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I. Introduction to our COC & U.E. Philosophy

Mission:

The Union-Endicott Central School District will strive to provide a comprehensive and engaging educational experience to each child in our community.

Vision:

The Union-Endicott Central School District will ensure all families are connected and included, where each child receives access to programs that meet their needs and honor a chosen pathway.

Core Values:

The Union-Endicott Central School District will achieve the vision and accomplish the mission by consistently demonstrating core values. To that end, the district will:

- demonstrate an unwavering passion for student success and equity for all.
- honor and embrace student voice.
- ensure all children and families are included and engaged.
- work collaboratively with all members of the school community.
- act with integrity.
- model an ethic of care, respect, commitment, and dedication.
- be accountable for student success and professional effort.

The Board of Education acknowledges its responsibility to protect the educational climate of the District and to promote responsible student behavior.



In accordance with our Mission, Vision and Values and the Code of Conduct on School Property, areas addressing student conduct and behavior will further utilize a multi-tiered approach to student conduct by enforcing positive student behavior and progressive discipline. The District Code of Conduct will:

- identify, recognize, and prevent unacceptable behavior;
- promote a close working relationship between stakeholders;
- provide recommended disciplinary responses that are appropriate to the misbehavior;
- outline procedures to ensure fair, firm, reasonable, and consistent enforcement of the policy;
- encourage a high regard for every person's right to reasonable hearing procedures and due process when accused of misconduct;
- comply with the provisions of federal, state, and local laws, as well as the guidelines and directives of the New York State Education Department and the Board of Regents.
- comply with the Dignity for All Students Act by prohibiting all forms of discrimination, and harassment, both verbal and non-verbal, including bullying and cyberbullying, of students based on actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex by school employees or students on school property, at school-sponsored events and activities that take place on or off of school property or that occurs off school property and creates or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property.
- Recognize and promote equity, diversity and inclusivity.

This Code is in compliance with the requirements of the Project SAVE legislation, Education Law 2801, and section 100.2 of the Commissioner's regulations. Unless otherwise indicated, this Code applies to all students, school personnel, parents and other visitors when on school property or attending a school function.

II. Restorative Practices and Interventions

School discipline policies shall be aimed at creating a positive school climate, supporting the social and emotional development of students, and teaching non-violence and respect for all members of the school community. The purpose of discipline must be to understand and address the causes of behavior, resolve conflicts, repair the harm done, restore relationships and reintegrate students into the school community. Restorative Practices are a framework for a broad range of approaches that aim to do the following:

- Proactively build a school community based on cooperation, mutual understanding, trust and respect, and
- Respond to conflict by including all people impacted in finding solutions that restore relationships and repair the harm done to the community.

Examples of The Restorative Approach

Union-Endicott currently uses Community Circles in our classrooms to promote positive relationships and a sense of community. Community Circles are a part of Restorative Practices and are used as a proactive intervention.

Restorative Practices may also be used as a response to inappropriate/harmful behavior. The fundamental premise of restorative practice is that people are happier, more cooperative and productive, and more likely to make positive change when those in positions of authority do things with them, rather than to them or for them.

Restorative Circles:

A facilitated discussion circle where students, or students and staff, have the opportunity to discuss concerns with one another and resolve conflicts. The facilitator ensures that participants create circle agreements, use a talking piece, and keep focused on the specific issue at hand. This can happen in the classroom, or as a response to an incident that has been brought to the attention of administration.

Restorative Conversations:

During a Restorative Conversation, Restorative Questions are used to give the student the opportunity to explain what happened from their perspective, identify who was harmed and how, as well as what they need to do to make things right. Consequences for the incident are explained to the student, and they are given clearly communicated expectations for moving forward.

Restorative Conferencing:

Restorative Formal Conferences are provided by a staff member who is trained in the process. This is a formal response to wrongdoing where all those involved and affected by an incident come together with a trained facilitator to explore what happened, who is affected, and what needs to be done to make things right. Participants, including those who did something wrong and those affected by the wrong, often include the family and/or friends of both parties. In order to hold a restorative conference, all parties meet beforehand to discuss the process and desired outcomes.



Other examples of Restorative Practices include:

- Instruction on the use of I-statements
- Academic Circles to promote student voice
- Problem Solving Circles to address concerns proactively

III. Student’s Rights and Responsibilities & Essential Partners

<p>All students and essential partners have a <i>right to</i>:</p>	<p>All students and essential partners have a <i>responsibility to</i>:</p>
<ul style="list-style-type: none"> ● Intentional and purposeful communication about rules and expectations 	<ul style="list-style-type: none"> ● Honor and embrace all voices ● Work collaboratively with all members of the school community ● Be aware of all rules and expectations regulating behavior and conduct oneself in accordance
<ul style="list-style-type: none"> ● Be respected as an individual ● Be seen, heard, and known ● Be included and treated equitably 	<ul style="list-style-type: none"> ● Act with integrity. ● Model an ethic of care, respect, commitment, and dedication. ● Be accountable for student success and professional effort. ● Express opinions and ideas in a respectful manner so as not to offend, slander, or restrict the rights and privileges of others.
<ul style="list-style-type: none"> ● Be afforded equal and appropriate educational opportunities. ● A comprehensive and engaging educational experience ● School connectedness and engagement through academic and extracurricular programs 	<ul style="list-style-type: none"> ● Take advantage of the education that is offered by putting forth effort and attending school ● Follow reasonable and appropriate directions from school personnel ● Seek help to overcome boundaries to a successful educational experience
<ul style="list-style-type: none"> ● Be protected from intimidation, harassment, bullying, or discrimination and report incidents of bias in accordance with the Dignity for All Students Act (“DASA”) See Education Law 12[1] 	<ul style="list-style-type: none"> ● Be fair and supportive of others ● To respect one another and treat others fairly in accordance with the Code of Conduct and the provisions of DASA. ● To conduct themselves in a manner that fosters an environment that is free from intimidation, harassment, or discrimination. To report and encourage others, to report any incidents of intimidation, harassment or discrimination
<ul style="list-style-type: none"> ● Access to resources promoting positive development of mental, emotional and social well being 	<ul style="list-style-type: none"> ● Be aware of the information and services available and to seek assistance in dealing with personal problems, when appropriate

IV. Dress Code

Student Dress Code

The UECSD dress code policy is focused on promoting both safety and belonging – crucial tenets of a positive school culture. Students may dress in any style they desire and may present themselves in a way that is consistent with their identity.

Dress Code Beliefs:

All students should be able to dress comfortably for school without fear of unnecessary discipline or body shaming.

Dress Code:

- Allow students to wear clothing of their choice that is comfortable.
- Allow students to wear clothing that expresses their self-identified gender.
- Allow students to wear religious attire without fear of discipline or discrimination.
- Maintain a safe learning environment throughout our programs and especially in programs where protective or supportive clothing is required.
- Prohibits students from wearing clothing with offensive images or language depicting or advocating profanity, hate speech, weapons, pornography or violence. This includes clothing that creates a hostile or intimidating environment for individuals, groups of people or any protected class (for eg. Confederate flags, Swastikas)
- Ensure that all students are treated equitably regardless of gender/gender identification, sexual orientation, race, ethnicity, body type/size, religion, and/or personal style.

Basic Principle:

Certain Body Parts Must Be Covered For All students

Clothes must be worn in a way such that genitals, buttocks, undergarments, and nipples are covered with non-transparent material.

All items listed in the “must wear” section below must meet this basic principle.

*All Students **Must** Wear:*

- Shirt
- Bottom: pants/sweatpants/shorts/skirt/dress/leggings
- Shoes: (school can require activity/safety-specific shoes)
- Any required safety/PPE relevant to maintaining a safe learning environment

The following clothing is allowed to be worn by students:

- Headwear, including hats
- Hoodie sweatshirts (hood up is allowed if face is not covered)
- Visible waistbands or straps on undergarments worn under other clothing
- Tank tops, including spaghetti straps

- Midriff-baring shirts

Addressing Violations:

A staff member will have a supportive, private conversation outside of the classroom setting with a student in violation of the dress code. This conversation can happen with any staff member outside of academic instruction.

If the student modifies their attire to comply with the dress code the child will have no disciplinary consequences.

If a student fails to adjust their attire to comply with the dress code policy, parents will be contacted to have a solution-oriented conversation with the goal of having the student return to their learning environment.

If all measures outlined above are not productive, the student will be considered insubordinate and subject to the student code of conduct.

V. Dignity for All Students Act

The Board of Education at Union Endicott Central School District condemns and prohibits all forms of bullying, discrimination, harassment and cyberbullying of students based on actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, sex or any other legally protected status by school employees or students. This prohibition pertains to behaviors on school property and at school-sponsored activities and events that take place at locations on school property.

In addition, any act of bullying, discrimination, harassment, or cyberbullying outside of school sponsored events, which creates or would foreseeably create a risk of sustainable disruption within the school environment, where it is foreseeable that such conduct might reach school property may be subject to intervention and/or discipline.

Similarities and Differences Between Bullying, Harassment and Discrimination



In 2012, The Dignity For All Students Act (DASA) was enacted in recognition of every student's right to learn in a safe and supportive environment so they are better able, and more likely, to meet high academic standards. The provisions of DASA challenge every school to educate each and every student free of the burden of discrimination, harassment, and bullying which occur all too frequently for many students across their school experience.

In addition, DASA supports every school's ability to create a diverse, equitable, and inclusive educational process. DASA is intended to improve the culture and climate of schools to create spaces to promote learning, as well as healing. Its focus is not on disciplining children and reporting incidents. Instead, DASA focuses on respecting the dignity of the individual children and the families of all students involved in incidents of discrimination, harassment, and bullying.



Learn more here: [Crown Act](#)

The CROWN Act, which stands for Creating a Respectful and Open World for Natural Hair, prohibits racial discrimination based on hair texture and protective hairstyles. While DASA already protects the right of all students to learn in schools free of discrimination, harassment, and bullying, it is now clarified that those rights include self-expression through hairstyle.

The Crown Act addresses potential instances of discrimination against students in areas of access to school, participation in activities, and inclusion for opportunities. Students have experienced

exclusion, punishment, and harassment from school administrators, faculty, and other students regarding their natural hair, treated or untreated hairstyles such as cornrows, twists, braids, Bantu knots, fades, Afros, and/or the right to keep hair in an uncut or untrimmed state, hair texture, and protective styles.

Who To Report To: Dignity Act Coordinators

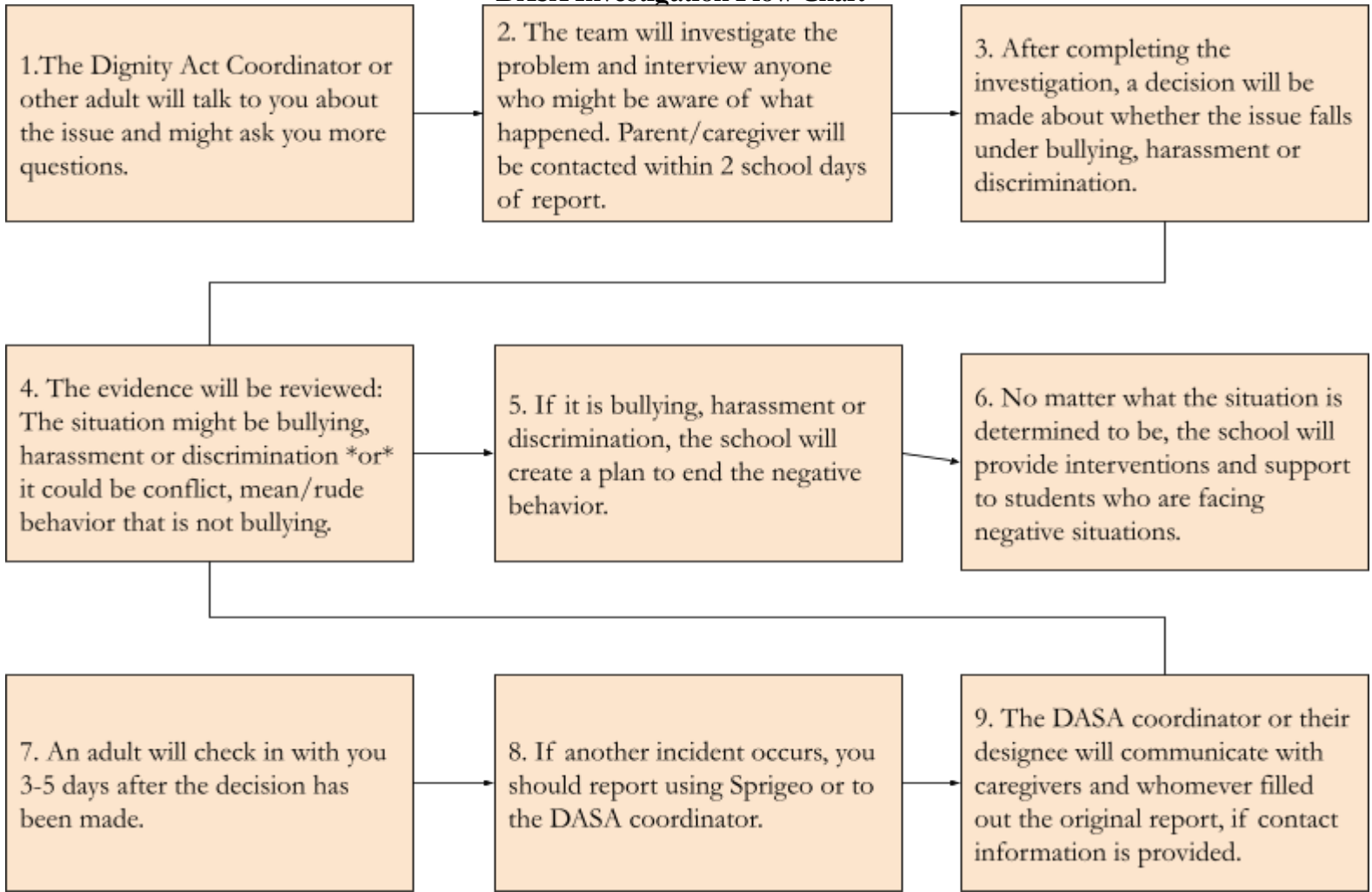
Illustrative Examples of Issues That Should be Reported To The DASA Coordinator:

- A report regarding the denial of access to school facilities including, but not limited to, restrooms, changing rooms, locker rooms, and/or field trips, based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (which includes gender identity and/or expression), or sex; or
- a report regarding application of a dress code, specific grooming or appearance standards that is based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (which includes gender identity and/or expression), or sex; or
- a report regarding the use of name(s) and pronoun(s) or the pronunciation of name(s) that is based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (which includes gender identity and/or expression), or sex; or
- a report regarding the punishment, differential treatment or humiliation of a student, or exclusion of a student from a school function, athletic team or school yearbook, based on hair texture or protective hairstyle, or the request to alter or actual alteration of a protective hairstyle; or
- a report regarding any other form of harassment, microaggression, 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 (which includes gender identity and/or expression), or sex.

