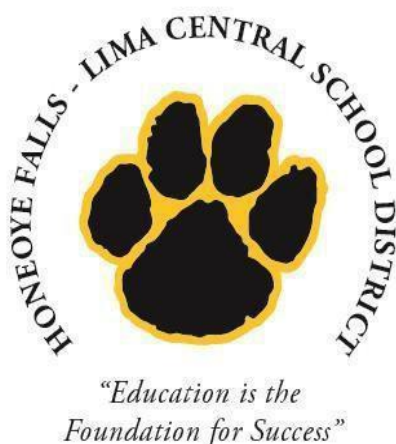


HONEOYE FALLS-LIMA CENTRAL SCHOOL DISTRICT



CODE OF CONDUCT

Revised June 2025

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OVERVIEW

DISTRICT MISSION AND VISION STATEMENTS

The mission of Honeoye Falls-Lima School District (the “District”) is to ensure students display the knowledge, skills and character qualities needed to realize their aspirations and succeed in a rapidly changing world.

Our vision is to be the District of choice for parents, families, students, educators, administrators, staff, and the community at large who believe that education is the foundation for success.

NEW YORK STATE PORTRAIT OF A GRADUATE & HABITS OF MIND



The District is committed to helping all children develop the Habits of Mind as we believe these thinking dispositions lead to greater engagement in learning and greater success in all arenas. These habits are not just skills but attitudes and behaviors that support thoughtful decision-making and lifelong learning. They include:

1. **Persisting**
2. **Managing Impulsivity**
3. **Listening with Understanding and Empathy**
4. **Thinking Flexibly**
5. **Thinking about Thinking (Metacognition)**
6. **Striving for Accuracy**
7. **Questioning and Posing Problems**
8. **Applying Past Knowledge to New Situations**
9. **Thinking and Communicating with Clarity and Precision**
10. **Gathering Data Through All Senses**
11. **Creating, Imagining, Innovating**
12. **Responding with Wonderment and Awe**
13. **Taking Responsible Risks**
14. **Finding Humor**
15. **Thinking Interdependently**
16. **Remaining Open to Continuous Learning**

Below are the foundational and expected student, staff and family conduct on all our campuses, buses and at all school sponsored events.

1. Critical Thinking - Students and staff will analyze, evaluate, and apply reasoning to solve problems.

Aligned Habits of Mind:

- *Thinking Flexibly* – Adapting perspectives to find different solutions
- *Thinking About Thinking (Metacognition)* – Being aware of one’s own thought processes
- *Questioning and Posing Problems* – Being curious and inquisitive
- *Applying Past Knowledge to New Situations* – Using prior learning to inform current thinking

2. Innovative Problem Solver - Students and staff will generate creative solutions using multiple strategies.

Aligned Habits of Mind:

- *Creating, Imagining, and Innovating* – Generating new and novel ideas
- *Persisting* – Sticking with tasks even when they’re challenging
- *Taking Responsible Risks* – Trying new things with thoughtful planning
- *Striving for Accuracy* – Paying attention to detail and quality

3. Literate Across the Content Areas - Students and staff will interpret, evaluate, and communicate knowledge effectively across disciplines.

Aligned Habits of Mind:

- *Gathering Data Through All Senses* – Using all modalities for learning
- *Communicating with Clarity and Precision* – Being articulate and thoughtful in expression
- *Listening with Understanding and Empathy* – Being attentive and receptive to others’ viewpoints

4. Cultural Competence - Students and staff will strive to understand, respect, and value diverse cultures and perspectives.

Aligned Habits of Mind:

- *Listening with Understanding and Empathy* – Respecting others’ ideas and emotions
- *Thinking Interdependently* – Working well in groups and appreciating diverse input
- *Remaining Open to Continuous Learning* – Being open to new cultural experiences

5. Social-Emotional Competence - Students and staff will demonstrate self-awareness, self-management, and healthy interpersonal relationships.

Aligned Habits of Mind:

- *Managing Impulsivity* – Thinking before acting
- *Persisting* – Maintaining focus despite challenges
- *Finding Humor* – Using humor to maintain perspective and build relationships
- *Thinking Interdependently* – Cooperating and valuing group work

6. Effective Communicator - Students and staff will express themselves clearly in various contexts and understand others.

Aligned Habits of Mind:

- *Communicating with Clarity and Precision* – Articulating thoughts effectively
- *Listening with Understanding and Empathy* – Ensuring mutual understanding
- *Thinking Interdependently* – Respecting communication within a group setting

7. Global Citizen - Students and staff will engage in their communities and the world responsibly and ethically.

Aligned Habits of Mind:

- *Remaining Open to Continuous Learning* – Embracing new global perspectives
- *Thinking Interdependently* – Contributing positively in diverse communities
- *Taking Responsible Risks* – Participating in civic life thoughtfully

CODE OF CONDUCT: PURPOSE AND APPLICABILITY

The Board of Education is committed to maintaining a school which provides students and staff with productive, safe, academically challenging, and wholesome learning environments. The Code of Conduct outlines the expectations, rights, and responsibilities of all members of the school community and includes a tiered set of responses to unexpected behavior.

Any behavior by an individual or group aimed at disrupting, interfering or delaying the components spelled out below is hereby declared to be in violation of the HF-L Code of Conduct and thus in violation of the Board of Education Policy. The Board also recognizes its responsibility to protect school property and declares its intent to take any and all legal action to prevent its damage or destruction.

This *Code of Conduct* governs the conduct of students, faculty and other staff, licensees, invitees, and all other persons, whether or not their presence is authorized, upon District property, school property, on school busses, and at school functions, and also upon or with respect to any other premises or property under the control of the District and used in its teaching programs and activities, and in its administrative, cultural, recreational, athletic and other programs and activities. All *Code of Conduct* expectations apply during school-sponsored at-home learning. It is not the intent of this *Code of Conduct* to limit freedom of speech or peaceful assembly. The purpose of this *Code of Conduct* is to prevent abuse of the rights of others and to maintain public order, not to prevent or restrain controversy or dissent.

BOARD OF EDUCATION/ADMINISTRATION/FACULTY/OTHER DISTRICT PERSONNEL

It is the responsibility of the Board of Education and all District staff—Administration, Faculty, and all other personnel—to establish and sustain a school district whose high educational standards and commitment to positive individual development are worthy of the respect and treatment this *Code of Conduct* requires.

ESSENTIAL PARTNERS

Providing a safe and orderly school environment involves a partnership of parents and school personnel. The following are expectations of each such partner.

A. STUDENTS

1. Contribute to a safe and orderly school environment that is conducive to learning and show respect to other persons and to property.
2. Be familiar with and practice the Habits of Mind.
3. Attend school every day, be in class on time and prepared to learn unless legally excused from school.
4. Follow the dress code for school and school functions.
5. Conduct themselves as representatives of the District when participating in or attending school-sponsored extracurricular events and hold themselves to the highest standards of conduct, demeanor, and sportsmanship.
6. Promptly report violations of the Code of Conduct to a teacher, counselor, the Principal, or his/her designee.

7. Any student observing a dangerous condition (i.e. individual possessing a Weapon or Prohibited Substance) on school property or at a school function shall report this information immediately to a teacher, the Principal, Principal's designee, or the Superintendent of Schools.

