



GROTON
CENTRAL SCHOOL DISTRICT

Student Code of Conduct

2025-2026

DISTRICT OFFICE



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400 PERU ROAD - GROTON, NY 13073

Table of Contents

I.	Purpose of This Code.....	1
II.	Philosophy	1
III.	Bill of Student’s Rights and Responsibilities	1
IV.	Definitions	2
V.	The Roles of Others in the School Community.....	5
	A. Teachers and Other Professional Staff	5
	B. Principals	5
	C. Counselors	6
	D. Superintendent	6
	E. Board of Education	6
	F. Parents/Guardians of Students	7
VI.	Violations of the Code of Conduct	7
	A. Acts of Misconduct Defined	7
	B. The District’s Dress Code.....	13
	C. Conduct on School Buses.....	14
	D. Visitors	15
	E. Misconduct Committed Off District Property	15
	F. Misconduct Not Specifically Defined	15
	G. School Building Rules	15
VII.	Penalties For Violations of the Code of Conduct.....	16
	A. Potential Responses.....	16
	B. Penalties for Specific Violations	17
	C. Minimum Penalties for Students	17
	D. For Violations at a District Function	18
	E. For Violations of the Dress Code	18
	F. For Misconduct on School Buses.....	18
	G. For Special Education Students.....	18
	H. For District Employees	18
	I. For Visitors.....	19
VIII.	Discipline Procedures	19
	A. For Non-Disabled Students.....	19
	B. For Students with Disabilities	21
	C. For Conduct on School Buses	25

D.	Waivers of Superintendent's Hearing	25
E.	District Employees	25
F.	For Visitors.....	25
IX.	Appeals From Imposition of Discipline.....	26
A.	Appeals to the Board	26
B.	Appeals to the Commissioner.....	26
X.	Teacher Removal of Disruptive Students.....	26
A.	Purpose.....	26
B.	Right to Remove Disruptive Student.....	26
C.	Teacher's Conference with the Student	26
D.	The Principal's Role	27
E.	Continued Educational Program	27
F.	Documenting the Removal process.....	28
G.	Special Education Students.....	28
XI.	Referral To Authorities	28
A.	To Law Enforcement.....	28
B.	To Juvenile Justice Agencies	28
C.	To Human Services Agencies.....	28
XII.	Alternative Education Programs	28
A.	For Suspended Students	28
XIII.	In-Service Educational Program.....	29
A.	Suggested Programs.....	29
XIV.	XIV. Publication and Review	29
A.	Publication	29
B.	Review.....	29
XV.	Interpretation.....	29
A.	Calculating Time Limits.....	29
B.	"Time-Out" Techniques	29
C.	Authority to Suspend.....	30
D.	Inconsistent Provisions.....	30
E.	Not Exclusive	30
	Appendix A-Extracurricular Code of Conduct	31
	Appendix B Jr./Sr. High School Cell Phones and Other Electronic Devices	36
	Appendix C Jr./Sr. High School Student AI	38

I. PURPOSE OF THIS CODE

This Code of Conduct is adopted by the Board of Education of the Groton Central School District pursuant to and in compliance with the requirements of Project SAVE and §100.2(l) of the Regulations of the Commissioner of Education.

This Code defines the Board's expectations for conduct on District Property and at District Functions based on these accepted principles. It also identifies the range of penalties for unacceptable conduct. Unless otherwise indicated, this Code applies to conduct of students, employees, students' parents and other visitors committed on District Property, at a District Function, or that otherwise affects the District's educational program.

II. PHILOSOPHY

In order to maintain an atmosphere in school that is conducive to the educational process, all people involved with the school system are required to demonstrate respect for other persons and their property. When a person's rights are violated, disciplinary procedures become necessary. The ultimate aim of discipline must always be to teach and encourage self-discipline. To protect the rights of individuals and foster self-discipline, rules and regulations have been established governing student behavior. Positive behavior is the responsibility of the total school system: parents, students, staff members, teachers, administrators, the Superintendent of Schools, and the Board of Education. All persons are expected to foster self-discipline and be responsible for the communication and interpersonal relations that are essential for the positive direction of behavior.

III. BILL OF STUDENT'S RIGHTS AND RESPONSIBILITIES

A. *Student Rights and Responsibilities*

Regardless of race, sex, color, national origin, disability, or creed, all students have the right to:

<p><u>It is the student's right to:</u></p> <p>Attend school in the district in which his/her parent or legal guardian resides.</p> <p>Express his/her opinions either orally or in writing.</p> <p>Dress in such a way as to express his/her personality.</p> <p>Expect that the school will be a safe, orderly place for all students to get an education.</p> <p>Be afforded due process in the event of any disciplinary action.</p> <p>Be represented by an active student government selected in school elections by all students.</p> <p>Be afforded equal and appropriate educational opportunities.</p> <p>Be afforded channels of communication with the administration and the Board of Education.</p> <p><u>It is the student's right to:</u></p>	<p><u>It is the student's responsibility to:</u></p> <p>Attend school daily, except when legally ill and/or legally excused, and be on time to all classes.</p> <p>Express his/her opinions and ideas in a respectful manner so as not to offend or restrict the rights and privileges of others.</p> <p>Dress so as not to endanger the physical health, safety, or to limit participation in school activities.</p> <p>Be aware of all rules and expectations regulating student behavior and conduct himself/herself in accordance with these guidelines.</p> <p>Be willing to volunteer information in disciplinary cases if he/she has knowledge of what happened.</p> <p>Take an active part in student government by conscientiously voting for the best candidates to represent his/her interest.</p> <p><u>It is the student's responsibility to:</u></p> <p>Be aware of educational programs available (i.e., course curriculum guide) in order to make sound</p>
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<p>Be afforded the opportunity to develop school publications such as school newspapers and yearbook.</p> <p>Be afforded the opportunity to participate in interscholastic athletics regardless of gender.</p> <p>Be afforded the opportunity to participate in extracurricular activities.</p> <p>Be free from unreasonable intrusion upon his/her person or property by school personnel or other students.</p> <p>Be afforded procedures for the expression and solving of problems that cannot be resolved through informal discussion.</p> <p>Be respected as an individual.</p> <p>Use school property or equipment consistent with his/her own career interests and extra-curricular interests.</p>	<p>program (career or college) choices.</p> <p>Express logical views concerning the operation of the school system with supporting facts and figures.</p> <p>Refrain from libel and obscenity and observe the normal rules for responsible journalists.</p> <p>Be physically fit and maintain standards of academic eligibility and training rules.</p> <p>Be aware of all rules governing participation and follow these rules and guidelines as stated.</p> <p>Be aware of actions that constitute serious and dangerous wrong doing and refrain from such acts (i.e., possession or use of drugs, alcohol, etc.) or involving other students in actions.</p> <p>Follow respectful and appropriate procedures to try and solve problems before taking a formal approach.</p> <p>Be respected as an individual and give others this same respect.</p> <p>Demonstrate respect and correct use for all school property and equipment.</p>
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IV. DEFINITIONS

A. *Definitions of Key Words and Terms*

For purposes of this Code, the following words and phrases shall have the meanings set forth below:

1. **Assault:** The physical abuse, or infliction of personal injury, or unlawful detention of any person and the intentional use of physical force, or the threat thereof, that places, or attempts to place, another person in well-founded fear of personal injury.
2. **Biased Related:** An incident is bias related if it is motivated by hate due to some characteristics of the victim, including race, gender, religion, color, sexual orientation, ethnicity, ancestry, national origin, political beliefs, marital status, age, social and family background, linguistic preference, disability, or weight. Any act, or attempted act, is biased related if it is designed to cause physical injury, emotional suffering, or property damage through intimidation, harassment, racial/ethnic slurs and bigoted epithets, vandalism, force, or the threat of force, motivated all or in part by hostility to some real or perceived characteristic of the victim. This definition is from the National Center for Education Statistics.
3. **Civil Rights:** A right, benefit or protection that is guaranteed to an individual by either the federal or New York State Constitution or statute.
4. **Controlled Substance:** 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.

5. Dignity for All Students Act (DASA): Education law that prohibits discrimination against, and harassment 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 other students on school property or at a school function. This law also includes bullying and cyberbullying occurring on or off school campus where it creates a risk of substantial disruption to the school environment.
6. Disabled Student: A student who has been classified as suffering from 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.
7. Disciplinary Referral Action: For purposes of reporting, a disciplinary or referral action includes a referral to: Counseling or treatment Programs, Teacher Removal, Suspension from Class or Activities, Out-of-School Suspension, Involuntary transfer to Alternative Education Program or Law Enforcement/Juvenile Justice.
8. District Function: Any school-sponsored extra-curricular event or activity.
9. District Property: Any place in or within any building, structure, athletic playing field, playground, parking lot or land contained within the real property boundary lines of one of the district's elementary, middle or high school buildings, or other District owned or controlled property, or in or on a school bus as defined in Vehicle and Traffic Law §142.5. 3
10. Explosive: An explosive device of a nature or in a quantity that is sufficient to cause injury to the person of the holder thereof or to the person or property of others, including the District.
11. Gang Related: An incident is gang related if it is gang motivated or if gang membership caused the incident or contributed to actions that occurred during the incident. For example, an incident of vandalism or robbery might be part of an initiation into a gang, or a fight might be caused by gang rivalry. An incident is gang related only if gang membership contributed to the incident. A gang is an organized group characterized by turf concerns, symbols, special dress, and/or colors that engages in delinquent or illegal activity. This definition is from the National Center for Education Statistics.
12. Illegal Drugs: A controlled substance except for those legally possessed and properly 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.
13. Illegal Substances: Alcohol, Illegal drugs and inhalants, marijuana, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, and any substances commonly referred to as "designer drugs" or "synthetic" versions of such items listed above.
14. Interim Alternative Educational Setting (IAES): A temporary educational placement for a disabled student 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, to continue to receive appropriate services and modifications, including those described on the student's current Individualized Education Program (IEP), and to meet the goals set out in such IEP, and includes services and modifications to address the behavior which precipitated the IAES placement that are designed to prevent such behavior from recurring.

