

Addison Central School District



Code of Conduct

2024-25

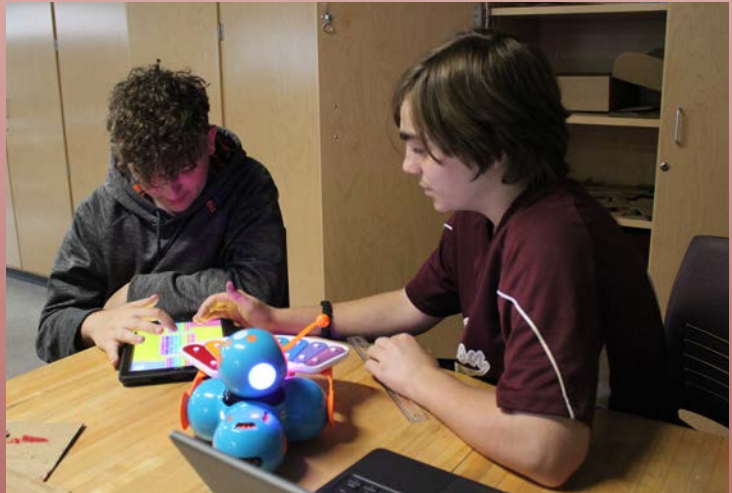


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Letter from the Superintendent

ACSD Students and Families:

Addison Central School District is “committed to student success” and a significant element of this is providing all students, faculty and staff with an environment conducive to learning. This Code of Conduct is designed to support ensuring that we are able to provide a safe and secure learning environment. Each year, the district revises and the Board of Education adopts the Code to provide information about the expectations that are required to be followed when at school and/or school functions, as well as the potential consequences for unacceptable and serious misbehaviors. Please review all the information in the Code of Conduct carefully and be familiar with the potential consequences of not meeting the expectations. Students and parents/caregivers are required to sign a statement that indicates they have received the Code of Conduct and are aware of the explanation of the expectations it provides.

Once again, the Code of Conduct is updated annually and it is important you review this information in its entirety, even if you have read the Code in previous years.

The 2024-25 Student Code of Conduct is also available on the district’s website at www.addisoncsd.org.

Best wishes to all students and families for an outstanding school year!

Jim Peiffer
Superintendent of Schools

Board Members

Marty Wheeler, President
James Mosher, Vice President
Derek Burrell, Trustee
Jeredd Dennis, Trustee
Deborah Finamore-Flint, Trustee
James Mitchell, Trustee
Alan Specht, Trustee
Kristie Mather, Board Clerk

Addison Central School District is an Equal Opportunity Employer and Educator who fully and actively support equal access for all people, regardless of race, color, religion, gender, sexual orientation, age, national origin, veteran status, disability or protected category. Additionally, we prohibit retaliation against individuals who oppose such discrimination and harassment or who raise concerns of violations of this Code of Conduct or of the law.

Section 1. Introduction

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

The Addison Central School District will foster a culture where we teach and nurture the 5 (five) key aspects of Social-Emotional Learning to enhance students' ability to succeed in school, careers and life:

- self-awareness
- self-management
- social awareness
- relationship skills
- responsible decision-making

The District has a long-standing set of requirements for conduct on school property and at school functions. These requirements are based on the principles of civility, mutual respect, citizenship, character, tolerance, honesty and integrity. These skills will be taught as developmentally appropriate within the district.

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

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



Section 2. Reporting Violations

All students are required to promptly report violations of the Code of Conduct to a teacher, counselor, dean, principal or designee. Any student observing a student possessing a weapon, alcohol or illegal substance on school property or at a school function shall report this information immediately to school personnel.

Violations can be reported by anyone using the school's anonymous tip line that can be accessed on the school website or by using the web address: www.addisoncsd.org/Page/113. An incident report can also be filed at the main office of any of the schools. A copy of an incident report is included in the appendix.

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

Any weapon, alcohol or illegal substance found shall be confiscated immediately, if possible, followed by notification to the parent/caregiver of the student involved and the appropriate disciplinary sanction up to and including, if warranted, permanent suspension and referral for prosecution.

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



Section 3. Essential Partners

A. Promoting a Positive School Climate and Culture

Our schools promote a positive school climate and culture that provides students with a supportive environment in which to grow both academically and socially. Each school posts, teaches and reinforces universal behavioral and learning expectations. Schools take a proactive role in nurturing students' pro-social behavior by providing them with a range of positive behavioral supports as well as meaningful opportunities for social-emotional learning. Effective social-emotional learning helps students develop fundamental skills for life success, including: recognizing one's emotions and values as well as one's strengths and limitations; managing emotions and behaviors to achieve one's goals; making ethical, constructive choices about personal and social behavior; responsible decision-making; showing understanding and empathy for others; and forming positive relationships, working in teams, and dealing effectively with conflict. Such skills help prevent negative behaviors and avoid the disciplinary consequences that result when students do not reach behavioral standards.

In order to best educate Addison Central School District students, it is essential to have a partnership with and full participation of students, parents/caregivers, teachers, support staff, administrators, the superintendent and the Board of Education. These partners are essential in providing a strong foundation for learning in school, supporting student success and providing positive learning environments where students can achieve academically. Student and family engagement are also integral to creating a positive school climate and culture that effectively fosters students' academic achievement and social-emotional growth. Schools actively engage in efforts to promote student and family engagement and ensure they are family-friendly.

Providing students with multiple opportunities to participate in a wide range of pro-social activities and, at the same time, bond with caring, supportive adults promotes positive behavior. Examples may include: providing students with meaningful opportunities to share ideas and concerns and participate in school-wide initiatives; student leadership development; periodic recognition of students' achievements in a range of academic and co-curricular areas; using corrective feedback; and developing school-wide positive behavior systems.

Such opportunities, coupled with a comprehensive student support program of prevention and intervention, provide students with the experiences, strategies, skills and coaching they need to thrive.

B. Students

The Code of Conduct is your general guide for behavior at school. Your principal, teachers, and other staff members will support your efforts to be successful in the personal, social, and academic behaviors that are required at school.

When you follow the rules in the Code of Conduct, you will be demonstrating your good citizenship and character and helping to make your school a safe, respectful, and productive learning environment. The Code of Conduct also describes specific behaviors that are unacceptable at school and explains the consequences that will be assigned to you when your conduct does not meet required standards of behavior (see pages 16-23). This is your guide to understanding your rights and responsibilities (see pages 7-9).

C. Parents/Caregivers

The Code of Conduct is your general guide for understanding the personal, social and academic behaviors that are required of your student at school and how school principals, teachers and staff will work with you and your student to help them demonstrate positive behavior and enjoy academic success. The Code of Conduct also provides you with information about your rights and responsibilities (see pages 7-9). It also lists the kinds of behaviors that are not acceptable (see pages 11-15).

D. School Staff

The Code of Conduct is your general guide for supporting positive student behavior at school. It will help you prevent disciplinary problems through the use of effective strategies and systems. It will provide guidance for intervening effectively and appropriately if students don't meet required standards of behavior or violate the school rules and policies. If you have concerns about safety or your school's climate, please talk to your school principal so that you and your school administration can work together to maintain a safe and orderly learning and work environment.

E. School Administrators

The Code of Conduct is your general guide for supporting a safe, orderly, and productive learning environment. It will help you to promote positive student behavior at school. It provides guidance in supervising and monitoring effective implementation of school-wide rules, policies, systems, and practices. It will help the school to address student behaviors and support students to turn around unacceptable behaviors and get back on track to school success through accountable and restorative interventions.



Section 4. Student Rights and Responsibilities of Stakeholders

A. Student Rights

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

1. Take part in all district activities on an equal basis regardless of race, color, creed, national origin, ethnic group, religion, religious practice, gender or sexual orientation, disability or other protected characteristic.
2. Present their version of the relevant events to school personnel authorized to impose a disciplinary consequence in connection with the imposition of the consequence.
3. Access school policies, regulations and rules and, when necessary, receive an explanation of those rules from school personnel.
4. To be protected from intimidation, harassment, or discrimination based on actual or perceived race, color, weight, national origin, ethnic group, religion, or religious practice, sex, gender/gender identity, sexual orientation, disability or other protected characteristic, by employees or students on school property or at a school sponsored event, function or activity.