B. PARENTS

1. Recognize that the education of their child(ren) is a joint responsibility of parents and the school community.
2. Send their children to school ready to participate and learn.
3. Ensure their children attend school regularly and on time.
4. Ensure their children are absent only for legal reasons.
5. Ensure their children are dressed and groomed in a manner consistent with the student dress code.
6. Help their children understand that in a democratic society, appropriate rules are required to maintain a safe, orderly environment.
7. Know school rules and the Habits of Mind and help their children understand them.
8. Convey to their children a supportive attitude toward education and the district.
9. Build positive relationships with school personnel.
10. Help their children deal effectively with peer pressure.
11. Inform school officials of changes in the home situation that may affect student conduct or performance.
12. Provide a place for study and support teachers' requirements to complete school assignments.
13. Maintain ongoing and frequent communication with appropriate school personnel.

C. ALL DISTRICT EMPLOYEES

1. Model the Habits of Mind and be confident in the components of the Portrait of a Graduate.
2. 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.
3. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
4. Report incidents of Bullying, Discrimination and Harassment that are witnessed or otherwise brought to their attention to the building administrator and/or Dignity Act Coordinator in a timely manner.
5. Maintain a climate of mutual respect and dignity regardless of actual or perceived Protected Classification status as defined in the Protected Classes section below, which will strengthen each student's self-concept and promote confidence in learning.

D. TEACHERS

1. Model the Habits of Mind and be confident in the components of the Portrait of a Graduate.
2. Initiate contact with parent(s), student, and mental health provider(s), as necessary, to resolve a problem.
3. Be prepared to teach.

4. Demonstrate interest in teaching and concern for student achievement.
5. Know school rules and enforce them in a fair and consistent manner.
6. Communicate to students and parents:
 - a. Course objectives and requirements
 - b. Marking/grading procedures
 - c. Assignment deadlines
 - d. Expectations for students
 - e. Classroom constitution or other set of shared classroom expectations
7. Communicate regularly with students, parents, counselors, psychologists, and other teachers concerning student growth and achievement.

E. TEACHER AIDES AND OTHER SCHOOL EMPLOYEES

1. Model the Habits of Mind.
2. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning.
3. Assist students in their daily activities as directed by the classroom teacher(s) and administrator(s).

F. MENTAL HEALTH PROVIDERS

1. Model the Habits of Mind and be confident in the components of the Portrait of a Graduate.
2. Assist students in coping with peer pressure and emerging personal, social and emotional problems.
3. Initiate contact and/or schedule conferences with student, teacher(s), and parent(s) as needed to resolve problems.
4. Report information which might impact a safe, orderly school environment to a school administrator.
5. Encourage students to benefit from the curriculum and extracurricular programs.
6. Participate in crisis management.
7. Refer students and/or parents to appropriate human service agencies outside the school.
8. Assess and teach student social and emotional behaviors.

G. PRINCIPALS/ASSISTANT PRINCIPALS

1. Model the Habits of Mind and be confident in the components of the Portrait of a Graduate.
2. Promote a safe, orderly, and stimulating school environment, supporting teaching and learning.
3. Facilitate communications among staff, parents and other administrators.
4. Support the development of, and student participation in, appropriate extracurricular activities.
5. Be responsible for enforcing the Code of Conduct and ensuring that all cases are resolved promptly and fairly.
6. Facilitate communication with law enforcement agencies.

H. SUPERINTENDENT

1. Model the Habits of Mind and be confident in the components of the Portrait of a Graduate.
2. Promote a safe, orderly and stimulating school environment, supporting teaching and learning.
3. Review the policies of the Board and state and federal laws relating to school operations and management with district administrators.
4. Communicate regularly with staff, parents, and the community.
5. Work to create instructional programs that minimize problems of misconduct and are sensitive to student and teacher needs.
6. Work with district administrators, when appropriate, in reinforcing the Code of Conduct to ensure that cases are resolved promptly and fairly.

I. BOARD OF EDUCATION

1. Model the Habits of Mind and be confident in the components of the Portrait of a Graduate.
2. Collaborate with student, teacher, administrator, and parent organizations, Honeoye Falls- Lima safety personnel and other Honeoye Falls-Lima personnel to develop a Code of Conduct that clearly defines expectations for the conduct of students, Honeoye Falls- Lima personnel, and visitors on Honeoye Falls-Lima property and at Honeoye Falls-Lima functions.
3. Adopt, review at least once a year, and modify as appropriate, the District's Code of Conduct.
4. Report incidents of Bullying, Discrimination, and Harassment that are witnessed or otherwise brought to their attention to the building administrator and/or Dignity Act Coordinator in a timely manner.

STUDENTS

PURPOSE

The terms and procedures of this section of the Code address student behaviors, as well as the roles and responsibilities of teachers, administrators, and parents, in our schools being safe and productive for all. Further rules, regulations, expectations, and disciplinary procedures are appropriately tailored to each building's culture and age/grade level.

STUDENT RIGHTS

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

1. Take part in all District activities on an equal basis regardless of actual or perceived Protected Classification status or any other legally protected status.
2. Present their version of the relevant events to school personnel authorized to impose a disciplinary penalty in connection with the imposition of a penalty.
3. Access school rules and, when necessary, receive an explanation of those rules from school personnel.
4. Use school property, systems, and equipment including District computers, rooms, desks, cabinets, lockers, computers, etc., when provided by the District for the use of staff and students, but the users do not have exclusive use of these locations or equipment and should not expect that materials stored therein will be private with the condition that, as part of any investigation, the District has the right to search all such school property, systems, and equipment.
5. Be free from Discrimination, Bullying and Harassment on School Property or School Functions including but not limited to the educational program, activities, or admission policies of their building.

PROTECTED CLASSES

Certain provisions in the *Code of Conduct* serve to protect specific groups of people. These "Protected Classifications" include, but are not limited to actual or perceived: age, race, color, creed, weight, national origin, ethnic group, religion, religious practice, sex, gender, gender identity, sexual orientation, marital status, military status, disability, genetic predisposition, or any other legally protected status.

Dignity Act

The District will comply fully with the Dignity for All Students Act (DASA) that prohibits bullying, discrimination and harassment by school employees and students on school property or at a school based on, BUT NOT LIMITED TO, actual or perceived Protected Classification status or any other legally protected status. Also included are provisions for reporting and intervening in cases of Discrimination, Harassment or Bullying.

Any related complaints should be brought to the attention of a Dignity Act Coordinator (DAC) to assist in coordinating and enforcing the requirements of the Dignity for All Students Act and its related policies and regulations at each school building.

Dignity Act Coordinators:

- 🐾 District – Kristin Larsen, Ed Orman
- 🐾 Lima Primary School – Allison Cimmerer
- 🐾 Manor Intermediate School – Michelle Hildreth, Nicole Winters
- 🐾 Middle School – Paige LaBarr, Mike Ripple
- 🐾 High School – Jackie Davern, Rob Sanford

Reporting, Discrimination, Harassment and Bullying

The Dignity Act Coordinator (DAC) 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 and Bullying; and will promptly take appropriate action to protect individuals from further Discrimination, Harassment and Bullying.

A student who believes they have 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, should immediately report it to any staff member or administrator.

In the event that the Dignity Act Coordinator is the alleged offender, the report will be directed to the Superintendent of Schools.