Reports and Investigations of Discrimination and Harassment

UE will investigate all complaints of harassment and discrimination, either formal or informal, and take prompt corrective measures, as necessary. Complaints will be investigated in accordance with applicable policies and regulations. If, after an appropriate investigation, it is found that this policy has been violated, corrective action will be taken in accordance with UE policies and regulations, the Code of Conduct, and all appropriate federal or state laws.

DASA Investigation Flow Chart



Dignity For All Students Report Form: Appendix C

Other Places Reports Can Be Made

Besides the paper forms (Appendix C), there is also a SPRIGEO web reporting link for bullying that is accessible to all students, employees and caregivers at www.uek12.org. This link is also on the landing page for each student 1:1 device.

Dignity Act Coordinator-District Level

District Dignity Act Coordinators
Director of Diversity Equity and Inclusion
Chris Murdock
District Office (607) 757- 2811

Dignity Act Coordinators, Elementary

Ann G. McGuinness Elementary
Dignity Act Coordinators
Elaine Taylor - Principal
Joshua Vanderquist - Assistant Principal
Main office - (607) 757-2131

Charles F. Johnson, Jr. Elementary
Dignity Act Coordinators
Jon-Michael Shea - Principal
Jessica Phillips Assistant Principal
Main Office - (607) -757-2137

George F. Johnson Elementary
Dignity Act Coordinators
Mary Kay Ryan - Principal
Kathryn Kopansky - Assistant Principal
Shannon Green - Assistant Principal
Main Office: (607) 757-2143

Thomas J. Watson, Sr. Elementary
Dignity Act Coordinators
Bob Maraski - Principal
Joshua Vanderquist - Assistant Principal
Main Office - (607) 757-2152

Dignity Act Coordinators- Secondary

Union-Endicott High School
Dignity Act Coordinators
Steven DiStefano- Principal
Thomas Bierworth-Associate Principal
Kristen Rodriguez-Assistant Principal
Mary Maraski-Assistant Principal
Teresa Mckinney - Athletic Director
Main Office: 607/757-2181

Jennie E. Snapp Middle School
Dignity Act Coordinators
Sara Morley - Principal
Katie Bierworth - Associate Principal
Catherine DuBrava - Assistant Principal
Robert Malvasio - Assistant Principal
Main Office: 607-757-2156

Tiger Ventures
Dignity Act Coordinator
Annette Varcoe - Principal
Chris Murdock
Director of Diversity Equity and Inclusion
Main Office: 607-757-2149

VI. Prohibited School Conduct & Interventions & Consequences

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

Athletics and Extracurriculars

The code of conduct applies to Athletics and Extracurriculars. The Principals will work with the Athletic Director, Coaches and Advisors to determine if discipline impacts the eligibility to participate.

Off campus & Non-School Day Misconduct

Students may be disciplined for violations of school district policies and the Code of Conduct when there is a connection to or impact, effect on school students, personnel, activities, functions or property. Examples of misconduct include but are not limited to: cyberbullying, sexting, threatening or harassing students or school personnel through the use of electronic devices.

Disciplinary Penalties, Procedures and Referrals

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

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

The District Board expects all students to conduct themselves in an appropriate and civil manner per the District Code of Conduct, with proper regard for the rights and welfare of other students, personnel and other members of the school community, and for the care of facilities and equipment. These expectations also apply to internships and student work experience.

The best discipline results in students learning 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 develop self-discipline. The Board recognizes the need to be clear and specific in expressing its expectations for student conduct while on District property or engaged in a District

function. 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 or who violate these school rules will be required to accept the consequences for their conduct. Students may be subject to disciplinary action, up to and including suspension from school or removal from a program, when they engage in conduct that is disorderly, insubordinate, disruptive, violent, endangers the safety, morals, health or welfare of others, engage in misconduct on the school bus, or engage in academic misconduct including work/internship sites.

Secondary Discipline, Interventions, Consequences-

For a comprehensive list and Definition, See Appendix A

Examples of Classroom Managed Behaviors- Secondary
Disrupting the educational process.
Violating Cell Phone Use Policy.
Failure to comply with reasonable directives of staff.
Violation of Dress Code
Lying or giving false information.
Late to class.
Using obscene, profane, lewd, vulgar or abusive language or behavior not directed at an individual or group of individuals.
Not following classroom norms.
Use of ear buds during instructional time without permission.

Examples of Office Managed Behaviors- Secondary (referral based)
Repeated lateness/tardiness to school or class that is impacting student learning for themselves and/or others.
Minor aggression toward other students or educators that does not result in significant disruption or injury.
Refusal at classroom level to modify Dress Code violation

Using language or gestures that are inappropriate for school settings, which could include but are not limited to: slurs, swearing at others, mocking, or teasing.
Using obscene, profane, lewd, vulgar or abusive language or behavior directed at an individual or group of individuals.
Plagiarism, forgery or cheating
Misconduct on a school bus.
Reports of Bullying, Harassment, Discrimination or Cyberbullying*" *Use appropriate form, shown on page 10
Stealing.
Trespassing or entering school property without authorization.
Using language or gestures that are profane, lewd, vulgar, abusive, intimidating, or that incite others.

Behaviors that Require Immediate Removal from Educational Setting - Secondary
Bullying, harassment or discrimination.
Committing or threatening acts of violence.
Possessing, displaying, threatening or using a weapon.
Cyberbullying (see definition).
Inappropriately using, sharing, selling, attempting to sell, distributing or exchanging alcohol, vapes, prescription and over-the-counter drugs, or being under the influence of any such substances on school property.
Inappropriate touching and/or indecent exposure.
Violating privacy when using school restroom facilities, locker rooms or any space where privacy is assumed.
Violation of the District Acceptable Use Policy for technology.
Gambling
Hazing: See definition
Displaying signs of gang affiliation or engaging in gang-related behaviors

Elementary Discipline, Interventions, Consequences-

For a comprehensive list and definitions, See Appendix A

Examples of Classroom Managed Behaviors- Elementary
Disrupting the educational process
Failure to comply with reasonable directives of staff
Not following classroom norms
Lying or giving false information
Using obscene, profane, lewd, vulgar or abusive language or behavior not directed at an individual or group of individuals
Late to class
Violation of Dress Code
Violating Cell Phone Use Policy
Use of ear buds during instructional time without permission

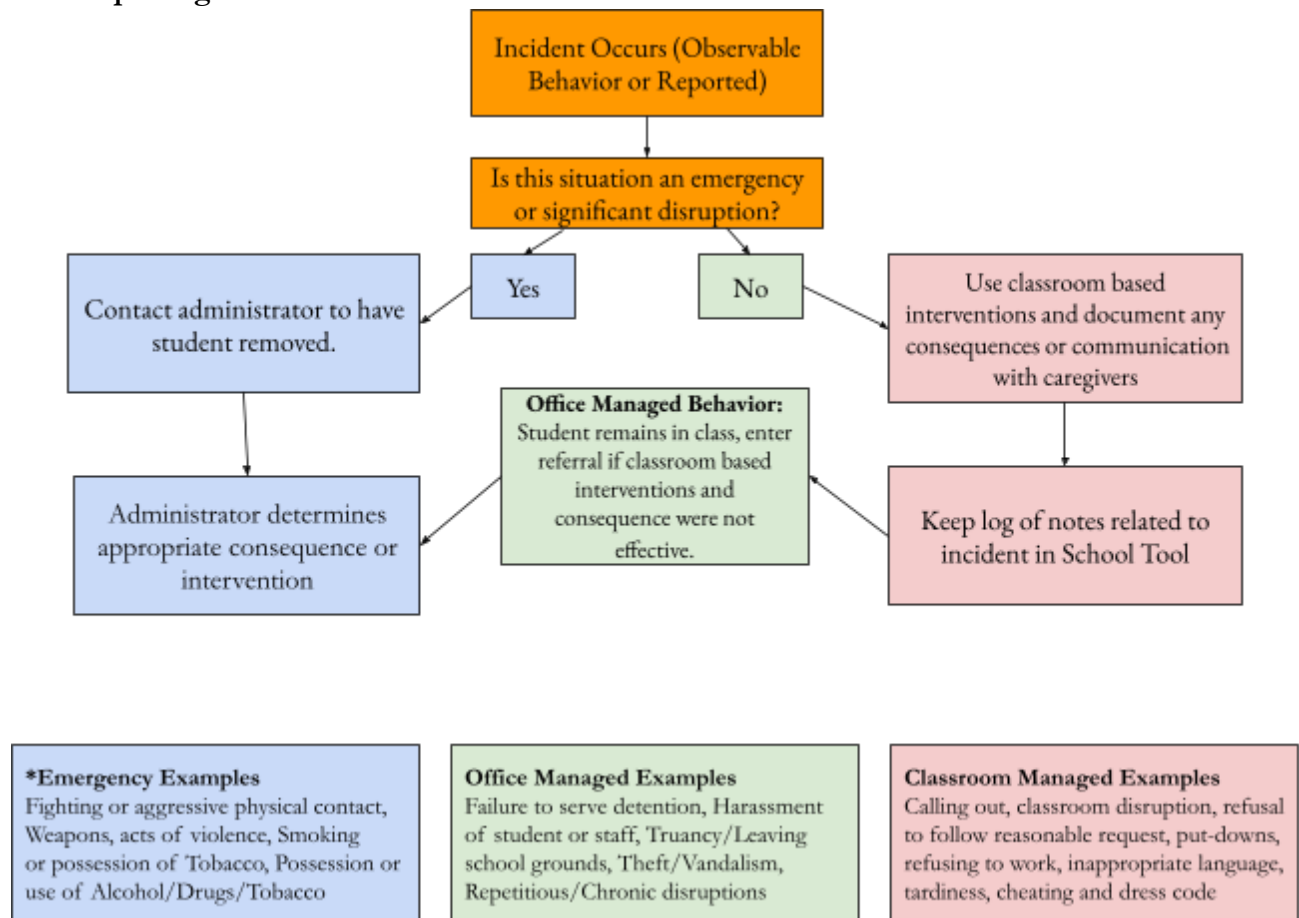
Examples of Office Managed Behaviors- Elementary (referral based)
Repeated disruption of the educational process after classroom interventions have been implemented
Repeated use of language or gestures that are inappropriate for school settings, which could include but are not limited to: slurs, swearing at others, mocking, or teasing
Minor aggression toward other students or educators that does not result in significant disruption or injury
Misconduct on a school bus
Reports of Bullying, Harassment, Discrimination or Cyberbullying* *Use appropriate form, shown on page 10
Repeated use of obscene, profane, lewd, vulgar or abusive language, gestures, or behavior directed at an individual or group of individuals
Repeated lateness/tardiness to school or class that is impacting student learning for themselves and/or others

Refusal at classroom level to modify Dress Code violation
Plagiarism, forgery or cheating
Stealing
Trespassing or entering school property without authorization

Behaviors that Require Immediate Removal from Educational Setting - Elementary
Bullying, harassment or discrimination
Committing or threatening acts of violence
Possessing, displaying, threatening or using a weapon
Cyberbullying (see definition)
Inappropriately using, sharing, selling, attempting to sell, distributing or exchanging alcohol, vapes, prescription and over-the-counter drugs, or being under the influence of any such substances on school property
Inappropriate touching and/or indecent exposure
Violating privacy when using school restroom facilities, locker rooms or any space where privacy is assumed
Violation of the District Acceptable Use Policy for technology
Gambling
Hazing (see definition)
Displaying signs of gang affiliation or engaging in gang-related behaviors

VII. Procedures/Flow Charts for Reporting Violations and Referrals

Staff Reporting:



Students and Stakeholder Reporting:

Any student observing a student possessing a weapon, alcohol, illegal substance, or bullying on school property or at a school function shall report this information immediately to a teacher, the building principal, school employee, or the Superintendent. Any weapons, alcohol, or illegal substances found shall be confiscated immediately, followed by notification of the parent of the student involved and the appropriate disciplinary action taken, up to and including, permanent suspension and referral for prosecution. There is also a SPRIGEO web reporting link for bullying that is accessible to all students, employees and caregivers at www.uek12.org. This link is also on the landing page for each student's 1:1 device.