B. Student Responsibilities

All district students have the responsibility to:

1. Contribute to maintaining a safe, supportive and orderly school environment that is conducive to learning and to show respect to other persons and to property.
2. Be familiar with and abide by all district policies, rules and regulations dealing with student conduct.
3. Attend school every day, unless they are legally excused, and be in class, on time, and prepared to learn.
4. Respect one another and treat others fairly in accordance with the District Code of Conduct and the provisions of the Dignity Act. To conduct themselves in a manner that fosters an environment that is free from intimidation, harassment or discrimination. To report and encourage others, to report any incidents of intimidation, harassment or discrimination.
5. Work to the best of their ability in all academic and extracurricular pursuits and strive toward their highest level of achievement possible, including making healthy lifestyle choices.
6. React to direction given by teachers, administrators and other school personnel in a respectful, positive manner.
7. Work to develop healthy and safe ways to deal with stress or stressful situations, ask questions when they do not understand and seek help in solving problems that might lead to discipline.
8. Dress appropriately for school and school functions.
9. Accept responsibility for their actions.
10. Conduct themselves as representatives of the district when participating in or attending school-sponsored extracurricular events and to hold themselves to the highest standards of conduct, demeanor and sportsmanship.
11. Recognize if students choose to bring personal items (iPod, iPad, cell phones, cameras or other electronic devices, money, or other valuables, etc.) onto school property, the students are responsible for them. The Addison Central School District will not be held responsible

Continued

B. Student Responsibilities, continued

for the theft, loss, or damage to any of these items if brought onto school property. Therefore, it is advised to keep these items at home.

12. Register any motor vehicle with the district that is parked on school property during regular school hours and provide proof of a valid Driver's License.

C. Parents/Caregivers

All parents/caregivers are required to:

1. Send their students to school ready to participate and learn.
2. Ensure their students attend school regularly and on time.
3. Help their students understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment.
4. Support the Code of Conduct and help their students understand it so that their students can help create a safe, supportive school environment.
5. Convey to their students a supportive attitude toward education and the District.
6. Build good relationships with teachers, staff, other parents/caregivers and their student's friends.
7. Help their students deal effectively with peer pressure.
8. Inform school officials of changes in the home situation that may affect student conduct or performance.
9. Provide a place for study and ensure homework assignments are completed on time.
10. Teach their students respect and dignity for themselves and other students, regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, sex or other protected characteristic, which will strengthen the student's confidence and promote learning in accordance with the Dignity for All Students Act.

D. School Staff

All staff are required to:

1. Support and enforce the Code of Conduct. Explicitly teach and model expectations aligned with the Social Emotional Learning foundations.
2. Set a good example for students and other staff by demonstrating dependability, integrity and other standards of ethical conduct.
3. Assist in promoting a safe, orderly and stimulating school environment.
4. Maintain confidentiality at all times as required by law.
5. Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, sex or other protected characteristic, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self image and promote confidence to learn.
6. Report incidents of discrimination, harassment or bullying that are witnessed or otherwise brought to a staff member's attention to the building administrator or DAC (Dignity Act Coordinator).

E. District and Building Administrators

The district and building administrators are required to:

1. Support and enforce the Code of Conduct, and to explicitly teach and model expectations aligned with Positive Behavior Instructional Support (PBIS) guidelines.

2. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning.
3. Provide that students and staff have the opportunity to communicate regularly with the principal and approach the principal for redress of grievances.
4. Evaluate on a regular basis all instructional programs.
5. Support the development of and student participation in appropriate extracurricular activities.
6. Be responsible for enforcing the Code of Conduct and that all cases are resolved promptly and fairly.
7. Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, sex or other protected characteristic, with an understanding of appropriate appearance language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.
8. Maintain confidentiality at all times as required by law.

F. Superintendent

The superintendent is required to:

1. Support and enforce the Code of Conduct, and to explicitly teach and model expectations aligned with Positive Behavior Instructional Support (PBIS) guidelines.
2. Promote a safe, orderly and stimulating school environment, free from intimidation, discrimination and harassment, supporting active teaching and learning.
3. Review with district administrators the policies of the board of education and state and federal laws relating to school operations and management.
4. Inform the board about educational trends relating to student discipline.
5. Work to create instructional programs that minimize problems of misconduct and are sensitive to student and teacher needs.
6. Work with district administrators in enforcing the Code of Conduct and that all cases are resolved promptly and fairly.
7. Maintain confidentiality at all times as required by law.

G. Board of Education

The Board of Education is required to:

1. Collaborate with students, teachers, administrators, parent organizations, school safety personnel and other school personnel to develop a Code of Conduct that clearly defines expectations for the conduct of students, district personnel and visitors on school property and at school functions.
2. Adopt and review, at least annually, the District's Code of Conduct to evaluate the code's effectiveness and the fairness and consistency of its implementation.
3. Appoint a Dignity Act coordinator in each school building. The Dignity Act coordinator will be thoroughly trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, sex or other identifying characteristic. The Dignity Act Coordinator will be accessible to students and other staff members for consultation and advice as needed on the Dignity Act.
4. Lead by example and conduct board meetings in a professional, respectful and courteous manner.
5. Maintain confidentiality at all times as required by law.

Section 5. District Dress Code

Students and their parents/caregivers have the primary responsibility for acceptable student dress and appearance in accordance with this Code of Conduct. Teachers and all other district personnel should exemplify and reinforce acceptable dress and help students develop an understanding of appropriate appearance in the school setting. Enforcement of these requirements is the responsibility of the principal or designee.

- A. All dress, grooming and appearance shall:
 1. Be safe, appropriate and not disrupt or interfere with the teaching and learning process.
 2. Heavy chains, clothing or any other items with metal studs that may be deemed hazardous in any way are not permitted in schools.
 3. Attire will ensure that undergarments and body parts generally considered “private” (buttocks, genitalia, nipples) are adequately covered and not visible to others.
 4. Include footwear at all times. Footwear that is deemed at the building level to be a safety hazard will not be permitted.
 5. Be appropriate excluding items that are vulgar, obscene, and libelous or denigrate others on account of race, color, religion, creed, national origin, gender, sexual orientation, disability or other protected characteristic.
 6. Exclude the promotion and/or endorsement of the use of alcohol, tobacco, marijuana or illegal drugs and/or encourage other illegal or violent activities such as gangs, and/or be sexually explicit or connote sexual activity.

Each principal or designee shall be responsible for informing all students and their parents/caregivers of the student dress code at the beginning of the school year and any revisions to the dress code made during the school year.

- B. Students who violate the student dress code shall be required to modify their appearance by covering or removing the offending item and, if necessary or practical, replacing it with an acceptable item. Failure to comply with directives of the principal or designee to be in compliance with the dress code may be considered insubordination and will result in the student being subject to disciplinary consequences as detailed in Section 7 of this Code.



Section 6. Prohibited Student Conduct

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

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

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

Students may be subject to disciplinary action, up to and including suspension from school, when they:

A. Engage in Conduct that is Disorderly and/or Disruptive

Examples of disorderly or disruptive conduct include but are not limited to:

1. Failing to comply with the reasonable directions of teachers, deans, school administrators or other school personnel.
2. Engaging in any willful act which disrupts the normal operation of the classroom environment and/or of the school community.
3. Engaging in any unsafe behavior.
4. Using language or gestures that are profane, lewd, vulgar or abusive.
5. Inappropriate public sexual contact.
6. Obstructing vehicular or pedestrian traffic.
7. Trespassing – Students are not permitted in any school building, other than the one they regularly attend during the school day, without permission from the administrator in charge of the building. In addition, no student should be in a school building unless supervised by staff or adult outside of the school day.
8. Misuse of electronic devices, such as cell phones, game systems, ear buds, headphones and others, with or without photographic or text messaging capabilities that violate individual privacy, testing/examination security, and any disruption to the classroom.
9. Computer and other technology misuse, including any unauthorized use of computers, software, or internet/intranet account; accessing inappropriate websites; or any other violation of the District's acceptable use policy.

B. Engage in Conduct that is Insubordinate

Examples of insubordinate conduct include but are not limited to:

1. Failing to comply with the reasonable directions of and/or otherwise demonstrating disrespect towards teachers, deans, school administrators or other school employees.

C. Engage in Conduct that is Violent

Examples of violent conduct include but are not limited to:

1. Recklessly/intentionally committing or attempting to commit an act of violence (including, but not limited to hitting, kicking, punching, biting, scratching, and spitting) upon a teacher, dean, administrator, other school employee, self, another student or any other person lawfully on school property.
2. Engage in misconduct that interferes with, or can reasonably be expected to substantially disrupt the educational process in the school or a school function. Such misconduct includes, but isn't limited to, threatening or harassing students or school personnel through any means off-campus, including cyberbullying (for a complete definition of harassment, bullying and cyberbullying refer to policy 0115, Student Harassment and Bullying Prevention and Intervention).
3. Possessing a weapon or ammunition – Authorized law enforcement officials are the only persons permitted to have a weapon in their possession while on school property or at a school function.
4. Displaying what appears to be a weapon or ammunition.
5. Threatening to use any weapon or ammunition.
6. Recklessly/intentionally damaging or destroying the personal property of a student, teacher, administrator, other district employee or any person lawfully on school property, including graffiti or arson.
7. Recklessly/intentionally damaging or destroying school district property.

