate substance abuse counseling.
Arson							
Starting a fire			X	X			NYS Uniform Fire Prevention and Building Code 401.3 requires building principals to contact the fire department for any and all unwanted fires. Principals must complete NYSED Office of Facilities Planning Fire Incident Report Form 2014.
Starting a fire: Destruction of property as a result of starting a fire			X	X			
Attack on student or other individual- no reciprocation of physical nature							
Inappropriate physical contact without injury (horseplay)		X	X				









Behavior violation	Level 1	Level 2	Level 3	Level 4		Police	Notes
Inappropriate physical contact on student with bodily injury with or without provocation (hitting, kicking, or punching another student)			X	X			
Bomb threat							
Making threats or providing false information about the presence of explosive materials or devices on school property				X			
Bullying, harassment and/or discrimination							
Intentional conduct (including verbal, physical or written conduct) that constitutes bullying, discrimination, or harassment	X	X	X				A Dignity for All Students Act Investigation is always required when bullying, discrimination and/or harassment are suspected. Depending on the allegations a Title IX or other investigation as outlined in applicable board policies may be required.
Intentional conduct via electronic communication that constitutes bullying, discrimination, or harassment	X	X	X				
Persistent and repeated incidents targeted at same person or group		X	X	X			
Very serious incident that is life-threatening, seriously harmful or personally damaging to the person who is targeted			X	X			
Hazing		X	X	X			
Damage to school or personal property							
Minor damage (less than \$50)	X	X	X				
Damage to another person's or school property (\$50 to \$500)		X	X				
Damage to another person's or school property (over \$500)			X	X			
Electronic devices --- edit after code committee does electronic device policy/response							
Use of cell phones, handheld mobile devices, electronic game devices and other similar items	X	X					Possession and/or transmission of child pornography must be reported to the police.
Violation of the Internet Safety Policy (see board policy 4526.1)		X	X				
Use of electronic devices that lead to the threat of harm to another person		X	X				
Recording or publishing a fight		X	X				
















Behavior violation	Level 1	Level 2	Level 3	Level 4		Police	Notes
Entering a class without permission							
Entering a class not enrolled without permission	X	X					
Environmental distraction and/or Disruption							
Classroom Disruption: <ul style="list-style-type: none"> Makes distracting or disruptive movements or noises Does not follow directions Does not comply with classroom rules, routines, and procedures Exhibits difficulty maintaining focus on the task at hand Plays around and goofs off with others during work time Does not work silently as required or independently without bothering others Engages in demands, argumentative or adversarial speech, confrontations or back-talk Initiates or joins in "side bar" conversations, interrupts, and blurts out Engages in deliberate acts to annoy, provoke, or bother peers Demonstrates difficulty working cooperatively in small and/or large groups Does not bring necessary materials to class Does not attempt or complete assigned work Throws objects without physical injury to others Littering Possession of disruptive items 	X	X					
Use of profanity or obscene language in a conversation with peers heard by staff members and not targeted toward them or using inappropriate gestures	X	X	X				
Use of inappropriate language and/or gestures toward a staff member		X	X				
Throws objects that pose a potential threat of harm	X	X	X				
Bus Misbehavior	X	X	X				
Inappropriate Attire	X	X					
Driving/Parking Violation		X	X				













Behavior violation	Level 1	Level 2	Level 3	Level 4		Police	Notes
False activation							
Making false accusations or perpetrate hoaxes regarding safety			X	X			Principals must complete NYSED Office of Facilities Planning Fire Incident Report Form. If the fire alarm is activated the fire department must be notified and they have authority until the event is investigated.
Misuse of 911 (VADIR/SSEC and false alarm)			X	X			
Discharging a fire extinguisher			X	X			
Activating AED			X	X			
Activating Fire Alarm or Disaster Alarm				X			
Fighting- Reciprocated physical contact							
Inappropriate physical contact without injury (horseplay)		X	X				DASA investigation may be warranted.
Fighting with another with intent to harm (VADIR SSEC)			X	X			
Fighting that causes the principal to initiate “shelter in place” emergency procedures, prevents large numbers of students from moving through the hallways and disrupts the educational process for large numbers of students across the school, or poses a serious and grave threat to the safety of large numbers of students, such as threat of substantial bodily harm to students (VADIR SSEC)				X			
Fighting with serious bodily injury (VADIR SSEC)				X			
Forgery							
False and fraudulent making or altering of a document or the use of such a document		X	X				
Gambling							
Participating in games of chance or skill for money, things of value or exchangeable goods	X	X	X				
Gang							
Committing acts that intentionally further gangs or gang-related activities such as recruitment, intimidation, initiation, and promotion of a gang	X	X	X				

Behavior violation	Level 1	Level 2	Level 3	Level 4		Police	Notes
Hallway misbehavior							
Running, making excessive noise, loitering, or occupying an unauthorized place in the school hallway	X	X					
Unauthorized use or possession of Skateboards, Rollerblades or Scooters on school property	X	X	X				
Inciting or participating in disturbance							
Participating in a large disruption to the atmosphere of order and discipline in the school that is necessary for effective learning, outside of general classroom disruption (such as a sit in, protest or riot)		X	X	X			
Causing a large disruption to the atmosphere of order and discipline in the school that is necessary for effective learning, outside of general classroom disruption (such as a sit in, protest or riot)			X	X			
Using an electronic device to bring others to initiate or engage in a disturbance			X	X			
Illegal behavior							
Engaging in illegal behavior that interferes with the school’s educational process and/or poses a risk of serious injury to a person or persons			X	X			
Illegal drugs (including marijuana)							
Under the influence			X	X			School staff will refer student to appropriate substance abuse counseling School administrator and/or his or her designee will be notified immediately to conduct an evaluation.
Using and/or possessing			X	X			
Distributing or selling			X	X			
Possession of paraphernalia for use or distribution of illegal substances			X	X			
Inhalants							
Under the influence			X	X			School staff will refer student to appropriate substance abuse counseling.
Using or possessing			X	X			
Distributing or selling			X	X			School nurse will be notified immediately.

Behavior violation	Level 1	Level 2	Level 3	Level 4		Police	Notes
Insubordination that impacts the safety or learning of others							
Failure to respond to school staff directives, questions, or requests	X	X					
Failure to comply with school rules, regulations, policies, or procedures	X	X					
Persistent failure to comply with school rules, policies, and procedures	X	X	X				
Physical contact with school personnel or school agent(s)							
Unintentional physical contact with school personnel/school agent (example: unintentionally bumping into an adult while being distracted)	X	X					
Unintentionally striking a staff member/school agent who is intervening in a fight or other aggressive behavior with or without injury to the staff member/ school agent				X			
Offensive touching, poking, pushing, shoving or physical intimidation			X	X			
Intentional physical attack on school personnel/school agent				X			
Public space misconduct							
Serious misconduct that impedes normal operations and navigation of school grounds		X	X	X			
Robbery							
Taking money or property from another by force (VADIR SSEC)				X			School staff is required to refer students for appropriate counseling. Possession and/or transmission of child pornography is subject to prosecution and must be reported to police.
Sexual harassment toward students—check VADIR Definition		X	X	X			
Sexual harassment toward staff			X	X			
Sexual Offenses—check VADIR Definitions							
Forced sexual act (VADIR SSEC)				X			School staff is required to refer students to appropriate counseling.
Sexual activity or misconduct			X	X			
Selling, using, or possessing obscene material (pornographic material)		X	X				

