

WANTAGH UNION FREE SCHOOL DISTRICT

Wantagh, New York

DISTRICT CODE OF CONDUCT
2023-24 School Year

Board Approved July 5, 2023

Table of Contents

I.	Introduction	4
II.	Definitions	4
III.	Students Rights and Responsibilities	7
	A. Student Rights	7
	B. Student Responsibilities	8
IV.	Essential Partners	8
	A. Parents	8
	B. Teachers	9
	C. Guidance Counselors	10
	D. Expectations for Student Support Service Personnel	11
	E. Expectations for Other School Staff	11
	F. Principals	12
	G. Superintendent	13
	H. Board of Education	13
	I. Dignity Act Coordinator	14
V.	Prohibited Student Conduct	15
VI.	Reporting Violations	21
VII.	Disciplinary Penalties, Procedures and Referrals	22
	A. Penalties	23
	B. Procedures	24
	C. Minimum Periods of Suspension	28
	D. Referrals	29

VIII.	Alternative Instruction	30
IX.	Discipline of Pupils with Disabilities	30
X.	Corporal Punishment	34
XI.	Student Searches and Interrogation	34
	A. Student Lockers, Desks and Storage Places	35
	B. Documentation of Searches	35
	C. Police Involvement in Searches/Interrogations	36
	D. Child Protective Services Investigations	37
XII.	Visitors to Schools	37
XIII.	Public Conduct on School Property	38
	a. Prohibited Conduct	38
	b. Section VIII Spectator Code of Conduct	39
	c. Penalties	40
	d. Enforcement	40
XIV.	Dissemination and Review	41
	a. Dissemination of Code of Conduct	41
	b. Review of Code of Conduct	42

Wantagh Union Free School District Code of Conduct

We believe that all students deserve the right to a successful education. We hope that students take advantage of the many opportunities afforded to them. In order to preserve our positive school climate, there are rules and regulations that are set in place to protect the safety and well-being of students and staff. It is our goal to create an environment where students can learn to be kind, compassionate, independent, resilient, and hardworking learners and leaders.

I. Introduction

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

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

The Board recognizes the need to clearly define these expectations for acceptable conduct on school property and at school functions 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 and other visitors when on school property or attending a school function.

II. Definitions

For purposes of this code, the following definitions apply.

"Cyberbullying" means harassment/bullying, as defined below, through any form of electronic communication.

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

“Disruptive student” means an elementary or secondary student under the age of 21 who is substantially disruptive of the educational process or substantially interferes with the teacher’s authority over the classroom.

“District Staff” means any individual appointed by the Board of Education to provide a service to the District.

“Gender” means actual or perceived sex, and a person’s gender identity or expression. (N.Y. Education Law § 11(6))

“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.

“Harassment or Bullying under the Dignity Act” means the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse, including cyberbullying as defined in Educational Law section 11(8) that either: (a) has or would have the effect of unreasonably and substantially interfering with a student’s educational performance, opportunities or benefits, or mental, emotional and/or physical well-being, including conduct, threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause emotional harm; or (b) reasonably causes or would reasonably be expected to cause physical injury to a student or to cause a student to fear for his or her physical safety. (c) Such definition shall include acts of harassment or bullying that occur: (i) on school property, as defined in section 100.2(kk)(1)(i) the Commissioner’s Regulations; and/or (ii) at a school function, as defined in section 100.2(kk)(1) the Commissioner’s Regulations; or (iii) off school property where such acts create or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property. (d) “Harassment or Bullying under the Dignity Act” means the creation of a hostile environment by conduct or by verbal threats, intimidation, or abuse, including cyberbullying as defined in Education Law section 11(8) that either: (a) has or would have the effect of unreasonably or substantially interfering with a student’s educational performance, opportunities or benefits, or mental, emotional and/or physical well-being, including conduct, threats intimidation or abuse that reasonably causes or would reasonably be expected to cause emotional harm; or (b) reasonably causes or would reasonably be expected to cause physical injury to a student or to cause a student to fear for his or her physical safety. (c) Such definition shall include acts of harassment or bullying that occur: (i) on school property, as defined in the Commissioner’s Regulations; and/or (ii) at a school function, as defined in the Commissioner’s Regulations; or (iii) off school property where such acts create or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse reach school property. (d) The terms “threat, intimidation or abuse” shall include verbal and non-verbal actions. Acts of harassment and bullying shall include, but not be limited to, acts based on a person’s

actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (identity or expression) or sex. (e) “Emotional Harm” that takes place in the context of “harassment or bullying” means to harm a student’s emotional well-being through creation of a hostile school environment that is so severe or pervasive as to unreasonably and substantially interfere with a student’s education.

"Material Incident of Harassment, Bullying, and/or Discrimination" means a single verified incident or a series of related verified incidents where a student is subjected to harassment, bullying and/or discrimination by a student and/or employee on school property or at a school function. In addition, such term shall include a verified incident or series of related incidents of harassment or bullying that occur off school property, meets the definition set forth in the Commissioner’s Regulations and is the subject of a written or oral complaint to the superintendent, principal, or their designee, or other school employee. Such conduct shall include, but is not limited to, threats, intimidation or abuse based on a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex; provided that nothing in this subdivision shall be construed to prohibit a denial of admission into, or exclusion from, a course of instruction based on a person’s gender that would be permissible under Education Law sections 3201-a or 2854(2)(a) and Title IX of the Education Amendments of 1972 (20 U.S.C. section 1681, et seq.), or to prohibit, as discrimination based on disability, actions that would be permissible under section 504 of the Rehabilitation Act of 1973.