D. Engage in Any Conduct that Endangers the Safety, Morals, Physical or Mental Health or Welfare of Others

Examples of such conduct include but are not limited to:

1. Lying to school personnel.
2. Stealing of school property or the property of other students, school personnel or any other person lawfully on school property or attending a school function.
3. Defamation, which includes making false or unprivileged statements or representations about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them. This can include posting or publishing video, audio recordings or pictures (including but not limited to written material, cell phones, social media, etc.).
4. Discrimination, which includes the use of race, color, creed, national origin, ethnic group, religion, religious practice, sex, gender, (identity and expression), sexual orientation, weight, disability or other protected characteristic as a basis to deny rights, equitable treatment or access to facilities available to others or for treating another in a negative manner.
5. Harassment, which includes a sufficiently severe action or a persistent, pervasive pattern of actions or statements directed at an identifiable individual or group which are intended to be or which a reasonable person would perceive as ridiculing, demeaning, threatening, annoying, alarming or harassing. The district will create a school environment that is free from harassment and discrimination. (See policy, 0115, Student Harassment and Bullying Prevention and Intervention for a more complete definition.)
6. Sexual harassment, which includes, unwelcome sexual advances, requests for sexual favors, taking, sending or receiving sexually explicit videos, pictures or audio recordings and other verbal or physical conduct or communication of a sexual nature.

7. Bullying and intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm and/or emotional discomfort; for example, “play” fighting, extortion of money, overt teasing, etc. (See policy, 0115, Student Harassment and Bullying Prevention and Intervention for a more complete definition.)
8. “Internet bullying” (also referred to as “cyberbullying”) including, but not limited to, the use of instant messaging, e-mail, chat rooms, text messaging and social media, when such use interferes with the operation of the school; or infringes upon the general health, safety and welfare of students or employees.
9. Hazing, which includes any intentional or reckless act directed against another for the purpose of initiation into, affiliating with or maintaining membership in any school sponsored activity, organization, club or team. (See policy, 0115, Student Harassment and Bullying Prevention and Intervention for a more complete definition.)
10. Selling, using, distributing or possessing obscene material.
11. Using vulgar or abusive language, cursing or swearing.
12. Possessing or using tobacco, tobacco-like products, marijuana or marijuana-like products including but not limited to cigarettes, cigars, pipes, chewing or smokeless tobacco, electronic smoking or vaping devices.
13. Possessing, consuming, selling, offering, manufacturing, distributing or exchanging alcoholic beverages, illegal substances, or being under the influence of either. “Illegal substances” include, but are not limited to, inhalants, synthetic cannabinoids, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, and any substances synthetic version thereof whether specifically illegal or not, commonly referred to as “designer drugs” which are substances designed and synthesized to mimic the intended effects and usages of, which are chemically substantially similar to, illegal drugs, which may or may not be labeled for human consumption.
14. Possessing, consuming, selling, offering and/or distributing drug paraphernalia.
15. Inappropriately using, offering, possessing, or selling prescription and over-the-counter drugs.
16. Gambling.
17. Indecent exposure, that is, exposure to sight of the private parts of the body in a lewd or indecent manner.
18. The use of cell phones and other electronic devices with photographic and text capabilities in a manner that violates other’s privacy.
19. Initiating a report warning of fire or other catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher.
20. Skateboards, roller blades, or shoes with wheels are not acceptable or allowed on school property except under the supervision of a qualified physical education instructor. For everyone’s safety, their use must be restricted to prevent injury to riders, bystanders and property. Skateboards, roller blades or shoes with wheels are not allowed on any sidewalk entrance to the school, bus lanes, or parking lot.
21. Engaging in and/or attempt to engage in sexual acts including excessive public display of affection and inappropriate touching, as deemed inappropriate at the building level.
22. Violating privacy when using school restroom facilities.
23. Engaging in any act in violation of criminal law.

E. Engage in Off-Campus Misconduct that Endangers the Health and Safety of Students or Staff Within the School or Adversely Affects the Educational Process

Examples of such conduct include but are not limited to:

1. Cyberbullying (i.e., inflicting willful and repeated harm through the use of electronic text or social media).
2. Threatening, harassing, alarming, and/or annoying students or school personnel over the phone.
3. Using electronic devices/message boards to convey threats, derogatory comments or post inappropriate or pornographic pictures of self, students or school personnel.
4. Using electronic devices to convey inappropriate content.

F. Engage in Misconduct While on a School Bus

1. It is crucial for students to behave appropriately while riding on district buses to ensure all passengers' safety and to avoid distracting the bus driver. On the bus, students are required to conduct themselves in a manner consistent with established standards for classroom behavior. Fighting, excessive noise, pushing, shoving, standing and/or seat changing while the bus is in motion will not be tolerated.
2. Any act that violates behavioral expectations as specified in the District Transportation Handbook.

G. Engage in Any Form of Academic Misconduct

Examples of academic misconduct include but are not limited to:

1. Plagiarism – is the use or close imitation of the language and ideas of another author and representation of them as one's own original work. This includes copying from electronic sources (from the Internet).
2. Cheating.
3. Copying.
4. Altering records.
5. Assisting another student in any of the above actions.
6. Using electronic devices with photographic and text messaging capabilities in a way that involves plagiarism and cheating.

H. Engaging in Illegal Absence in Violation of the District's Attendance Policy

Examples of illegal absences include but are not limited to:

1. Lateness to school or class without authorized permission.
2. Leaving school property without permission.
3. Skipping class and/or leaving class without permission.
4. Skipping lunch detention.
5. Not using appropriate school bus transportation as a shuttle between school buildings.
6. Leaving school grounds upon arrival/departure and re-entering the school premises without permission.

I. Engaging in Electronic Misconduct

Examples of electronic misconduct include but are not limited to Smartphones, iPads, iPods, computers or any device to compromise the security of the district's technology:

1. **Unauthorized use of a computer** – student knowingly uses, causes to be used, or accesses a district computer, computer services, or computer network without authorization.
2. **Computer trespass** – student knowingly uses, causes to be used, or accesses a district computer, computer services or computer network without authorization.
3. **Computer tampering** – student uses, causes to be used, or accesses a district computer, computer services, or computer network without authorization and intentionally alters in any manner or destroys district computer data or a computer program of the district or another student(s)/staff member(s).
4. **Unauthorized possession of software and/or data** – student shall not knowingly possess, in any form, any copy, reproduction or duplicate of any computer data or computer program.
5. **Engage in off-campus misconduct that interferes with, or can reasonably be expected to substantially disrupt the educational process in the school or a school function** – such misconduct includes, but isn't limited to, threatening or harassing students or school personnel through any means off-campus, including cyberbullying (for a complete definition of harassment, bullying and cyberbullying refer to policy 0115, Student Harassment and Bullying Prevention and Intervention).

Section 7. Disciplinary Consequences and Procedures

Procedures and Referrals

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

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

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

As a general rule, discipline will be progressive. This means that in some cases, depending on the severity of the offence, a student's first violation may merit a lighter consequence than subsequent violations.

If the conduct of a student is related to a disability or suspected disability, the student shall be referred to the Committee on Special Education and discipline, if warranted, shall be administered consistent with the separate requirements of this Code of Conduct for disciplining students with a disability or presumed to have a disability as well as in accordance with the Individuals with Disability Education Act (IDEA).

A. Consequences

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

1. Verbal warning – any member of the school district staff – written documentation forwarded to the dean of students/assistant principal
2. Suspension of privilege to possess a cell phone or electronic device if instrument(s) is used to harass, annoy, alarm, or threaten other students or staff members – principal and/or designee
3. Written warning – any member of the school district staff
4. Written notification to parent/caregiver – bus drivers, hall and lunch monitors, coaches, Counselors, Teachers, director of transportation/designee, dean, assistant principal, principal/building administrator, executive director of curriculum and instruction, superintendent
5. Detention (lunch, after-school, Saturday) – teachers, dean of students, assistant principal, principal, superintendent
6. Suspension from transportation – principal, executive director of curriculum and instruction, superintendent

7. Suspension from athletic participation – dean of students, coaches or athletic director, principal, executive director of curriculum and instruction, superintendent
8. Suspension from social or extracurricular activities – dean of students, activity supervisor, athletic director, assistant principal, principal, executive director of curriculum and instruction, superintendent
9. Suspension of other privileges – dean of students, assistant principal, principal, executive director of curriculum and instruction, superintendent
10. In-school suspension – assistant principal, principal, executive director of curriculum and instruction, superintendent
11. Removal from classroom – teachers, dean of students, executive director of curriculum and instruction, assistant principal, principal, superintendent
12. Short-term (five days or less) suspension from school – principal, superintendent, Board of Education
13. Long-term (more than five days) suspension from school – superintendent, Board of Education
14. Permanent suspension from school – superintendent, Board of Education
15. Behavioral Contract – principal and/or designee – can be drawn between students, parents/caregivers, staff, dean and administrators any time during the process
16. Recommended substance abuse counseling following any disciplinary action for any illegal drug or alcohol sale, possession, or use on school district property – principal, dean of students, executive director of curriculum and instruction, superintendent, hearing officer
17. Any type of bullying, harassment or fighting violations: respondent shall participate in bullying presentation as part of their discipline, as appropriate – dean of students, principal, superintendent

B. Procedures

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

Students who are to be given consequences other than a verbal warning, written warning or written notification to their parents/caregivers are entitled to additional rights before the consequence is imposed. These additional rights are explained below.