15. **Instructional Support Center (ISC):** The temporary removal of a student from the classroom and the placement of that student in another designated area of the school building where the student will receive substantially equivalent, alternative education. The educator assigned will be a certified teacher or certified teaching assistant.
16. **Out-Of-School Suspension (OSS):** The student is suspended from school for at least one day.
17. **Parent:** The biological, adoptive or foster parent, guardian or person in parental relation to a student.
18. **Removal:** As it relates to a disabled student, the removal for disciplinary reasons from the student's current educational placement, other than a suspension and change in placement to an interim alternative educational setting (IAES), ordered by an impartial hearing officer because the student poses a risk of harm to himself/herself or others.
19. **Removal:** As it relates to a non-disabled student who is disruptive in class, the removal from the classroom to ensure that the other students continue to learn. The removal from class applies to the class of the removing teacher only. For purposes of this Code, the removal commences on the second consecutive day that a student is asked to leave a teacher's classroom (the first day being considered the discretionary use of a classroom management technique by the teacher).
20. **Retaliation:** Retaliation against any individual who in good faith reports or assists in the investigation of harassment, bullying, cyberbullying, and/or discrimination is strictly prohibited.
21. **School Grounds:** This is broadly defined in §220.00 of the Penal Law as follows: (a) in or on or within any building, structure, school-owned athletic playing field, playground or land contained within the real property boundary line of a public or private elementary, parochial, intermediate, junior high, vocational, or high school; or (b) any area accessible to the public located within one thousand feet of the real property boundary line comprising any such school or any parked automobile or other parked vehicle located within one thousand feet of the real property boundary line comprising any such school.
22. **Suspension:** The disciplinary removal of a student from his or her regular educational program and activities in accordance with Education Law §3214
23. **Teacher Removal:** For purposes of reporting, a "teacher removal" means the removal of a disruptive pupil from the teacher's classroom pursuant to the provisions of subdivision 3-a of Section 3214 of the Educational Law.
24. **Transfer to Alternative Education Program:** For purposes of reporting, a "transfer to an alternative education program" means any transfer to an educational program in a setting outside of the student's home school to which the student is referred as part of or in lieu of disciplinary action, i.e., as a consequence of the child's misconduct. This includes, but is not limited to, involuntary transfers pursuant to Educational Law 3214(5) and placement of students with disabilities in interim alternative educational settings as a result of violations of the School District Code of Conduct.
25. **Transfer to Law Enforcement/Juvenile Justice:** For purposes of reporting, referrals to law enforcement or juvenile justice include each incident whereby the perpetrator is referred to the police, law enforcement officers, or criminal justice.

26. Violent Student: A student under the age of 21 who (a) commits an act of violence upon a school employee; or (b) commits, while on District Property or at a District Function, an act of violence upon another student or any other person lawfully on District Property or at the District Function; or (c) possesses a Weapon while on District Property or at a District Function; or (d) displays, while on District Property or at a School Function, what appears to be a Weapon; or (e) threatens, while on District Property or at a District 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 District Property or at a District Function; or (g) knowingly and intentionally damages or destroys District Property.

27. Visitor: Anyone on District Property or at a District Function who is not a District employee or a student of the school building in which the individual is physically present.

28. Weapon: 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, and any other gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, BB gun, starter gun, pellet gun, dagger, dirk, razor, stiletto, switchblade knife, gravity knife, pocket knife with a blade of at least 2 1/2 inches, brass knuckles, slingshot, metal knuckle knife, box cutters, cane sword, electronic dart gun, Kung Fu star, electronic stun gun, pepper spray or other noxious spray, explosive or incendiary bomb, or other device, instrument, material or substance that can cause serious physical injury or death when used as a weapon.

V. THE ROLES OF OTHERS IN THE SCHOOL COMMUNITY

A. Teachers and Other Professional Staff

The role of the teaching and other professional staff employed by the District is to:

1. Maintain a climate of mutual respect and dignity, which will strengthen student self-concept and manner
2. Be prepared to teach
3. Demonstrate interest in teaching and concern for student achievement
4. Know the policies and rules of the school district, and enforce them in a fair and consistent Manner
5. Communicate to the students and parents the course objectives and requirements, marking/grading requirements, assignment deadlines, expectations for the students and classroom discipline plan
6. Be consistent, fair and firm in dealing with students both in and out of the classroom
7. Reinforce positive student behavior
8. Demonstrate, by word and by personal example, respect for the law, order, and self-discipline, and comply with the provisions of this Code and with all rules and policies of the District
9. Seek appropriate resources to affect a positive change in student behavior
10. Guide learning activities so students learn to think and reason through assignments in school as well as homework. Assist the students to learn to take responsibility for their actions and to respect the rights of others
11. Establish and maintain contact with parents according to the District rules and policies

B. Principals

1. Promote a safe, orderly, and stimulating school environment, supporting active teaching and learning

2. Responsibly exercise the authority assigned by the Board and the Superintendent of Schools
3. Be consistent, fair, and firm in decisions affecting students, staff, and parents
4. Demonstrate, by word and example, respect for law and order, self-discipline, and sincere concern for all persons under their authority
5. Initiate and maintain open lines of communication with students, staff, and parents
6. Organize school schedules and teaching assignments and require effective classroom management and instruction
7. Make certain that disciplinary rules, regulations, and penalties for violations are known to and understood by students, parents, and school staff
8. Receive teacher or counselor referrals of students with behavior problems, confer with such students, communicate with their parents, set up cooperative procedures for modifying inappropriate student behavior, and maintain written documentation of all violations of this Code
9. Take steps to establish and maintain open lines of communication between school and home

C. Counselors

1. Assist students in coping with peer pressure
2. Assist students with their emerging person, social, and emotional problems
3. Whenever necessary, initiate teacher/student/counselor conferences and parent/teacher/student/counselor conferences as a way to resolve problems
4. Regularly review with students their educational progress and career plans

CI. The Superintendent

- 1) Promote a safe, orderly, and stimulating school environment, supporting active teaching and learning
- 2) Work to create instructional programs that minimize problems of misconduct and are sensitive to student and teacher needs
- 3) Work with District administrators in enforcing this Code and ensuring that all discipline matters are resolved promptly and fairly
- 4) Provide appropriate in-service education to maintain a well-trained staff at all levels
- 5) Give full support to the staff responsible for enforcing discipline in accordance with District policy and New York State law
- 6) Develop and support programs that provide for students with special needs
- 7) Inform the community what is expected of the District's students and what happens if rules are violated

CII. The Board of Education

- 1) Visit all school buildings on at least a quarterly basis, attend school functions, and become familiar with District operations
- 2) Employ and maintain a well-trained staff at all levels
- 3) Keep the community well informed of all District activities through regular publications, announcements, meetings, and other appropriate forms of communication
- 4) Develop programs that provide for the needs of all students, including those with special needs
- 5) Enforce student and staff discipline in accordance with District policies and the requirements of New York State law
- 6) Be fair and consistent in rendering decisions regarding the discipline of students who have appealed to the Board.

F. Parents/Guardians of Students

Parent involvement is essential to student growth and development. Ideally, the role of the parent or guardian of a student is to:

- 1) Recognize that the education of their children is a joint responsibility of the parents and the school community
- 2) Build a good relationship with teachers, other parents, and their children's friends
- 3) Inform the school of changes in the home situation that may affect student conduct or performance, including updated emergency contact information
- 4) Encourage the child to attend school punctually and regularly as required by law; provide a written excuse when a child is absent from school
- 5) Know and understand the rules and regulations their child is required to observe at school.
- 6) Be aware of the consequences for any violations of these rules; and accept legal responsibility for their children's action
- 7) Require their child to be clean and dressed consistent with acceptable standards and the requirements of this Code
- 8) Encourage their child to learn and respect the rights of others
- 9) Teach their child, by word and example, respect for law and authority
- 10) Provide a place for study and ensure homework assignments are completed
- 11) Instill in their child a desire to learn; encourage a respect of honest work and an interest in exploring broader fields of knowledge

VI. VIOLATIONS OF THE CODE OF CONDUCT

A. Acts of Misconduct Defined

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

The commission of any of the following acts (as they are defined below) is prohibited on District Property and at a District Function. Such conduct is punishable by the penalties set forth in Section VII of this Code after compliance with the procedures set forth in Section VIII hereof.

1. Act of Violence: To strike, hit, kick, punch, scratch or otherwise physically assault another person; to damage or destroy the personal property of a teacher, administrator, other District employee or any person lawfully on District Property; or to intentionally damage or destroy District Property; or to commit any act that is included within the definition of a Violent Pupil, as defined herein. Acts of Violence include Arson, Assault, Bomb Threats, Fighting, and Possession of an Explosive or a Weapon.
2. Arson: The intentional destruction or other damage by fire, explosion or smoke to real property or personal property of the District, to personal property of District students or staff, or to personal property of third parties.

3. Assault: The physical abuse, or infliction of personal injury, or unlawful detention of any person and the intentional use of physical force, or the threat thereof, that places, or attempts to place, another person in well-founded fear of personal injury. Counseling and/or mediation between the students will be encouraged.

Minor Assault involves physical contact and no physical injury. Striking, shoving, or kicking another person or subjecting another person to unwanted physical contact with the intent to harass, alarm or seriously annoy another person but no physical injury results.

Assault with Physical Injury is intentionally or recklessly causing physical injury (not serious) to another person, with or without a weapon, in violation of the school district code of conduct. Physical injury means impairment of physical condition or substantial pain.

Assault with Serious Physical Injury is intentionally or recklessly causing serious physical injury to another person, with or without a weapon, in violation of the of the school district code of conduct. Pursuant to Penal Law 10.00(10), “serious physical injury” means physical injury which creates a substantial risk of death, or serious and protracted disfigurement or protracted impairment of health or protracted loss or impairment of the function of any bodily organ. Serious physical injury requires hospitalization or treatment in an emergency room and includes but is not limited to, a bullet wound, a serious stab or puncture wound, fractured or broken bones or teeth, concussions, cuts requiring stitches and any other injury involving risk of death or disfigurement.

4. Bias Harassment: The act of threatening bodily harm or by repeatedly tormenting another person based on the victim’s race, ethnic origin, religion, cultural difference, disability, sexual orientation, gender or weight. Bias harassment may take the form of comments, jokes, name calling, innuendoes, offensive conversations, perpetuating rumors or gossip, offensive gestures, noises, blocking a victim’s path, assault, or any other behavior that is designed to show disrespect to an individual based on cultural, racial, or religious differences or based on a disability.

5. Bomb Threat: A telephoned, written, or electronic message that a bomb, explosive, or chemical weapon has been or will be placed on school property.

6. Bullying: The creation of a hostile environment by conduct or threats, intimidation or abuse including cyberbullying that has or would have the effect of substantially interfering with a student’s educational performance; reasonably causes a student to fear for his or her physical safety; causes or expects to cause physical injury or emotional harm to a student; occurs on or off school property and creates a risk of substantial disruptions within the school environment. Incidents of bullying and/or cyberbullying may constitute a crime and may result in prompt notification of law enforcement.

7. Burglary: Entering school property with intent to commit a crime.

8. Cheating: The act of giving or receiving (or conspiring to give or receive verbal, written or through technology) assignments or answers to class assignments (includes copying computer material) or test answers from another source.

9. Criminal Harassment: Intentionally striking, shoving or kicking another person or subjecting another person to unwanted physical contact, or threatening to do the foregoing; following a person in or about a public place; or otherwise engaging in a course of conduct which alarms or seriously annoys another person; where such behavior, under the district’s code of conduct, is of sufficient seriousness to warrant the suspension or removal of a student or the referral of a student to the juvenile justice system, or disciplinary action against or dismissal of a school employee, or notification of law enforcement of the commission of a crime.