All complaints of alleged Harassing, Discriminatory, Bullying and/or retaliatory conduct shall be:

1. Promptly investigated in accordance with the terms of district policy;
2. Forwarded to the school building's DAC for monitoring; and
3. Treated as confidential and private to the extent possible within legal constraints.

TIERS OF BEHAVIOR CONCERNS, RESPONSES, AND INTERVENTIONS

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 educating students so they may 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 rules of conduct listed below are 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 consequences for their conduct.

This Code uses a Multi-Tiered System of Supports in addressing student behaviors through responses and interventions. The ultimate goal is to teach positive behaviors and strengthen students' personal, social, and academic efficacy while providing accountability.

Each tier includes a continuum of responses and interventions when addressing student behavior. These responses and interventions apply to all students. Multiple incidents of the same behavior will warrant more intensive responses and interventions. Teachers, mental health team members, administrators, and all other staff members may utilize one or more responses and/or intervention in each tier and will implement responses and interventions progressively as aligned with student behavior. Interventionists may also employ a response and/or intervention proportionate to the behavior, even for a first response.

Tier 1: Skill Building & Prevention

Tier 1 support may be appropriate when the behavior is disruptive to the student's learning, the student has had no prior incidents, and/or interventions have not been put in place. For Tier 1 responses, school personnel must engage in dialogue with the student to bring awareness to behavioral concerns.

Behavior Examples:

- Disruption to self and/or others
- Personal device violation
- Tardiness
- Skipping class
- Inappropriate or harmful language
- Lying
- Unsafe or rough play
- Misuse of property
- Plagiarism
- Acceptable Use Policy violation
- Dress code violation

** This list represents examples and is not all-inclusive.*

Interventions and Responses

School staff are responsible for teaching, modeling, practicing, recognizing, and assessing positive behaviors and promoting social-emotional learning. Staff members may use these interventions to interrupt unexpected behaviors and teach skills so students can learn and demonstrate safe and respectful behavior. School staff are encouraged to try a variety of teaching and classroom management strategies, and are expected to collaborate effectively and report concerns to the support staff.

- Breaks
- Restating expectations
- Specific feedback
- Intentional seating
- Reteaching of skills
- Teacher proximity
- Verbal prompts
- Conference with student
- Check-in
- Reflections
- Partnering with families
- Other evidence-based strategies

** This list represents examples and is not all-inclusive.*

Tier 2: Intervention

Tier 2 support and responses may be appropriate when supports have been put in place in the school environment to address behavior, but the behavior has become persistent and has continued to influence the learning of the student and others negatively. For Tier 2 responses, school personnel must engage in dialogue with the student regarding the alleged behavior concern. All students will have an opportunity to share their perspectives before assigning a response/intervention. Parents/guardians/caregivers must be informed of the incident by the school personnel involved.

Behavior Examples:

- Persistent Tier 1 behaviors
- Verbal altercation
- Theft
- Academic dishonesty
- Threatening language
- Property destruction/vandalism
- Unsafe behavior
- Minor physical contact
- Inappropriate use of electronic devices

** This list represents examples and is not all-inclusive.*

Interventions and Responses

School staff are responsible for teaching, modeling, practicing, recognizing, and assessing positive behaviors and promoting social-emotional learning. School staff provide coordinated care and interventions that support students' social, emotional, and mental health needs. Interventions are typically progress-monitored with adjustments made to the length or frequency of the support.

These interventions can involve mental health 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.

- All appropriate Tier 1 responses and:
 - Social-emotional skill-building
 - Short term removal from class
 - Detention
 - ISS/OSS (1-2 days)
- Referral to MTSS team
- Behavior plan
- Parent conference
- Loss of privileges
- Conflict mediation

** This list represents examples and is not all-inclusive.*

Tier 3: Intense Intervention

Tier 3 support and responses may be appropriate depending on the seriousness of the offense and impact on the school community and/or when documented interventions and supports have been put in place, but the behavior is escalating. Support and responses may also be appropriate when behavior is illegal, presents an imminent threat of serious harm to the school community, or when the student's behavior seriously affects the safety of others in the school and/or educational process.

For Tier 3 responses, an administrator will engage in dialogue with the student regarding the alleged behavior concern and will investigate the facts surrounding the incident. All students will have an opportunity to share their perspectives before assigning a response/intervention. Parents/guardians must be informed of the incident by an administrator. Depending on the severity of the incident, out-of-school suspensions may be assigned by the Building Principal for up to 5 days. Any suspension beyond 5 days requires a Superintendent's hearing and determination, which can lead to long-term or permanent suspension assigned by the Superintendent.

Behavior Examples:

- Persistent Tier 2 behaviors
- SSEC offenses
 - Homicide
 - Sexual offense
 - Assault
 - Bullying/Harassment/Discrimination
 - Threat
 - Use, possession, or sale of drugs or alcohol
 - Weapon possession
 - Arson
 - Reckless endangerment
- Elopement
- Physical aggression
- Major theft
- Forgery

** This list represents examples and is not all-inclusive.*

Interventions and Responses

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.

- All appropriate Tier 2 responses and:
 - Referral to Committee on Special Education (CSE) or 504
 - Partner with community-based supports
 - Partner with law enforcement agency
 - In-School or Out-of-School Suspension (up to 5 days)
 - Superintendent's Hearing
- * This list represents examples and is not all-inclusive.*

FURTHER CLARIFICATION ON BEHAVIOR EXPECTATIONS

At-Home Learning

When the District has determined that at-home learning is necessary and applicable, the Code of Conduct as set forth by the Board of Education will apply. Whether during a pandemic, weather event, or other instance where students may be required to remain home, the district recognizes the need to establish norms and expectations related to at-home learning. The district will seek to maintain a strong sense of consistency between at-home and in-person learning. Ultimately, it is the goal of the district to provide students and staff with productive, safe, satisfying, and wholesome learning environments regardless of where the learning occurs.

Dress Code

The Honeoye Falls-Lima School District has established a student dress code to foster equity and ensure consistent enforcement in all schools. The dress code is designed in a manner that does not reinforce stereotypes and is meant to minimize reasons for conflict. Students should be able to dress comfortably for school and engage in the educational environment without fear of unnecessary discipline or body shaming. Students are to be treated equitably regardless of race, disability, Sex, Gender Identity, Gender Expression, Sexual Orientation, ethnicity, religion, cultural observance, political affiliation, household income, or body type/size. Students are allowed to wear clothing that expresses their self-identified Gender, promotes social emotional well-being and maintains a safe learning environment. In classes where protective or supportive clothing is needed, students will be made aware of such requirements (i.e. closed-toed shoes for labs).

Students are expected to come to school appropriately dressed. Individuality in dress and grooming is a matter of personal choice, but it will not be permitted to interfere with, disrupt, or distract from the educational activities of the school or to cause any health or safety hazards. Students must wear clothing items that completely cover underwear and undergarments, as well as private body parts with opaque (non-transparent) material.

Students should be comfortable and safe, and dress in clothing that allows for a full range of movement in every class. Students need to be able to raise their hands, participate in PE activities and, at younger levels, climb on playground equipment without exposing any private parts.