1. **Detention** – principals, assistant principals, deans and the superintendent may use after school detention as a consequence for student misconduct in situations where removal from the classroom or suspension would be inappropriate. The principals will establish procedures for detentions.

Detention will be imposed as a consequence only after the student's parent/caregiver has been notified to confirm that the student has appropriate transportation home following detention.

Continued

B. Procedures, continued

2. **Suspension From Transportation** – If a student does not conduct themselves properly on a bus, the bus driver/bus monitor is required to bring such misconduct to the supervisor of transportation or the principal's attention. Students who become a serious disciplinary problem may have their riding privileges suspended by the principal, executive director of curriculum and instruction and the superintendent. In such cases, the student's parent/caregiver will become responsible for seeing that their student gets to and from school safely.

Should the suspension from transportation amount to a suspension from attendance, the district will make appropriate arrangements to provide for the student's education.

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

3. **Suspension From Athletic Participation, Extra-Curricular Activities and Other Privileges** – A student subjected to a suspension from athletic participation, extra-curricular activities or other privileges is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parent/caregiver will be provided with a reasonable opportunity for an informal conference with the district official imposing the suspension to discuss the conduct and the consequence involved.

4. **In-School Suspension** – The Board recognizes the school must balance the need of students to attend school and the need for order in the classroom to establish an environment conducive to learning. As such, the Board authorizes assistant principals, principals, the executive director of curriculum and instruction and the superintendent to place students who would otherwise be suspended from school as the result of a Code of Conduct violation in "in-school suspension."

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

5. **Teacher Disciplinary Removal of Disruptive Students** – A student's behavior can affect a teacher's ability to teach and can make it difficult for other students in the classroom to learn. Classroom teachers will use effective classroom management techniques to provide and maintain a positive learning environment. These techniques may include practices that involve the teacher directing a student to briefly leave the classroom to give the student an opportunity to regain his or her composure and self-control in an alternative setting. Such practices may include, but are not limited to: (1) short-term "refocus" in a classroom or in an administrator's office; (2) sending a student to the office for the remainder of the class time only; or (3) sending a student to a pupil personnel or other district staff member for counseling.

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

If the disruptive student does not pose a danger or ongoing threat of disruption to the academic process, the teacher must provide the student with an explanation for why they are being removed and an opportunity to explain their version of the relevant events before the student is removed. Only after the informal discussion may a teacher remove a student from class.

If the student poses a danger or ongoing threat of disruption, the teacher may order the student to be removed immediately. The teacher must, however, explain to the student why they were removed from the classroom and give the student a chance to present their version of the relevant events with 24-hours.

The teacher must complete an electronic discipline referral and meet with the principal or their designee as soon as possible, but no later than the end of the school day, to explain the circumstances of the removal and to present the removal referral. If the principal or designee is not available by the end of the same school day, the teacher must alert the secretary and meet with the principal or designee prior to the beginning of classes on the next school day.

Within 24-hours after the student's removal, the principal or another district administrator designated by the principal must notify the student's parents/caregivers, in writing, that the student has been removed from class and why. The notice must also inform the parent/caregiver that they have the right, upon request, to meet informally with the principal or designee to discuss the reasons for the removal.

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 student's removal at the last known address for the parents/caregivers. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting parents/caregivers.

The principal may require the teacher who ordered the removal to attend the informal conference.

If at the informal meeting the student denies the charges, the principal or designee must explain why the student was removed and give the student and the student's parents/caregivers 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/caregiver and principal.

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

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

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

Continued

B. Procedures, continued

Each teacher must keep a complete log (on a district provided form) for all cases of removal of students from their class. The principal must keep a log of all removals of students from class. Removal of a student with a disability, under certain circumstances, may constitute a change in the student's placement. Accordingly, no teacher may remove a student with a disability from their class until they have 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.

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

The authority to suspend students from school is given to the School Board, the superintendent and the principals (NYS School Law §3214 (3) a-b).

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

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

a. **Short-Term (5 days or less) Suspension from School**

When the superintendent or principal (referred to as the "suspending authority") proposes to suspend a student charged with misconduct for five days or less pursuant to Education Law §3214(3), the suspending authority must immediately notify the student verbally. If the student denies the misconduct, the suspending authority must provide an explanation of the basis for the proposed suspension. The suspending authority must also notify the student's parents/caregivers 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 at the last known address for the parents/caregivers. 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/caregivers.

The notice shall provide a description of the charges against the student and the incident for which suspension is proposed and shall inform the parents/caregivers 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/caregivers. At the conference, the parents/caregivers 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/caregivers in writing of their decision. The principal shall advise the parents/caregivers that if they are not satisfied with the decision and wish to pursue the matter, they must file a written appeal to the superintendent within five business days, unless they can show extraordinary circumstances precluding them from doing so. The superintendent shall issue a written decision regarding the appeal within 10 business days of receiving the appeal. If the parents/caregiver are not satisfied with the superintendent's decision, they must file a written appeal to the board of education with the district clerk within 10 business days of the date of the superintendent's decision, unless they can show extraordinary circumstances precluding them from doing so. Only final decisions of the Board may be appealed to the commissioner within 30 days of the decision.

b. Long-Term (more than 5 days) Suspension from School

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

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

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

c. Permanent Suspension

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

d. Procedure After Suspension

The Board may condition a student's early return from a suspension on the student's voluntary participation in counseling or specialized classes, such as anger management or dispute resolution. The Board retains discretion in offering this opportunity. If and when the student and/or parent/caregiver agrees to this option, the terms and conditions shall be specified in writing.

C. Minimum Periods of Suspension

1. **Students Who Bring a Weapon to School** – Any student, other than a student with a disability, found guilty of bringing a weapon onto school property will be subject to suspension from school for at least one calendar year. Before being suspended, the student will have an opportunity for a hearing pursuant to Education Law §3214. The superintendent has the authority to modify the one-year suspension on a case-by-case basis. In deciding whether to modify the consequence, the superintendent may consider the following:
 - a. The student's age
 - b. The student's grade in school
 - c. The student's prior disciplinary record
 - d. The superintendent's belief that other forms of discipline may be more effective
 - e. Input from parents/caregivers, teachers and/or others
 - f. Other extenuating circumstances

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

2. **Students Who Commit Violent Acts Other Than Bringing a Weapon to School** – Any student, other than a student with a disability, who is found to have committed a violent act, other than bringing a weapon onto school property, shall be subject to suspension from school for a minimum of one day. If the proposed consequence is the minimum one-day suspension, the student and the student's parents/caregivers will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed consequence exceeds the maximum five-day suspension, the student and the student's parents/caregivers will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The superintendent has the authority to modify the minimum one-day suspension on a case-by-case basis. In deciding whether to modify the consequence, the superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon.
3. **Students Who Are Repeatedly Substantially Disruptive of the Educational Process or Who Repeatedly Substantially Interfere With the Teacher's Authority Over the Classroom** – Any student, other than a student with a disability, who repeatedly is substantially disruptive to the educational process or substantially interferes with the teacher's authority over the classroom will be suspended from school for a minimum of one day. For purposes of this Code of Conduct, "repeatedly is substantially disruptive" means engaging in conduct that results in the student being removed from the classroom by a teacher(s) pursuant to Education Law §3214(3-a) and this code on four or more occasions during a semester, or three or more occasions during a trimester. If the proposed consequence is the minimum one-day suspension, the student and the student's parents/caregivers will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed consequence exceeds the maximum five-day suspension, the student and the student's parents/caregivers will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The superintendent has the authority to modify the minimum one-day suspension on a case-by-case basis. In deciding whether to modify the consequence, the superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

4. Illegal sale, possession, or use of drugs on school district property by any student of the Controlled Substance sections of the Public Health Law and/or the NYS Penal Law shall receive a 5-day out-of-school suspension, pending a superintendent's hearing. Respondent will be strongly encouraged to receive appropriate professional drug counseling prior to being approved for return to school.

D. Referrals

1. **Pupil Personnel Services (School Counselors/Social Workers/ Psychologists), Assistant Principals and Deans** – The Student Support Services shall handle all referrals of students to counseling.
2. **PINS Petitions** – The District may file a PINS (Person In Need of Supervision) petition in Family Court on any student under the age of 18 who demonstrates that they require supervision and treatment according to the current PINS procedures and practices.
 - a. Any student under the age of 16 who is found to have brought a weapon to school;
or
 - b. Engaging in an ongoing or continual course of conduct which makes the student ungovernable or habitually disobedient and beyond the lawful control of the school.
 - c. Knowingly and unlawfully possesses marijuana in violation of Penal Law § 221.05.
A single violation of §221.05 will be a sufficient basis for filing a PINS petition.
3. **Juvenile Delinquents and Juvenile Offenders** – The superintendent will refer students to third party agencies and to law enforcement, as warranted and/or legally required.