10. Criminal Mischief: Intentional or reckless damaging of the property of the school or of another person including, but not limited to, vandalism and the defacing of property with graffiti. Reportable incidents are those serious enough to warrant contacting the police.

11. Cyberbullying: As with other forms of bullying, cyberbullying is an attempt to display power and control over someone perceived as weaker. 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 while at school such as cell phones, digital cameras, and personal computers to engage in bullying. 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).

12. Destruction of Property: The destruction, defacing or other impairment of District Property or property belonging to other persons.

13. Disorderly Conduct: Conduct that obstructs or disrupts a teaching, research, administrative or disciplinary procedure or any other authorized District activity. Disorderly Conduct includes, but is not limited to, running in hallways; skateboarding in hallways; making unreasonable noise; using language or gestures that are profane, lewd, vulgar or abusive; overt affection; horseplay; the willful interference with the free flow of vehicular or pedestrian traffic; or engaging in any willful act that disrupts the normal operation of the school community.

14. Disruptive Conduct: Conduct by a student under the age of 21 that is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom. Disruptive Conduct includes, but is not limited to, the failure to comply with the lawful directions of teachers, school administrators or other District employees, and speech or gesture which, by virtue of its content and/or circumstances, is likely to disrupt the conduct or classes of other District activities or to undermine the maintenance of discipline within the school setting. Disruptive Conduct also includes being late for school or class; being unprepared for class; and committing other conduct that detracts from the delivery of the District's educational program.

15. Dress Code Violation: Individuals who violate the provisions of Section VI.B. of this Code shall be dealt with in the manner described in Section VII.E.

16. Drug or Alcohol Violation: The use, possession, sale or gift of alcohol or any drug or controlled substance or synthetic version of such, including marijuana or any instrument for the use of such drugs, controlled substance or marijuana such as a pipe, syringe or other paraphernalia, while on school premises (including buildings or grounds or on a bus going to or from a school function or school sponsored function). Excepted is any drug taken in accordance with a current prescription signed by a physician and monitored by the school nurse, which is to be taken by the particular student at the time in question. Tobacco and tobacco products are not to be considered as drugs for the purposes of incident reporting. Insubordination while under investigation for a drug violation will also be considered a drug violation. Counseling, either in-house, at a counseling center, AA, or Alpha House at the expense of the parent or guardian is highly recommended. It is a violation of the Code to be under the influence of drugs or alcohol, or controlled substances or synthetic versions of such on District property or at District-sponsored activities.

- 17. Emotional Harm:** In the context of harassment or bullying, 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.
- 18. Explosives (Possession of):** The use, actual or constructive possession, or the sale of an explosive.
- 19. Extortion:** Any intentional action which reasonably instills fear in another individual that the actor or another person will cause injury to the persons or property of that individual or another person for the purpose of obtaining money or property from that individual.
- 20. False Alarm:** The intentional or grossly negligent activation of a fire alarm when no threat of fire exists, or the initiation, instigation or communication to the District, or any of its employees of any other claim of fire or threat thereof when none exists.
- 21. Fighting:** Combative physical contact or other violent encounters between two or more persons. Counseling and/or mediation between the students involved will be encouraged.
- 22. Forgery:** The involvement in the imitation or fabrication of another's signature or written work.
- 23. Gambling:** The risking of something of value upon the outcome of a contest of chance or a future contingent event upon an agreement or understanding that one will receive something of value in the event of a certain outcome.
- 24. Homicide:** Any conduct that results in the death of another person.
- 25. Illegal Absence:** It will be considered to be an illegal absence when a pupil is absent from school with the knowledge and consent of his parent for reasons other than legal reasons.
- 26. Insubordination:** The refusal or failure to comply with any District rule, regulation or policy (including those relating to attendance), or the failure to comply with a reasonable request from District personnel or representatives authorized to make such a request. Insubordination, as it relates to students, includes, but is not limited to, the failure to comply with the lawful directives of teachers, school administrators or other District employees in charge of students or otherwise demonstrating disrespect toward such individual; lateness for, missing or leaving school without permission; and skipping detention. Insubordination, as it relates to non-students, includes, but is not limited to, the violation of regulations governing the use of District Property, and the failure to comply with the lawful directions of District employees or law enforcement officers acting in performance of their duties.
- 27. Intimidation or Bullying:** Threatening, stalking, or seeking to coerce or compel a person to do something; engaging in verbal or physical conduct that threatens another with harm, including intimidation through the use of epithets or slurs involving race, ethnicity, national origin, religion, religious practices, gender, sexual orientation, age, or disability that substantially disrupts the educational process. (See Cyberbullying and Harassment.)
- 28. Kidnapping:** Abducting a person, which is defined in section 135.00 of the Penal Law as restraining a person with intent to prevent his liberation by either (a) secreting or holding him in a place where he is not likely to be found, or (b) using or threatening to use deadly physical force.
- 29. Larceny or Other Theft Offenses:** Unlawful taking and carrying away of personal property with intent to deprive the rightful owner of property. Permanently or unlawfully withholding property from another.

- 30. Littering:** The general distribution or dissemination of printed, written, recorded or other materials without the prior approval of the building principal. The granting of approval or the refusal to grant the same shall be determined pursuant to administrative guidelines for the distribution and dissemination of materials on District Property.
- 31. Loitering:** Remaining in an area after the bell when assigned to a particular classroom at that time. Loitering also includes congregating in the halls to impede traffic, or standing next to the building.
- 32. Menacing:** Intentionally placing or attempting to place another person in fear of imminent physical injury.
- 33. Misconduct at Extracurricular Activities:** The refusal or failure to comply with rules or regulations or the failure to comply with a reasonable request from District personnel or representatives authorized to make such a request at an extracurricular event.
- 34. Objects of Distraction:** Objects which distract from the learning process including, but not limited to: cell phones, skateboards, hand-held video games, motorized or remote controlled toys, electronic toys, walkie talkies, beepers, lasers, and PDA's, will not be used after the beginning of the school day.
- 35. Other Misconduct:** The act of soliciting, commanding, aiding or otherwise abetting any person to commit any act or conduct that is proscribed by this Code, and the commission or mission of any act which is in violation of any Federal or State law or any District rule or regulation, including the District's School Safety Plans.
- 36. Parking Violations:** The act of parking a student-operated vehicle on District Property without a parking permit, or parking in unauthorized areas. The District assumes no liability for vandalism/ theft of the vehicle while on school property. In addition, student vehicles are subject to search with reasonable suspicion.
- 37. Plagiarism:** The unauthorized use of another's material that is represented as one's own work.
- 38. Reckless Endangerment:** Subjecting individuals to danger by recklessly engaging in conduct that creates a grave risk of death or serious physical injury, but no actual physical injury.
- 39. Repeatedly Disruptive Conduct:** Misconduct that results in the student being removed from the classroom by teacher(s) on four or more occasions during a semester, or three or more occasions during a trimester.
- 40. Riot:** Simultaneously when four or more persons engage in tumultuous and violent conduct and, thereby, intentionally or recklessly cause or create a grave risk of physical injury or cause public alarm.
- 41. Robbery:** Forcible stealing of property from a person by using or threatening the immediate use of physical force upon that person, with or without the use of a weapon.
- 42. Sexting:** Sexting is the transmission of sexually explicit messages and/or photographs sent via the cell phone.
- 43. Sexual Harassment:** The act of threatening bodily harm or by repeatedly tormenting another person based on gender. Sexual harassment may take the form of comments, jokes, name calling, innuendoes, offensive conversations, perpetuating unwelcome touching of another's clothes, pinching, whistling or other noises, blocking a victim's path, assault, or any other behavior that is intended to or has the reasonable effect of being offensive based on a person's gender.

- 44. Sexual Offenses:** Serious Sex Offense involving forcible compulsion and completed or attempted sexual intercourse, oral sexual conduct, anal sexual conduct or aggravated sexual contact with or without a weapon including but not limited to rape and sodomy. Pursuant to Penal Law 130.00(8), “forcible compulsion” means “to compel by either (a) use of force; or (b) a threat, express or implied, which places a person in fear of immediate death or physical injury to himself, herself or another person, or in fear that he, she or another person will immediately be kidnapped.” Pursuant to Penal Law 130.00(11), “aggravated sexual contact” means “inserting, other than for a valid medical purpose, a foreign object in the vagina, urethra, penis or rectum of a child, thereby causing physical injury to such child.” “Oral sexual conduct and “anal sexual conduct” means oral or anal sex. Other sexual offense involving inappropriate sexual contact but no forcible compulsion, including, but not limited to, conduct that may be consensual or involve a child who is incapable of consent by reason of disability or because he or she is under 17 years of age, provided that such term shall not include consensual sexual conduct involving only students, and/or non-students 18 years of age or under, unless at least one of the individuals participating in the conduct is at least 4 years older than the youngest individual participating in the conduct.
- 45. Tardy:** Students are tardy when they are not in their classrooms at the beginning of the school day.
- 46. Technological Misuse:** The act of misusing a computer/electronic communication system. This includes any unauthorized use of computers, software, internet/intranet accounts, cameras, cell phones, PDA’s, and all other technological devices. Accessing inappropriate websites, using technology as a means to cheat, or any other violations of the District’s acceptable use policy is considered misuse.
- 47. Theft:** Wrongfully taking, depriving, or withholding property from another, including, but not limited to, robbery or theft with force. Reportable incidents are those considered serious enough to warrant contacting the police.
- 48. Threat of Serious Harm:** The students, faculty, staff, and administration are entitled to work in a safe, non-threatening environment that encourages instructional and learning excellence.
- 49. Tobacco Violations:** The act of possessing, smoking or chewing tobacco or tobacco products anywhere on school grounds. The use of tobacco is not allowed anywhere on school grounds.
- 50. Traffic Violation:** The operation of a motor vehicle on District Property at a speed in excess of the posted speed limit, or the operation of snowmobiles, motorbikes, go-carts, motor scooters, all-terrain vehicles, and other similar vehicles propelled by gasoline, diesel oil, fossil fuel or electric powered engines on District Property. The only motor vehicles allowed to be operated on District Property are those automobiles, buses and trucks that are (a) licensed by the Department of Motor Vehicles, (b) insured in compliance with the mandatory provisions of the Vehicle & Traffic Law, and (c) lawfully operated on the District’s driveways, parking fields or other portions of District Property for the purpose of attending District activities or conducting business or performing services for the District.