Behavior violation	Level 1	Level 2	Level 3	Level 4		Police	Notes
Distribution of pornographic materials			X	X			
Sexting: Send, post, or possess electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal including cyberbullying and "sexting" either on or off school property, if the conduct causes a substantial disruption to the educational environment.			X	X			May be DASA
Indecent exposure (exposing the private parts of the body in a lewd or indecent manner)			X	X			
Technology Acceptable Use Policy							
Violate policies, rules, or agreements signed by the student or the student's parents regarding the use of technology resources.	X	X	X				
Attempt to access or circumvent passwords or other security-related information of the district, students, or employees, or upload or create computer viruses, including off school property if the conduct causes a substantial disruption to the educational environment.		X	X	X			
Attempt to alter, destroy, disable district technology resources including but not limited to computers and related equipment, including off school property if the conduct causes substantial disruption to the educational environment.			X	X			
Attempt to alter, destroy, disable district technology resources including but not limited to district data, the data of others, or other networks connected to the district's system, including off school property if the conduct causes substantial disruption to the educational environment			X	X			
Use of Internet or other electronic communications to threaten district students, employees, or volunteers, including off school property if the conduct causes a substantial disruption to the educational environment.			X	X			

Behavior violation	Level 1	Level 2	Level 3	Level 4		lice	Notes
Use email or websites to engage in or encourage illegal behavior or threaten school safety, including off school property if the conduct causes a substantial disruption to the educational environment.			X	X			
Theft							
Under \$500		X	X	X			
Over \$500			X	X			
Threat against school personnel or school agent(s)							
Verbal or written threat against school personnel/agent			X	X			
Threat against school community							
Verbal or written threat against school community			X	X			
Tobacco use or possession							
Possession or use		X	X				
Possession of tobacco paraphernalia		X	X				
Trespassing							
Unauthorized presence on school property including while on suspension or remaining on school grounds after receiving a request to depart			X	X			
Verbal aggression against school personnel or school agent(s)							
Misleading or giving false information to school staff	X	X	X				
Confrontational and aggressive arguing		X	X				
Name-calling, insults, making inappropriate gestures, symbols, or comments, or using profane or offensive language		X	X				
Walking out of class and going to ISS without permission							
Walking out of class and going to ISS without permission			X				

Behavior violation	Level 1	Level 2	Level 3	Level 4		Police	Notes
Weapons, firearms, explosives							
Possession of instruments or objects that could be used as weapons		X	X	X			Expulsion for no less than one calendar year is mandated by state law for firearms violation but can be modified on a case-by-case basis by the superintendent of schools.
Possession of an instrument or object used as a weapon with intent to cause injury			X	X			
Possession of a weapon				X			
Firearms (possession of a firearm as defined in 18 USC 921 of the federal code, e.g., handguns, rifles, shotguns, bombs)				X			
Other guns (possession of any gun of any kind, loaded or unloaded, operable or inoperable including BB guns and pellet guns, etc.)				X			
Explosives (possession, sale, distribution, detonation, or threat of detonation of an incendiary or explosive material or device including firecrackers, smoke bombs, flares or any combustible or explosive substances or combination of substance or articles, other than a firearm)				X			
Vaping							
Possessing vaping devices or paraphernalia on school property or at a school function.		X	X				
Using vaping device on school property or at a school event.		X	X				
Selling or attempting to sell vaping devices or paraphernalia on school property or at a school function.			X	X			
Distributing or exchanging vaping devices or paraphernalia on school property or at a school function.			X	X			

V. REPORTING VIOLATIONS

All students are expected to promptly report violations of the Code of Conduct to a District Staff member, the building principal or his or her designee. Any student observing a student possessing a weapon, alcohol, or illegal substance on school property or at a school function shall report this information immediately to a District Staff member, the building principal, the principal's designee, or the superintendent.

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

Any weapon, alcohol or illegal substance found shall be confiscated immediately, stored in a safe, secure area, and promptly turned over to the law enforcement agency after that agency has been notified. This shall be followed by notification to the parent of the student involved and the appropriate disciplinary sanction if warranted, which may include permanent suspension and referral for prosecution.

The building principal or his or her designee must notify the appropriate local law enforcement agency of those Code violations that constitute a crime and substantially affect the order or security of a school as soon as practical, but in no event later than the close of business the day the principal or his or her designee learns of the violation. The notification may be made by telephone, followed by a letter mailed on same day as the telephone call is made. The notification must identify the student and explain the conduct that violated the Code of Conduct and constituted a crime.

Reporting Discrimination, Harassment, Bullying and Cyberbullying:

The building principal is the school employee charged with receiving all reports of harassment, bullying and discrimination; however, students and parents may make an oral or written complaint of harassment, bullying or discrimination to any teacher, administrator, or school employee.

The district will act to promptly investigate all complaints, verbal or written, formal or informal, of allegations of discrimination, harassment, bullying and cyberbullying; and will promptly take appropriate action to protect individuals from further discrimination, harassment, bullying and cyberbullying.

It is essential that any student who believes he/she has been subjected to discrimination, harassment, bullying or retaliatory behavior, as well as any individual who is aware of and/or who has knowledge of, or witnesses any possible occurrence, immediately report same to any staff member or administrator. The staff member/administrator to whom the report is made (or the staff member/administrator who witnesses or suspects bullying/cyberbullying behavior) shall document and take appropriate action to address the immediacy of the situation and shall promptly report in accordance with the following paragraphs.

Upon receipt of a complaint (even an anonymous complaint), or if a school employee otherwise learns of any occurrence of possible conduct prohibited by this policy, the school employee shall promptly and orally notify the school principal no later than one school day after such school employee witnesses or receives the complaint or learns of such conduct. Such school employee shall also file a written report with the school principal no later than two school days after making such oral report.

After receipt of a complaint, the building principal shall lead or supervise a thorough investigation of the alleged harassing, bullying discrimination, and/or retaliatory conduct. The principal or the principal's designee shall ensure that such investigation is completed promptly and investigated in accordance with the terms of district policy. All complaints shall be treated as confidential and private to the extent possible within legal constraints.

Based upon the results of this investigation, if the district determines that a school official, employee, volunteer, vendor, visitor and/or student has violated the district's Code of Conduct or a material incident of harassment, bullying and/ discrimination has occurred, immediate corrective action will be taken as warranted, and the superintendent or designee will take prompt action reasonably calculated to end the

violation, eliminate any hostile environment, create a more positive school culture and climate, prevent recurrence of the behavior, and ensure the safety of the student or students against whom such violation was directed. The superintendent or designee will notify promptly the appropriate local law enforcement agency when it is believed that any harassment, bullying, or discrimination constitutes criminal conduct. Retaliation by any school employee or student shall be prohibited against any individual who, in good faith, reports or assists in the investigation of harassment, bullying, and/or discrimination.

As a general rule, responses to acts of harassment, bullying, and/or discrimination against students by students shall incorporate a progressive model of student discipline that includes measured, balanced and age-appropriate remedies and procedures that make appropriate use of prevention, education, intervention and discipline, and considers among other things, the nature and severity of the offending student’s behavior(s), the developmental age of the student, the previous disciplinary record of the student and other extenuating circumstances, and the impact the student’s behaviors had on the individual(s) who was physically injured and/or emotionally harmed. Responses shall be reasonably calculated to end the harassment, bullying, and/or discrimination, prevent recurrence, and eliminate the hostile environment.