Section 8. Alternative Instruction

When a student of any age is removed from class by a teacher or a student of compulsory attendance age is suspended from school pursuant to Education Law §3214, the district will take immediate steps to provide alternative means of instruction for the student. The Board of Education expects students, administrators, teachers and parents/caregivers to make every effort to maintain student academic progress in the event of removal or suspension, and support student re-entry to the classroom at the conclusion of the disciplinary action.

Section 9. Discipline of Students with Disabilities

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

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

A. Authorized Suspensions or Removals of Students with Disabilities

For purposes of this section of the Code of Conduct, the following definitions apply:

A “suspension” means a suspension pursuant to Education Law §3214.

A “removal” means a removal for disciplinary reasons from the student’s current educational placement other than a suspension and change in placement to an interim alternative educational setting (IAES) ordered by an impartial hearing officer because the student poses a risk of harm to himself or herself or others.

An “IAES” means a temporary educational placement for a period of up to 45 days, other than the student’s current placement at the time the behavior precipitating the IAES placement occurred, that enables the student to continue to progress in the general curriculum, although in another setting, to continue to receive those services and modifications, including those described on the student’s current individualized education program (IEP), that will enable the student to meet the goals set out in such IEP, and include services and modifications to address the behavior which precipitated the IAES placement that are designed to prevent the behavior from recurring.

1. School Personnel May Order the Suspension or Removal of a Student With a Disability From His or Her Current Educational Placement as Follows:

- a. The Board, the district (BOCES) superintendent of schools or a principal may order the placement of a student with a disability into an IAES, another setting or suspension for a period not to exceed five consecutive school days and not to exceed the amount of time a non-disabled student would be subject to suspension for the same behavior.

- b. The superintendent may order the placement of a student with a disability into an IAES, another setting or suspension for up to 10 consecutive school days, inclusive of any period in which the student has been suspended or removed under subparagraph (a) above for the same behavior, if the superintendent determines that the student has engaged in behavior that warrants a suspension and the suspension or removal does not exceed the amount of time non-disabled students would be subject to suspension for the same behavior.
- c. The superintendent may order additional suspensions of not more than 10 consecutive school days in the same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement.
- d. The superintendent may order the placement of a student with a disability in an IAES to be determined by the committee on special education (CSE), for the same amount of time that a student without a disability would be subject to discipline, but not more than 45 days, if the student carries or possesses a weapon to school or to a school function, or the student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function.
 - i. **“Weapon”** means the same as “dangerous weapon” under 18 U.S.C. §930(g)(w) which includes “a weapon, device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury, except...[for] a pocket knife with a blade of less than 2 ½ inches in length.
 - ii. **“Controlled substance”** means a drug or other substance identified in certain provisions of federal Controlled Substances Act specified in both federal and state law and regulations applicable to this policy.
 - iii. **“Illegal drugs”** mean a controlled substance except for those legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under the Controlled Substances Act or any other federal law.

2. Interim Alternative Educational Setting (IAES) Placement

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

B. Change of Placement Rule

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

Continued

B. Change of Placement Rule, continued

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

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

1. The District's Committee on Special Education shall:
 - a. Conduct functional behavioral assessments to determine why a student engages in a particular behavior, and develop or review behavioral intervention plans whenever the district is first suspending or removing a student with a disability for more than 10 school days in a school year or imposing a suspension or removal that constitutes a disciplinary change in placement, including a change in placement to an IAES for misconduct involving weapons, assault, illegal drugs or controlled substances.
 If subsequently, a student with a disability who has a behavioral intervention plan and who has been suspended or removed from their current educational placement for more than 10 school days in a school year is subjected to a suspension or removal that does not constitute a disciplinary change in placement, the members of the CSE shall review the behavioral intervention plan and its implementation to determine if modifications are necessary.
 If one or more members of the CSE believe that modifications are needed, the school district shall convene a meeting of the CSE to modify such plan and its implementation, to the extent the committee determines necessary.
 - b. Conduct a manifestation determination review of the relationship between the student's disability and the behavior subject to disciplinary action whenever a decision is made to place a student in an IAES either for misconduct involving weapons, assault, illegal drugs or controlled substances or because maintaining the student in their current educational setting poses a risk of harm to the student or others; or a decision is made to impose a suspension that constitutes a disciplinary change in placement.
2. The parents/caregivers of a student who is facing disciplinary action, but who has not been determined to be eligible for services under IDEA and Article 89 at the time of misconduct, shall have the right to invoke applicable procedural safeguards set forth in federal and state law and regulations if, in accordance with federal and state statutory and regulatory criteria, the school district is deemed to have had knowledge that their student was a student with a disability before the behavior precipitating disciplinary action occurred. If the district is deemed to have had such knowledge, the student will be considered a student presumed to have a disability for discipline purposes.
 - a. The superintendent, principal or other school official imposing a suspension or removal shall be responsible for determining whether the student is a student presumed to have a disability.
 - b. A student will not be considered a student presumed to have a disability for discipline purposes if, upon receipt of information supporting a claim that the district had knowledge the student was a student with a disability, the district either:
 - 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 to the parents/caregivers of such determination, in the manner required by applicable law and regulations.

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

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

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

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

4. The parents/caregivers of a student with disabilities subject to a suspension of five consecutive school days or less shall be provided with the same opportunity for an informal conference available to parents/caregivers of non-disabled students under the Education Law.
5. Superintendent hearings on disciplinary charges against students with disabilities subject to a suspension of more than five school days shall be bifurcated into a guilt phase and a consequence phase in accordance with the procedures set forth in the commissioner's regulations incorporated into this code.
6. The removal of a student with disabilities other than a suspension or placement in an IAES shall be conducted in accordance with the due process procedures applicable to such removals of non-disabled students, except that school personnel may not impose such removal for more than 10 consecutive days or for a period that would result in a disciplinary change in placement, unless the CSE has determined that the behavior is not a manifestation of the student's disability.
7. During any period of suspension or removal, including placement in an IAES, students with disabilities shall be provided services as required.

D. Expedited Due Process Hearings

1. An expedited due process hearing shall be conducted in the manner specified by the Commissioner's regulations incorporated into this code, if:
 - a. The district requests such a hearing to obtain an order of an impartial hearing officer placing a student with a disability in an IAES where school personnel maintained that it is dangerous for the student to be in their current educational placement, or during the pendency of due process hearings where school personnel maintain that it is dangerous for the student to be in their current educational placement during such proceedings.

D. Expedited Due Process Hearings, continued

- b. The parent/caregiver requests such a hearing from a determination that the student's behavior was not a manifestation of the student's disability, or relating to any decision regarding placement, including but not limited to any decision to place the student in an IAES:
 - i. During the pendency of an expedited due process hearing or appeal regarding the placement of a student in an IAES for behavior involving weapons, illegal drugs or controlled substances, or on grounds of dangerousness, or regarding a determination that the behavior is not a manifestation of the student's disability for a student who has been placed in an IAES, the student shall remain in the IAES pending the decision of the impartial hearing officer or until expiration of the IAES placement, whichever occurs first, unless the parents/caregivers and the district agree otherwise.
 - ii. If school personnel propose to change the student's placement after expiration of an IAES placement, during the pendency of any proceeding to challenge the proposed change in placement, the student shall remain in the placement prior to removal to the IAES, except where the student is again placed in an IAES.
 2. An expedited due process hearing shall be completed within 15 business days of receipt of the request for a hearing. Although the impartial hearing officer may grant specific extensions of such time period, they must mail a written decision to the district and the parents/caregivers within five business days after the last hearing date, and in no event later than 45 calendar days after receipt of the request for a hearing, without exceptions or extensions.

E. Referral to Law Enforcement and Judicial Authorities

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

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

Section 10. Corporal Punishment

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

Corporal punishment does not include the use of physical restraint to protect the student, another student, teacher or any other person from physical injury, when alternative procedures and methods not involving the use of physical restraint cannot reasonably be employed to achieve these purposes.

Physical restraint will not be used to prevent property damage, except in situations where there is imminent danger of serious physical harm to the student or others, and the student has not responded to positive, proactive intervention strategies.

The authorized use of timeout and physical restraint is addressed in policy 4321.12. The district will file all complaints about the use of corporal punishment with the Commissioner of Education in accordance with Commissioner's Regulations.

Section 11. Student Searches and Interrogations

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

In addition, the Board authorizes the superintendent, principals, assistant principals, deans, school counselors or their designees to conduct searches of students and their belongings, in most instances, with exceptions set forth below, if the authorized school official has reasonable suspicion to believe that the search will result in evidence that the student violated the law or the district Code of Conduct.