Clothing and/or accessories that contain derogatory or offensive language or offensive images, or promote illegal activities, the use of violence, or Prohibited Substances is not appropriate. Items of clothing or accessories that affect safety are not allowed. Footwear shall be worn at all-times unless relevant to particular

lessons, including sneakers, boots, sandals, slides, flats, etc.). Reasonable accommodations or exceptions to the Dress code will be provided based upon religious or cultural practices or medical conditions.

Nothing in this Dress code will be construed to limit the ability of students to dress and/or groom themselves in a way that allows them to express their Gender Identity, or to discipline students for doing so. In addition, nothing in this Dress code will be construed to restrict students' freedom to wear their hair in any particular texture or style, including hairstyles protected under the Crown Act, or to discipline students for doing so.

Physical Education: In order to promote participation, health and safety, the following clothing guidelines shall be established for student participation in physical education classes:

Students in kindergarten, and Grades 1 – 3 may be required to wear athletic socks and sneakers; and Students in Grades 4 – 12 may be required to wear athletic socks and sneakers, gym shorts and t- shirts.

Students participating in swimming during Physical Education must wear a bathing suit. Acceptable bathing suits include: comfortable and safe garments that completely cover private body parts with opaque (non-transparent) material.

Students who violate the dress code shall be required to modify their appearance by covering or removing the offending item, and if necessary or practical replacing it with an acceptable item. Any student who fails to comply with the dress code shall be subject to discipline, up to and including out-of-school suspension.

Personal Internet-Enabled Device Use

In accordance with New York State Education Law §2803, the use of such internet-enabled devices (including smartphones, tablets, and smartwatches) is prohibited for students during instructional time, from bell to bell. Devices must be turned off and stored unless explicitly authorized by a staff member for instructional use. This aligns with the Board of Education's planned adoption of Policy 7316: Use of Internet-Enabled Devices During the School Day, which will take effect prior to August 1, 2025. Violations may result in disciplinary action as outlined in this Code of Conduct.

Prohibited Substances and Tobacco

The Board of Education seeks to prevent the use of Prohibited Substances or Tobacco products. No student may purchase, use, possess, consume, sell, distribute, exchange or be under the influence of any Prohibited Substance or Tobacco product as defined by this Code. Persons may be banned from entering school grounds or school-sponsored events when believed to be Under the Influence of Prohibited Substances, as defined in this Code.

If a student is a member of an extracurricular activity and abuses Prohibited Substances at a function separate from school, they will be subject to a separate suspension from that extracurricular activity for the period of time commensurate with the frequency of the alcohol or other substance use/abuse as set forth in the relevant sections of the Interscholastic & Extracurricular Activity Code of Conduct.

Students struggling with Prohibited Substance use and abuse are encouraged to contact their building administrators and/or school counselor to request support services. District administrators have the discretion to reduce or forego certain disciplinary penalties related to the use of Prohibited Substances if a student self-report such usage in the course of seeking treatment and/or additional support services through the District.

Offenses set forth in this section of the Code will be documented cumulatively through the time a child attends the District.

Violence

As defined by New York State Education Law 3214, a “violent pupil” is an elementary or secondary student under twenty-one years of age who:

- Commits an act of violence upon a teacher, administrator or other school employee;
- Commits, while on School District property, an act of violence upon another student or any other person lawfully upon said property;
- Possesses, while on School District property, a Weapon, as defined in this Code;
- Displays, while on School District property, what appears to be a Weapon as defined in this Code;
- Threatens, while on School District property, to use any instrument that appears capable of causing physical injury or death;
- Knowingly and intentionally damages or destroys the personal property of a teacher, administrator, other School District Employee or any person lawfully upon School District property; or
- Knowingly and intentionally damages or destroys School District property.

Students who act in a way that would qualify as violent under this definition will receive an out- of-school suspension of up to five days. Penalties beyond this minimum will be applied to cases of assault, the possession or use of a Weapon, and the possession, use, or sale of drugs.

Weapons

No student shall have in their possession, upon school premises, including, but not limited to, in a vehicle, or in a backpack, any “Weapon.”

Any student found guilty of bringing a firearm, as defined in section 921 of Title 18 of the United States Code, onto school property after a hearing has been provided pursuant to section 3214 of the Education Law, will be subject to at least a one-year suspension from school. (Students with disabilities can only be suspended consistent with the provisions of the Individuals with Disabilities Education Act and Article 89 of the Education Law.) However, after this penalty has been determined, the Superintendent of Schools will review the penalty and may modify such suspension on a case-by- case basis. If the Superintendent believes a one-year suspension penalty to be excessive, they may modify the penalty based on criteria including, but not limited to:

1. The age of the student;
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; and
6. Other extenuating circumstances.

The Superintendent shall refer any student, under the age of 16, who has been determined to have brought a firearm to school to Family Court; students over the age of 16 will be referred to the appropriate law enforcement authorities.

Authorized law enforcement officers are the only people permitted on school property to have a Weapon in their possession.

DISCIPLINARY PENALTIES, PROCEDURES AND REFERRALS

In keeping with New York State Education law, this Code prohibits conduct which is disorderly or violent, or which disrupts the educational program and/or climate of the schools, or which otherwise endangers the safety, health or welfare of others. Such behaviors include “incidents involving the possession or use of Prohibited Substances or Weapons, the use of physical force, vandalism, violation of another student’s civil rights and threats of violence.” In addition, students are expected to comply with all reasonable requests and directives of teachers, administrators, and paraprofessionals. Failure to do so constitutes insubordination.

Restorative Practices

The discipline philosophy that guides the school is that appropriate and acceptable discipline and behavior is best supported through engaging instruction and a supportive and inviting school environment. Therefore, the school environment will be constructed so that children feel trusted and respected, that they have choices, that they are expected to take on responsibilities, and that the administrators, teachers, and staff are there to help them succeed.

To construct that environment, staff may implement a comprehensive school-wide learning environment that provides a safe and nurturing atmosphere for all students. To that end, teachers and other staff may be trained on a restorative practices approach and encouraged to reflect the strengths of the students and facilitate student acceptance of responsibility and provide an environment for restoration. Above all, the entire school community will strive to exhibit behaviors of caring for others, respect, honesty, integrity, leadership, sharing, negotiation, shared decision-making, and conflict resolution.

If behaviors do result in harm to members of the school community, (*e.g.*, classroom disturbance, disrespect for authority, tardiness, fighting among students), the schools may, in addition to the disciplinary consequences described in this Code, implement a restorative practices model that facilitates students taking responsibility for their behavior without shame, reconciling damaged relationships, and restoring material losses.

This model is based on a belief that the traditional discipline system is punitive in nature based on shame which promotes poor self-esteem and is not a motivator for self-discipline. Young people lack the emotional skills to process shame. Current research strongly supports the position that punitive discipline is likely to escalate acting-out behavior. In addition, punitive, deficit-based approaches do not hold a person accountable or deter further infractions. Rather, it can make a person resistant to taking responsibility for mistakes they made and have a negative impact on their mental health.

Restorative practices hold people accountable with dignity. Everyone makes mistakes as a human being; there is nothing wrong with making mistakes. When a person is allowed space with dignity to look at their mistakes, there is the possibility of becoming responsible, wanting to make things right, and learning from those mistakes. It can also bring together the person(s) harmed and the community into a process that looks for ways of righting these wrongs.