The building principal 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 learns of the violation. The notification may be made by telephone, followed by a letter mailed on the same day

as the telephone call is made. The notification must identify the student(s) and explain the conduct that violated the Code of Conduct and constituted a crime.

VIII. Use of Physical Force

Corporal punishment is any act of force upon a student for the purpose of punishing that student. Corporal punishment of any student by a 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 the school or others.
3. Restrain or remove a student whose behavior interferes with the orderly exercise and performance of school District functions, powers and duties.

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

IX. Student Interrogation and Searches

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

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. Students have no reasonable expectation of privacy with respect to school lockers, desks, or other school storage spaces over which the school authorities retain control. Students may use these areas for the limited purpose of temporarily keeping items needed to participate in school instruction and activities.

An authorized school official may search a student or the student's belongings based upon information received from a reliable 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 reliable 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 should attempt to get the student to voluntarily consent to the search. Searches will be limited to the extent necessary to locate the evidence sought.

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

X. Suspension/Teacher Removal/Alternate Instruction

Suspension

The board of education, board of trustees or sole trustee, the superintendent of schools, district superintendent of schools or principal of a school may suspend the following pupils from required attendance upon instruction: A pupil who is insubordinate or disorderly or violent or disruptive, or whose conduct otherwise endangers the safety, morals, health or welfare of others.

1. The board of education, board of trustees, or sole trustee, superintendent of schools, district superintendent of schools and the principal of the school where the pupil attends shall have the power to suspend a pupil for a period not to exceed five school days. In the case of such a suspension, the suspending authority shall provide the pupil with notice of the charged misconduct. If the pupil denies the misconduct, the suspending authority shall provide an explanation of the basis for the suspension.
2. The pupil and the person in parental relation to the pupil shall, on request, be given an opportunity for an informal conference with the principal at which the pupil and/or person in parental relation shall be authorized to present the pupil's version of the event and to ask questions of the complaining witnesses. 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 pupils notice and opportunity for an informal conference shall take place as soon after the suspension as is reasonably practicable.
3. No pupil may be suspended for a period in excess of five school days unless such pupil and the person in parental relation to such pupil shall have had an opportunity for a fair hearing, upon reasonable notice, at which such pupil shall have the right of representation by counsel, with the right to question witnesses against such pupil and to present witnesses and

other evidence on his behalf. Where a pupil has been suspended in accordance with this subdivision by a superintendent of schools, district superintendent of schools, or community superintendent, the superintendent shall personally hear and determine the proceeding or may, in his discretion, designate a hearing officer to conduct the hearing.

- a. The hearing officer shall be authorized to administer oaths and to issue subpoenas in conjunction with the proceeding before him.
 - b. A record of the hearing shall be maintained, but no stenographic transcript shall be required and a tape recording shall be deemed a satisfactory record.
 - c. The hearing officer shall make findings of fact and recommendations as to the appropriate measure of discipline to the superintendent.
 - d. The report of the hearing officer shall be advisory only, and the superintendent may accept all or any part thereof. The appeal must be in writing and submitted to the District Clerk within ten (10) business days of the date of this decision. An appeal will lie from the decision of the superintendent to the board of education who shall make its decision solely upon the record before it. The board may adopt in whole or in part the decision of the superintendent of schools.
4. Where the basis for the suspension is, in whole or in part, the possession on school grounds or school property by the student of any firearm, rifle, shotgun, dagger, dangerous knife, dirk, razor, stiletto or any of the weapons, instruments or appliances specified in subdivision one of section 265.01 of the penal law, the hearing officer or superintendent shall not be barred from considering the admissibility of such weapon, instrument or appliance as evidence, notwithstanding a determination by a court in a criminal or juvenile delinquency proceeding that the recovery of such weapon, instrument or appliance was the result of an unlawful search or seizure.
 5. With the exception of those students who receive prior written permission from the Board of Education or its designee, no student may bring in or possess any "firearm" or "weapon" on school property, on a school bus or District vehicle, in school buildings, or at school sponsored activities or settings under the control or supervision of the District regardless of location. Any student who has been found guilty of bringing in or possessing a firearm or weapon in violation of this policy will be disciplined in a manner consistent with State and Federal law and the District's Code of Conduct. Such discipline may include a mandatory suspension for a period of not less than one (1) calendar year for a student who is determined to have violated the Federal Gun-Free Schools Act and its implementing provisions in the New York State Education Law, provided that the Superintendent may modify the suspension requirement on a case-by-case basis.
 6. Where a pupil has been suspended in accordance with this section by a board of education, the board may in its discretion hear and determine the proceeding or appoint a hearing officer who shall have the same powers and duties with respect to the board that a hearing officer has with respect to a superintendent where the suspension was ordered by him. The findings and recommendations of the hearing officer conducting the proceeding shall be

advisory and subject to final action by the board of education, each member of which shall before voting review the testimony and acquaint himself with the evidence in the case. The board may reject, confirm or modify the conclusions of the hearing officer.

7. The superintendent is required to refer the following students to the County Attorney (or the appropriate county agency if not the county attorney) for a juvenile delinquency proceeding before the Family Court:
 - a. Any student under the age of 16 who is found to have brought a weapon to school, or
 - b. Any student 14 or 15 years old who qualifies for juvenile offender status under the Criminal Procedure Law.
8. The superintendent is required to refer students over the age of 16 or any student 14 or 15 years old who qualifies for juvenile offender status to the appropriate law enforcement authorities. A student 14 or 15 years old who possesses a firearm, machine-gun or loaded firearm (as defined in section 265.00 of the Penal Law) on Union-Endicott Central School District property (as defined in section 220.00 (14) of the Penal Law) qualifies for juvenile offender status under section 1.20 of the Criminal procedure Law.
9. Procedure after suspension. Where a pupil has been suspended pursuant to this subdivision and said pupil is of compulsory attendance age, immediate steps shall be taken for his or her attendance upon instruction elsewhere or for supervision or detention of said pupil pursuant to the provisions of article seven of the family court act. Where a pupil has been suspended for cause, the suspension may be revoked by the board of education whenever it appears to be for the best interest of the school and the pupil to do so. The board of education may also condition a student's early return to school and suspension revocation on the pupil's voluntary participation in counseling or specialized classes, including anger management or dispute resolution, where applicable.

For discipline of students with disabilities and students presumed to have a disability for discipline purposes, see section XV.

Alternative Instruction

For suspensions in **excess of five consecutive school days**, the student's parent(s)/guardian(s) must be provided with a written notice which indicates that the district proposes to suspend the student from school in excess of five consecutive school days, describes the basis for the proposed suspension, explains that the student has an opportunity for a fair hearing conducted by either the superintendent or hearing officer designated by the superintendent at which the student will have the right to question any witnesses accusing him/her of committing the misconduct charged, and to present witnesses on his/her own behalf. Where possible, notification must also be provided by telephone. For any student of compulsory school age, the school must provide alternative education to the student during the suspension.

If awaiting an alternative placement, the student will be provided instruction as follows:

- 10 hours of instruction per week at the elementary level
- 15 hours of instruction per week at the secondary level.

For alternative instruction or placement of students with disabilities and students presumed to have a disability for discipline purposes, see section XV.

Teacher Removal of a Disruptive Student

Based upon Project SAVE legislation, any teacher shall have the power and authority to remove a disruptive pupil, as defined in subdivision 2-a of this section, from such teacher's classroom consistent with discipline measures contained in the code of conduct adopted by the board pursuant to section twenty-eight hundred one of this chapter. Definition of Disruptive student: "For the purposes of this section, a disruptive pupil is an elementary or secondary student under 21 years of age who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom." The school authorities of any school district shall establish policies and procedures to ensure the provision of continued educational programming and activities for students removed from the classroom pursuant to this subdivision and provided further that nothing in this subdivision shall authorize the removal of a pupil in violation of any state or federal law or regulation. No pupil shall return to the classroom until the principal makes a final determination pursuant to paragraph c of this subdivision, or the period of removal expires, whichever is less.

Such teacher shall inform the pupil and the school principal of the reasons for the removal. If the teacher finds that the pupil's continued presence in the classroom does not pose a continuing danger to persons or property and does not present an ongoing threat of disruption to the academic process, the teacher shall, prior to removing the student from the classroom, provide the student with an explanation of the basis for the removal and allow the pupil to informally present the pupil's version of relevant events. In all other cases, the teacher shall provide the pupil with an explanation of the basis for the removal and an informal opportunity to be heard within twenty-four hours of the pupil's removal.

The principal shall inform the person in parental relation to such pupil of the removal and the reasons therefore within twenty-four hours of the pupil's removal. The pupil and the person in parental relation shall, upon request, be given an opportunity for an informal conference with the principal to discuss the reasons for the removal. If the pupil denies the charges, the principal shall provide an explanation of the basis for the removal and allow the pupil and/or person in parental relation to the pupil an opportunity to present the pupil's version of relevant events. Such informal hearing shall be held within forty-eight hours of the pupil's removal.

The principal shall not set aside the discipline imposed by the teacher unless the principal finds that the charges against the pupil are not supported by substantial evidence or that the pupil's removal is

otherwise in violation of law or that the conduct warrants suspension from school pursuant to this section and a suspension will be imposed. The principal's determination made pursuant to this paragraph shall be made by the close of business on the day succeeding the forty-eight-hour period for an informal hearing contained in paragraph b of this subdivision.

The principal may, in his or her discretion, designate a school district administrator, to carry out the functions required of the principal under this subdivision.

XI. Discipline of Students w/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 are entitled to 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 state laws and regulations.

A. Authorized Suspensions or Removals of Students with Disabilities

1. School personnel may order the suspension or removal of a student with a disability from his or her current educational placement as follows:
 - a. 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.
 - b. The Superintendent may order the placement of a student with a disability into a IAES, another setting or suspension for up to ten 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.
 - c. The Superintendent may order additional suspensions of not more than ten (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.
 - d. 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 disability would be subject to discipline, but not more than forty-five (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 controlled substance while at school or a school function.

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

B. Change of Placement Rule

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

1. for more than ten (10) consecutive school days; or
2. for more than ten (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 ten (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.

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 AES for behavior involving weapons, illegal drugs, or controlled substances.

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

1. The District's Committee on Special Education shall:
 - a. Conduct functional behavioral assessments to determine why a student engages in a particular behavior, and develop or review behavioral intervention plans whenever the District is first suspending or removing a student with a disability for more than ten (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 ten (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.
 - b. Conduct a manifestation determination review of the relationship between the student's disability and the behavior subject to disciplinary action whenever a decision is made to place a student in an IAES either for misconduct involving

weapons, illegal drugs, or controlled substances or because maintaining the student in his current educational setting poses a risk of harm to the student or others; or a decision is made to impose a suspension that constitutes a disciplinary change in placement.

2. 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.
 - a. 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.
 - b. 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 a 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.

If there is no basis for knowledge that the 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.

3. 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.

4. 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.
5. Superintendent hearings on disciplinary charges against students with disabilities subject to a suspension of more than five school days shall be bifurcated into a guilt phase and a penalty phase in accordance with the procedures set forth in the Commissioner's regulations incorporated into this code.
6. The removal of a student with disabilities other than a suspension or placement in an AES shall be conducted in accordance with the due process procedures applicable to such removals on non-disabled students, except that school personnel may not impose such removal for more than ten (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.
7. During any period of suspension or removal, including placement in an AES, students with disabilities shall be provided services as required by the Commissioner's regulations incorporated into this code.

D. Expedited Due Process Hearings

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

- The District requests such a hearing to obtain an order of an impartial hearing officer placing a student with a disability in an IAES where school personnel maintain that it is dangerous for the student to be in his or her current educational placement, or during the pendency of due process hearings where school personnel maintain that it is dangerous for the student to be in his or her current educational placement during such proceedings.
- The parent requests such a hearing from a determination that the student's behavior was not a manifestation of the student's disability, or relating to any decision regarding placement, including but not limited to any decision to place the student in an IAES.
- During the pendency of an expedited due process hearing or appeal regarding the placement of a student in an AES 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 AES placement, whichever occurs first, unless the parents and the District agree otherwise.
- An expedited due process hearing shall be completed within fifteen (15) business days of receipt of the request for a hearing. Although the impartial hearing officer may grant specific extensions of such time period, he or she must mail a written decision to the District and the parents within five business days after receipt of the request for a hearing, without exceptions or extensions.