A. Searches of Students or Their Belongings

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

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

Before searching a student or the student’s belongings, the authorized school official should attempt to get the student to admit that they possess physical evidence that they violated the law or the district code, or get the student to voluntarily consent to the search. Searches will be limited to the extent necessary to locate the evidence sought.

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

B. Student Lockers, Desks and other School Storage Places

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

C. Strip Searches

School officials will attempt to notify the student's parent/caregiver by telephone before conducting a strip search, or in writing after the fact if the parent/caregiver could not be reached by telephone.

A strip search is a search that requires a student to remove any or all of their clothing, other than an outer coat or jacket. If an authorized school official believes it is necessary to conduct a strip search of a student, the school official may do so only if the search is authorized in advance by the superintendent or the school attorney. The only exception to this rule requiring advanced authorization is when the school official believes there is an emergency situation that could threaten the safety of the student or others.

Strip searches may only be conducted by an authorized school official of the same sex as the student being searched and in the presence of another district professional employee who is also of the same sex as the student.

In every case, the school official conducting a strip search must have reasonable suspicion to believe the student is concealing evidence of a violation of law or the district code. In addition, before conducting a strip search the school official must consider the nature of the alleged violation, the student's age, the student's record, the quality of the knowledge that lead to the reasonable suspicion and the need for such a search.

D. Canine Searches

The district has the option of initiating an unannounced canine search of any of its school buildings at any time of the day throughout the school year.

E. Treatment of Cell Phones

Teachers and administrators are authorized to confiscate student cell phones that are being used in violation of the Code of Conduct. Teachers and administrators are permitted to look at the screen of the cell phone and can request the student's cooperation to search the cell phone further. Without a student's permission, teachers and administrators should not undertake a more extensive search until conferring with the superintendent or school attorney for guidance.

F. Documentation of Searches

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

1. Name, age and grade of student searched
2. Reasons for the search
3. Name of any informant(s)
4. Purpose of search (that is, what item(s) were being sought)
5. Type and scope of search
6. Person conducting search and his or her title and position
7. Witnesses, if any, to the search
8. Time and location of search
9. Results of search (that is, what items(s) were found)
10. Disposition of items found
11. Time, manner and results of parental notification

Continued

F. Documentation of Searches, continued

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

G. Police Involvement in Searches and Interrogations of Students

District officials are committed to cooperating with police officials and other law enforcement authorities to maintain a safe school environment. Police officials, however, have limited authority to interview or search students in schools or at school functions, or to use school facilities in connection with police work. Police officials may enter school property or a school function to question or search a student or to conduct a formal investigation involving students only if they have:

1. A search or an arrest warrant; or
2. Probable cause to believe a crime has been committed on school property or at a school function;

Before police officials are permitted to question or search any student, the principal or their designee shall first try to notify the student's parent/caregiver to give the parents/caregivers the opportunity to be present during the police questioning or search. If the student's parents/caregivers cannot be contacted prior to the police questioning or search, the questioning or search shall not be conducted, unless the student is 16 years of age or older. The principal or designee will also be present during any police questioning or search of a student on school property or at a school function.

Students who are questioned by police officials on school property or at a school function will be afforded the same rights they have outside the school. This means:

1. They must be informed of their legal rights.
2. They may remain silent if they so desire.
3. They may request the presence of an attorney.

H. Child Protective Services Investigations

Consistent with the district's commitment to keep students safe from harm and the obligation of school officials to report to child protective services when they have reasonable cause to suspect that a student has been abused or maltreated, the district will provide data and assistance to local child protective services workers or members of a multi-disciplinary team accompanying such workers, who are responding to allegations of suspected child abuse, and/or neglect, or custody investigations. Such data and assistance include access to records relevant to the investigation, as well as interviews with any child named as a victim in a report, or a sibling of that child, or a child residing in the same home as the victim.

All requests by child protective services to interview a student on school property shall be made directly to principal or his or her designee. Child protective service workers and any associated multi-disciplinary team members must comply with the district's procedures for visitors, provide identification and identify the child(ren) to be interviewed.

The principal or designee shall decide if it is necessary and appropriate for a school official to be present during the interview, depending on the age of the student being interviewed and the nature of the allegations. Designated school officials are school counselors, social worker, psychologist, nurse, dean of students, assistant principal, and principal. If the nature of the allegations is such that it may

be necessary for the student to remove any of their clothing in order for the child protective services worker to verify the allegations, the school nurse or other district medical personnel must be present during that portion of the interview. No student may be required to remove their clothing in front of a child protective services worker or school district official of the opposite sex.

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

Section 12. Visitors to the Schools

- A. The Board encourages parents/caregivers and other district citizens to visit the district's schools and classrooms to observe the work of students, teachers and other staff. Since schools are a place of work and learning, certain limits must be set for such visits. The principal or their designee is responsible for all persons in the building and on the grounds. For these reasons, the following rules apply to visitors to the schools:
1. Anyone who is not a regular staff member or student of the school will be considered a visitor.
 2. All visitors to the school will be required to report to the main office (or other designated area) upon arrival at the school and provide valid government identification such as but not limited to a current driver's license, which will be scanned by school personnel. This scan allows for the information on the identification to be compared to data in a criminal database in the effort to identify anyone who might pose a threat to students and/or staff. Any individual whose information matches that in the database will be addressed by school personnel. Such individuals may be permitted to access to the school at the discretion of the superintendent or his/her designee; however, they must always be accompanied by school personnel. All visitors will be issued a visitor's identification badge, which must be worn at all times while in the school or on school grounds. The visitor must return the identification badge before leaving the grounds.
 3. Visitors attending school functions that are open to the public after regular school hours, such as parent-teacher organization meetings or public gatherings, are not required to register or wear badges.
 4. Parents or citizens who wish to observe a classroom or school activity while school is in session are required to arrange such visits in advance with the classroom teacher(s), and the principal so that class disruption is kept to a minimum.
 5. Visitors may not take class time to discuss individual matters with teachers.
 6. Any unauthorized person on school property will be reported to the principal or their designee. Unauthorized persons will be asked to leave. The police may be called if the situation warrants.
 7. On school property, all visitors are required to abide by this Code of Conduct.

Section 13. Public Conduct on School Property

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

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

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

A. Prohibited Conduct

No person, either alone or with others, shall:

1. Recklessly/intentionally injure any person or threaten to do so.
2. Recklessly/intentionally deface, damage, or destroy school district property or the personal property of others (i.e. a teacher, administrator, other district employee or any person lawfully on school property, including graffiti or arson).
3. Disrupt the orderly conduct of classes, school programs or other school activities.
4. Distribute or wear materials on school grounds or at school functions that are obscene, advocate illegal action, appear libelous, obstruct the rights of others, or are disruptive to the school program.
5. Intimidate, harass, or discriminate against any person on the basis of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or other protected characteristic.
6. Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed.
7. Obstruct the free movement of any person in any place to which this code applies.
8. Violate the traffic laws, parking regulations or other restrictions on vehicles.
9. Possess, consume, sell, offer, manufacture, distribute or exchange alcoholic beverages, marijuana or marijuana-like products, controlled or illegal substances, or any synthetic versions (whether or not specifically illegal or labeled for human consumption), be under the influence of either on school property or at a school function.
10. Use tobacco, electronic smoking devices, or tobacco like products on school property.
11. Possess or use weapons and/or ammunition in or on school property or at school functions, except in the case of law enforcement officers or except as specifically authorized by the school district.
12. Loiter on or about school property.
13. Gamble on school property or at school functions.
14. Refuse to comply with any reasonable order of identifiable and authorized school district officials performing their duties.

15. Willfully incite others to commit any of the acts prohibited by this code.
16. Violate any federal or state statute, local ordinance, or Board policy while on school property or while at a school function.

B. Dispositions

Persons who violate this code shall be subject to the following dispositions:

1. Visitors: authorization, if any, to remain on school grounds or at the school function shall be withdrawn and they shall be directed to leave the premises. If they refuse to leave, they are trespassing and the police will be called.
2. Students: subject to disciplinary action as the facts may warrant, in accordance with the due process requirements.
3. Tenured faculty members: subject to disciplinary action as the facts may warrant in accordance with Education Law §3020-a or any other legal rights that they may have.
4. Staff members entitled to the protection of Civil Service Law §75: shall be subject to immediate ejection and to disciplinary action as the facts may warrant in accordance with Civil Service Law §75 or any other legal rights that they may have.
5. Staff members other than those described in subdivisions 3 and 4: shall be subject to warning, reprimand, suspension and/or dismissal as the facts may warrant in accordance with any legal rights they may have.

C. Enforcement

District/Building administrators or their designee shall be responsible for enforcing the conduct required by this code.

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

The district shall initiate disciplinary action against any student or staff member, as appropriate, with the “**Dispositions**” section above. In addition, the district reserves its right to pursue a civil or criminal legal action against any person violating the code.