When misbehavior or conflict occurs, adults will take steps to stop the harm and protect the victim. Immediately or when feasible, an administrator and/or mental health professional will call together those involved and work toward:

- Acknowledgement of the offense
- Acceptance of responsibility for the offense
- Restitution including property returned or other tangible expression of making things as right as possible
- Monitoring and follow-up by responsible adults to ensure that the agreed-upon course of action has been followed

Depending on the nature of the harm or action, the group conference may be private and may include: those harmed, those who harmed, members from the class, school, or community. The process will require accountability for behavior, focus on the needs of the victim(s) or the school community, and treat the offender as responsible and deserving of respect. Staff will acknowledge that the strength of the restorative discipline process is its potential for creativity and flexibility in customizing the actions to be taken by the person who did the harm.

The philosophy underlying Restorative Practices holds that people are happier, more productive, and more likely to make positive changes in their behavior when those in positions of authority do things with them, rather than to them or for them.

The Honeoye Falls-Lima Central School District seeks to create a positive school community and to respond effectively when problems arise. The District uses Restorative Practices as part of our multi-tiered system of supports to proactively develop relationships and community, as well as repairing trust and relationships when harm is done. Restorative Practices hold all stakeholders accountable and provide a way of thinking about, talking about, and responding to issues and problems by involving all participants to discuss their feelings and opinions and identify what happened, describe how it affected everyone and find solutions to make things better. Restorative approaches may be combined with other school responses to allow for time and space to create a safe environment for all. When successfully integrated throughout the school culture and climate, Restorative Practices create safe and productive learning spaces where students develop social and emotional skills and strong relationships with peers and adults.

Range of Responses

Discipline is most effective when it deals directly with the problem at the time and place it occurs. Disciplinary action will be firm, fair, and consistent. Penalties are based on the nature of the offense and the circumstances that led to the offense. School personnel are authorized (as indicated below) to impose a penalty in accordance with the student's right to due process.

The District has several policies regarding student behavior that form the basis of this Code of Conduct. The schools have developmentally appropriate rules and expectations that are applicable at the elementary, middle or high school levels.

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

Building administrators and school staff must consult this document when determining which disciplinary interventions and consequences to implement. In determining how to best address inappropriate, unacceptable, or unskillful behaviors, it is necessary to evaluate the totality of the circumstances surrounding the behavior. Throughout the investigative and disciplinary process, students will be treated fairly with respect, dignity and decency and without favor toward or prejudice against any one group of students according to ability, talent, age, Gender, Gender Identity or expression, developmental and acquired disabilities, race and ethnicity, socio-economic status, religious and spiritual orientation, national origin and home language, sexual orientation, and indigenous heritage. Additionally, the following facts must be considered prior to determining the appropriate assignment of consequences and interventions:

- The student's age and developmental stage of maturity
- The nature, severity and scope of the behavior
- The circumstances/context in which the conduct occurred
- The frequency and duration of the behavior
- The number of persons involved in the behavior
- The student's Individualized Education Plan (IEP), Behavioral Intervention Plan (BIP) and/or 504

Accommodation Plan, if applicable

- The student's response to interventions and consequences applied in prior behavioral infractions
- The extent to which the offense interfered with the rights/privileges/property of others
- The extent to which the offense posed a threat to the physical and/or emotional health and safety of others
- Other extenuating circumstances

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

- Oral warning – any member of the District staff
- Disciplinary referrals to parent – bus driver, hall and lunch monitors (through administrator), coaches, school counselors, teachers, building administration, Superintendent
- Detention – teachers, building administration, Superintendent
- Suspension from transportation – Director of Transportation, building administration, Superintendent
- Suspension from athletic participation – coaches, Athletic Director, building administration, Superintendent
- Suspension from social or extracurricular activities – activity advisor, building administration, Superintendent
- Suspension of other privileges – building administration, Superintendent
- In-school suspension – building administration, Superintendent
- Removal from classroom – teachers, counselors, building administration
- Short-term (five days or less) suspension from school – Principal, Superintendent, Board of Education
- Long-term Suspension Hearing - Superintendent, Board of Education
- Permanent suspension from school – Superintendent, Board of Education

The District cannot mandate disciplinary consequences other than those listed above. However, administrators in consultation with parents/guardians and students, may agree to alternative actions such as, but not limited to:

- Restorative practices
- Community service activities
- Restitution
- Counseling
- Mediation
- Referral to a medical professional or other appropriate agency or service

These actions may be used in combination with or in place of disciplinary consequences. The District will follow required procedures for juvenile delinquency petitions, Persons in Need of Supervision (PINS) proceedings, and/or criminal proceedings as necessary and appropriate.

At any time, Restorative Practices could be used in conjunction with other penalties. Counseling, although not considered a penalty, may be an alternative to the imposition of a penalty, provided that such counseling is formally procured through the Counseling Office.

In addition, involuntary transfer, although not a penalty, may be considered in cases where a nondisabled student's behavior problems indicate the need for transfer and the nondisabled student would benefit from the transfer. A nondisabled student may be transferred only in accordance with Education Law section 3214(5).

CONSEQUENCES DEFINED

Classroom Climate; Responses to Disruption

Each student is expected to participate productively in the class, and each is responsible for supporting the climate for learning established by the teacher. Disruption of that climate is not acceptable.

Teacher responses to classroom disruption shall be progressive and shall take into account relevant factors regarding the student and the situation. Through effective classroom management techniques, most potential disruptions will be curtailed and/or transformed into energy for learning. Where individual disruption persists, the teacher will first attempt to address the issue in problem-solving ways—through encouragement and the development of understanding—before invoking disciplinary approaches. Such ways may include private conversations with the student, adjustments in the classroom, problem-solving conversations with parents and/or colleagues, as well as the many other creative approaches that teachers invent and/or apply.

If a student persists, disciplinary approaches will be progressive with the purpose of resolving the issue at the lowest effective level. Such approaches may include, but are not limited to, a short-term time spent in another area of the classroom, hallway, or administrative office, sending the student to a counselor or other District staff member for counseling, detentions, and/or other reasonable approaches that may bring about the desired change of behavior. Under this Code of Conduct, such techniques do not constitute a “removal from the classroom” as defined by the Education Law. Teachers will be prepared to document attempted interventions in the event that the disruptive behavior(s) persists and a temporary removal from the classroom, pursuant to the laws becomes a consideration.

Detention

The School District believes that detention is an effective method of discipline for some students.

Teacher Detention

Teachers may detain students before or after school.

Lunch Detention

Staff members may assign detention during a student's lunch.

Administrative Detention

Administrators may assign detention before or after school as a consequence for reported or observed misbehavior. A written record of the misbehavior and follow-up actions will be issued to appropriate school personnel and to parents.

Suspension from Transportation

Children who become a serious disciplinary problem on the school bus may have their riding privileges suspended by the Superintendent, Director of Transportation, or Principal. In such cases, the parent(s) or guardian(s) of the children involved become responsible for seeing that their children get 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. Any such suspension shall be in accordance with the provisions of the Education Law.

Removal from Classroom

Under the Education Law, teachers are authorized to remove Disruptive Students from their classrooms in keeping with the terms of this Code of Conduct.

Teacher removal of a student shall be neither the beginning nor the end of a process by which teachers endeavor to assure productive classroom behavior. It will be preceded by less drastic measures to promote appropriate behavior (as indicated in the preceding section), and it will be followed by documentation, formal involvement of parents, teacher, and administrator, recordkeeping, and such other steps as are likely to succeed. Nothing in this process is intended to reduce the teacher's opportunity or responsibility to resolve issues of disruption through the less formal approaches that have traditionally been applied in our schools. Formal, temporary "removal" may occur in addition to, not in place of, other approaches.