- 51. Trespassing:** The entry upon or use of District Property without proper authorization in situations where said property is restricted in entry or use. As it relates to students, trespassing includes a student's presence in any District building other than the school he or she regularly attends without permission from the administrator in charge of the building.
- 52. Truancy:** The act of being illegally absent from school without the knowledge and consent of a parent/guardian, or failing to attend school when expected to be in school, or failing to attend classes in consecutive periods, or missing the BOCES bus. This also includes leaving school grounds without permission.
- 53. Unacceptable Bus Behavior – Behavior that violates the Code of Conduct, specifically Section C, Conduct on School Buses:** If a student acts inappropriately on a bus, the bus driver shall bring such misconduct to the building principal's attention.
- 54. Vandalism:** The willful destruction of the real or personal property of the District or another person. (In addition to suspension, restitution in the form of money or work will be expected.
- 55. Violation of Civil Rights:** Conduct that has the effect of depriving another of a civil right.
- 56. Weapon (Possession Only):** Possession of one or more of the following dangerous instruments, except possession in a classroom 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. (Possession includes bringing a weapon to or possessing a weapon at school): (1)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; (2)a knife, including but not limited to, a switchblade knife, gravity knife, pilum ballistic knife, cane sword, dagger, stiletto, dirk, razor, box cutter, metal knuckle knife, utility knife, or any other dangerous knife; (3)a billy club, blackjack, bludgeon, chukka stick, or metal knuckles; (4)a sandbag or sandclub; (5)a sling shot or slungshot; (6)a martial arts instrument, including, but not limited to, a kung fu star, ninja star, ninchuck, or shirken; (7)an explosive, including, but not limited to, a firecracker or other fireworks; (8)a deadly or dangerous chemical, including, but not limited to, strong acid or base, mace, or pepper spray; (9)an imitation gun; (10)loaded or blank cartridges or other ammunition; or (11)any other deadly or dangerous instrument.
- 57. Weapons Use:** Unlawful use of a "weapon", as defined in item 55 (1-11) above.

B. The District's Dress Code

The District's employees and students shall be appropriately groomed and dressed while on District Property and at District Functions. Teachers and all other District employees should exemplify and reinforce acceptable student dress and help students develop an understanding of appropriate appearance in the school setting. Also, visitors are to be appropriately attired while on District Property and at District Functions. Each building principal shall inform all students and their parents of the student dress code at the beginning of the school year, and of any revisions to the dress code made during the school year. The appropriateness of an individual's dress will depend, to some degree, on the circumstances and setting. However, the following general rules shall normally apply in all circumstances:

For the Jr./Sr. High School

The District leadership recognizes that teenage fashions and trends change rapidly. Although we recognize the emphasis teenagers place on their personal style, we request that parents and their students discuss daily outfits for their appropriateness in a junior-senior high school setting. The following dress code is a guide for parents and their students to use to help determine attire that would be acceptable for wearing to school or any school-sponsored event.

1. Dress, grooming and appearance, including hair style/color, jewelry, make-up, and nails, shall be safe for school.
2. Extremely revealing, mesh or see through garments will not be permitted to be worn by any student during the school day, at school ceremonies, dances, concerts, or other school events.
3. Footwear shall be worn at all times. (Footwear that is a safety hazard will not be allowed).
4. Hats and headgear including sweatshirt hoods are permitted to be worn by students during the school day. Sun glasses shall be removed when the student enters school.
5. Items of apparel that are vulgar, obscene, libelous, or denigrate others on the basis of race, gender, creed, age, political affiliation, religion, ancestry, national origin, sexual orientation or disability is prohibited.
6. No item of apparel may promote and/or endorse the use of alcohol, tobacco or illegal drugs, or encourage other illegal or violent activities, or display any signs of gang affiliation.*Appropriateness of attire shall be determined by the administration based on the above criteria.

C. Conduct on School Buses

The following guidelines shall govern student conduct on school buses:

1. In general, school buses are extensions of the classroom, and standards of student conduct similar to those that apply in the classroom shall apply to conduct on school buses.
2. The bus driver is in charge of the bus. The driver's instructions are to be obeyed promptly by all passengers.
3. Upon boarding the bus, students will select a seat and remain seated for the duration of the trip, except in cases where standees are required. Drivers may assign seats when they feel it is necessary.
4. No student shall board a bus with any object that cannot be held on his or her lap or between his or her knees. Students shall not bring objects on the buses that are potentially dangerous or distracting to other students or the driver. Prohibited objects include, but are not limited to, the following:
 - (a) Glass objects;
 - (b) Weapons;
 - (c) Explosive devices;
 - (d) Live animals;
 - (e) Oversized musical instruments; and
 - (f) Oversized athletic equipment.
5. Students are to be at their bus stop prior to the bus' arrival. Students who are approaching the bus stop as the bus arrives and who make no effort to be on time may be left behind. 6. Student actions that have the effect of distracting the driver or otherwise interfering with the driver's ability to operate the vehicle in a safe manner are prohibited. Such actions may include, but are not limited to, the following:
 - (a) Throwing objects within or out of the bus;
 - (b) Harassing or fighting with other passengers;
 - (c) Extending head, hands, arms or legs out of bus windows;
 - (d) Operating or otherwise tampering with emergency exits;
 - (e) Eating, drinking, smoking, and using drugs or alcohol;

- (f) Creating excessive noise, including verbal abuse of fellow passengers and the use of profanity;
- (g) Causing damage to the vehicle (students responsible for damages will be billed for repair costs);
- (h) Tampering with the vehicle's operating or safety controls;
- (i) Obstructing the driver's vision;
- (j) Threatening, verbally abusing, attacking or swearing at the driver; and
- (k) Other violations to the District Code of Conduct.

D. Visitors

The Board encourages parents and other District citizens to visit the District's schools and classrooms to observe the work of students, teachers and other staff. However, since schools are a place of work and learning, certain limits must be set for such visits. For these reasons, the following rules apply to visitors to the schools:

1. The building principal has authority over all persons in the building and on the school grounds.
2. All visitors to the school must report to the principal's office upon arrival at the school to sign the visitor's register and be issued a visitor's identification badge. The identification badge must be worn at all times while in the school or on school grounds, and returned to the principal's office before leaving the building. Visitors attending District Functions that are open to the public, such as parent-teacher organization meetings or public gatherings, are not required to register.
3. 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.
4. Teachers should not be expected to take class time to discuss individual matters with visitors.
5. All visitors are required to abide by the rules for conduct on District Property contained in this Code.

E. Misconduct Committed Off District Property

Students, staff and visitors may be disciplined for misconduct that is not committed on District Property or at a District Function if such misconduct (1) threatens the health, safety or welfare of a student, teacher or other member of the School district staff, or (2) is likely to interfere with a positive educational environment, or (3) constitutes sexual or another form of harassment that is likely to carry over to the educational environment.

F. Misconduct Not Specifically Defined

The definitions of misconduct set forth in Section VI. A. of this Code are not meant to be all- inclusive. Thus, any conduct not defined in this Code that violates any federal or New York State statute, or any rule, regulation or established practice of the District, shall be punishable by penalty to be imposed at the discretion of the appropriate District personnel.

G. School Building Rules

The principal of each District school building is hereby delegated the authority to establish standards of conduct and rules for local matters, school building activities and the granting or withholding of student privileges. These standards and rules may include procedures for homeroom; student assemblies; emergency drills; study halls; use of the cafeteria; conduct in the building hallways; use of student lockers; student ID's and student passes; school parking privileges; book bags and backpacks in the building; bicycles, skateboards, roller blades and similar means of transportation; the use of electronic devices and laser pointers; card playing; and other local matters related to discipline and order in the building. These rules are subject to the approval of the Superintendent, and the Board.

VII. PENALTIES FOR VIOLATIONS OF THE CODE OF CONDUCT

Students, employees and visitors who violate this Code will be subject to disciplinary action as the facts may warrant, including any of the penalties listed below.

A. Potential Responses

1. Scope

The penalties described in this section are the range of penalties that may be imposed upon any student who is determined to have committed any act of misconduct specified in Section VI. of this Code.

2. Actions Preceding Penalties

District authorities may use a range of possible responses to misconduct committed by a student. In most circumstances, a primary response will be to discuss the student's conduct with the parents in an attempt to correct such inappropriate behaviors. In addition, the District may attempt any or all of the following corrective actions:

- (a) Warning: Either a verbal or written warning may be given in the appropriate case.
- (b) Parent Conference: The student's parent or guardian will be contacted for a conference. The conference will include the student, his/her parent or guardian, school personnel and others whose participation is deemed appropriate by the District.
- (c) Counseling: Students may be referred for counseling in appropriate cases.
- (d) Probation: The student and District authorities may agree that the student will be placed on probation with no other penalty imposed for the misconduct, provided that the student complies with the specific terms of the probation. The probation agreement may further provide that, if the terms of the probation are violated, the student may be disciplined for the original act of misconduct.
- (e) Court Intervention: Court assistance in the form of a PINS (Person In Need of Supervision) petition.

3. Range of Penalties

Students who violate this student discipline code will be subject to appropriate disciplinary action including, but not limited to, one or more of the following:

- (a) Verbal reprimand/warning by any member of the school district.
- (b) Detention: Detention may be assigned in appropriate cases by the teachers, principal, superintendent
- (c) Written warnings by the bus driver, hall and lunch monitors, coaches, counselors, teachers, teacher assistants, principal, superintendent.
- (d) Written notification to the parent by the bus driver, hall and lunch monitors, coaches, counselors, teachers, teacher assistants, principal, and superintendent.
- (e) Instructional Support Center may be assigned in appropriate cases by the principal or superintendent.
- (f) Removal from class by a teacher: teacher and principal following due process.
The removal applies to the class of the removing teacher only.

(g) **Suspension from School:** The principal may suspend a student from attendance at school for a period not to exceed five (5) school days. The parent or guardian will be notified of such suspension by telephone and/or letter.

(h) **Suspension from Other Activities:** Students may also be suspended from transportation, athletic participation, social or extracurricular activities or other privileges upon compliance with fundamental due process procedures.

(i) **Superintendent's Hearing:** A disciplinary hearing may be scheduled before the Superintendent of Schools, or his designee, pursuant to the applicable provisions of the Education Law. At the conclusion of such hearing, the Superintendent may take whatever action is deemed appropriate, including, but not limited to, indefinite suspension from school.

(j) **Personal Liability:** The District may pursue, on behalf of itself or an employee, all available rights and remedies to recover from the student and/or parents of the student for damages to personal property.

(k) **Police Notification:** In cases involving criminal conduct, District authorities may refer the matter to appropriate law enforcement authorities.

4. Academic Sanctions

In addition to other penalties provided herein, the principal and/or the Superintendent may deny credit for work done and may also deny the right to make-up an assignment or test for Cheating, Leaving a Final Examination Without Permission, Plagiarism and other misconduct that is related to academic performance.

B. Penalties for Specific Violations

Progressive Discipline

Depending upon the nature of the violation, it is the Board's desire that student discipline be progressive (that is, a student's first violation should merit a lighter penalty than subsequent violations). The individual determining the penalty should take into account all other relevant factors in arriving at an appropriate penalty. Depending upon the nature of the violation, the possible penalties may be imposed either alone or in combination.

C. Minimum Penalties for Students

1. Students who Bring a Weapon to School

The minimum period of suspension from school for any student, other than a student with a disability, found guilty of bringing a Weapon onto District Property will be at least one calendar year.