If the principal is the alleged offender, the report will be directed to the superintendent.

All complaints of alleged harassing, bullying (including cyberbullying) and/or retaliatory conduct shall be:

- 1. promptly investigated in accordance with the terms of district policy.
- 2. forwarded to the school building’s Dignity Act Coordinator for monitoring; and
- 3. treated as confidential and private to the extent possible within legal constraints.

The principal of each building shall provide a regular report to the superintendent at least once during each school year, on data and trends relating to harassment, bullying and/or discrimination.

Prevention is the cornerstone of the district’s effort to address bullying and harassment. To implement this anti-bullying prevention program, the Board will designate, at its annual organizational meeting, individuals at each school to function as the Dignity for All Students Act Coordinator (DASA Coordinator). These individuals shall be thoroughly trained to manage human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, and sex.

The DASA Coordinators will be responsible for assisting in coordinating and enforcing the requirements of the Dignity for All Students Act and its related policies and regulations at each school building, including but not limited to:

- Professional development for staff members.
- The complaint process; and
- Implementation of the Dignity Act’s civility curriculum components.

The DASA Coordinators for each building and their contact information is provided below.

<u>Building</u>	<u>Name</u>	<u>Contact Info.</u>
Elementary School	Jill Norris, School Psychologist	946-2200 ext.3503
Elementary School	Amy Buel, School Counselor	946-2200 ext.3263
Middle/High School	Cristi Kuhn 7-12 Counselor	946-2200 ext.
Middle/High School	Jesse Strazzabosco, School Psychologist	946-2200 ext.2209
District	Libo Alexanian	946-2200 ext.

VI. DISCIPLINARY PROCEDURES & REFERRALS

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

1. Procedures

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

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

a. Detention

Principals, and the superintendent may use after school detention as a penalty for student misconduct in situations where removal from the classroom or suspension would be inappropriate. Detention in Pre-Kindergarten through Grade 6 will be imposed as a penalty only after the student's parent has been notified to confirm that the student has appropriate transportation home following detention. Written notification of detention in Grade 7 through 12 will be sent home to parents following detention.

b. Suspension from transportation

If a student does not conduct himself/herself properly on a bus, the bus driver is expected to bring such misconduct to his/her supervisor who will then communicate with the building principals. Students who become a serious disciplinary problem may have their riding privileges suspended by the building principal, the transportation department administrator or the superintendent or their designees. In such cases, the student's parent will become responsible for seeing that his or her child gets to and from school safely. Should the suspension from transportation amount to a suspension from attendance; the district will make appropriate arrangements to provide for the student's education.

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

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

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

d. In-school suspension

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

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

e. Teacher disciplinary removal of disruptive students.

A student's behavior can affect a teacher's ability to teach and can make it difficult for other students in the classroom to learn. In most instances the classroom teacher can control a student's behavior and maintain or restore control over the classroom by using good classroom management techniques. These techniques may include practices that involve the teacher directing a student to briefly leave the classroom to give the student an opportunity to regain his or her composure and self-control in an alternative setting.

Such practices may include but are not limited to: (1) short-term "reset" in an elementary classroom or in an administrator's office; (2) sending a student to the principal's office for the remainder of the class time only; or (3) sending a student to a guidance counselor or other district staff member for counseling. Time-honored classroom management techniques such as these do not constitute disciplinary removals for purposes of this Code.

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

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

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

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

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

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

Within 24-hours after the student's removal, the principal or another district administrator designated by the principal must notify the student's parents, in writing, that the student has been removed from class and why. The notice must also inform the parent that he or she has the right, upon request, to meet informally with the principal or the principal's designee to discuss the reasons for the removal. The written notice must be provided by personal delivery, express mail delivery, or other means that is reasonably calculated to assure receipt of the notice within 24 hours of the student's removal at the last known address for the parents. Where possible, notice should be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting parents.

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

The principal or the principal's designee may overturn the removal of the student from class if the principal finds any one of the following:

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

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

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

It is recommended that each teacher and administrator keep a complete log for all cases of removal of students from his or her class.

f. Suspension from school

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

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

Any staff member may recommend to the superintendent or the principal that a student be suspended. All staff members must immediately report and refer a violent student to the principal or the superintendent for a violation of the Code of Conduct. All recommendations and referrals shall be made in writing unless the conditions underlying the recommendation or referral warrant immediate attention. In such cases a written report is to be prepared as soon as possible by the staff member recommending the suspension.

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

g. Short-term (5 days or less) suspension from school

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

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

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

After the conference, the principal shall promptly advise the parents in writing of his or her decision.

h. Long-term (more than 5 days) suspension from school

When the superintendent or building principal determines that a suspension for more than five days may be warranted, he or she shall give reasonable notice to the student and the student's parents of their right to a fair hearing. At the hearing, the student shall have the right to be represented by counsel, the right to question witnesses against him or her and the right to present witnesses and other evidence on his or her behalf.

The superintendent shall personally hear and determine the proceeding or may, in his or her

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

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

i. Permanent suspension

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

2. Minimum Periods of Suspension

a. Students who bring a weapon to school.

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

1. The student's age.
2. The student's grade in school.
3. The student's prior disciplinary record.
4. The superintendent's belief that other forms of discipline may be more effective.
5. Input from parents, teachers and/or others.
6. Other extenuating circumstances.

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

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

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

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

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

Any student who repeatedly is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom will be suspended from school for at least five days. For purposes of this Code of Conduct, "repeatedly is substantially disruptive" means engaging in conduct that results in the student being removed from the

classroom by teacher(s) pursuant to Education Law §3214(3-a) and this Code on four or more occasions during a semester. If the proposed penalty is the minimum five-day suspension, the student and the student's parent will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed penalty exceeds the minimum five-day suspension, the student and the student's parent will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The superintendent has the authority to modify the minimum five-day suspension on a case-by-case basis. In deciding whether to modify the penalty, the superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

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

3. Referrals

a. Multi-Tiered Systems of Support (MTSS) or Student Support Team (SST)

The building level MTSS team will regularly review student disciplinary referral data of students who have been removed from five days of instruction or who have received five individual office referrals. MTSS Teams will analyze behavioral data and referrals to identify any behavioral trends to develop intervention plans to address student needs. The MTSS team will be responsible for implementing and reviewing these student plans.

b. Counseling.

The Counseling Office shall manage all referrals of students to counseling.

c. PINS Petitions

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

1. Being habitually truant and not attending school as required by part one of Article 65 of the Education Law.
2. Engaging in an ongoing or continual course of conduct, which makes the student ungovernable, or habitually disobedient, and beyond the lawful control of the school.
3. Knowingly and unlawfully possesses marijuana or other illegal drugs in violation of Penal Law § 221.05. A single violation of § 221.05 will be a sufficient basis for filing a PINS petition.

d. Juvenile Delinquents and Juvenile Offenders

Students who have brought a “weapon” or “firearm” (as defined in 18 U.S.C. § 930(g)(2) and 18 U.S.C. § 921, respectively of the Gun Free Schools Act) to school will be referred by the superintendent to either a presentment agency (the agency or authority responsible for presenting a juvenile delinquency proceeding) or to appropriate law enforcement officials. Such referrals will be made as follows: a student who is under the age of sixteen (16) will be referred to a presentment agency for juvenile delinquency proceedings, unless the student is a fourteen (14) or fifteen (15) year-old who qualifies for juvenile offender status under the Criminal Procedure Law §1.20 (42); a student who is sixteen (16) years old or older, or who is fourteen (14) or fifteen (15) and qualified for juvenile offender status will be referred to the appropriate law enforcement authorities.

e. Human Services Agencies

The Guidance Office shall manage all referrals of students to counseling and to appropriate human services agencies as needed.