Removal Procedures and Guidelines

A classroom teacher may remove a Disruptive Student from class for up to two class periods. The removal from class applies to the class of the removing teacher only.

A student who is removed from class will be escorted or sent with a pass to a designated location. At the time of removal, the teacher will inform the pupil of the reasons for the removal and listen to the pupil's version of the situation, unless the pupil's continued presence poses the threat of continued danger or disruption. In that case, the teacher will review the situation with the pupil within twenty-four hours of the removal.

The teacher must meet with the Building Principal or 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. The Building Principal may direct the teacher to communicate with the parents regarding the removal at that time. If the Building 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 Building Principal or designee prior to the beginning of classes the next day.

Within 24 hours after the student's removal, the Building Principal or another district administrator designated by the Building Principal shall notify the 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 Building Principal or the designee to discuss the reasons for the removal. The Building Principal may require the teacher who ordered the removal to attend the informal conference.

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

If at the informal meeting the student denies the charges, the Building Principal or the designee shall 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. This informal meeting must be held within 48 hours of the student's removal. The timing of the informal meeting may be extended by mutual agreement of the parent and Building Principal or the designee.

The Building Principal or the designee may overturn the removal of the student from class if the Building Principal finds any one of the following:

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

The Building Principal or 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 the conference is requested. No student removed from the classroom by the classroom teacher will be permitted to return to the classroom until the Building 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.

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

In-School Suspension

In-school suspension will be used as a lesser discipline to avoid out-of-school suspension when appropriate. The Board authorizes Assistant Principals, 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." Students may be assigned to in-school suspension for a specified period of time. Students may not attend classes during this time unless a special request is made by a teacher and that request is approved by an administrator.

Prior to the imposition of an in-school suspension, the administration shall provide the student with an opportunity to explain the facts and circumstances surrounding the alleged infraction leading to the imposition of an in-school suspension.

Upon the imposition of an in-school suspension, the student's parent(s) or guardian shall be notified of the dates of the in-school suspension and a description of the incident(s), which resulted in the in-school suspension. The student's teachers will be notified in writing that alternative instruction assignments for the period of in-school suspension should be provided to the student and/or sent to the in-school suspension room.

Students assigned to in-school suspension are expected to arrive at the designated room when assigned and must be prepared to work the entire day. During any day that a student is suspended, they may not participate in any school activities, either before, during, or after school.

Out of School Suspension: Short Term

When a student is suspended for a period of five days or less, the Building Principal will provide the student with a notice including an explanation of the misconduct on which the suspension is based and with an opportunity to present his/her version of events. The aforesaid notice and opportunity for an informal conference shall take place prior to suspension of the pupil unless the pupil's presence in the school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process, in which case the pupil's notice and opportunity for an informal conference shall take place as soon after the suspension as is reasonably practicable.

Students who are suspended out of school may not attend classes, participate in or attend any school functions,

or be on school grounds while the suspension is in effect. Schoolwork will be made available as soon as possible to provide for continuation of the student's educational program.

Re-Admission Conference

Upon completion of a student's suspension out-of-school, the District shall schedule a re-admission conference for the student and parent(s)/guardians prior to the student returning to regular class. The District typically requires parents to be involved in the re-admission conference; however, when a parent refuses to participate, the District may not use the parent's refusal to participate in the re-admission conference as grounds to continue to keep the student out of school beyond the prescribed term of the suspension.

Repeated Substantial Disruption

As defined by New York State Education Law 3214, "a Disruptive pupil is an elementary or secondary student under twenty-one years of age who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom." Pupils who are disruptive may receive warnings, detention, in-school suspension, or out-of-school suspension up to five days. Students who are repeatedly substantially disruptive, meaning 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 three or more occasions during a semester, will receive a minimum out-of-school suspension of up to five days. The superintendent has the authority to modify the minimum 5-day suspension on a case-by-case basis. If disruptive behaviors are not corrected after other penalties have been applied, the Principal may call for a Superintendent's hearing and recommend a long-term suspension.

Long-Term Suspension/Superintendent's Hearing

When the Superintendent determines that consideration of suspension for more than five days is warranted, the Superintendent's Hearing process shall include the following:

1. The Superintendent will give reasonable notice in the form of a letter to the suspended student and the parent(s) or guardian. This letter will explain the Superintendent's Hearing process and family's right to a fair hearing.
2. At the hearing, the student shall have the right of representation by counsel, with the right to question witnesses against the student and present witnesses and other evidence on the student's behalf.
3. The Superintendent shall personally hear and determine the proceeding or may, in their discretion, designate a hearing officer to conduct the hearing.
4. If a hearing officer is designated, they shall be authorized to administer oaths and to issue subpoenas in conjunction with the proceeding before the student.
5. A record of the hearing shall be maintained, but no stenographic transcript shall be required and a recording shall be deemed a satisfactory record.
6. The hearing officer shall make findings of fact and recommendations as to the appropriate measure of discipline to the Superintendent.
7. The report of the hearing officer shall be advisory only, and the Superintendent may accept all or any part thereof.

Pursuant to Education Law § 3214, the Superintendent's decision regarding the long-term suspension of a student may be appealed to the Board of Education. The Board will make its decision based solely on the record before it. All appeals to the Board must be in writing, specifying the reason for the appeal, and

submitted to the District Clerk within thirty (30) days of the Superintendent's decision.

There will be no personal appearances before the Board; the appeal will be considered solely in writing. The Board will not convene to consider and decide on an appeal unless the full record of the appeal has been compiled and provided to the Board in a reasonable amount of time prior to the next scheduled Board of Education meeting. If the written appeal is not received and the appeal record has not been compiled in full and provided to the Board in a reasonable amount of time prior to the next scheduled Board meeting, then the appeal may be considered at a later regularly scheduled Board meeting.

The Board may adopt in whole or in part the decision of the Superintendent. Final decisions of the Board may be appealed to the Commissioner of Education with thirty (30) days of the decision.

The District will arrange for the continuation of an educational program for suspended students of compulsory school age. At the Superintendent's discretion, the District may make similar arrangements for students who are above compulsory school age. Students on long-term suspension are prohibited from attending any school events and from being on school property without express permission.

Suspension Procedures for Students with Disabilities

Students with disabilities generally should not be suspended for more than 10 days if their inability to conform to the school's Code of Conduct is due to their Disability. Therefore, with the exception of the ten day or less suspension or where the behavior is not a manifestation of a Disability, the above suspension regulation does not apply to a student identified as having a Disability(ies). All matters of discipline in cases of suspensions of more than ten days of a student with Disability(ies) will be immediately referred to the CSE for review and modification, if appropriate, of such student's Individualized Education Program (IEP). If there is any doubt as to whether the behavior is directly related to the student's Disability, the case will be referred to the CSE immediately. If the behavior is related to a student's Disability, the CSE will decide if counseling or disciplinary action may be appropriate and/or if a change of placement is appropriate.

Pending the outcome of appeal procedures related to such modification, if the behavior of a student endangers the health and safety of the student or others, the Superintendent will seek parental consent or, if appropriate, an expedited impartial hearing for immediate alternative placement of the student.