2. Reports by Teachers

All staff members must immediately report and refer a violent student to the principal or the Superintendent for a violation of this Code. All recommendations and referrals shall be made in writing, unless the conditions underlying the recommendation or referral warrant immediate attention. In such cases, a written report is to be prepared as soon as possible by the staff member making the referral.

3. Review by Superintendent

The Superintendent may reduce the minimum penalties established above on a case-by-case basis. In deciding whether to modify the penalty, the Superintendent will determine if a lesser suspension period or some other form of discipline may be more effective considering the following:

- (a) The student's age.
- (b) The student's grade and level in school.
- (c) The student's prior disciplinary record.
- (d) Input from parents, teachers and/or others.
- (e) Other extenuating circumstances.

D. For Violations at a District Function

The Superintendent shall be responsible for enforcing the conduct required by this Code at District functions, and may designate other District employees or agents to take action consistent with this Code.

When an individual is committing prohibited conduct that, in the judgment of the Superintendent or his or her designee, does not pose any immediate threat of injury to persons or property, the individual shall be informed that the conduct is prohibited and asked to stop such conduct. The school official shall also warn the individual of the consequences for failing to stop. If the person refuses to stop engaging in the prohibited conduct, or if the person's conduct poses an immediate threat of injury to persons or property, the individual shall be immediately removed from District Property or the District Function. Students and staff who violate this Code while at a District Function shall be subject to immediate ejection from the District Function. If necessary, local law enforcement authorities will be contacted to assist in removing the person. The District may initiate disciplinary action against any student or staff member, as appropriate. The District may also pursue civil and/or criminal sanctions against any person violating this Code.

E. For Violations of the Dress Code

Individuals who violate the provisions of Section VI.B. of this Code shall be asked to cover or remove the offending item, or to replace it with an acceptable article of clothing. Any student who refuses to do so shall be subject to discipline, up to and including Instructional Support Center for the day. Any student who repeatedly fails to comply with the requirements of Section VI.B. of this Code shall be subject to further discipline, up to and including out of school suspension. Employees who refuse a request by the building principal to cover, remove or replace an offending item shall be subject to discipline in accordance with law. Visitors who refuse a request by the building principal to cover, remove or replace an offending item shall be subject to removal from District Property or the District Function, as the case may be.

F. For Misconduct on School Buses

If a student acts inappropriately on a bus, the bus driver shall bring such misconduct to the building principal's attention. Disciplinary measures for misconduct on School Buses will include a principal's conference with the student and the student's parent. The principal will take disciplinary action deemed appropriate, up to and including suspension of riding privileges. Building principals are authorized to suspend students from bus riding privileges for extended periods of time when the nature of the offense or the recalcitrance of the student warrants such action. Parents will be informed by the building principal of violations of this Code and of disciplinary action taken.

Any unprovoked attack upon the driver or other passengers, or other action that the student knew or should reasonably have been expected to know would place the safety of the vehicle and its passengers in jeopardy, may result in the indefinite suspension of bus riding privileges.

G. For Special Education Students

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

H. For District Employees

Any person who, while on District Property or at a District Function, wrongfully refuses a valid request

or command to desist in any conduct prohibited by this Code shall be ejected from the premises. Persons other than students found in violation of this Code of Conduct shall be subject to criminal and/or civil penalties as provided by law.

I. For Visitors

Any unauthorized person on District Property will be reported to the school principal. Unauthorized persons will be asked to leave, and the police may be called if the situation warrants. The authorization of visitors who violate this Code, if any, to remain on District Property or at the District Function shall be withdrawn and they shall be directed to leave the premises. If they refuse to leave, they shall be subject to ejection and to criminal and/or civil penalties as provided by law.

VIII. DISCIPLINE PROCEDURES

A. For Non-Disabled Students

The amount of due process a student is to be afforded before a penalty may be imposed depends on the severity of the penalty. In all cases, the District employee authorized to impose the penalty must inform the student of the misconduct that he or she is alleged to have committed, and must investigate the facts surrounding the alleged misconduct. All students must be given an opportunity to present their version as follows:

1. For Detentions

Teachers, principals and the Superintendent may use after school detention as a penalty for student misconduct in situations where removal from the classroom or suspension would be inappropriate after school. After-school detention will be imposed as a penalty only after the student's parent has been notified.

2. For Suspensions from Athletics or Extra-curricular Activities

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

3. For Instructional Support Center

District authorities must balance the need of individual students to attend school and the need to maintain order in the classroom to establish an environment for all students that is conducive to learning. As such, the Board authorizes building principals and the Superintendent to place students in the Instructional Support Center as the result of a Code violation. A student assigned to the Instructional Support Center is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the District official assigning the Instructional Support Center to discuss the conduct and the penalty.

4. For Suspensions from School

Suspension from school is a severe penalty. Students who face possible suspension from instruction shall be afforded the procedural protections guaranteed by Education Law §3214 and applicable Commissioner's regulations. They shall also be entitled to the following process:

(a) Short-term Suspensions.

When the principal proposes to suspend a student charged with misconduct for five days or less pursuant to Education Law §3214(3), he or she must immediately notify the student orally and,

if the student denies the misconduct, explain the reasons for the proposed suspension. The principal must also notify the student's parents, in writing, that the student may be suspended from school.

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

The notice shall provide a description of the charges against the student and the incident for which suspension is proposed and shall inform the parent of the right to request an immediate informal conference with the principal.

Both the notice and informal conference shall be in the dominant language or mode of communication used by the parents. At the conference, the parents shall be permitted to ask questions of complaining witnesses under such procedures as the principal may establish.

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

After the conference, the principal shall promptly advise the parents, in writing, of his or her decision. The principal shall advise the parents that if they are not satisfied with the decision and wish to pursue the matter, they must file a written appeal to the Board of Education with the District Clerk within 10 business days of the date of the decision, unless they can show extraordinary circumstances precluding them from doing so. Only final decisions of the Board may be appealed to the Commissioner of Education within 30 days of the decision.

(b) Long-term Suspensions.

When the Superintendent or building principal determines that a suspension for more than five days may be warranted, he or she shall give reasonable notice to the student and the student's parents of their right to a fair hearing. At the hearing, the student shall have all the rights guaranteed by Education Law §3214.

5. For Permanent Suspensions

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

B. For Students with Disabilities

1. Violations That Warrant a Short-term Suspension

The procedures set forth in Section VIII.A.4(a) of this Code shall apply in those instances where it is determined that the misconduct of students who are classified as disabled by the Committee on Special Education (CSE) does not warrant a suspension in excess of five consecutive school days.

2. Violations That Warrant a Suspension of 5 to 10 days

Where it is determined that the acts of misconduct of students classified as disabled by the CSE warrant a suspension of five to ten consecutive school days, the student shall be entitled to a Superintendent's hearing and the other protections of Education Law §3214.

3. Violations That Warrant a Suspension of 10 or More Days

The following procedures shall apply to students classified as disabled by the CSE where it is determined that their misconduct warrants a suspension of ten or more consecutive days:

(a) The District shall provide the parent with written notice of the Superintendent's hearing, and the student's rights at such hearing. At the same time, the District shall provide the parent with written notice of a CSE meeting to be held, if necessary, to determine whether the student's misconduct is a manifestation of his or her disability. This notice shall be served at least five days before the CSE meeting. A written notice of procedural safeguards shall be sent to the parent with the notice of the CSE meeting.

(b) Unless waived, a Superintendent's hearing shall be conducted pursuant to Section 3214 of the Education Law.

(c) The Superintendent's hearing shall be divided into a guilt phase and a penalty phase. Where the Superintendent's hearing concludes with a finding that the student has committed a violation of this Code, the Superintendent shall make a threshold finding whether the penalty will exceed 10 consecutive days or will constitute a disciplinary change in placement. If so, the hearing shall be adjourned and the matter shall be forwarded to the CSE to make the required manifestation determination.

(d) The CSE shall determine (i) whether the behavior is a manifestation of the student's handicapping condition; and (ii) whether changes are necessary in the student's classification, placement and/or program in order to better meet his or her needs. If the CSE identifies deficiencies in the student's IEP or placement at this meeting, it must take immediate steps to remedy those deficiencies.

(e) Where the CSE determines that the behavior is a manifestation of the student's disability, appropriate adjustments in the student's program and/or placement will be made by the CSE.

(f) Where the CSE determines that the behavior is not a manifestation of the student's disability, the matter will be returned to the Superintendent for the penalty phase of the hearing. At that time, the Superintendent shall consider the student's special education records and may consider the student's anecdotal record. (The student's special education records shall be transmitted to the Superintendent or the hearing officer whether or not the CSE determines that the misconduct is a manifestation of the student's disability). The Superintendent may then impose disciplinary sanctions in accordance with this Code.

(g) If the student is suspended for 10 consecutive days or more (or is subjected to separate suspensions and/or removals that constitute a change in placement as provided in 8 NYCRR §200-1.3 (a)), the CSE must also conduct a functional behavioral assessment and develop a behavioral intervention plan for the student. The CSE shall meet to develop an assessment plan no later than 10 school days after the

suspension (or change in placement) commences. If the student already has a behavioral intervention plan, however, the CSE must review the plan and its implementation and modify it as necessary to address the current behavior. The CSE shall prepare the behavioral intervention plan as soon as practicable.

4. Suspensions or Removals that Amount to More Than 10 Days

The procedures set forth in Section VIII.B.3.(a) through (g) shall also apply to the discipline of those students classified by the CSE as disabled where the student is subjected to a series of removals or suspensions that constitute a pattern because they accumulate to more than 10 school days in a school year; and because of other factors such as:

- (a) the length of each removal or suspension;
- (b) the total amount of time the student is removed or suspended; and
- (c) the proximity of the removals or suspensions to one another.

5. Continuation of Instructional Program

The District need not provide educational services to students with disabilities who are suspended or removed from the classroom for 10 days or less so long as such services are not provided to students without disabilities who have been similarly disciplined. Therefore, during suspensions or removals of 10 days or less, the District need only provide the student with alternate instruction, not the services listed in the student's IEP.

Where the suspension or removal is for 10 or more consecutive days (or is subjected to separate suspensions and/or removals that constitute a change in placement as provided in 8 NYCRR §200-1.10(c)), the District must provide services to the extent necessary to enable the student to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set forth in the student's IEP. The building principal, Superintendent, or other school officials imposing the suspension or removal shall determine, in consultation with the student's special education teacher, the extent to which services are necessary to enable the student to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in the student's IEP.