E. Referral to law enforcement and judicial authorities

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

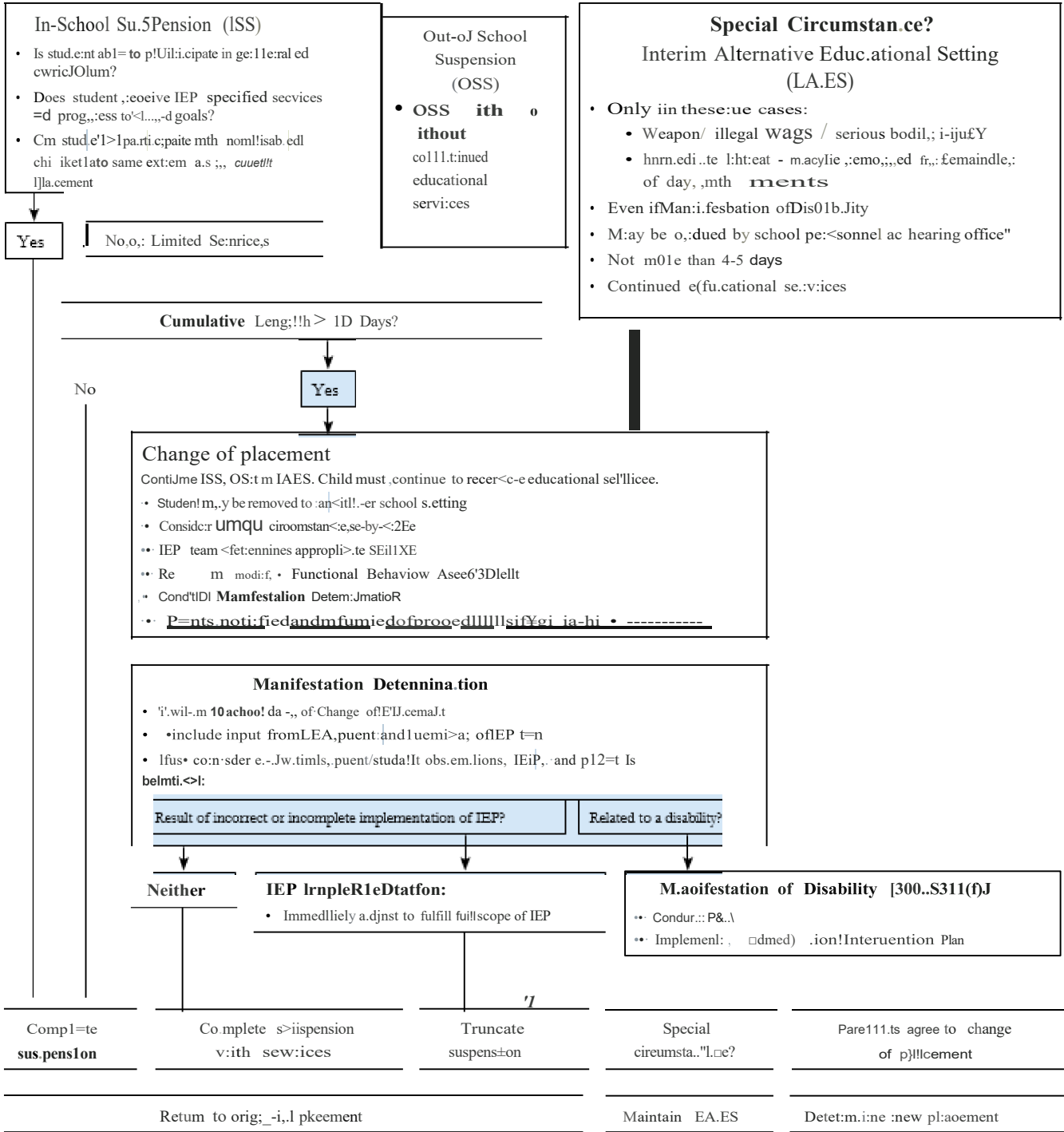
The District may report a crime committed by a child with a disability to appropriate authorities, and such action will not constitute a change of the student's placement.

The Superintendent shall ensure that copies of the special education and disciplinary records of a student with disabilities are transmitted for consideration to the appropriate authorities to whom a crime is reported.

School Removals: Procedures and Requirements

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XII. Visitors to the School

The following rules apply to visitors to the schools:

1. Anyone who is not a regular staff member or student of the school will be considered a visitor.
2. All visitors to the school must report to the security vestibule upon arrival at the school. There they will be required to sign the visitor's register and will be issued a visitor's identification badge, which must be worn at all times while in the school or on school grounds. The visitor must return the identification badge to the security personnel before leaving the building.
3. Visitors attending school functions that are open to the public, such as parent-teacher organization meetings or public gatherings, are not required to register.
4. Parents or citizens who wish to observe a classroom while school is in session are required to arrange such visits in advance with the classroom teacher(s), so that class disruption is kept to a minimum.
5. Teachers are expected not to use class time to discuss individual matters with visitors.
6. Any unauthorized person on school property will be reported to the principal or his or her designee. Unauthorized persons will be directed to leave. The police may be called if the situation warrants.
7. All visitors are expected to abide by the rules for public conduct on school property contained in this Code of Conduct.
8. At Union-Endicott, we are moving forward in diversity, equity, and inclusion work. In any school setting, our actions should reflect integrity, respect, responsibility, kindness, and self-control. As a Board, we are called to live these values in what we say and how we act. Our expectation is that all UE staff, students, and community members respect and honor these efforts. Any disparaging comments, gestures or actions against individuals or groups of people will not be tolerated. All who can respect these expectations are welcome to stay, and those who cannot will be asked to leave.

XIII. Public Conduct on School Property

The District is committed to providing an orderly, respectful environment that is conducive to learning to create and maintain this kind of an environment, it is necessary to regulate public conduct on school property and at school functions. For purposes of this section of the Code, "public" 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.

At Union-Endicott, we are moving forward in diversity, equity, and inclusion work. In any school setting, our actions should reflect integrity, respect, responsibility, kindness, and self-control. As a Board, we are called to live these values in what we say and how we act. Our expectation is that all UE staff, students, and community members respect and honor these efforts. Any disparaging comments, gestures or actions against individuals or groups of people will not be tolerated and will result in corrective action.

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.

XIV. Dissemination and Review

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

1. Providing a public hearing prior to Board approval.
2. Providing hard copies of a summary of the Code to all students, in an age-appropriate, plain-language version, and reviewed by principals at school wide assemblies or meetings held at the beginning of each school year.
3. Making copies of the Code available to all parents at the beginning of the school year.
4. Providing 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.
5. Providing all current teachers and other staff members with a copy of the Code and a copy of any amendments to the code as soon as practicable after adoption.
6. Providing all new employees with a copy of the current Code of Conduct when they are first hired.
7. Making copies of the Code available for review by students, parents and other community members and providing opportunities to review and discuss this Code with the appropriate personnel. Plain language summaries will be provided to students and caregivers as well as included in the daily agendas provided to each student.
8. Posting the Code of Conduct on the District website (www.uek12.org), for access by parents and community members.

The Board will sponsor an in-service education program for all District staff members to ensure the effective implementation of the Code of Conduct. The Superintendent may solicit the recommendations of the District staff, particularly teachers and administrators, regarding in-service programs pertaining to the management and discipline of students.

The Board of Education, via a committee of representative stakeholders, 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 will be made up of representatives of student, teacher, administrator, and parent organizations, school safety personnel and other school personnel. Before adopting any revisions to the Code, the Board will hold at least one public hearing at which school personnel, parents, students and any other interested party may participate.

The District shall post the complete Code of Conduct (with all amendments and annual updates) on the District's website, if available. The District shall file a copy of its Code of Conduct and any amendments with the Commissioner, in a manner prescribed by the Commissioner, no later than thirty (30) days after their respective adoptions.

Education Law §3214 (2-a) (b)
Education Law §2801 (1)

Education Law §3214 (2-a) (3) (4) (6)
Federal Law 18 USC §921
Federal Law 18 USC §921

XV. Definitions

<p><u>Absences:</u></p>	<p><u>Chronic Absenteeism-</u> Missing 10% or more of school over the course of an academic year for any reason (excused or unexcused).</p> <p><u>Excused Absence</u> - From UECSD Board Policy 7110: Excused: An absence, tardiness, or early departure may be excused if due to personal illness, illness or death in the family, impassable roads due to inclement weather, religious observance, quarantine, required court appearances, attendance at health clinics or doctor appointments, approved college visits, approved cooperative work programs, military obligations, or other such reasons as may be approved by the Board of Education.</p> <p><u>Unexcused Absence</u> - Not Officially excused or permitted: From UECSD Board Policy 7110: Unexcused: An absence, tardiness, or early departure is considered unexcused if the reason for lack of attendance does not fall into the above categories (e.g., family vacation, hunting, babysitting, haircut, obtaining learner’s permit, road test, oversleeping).</p> <p><u>Tardiness</u> - Arriving late to school or Class.</p> <p><u>Truancy</u> -International series of unexcused absences.</p>
<p><u>Alcohol: Use, Possession or Sale</u></p>	<p>Illegally using, possessing, or being under the influence of alcohol on school property or at a school function. This includes possessing alcohol on a person, in a locker, a vehicle or other personal space; selling or distributing alcohol on school property or at a school function; and finding alcohol on school property that is not in the possession of any person.</p>
<p><u>Alternative Educational Setting (AES)</u></p>	<p>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 AES placement that are designed to prevent the behavior from recurring.</p>
<p><u>Assault: Updated definition for purposes of “School Safety and Educational Climate Reporting System by NYSED</u></p>	<p>Intentionally or recklessly causing <u>physical injury</u> or <u>serious physical injury</u> (see differences in definitions below) to another person, with or without a weapon, in violation of the school district code of conduct. For reporting purposes, an act committed by a person 10 years of age or older which would constitute a felony under Article 120 of the Penal Law, taking into consideration the developmental</p>

	capacity of the person to form the intent to commit such act, and where the school has referred the person to the police for the act. NYSED Glossary of Terms
Bomb Threat	A telephoned, written, or electronic message that a bomb, explosive, chemical or biological weapon has been or will be placed on school property.
Bullying and Harassment	<p>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 interfering with a student’s educational performance, opportunities or benefits, or mental, emotional or physical wellbeing, 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:</p> <ol style="list-style-type: none"> 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 including, but not limited to, online, texts, app-based communications, social media, etc. <p>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.</p> <p>For the purposes of this definition the term “threats, intimidation or abuse” shall include verbal or 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 unreasonably and substantially interfere with a student’s education. (See Education Law Section 11[7] and 8 N.Y.C.R.R. 100.2)25</p>
Coercion	Persuading someone to do something by using force or threats.
Controlled Substance	<p>A drug or other substance identified in certain provisions of the federal Controlled Substances Act specified in both federal and state law and regulations that apply to this Code.</p> <p>The term "controlled substance" means a drug or other substance, or immediate precursor, included in schedule I, II, III, IV, or V of Title 21 United State Code (USC) Controlled Substances Act, Subchapter 1 Part A, §802 (6). The term does not include distilled spirits, wine, malt beverages, or tobacco. Please see attached chart for more information. See chart on page 30.</p>
Conflict	A struggle between people or groups of people which may be physical, emotional or

	a result of conflicting beliefs and principles
Crown Act	The Dignity for all Students Act protects the right of all students to learn in schools free of discrimination, harassment, and bullying. In 2019, NYSED clarified those rights include self-expression through hairstyle. The CROWN Act protects students' rights to wear or treat their hair however they desire, without the threat of racial discrimination or loss of access to school, participation in activities, and inclusion in opportunities inside and beyond typical classrooms. More specifically, The CROWN Act prohibits race discrimination based on natural hair or hairstyles; defines "race" for certain specific purposes to include, but not be limited to, ancestry, color, ethnic group identification, and ethnic background, and to include traits historically associated with race, including but not limited to, hair texture and protective hairstyles; and defines "protective hairstyles" to include, but not be limited to, such hairstyles as braids, locks, and twists.
Culturally Responsive Teaching	Is a pedagogy that recognizes the importance of including student's cultural references in all aspects of learning. NYSED CRS/E Framework Click here for Framework
Cyberbullying	"Harassment" or "bullying", where such harassment or bullying occurs through any form of electronic communication (Education Law Section 11[8]). Cyberbullying may occur via electronic communication on the Internet, on cellular phones or other electronic media. 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 e-mail 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 in order 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. NYSED Cyberbullying Info
Detention/Lunch Detention:	The supervised retention of students during the school day or after school for the purposes of increasing student self-awareness, self-management, and social skills and helping the student to understand the impact of their behavior provide real time opportunities to correct behavior and set goals to improve behavior and restore relationships.
Disability	(a) A physical, mental, or medical impairment resulting from anatomical, physiological, genetic, or neurological conditions which prevents the exercise of normal bodily function or is demonstrable by medically accepted clinical or laboratory diagnostic techniques or (b) a record of such an impairment or (c) a