CODE OF CONDUCT — GENERAL

SAFETY AND SECURITY

Any threats, actions, or potential actions or events which may jeopardize student or staff safety, or security must be reported immediately to administration by anyone who has reasonable cause to suspect they have occurred or may occur. Administrators will take reasonable steps to prevent or respond to situations which may jeopardize safety and/or security, following such guidelines from this Code and from District and Building Emergency Plans as may apply. The Superintendent will be notified of all such situations at the earliest possible time.

THREATS OF VIOLENCE IN SCHOOL

The District seeks to prevent violence against any individual or property in the schools or at school activities whether such acts and/or threats of violence are made by students, staff, or others. Threats of violence against students, school personnel and/or school property will not be tolerated whether or not such threats occur on school grounds or during the school day.

Any acts and/or threats of violence whether made orally, in writing, or electronically (i.e. email, social media, text), shall be subject to appropriate discipline and/or legal action in accordance with applicable law, District policies and regulations, as well as the Code of Conduct and collective bargaining agreements, as may be necessary. Any person who falsely reports a bomb threat or places on school grounds a device that appears to be a bomb, explosive, or hazardous substance, is guilty of a Class D felony and is subject to conviction as well as suspension of a driving license.

While acknowledging an individual's constitutional rights, including applicable due process rights, the District refuses to condone acts and/or threats of violence, which threaten the safety and well-being of staff, students and the school environment. Employees and students shall refrain from engaging in threats or physical actions, which create a safety hazard for others.

All staff who are made aware of physical acts and/or threats of violence directed to students or staff are to report such incidents to the Building Principal/designee, who shall report such occurrences to the Superintendent. Local law enforcement agencies may be called as necessary upon the determination of the Superintendent/designee.

Students are to report all acts and/or threats of violence, including threats of suicide, of which they are aware, by reporting such incidents to a faculty/staff member or the Building Principal.

The District reserves the right to seek restitution, in accordance with law, from the parent/guardian and/or student for any costs or damages which had been incurred by the District as a result of the threats or acts of violence in the schools.

This policy will be enforced in accordance with applicable laws and regulations, as well as collective bargaining agreements and the Code of Conduct as may be necessary. Additionally, this policy will be disseminated, as appropriate, to students, staff, and parents and will be available to the general public upon request.

LANGUAGE

The use of profane and/or obscene language, spoken or written, is inappropriate and therefore is prohibited in the public transactions of the school district, except as a topic of academic study. Also prohibited is language which constitutes a threat, hazing, abuse of others, impinging on the rights of others, any form of harassment, or any interference with the educational process.

For interpersonal transactions in the district, all members of the school community and all visitors are asked to employ language which reflects sensitivity and respect toward the feelings, values, humanity and dignity of others. These requirements and expectations are not intended to apply to the academic study of authorized curricular material, which may contain language otherwise considered to be objectionable.

ACCEPTABLE USE OF THE DISTRICT COMPUTER SYSTEM AND INTERNET ACCESS

Use of the District Computer System and Internet Access, including the use of personal devices connected to the District Computer System, internet/Wi-Fi, is subject to the District's Acceptable Use Policy and Regulations, incorporated into and made a part of this Code of Conduct.

APPROPRIATE CONDUCT – INDIVIDUALS ON SCHOOL PROPERTY & AT SCHOOL FUNCTIONS

Appropriate conduct is that which respects, protects, and enhances the district's educational mission and procedures, the authority and dignity of school personnel, and the rights of all persons associated with the district to a safe, secure, and productive environment.

The Board of Education encourages and expects all persons to exhibit appropriate conduct. Personal or issue-related differences of opinion are welcome; however, they are to be resolved through respectful, reasoned dialogue and/or through established channels for addressing complaints or resolving disputes. Parents bear the additional responsibility of helping to guide their children toward appropriate conduct in school.

Just as Board of Education members and all District personnel are expected to uphold the terms of this Code in their behaviors, they have a right to civil, decent, respectful treatment in their interactions with students, parents, visitors to the school and others. The administration is authorized to intervene in instances where actions or behaviors toward staff members fall short of this standard.

PROHIBITED CONDUCT






No person, either alone or with others, shall:

1. Violate any federal or state statute, local ordinance or Board Policy while on school property or while at a school function.
2. Intentionally injure any person or threaten to do so.
3. Intentionally steal, 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 by graffiti or arson.
4. Distribute, display, or wear materials on school grounds or at school functions that are pornographic, obscene, advocate illegal action, libelous, obstruct the rights of others, or are disruptive to the school program. This includes, but is not limited to, audio and pictures on phones, laptops or other electronic media.
5. Intimidate, harass, bully, haze or discriminate against any person for any reason or make false or malicious complaints of Harassment. This includes the misuse of technology for similar misconduct, often referred to as Cyberbullying.
6. Coerce or force an individual or group to participate in any activity that is demeaning, dangerous or prohibited by this Code. This conduct is considered Hazing.
7. Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed.

8. Loiter on or about school property.
9. Intentionally obstruct the free movement of any person in any place to which this Code applies.
10. Violate the traffic laws, parking regulations or other restrictions on vehicles. This includes, but is not limited to, intentional reckless driving or horseplay.
11. Possess, on school grounds or School Buses, any Prohibited Substances or item that is prohibited by this Code, including Tobacco products, or be Under the Influence on school property or at a school function.
12. Possess or use Weapons in or on school property, in one's vehicle on school grounds or at a school function, except in the case of law enforcement officers or except as specifically authorized by the school district.
13. Gamble on school property or at school functions.
14. Refuse to comply with any reasonable order of identifiable school district officials performing their duties.
15. Lie to a school district official.
16. Willfully incite others to commit any of the acts prohibited by this Code.

PENALTIES

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

-  *Visitors* - Their authorization, if any, to remain on school grounds or at the school function may be withdrawn and they shall be directed to leave the premises. If they refuse to leave, they shall be subject to ejection.
-  *Students* - They shall be subject to disciplinary action as the facts may warrant, in accordance with applicable due process requirements.
-  *Tenured faculty members* - They shall be subject to disciplinary action as the facts may warrant in accordance with any legal rights that they may have.
-  *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.
-  *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.

ENFORCEMENT

The Principal or designee (such as the Assistant Principal) shall be responsible for enforcing the conduct required by this Code.

When the Principal or designee sees an individual engaged in prohibited conduct, which in the Principal's judgment does not pose any immediate threat of injury to persons or property, the Principal or designee shall tell the individual that the conduct is prohibited and attempt to persuade the individual to stop. The Principal or 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 designee may take disciplinary action as authorized by this Code and/or applicable law including having 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" section above. In addition, the District reserves its right to pursue a civil or criminal legal action against any person violating the Code.

REPORTING OF VIOLATIONS; DETERMINATION OF DISCIPLINE; POLICE NOTIFICATION; PARENT NOTIFICATION

All students are expected to report violations of this Code to a teacher, counselor, administrator or other school official. School personnel will report violations of this Code to building administrators. Administrators will investigate the situation, make a determination as to the validity and seriousness of reported infractions, and assign measured disciplinary consequences in keeping with the terms of this Code and of individual building practices.