4. Remedial Responses to Violations of the Code of Conduct

Students who violate this Code may also be referred to remedial action as the facts may warrant, including but not limited to any of the measures listed below:

- a. mediation; corrective instruction or other relevant learning or service experience.
- b. supportive intervention.
- c. behavioral assessment or evaluation.

- d. behavioral management plans, with benchmarks that are closely monitored; and/or
- b. student counseling and parent conferences.

Beyond these individual-focused remedial responses, school-wide or environmental remediation may also be utilized. These strategies may include:

- a. school and community surveys or other strategies for determining the conditions contributing to the relevant behavior.
- b. adoption of research-based prevention programs.
- c. modification of schedules.
- d. adjustment in hallway traffic and other student routes of travel.
- e. targeted use of monitors.
- f. staff professional development.
- g. parent conferences.
- h. involvement of parent-teacher organizations; and/or
- i. peer support groups.

VII. ALTERNATIVE INSTRUCTION

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

VIII. DISCIPLINE OF STUDENTS WITH DISABILITIES

The Board recognizes that it may be necessary to suspend, remove or otherwise discipline students with disabilities to address disruptive or problem behavior. The Board also recognizes that students with disabilities enjoy certain procedural protections whenever school authorities intend to impose discipline upon them. The Board is committed to ensuring that the procedures followed for suspending, removing or otherwise disciplining students with disabilities are consistent with the procedural safeguards required by applicable laws and regulations.

This Code of Conduct affords students with disabilities subject to disciplinary action no greater or lesser rights than those expressly afforded by applicable federal and state law and regulations.

1. Authorized Suspensions or Removals of Students with Disabilities

- a. For purposes of this section of the Code of Conduct, the following definitions apply.
 - 1. A "suspension" means a suspension pursuant to Education Law § 3214.
 - 2. A "removal" means a removal for disciplinary reasons from the student's current educational placement other than a suspension and change in placement to an interim alternative educational setting (IAES) ordered by an impartial hearing officer because the student poses a risk of harm to himself or herself or others.
 - 3. An "IAES" means a temporary educational placement for a period of up to 45 days, other than the student's current placement at the time the behavior precipitating the IAES placement occurred, that enables the student to continue to progress in the general curriculum, although in another setting, to continue to receive those services and modifications, including those described on the student's current individualized education program (IEP), that will enable the student to meet the goals set out in such IEP, and include services and modifications to address the behavior which precipitated the IAES placement that are designed to prevent the behavior from recurring.
- b. School personnel may order the suspension or removal of a student with a disability from his or her current educational placement as follows:
 - 1. The Board, the district (BOCES) superintendent of schools or a building principal may order the placement of a student with a disability into an IAES, another setting or suspension for a period not to exceed five consecutive school days and not to exceed the amount of time a non-disabled student would be subject to suspension for the same behavior.
 - 2. The superintendent may order the placement of a student with a disability into an IAES, another setting or suspension for up to 10 consecutive school days, inclusive of

any period in which the student has been suspended or removed under subparagraph (a) above for the same behavior, if the superintendent determines that the student has engaged in behavior that warrants a suspension and the suspension or removal does not exceed the amount of time non-disabled students would be subject to suspension for the same behavior.

3. The superintendent may order additional suspensions of not more than 10 consecutive school days in the same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement.
4. The superintendent may order the placement of a student with a disability in an IAES to be determined by the committee on special education (CSE), for the same amount of time that a student without a disability would be subject to discipline, but not more than 45 days, if the student carries or possesses a weapon to school or to a school function, or the student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function.

For this purpose, the following definitions apply:

1. "Weapon" means the same as "dangerous weapon" under 18 U.S.C. §930(g)(w) which includes "a weapon, device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury, except...[for] a pocketknife with a blade of less than 2 1/2 inches in length."
2. "Controlled substance" means a drug or other substance identified in certain provisions of the federal Controlled Substances Act specified in both federal and state law and regulations applicable to this policy.
3. "Illegal drugs" means a controlled substance except for those legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under the Controlled Substances Act or any other federal law.
4. "Serious bodily injury" as defined in 18 USCA §1365(h) means a bodily injury that involves:
 - a. a substantial risk of death; or
 - b. extreme physical pain; or
 - c. protracted or obvious disfigurement; or
 - d. protracted loss or impairment of the function of a bodily member, organ, or mental faculty. An impartial hearing officer may order the placement of a student with a disability in an IAES setting for up to 45 school days at a time, if maintaining the student in his or her current educational placement poses a risk of harm to the student or others.

2. Change of Placement Rule

- a. A disciplinary change in placement means a suspension or removal from a student's current educational placement that is either:
 1. For more than 10 consecutive school days; or
 2. For a period of 10 consecutive school days or less if the student is subjected to a series of suspensions or removals that constitute a pattern because they cumulate to more than 10 school days in a school year and because of such factors as the length of each suspension or removal, the total amount of time the student is removed and the proximity of the suspensions or removals to one another.
- b. School personnel may not suspend or remove a student with disabilities if imposition of the suspension or removal would result in a disciplinary change in placement based on a pattern of suspension or removal.

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

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

a. The district's Committee on Special Education shall:

1. Conduct functional behavioral assessments to determine why a student engages in a particular behavior, and develop or review behavioral intervention plans whenever the district is first suspending or removing a student with a disability for more than 10 school days in a school year or imposing a suspension or removal that constitutes a disciplinary change in placement, including a change in placement to an IAES for misconduct involving weapons, illegal drugs or controlled substances.

If subsequently, a student with a disability who has a behavioral intervention plan and who has been suspended or removed from his or her current educational placement for more than 10 school days in a school year is subjected to a suspension or removal that does not constitute a disciplinary change in placement, the members of the CSE shall review the behavioral intervention plan and its implementation to determine if modifications are necessary.

If one or more members of the CSE believe that modifications are needed, the school district shall convene a meeting of the CSE to modify such plan and its implementation, to the extent the committee determines necessary.

2. Conduct a manifestation determination review of the relationship between the student's disability and the behavior subject to disciplinary action whenever a decision is made to place a student in an IAES or impose a suspension that constitutes a disciplinary change in placement.

If it is determined that the conduct is not a manifestation of the disability, the student may be disciplined in the same manner and duration as a non-disabled student.

A student may not be suspended or removed from his or her current educational placement following a determination that the behavior in question is a manifestation of the student's disability except where the student is placed in an IAES for not more than 45 school days, if the student carries or possesses a weapon to school or to a school function, the student knowingly possesses or uses illegal drugs, sells or solicits the sale of a controlled substance while at school or a school function, or has inflicted serious bodily injury while at school or at a school activity.