	condition regarded by others as such an impairment, provided, however, that in all provisions of this article dealing with employment, the term must be limited to disabilities which, upon the provision of reasonable accommodations, do not prevent the complainant from performing in a reasonable manner the activities involved in the job or occupation sought or held (Education Law Section 11 [4} and Executive Law Section 292[21]).
Disabled Student	A student who has been identified as having a disability pursuant to the provisions of IDEA and Article 89 of the Education Law, or one who the District is deemed to know has a disability within the meaning of 34 CFR §300.527.
Discrimination	The intentional or unintentional act of denying rights, benefits, equitable treatment or access to facilities and programs that are available to all others. The denial occurs because the individual or group of people belong to or are perceived to belong to a particular group, class or category. Results in actual or potential exclusion or lack of access.
Disruptive	To act in a way that interferes with the educational process, interrupts the teacher’s ability to teach, prevents other students’ ability to learn, etc.
Drugs/Illegal Substances: Use, Possession or Sale	For NYSED reporting purposes: Illegally using, possessing, or being under the influence of a controlled substance or marijuana, marijuana derivative, on school property or at a school function, including having such substance on a person in a locker, vehicle, or other personal space; selling or distributing a controlled substance or marijuana, on school property; finding a controlled substance or marijuana on school property that is not in the possession of any person; provided that nothing herein shall be construed to apply to the lawful administration of a prescription drug on school property. Additional Restrictions at Union-Endicott Central School District: <ul style="list-style-type: none"> a. Unauthorized possession, sale or distribution of prescription medications that do not fall into the category of “controlled substances. b. Unauthorized possession, sale or distribution of over-the-counter medications that do not fall into the category of “controlled substances.”c. c. False representation of substances for sale or distribution. (Representing one substance as another).
Due Process	A fundamental, constitutional guarantee of basic fairness, particularly regarding disciplinary proceedings. Due process ensures that students will be afforded notice of the proceedings; an investigation that solicits information from all parties involved, an opportunity to be heard in a meaningful way in a timely manner, and an evidence-based decision that is reasonable and proportional to the incident.
Educational Equality	Equal treatment, access and opportunity to school resources and opportunities. (All students have access to a high-quality education, are held to the same standards and objectives regardless of their circumstances, abilities, or experiences). The focus on

	equality is “what is fair within the group.” This differs from “Educational Equity.” (District Definition)
Educational Equity	The recognition that different student may need different resources to achieve the same goals as their peers. This means that each student receives what they need to develop their full academic and social potential. The focus on equity is “what is fair for the individual.” This differs from “Educational Equality.”
Employee	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 IXB of Article 55 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 (Education Law Section s11[4] and 1125[3]).
Excessive	Something that happens more than the norm.
False Alarm	Causing a fire alarm or other disaster alarm to be activated knowing there is no danger, or through false reporting of a fire or disaster.
Firearm	A firearm as defined in 18 USC § 921 for purposes of the Gun Free Schools Act, and any device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury, including but not limited to: any other gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, BB gun, starter gun, 3D printed gun or pellet gun. <u>Gun-Free School Act</u>
Gang-Related:	When an incident involves one or more than one offender, known to be a member of an organized group, or gang, which is characterized by turf concerns, symbols, special dress, and/or colors that engages students in delinquent or illegal activity.
Group-Related	An incident is group-related if several individuals assemble for the purpose of engaging in or contributing to actions that occur during the incident.
Harassment	Creation of a hostile environment by conduct, verbal threats, intimidation and/or abuse, which results in: interference with a student's educational performance, opportunities or benefits, OR interference with a person’s mental, emotional and/or physical well-being, OR a reasonable expectation that a person should fear for their safety.
Hazing	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,

	<p>bodily injury or public ridicule is likely to occur. Hazing behaviors include, but are not limited to, the following general categories:</p> <ol style="list-style-type: none"> 1. Humiliation: socially offensive, isolating, or uncooperative behaviors 2. Substance abuse: abuse of tobacco, alcohol, or illegal/legal drugs 3. Dangerous hazing: hurtful, aggressive, destructive, and disruptive behaviors.
Illegal Drugs	<p>A controlled substance (see controlled substance chart on page 29), except for those legally possessed or used under the supervision of a licensed health-care professional, or those legally possessed or used under any other authority under the Controlled Substances Act or any other federal or New York State law. Some drugs have legal status, but are prohibited for possession by students in school settings (i.e. marijuana).</p>
Interim Alternative Educational Setting (“IAES”)	<p>An IAES is a term for a temporary educational setting and program other than the student's current placement that enables a student identified with a disability to continue to receive educational services. A school superintendent can place a student in an IAES for up to 45 school days for behavior involving serious bodily injury, weapons, illegal drugs, or controlled substances even where the behavior was determined to be a manifestation of the student's disability. See 8 NYCRR § 201.7 (e). Exception: A school district may request an expedited impartial due process hearing to place a student in IAES for up to 45 school days where the district believes that keeping the student in their current placement is substantially likely to result in injury to the student or others. See 8 NYCRR §§ 201.8 and 201.11.</p>
IEP	<p>A legal written document required for children who are eligible to receive special education services. The members of the IEP team provide detailed information on children's performance, offer direct support and services to students, set annual goals, and evaluate student's progress on a regular basis.</p>
Intervention:	<p>Specific program or strategies that provide students with the support needed to acquire the skills being taught in the educational system. Strategies may address academic, cognitive, behavioral, emotional, and social skills that directly impact a student's ability to access the same goals as their peers.</p>
Intentional	<p>Done on purpose; deliberate.</p>
In-School Suspension (ISS)	<p>Is a removal from instruction and/or activities in the same setting as class/age peers as a disciplinary purpose but remains under the direct supervision of school personnel.</p>
Involuntary Transfer to an Alternative Placement	<p>For NYSED reporting purposes: Is the removal from instruction within the same school building as class/age peers as a disciplinary measure, and assignment to an alternate setting to receive instructional services. This could also include alternate (i.e., condensed) hours.</p>
Juvenile Justice or Criminal	<p>For the purposes of the Code of Conduct and Reporting: When the school is aware</p>

Justice System	that a student, under the supervision of juvenile justice of the criminal justice system, engages in an incident that may rise to the level of a criminal offense, the school reports the incident to the juvenile justice system for intervention.
Legal Drugs	Use of a prescribed drug under a doctor’s supervision and with acknowledgement of usage shared with the School/District is not a violation of the Code of Conduct. The use of prescribed drugs without a physician’s prescription or knowledge of the school/district is a violation of the Code of Conduct.
Loitering	To stand, wait, or pace around idly without an apparent purpose.
Material Incident of Discrimination, Harassment, and Bullying	<p>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.(2) In addition, such term shall include a verified incident or series of related incidents of harassment or bullying that occur off school property, as defined in Commissioner’s regulation §100.2(kk)(1)(viii). Such conduct shall include, but is not limited to, threats, intimidation or abuse based on a person's actual or perceived race, color, ethnic group, national origin, religion, religious practice, creed, age, sex, sexual orientation, gender or gender identity, weight, political affiliation, marital or veteran status, use of a recognized guide dog, hearing dog or service dog, or disability. Commissioner’s regulation 100.2(kk)(1)(viii) provides that harassment or bullying means the creation of a hostile environment by conduct or by threats, intimidation or abuse that either: (a) has or would have the effect of unreasonably and substantially interfering with a student’s educational performance, opportunities or benefits, or mental, emotional and/or physical well-being, including conduct, threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause emotional harm; or (b) 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 shall include acts of harassment or bullying that occur on school property, at a school function, or off school property where such act creates or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation, or abuse might reach school property. For the purposes of this definition the term “threats, intimidation or abuse” shall include verbal and non-verbal actions.</p> <p>Bullying is defined as a form of unwanted, aggressive behavior that involves a real or perceived power imbalance and that is repeated, or has the potential to be repeated, over time.(4)</p> <p><u>Please note the following “elements of bullying” do not solely determine whether an incident is material.</u></p> <p>Imbalance of power: An imbalance of power involves the use of physical strength, popularity, or access to embarrassing information to hurt or control another person. Repetition: Bullying typically repeated, occurring more than once, or having the potential to occur more than once. Intent to Harm: The person bullying has the goal to cause harm. Bullying is not</p>

	accidental. Gun-Free School Act
Microaggression	Are often when peoples’ biases against marginalized groups reveal themselves in a way that leaves their victims feeling uncomfortable or insulted. Some aggressions are explicit, and others are implicit. Examples include: Micro assault (Verbal or behavioral explicit bias) which may include display of symbols like the swastika or confederate flag on school property or event ; Microinsult (Comments that are often unintentionally discriminatory) such as use of the saying, “That’s so gay.”; Microinvalidation (Invalidating the experiences of certain groups), such as statements like, “I don’t see skin color,” or doubting someone’s response to a question with a statement like, “No. really, what country are you <i>really</i> from?” Additional Examples of Microaggressions
Offender	Refers to a person who has mistreated and/or injured another person, or the individual who caused an incident. The offender can be identified as a student, staff (such as teacher or other school staff), or other (such as school safety officer, student intruder, visitor, unknown).
Out-of-School Suspension (OSS)	A student is suspended from attending classes or being on school property. The student must receive his/her instruction during the period of suspension, in an alternate setting, separate from the school which his/her class/age peers attend.
Caregiver	The biological, adoptive, or foster parent, guardian, or person in parental relation to a student.
Persistent	Repeated actions over a period of time.
Physical Injury	Physical injury means impairment of physical condition or substantial pain and includes, but is not limited to, black eyes, welts, abrasions, bruises, cuts not requiring stitches, swelling and headaches not related to a concussion. NYSED Glossary of Terms
Progressive Consequences	Instead of seeking punishment, progressive consequences seek to ensure accountability and behavioral change. With progressive consequences, in many cases, a student’s first violation will typically merit a lower-level consequence than subsequent violations. A variety of factors are considered before determining a consequence. In instances where a student’s conduct is dangerous or threatens the safety of others, more severe disciplinary action may be warranted, even if it is the student’s first violation.
Prohibited Substances	Those substances that are not illegal but prohibited without permission in a school setting. These include Schedule V and Schedule VI substances. Some examples include cough medicine and analgesics. See attached chart on page 29 for more information.
Project SAVE	

**Protected Classifications/
Bias-related terms**

It is the policy of the Union-Endicott School District to provide equal educational opportunities in accordance with applicable laws and regulations and without regard to actual or perceived race, color, religion, age, creed, ethnicity, national origin, citizenship status, disability, sexual orientation, gender (including actual or perceived gender identity, gender expression, pregnancy/conditions related to pregnancy or childbirth), weight or other and to maintain an environment free of harassment on the basis of any of the above protected classifications, including sexual harassment and retaliation.

- a. **Race:** A race is a categorization of humans based on shared physical or social qualities into groups generally viewed as distinct within a given society. For purposes of enumeration the U.S. Census Bureau uses such terms as: “White/Caucasian”, “Black/African American/African-descent”, “Asian”, “Bi-racial”, “Hispanics/Latinos” etc. to describe and classify the inhabitants of the United States.
- b. **Color:** The term refers to the apparent pigmentation of the skin, especially as an indication or possible indication of race.
- c. **Religion:** A personal set or institutionalized system of faith and worship. Fundamental beliefs include all aspects of religious observance and practice as well as belief, not just practices that are mandated or prohibited by a tenet of the individual’s faith. Religion includes not only traditional, organized religions such as Christianity, Judaism, Islam, Hinduism, Sikhism, and Buddhism, but also religious beliefs that are new, uncommon, not part of a formal church or sect, only subscribed to by a small number of people, or that seem illogical or unreasonable to others.
- d. **Religious Practice:** A term including practices and observances such as attending worship services, wearing religious garb or symbols, praying at prescribed times, displaying religious objects, adhering to certain dietary rules, refraining from certain activities, proselytizing, etc.
- e. **Age:** Prejudice or discrimination on the grounds of a person's age.
- f. **Creed:** A set of beliefs or aims which guide someone's actions.
- g. **Ethnicity:** a group of people with a shared culture, language, history, set of traditions, etc., or the fact of belonging to one of these groups.
- h. **National Origin:** A person’s country of birth or ancestor’s country of birth.
- i. **Citizenship Status:** means an individual's status as a U.S. citizen or national, or non-U.S. citizen, including the immigration status of a non-U.S. citizen.
- j. **Disability:** See page 22.
- k. **Sexual Orientation:** A person's identity in relation to the gender or genders to which they are sexually attracted; Refers to the physical or emotional attraction toward a certain sex or gender. Means actual or perceived heterosexuality, homosexuality, or bisexuality (Education Law

	<p>§11[5]).</p> <ol style="list-style-type: none"> l. Gender: The socially constructed roles, behaviors, activities, and attributes that a given society considers appropriate for men and women. (Masculine and feminine denote “gender”). A person's gender identity can correspond to or differ from the sex they were assigned at birth. Means a person’s actual or perceived sex and includes a person’s gender identity or expression (Education Law §11[6]). m. Gender Expression: The way in which a person expresses their gender identity, typically through their appearance, dress, and behavior. n. Weight: Aside from the obvious meaning in the physical sciences, the word is used in reference to a person’s “size” or “appearance.” o. Other: Can include, but is not limited to, physical characteristics, socio-economic status, health condition, housing, domestic relationships, social/academic status, etc.
Protective Hairstyle	Protective hairstyles shall include, but not be limited to, such hairstyles as braids, locks, and twists
Race	A race is a categorization of humans based on shared physical or social qualities into groups generally viewed as distinct within a given society. For purposes of enumeration the U.S. Census Bureau uses such terms as: “White/Caucasian”, “Black/African American/African- descent”, “Asian”, “Bi-racial”, “Hispanics/Latinos” etc. to describe and classify the inhabitants of the United States. Additionally, for the purposes of this document, this definition includes traits historically associated with race, including, but not limited to, hair texture and protective hairstyles. Protective hairstyles shall include, but not be limited to, such hairstyles as braids, locks, and twists. (Education Law §11[9] and [10]).
Removal	A change in setting for disciplinary reasons from the student's current educational placement
Robbery	Obtaining or attempting to obtain money, goods, services, or information from another by physical force or violence or intimidation using a dangerous instrument or weapon.
School Bus	Every motor vehicle owned 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 (Education Law Section 11[1] and Vehicle and Traffic Law Section 142).
School Function	A school sponsored extracurricular event or activity (Education Law Section 11 [2]).
School Property	An educational property can be a school building or bus, school campus grounds, athletic field, or another property owned by a board of education or school board trustees, or directors for the administration of a school.