6. Weapons or Drug Violations.

The following procedures shall apply to the discipline of those students classified as disabled by the CSE in instances where the student has engaged in behavior involving Weapons, Illegal Drugs or Illegal Substances:

- (a) The District shall provide the parent with written notice of the Superintendent's hearing, and the student's rights at such hearing. At the same time, the District shall provide the parent with written notice of a CSE meeting to be held, if necessary, to determine whether the student's misconduct is a manifestation of his or her disability. This notice shall be served at least five days before the CSE meeting. A written notice of procedural safeguards shall be sent to the parent with the notice of the CSE meeting. If the CSE identifies deficiencies in the student's IEP or placement at this meeting, it must take immediate steps to remedy those deficiencies.
- (b) Unless waived, a Superintendent's hearing shall be conducted pursuant to Section 3214 of the Education Law.
- (c) Where the hearing concludes with a finding that the student has committed a violation of this Code, the Superintendent may order a change in placement to an interim alternative education setting (IAES) for up to 45 days and refer the matter to the CSE to identify an appropriate IAES.
- (d) The CSE shall then meet to determine an appropriate IAES for the student. At that time, the CSE shall also conduct a manifestation determination.

(e) The CSE must also conduct a functional behavioral assessment and develop a behavioral intervention plan for the student. The CSE shall meet to develop an assessment plan no later than 10 school days after a student's change in placement to an IEAS for a Weapon or Illegal Drug violation. If the student already has a behavioral intervention plan, however, the CSE must review the plan and its implementation and modify it as necessary to address the current behavior. The CSE shall prepare the behavioral intervention plan as soon as practicable.

(f) Even where the CSE determines that the student's behavior is a manifestation of the student's disability, the Superintendent may order a change in the student's placement to an IAES for up to 45 days.

7. IAES for Dangerous Students

The following procedures shall apply to the discipline of those students classified as disabled by the CSE in instances where the student's conduct is substantially likely to result in injury to the student or to others:

(a) The District may request an expedited due process hearing to obtain an order of an impartial hearing officer that places a student with a disability in an IAES for up to 45 days where school personnel maintain that it is dangerous for the student to be in his or her current placement.

(b) The District shall propose an appropriate IAES for the student after consultation with the special education teacher. If the District requests such a hearing, it shall provide the parent with written notice of its intent to do so, an explanation of the proposed IAES, and the procedural safeguards notice.

(c) The District shall appoint an impartial hearing officer and schedule the hearing. This shall be done as early as possible in the process, since the expedited hearing must be concluded within 15 days from the request for the hearing.

(d) At the hearing, the District must prove that (i) maintaining the student in the current placement is likely to result in injury to the student or others; (ii) it has made reasonable efforts to minimize the risk of harm in the current placement; and (iii) the IAES will enable the student to continue to progress in the general curriculum and to continue to receive those services and modifications, including those described in the student's IEP, that will enable the student to meet the goals in that IEP, and include those services that are designed to prevent the behavior from recurring.

(e) If the hearing officer finds that the District has established the above-mentioned three items by substantial evidence, he or she will order an IAES of up to 45 days.

(f) If the hearing officer finds that the District has failed to provide substantial evidence of the three items to be established at the hearing, the student must be returned to his or her current placement.

(g) Within 10 days of the hearing officer's decision, the CSE must conduct a manifestation determination. The District shall provide the parent with appropriate written notice of a CSE meeting to be held to conduct a manifestation review at least five days before the CSE meeting. A written notice of procedural safeguards shall be sent to the parent with the notice of the CSE meeting. If the CSE identifies deficiencies in the student's IEP or placement at this meeting, it must take immediate steps to remedy those deficiencies.

8. Students Presumed to Have a Disability

In some instances, students who have not been classified by the CSE as having a disability will be afforded the protections of IDEA and Article 89 of the Education Law when it is alleged that they have committed a violation of this Code. This is true where the District is "deemed to have knowledge" before

the alleged misconduct occurred that such student had a disability. In that event, the student is “presumed to have a disability for discipline purposes.”

(a) The District will be “deemed to have knowledge” that a student had a disability if, prior to the time the alleged misconduct occurred:

- (i) the parent of such student has expressed concern to district personnel, in writing, that the student is in need of special education, provided that such expression of concern may be oral if the parent does not know how to write or has a disability that prevents a written statement;
- (ii) the behavior or performance of the student demonstrates the need for special Education;
- (iii) the parent of the student has requested that an individual evaluation of the student be conducted; or
- (iv) a teacher of the student, or other District employee, has expressed concern about the behavior or performance of the student to the director of special education or to other District personnel in accordance with the District’s established child find or special education referral system.

(b) However, a student shall not be presumed to have a disability for discipline purposes if, as a result of receiving any of the information specified in Section VIII.B.8.a.(i) through (iv), the District either:

- (i) conducted an individual evaluation and determined that the student is not a student with a disability; or
- (ii) determined that an evaluation was not necessary and provided notice of this determination to the parent.

(c) If a parent claims that the District is deemed to have knowledge that the student had a disability prior to the time the alleged misconduct occurred, the Superintendent or building principal imposing the suspension or removal must determine whether the student is a student presumed to have a disability.

(d) If the Superintendent or building principal imposing the disciplinary action determines that none of the factors set forth in subsection (a) above was present prior to the alleged misconduct or that the exclusion of subsection (b) above applies, the District is not deemed to have knowledge that the student had a disability. In that event, the student may be subjected to the same disciplinary measures as any other non-disabled student who engaged in comparable behaviors.

(e) If, on the other hand, the District is deemed to have knowledge of the student’s disability, the student may only be disciplined in accordance with IDEA and Article 89 of the Education Law.

(f) In the event a parent requests an individual evaluation while a non-disabled student is subjected to a disciplinary removal or suspension, the District must conduct an expedited evaluation. The process for such expedited evaluation is as follows:

- (i) An expedited evaluation must be completed no later than 15 school days after receipt of the request for an evaluation. The District must send a written notice of the evaluation to the parent and obtain parental consent before such evaluation may be conducted.
- (ii) Not later than 5 school days after completion of the expedited evaluation, the CSE must hold a meeting to determine the student’s eligibility for special education. The District must send the parent notice of this meeting at least 5 days prior to the meeting.
- (iii) Until the expedited evaluation is completed, the student must remain in the placement determined by the District, which includes suspension or removal.

If the student is determined to have a disability, the District must provide special education to the student and may discipline the student only in accordance with IDEA and Article 89 of the Education Law.

(iv) If the student is determined not to have a disability, the student may be subjected to the same disciplinary measures as any other non-disabled student.

C. For Conduct on School Buses

The procedures relative to alleged infractions of this Code governing student conduct on school buses are as follows:

1. A student subject to a suspension from transportation is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the building principal to discuss the conduct and the penalty involved.
2. In the event the suspension from transportation amounts to a suspension from attendance, the student will be entitled to a hearing pursuant to Education Law §3214 before the suspension exceeds five school days.
3. In cases of improper student conduct on school buses, drivers will discuss the situation with the offending student(s) and will complete a Bus Behavior Referral and forward the same to the building principal.
4. The principal will attempt to assure that the attending student understands the nature and potential consequences of his/her actions.
5. In administering disciplinary measures, building principals will consider the nature of the infraction, the age of the student, and the student's history of behavior in school and on school buses.
6. Where a student's riding privileges have been suspended, the student's parent will be responsible for seeing that the student gets to and from school safely.

D. Waivers of Superintendent's Hearing

A student and parent may voluntarily and knowingly waive his or her right to a Superintendent's hearing under Education Law §3214. In this regard, the District's administration is directed to promulgate a regulation to establish the procedures for a waiver and to develop a waiver form that meets the requirements set forth in the Commissioner's decision in **Appeal of McMahon**, 38 Ed. Dept. Rep. 22 (1998).

E. District Employees

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

Civil Service employees who are entitled to the protections of Civil Service Law §75 shall be subject to charges as the facts may warrant. Said charges will be filed and prosecuted pursuant to said statute, and in accordance with any other legal rights they may be entitled to.

Other staff members shall be subject to warning, reprimand, suspension or dismissal as the facts may warrant in accordance with any legal rights they may be entitled to.

Any District employee, whose conduct on District Property or at a District Function disrupts academic or other school activities or threatens the welfare of the person or property of others, shall be subject to immediate ejection and to disciplinary action as the facts may warrant in accordance with any legal rights that they may be entitled to.

F. For Visitors

The following procedures shall apply procedurally to violations of this Code by non-students:

1. The Board hereby delegates authority to enforce these rules and regulations to the Superintendent.

The Superintendent may designate such person, or persons, as he or she deems necessary, for the enforcement of these rules and regulations.

2. The Superintendent may initiate and/or receive charges of any alleged violation of these rules and regulations and cause all investigations to be made.
3. The Superintendent may request all lawful assistance to secure, remove, eject or otherwise prevent persons from adversely affecting public order or from materially disrupting normal school processes.
4. Enforcement of these rules and regulations against persons other than the students shall be as provided by law.

IX. APPEALS FROM IMPOSITION OF DISCIPLINE

A. Appeals to the Board

Appeals from all decisions of the Superintendent relative to this Code shall be taken to the Board. All appeals shall be made in writing and shall set forth the decision appealed from and the grounds for the appeal. The written appeal shall be filed with the District Clerk no later than ten (10) business days from the date of the decision which is the subject of said appeal, unless the party appealing can show that extraordinary circumstances prevented the timely filing of the appeal. The Board may adopt in whole or in part the decision of the Superintendent and will make its decision in writing. The Board's decision shall be based solely upon the record before it.

B. Appeals to the Commissioner

Final decisions of the Board may be appealed to the Commissioner of Education within 30 days of the decision.

X. TEACHER REMOVAL OF DISRUPTIVE STUDENTS

A. Purpose

A disruptive student impairs a teacher's ability to teach and interferes with the ability of other students in the classroom to learn. The Board expects that, in most instances, the classroom teacher will be able to control disruptive student behavior by using good management techniques. Occasionally, however, it may be necessary for a teacher to remove a disruptive student from the classroom to ensure that the other students can continue to learn. For purposes of this Section X, "removal" shall have the meaning set forth in Section IV.A.14 of this Code.

B. Right to Remove Disruptive Student

A classroom teacher may remove a student from class for up to 5 days if the teacher determines that the student is a "disruptive student." The removal from class applies to the class of the removing teacher only.

C. Teacher's Conference With the Student

1. Immediate Conference with the Student

If the student does not pose a danger or ongoing threat of disruption to the academic process, the teacher must explain to the student, before the student is removed, why he or she is being removed from the class. The student must also be given the opportunity to present his or her version of the relevant events. Only after this informal discussion may a teacher remove a student from class.

2. Exception to the Rule

If the student poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process, the teacher may order the student to be removed immediately. In this event,

the teacher must explain to the student why he or she was removed from the classroom, and give the student a chance to present his or her version of the relevant events within 24 hours of the time of removal.

D. The Principal's Role

1. Teacher's Meeting with the Principal

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

2. Notice to the Parents

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

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

3. Conference with Parents

If the student denies the charges at the informal meeting, the principal or the principal's designee must explain why the student was removed and give the student and the student's parents a chance to present the student's version of the relevant events. The informal meeting must be held within 48 hours of the student's removal. The timing of the informal meeting may be extended by mutual agreement of the parent, teacher and principal.