- b. The parents of a student who is facing disciplinary action, but who has not been determined to be eligible for services under IDEA and Article 89 at the time of misconduct, shall have the right to invoke applicable procedural safeguards set forth in federal and state law and regulations if, in accordance with federal and state statutory and regulatory criteria, the school district is deemed to have had knowledge that their child was a student with a disability before the behavior precipitating disciplinary action occurred. If the district is deemed to have had such knowledge, the student will be considered a student presumed to have a disability for discipline purposes.
- c. If it is claimed by the student's parent or by school district personnel that the school had a basis for knowledge that the students is a student with disabilities, the superintendent, building principal or other school official imposing a suspension or removal shall be responsible for determining whether the student is a student presumed to have a disability.
- d. A student will not be considered a student presumed to have a disability for discipline purposes if, upon receipt of information supporting a claim that the district had knowledge the student was a student with a disability, the district either:
 1. Conducted an individual evaluation and determined that the student is not student with a disability, or
 2. Determined that an evaluation was not necessary and provided notice to the parents of such determination, in the manner required by applicable law and regulations, or
 3. Was not provided consent for the evaluation by the parent, or
 4. Received the parent's refusal of services or revocation of consent for services.

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

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

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

The procedural safeguards notice prescribed by the Commissioner shall accompany the notice of disciplinary removal.

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

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

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

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

4. Expedited Due Process Hearings

- a. An expedited due process hearing shall be conducted in the manner specified by the Commissioner's regulations incorporated into this Code, if:
 1. The district requests such a hearing to obtain an order of an impartial hearing officer placing a student with a disability in an IAES where school personnel maintain that it is dangerous for the student to be in his or her current educational placement, or during the pendency of due process hearings where school personnel maintain that it is dangerous for the student to be in his or her current educational placement during such proceedings.
 2. The parent requests such a hearing from a determination that the student's behavior was not a manifestation of the student's disability, or relating to any decision regarding placement, including but not limited to any decision to place the student in an IAES.
 - a. During the pendency of an expedited due process hearing or appeal regarding the placement of a student in an IAES for behavior involving weapons, illegal drugs or controlled substances, or on grounds of dangerousness, or regarding a determination that the behavior is not a manifestation of the student's disability for a student who has been placed in an IAES, the student shall remain in the IAES pending the decision of the impartial hearing officer or until expiration of the IAES placement, whichever occurs first, unless the parents and the district agree otherwise.

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

5. Referral to Law Enforcement and Judicial Authorities

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

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

IX. CORPORAL PUNISHMENT

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

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

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

The Superintendent of Schools shall submit a written report semi-annually to the Commissioner of Education, with copies to the Board of Education, by January 15 and July 15 of each year, setting forth the substance of each written complaint about the use of corporal punishment received by the Lyons Central School District authorities during the reporting period, the results of each investigation, and the action, if any, taken by the school authorities in each case.

X. STUDENT SEARCHES AND INTERROGATIONS

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

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

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

"Reasonable suspicion" means that whoever is conducting or authorized the search, has a good faith reason to believe that the student violated the law or school rules and that a search will provide evidence of such violation ("probative matter"). Such a reasonable belief must be based upon all the circumstances of the situation, including such things as:

- a. The student's age.
- b. The student's school record and history.
- c. The seriousness of the problem to which the search is directed.
- d. The reliability of the information used to establish the need for the search.
- e. The urgency necessitates an immediate search.

An authorized school official may search a student or the student's belongings based upon information received from a dependable informant. Individuals, other than the district employees, will be considered reliable informants if they have previously supplied information that was accurate and verified, or they make an admission against their own interest, or they provide the same information that is received independently from other sources, or they appear to be credible and the information they are communicating relates to an immediate threat to safety. District employees will be considered dependable informants unless they are known to have previously supplied information that they knew was not accurate.

Before searching a student or the student's belongings, the authorized school official will generally attempt to obtain an admission from the student of possession of the probative matter or a voluntary consent to the search. The search will be limited to the extent necessary to locate the probative matter.

Whenever practicable, searches will be conducted in the privacy of administrative offices and students will be present when their possessions are being searched.

1. Student Lockers, Gym Lockers, Desks, and other School Storage Places

All students in Grades 6 through 12 will be assigned a locker. Students who have not previously attended the school will be issued lockers by the principal's secretary in the Main Office. The school will not be liable for students' personal property that is lost or stolen while being stored in a school locker. Students are not to share a locker with anyone. Students are to use only the locker assigned to them. Students are to clean out their hall and gym lockers by the last day of school. Gym lockers and locks will be given out by the Physical Education teacher. It is the student's responsibility to keep their lockers locked during gym class. The principal's secretary keeps combinations to hall lockers. Lock combinations are confidential and should not be given to anyone. **Book bags, Backpacks, and oversized purses/handbags are to be left in lockers for the duration of the school day.**

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

Lockers and desks are provided for student convenience but are the property of the school district. The district reserves the right of school administrators to conduct periodic inspections of lockers and/or desks for any reason at any time without notice, without student consent, and without a search warrant.

Student data files and electronic storage areas are the property of the District. Such data and all District equipment shall be subject to District control and inspection. District officials and their designees may access all such files and communications without prior notice, without student consent, and without a search warrant. Students and other individuals with access to District computers and networks should NOT expect that information stored on such equipment or networks will be private.

2. Vehicles on Campus

Parking a vehicle on campus entitles an administrator to search the vehicle upon reasonable suspicion that a school rule/regulation or law has been violated. In addition, drug detecting dogs may be used in either random searches or those governed by reasonable suspicion.

3. Strip Search

A strip search is a search that requires a student to remove any or all his or her clothing, other than an outer layer. Under no circumstances should a school employee conduct a strip search of any student. If a school official is presented with a situation which in his/her professional opinion requires a more thorough search of the student's person, the school official should call the police and refer the matter to them for further action.

4. Documentation of Searches

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

- a. Name, age, and grade of student searched.
- b. Reasons for the search.
- c. Name of any informant(s).
- d. Purpose of search (that is, what item(s) were being sought).
- e. Type and scope of search.
- f. Person conducting search and his or her title and position.
- g. Witnesses, if any, to the search.
- h. Time and location of search.
- i. Results of search (that is, what items(s) were found).
- j. Disposition of items found.
- k. Time, manner, and results of parent notification.

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

5. Police Involvement in Searches and Interrogations of Students

District officials are committed to cooperating with police officials and other law enforcement authorities to maintain a safe school environment. When District officials have called the police to investigate a crime on school premises, school officials should yield to police leadership on the conduct of the investigation. The investigation should be conducted in a manner that minimizes the disruption of the school environment.

If law enforcement seeks to interrogate or remove a student, the District is required to immediately contact the student's parents or legal guardians to arrange for their presence, if possible, or obtain their consent unless law enforcement:

- a. Has a warrant for the arrest of the student?
- b. Has a court order authorizing the removal or interrogation of the student; or
- c. Is investigating a possible crime and law enforcement determines either:
 1. exigent circumstances exist.
 2. there is an immediate threat of serious physical harm; or
 3. there is an emergency and immediate need for assistance.

School officials will defer to the police on these issues and their determinations.

The safety and welfare of the students and school staff takes precedence over any right of an individual to be present during school searches. If there is an allegation regarding a firearm, school staff should, if circumstances permit, immediately notify their School Resource Officer or local law enforcement agency. These officers, with their training and expertise, should be the ones to initiate any interview and conduct the search for the weapon.

6. Child Protective Services investigations

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

All requests by child protective services to interview a student on school property shall be made directly to building principal or his or her designee. The principal or his or her designee shall set the time and place of the interview. The principal or designee shall be present during the interview.