School Resource Officers (SRO)	SROs are sworn law enforcement officers responsible for safety and crime prevention in schools. A local police department, sheriff's agency, or school system typically employs SROs who work closely with school administrators to create a safer environment. The responsibilities of SROs are like regular police officers in that they can make arrests, respond to calls for service, and document incidents that occur within their jurisdiction. Beyond law enforcement, SROs also serve as educators, emergency managers, and informal counselors. SRO
School Safety and Educational Climate (SSEC)	Per Commissioner's Regulation Section 100.2 Subdivision (gg)(3), schools have been required since July 2002 to submit annual reports on violent and disruptive incidents to the State Education Department. This information is released on a yearly basis. SSEC More Info
Self-regulate	The individual ability to monitor and manage our emotions, thoughts and behaviors in ways that are situationally acceptable and produces neutral or positive results.
Serious Physical Injury	Serious physical injury means physical injury which creates a substantial risk of death, or which causes death or serious and protracted disfigurement or protracted impairment of health or protracted loss or impairment of the function of any bodily organ and requires hospitalization or treatment in an emergency medical care facility outside of school, including but not limited to, a bullet wound, fractured or broken bones or teeth, concussions, cuts requiring stitches and any other injury involving risk of death or disfigurement. NYSED Glossary of Terms
Sex	Sex refers to the anatomy and biology that determines whether one is male, female, and/or intersex.
Sexting	The sending, receiving, or forwarding of sexually suggestive nude or nearly nude photos through text messages or email or social media platforms.
Sexual Offense	Definition update by NYSED on 7/22/21- For reporting purposes, an act committed by a person 10 years of age or older which would constitute a felony under Article 130 of the Penal Law, taking into consideration the developmental capacity of the person to form the intent to commit such act, and where the school has referred the person to the police for the act.
Sexual Exploitation/Sexual Trafficking	Resources for Parents Safe Harbour for Exploited Children
Social and Emotional Learning (SEL)	The process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage their own emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.
Stealing:	To take another person's or institution's property without their knowledge,

	permission, or legal right, without the intention of returning. When stealing is a crime, it is often referred to as theft.
Superintendent Hearing	A process provided by New York State Department of Education under Due Process Law to establish an appropriate method of discipline when suspension for an excess of five days or more is under consideration.
Suspension	The disciplinary removal of a student from his or her regular educational program and activities in accordance with Education Law §3214.
Tardiness	Arriving late to class or school.
Target	Refers to a person who has been mistreated and/or injured, or the individual affected by the incident. The target can be identified as a student, staff, or other.
Threat:	Threat (other than bomb threat or false alarm). A verbal, telephoned, written or electronic message of a threat of violence on school property or at a school related function.
Theft:	The crime of stealing.
Trespassing:	Being on school property without permission, including while suspended or expelled.
Unintentional	Not on purpose.
Violent	Using or involving physical force intended to hurt, damage, or seriously injure someone or something.
Violent Behavior:	When a person (a) commits an act of violence upon a school employee; or (b) commits, while on school property or at a school function, an act of violence upon another student or any other person lawfully on school property or at the district function; or (c) possesses a weapon while on school property or at a school function; or (d) displays, while on school property or at a school function, what appears to be a weapon; or (e) threatens, while on school property or at a school function, to use a weapon or (f) 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; or (g) knowingly and intentionally damages or destroys school property.
Visitor	Visitors will be defined as anyone in the school building(s) or on the premise(s) who does not possess official Center for Instruction, Technology and Innovation (CiTi) credentials (i.e. badge).

<p>Weapon:</p>	<p>Weapon means one or more of the following dangerous instruments: (a) a firearm, including but not limited to a rifle, shotgun, pistol, handgun, silencer, electronic dart gun, stun gun, machine gun, air gun or spring gun; (b) a switchblade knife, gravity knife, pilum ballistic knife, cane sword, dagger, stiletto, dirk, razor, box cutter, metal knuckle knife, utility knife or other dangerous knife; (c) a billy club, blackjack, bludgeon, chukka stick, or metal knuckles; (d) a sandbag or sandclub; (e) a sling shot or slungshot; (f) a martial arts instrument, including but not limited to a kung fu star, ninja star, nunchuck, or shuriken; (g) an explosive, including but not limited to a firecracker or other fireworks; (h) a deadly or dangerous chemical, including but not limited to a strong acid or base, mace, or pepper spray; (i) an imitation gun; (j) loaded or blank cartridges or other ammunition; or (k) any other dangerous or deadly instrument possessed with intent to use the same unlawfully against another shall mean any weapon defined in Article 265 of the Penal Law. Any student in possession of a weapon as defined above will be referred to law enforcement. Students who bring a weapon to school may be subject to a minimum one-year suspension, but the superintendent has the right to modify this on a case-by-case basis. NYSED Glossary of Terms</p>
<p>Weapons Possession</p>	<p>Definition update by NYSED on 7/22/21- For reporting purposes: Weapon possession in a classroom or laboratory, as part of an instructional program or in a school-related activity, under the supervision of a teacher or other school personnel as authorized by school officials which are discovered either through: (1) routine security checks; or (2) weapons possessed at a school function or on school property which are not discovered through a routine security check, including but not limited to, weapons found in the possession of a student or within a locker. Additionally for reporting purposes, an act committed by a person 10 years of age or older which would constitute a felony under Article 265 of the Penal Law, taking into consideration the developmental capacity of the person to form the intent to commit such act, and where the school has referred the person to the police for the act.</p>

Appendix A: Secondary Discipline, Interventions, Consequences

Level 1 Infractions- Classroom Managed
<i>Examples of conduct that is disorderly, insubordinate, and disruptive include, but are not limited to:</i>
Engaging in any act which disrupts the normal operation of the school community
Disrupting or is reasonably likely to disrupt the educational process or school operations
Misusing electronic communications devices, including any unauthorized or inappropriate use of computers, software, or Internet/intranet account; accessing inappropriate websites; evading the District's content filter; or any other violation of the District Acceptable Use Policy.
Failing to comply with the reasonable directions of teachers, school administrators or other District employees or otherwise demonstrating rude behavior or challenging the authority of adults.
Using obscene, profane, lewd, vulgar or abusive language or behavior not directed at an individual or group of individuals.
Lying, deceiving or giving false information to school personnel.
Using ear buds or other headphones during instruction.
Violation of the dress code.

Examples of Classroom Based Interventions
<p>Expectations and procedures are modeled and re-taught regularly</p> <p>Implementation of behavioral intervention plans</p> <p>Verbal or Non-verbal redirection</p> <p>Private one on one conversation with student</p> <p>Restorative Circle</p> <p>Classroom consequences</p> <p>Phone call home (documented)</p> <p>Document behavior and intervention</p>

Level 2 Infractions- Communicate with Admin

Examples of conduct that is disorderly, insubordinate or endangers the health, safety and welfare of others include but are not limited to:

Being present on or entering into any school property, function or vehicle without authorization

Endangering the health and safety of other students or staff or interfering with classes or District activities.

Trespassing. Students are not permitted in any area of a school building, other than the one they regularly attend, without permission from the administrator in charge of the building.

Stealing District property or the property of other students, school personnel or any other person lawfully on school property or while attending a school function.

Selling, using, possessing or distributing obscene material.

Plagiarism and cheating

Using obscene, profane, lewd, vulgar or abusive language or behavior directed at an individual or group of individuals.

Excessive noise, pushing, shoving, fighting on a school bus.

Altering records.

Using language or gestures that are profane, lewd, vulgar, abusive, intimidating, or that incite others.

Examples of disposition after communicating with administrator

- Possible discipline referral
- Communication w/caregiver(s) (documented)
- Lunch and/or recess detention
- Restorative circle/conference
- Main office detention
- ISS and/or OSS

Level 3 Infractions

Examples of conduct that is violent or endangers the safety, morals, health or welfare of others include, but are not limited to:

Committing, threatening or attempting an act of violence (such as hitting, kicking, punching, or scratching) upon a teacher, administrator or other District employee.

Committing, threatening or attempting an act of violence (such as hitting, kicking, punching, or scratching) upon another student or any other person lawfully on school property.

Possessing a weapon (see definition). Authorized law enforcement officials are the only persons permitted to have a weapon in their possession while on District property or at a District function.

Displaying what appears to be a weapon (see definition).

Threatening to use any weapon(s) (see definition).

Using weapon(s) (see definition).

Intentionally damaging or destroying District property, the personal property of a student, teacher, administrator, other District employee or any person lawfully on District property, or at a District function

Communication by any means, including oral, written or electronic (such as through the Internet, email or texting) off school property, where the content of such communication can reasonably be interpreted as a threat to commit an act of violence on school property; or, results in material or substantial disruption to the educational environment.

Defamation, including making false or unprivileged statements or representations about an individual or identifiable group of individuals that harms their reputation by demeaning them. This may include, but not be limited to posting, publishing or transmitting electronically.

Discrimination, based on a person's actual or perceived race, color, ethnic group, national origin, religion, religious practice, creed, age, sex, sexual orientation, gender or gender identity, weight, political affiliation, marital or veteran status, use of a recognized guide dog, hearing dog or service dog, or disability as a basis for treating another in a negative manner on school property or at a school function.

Discrimination, harassment or bullying based on race traits such as hair texture and protective hair style.

Harassment (see definition) based on a person's actual or perceived race, color, ethnic group, national origin, religion, religious practice, creed, age, sex, sexual orientation, gender or gender identity, weight, political affiliation, marital or veteran status, use of a recognized guide dog, hearing dog or service dog, or disability

Bullying and intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm and/or emotional discomfort; for example, "play" fighting, extortion of money, overt teasing, etc.

Cyberbullying, including the use of instant messaging, email, websites, chat rooms, text messaging, or by any other electronic means, when such use interferes with the operation of the school; or infringes upon the general health, safety and welfare of students or employees.
Sexual harassment, which includes unwelcome sexual advances, requests for sexual favors, taking, sending or receiving sexually explicit videos, pictures or auditory recordings and other verbal or physical conduct or communication of a sexual nature.
Displaying signs of gang affiliation or engaging in gang-related behaviors
Hazing, which includes any intentional or reckless act directed against another for the purpose of initiation into, affiliating with or maintaining membership in any District or school sponsored activity, organization, club or team.
Inappropriately using, sharing, selling, attempting to sell, distributing or exchanging prescription and over-the-counter drugs.
Possessing, consuming, selling, attempting to sell, distributing or exchanging alcoholic beverages, tobacco, tobacco products, e-cigarettes/vapes, or illegal and/or controlled substances, counterfeit and designer drugs, or paraphernalia for use of such drugs or be under the influence of any such substances on school property or at a school function.
Possessing, consuming, selling, attempting to sell, distributing, or exchanging "look-alike drugs"; or, possessing or consuming (without authorization), selling, attempting to sell, distributing or exchanging other substances such as dietary supplements, weight loss pills, etc.
Gambling and gaming.
Inappropriate touching and/or indecent exposure.
Violating privacy when using school restroom facilities. This includes individual restroom facilities at the middle and high school, gender neutral bathrooms and the health office restroom at elementary.
Initiating or reporting warning of fire or other catastrophe without valid cause, misusing 911, or inappropriately discharging a fire extinguisher.
Theft
Violation of the District Acceptable Use Policy for technology, such as accessing other users' email accounts or network storage accounts and/or attempting to read, delete, copy, modify, and interfere with the transferring and receiving of electronic communications.

Referral/Seek Immediate Administrative Support
Depending on multiple factors, administration will determine consequence. Examples may include: OSS/ISS,

Referral to Counselor
Restorative Conference
Superintendent's Hearing

Appendix A: Elementary Discipline, Interventions, Consequences

Level 1 Infractions- Classroom Managed

Examples of conduct that is disorderly, insubordinate, and disruptive include, but are not limited to:

Engaging in any act which disrupts the normal operation of the school community

Disrupting or is reasonably likely to disrupt the educational process or school operations

Misusing electronic communications devices, including any unauthorized or inappropriate use of computers, software, or Internet/intranet account; accessing inappropriate websites; evading the District's content filter; or any other violation of the District Acceptable Use Policy.

Failing to comply with the reasonable directions of teachers, school administrators or other District employees or otherwise demonstrating rude behavior or challenging the authority of adults.

Using obscene, profane, lewd, vulgar or abusive language or behavior not directed at an individual or group of individuals.

Lying, deceiving or giving false information to school personnel.

Violation of the dress code.