Section 14. Dissemination and Review

Dissemination of the Code of Conduct

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

1. Providing copies of an age-appropriate, written in plain language, summary of the code to all students at the beginning of each school year.
2. Classroom teachers will provide an overview of essential elements of the Code of Conduct to students at the beginning of the school year and review throughout the year as necessary.
3. Making copies of the code available to all parents/caregivers at the beginning of the school year.
4. Mailing a summary of the Code of Conduct written in plain language to all parents/caregivers of district students before the beginning of the school year and making this summary available later upon request.
5. Posting the complete Code of Conduct on the district's website.
6. Providing all current teachers and other staff members with a copy of the code and a copy of any amendments to the code as soon as practicable after adoption.
7. Providing all new employees with a copy of the current Code of Conduct when they are first hired.
8. Making copies of the complete code available for review by students, parents/caregivers and other community members.

The Board will sponsor an in-service education program for all district staff members to provide for the effective implementation of the Code of Conduct. The superintendent may solicit the recommendations of the district staff, particularly teachers and administrators, regarding in-service programs pertaining to the management and discipline of students. On-going professional development will be included in the district's professional development plan, as needed.

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

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

Before adopting any revisions to the code, the board will hold at least one public hearing at which school personnel, parents/caregivers, students and any other interested party may participate. The Code of Conduct and any amendments to it will be filed with the commissioner no later than 30 days after adoption.

Glossary of Terms

For purposes of this code, the following definitions apply:

Disruptive student means a student under the age of 21 who is substantially disruptive to the educational process or substantially interferes with the teacher's authority over the classroom and/or interrupts or impedes the teaching and learning within the classroom.

Parent/caregiver means parent, guardian or person in parental relations to a student. As used in this article, a person in parental relation to another individual shall include their father or mother, by birth or adoption, their step-father or step-mother, their legally appointed guardian, or their custodian. A person shall be regarded as the custodian of another individual if they have assumed the charge and care of such individual because the parents or legally appointed guardian of such individual have died, are imprisoned, are mentally ill, or have been committed to an institution, or because, they have abandoned or deserted such individual or are living outside the state or their whereabouts are unknown.

School personnel means teacher, administrator, substitute or any personnel employed by the district.

School property means in or within any building, structure, athletic playing field, playground, parking lot or land contained within the real property boundary line of a public elementary or secondary school, or in or on a school bus or motor vehicle owned or operated for the transportation of students by school personnel, as defined in Vehicle and Traffic Law § 142 or at a school function.

School function means any school-sponsored extracurricular event or activity.

Sexual orientation means actual or perceived heterosexuality, homosexuality or bisexuality.

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

Gender expression is the manner in which a person represents or expresses gender to others, often through behavior, clothing, hairstyle, activities, voice or mannerisms.

Gender identity is one's self-conception as being male or female, as distinguished from actual biological sex or sex assigned at birth.

Violent student means a student under the age of 21 who:

- A. Commits an act of violence upon a school employee, or attempts to do so.
- B. Commits, while on school property or at a school function, an act of violence upon another student or any other person lawfully on school property or at the school function, or attempts to do so.
- C. Possesses, while on school property or at a school function, a weapon.
- D. Displays, while on school property or at a school function, what appears to be a weapon.
- E. Threatens to use a weapon that impacts the school setting.
- F. Knowingly and intentionally damages or destroys the personal property of any school employee or any person lawfully on school property or at a school function.
- G. Knowingly and intentionally damages or destroys school district property.

Weapon means a firearm as defined in section 18 USC §921 for purposes of the Gun-Free Schools Act. It also means any other gun, BB gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, dagger, dirk, razor, stiletto, switchblade knife, gravity knife, brass knuckles, sling shot, metal knuckle knife, box cutter, 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 physical injury or death when used to cause physical injury or death.

Appendix

Who to contact for...

	Valley Early Childhood School	Tuscarora Elementary	Middle School	High School
Academic Concerns	Please contact the teacher directly.	Please contact the teacher directly.	Please contact the teacher directly.	Please contact the teacher directly.
Student's Social Emotional Well-Being	Mrs. Wright, Principal Main Office: (607) 695-2636 emwright@addisoncsd.org ----	Mrs. Barron, School Counselor (607) 359-1109 mibarron@addisoncsd.org ----- Mrs. Butler, Social Worker (607) 359-1226 bbutler@addisoncsd.org	Mrs. VanSant, School Counselor (607) 359-1131 avansant@addisoncsd.org ----- Mrs. Butler, Social Worker (607) 359-1226 bbutler@addisoncsd.org	Mrs. Clark, School Counselor (607) 359-1108 mardclark@addisoncsd.org ----- Mrs. Winkky, School Counselor (607) 359-1118 jwinkky@addisoncsd.org ----- Mrs. Butler, Social Worker (607) 359-1226 bbutler@addisoncsd.org
Transportation Questions: Any issue regarding bussing or transportation	Mr. Eldridge, Director of Transportation (607) 359-2415 leldridge@addisoncsd.org	Mr. Eldridge, Director of Transportation (607) 359-2415 leldridge@addisoncsd.org	Mr. Eldridge, Director of Transportation (607) 359-2415 leldridge@addisoncsd.org	Mr. Eldridge, Director of Transportation (607) 359-2415 leldridge@addisoncsd.org
Attendance	Mrs. Buckley (607) 359-1111 abuckley@addisoncsd.org	Mrs. DG Perkins (607) 359-1214 dgperkins@addisoncsd.org	Mrs. Dickerson (607) 359-1114 tdickers@addisoncsd.org	Ms. Havens (607) 359-1104 shavens@addisoncsd.org
Bus Notes/transportation change requests	Mrs. Buckley (607) 359-1111	Mrs. DG Perkins (607) 359-1214	Mrs. Dickerson (607) 359-1114	Ms. Havens (607) 359-1104
Medical Information	Mrs. Debi Bump-Brown, School Nurse (607) 359-1270 dbrown@addisoncsd.org	Mrs. Jess Robie, School Nurse (607) 359-1218 jrobie@addisoncsd.org ----- Mrs. Lisa Housel, School Nurse (607) 359-1217 lhousel@addisoncsd.org	Ms. Jenn Noto, School Nurse (607) 359-1110 jnoto@addisoncsd.org ----- Mrs. Lenora Stuart, School Nurse (607) 359-1134 lstuart@addisoncsd.org	Mrs. Lenora Stuart, School Nurse (607) 359-1134 lstuart@addisoncsd.org ----- Ms. Jenn Noto, School Nurse (607) 359-1110 jnoto@addisoncsd.org
Schoolology Questions	Valley Early Childhood School Main Office (607) 695-2636	Tuscarora Main Office (607) 359-2261	Middle School Main Office (607) 359-2241	High School Main Office (607) 359-2241
To change contact information/address	Ms. Monroe (607) 359-1221 nmonroe@addisoncsd.org	Ms. Monroe (607) 359-1221 nmonroe@addisoncsd.org	Ms. Monroe (607) 359-1221 nmonroe@addisoncsd.org	Ms. Monroe (607) 359-1221 nmonroe@addisoncsd.org
Other concerns about the School Community	Mrs. Wright, Principal emwright@addisoncsd.org Main Office: (607) 695-2636	Mrs. Richmond strichmond@addisoncsd.org ----- Ms. Simmons, Principal rasimmons@addisoncsd.org Main Office: (607) 359-2261	Mr. Newell, Dean of Students dnewell@addisoncsd.org ----- Mrs. Benton, Principal kbenton@addisoncsd.org Main Office: (607) 359-2241	Mr. Driskell, Dean of Students cdriskell@addisoncsd.org ----- Ms. Gill, Principal chrissgill@addisoncsd.org Main Office: (607) 359-2241

Tuscarora Elementary School Incident Report

For Office Use Only:

Date Received: _____

Received By: _____

Submitted To: _____

Ms. Simmons Mrs. Richmond

Mrs. Butler Ms. Barron

Officer Fuerst Mrs. Wright

Person Reporting Incident:

Name: _____	Date: _____
Phone: _____	
Address: _____	
Role: Employee/ Student/ Parent/ Community Member (please circle one)	

_____ happened to _____ witnessed _____ was disclosed to _____ overheard _____ suspect

Students Involved: (Name and Grade)

Who is being Targeted(s):	Grade:	Who is accused of the offense:	Grade:
Witnesses:			