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

XI. VISITORS TO THE SCHOOL

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

1. Anyone who is not a regular staff member or student at the school will be considered a visitor.
2. All visitors to the school must report to the office of the principal upon arrival at the school.
 - a. All visitors will be required to produce a government-issued identification and must be cleared through the District's screening system.
 - b. There they will be required to sign the visitor's register and will be issued a visitor's identification badge, which must be always worn while in the school or on school grounds. The visitor must return the identification badge to the principal's office before leaving the building.
3. Volunteers attending school field trips or other school functions during the school day, are required to be cleared through the District's screening system.
4. Visitors attending school functions that are open to the public, such as parent-teacher organization meetings or public gatherings are not required to register.
5. Parents or citizens who wish to observe a classroom while school is in session are required to arrange such visits in advance with the classroom teacher(s), so that class disruption is kept to a minimum.
6. Teachers and all other staff are expected not to take class time to discuss individual matters with visitors.
7. Any unauthorized person on school property will be reported to the principal or his or her designee. Unauthorized persons will be asked to leave. The police may be called if the situation warrants.
8. All visitors are expected to abide by the rules for public conduct on school property contained in this Code of Conduct.
9. When required by Wayne County Public Health, any visitor permitted to enter the building shall be approved by the building administrator in conjunction with the Covid-19 Safety Coordinator. Upon arrival at the building, any visitor shall complete a temperature check and health screening questionnaire. Entry to the building will only be granted upon successful completion of the temperature check and screening.
10. Visitors who are granted entry to the school building will be required to wear an acceptable face covering and will be instructed to maintain social distancing while on school grounds according to local COVID-19 regulations.

XII. PUBLIC CONDUCT ON SCHOOL PROPERTY

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

The restrictions on public conduct on school property and at school functions contained in this Code are not intended to limit freedom of speech or peaceful assembly. The district recognizes that free inquiry and free expression are indispensable to the objectives of the district. The purpose of this Code is to maintain public order and prevent abuse of the rights of others.

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

1. Prohibited Conduct

No person, either alone or with others, shall:

- a. Intentionally injure any person or threaten to do so.
- b. Intentionally damage or destroy school district property or the personal property of a teacher, administrator, other district employee or any person lawfully on school property, including graffiti or arson.
- c. Disrupt the orderly conduct of classes, school programs, meetings, or other school activities.
- d. Distribute or wear materials on school grounds or at school functions that are obscene, advocate illegal action, appear libelous, obstruct the rights of others, or are disruptive to the school program.
- e. Intimidate, harass, or discriminate against any person on the basis of race, color, creed, national origin, religion, age, gender, sexual orientation, or disability.
- f. Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed.
- g. Obstruct the free movement of any person in any place to which this Code applies.
- h. Violate the traffic laws, parking regulations or other restrictions on vehicles.
- i. Possess, consume, sell, distribute, or exchange alcoholic beverages, controlled substances, or be under the influence of either on school property or at a school function.

2. Penalties/Consequences

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

- a. **Visitors.** Their authorization, if any, to remain on school grounds or at the school function shall be withdrawn and they shall be directed to leave the premises. If they refuse to leave, they shall be subject to ejection.
- b. **Students.** They shall be subject to disciplinary action as the facts may warrant, in accordance with the due process requirements.
- c. **Tenured faculty members.** They shall be subject to disciplinary action as the facts may warrant in accordance with Education Law §3020-a or any other legal rights that they may have.
- d. **Staff members in the classified service of the civil service entitled to the protection of Civil Service Law §75.** They shall be subject to immediate ejection and to disciplinary action as the facts may warrant in accordance with Civil Service Law §75 or any other legal rights that they may have.
- e. **Staff members other than those described in subdivisions c. and d.** They shall be subject to warning, reprimand, suspension, or dismissal as the facts may warrant in accordance with any legal rights they may have.

3. Enforcement

The building principal or his or her designee shall be responsible for enforcing the conduct required by this Code.

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

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

XIII. STANDARDS AND PROCEDURES TO ASSURE THE SECURITY AND SAFETY OF STUDENTS AND SCHOOL PERSONNEL

The District has established a District-level school safety plan and a building-level emergency response plan for each District school, which have been developed in accordance with applicable law and regulation to assure the security and safety of students and school personnel.

XIV. DISSEMINATION AND REVIEW

Dissemination of Code of Conduct

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

- a. Providing a summary of the Code to all students at a general assembly held at the beginning of each school year.
- b. Making copies of the Code available to all parents at the beginning of the school year.
- c. Mailing a summary of the Code of Conduct written in plain language to all parents of district students before the beginning of the school year and making this summary available later upon request.
- d. Making copies available to all current teachers and other staff members with a copy of the Code and a copy of any amendments to the code as soon as practicable after adoption.
- e. Providing all new employees with a copy of the current Code of Conduct when they are first hired.
- f. Making copies of the Code available for review by students, parents, and other community members.
- g. Making either a summary of the Code of Conduct written in plain language or the complete code of conduct available on the District's website.

The Board will support an in-service education program(s) for all district staff members to ensure the effective implementation of the Code of Conduct. Such in-service program(s) shall include but not be limited to guidelines on promoting a safe and supportive school climate while discouraging, among other things, harassment, bullying and discrimination against students by students and/or school employees; and including safe and supportive school climate concepts in the curriculum and classroom management. The superintendent may solicit the recommendations of the district staff, particularly teachers and administrators, regarding in service programs pertaining to the management and discipline of students.

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

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

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

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



Lyons Central School District Chain of Contact



AREA	STEP 1	STEP 2	STEP 3	STEP 4
Academics: Difficulties Scheduling Curriculum	Class/Course Teacher	School Counselor	Building Principal	Assistant Superintendent for Instruction/ Superintendent
After School Programming	Site Coordinator	Project Director	Assistant Supt. for Instruction	Superintendent
Attendance	Attendance Clerk/ Main Office Secretary	School Nurse	Principal	Superintendent
Athletics	Coach	Athletic Director	Principal	Superintendent
Behavior and Classroom Procedures	Teacher	School Counselor	Principal	Superintendent
Board of Education Policy	District Clerk	Superintendent	Board of Education	
Budget	Asst. Supt. For Business	Superintendent		
Buildings and Grounds	Building Main Office	Director of Facilities	Asst. Supt. For Business	Superintendent
Counseling	Teacher/School Counselor	Principal	Director of Educational Services	Superintendent
Employment	Bldg Main Office/ Website	Principal	Asst. Supt. For Business	Superintendent
Extracurricular Activities	Advisor	Principal	Superintendent	
Food Service	Building Cafeteria Mgr.	Food Service Director	Asst. Supt. For Business	Superintendent
Free/Reduced Meal Program	Building Main Office	Food Service Director	Asst. Supt. For Business	
Health/Medical	Teacher	School Nurse	Principal	Superintendent
Registration and Residency	Registrar	Principal	Director of Educational Services	Superintendent
Safety	Principal	Asst. Supt. For Business	Superintendent	
Scholarships	HS Counselor	Principal	Superintendent	
Sex Offender Notification	Building Principal	Asst. Supt. For Business	Superintendent	Board Of Education
Special Education	Teacher	Principal	Director of Educational Services	Superintendent
Technology	Coordinator of Network Technology Services	Principal	Asst. Supt. For Business/ Asst. Supt. For Instruction	Superintendent
Transportation	Dir. Of Transportation	Principal	Asst. Supt. For Business	Superintendent
Use of Facilities	Building Main Office	Athletic Director	Asst. Supt. For Business	Superintendent
Website	Computer Services Assistant	Coordinator of Network Tech Services	Asst. Supt. For Business	Superintendent

XV. GLOSSARY OF DEFINITIONS

For purposes of this Code, the following definitions apply.