In cases of violence, Weapons, or any known or suspected situation which poses a real or potential danger to persons or property, students and school personnel will inform building administrators without delay. Administrators will immediately invoke whatever emergency responses are needed to protect the safety of all persons. The Superintendent will be immediately informed. Disciplinary consequences as outlined in this Code will follow. In situations which constitute a crime, and/or which significantly affects the order or security of a school, the Superintendent or the Principal will notify police pursuant to the District's emergency response plan. As soon as possible, the Principal will notify the parents of students whose behavior poses a danger to themselves or others.

Parents will also receive written notice of any reported violation and disciplinary action, and will have the opportunity to discuss the issues and/or their concerns with school authorities. For further information regarding student disciplinary proceedings, refer to the Board of Education Policy.

The Principal must notify promptly the Superintendent of Schools and (except as provided above) the appropriate local law enforcement agency when they believe that any Code violations, including but not limited to incidents of Harassment, Bullying, and/or Discrimination, may constitute a crime or when any other conduct that occurs on school property or at a school function or in travel to and from school, is criminal in nature and substantially affects the physical, mental or emotional well-being of a student or the order, security or overall safety of the school. In the absence of extenuating circumstances, the above notification should occur no later than the close of business the day the principal or designee learns of the conduct. The notification should identify the persons involved in the conduct, the names of any victims and witnesses and an explanation of the conduct that may constitute a crime.

Whenever misconduct involves drugs, assaults where there are serious injuries, or sexual acts, immediate notification by the Building Principal or his or her designee should be made to the Superintendent of Schools, who should then notify law enforcement.

GENERAL DEFINITIONS

For purposes of this Code, the following definitions apply:

“Academic Dishonesty” includes but is not limited to: plagiarism; copying another’s work; altering records; cheating by providing, receiving or viewing answers to quiz or test items or independent assignments, or using texts, documents, notes, or notebooks during tests without permission from a staff member; or using artificial intelligence (“AI”) technology in any manner not explicitly permitted or authorized by a classroom teacher, including but not limited to completing an academic assignment with the assistance of AI technology and tools when not permitted, or misrepresenting a portion of the whole of an academic assignment as your own without proper attribution or acknowledgment of the use of AI technology.

"Bullying and/or Harassment," for purposes of this Code of Conduct only, means 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:

1. On school property; and/or
2. At a school function; or
3. 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 membership in the following groups, including but not limited to: race, color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, gender, or any other legally protected status. This list is not exhaustive, and students may be subjected to bullying and/or harassment based upon other factors.

For the purposes of this definition the term "threats, intimidation or abuse" shall include verbal and non-verbal actions.

Bullying behavior may include, but is not limited to, threatening, stalking, ostracizing or seeking to coerce or compel a person to do something; intentionally placing or attempting to place another person in fear of imminent physical injury; or engaging in verbal or physical conduct that threatens another with harm, including, but not limited to, intimidation through the use of epithets or slurs.

“Cheating” means false representation or attempt to use unauthorized technology, materials, information or study aids to obtain unearned credit in a class or program.

"Cyberbullying" means Bullying and/or Harassment where such Bullying and/or Harassment occurs through any form of electronic communication. Cyberbullying includes but is not limited to the use of information technology, including, but not limited to e-mail, direct messages, blogs, social media sites, cell phones, and gaming systems, to harass, threaten, isolate, or intimidate others.

"Disability" means: (a) a physical, mental or medical impairment resulting from anatomical, physiological, genetic or neurological conditions which prevents the exercise of a normal bodily function or is demonstrable by medically accepted clinical or laboratory diagnostic techniques or (b) a record of such an impairment or (c) a condition regarded by others as such an impairment, provided, however, that in all provisions of this article

dealing with employment.

"Discrimination" against any student by a student or students and/or Employee 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 who substantially interferes with the teacher's authority over the classroom or school program.

"Emotional Harm" that takes place in the context of "Bullying and/or Harassment" means harm to a student's well-being through creation of a hostile school environment that is so severe or pervasive as to unreasonably and substantially interfere with a student's education.

"Employee," for purposes of this Code of Conduct only, 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 nine-B of article five of the Social Services Law, and consistent with the provisions of such title for the provision of services to such district, its students or employees, directly or through contract, whereby such services performed by such person involve direct student contact.

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

"Habits of Mind" are a set of thinking dispositions at the core of social, emotional, and cognitive behaviors that lead to productive actions when faced with problems or challenges.

"Hazing" means 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 may produce 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.

"Loitering" means to linger or hang around on school property unsupervised, without permission, and with no credible purpose.

"Material Incident of Harassment, Bullying and/or Discrimination" means a single verified incident or a series of related verified incidents where an individual 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 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, 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 Protected Classification status or any other legally protected status.

"Parent" means the biological, adoptive or foster parent, guardian or person in parental relation to a student.

"Prohibited Substances" include, but are not limited to, alcohol, inhalants, marijuana/cannabis and other THC-based products, cocaine, LSD, PCP, amphetamines, barbiturates, ecstasy, heroin, steroids, any substances commonly referred to as designer drugs or synthetic drugs, and lookalikes (including but not limited to synthetic cannabinoids), prescription or over-the-counter drugs when possession is unauthorized or such are inappropriately used or shared with others, and any product which, when misused, will result in an impaired or altered state; Prohibited substances also include any paraphernalia related to these substances.

“Restorative Practices” are a set of principles and strategies used to build community, strengthen relationships, and repair harm when conflicts or misconduct occur. In a school setting, restorative practices focus on accountability, empathy, and making amends rather than punishment. These practices encourage open dialogue, mutual understanding, and collaborative problem-solving among students, staff, and families.

"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 Function" means a school-sponsored or school-authorized extracurricular event or activity regardless of where such event or activity takes place, including any event or activity that may take place in another state or country.

"School Property" means in or within any building, structure, athletic playing field, playground, parking lot, or land contained within the real property boundary line of a public elementary or secondary school; or in or on a school bus.

"Sexual Orientation" means actual or perceived heterosexuality, homosexuality, or bisexuality.

“Tobacco” means any vaping or nicotine-containing substances or devices and accessories to such devices and any other tobacco-containing product in any form, including but not limited to cigarettes, cigars, pipes, chewing tobacco, snuff, herbal tobacco products, simulated tobacco products that imitate or mimic tobacco products, e-cigarettes, nicotine delivery devices, vapes, cloves, bidis and kreteks as well as matches, lighters, and other related paraphernalia. This also includes any simulated tobacco products that imitate or mimic tobacco products.

“Under the Influence” refers to when a student has used any quantity of a Prohibited Substance within a time period reasonably proximate to the student’s presence on School Property, on a School Bus, in a school vehicle, or at a School Function and/or exhibits symptoms of such use as to lead to the reasonable conclusion of such consumption.

"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, pistol, revolver, shotgun, rifle, machine gun, disguised gun, air-gun, spring-gun, dagger, dirk, razor, stiletto, switchblade knife, gravity knife, brass knuckles, sling shot, metal knuckle knife, box cutters, cane sword, electronic dart gun, throwing star, electronic stun gun, pepper spray or other noxious spray, explosive or incendiary bomb, or other device, instrument, material or substance (“Other Item”) that can cause physical injury or death when such Other Item is used for such purposes. Any “lookalikes,” fake or toy weapons, or other instruments wielded or brandished as a weapon are considered a weapon for purposes of this definition.