4. Principal's Review of the Removal

The principal or the principal's designee may overturn the removal of the student from class if the principal finds that (a) the charges against the student are not supported by substantial evidence, or (b) the student's removal is otherwise in violation of law, or (c) the conduct warrants suspension from school pursuant to Education Law §3214, and a suspension will be imposed.

The principal or his or her designee must make a determination as to whether to overturn the removal before the close of business on the day after the day of the informal hearing. No student removed from the classroom by the classroom teacher will be permitted to return to the classroom until the principal makes a final determination, or the period of removal expires, whichever is less. At the teacher's discretion, he or she may rescind the removal prior to the expiration of the full period of removal.

E. Continued Educational Program

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

F. Documenting the Removal Process

Each teacher must keep a complete record of all actions related to a student's removal from his or her class on the District's Removal Form. The principal must also keep a record of all actions he or she takes with respect to a student who is removed from class in accordance with this Section of the Code.

G. Special Education Students

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

XI. REFERRAL TO AUTHORITIES

A. To Law Enforcement

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

The District will immediately confiscate any weapons, alcohol or illegal substances possessed by a student and will notify the parent of the student involved of the incident. Appropriate disciplinary action will be taken, up to and including permanent suspension and referral for criminal prosecution.

B. To Juvenile Justice Agencies

The Superintendent shall refer any student who is determined to have brought a weapon to school who is under the age of 16, or who is 14 or 15 years old and does not qualify for juvenile offender status under the Criminal Procedure Law to the County Attorney for a juvenile delinquency proceeding before the Family Court.

The Superintendent shall refer a student over the age of 16 and any student 14 or 15 years old who qualifies for juvenile offender status to the appropriate law enforcement authorities for prosecution. Students 14 or 15 years old who qualify for juvenile offender status under §1.20 of the Criminal Procedure Law include those who possess a concealed firearm, machine-gun or loaded firearm on school grounds. The Superintendent may consult the District counsel if he or she has any question as to whether the student in question does qualify for juvenile offender status.

C. To Human Services Agencies

The Superintendent shall make a referral of a student discipline case to an appropriate human service agency whenever, in his or her judgment, the same is warranted. The Superintendent may receive and consider the recommendations of the student's principal, teachers, counselor, school psychologist and other pupil services personnel familiar with the student in deciding whether to make such a referral and, if so, to which agency. The parent of the student shall be informed of the referral.

XII. ALTERNATIVE EDUCATION PROGRAMS

The following educational programs shall be utilized as appropriate to meet the individual needs of students:

A. For Suspended Students

When a student of any age is removed from class by a teacher pursuant to §X of this Code and

when a student of compulsory school age is suspended from school pursuant to Education Law §3214, the District will take immediate steps to provide the student with adequate alternative instruction. In addition, alternative instruction will be made available to any student over compulsory school age who evidences a sincere desire to complete his or her high school education.

XIII. IN-SERVICE EDUCATIONAL PROGRAM

A. Suggested Programs

The Board will provide in-service education programs for all District staff members to ensure the effective implementation of this Code. 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 following are suggested programs that may be utilized for in-service education for all staff members to ensure effective implementation of this Code:

1. School Oriented Programs developed at the district and building level
2. Superintendent's Workshop days
3. Building faculty meetings
4. Programs provided by TST Youth Development Services

XIV. PUBLICATION AND REVIEW

A. Publication

This Code shall be filed in each school building, and shall be available for review by any individual.

B. Review

This Code shall be reviewed by the Board on an annual basis and shall be amended when appropriate. In conducting this 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. The committee will be made up of representatives of student, teacher, administrator, and parent organizations, school safety personnel and other school personnel.

Before making 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. Any amendments to the Code will be filed with the Commissioner of Education no later than 30 days after adoption.

XV. INTERPRETATION

A. Calculating Time Limits

When any period of time for an act to be done under this Code ends on a Saturday, Sunday or a public holiday, such act may be done on the next succeeding business day and, if the period ends at a specified hour, such act may be done at or before the same hour of such next succeeding business day.

B. "Time Out" Techniques

Nothing in this Code abridges the customary right and responsibility of a teacher to manage student behavior in the classroom. Short-term, time-honored classroom management techniques such as "time out" in an elementary classroom or in an administrator's office or sending students briefly into

the hallway are not considered removals from class. The removal process should not become a substitute for good classroom management.

C. Authority to Suspend

Nothing in this Code abridges the customary right or responsibility of a principal to suspend a student when, in the judgment of the principal, the student's conduct warrants the same.

D. Inconsistent Provisions

To the extent that any provision of this Code conflicts with any District rule, regulation or policy, the provisions of this Code shall be controlling.

E. Not Exclusive

These rules and regulations and the penalties imposed hereunder shall not be deemed exclusive, nor as a limitation, waiver, or extinguishment of the District's right to utilize other available legal remedies against persons who violate this Code. The District may take additional or other legal action, as it deems appropriate or necessary to maintain public order.

Appendix A

Groton Central School Extracurricular Code of Conduct

Extracurricular programs are an integral part of our educational program at the Groton Central School District. They provide students with opportunities beyond the classroom to learn and develop skills and values in leadership, teamwork, discipline, commitment, character, friendship and more. As representatives of their school and community, students that choose to participate in school-sponsored activities assume the responsibility to represent the school in a positive light and be a role model for the student body.

The following rules and regulations must be observed by participants in order to meet sound educational objectives for our students who chose to participate in extracurricular activities.

BEHAVIORAL EXPECTATIONS

Students involved in extracurricular programs are to abide by the following expectations:

1. Obey the rules outlined in the school district code of conduct and student handbook.
2. Exhibit good character at all times.
3. Attend all sessions or games, unless excused by the extracurricular advisor.
4. Be respectful of all people and property at all times in and out of school.
5. Refrain from conspiring to engage in hazing, participate in hazing, or commit any act of hazing. (Hazing is any form of behavior, including initiation, which is designed to humiliate, threaten or harm members of a team or program. Hazing is committing an act against another individual(s), or coercing a student into committing an act that creates a risk of emotional, physical, or psychological harm to a person, in order to be initiated or affiliated with an organization, or for any other purpose).
6. Refrain from other inappropriate behavior including, but not limited to: bullying, fighting, vandalism, stealing, insubordination, academic dishonesty, truancy, harassment, and social media misuse.

Violations of behavioral expectations will be dealt with on a case-by-case basis by the appropriate administrator and may have school-wide as well as extra-curricular consequences. Each infraction will be treated with an attitude of helpful correction and not revengeful punishment.

Instruction Support Center (ISC) – Students assigned ISC are ineligible to practice, play or participate in after school activities on the days assigned ISC.

Out of School Suspension (OSS) – Students assigned OSS are ineligible to practice and play in games/activities until they return to school. They will also serve a 1 game/performance suspension when they return.

Due Process: The student being disciplined may file a written appeal and be represented by his/her parents and/or an attorney at the following meetings (in order):

1. The Extracurricular Council: Building Principal, Extracurricular Advisor/Athletic Coach, two coaches or faculty members and two staff members (the student and their parents would have the option of choosing one coach and one staff member).
2. The Superintendent;
3. The Groton Central School Board of Education

The student will be considered suspended during the hearing process.

ACADEMIC PERFORMANCE

ACADEMIC FAILURES	CONSEQUENCE	ADDITIONAL INFO
Failing 1 Class	Assigned to Academic Study Hall (ASH) @ least 1x/week for the <u>full five weeks</u> . The Student is eligible to participate in extracurricular activity.	If the student fails to attend ASH they are immediately ineligible to practice or play until they have made up the assigned # of study halls.
Failing 2 Classes	Assigned to Academic Study Hall (ASH) @ least 2x/week for the <u>full five weeks</u> . The Student is INELIGIBLE to participate for the entire first week and must attend 2 ASHs. After the first week of total ineligibility, the student is eligible to practice, play, and perform but must attend ASHs.	If student fails to attend ASH they are immediately ineligible to practice or play in contests or activities until they have made up the assigned # of study halls.
Failing 3 or more Classes	Assigned to Academic Study Hall (ASH) @ least 3x/week for the <u>full five weeks</u> . The Student is INELIGIBLE to participate for the entire first week and must attend 3 ASHs. After the first week of total ineligibility, the student is eligible to participate, BUT INELIGIBLE to play in contests or perform.	After two weeks, if the student completes an 'Academic Eligibility Update' that proves he/she is failing less than 3 courses he/she may participate but must continue to attend ASH 3x/week for the remainder of the 5 week period . If the student fails to attend ASH they are immediately ineligible to participate.
<i>Carry-Over Consequences:</i> Each season will begin by enforcing the above standards based on the current Restricted- Ineligibility List.		

CHEMICAL USE/ABUSE

During their participation in extracurricular programs, students must refrain from using, possessing, selling or buying any of the following substances/items including, but not limited to the following: Alcohol, Tobacco (smoke/smokeless, liquid, tobacco-based gel, e-cigarettes, vapes and related paraphernalia), Creatine, Steroids, Inhalants, Prescription and Nonprescription Medications (without medical authorization), Marijuana, Meth, Ecstasy, Cocaine, Heroin, Mushrooms and Paraphernalia.

1st Offense

The student's first offense in any given year – 7-12 for chemical use/abuse as defined above will result in the student's dismissal from athletic competition or extracurricular activity for one-third (1/3 – the regularly scheduled season contest/ games are rounded up) of the regularly scheduled season contests/events. If a student's season runs out or he/she quits the team before the suspension is complete, the remaining percentage will be served in the student's next season.

The student will also be ineligible to attend practices or performances for a period of 5 school days. If chemical use/abuse takes place on campus or at a school sponsored event 5 day ineligibility is in addition to any school suspension.

During the student's suspension it is expected that he/she is to be present at all contests (dressed in 'street clothes') and will be allowed to practice (except for the 5 school days).

The student will also be expected to complete a 6-Hour Community Service Project that will be decided upon by an extracurricular council.

Option I

If a student is honest and cooperative when first questioned by an administrator about his/her involvement when in violation of the code of conduct, then Option I may be used. The Option I suspension would consist of 1/2 of the suspension penalty rounded up in addition to a ***community service project***. The coach/advisor, parent/guardian, the student and the athletic director/building principal must all agree to Option I.

2nd Offense

Any second offense, whether a repetition of the first offense or of any of the others listed above, (anytime in grades 7-12) will result in the guilty student being suspended from all extracurricular programs for a full season or its equivalent. If the student's season runs out before the suspension is complete or if the student quits, the remaining percentage will be served in the students next season.

3rd Offense

Any third offense, whether a repetition of the two offenses or of any of the others listed above, (anytime in grades 7-12) will result in the guilty student being suspended from the program for a calendar year.