“Cyberbullying” – means “harassment” or “bullying” where such harassment or bullying occurs through any form of electronic communication. Cyberbullying includes, but is not limited to, the following misuses of technology: harassing, teasing, intimidating, threatening, or terrorizing another student or staff member by way of any technological tool, such as sending or posting inappropriate or derogatory email messages, instant messages, text messages, digital pictures or images, or website postings (including blogs). Cyberbullying can involve, but is not limited to sending mean, vulgar, or threatening messages or images; posting sensitive, private information about another person; pretending to be someone else to make that person look bad. Cyberbullying involving district students may occur both on campus and off school grounds and may involve student use of the district internet system or student use of personal digital devices including but not limited to cell phones, digital cameras, personal computers, electronic tools. Cyberbullying or harassment has or could have the effect of:

- Causing physical, social/relational, emotional, or mental harm to a student.
- Placing a student in reasonable fear of physical, emotional, or mental harm.
- Placing a student in reasonable fear of damage to or loss of personal property; or
- Interfering with a student’s educational performance and/or denying or limiting a student's ability to participate in or to receive benefits, services, or opportunities in the school’s programs.

“Disability” - means (a) a physical, mental, or medical impairment resulting from anatomical, physiological, genetic, or neurological conditions which prevents the exercise of a normal bodily function or is demonstrable by medically accepted clinical or laboratory diagnostic techniques or (b) a record of such as an impairment or (c) a condition regarded by others as such an impairment.

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

“Disruptive Student” - means an elementary or secondary student under the age of 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 a school district or employee of a contracted service provider or worker placed within the school under a public assistance employment program, pursuant to title 9-B of article 5 of the Social Services Law, and consistent with the provisions of such titled for the provision of services to such district, its students or employees, directly or through contract, whereby such services performed by such person involve direct student contact.

“Gender” - means actual or perceived sex and includes a person’s gender identity or expression.

“Gender Expression” - The way a person acts, dresses, speaks, and behaves (i.e., feminine, masculine, androgynous). Gender expression does not necessarily correspond to assigned sex at birth or gender identity.

“Gender Fluid” - Describes a person whose gender identity is not fixed. A person who is gender fluid may always feel like a mix of the two traditional genders but may feel more like one gender on one day, and another gender on another day.

“Gender Identity” - A person’s internal sense of being a man/male, woman/female, both, neither, nor another gender.

“Gender Non-Conforming” - Describes a gender expression that differs from a given society’s norms for males and females.

“Harassment” and **“Bullying”** - shall mean the creation of a hostile environment by conduct or by threats, intimidation or abuse, including cyberbullying, that either (1) has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional and/or physical well-being, including conduct, threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause emotional harm; or (2) reasonably causes or would reasonably be expected to cause physical injury to a student or to cause a student to fear for his or her physical safety. Such definition includes acts of harassment or bullying that occur:

- a. on school property; and/or
- b. at a school function; or
- c. off-school property where such acts create or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation, or abuse might reach school property.

Such conduct shall include, but not be limited to, those acts based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, sex, or any other legally protected status.

For the purposes of this definition the term "threats, intimidation or abuse" shall include verbal and non-verbal actions. "Emotional harm" that takes place in the context of "harassment or bullying" means harm to a student's emotional well-being through creation of a hostile school environment that is so severe or pervasive as to interfere with a student's education unreasonably and substantially.

There are at least three kinds of bullying: verbal, physical and social/relational.

- Verbal bullying includes, but is not limited to, name-calling, insulting remarks, verbal teasing, frightening phone calls, violent threats, extortion, taunting, gossip, spreading rumors, racist slurs, threatening electronic communications (“cyberbullying”), anonymous notes, etc.
- Physical bullying includes, but is not limited to, poking, slapping, hitting, tripping, or causing a fall, choking, kicking, punching, biting, pinching, scratching, spitting, twisting arms or legs, damaging clothes and personal property, or threatening gestures.
- Social or relational bullying includes, but is not limited to, excluding someone from a group, isolating, shunning, spreading rumors or gossiping, arranging public humiliation, undermining relationships, teasing about clothing, looks, giving dirty looks, aggressive stares, etc.

Bullying may also involve the following characteristics:

- a. **Power imbalance** - occurs when a bully uses his/her physical or social power over a target.
- b. **Intent to harm** - the bully seeks to inflict physical or emotional harm and/or takes pleasure in this activity.
- c. **Threat of further aggression** - the bully and the target believe the bullying will continue.
- d. **Terror** - when any bullying increases, it becomes a systematic violence or harassment used to intimidate and maintain dominance.

Bullying may also be based on any characteristic including but not limited to a person's actual or perceived race, color, weight, national origin, ethnic origin, ethnic group, religion, religious practices, disability, sex, sexual orientation, gender (including gender identity and expression), or any other legally protected category.

“Hazing” is a form of harassment among students defined as any humiliating or dangerous activity expected of a student to join a group or be accepted by a formal or informal group, regardless of their willingness to participate. Hazing produces public humiliation, physical or emotional discomfort, bodily injury or public ridicule or creates a situation where public humiliation, physical or emotional discomfort, bodily injury or public ridicule is likely to occur.

Hazing behaviors include, but are not limited to, the following general categories:

- a. Humiliation: socially offensive, isolating, or uncooperative behaviors.
- b. Substance abuse: abuse of tobacco, alcohol, or illegal/legal drugs.
- c. Dangerous hazing: hurtful, aggressive, destructive, and disruptive behaviors.

“Informal Conference” is an open-ended discussion of a disciplinary incident to include the student/teacher/ parent/principal without the requirements of tape recording or transcription associated with a superintendent's hearing, where the parent/student may request to confront witnesses.

“Illegal Substances” include, but are not limited to, alcohol, inhalants, marijuana, cocaine, LSD, PCP, amphetamines, barbiturates, ecstasy, heroin, steroids, any substances commonly referred to as designer drugs, and look a likes (including but not limited to, synthetic cannabinoids), prescription or over-the-counter drugs and other related paraphernalia when possession is unauthorized or such are inappropriately used or shared with others and any product with, when misused, will result in an impaired or altered state..

“Material Incident of Harassment, Bullying and/or Discrimination” - means a single verified incident or a series of related verified incidents where a student is subjected to harassment, bullying and/or discrimination by a student and/or employee on school property or at a school function. In addition, such term shall include a verified incident or series of related incidents of harassment or bullying that occur off school property and is the subject of a written or oral complaint to the superintendent, principal, or their designee, or other school employee. Such conduct shall include, but is not limited to, threats, intimidation or abuse based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, sex, or any other legally protected status.

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

“Principal” - within the context of teacher removal of a student from class means either the principal of the building or any other administrator in the district acting in the principal's absence or at the principal's direction.

“Restorative Practice or Restorative Contract”- According to the International Institute for Restorative Practices, Restorative practices promotes inclusiveness, relationship-building and problem-solving, through such restorative methods as circles for teaching and conflict resolution to conferences that bring victims, offenders, and their supporters together to address wrongdoing. Instead of punishment, students are encouraged to reflect on and take responsibility for their actions and produce plans to repair harm.