Date of Incident _____

Time/Period _____

Basis of Grievance: (Check all that apply)	Where did the incident occur?	What happened during the incident?	Incident Type
<input type="checkbox"/> Race <input type="checkbox"/> Ethnic Group <input type="checkbox"/> National Origin <input type="checkbox"/> Color <input type="checkbox"/> Religion <input type="checkbox"/> Religious Practice <input type="checkbox"/> Disability <input type="checkbox"/> Gender <input type="checkbox"/> Sexual Orientation <input type="checkbox"/> Weight <input type="checkbox"/> Other-define below	<input type="checkbox"/> School <input type="checkbox"/> School Bus (# _____) <input type="checkbox"/> Text/Phone/Internet <input type="checkbox"/> School Event <input type="checkbox"/> Back Parking Lot <input type="checkbox"/> Front Parking Lot <input type="checkbox"/> Gym <input type="checkbox"/> Locker Room <input type="checkbox"/> Auditorium <input type="checkbox"/> Hallways _____ <input type="checkbox"/> Classroom (# _____) <input type="checkbox"/> Cafeteria(Per. _____) <input type="checkbox"/> Other _____ When: _____	<input type="checkbox"/> Taunting/Teasing <input type="checkbox"/> Threatening <input type="checkbox"/> Intimidating <input type="checkbox"/> Stalking <input type="checkbox"/> Verbal Harassment <input type="checkbox"/> Physical Contact <input type="checkbox"/> Retaliation <input type="checkbox"/> Humiliation <input type="checkbox"/> Exclusion <input type="checkbox"/> Cyber-bullying <input type="checkbox"/> Other _____	<input type="checkbox"/> Incident occurring on school property <input type="checkbox"/> Incident occurring at school event on/off school grounds <input type="checkbox"/> Incident involving intimidation or abuse but no physical contact or verbal threat <input type="checkbox"/> Incident involving verbal threat but no physical contact <input type="checkbox"/> Incident involving physical contact but no verbal threat <input type="checkbox"/> Incident involving both verbal threat and physical contact <input type="checkbox"/> Incident involving only student offenders <input type="checkbox"/> Incident involving student and employee offenders <input type="checkbox"/> Incident involving only employee offenders

Has the incident been previously reported? ☐ Yes ☐ No

If yes: When _____ To Whom _____

Describe Incident/Concern:

Signature of Reporter: _____ Date: _____

For Office Use Only:

- ☐ Target statement(s) attached
☐ Alleged Offender statement(s) attached
☐ Witness statement (s) attached

NOTES:

Actions Taken:

- ☐ Notified Parent/Guardian: Phone _____ Letter _____ copy (provide dates)
☐ Warning
☐ Referral in School Tool
☐ Mediation
☐ Conference
☐ Item(s) Recovered
☐ Restitution
☐ Referral to Dean/Principal by _____

School Official: _____ Date: _____

Addison Middle-High School Incident Report

For Office Use Only:

Date Received: _____

Received By: _____

Submitted To: _____

Mr. Driskell Mr. Newell Mrs. VanSant

Mrs. Clark Ms. Winkky Ms. Gill

Mrs. Benton Officer Fuerst

Person Reporting Incident:

Name: _____

Date: _____

_____ happened to _____ witnessed _____ was disclosed to _____ overheard _____ possibly could occur

Students Involved (Name and Grade):

Who is being Targeted(s):	Grade:	Who is accused of the offense:	Grade:
---------------------------	--------	--------------------------------	--------

Witness(s): _____

Date of Incident _____

Time/Period _____

Where did the incident happen? (Check all that apply)

☐ On School Property ☐ Cafeteria ☐ On School Bus ☐ Hallway
☐ Bathroom ☐ Classroom ☐ Gym ☐ Locker Room
☐ Off School Property ☐ At a School Function ☐ Electronic Communication
☐ Other (Describe) _____

Type of Incident (Check all that apply):

☐ Physical Contact (kicking, punching, spitting, tripping, pushing, taking belongings)
☐ Verbal Threats (gossip, name-calling, put downs, teasing, being mean, taunting, making threats)
☐ Psychological (non-verbal actions, spreading rumors, social exclusion, intimidation)
☐ Abuse (Actions or statements that put an individual in fear of bodily harm)
☐ Cyberbullying (misusing technology/social media to harass, tease, threaten, post pictures, sexting)
☐ Other (describe) _____

Describe Incident/Concern:

Signature of Reporter: _____ Date: _____

For Office Use Only:

☐ Target statement(s) attached
☐ Alleged Offender statement(s) attached
☐ Witness statement (s) attached

NOTES:

Has this person/incident been reported before? ☐ Yes ☐ No

Actions Taken:

☐ Notified Parent/Guardian: Target: Phone _____
Offender: Phone _____
☐ Warning for Offender
☐ Mediation
☐ Conference
☐ Item(s) Recovered
☐ Restitution
☐ Referral in School tool
☐ Referral to Dean/Principal by _____

School Official: _____ Date: _____

Basis of Grievance (Check all that apply):

<input type="checkbox"/> Race	<input type="checkbox"/> Ethnic Group	<input type="checkbox"/> National Origin	<input type="checkbox"/> Color	<input type="checkbox"/> Religion
<input type="checkbox"/> Religious Practice	<input type="checkbox"/> Disability	<input type="checkbox"/> Gender	<input type="checkbox"/> Sexual Orientation	
<input type="checkbox"/> Weight	<input type="checkbox"/> Other _____			

Dignity Act Coordinator (DAC) Contact Information

If you have been bullied, help is available. Please contact:

Mr. Corey Driskell, High School
Dignity Act Coordinator, at (607) 359-2241

Mr. David Newell, Middle School
Dignity Act Coordinator, at (607) 359-2241

Ms. Mina Barron, Elementary School
Dignity Act Coordinator, at (607) 359-2261

Stacy Richmond, Elementary School
Dignity Act Coordinator, at (607) 359-2261

Mrs. Emily Wright, Valley School
Dignity Act Coordinator, at (607) 359-1111

Mr. Jim Peiffer, District Wide
Dignity Act Coordinator, at (607) 359-2090

For further assistance, you can also contact:

Ms. Chris Gill
High School Principal at (607) 359-2241

Mrs. Kris Benton,
Middle School Principal at (607) 359-1114

Ms. Rachelle Simmons
Tuscarora Elementary Principal at (607) 359-2261

Mrs. Emily Wright
Valley Early Childhood School Principal and Supervisor of Special Education at (607) 359-1111

ACKNOWLEDGEMENT OF RECEIPT

I hereby acknowledge that I have received the 2024-2025 Addison Central School District Code of Conduct Booklet which contains the following policies, regulations, authorizations and agreements:

- I. Introduction**
- II. Definitions**
- III. Reporting Violations**
- IV. Student Rights and Responsibilities**
- V. Essential Partners**
- VI. District Dress Code**
- VII. Prohibited Student Conduct**
- VIII. Disciplinary Consequences and Procedures**
- IX. Alternative Instruction**
- X. Discipline of Students with Disabilities**
- XI. Corporal Punishment**
- XII. Student Searches and Interrogations**
- XIII. Visitors to the Schools**
- XIV. Public Conduct on School Property**
- XV. Dissemination and Review**

My signature below indicates that I have read and understand the possible consequences for failure to comply with the above policies stated in the Addison Central School District Code of Conduct.

Student Name: _____ Homeroom: _____
Print Name

Student Signature: _____ Date: _____

Parent Name: _____
Print Name

Parent Signature: _____ Date: _____

Detach and return to your student's homeroom teacher.

**Schools Against Violence in Education (S.A.V.E.)
Student Code of Conduct Annual Review Committee**

This Code of Conduct was reviewed in the spring of 2024 by the following committee members comprising of administrators, teachers, staff members, parents and students:

Jim Peiffer, Executive Director of Curriculum and Instruction
Chris Gill, High School Principal
Kris Benton, Middle School Principal
Stacy Richmond, Elementary Assistant Principal
Emily Wright, Supervisor of Special Education
Brittany Butler, School Social Worker
Mina Barron, Elementary School Counselor
Corey Driskell, Dean of Students
Mary Clark, High School Counselor
Allison VanSant, Middle School Counselor
Robin Ferratella, Teacher, High School
Angela Busco, Teacher, Valley Early Childhood School
Jeremy Smith, Teacher, Elementary School
Nicole Monroe, CSEA Representative
Lea Yuhas, Teacher, Middle School
Elisabeth Newell, Community Member
Julia Benton, Student Representative

Proposed adoption:

The Addison Central School District Code of Conduct was approved at the May 28, 2024 Board of Education Meeting. Board of Education Members are as follows:

Derek Burrell
Jeredd Dennis
Deborah Finamore-Flint
James Mitchell
James Mosher
Alan Specht
Marty Wheeler
Kristie Mather, District Clerk



**Addison Central School District
7 Cleveland Drive, Suite 101
Addison, New York 14801
www.addisoncsd.org**

The Addison Central School District hereby advises students, parents, employees and the general public that it offers employment and education opportunities without regard to age, gender, race, and national origin, disability or other protected characteristic.

Inquiries concerning this policy shall be addressed to:

**Heather Overton, 504 Compliance Officer
1 Colwell Street, Addison, New York 14801
607-359-2241**

OR

**Kris Benton, District Title IX Coordinator
7 Cleveland Drive, Suite 101, Addison, New York 14801
607-359-1114**

OR

**Rich Everly, District Title IX Coordinator
7 Cleveland Drive, Suite 101, Addison, New York 14801
607-359-2245**