Examples of Classroom Based Interventions

Expectations and procedures are modeled and re-taught regularly

Implementation of behavioral intervention plans

Verbal or non-verbal redirection

Private one on one conversation with student

Restorative Circle

Classroom consequences

Phone call home (documented)

Document behavior and intervention

Level 2 Infractions- Communicate with Administration

Examples of conduct that is disorderly, insubordinate or endangers the health, safety and welfare of others include but are not limited to:

Excessive noise, pushing, shoving, fighting on a school bus
Endangering the health and safety of other students or staff or interfering with classes or District activities
Repeatedly using obscene, profane, lewd, vulgar or abusive language, gestures, or behavior directed at an individual or group of individuals
Stealing District property or the property of other students, school personnel or any other person lawfully on school property or while attending a school function
Selling, using, possessing or distributing obscene material
Plagiarism and cheating
Trespassing, as students are not permitted in any area of a school building, other than the one they regularly attend, without permission from the administrator in charge of the building
Being present on or entering into any school property, function or vehicle without authorization
Altering records

Examples of disposition after communicating with administrator
Possible discipline referral Communication w/caregiver(s) (documented) Lunch and/or recess detention Restorative circle/conference Main office detention ISS and/or OSS

Level 3 Infractions
<i>Examples of conduct that is violent or endangers the safety, morals, health or welfare of others include, but are not limited to:</i>
Committing, threatening or attempting an act of violence (such as hitting, kicking, punching, or scratching) upon a teacher, administrator or other District employee
Committing, threatening or attempting an act of violence (such as hitting, kicking, punching, or scratching) upon another student or any other person lawfully on school property
Possessing a weapon (see definition). Authorized law enforcement officials are the only persons permitted to have a weapon in their possession while on District property or at a District function

Displaying what appears to be a weapon (see definition)
Threatening to use any weapon(s) (see definition)
Using weapon(s) (see definition)
Intentionally damaging or destroying District property, the personal property of a student, teacher, administrator, other District employee or any person lawfully on District property, or at a District function
Communication by any means, including oral, written or electronic (such as through the Internet, email or texting) off school property, where the content of such communication can reasonably be interpreted as a threat to commit an act of violence on school property; or, results in material or substantial disruption to the educational environment.
Defamation, including making false or unprivileged statements or representations about an individual or identifiable group of individuals that harms their reputation by demeaning them. This may include, but not be limited to posting, publishing or transmitting electronically.
Discrimination, based on a person's actual or perceived race, color, ethnic group, national origin, religion, religious practice, creed, age, sex, sexual orientation, gender or gender identity, weight, political affiliation, marital or veteran status, use of a recognized guide dog, hearing dog or service dog, or disability as a basis for treating another in a negative manner on school property or at a school function.
Discrimination, harassment or bullying based on race traits such as hair texture and protective hair style.
Harassment (see definition) based on a person's actual or perceived race, color, ethnic group, national origin, religion, religious practice, creed, age, sex, sexual orientation, gender or gender identity, weight, political affiliation, marital or veteran status, use of a recognized guide dog, hearing dog or service dog, or disability
Bullying and intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm and/or emotional discomfort; for example, "play" fighting, extortion of money, overt teasing, etc.
Cyberbullying, including the use of instant messaging, email, websites, chat rooms, text messaging, or by any other electronic means, when such use interferes with the operation of the school; or infringes upon the general health, safety and welfare of students or employees.
Sexual harassment, which includes unwelcome sexual advances, requests for sexual favors, taking, sending or receiving sexually explicit videos, pictures or auditory recordings and other verbal or physical conduct or communication of a sexual nature.
Displaying signs of gang affiliation or engaging in gang-related behaviors
Hazing, which includes any intentional or reckless act directed against another for the purpose of initiation into, affiliating with or maintaining membership in any District or school sponsored activity, organization, club or team.

Inappropriately using, sharing, selling, attempting to sell, distributing or exchanging prescription and over-the-counter drugs.
Possessing, consuming, selling, attempting to sell, distributing or exchanging alcoholic beverages, tobacco, tobacco products, e-cigarettes/vapes, or illegal and/or controlled substances, counterfeit and designer drugs, or paraphernalia for use of such drugs or be under the influence of any such substances on school property or at a school function.
Possessing, consuming, selling, attempting to sell, distributing, or exchanging "look-alike drugs"; or, possessing or consuming (without authorization), selling, attempting to sell, distributing or exchanging other substances such as dietary supplements, weight loss pills, etc.
Gambling and gaming.
Inappropriate touching and/or indecent exposure.
Violating privacy when using school restroom facilities. This includes individual restroom facilities at the middle and high school, gender neutral bathrooms and the health office restroom at elementary.
Initiating or reporting warning of fire or other catastrophe without valid cause, misusing 911, or inappropriately discharging a fire extinguisher.
Theft
Violation of the District Acceptable Use Policy for technology, such as accessing other users' email accounts or network storage accounts and/or attempting to read, delete, copy, modify, and interfere with the transferring and receiving of electronic communications.

Referral/Seek Immediate Administrative Support
Depending on multiple factors, administration will determine consequence. Examples may include: OSS/ISS Referral to Counselor Restorative Conference Superintendent's Hearing

Appendix B: Acceptable Use Policy

Please read all parts of this document. It is legally binding.

Access to Union-Endicott Central School District's computer network will be provided to students and staff pursuant to the conditions in this Acceptable Use Policy. The Union-Endicott Central School District's computers and computer system are intended for official educational use only, and may not be used for commercial or personal purposes.

Use of the District's computers and computer system is governed by this policy. Copies of the policy are available in the Superintendent's Office and the Public Information Office. This policy is codified as BOE Policies 6115, 8271 and 8272.

By using the Union-Endicott District's computers or computer system, all users agree to the terms and conditions stated in the Acceptable Use Policy. Data or information transmitted or stored in the District's computers or computer system is not private and the District reserves the right to access such data or information at any time. Appropriateness of electronic communication or other computer files may be reviewed and removed if warranted by appropriate personnel. Unauthorized use of the District's computers or computer system may subject the user to disciplinary and /or criminal penalties. Terms of the Acceptable Use Policy must be accepted each time a student or staff member logs on, by reading the information located on the notice screen and clicking the "I accept" button.

The terms and conditions of Internet use by staff and students of the Union-Endicott School District include:

1. Content Filtering: Computers and computer systems in the district shall only be used by a staff member or student if the computer has appropriate filtering software. The filtering software is designed to prohibit access to World Wide Web sites which encourage violence, hatred, racial superiority, pornography & gambling. The filtering software is designed to block sites that are harmful to students and staff in words or images or that may negatively impact the network. This includes images or language determined to be inappropriate by the filtering product used in the district.
2. Acceptable Use: Computers and computer systems are provided for educational and research objectives; use will be consistent with the objectives and policy of the Union-Endicott School District. Educational research, supervised classroom activities and high quality professional

development are appropriate uses. Inappropriate use includes, but is not limited to, commercial use, solicitation, threatening or obscene material, proselytizing or political special interest lobbying.

3. System Security: Each computer user is responsible for his/her own individual account and must take all reasonable precautions to prevent unauthorized use. Network accounts are to be used only by the authorized owner of the account for authorized purposes. Unauthorized sharing of confidential information on students or employees is not permitted. Use of other networks or computer resources outside of our district must comply with the rules for that network. Unless specifically authorized by the Computer Services Department, workers must not acquire, possess, trade, or use hardware or software tools that could be employed to evaluate or compromise information systems security.

Computer users must immediately notify a network system administrator if they have identified a possible security issue. Transmission of any materials in violation of any federal or state regulation is prohibited. Computer users attempting to login as a system administrator or individuals identified as a security risk will be denied access to on-line computer services and will receive appropriate disciplinary action.

4. Prohibited Conduct:

- a. Accessing, downloading or transmitting any information with the intent to encourage violence, destruction of property, pornography, illegal drugs or alcohol.
- b. Accessing, downloading or transmitting any information with the intent to encourage violence or hatred against individuals or groups.
- c. Accessing, downloading or transmitting any information with the intent to encourage superiority of one race, ethnic or religious group over another.
- d. Transmitting personal information.
- e. Downloading or using non-licensed software on the district's computers.
- f. Using online communication tools, including but not limited to, instant messenger email services, blogs, wikis, or entering a chat room for a specific classroom related project without the expressly stated permission of the building administrator.
- g. Disabling or bypassing, any filtering software.
- h. Disrupting the operation of the network within the school district or any network connected to the district.
- i. Sending or displaying obscene or offensive messages, images or pictures.
- j. Using inappropriate language that is defined as profane, lewd, vulgar, rude, inflammatory, threatening or disrespectful.

5. Responsibility: Union-Endicott and BOCES make no warranties of any kind, whether expressed or implied for the services provided. The school district is not responsible for failures in system operations or technical malfunctions of the filtering software. The Internet contains a wealth of information but not all of it is accurate, reliable, and suitable for students and staff. Students and

staff members are advised to use the Internet cautiously and are encouraged to evaluate the information obtained in regard to accuracy and quality. No filtering software can block all objectionable sites. Union-Endicott and BOCES deny any responsibility for accuracy or quality of information obtained over the Internet. Neither Union-Endicott nor BOCES is responsible for damages the user may suffer. This includes loss of data resulting from delays, non-deliveries, misdeliveries, or service interruptions caused by negligence, user errors, or omissions.

6. Vandalism: Vandalism is defined as any malicious attempt to harm or destroy data of another user, computer, or network. This includes, but is not limited to, up-loading or creating computer viruses, damaging computers or computer networks, and/or trespassing into others' folders, work or files. Vandalism will result in the cancellation of computer privileges and/or disciplinary action.

7. Plagiarism: Plagiarism is taking the ideas and words of someone else and claiming them as your own. Rules for properly crediting research sources apply for the Internet and other on-line computer networks, as they do for traditional printed material. Copyrights will be followed and no unauthorized duplication of printed materials and pictures will be allowed. Users are to document all internet sources when they are used for research.

8. Updating Your User Information: The system administrator may occasionally require new registration and account information from you to continue the service. Applicants must notify the system administrator of any changes in their account information.

9. Extent of Terms and Conditions:

All terms and conditions as stated in this document are applicable to the Union-Endicott Central School District and BOCES. These terms and conditions reflect the entire agreement of the parties and supersede all prior oral or written agreements and understandings of the parties. These terms and conditions shall be governed and interpreted in accordance with the laws of the State of New York and the United States of America.

Student users in violation of any of the above terms will be afforded due process through the procedures established in the Student Code of Conduct.

Staff users in violation of any of the above terms will be afforded due process through the process identified in the negotiated bargaining agreements.

Appendix C

Dignity for All Students Act- SECONDARY REPORTING FORM

This form CAN be completed by anyone who is concerned about an incident

This form MUST be filled out by any staff member who has been made aware of an incident (s).

Report #		
Date the report is being filled out:		
School or Site Name	Linnaeus W. West School (Tiger Ventures) <input type="checkbox"/> Jennie F Snapp Middle School <input type="checkbox"/> Union-Endicott High School <input type="checkbox"/>	
Who are you?	Student <input type="checkbox"/> Staff <input type="checkbox"/> Board member <input type="checkbox"/> Volunteer <input type="checkbox"/> Parent <input type="checkbox"/> Other _____ <input type="checkbox"/>	
Where did the incident occur?	Classroom <input type="checkbox"/> Hallway/locker <input type="checkbox"/> Cafeteria <input type="checkbox"/> Playground/Recess <input type="checkbox"/> School bus <input type="checkbox"/> Gymnasium/locker room <input type="checkbox"/> Library <input type="checkbox"/>	Off-campus school event <input type="checkbox"/> Internet/social media <input type="checkbox"/> Athletic field <input type="checkbox"/> Off school property <input type="checkbox"/> Other _____ <input type="checkbox"/>
How Many Times has this situation happened?	This is the first time <input type="checkbox"/> One other time <input type="checkbox"/> Once a month <input type="checkbox"/> Once a week <input type="checkbox"/> Everyday <input type="checkbox"/>	
Have you reported this to an adult?	Yes <input type="checkbox"/> (if yes, which adult? _____) No <input type="checkbox"/>	
Who is causing you or someone else to feel unsafe?	Student Name _____ Grade _____ Adult name _____	

	If unknown provide a description _____	
Who was or will be harmed?		
<p>I would best describe the incident(s) as related to the students:</p> <p>(Check all that apply)</p>	<p>Weight <input type="checkbox"/></p> <p>Height <input type="checkbox"/></p> <p>Appearance <input type="checkbox"/></p> <p>Clothing <input type="checkbox"/></p> <p>Disability <input type="checkbox"/></p> <p>Academic Achievement <input type="checkbox"/></p> <p>Participation in an activity (music, theater, art, etc.) <input type="checkbox"/></p>	<p>Sexual orientation <input type="checkbox"/></p> <p>Gender identity <input type="checkbox"/></p> <p>Poverty <input type="checkbox"/></p> <p>Religion <input type="checkbox"/></p> <p>Cultural Beliefs <input type="checkbox"/></p> <p>Race <input type="checkbox"/></p> <p>Other characteristics: _____ <input type="checkbox"/></p>
<p>Describe what happened. Give as much information as you can.</p>		
<p>Other Witnesses: Please identify any other people who may have witnessed the incident(s) (Attach additional sheet if necessary)</p>	<p>1. _____ student adult</p> <p>2. _____ student adult</p> <p>3. _____ student adult</p>	
<p>What is your name? Optional</p>		
<p>If you would like someone to contact you, Please add your email or phone number here.</p>		

Appendix C

Dignity for All Students Act (DASA)- ELEMENTARY REPORTING FORM

This form CAN be completed by anyone who is concerned about an incident.

This paper form OR electronic Sprigeo MUST be filled out by any staff member who has been made aware of an incident(s).