“Retaliation” - means when any member of the school community retaliates against any person who reports alleged harassment or against any person who testifies, assists, or participates in an investigation, proceeding or hearing relating to such harassment. It is possible that an alleged harasser may be found to have retaliated even if the underlying complaint of harassment is not found to be a violation of this Code of Conduct. Retaliation includes, but is not limited to any form of intimidation, reprisal or harassment and may be redressed through application of the same reporting, investigation, and enforcement procedures as for harassment.

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

“School Property” - means in or within any building, structure, athletic playing field, playground, parking lot or land contained within the real property boundary line of any real property leased or owned by the School District, or in or on a school bus or district owned vehicle or in any location or facility rented/leased or otherwise under the direction and control of school personnel.

“School Function” - means any school-sponsored event or activity including extracurricular events and activities.

“Sex” - Sex assigned at birth- the sex, male, female, or intersex, that a doctor or midwife uses to describe a child at birth based on their external anatomy (MALE and FEMALE denote "sex".)

“Sexting” - means sending, receiving, or forwarding sexually suggestive nude or nearly nude photos through text message, email, or other electronic/digital means.

“Sexual Orientation” - means actual or perceived heterosexuality, same-sex attraction, or bisexuality.

“Threat of Violence” refers to any written, electronic, verbal message, or gesture that poses risk to a victim and/or public safety.

“Tobacco Products” - means cigarettes, cigars, pipes, chewing tobacco, snuff, herbal tobacco products, simulated tobacco products that imitate or mimic tobacco products, e-cigarettes, vaping and/or nicotine-containing devices and any part of or accessory to such devices, cloves, bidis and kreteks, and any other smoking or tobacco-containing product in any form, as well as matches, lighters and other related paraphernalia.

“Under the Influence” – A student shall be considered “under the influence” if he or she has used any quantity of Illegal Substance or alcohol within a time period reasonably proximate to his/her presence on School Property, on a School Bus, in a school vehicle or at a school-sponsored School Function and/or exhibits symptoms of such use as to lead to the reasonable conclusion of such consumption.

“Violent Pupil” - means a student under the age of 21 who:

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

“Weapon” - means a weapon or firearm as defined in 18 USC § 930 and 18 USC §921, respectively, of the Gun Free Schools Act. It also means any other gun, rifle, shotgun, pistol, razor blade, pepper spray or other noxious spray, revolver, ammunition, other firearms, any knife, dangerous chemicals, explosive or incendiary bomb or other device, electronic stun gun or any other device, instrument, material or substance (“Other Item”) that can cause physical injury or death when such Other Item is used as a weapon. Any “look-alikes,” fake or toy weapons or Other Items wielded as a weapon are considered a weapon for purposes of this definition.

DIRECTORY

District Office 10 Clyde Road, Lyons, NY 14489

Superintendent Dr. Matthew Barr	matthewbarr@lyonscsd.org	(315) 946-2200 Ext. 2010
Assistant Superintendent for Business Mr. Michael Pangallo	mpangallo@lyonscsd.org	(315) 946-2200 Ext. 2010
Assistant Superintendent for Instruction Mrs. Rhonda Underhill	runderhill@lyonscsd.org	(315) 946-2200 Ext.
Director of Human Resources and Grant Operations Mrs. Laurie Palmisano	lpalmisano@lyonscsd.org	(315) 946-2200 Ext. 2303
Director of Educational Services Mrs. Margaret Blask	mblask@lyonscsd.org	(315) 946-2200 Ext. 2019
Coordinator of Network Technology Services Mr. Alexander Watkins	awatkins@lyonscsd.org	(315) 946-2200 Ext. 2236
Public Relations Ms. Renee Heining	rheining@lyonscsd.org	(315) 946-2200 Ext. 2010
Transportation Administrator Mr. Lee Burnett	lburnett@lyonscsd.org	(315) 946-2200 Ext. 2250
Athletic Director Mr. Zac Young	Zyoung1@lyonscsd.org	(315) 946-2200 Ext. 2020
Director of Facilities Mr. Donald Miller	dmiller@lyonscsd.org	(315) 946-2200 Ext. 2212
School Lunch Manager Mrs. Jennifer Tyler	jtyler@lyonscsd.org	(315) 946-2200 Ext. 3346
District Clerk and Secretary to the Superintendent Mrs. Jan Bailey	jbailey@lyonscsd.org	(315) 946-2200 Ext. 2010
Payroll Clerk Mrs. Mary Britt	mbritt2@lyonscsd.org	(315) 946-2200 Ext. 2012
District Treasurer Mrs. Kyra Springett	kspringett@lyonscsd.org	(315) 946-2200 Ext. 2016

Lyons Middle-High School
10 Clyde Road, Lyons, NY 14489

Principal Mrs. Katrina Henderson	khenderson@lyonscsd.org	(315) 946-2200 Ext. 2204
Assistant Principal Mrs. Renee Schott	rschott@lyonscsd.org	(315) 946-2200 Ext. 2215
Assistant Principal and Athletic Director Mr. Zac Young	Zyoung1@lyonscsd.org	(315) 946-2200 Ext. 2020
Main Office Secretary Mrs. Jerri Martin	jmartin@lyonscsd.org	(315) 946-2200 Ext. 2202
Main Office Secretary Mr. Patrick McNabb	pmcnabb@lyonscsd.org	(315) 946-2200 Ext. 2215
School Counselor, Grades 7-12 Mrs. Cristi Kuhn	ckuhn@lyonscsd.org	
School Counselor, Grades 10-12 Ms. Vanessa Riggi	vriggi@lyonscsd.org	(315) 946-2200 Ext. 2206
School Counselor, Grades 7-9 Ms. Tracy Migliore	tmigliore@lyonscsd.org	(315) 946-2200 Ext. 2205
School Nurse Mrs. Jessica Buisch	jbuisch@lyonscsd.org	(315) 946-2200 Ext. 2504
School Psychologist Mr. Jesse Strazzabosco	jstrazzabosco@lyonscsd.org	(315) 946-2200 Ext. 2209
Technology Help Desk	techsupport@lyonscsd.org	(315) 946-2200 Ext. 2117

Lyons Elementary School
98 William Street, Lyons, NY 14489

Principal Mrs. Christine Taylor	ctaylor@lyonscsd.org	(315) 946-2200 Ext. 3501
Secretary Mrs. Robin Cinelli	rcinelli@lyonscsd.org	(315) 946-2200 Ext. 3503
Secretary Ms. Shelley Troch	stroch@lyonscsd.org	(315) 946-2200 Ext.
School Counselor Mrs. Amy Buel	abrown@lyonscsd.org	(315) 946-2200 Ext. 3263
School Nurse Mrs. Alecia Young	jreynolds@lyonscsd.org	(315) 946-2200 Ext. 3504
School Psychologist Mrs. Jill Norris	jnorris@lyonscsd.org	(315) 946-2200 Ext. 3228

Lyons Transportation Department
70 Clyde Road, Lyons, NY 14489

Transportation Administrator Mr. Lee Burnett	lburnett@lyonscsd.org	(315) 946-2200 Ext. 2250
Senior Bus Driver Mrs. Tracy Curry	tfraser@lyonscsd.org	(315) 946-2200 Ext. 2250