Possession by Association

If a student attends and stays at an event where there is illegal use of alcohol, tobacco, and/or drugs, the student is considered to be in possession by association. The following sanctions will be invoked:

- | |
|--|
| <p>1st time - community service project (decided by extracurricular council).
2nd time - follow 1st offense penalty (suspension for 1/3 of the program).
3rd time- follow 2nd offense penalty, (suspension for 1 full season or its equivalent).
4th time - follow 3rd offense penalty (suspension for one full calendar year).</p> |
|--|

Clean Slate

Any student entering the 9th grade with only a first offense in violation of these rules will have the opportunity to have a "clean slate" when they move up to the JV or Varsity level. The extracurricular council would determine if the student has earned the right of a clean slate by reviewing the student's behavior and attitude. This process would make the student accountable for improving his or her behavior and attitude.

ATTENDANCE

Students with an unexcused tardy, must be present by 9 a.m. in order to be eligible to participate in extracurricular programs. Students with legal excuses must arrive at school by 11:10am to be eligible to participate in extracurricular programs. Exceptions may be given for unique circumstances.

TRANSPORTATION

If a parent chooses to transport their child from an away program, a parent signature will be required by the coach/advisor at the time of departure. If a parent/guardian needs to have another adult transport their child home from an away program, they must make a written request to the coach/advisor prior to the program.

CHANGING or QUITTING EXTRACURRICULAR EVENTS

Any student that leaves a team within the first 10 sessions will be fully eligible to try-out for another sport within the same season. After the first 10 sessions, any student who leaves a team on good terms and with both the knowledge and consent of the coach/advisor will be fully eligible to participate in the next sports season. A student that leaves on bad terms and without the knowledge and consent of the coach/advisor will serve a game suspension of the first 25% of his/her contests in the next sports season in which he/she participates, but will be fully eligible to practice. Any student who is suspended from or quits a team will forfeit all related recognition.

CLEARANCE STANDARDS

In order for athletes to be eligible to participate on any sports teams, they must have completed the following requirements (as deemed mandatory by NYSPHSAA, Section IV, the IAC and Groton School District):

1. Update Physical Exam
2. Completed Interval Health History form
3. Confirmed clearance by the school nurse
4. Emergency Medical Card
5. Signed Extracurricular Code of Conduct Card

COMMUNICATION PROCESS

Students and parents should follow the chain of command to promote responsibility in dealing with sport/club specific concerns:

1. Students discuss concern with coach/advisor
2. Student/Parent discusses concern with coach/advisor
3. Student/Parent discusses issue with Athletic Director or Building Principal

Note: Students and parents are responsible for knowing and understanding the policies and procedures contained in this code of conduct. Student participation on any athletic team or extracurricular club implies that the student and their parents have knowledge and understanding of this code. A copy of this code of conduct is available on the website, in the main office and from each coach. Each student's completed code of conduct will be filed with the District for one academic year.

SPECTATOR EXPECTATIONS

The Groton Central School District believes all students, faculty and community members deserve a safe, secure and nurturing environment. Further we believe all individuals deserve to be treated with respect, compassion and dignity. To that end, and in alignment with New York State Public High School Athletic Association (NYSPHAA) policy, the following spectator sportsmanship regulation will be enforced at all Groton events commencing in fall 2023:

1. On a first warning of inappropriate conduct by a spectator or group of spectators, a designated school official will direct the spectator or group of spectators to refrain from negative comments or actions
2. The second warning consists of a personal discussion and reminding whomever is causing the problem of what comes next - the “third Strike” removal from the contest.

Any spectator that is removed from a game will then have two options moving forward: suffer a one-game suspension, or take a free online course pertaining to fan behavior, print the certificate of completion, and then be allowed into the next contest.

APPENDIX B

Cell Phone Code of Conduct 25-26' School Year

There is, by **New York State Law**, a ban on student use of personal electronic devices during the school day. This is a “bell-to-bell” ban, meaning from 8:00 a.m. until 2:45 p.m. students can no longer employ the use of: cell phones, use headphones (unless for a class environment and synced to a Groton CSD Chromebook laptop), “earbuds” or “earpods”, personal tablets, Ipod or other MP3 players, handheld gaming devices, smart watches or wrist worn objects, in short, **any electronic device that connects to the internet that has not been issued by the school.**

Students are required to secure their phones in a school-issued, signal-blocking, lockable bag before the school day starts. At the conclusion of the day, these bags will be unlocked, allowing students to retrieve their phone. **Students must keep these locking bags until the following school day.**

Please note: if a phone bag is lost, stolen, or damaged due to negligence, vandalism, or improper handling, the parent or guardian will be responsible for covering the replacement cost of the signal-blocking, lockable bag.

It has been the practice of the Groton Central School District to practice “progressive discipline” with students. This means that penalties or consequences for students who violate any part of the Board of Education approved Code of Conduct start small and grow in small steps. Below are the consequences for the violating the above described ban:

The classroom teacher or any other staff member will issue one warning for the student to secure the device(s) in the phone bag. A record of this warning will be kept in the Main Office. The teacher will notify the Main Office that this one and only warning has been issued.

Further infractions will result in the student being sent to the Main Office to speak with the Principal or Associate Principal:

1. 2nd Offense - The device in question to be placed in the phone bag. A phone call home will be made by the administrator in question to discuss the situation with the parent/guardian and the device will be returned to the student at the end of the day.
2. 3rd Offense - The device in question to be placed in the phone bag and confiscated and held in the vault. The device will not be returned to anyone but the parent or guardian listed on School Tool.
3. 4th Offense - Confiscation of the device in question for the day to be placed in the phone bag. The student will be assigned lunch detention and the device will need to be picked up by the parent or guardian listed on School Tool.
4. 5th Offense - Confiscation of the device in question for the day to be placed in the phone bag. The student will be assigned two lunch detentions and the device will need to be picked up by the parent or guardian listed on School Tool. At this time a parent conference will be requested by the Principal or Associate Principal to review the Cell Phone policy with the parent/guardian and student.
5. 6th Offense - Confiscation of the device in question for the day to be placed in the phone bag. The student will be assigned ISC for repeated insubordination for the remainder of that day and the full following day. The device will need to be picked up by the parent or guardian listed on School Tool.

Any offenses beyond those listed above will result in further disciplinary action for **insubordination** up to, and including, being placed in ISC for multiple days or Out of School Suspension.

If at any point in this process, the student refuses to place their device(s) in the phone bag, and kept in their possession, or turn the device over to the Principal or Associate Principal will result in the student being sent home for the day for insubordination and not to return without a phone conference or parent conference.

“Simple Phone” Code of Conduct 25-26’ School Year

A “simple phone” is defined as a phone that cannot connect to the internet, but can receive cell service. These devices are **not** part of the cell phone ban signed into law by the Governor of New York State.

However, there are restrictions on the use of these devices during class time as defined by each teacher’s use of the “Red light, Yellow Light, Green light” practice that has been in use under the Code of Conduct since the 2021-2022 school year:

- Each teacher will have the right to decide when/if a student can use this type of device in their classrooms.
- Students may use these types of phones during their lunch period.
- Students may use these types of phones during their SH’s with the teacher’s permission.
- Students may use these types of phones in between classes as long as they are not late, without a pass, to their next class.

Student AI Code of Conduct

Introduction

Artificial Intelligence (AI) is a rapidly-advancing set of technologies for capturing data to detect patterns and automate decisions. **AI has become an increasingly important and accepted part of our lives.** Many of us use forms of AI daily in spell check, predictive text tools, speech-to-text, and facial recognition, among other things.

Generative AI is relatively new, and it is a type of AI that **can be used to create various types of content**, including new text, images, video, audio, code or synthetic data, including creative writing and essays. One example of generative AI is ChatGPT. While generative AI's ability to produce new content can be incredibly helpful, it also brings up concerns including plagiarism, ethics, bias, and misinformation.

In order to help students to acquire new knowledge and skills, as well as to build their knowledge and skills progressively over time, **teachers must have access to students' authentic displays of learning. Sometimes, those skills can be ethically and productively enhanced in very positive ways using generative AI, and at other times, teachers will prefer that students complete assignments without using generative AI. This will likely depend upon the skills/knowledge being assessed.** It is essential for students to understand when and how to use generative AI effectively and ethically. AI tools can enhance classroom learning, and students' implementation of these tools should be guided with proper training, ethical considerations, and responsible oversight.

Student Responsibilities

When utilizing generative AI tools to create or support the creation of texts or creative works, students are expected to adhere to these guidelines as well as additional guidance provided by their classroom teacher.

1. Use AI responsibly: Students should use AI tools and techniques in a responsible and ethical manner. This includes not using AI to cheat, plagiarize, or gain an unfair advantage. Generative AI tools should only be used for school-related creative work (e.g., to generate text or other creative works) when given approval or guidance from a classroom teacher.

2. Understand the limitations of AI: Students should understand the limitations of AI and recognize that it is not a substitute for critical thinking, creativity, and problem-solving skills.

3. Consider the potential biases of AI: Students should be aware that AI tools and techniques may be biased and should take steps to mitigate bias when using AI.

4. Maintain data privacy: The use of AI should be done in a way that protects personally identifiable information (PII). Students should not share any PII with AI technologies, including name, birth date, address, or other financial or confidential information.

5. Check sources generated by AI: AI is not perfect, has been known to create inaccurate information, and can be used to create misinformation and disinformation. Use SIFT research skills (Stop, Investigate the Source, Find Better Coverage & Trace to the Original Context) to check sources and find independent facts to confirm AI-generated content.

6. Provide attribution: When using AI tools and techniques, students should provide proper attribution and credit to the source of the tool or technique.

7. Seek guidance when in doubt: When students are unsure whether the use of AI is appropriate for a particular assignment or project, they should seek guidance from their teacher or instructor.

Student AI Code of Conduct

AI Levels

These levels may be used by teachers to communicate their expectations for students' use of AI to complete various creative assignments both in and out of the classroom.

Generative AI is recommended for use in completing this assignment or project. Students are encouraged to explore AI tools and techniques to enhance their work. Properly cite any AI-generated work products.	Generative AI is permitted but not required for completing this assignment or project. Students can choose to use AI tools and techniques if they believe it will improve their work. Properly cite any AI-generated work products.	Generative AI use in completing this assignment or project is restricted. Students are expected to complete the work using their own knowledge and skills.

If a teacher has not specifically indicated whether generative AI is recommended or permitted for an assignment, students should ask before using generative AI.

When generative AI is recommended or permitted, students should rely on their classroom teacher to provide further guidance on the extent to which students may make use of it in the context of the specific assignment.

Conclusion

This code of conduct is intended to guide students in using Artificial Intelligence responsibly and ethically in their academic work and projects. Teachers may choose to use the AI Levels to classify assignments or projects as needed and should provide students with clear expectations for when AI is appropriate, permitted, or restricted. The use of AI must be done in a manner that is consistent with the district's expectations regarding academic integrity. Misuse of generative AI may be considered cheating or plagiarism.