Date the report is being filled out:		
School or Site Name	Ann G. McGuinness Elementary <input type="checkbox"/> Charles F. Johnson, Jr. Elementary <input type="checkbox"/> George F. Johnson Elementary <input type="checkbox"/> Thomas J. Watson, Sr. Elementary <input type="checkbox"/>	
Who are you?	Student <input type="checkbox"/> Staff <input type="checkbox"/> Board member <input type="checkbox"/> Volunteer <input type="checkbox"/> Parent <input type="checkbox"/> other _____ <input type="checkbox"/>	
Where were you when something went wrong? (Check all that apply)	Classroom <input type="checkbox"/> Cafeteria <input type="checkbox"/> On Social Media and/or texting <input type="checkbox"/> Bus <input type="checkbox"/>	Bathroom <input type="checkbox"/> Gym <input type="checkbox"/> Playground <input type="checkbox"/> Other _____ <input type="checkbox"/>
Has something like this happened with this person before? (Circle one)	Yes \ No	
Have you ever told anyone about this before? (Check one)	Yes <input type="checkbox"/> If yes who? _____ No	
Who is causing you or someone else to feel unsafe?	Another student. Name: _____ An adult. Name: _____ Other. Name: _____	
Who was or will be harmed?		
What happened? (Check all that apply)	Someone called me names <input type="checkbox"/> Someone looked at me funny <input type="checkbox"/> Someone was mean to me <input type="checkbox"/> Someone took something of mine <input type="checkbox"/> Someone told me to do something I didn't like <input type="checkbox"/> Someone broke my stuff <input type="checkbox"/> Someone destroyed my property <input type="checkbox"/>	

	Someone used words to hurt me <input type="checkbox"/> Someone threatened me <input type="checkbox"/> Someone lied about me <input type="checkbox"/> Someone stole something from me <input type="checkbox"/> Someone put their hands on me. How? <input type="checkbox"/> _____ _____ I did the same thing the other student did to me <input type="checkbox"/> I was left out of a group <input type="checkbox"/> I might have hurt someone <input type="checkbox"/> I repeated something mean someone said <input type="checkbox"/> Other _____ <input type="checkbox"/>	
Other Witnesses: Please identify any other people who may have witnessed the incident(s) (Attach additional sheet if necessary)	1. _____ student/adult 2. _____ student/adult 3. _____ student/adult	
What is your name? Optional		
What did you do? (Check all that apply)	Nothing <input type="checkbox"/> I walked away <input type="checkbox"/> I told an adult what happened <input type="checkbox"/> I talked about this with a friend <input type="checkbox"/> I told my parent(s)/caregivers <input type="checkbox"/> I was joking <input type="checkbox"/> I talked about what happened online/social media <input type="checkbox"/> I called someone a name <input type="checkbox"/>	I yelled at someone <input type="checkbox"/> I cried <input type="checkbox"/> I fought with him/her <input type="checkbox"/> I threatened him/her <input type="checkbox"/> I destroyed someone's property <input type="checkbox"/> I used words to hurt someone <input type="checkbox"/> They hit me so I hit them back <input type="checkbox"/> Other _____ <input type="checkbox"/>
I feel: (check words that best fit your feelings)	Mad <input type="checkbox"/> Nervous <input type="checkbox"/> Worthless <input type="checkbox"/> Normal <input type="checkbox"/> Depressed <input type="checkbox"/> Confused <input type="checkbox"/> Scared <input type="checkbox"/> Sad <input type="checkbox"/>	Irritated <input type="checkbox"/> Threatened <input type="checkbox"/> Anxious <input type="checkbox"/> Embarrassed <input type="checkbox"/> OK <input type="checkbox"/> Furious <input type="checkbox"/> Alone <input type="checkbox"/>
What would help to make this situation better? (optional)	Explain:	

Union-Endicott Central School District Athletic/Extracurricular Code of Conduct

Introduction

This Athletic/Extracurricular Code of Conduct outlines the expectations and responsibilities for students in grades 7 through 12 participating in both athletic and non-athletic extracurricular activities within the Union-Endicott Central School District. For the purpose of this document, this includes any student who participates in a sport or extracurricular that consists of contests, performances, or competitions. This code ensures that all students can thrive in a respectful, secure, and inclusive environment that promotes personal growth, teamwork, and positive character development. It also provides supportive measures for students to have the opportunity to participate.

During all involvement in athletics and extracurriculars, the UECS D Code of Conduct will be enforced. A student's participation in all activities is contingent upon their full compliance with all provisions of this Athletic/Extracurricular Code of Conduct.

Expectations for Students

1. Respect and Inclusion

- **Respect for All:** Students must display respect towards all participants, coaches, advisors, referees, staff, and peers. Valuing diversity and embracing inclusion is paramount.
- **Anti-Discrimination:** All forms of discrimination, harassment, bullying, and intimidation, both in-person and online, are strictly prohibited.
- **Celebrating Diversity:** Students are encouraged to celebrate and appreciate the unique qualities that contribute to the vibrancy of our school district.

2. Sportsmanship, Integrity and Competition

- **Fair Play:** Students will exhibit sportsmanship by treating opponents, referees, coaches, and teammates with fairness, courtesy, and respect during all activities.
- **Compliance:** Adherence to the rules and regulations of the specific activity is required, and the decisions of officials must be respected.
- **Integrity:** Upholding integrity and ethical behavior is expected in all actions, both on and off the field.
- **Ethical Conduct:** Uphold integrity and ethical behavior in all situations.
- **Open Dialogue:** Encourage open and respectful communication with coaches, advisors, teammates, and fellow participants.
- **Teamwork:** Collaborate to create a supportive and unified team or group environment.

3. Academic Excellence and Responsibility

- **Academic Priority:** Academic pursuits should be prioritized, ensuring extracurricular participation supports academic success.
- **Open Communication:** Communicate openly with relevant parties regarding academic challenges or scheduling conflicts.
- **Support:** The district will provide supportive measures for students who are not finding academic success.
 - If students are failing a course, they are required to attend a mandatory academic intervention period to be provided before/during/after school, based on student needs.
 - Academic reports will be pulled four times per marking period and course failure lists will be communicated with the seasonal coaching staff.
 - Students who do not attend the intervention period will be reassigned the following day. If a student misses three assigned interventions they will be placed on a participation restriction list. Students in attendance are eligible to participate in practices, contests and events.

4. Personal Conduct and Representation

- **Positive Representation:** Students should maintain a positive attitude and behavior on-campus and off-campus, representing the school and their team/group honorably.
- **Policy Adherence:** School policies and codes of conduct must be followed during all extracurricular activities.

5. Substance-Free Environment

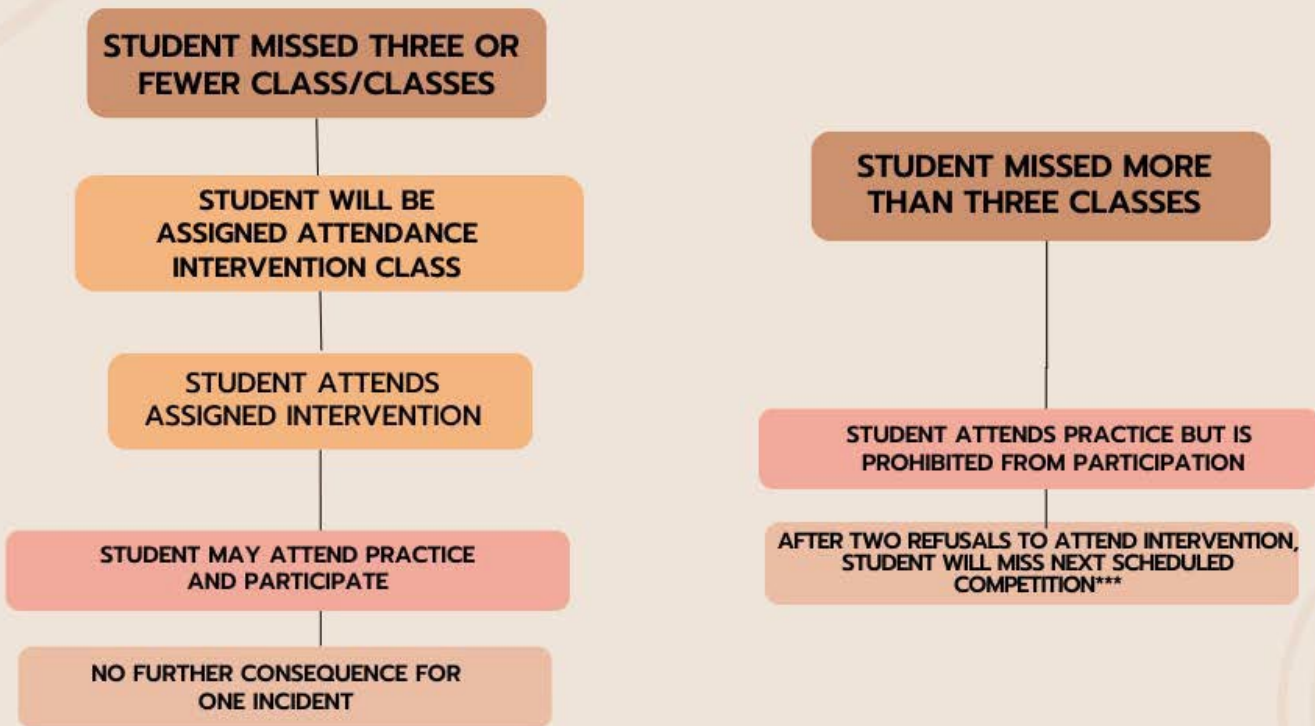
- **Substance Prohibition:** Students must refrain from the possession or consumption of illegal substances, tobacco, and alcohol during school-related activities.
- **Promoting Health:** Decisions that prioritize personal well-being and the safety of others are expected.
- **Function Attendance:** Participants will avoid functions where minors are using alcohol or controlled substances.

6. Attendance and Participation

- **Consistency:** Regular and punctual attendance at practices, meetings, rehearsals, games, and events is expected in conjunction with any alternative educational intervention assigned by the district.

- **Notification:** Students must notify coaches or advisors in advance if an absence is unavoidable due to legitimate reasons, including educational interventions.
- **Commitment:** Active participation is crucial for the collective success of the team or group.
- **Active Participation:** Recognize the value of consistent involvement for team/group success.

SCHOOL ATTENDANCE & ATHLETICS/EXTRACURRICULARS



- ***Progressive Penalties: Repeat offenses will result in progressively severe consequences, including potential removal from the extracurricular program.
- Accountability: Breaches of this code may result in consequences ranging from verbal or written warnings up to and including suspension or removal from the activity.
- Administrative Decisions: Consequences will be determined by school administration in consultation with relevant parties, adhering to district protocols.
- This is exclusive of Physical Education, which has a separate mechanism for make-ups.

Substance Abuse Violations

- **Definition:** Includes possession, consumption, buying, selling, or exchanging illegal drugs, unauthorized sharing of prescription drugs, look-alike substances, and tobacco products.
- **Progressive Penalties, Which May Include:**
 - Violations of policy regarding alcohol, drugs, drug paraphernalia, and/or prescription drugs will be investigated and progressive disciplinary consequences will be applied:
 - Suspension from competition/event for a minimum of one scheduled contests and all preceding practices, with possible substance abuse counseling.

Hazing Violations

- **Progressive Penalties, Which May Include:**
 - Suspension from competition for a minimum of one scheduled contest/event and preceding practices (maximum of five), with possible sensitivity counseling.
 - Parents will be notified of the allegation, investigation outcome and progressive disciplinary procedures.
 - Disciplinary procedures will be in alignment with the district code of conduct.
- **Definition:** 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: 1. Humiliation: socially offensive, isolating, or uncooperative behaviors 2. Substance abuse: abuse of tobacco, alcohol, or illegal/legal drugs 3. Dangerous hazing: hurtful, aggressive, destructive, and disruptive behaviors.

Investigation Procedures

- **Report:** Disciplinary procedures begin with credible notification to the Coach, Advisor, Athletic Director and/or Building Administration.
- **Investigation:** All investigations will follow the Code of Conduct's practices to ensure Due Process. Upon completion of the investigation and if there is a determination of credible evidence, a meeting will occur with the student, coach/advisor and administrator (or designee) to discuss the violation. Disciplinary action will follow if a violation is confirmed. Parent/Caregivers will receive communication in alignment with the UECSD code of conduct for any violations.

Consequences of Violations (In alignment with UECSD Code of Conduct)

- **Progressive Penalties:** Repeat offenses will result in progressively severe consequences, including potential removal from the extracurricular program.
- **Accountability:** Breaches of this code may result in consequences ranging from verbal or written warnings up to and including suspension or removal from the activity.
- **Administrative Decisions:** Consequences will be determined by school administration in consultation with relevant parties, adhering to district protocols.

Superintendent Consultation

- **Review:** The Superintendent will review and may adjust recommended consequences based on evidence and circumstances.
- **Appeal:** Appeal process will be aligned to the UECSD code of conduct.
- **Parental Notification:** Parents/guardians will be notified in writing of any imposed consequences.

Discretion of the Superintendent

- **Judgment:** The Superintendent may exercise judgment, discretion and decision making in addressing all violations and circumstances provided by this policy.

By adhering to this Athletic/Extracurricular Code of Conduct, students contribute to an environment that promotes respect, growth, teamwork, and the values of the Union-Endicott Central School District. This code ensures fairness and accountability in fostering an inclusive and equitable extracurricular experience for all.