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

“School Bus” means every motor vehicle a) owned by a public or governmental agency or private school and operated for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity, to or from school or school activities, or, b) privately owned and operated-for-compensation for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity, to or from school or school activities. (N.Y Vehicle and Traffic Law § 142)

“School function” means any school-sponsored extra-curricular event or activity.

“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, additionally, harassment (including harassment or cyberbullying using interactive and communication technologies) that takes place at locations outside of school grounds that can be reasonably forecast to materially and substantially disrupt the educational process or school environment can generally be prohibited and potentially be subject to disciplinary consequences as defined in Vehicle and Traffic Law §142 (NY Education Law § 11.1).

“Sexual Orientation” means actual or perceived heterosexuality, homosexuality, or bisexuality. (N.Y. Education Law § 11(5))

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

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

“Weapon” means a firearm as defined in 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.

III. Student Rights and Responsibilities

A. Student Rights

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

1. Attend school in the district in which one’s parent or legal guardian resides.
2. Expect that school will be a safe, orderly and purposeful place for students to gain an education.
3. Be respected as an individual.
4. Have the opportunity to take part in all district activities free of prohibited discrimination, harassment and bullying in conformity with the law, regardless of actual or perceived race, color, creed, religion, religious practice, national origin, ethnic group, political affiliation, sex, sexual orientation, gender, gender identity, gender expression, age, weight, marital status, military status, veteran status, or disability.

5. Present their version of the relevant events to school personnel authorized to impose a disciplinary penalty in connection with the imposition of the penalty.
6. Access school policies, regulations, rules and, when necessary, receive an explanation of those rules from school personnel.

B. Student Responsibilities

All district students have the responsibility to:

1. Contribute to maintaining a safe and supportive school environment that is conducive to learning and to show respect to other persons and to property.
2. Be familiar with and abide by 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. Work to the best of their ability in all academic and extracurricular pursuits and strive toward their highest level of achievement possible.
5. React to direction given by teachers, administrators and other school personnel in a respectful, positive manner.
6. Work to develop mechanisms to manage their anger.
7. Ask questions when they do not understand.
8. Seek help in solving problems.
9. Use the internet and technology in a responsible and productive manner which supports student learning.
10. Dress appropriately for school and school functions in accordance with the dress code, so as not to endanger physical health, safety, limit participation in school activities or be unduly distracting.
11. Accept responsibility for their actions.
12. 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.
13. Respect one another and treat others fairly in accordance with the District Code of Conduct and the provisions of the Dignity Act.
14. Report and encourage others, to report any incidents of intimidation, harassment, bullying or discrimination.

IV. Essential Partners

A. Parents

All parents are expected to:

1. Maintain 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, gender expression or sex, which will strengthen students' self-concept and promote confidence to learn.
2. Address issues of discrimination, harassment and bullying or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.
3. Recognize that the education of their child(ren) is a joint responsibility of the parents and the school community and collaborate with the district to optimize their child's educational opportunities.
4. Send their children to school ready to participate and learn.
5. Ensure their children attend school regularly and on time.
6. Ensure absences are excused.
7. Insist their children be dressed and groomed in a manner consistent with the student dress code.
8. Monitor child's use of technology, the internet, smart phones, social media sites and apps, both in and out of the home.
9. Help their children understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment.
10. Know school rules and help their children understand them so that their children can help create a safe environment.
11. Convey to their children a supportive attitude toward education and the district.
12. Build positive and constructive relationships with teachers, other parents and their children's friends.
13. Help their children deal effectively with peer pressure.
14. Inform school officials of changes in the home situation that may affect student conduct or performance.
15. Provide a place for study and ensure homework assignments are completed.
16. Prohibit child's use of alcohol, tobacco products, drugs and other illegal substances and seek support from school personnel if additional support is needed. This includes vaping paraphernalia.

B. Teachers

All district teachers are expected to:

1. Maintain 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, gender expression or sex, which will strengthen students' self-concept and promote confidence to learn.

2. Report incidents of discrimination, harassment and bullying that are witnessed or otherwise brought to the staff member's attention to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner.
3. Address issues of discrimination, harassment and bullying or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.
4. Be prepared to teach.
5. Demonstrate interest in teaching and concern for student achievement.
6. Know school policies and rules, and enforce them in a fair and consistent manner.
7. Communicate to students and parents:
 - a. Course objectives and requirements
 - b. Marking/grading procedures
 - c. Assignment deadlines
 - d. Expectations for students
 - e. Classroom discipline plan
8. Communicate regularly with students, parents and other teachers concerning growth and achievement.
9. Maintain confidentiality about all personal information and educational records concerning students and their families, in accordance with the law.

C. Guidance Counselors (where applicable)

All guidance counselors are expected to:

1. Maintain 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, gender expression or sex, which will strengthen students' self-concept and promote confidence to learn.
2. Report incidents of discrimination, harassment and bullying that are witnessed or otherwise brought to the staff member's attention to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner.
3. Address issues of discrimination, harassment and bullying or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.
4. Assist students in coping with peer pressure and emerging personal, social and emotional problems.
5. Initiate teacher/student/counselor conferences and parent/teacher/student/counselor conferences, as necessary, as a way to resolve problems.

6. Regularly review with students their educational progress and career plans.
7. Provide information to assist students with career planning.
8. Encourage students to benefit from the curriculum and extracurricular programs.
9. Maintain confidentiality about all personal information and educational records concerning students and their families, in accordance with the law.

**D. Student Support Service Personnel
(i.e. School Psychologist, School Social Worker, Director and Assistant
Director of PPS)**

All Student Support Service Personnel are expected to:

1. 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, gender expression or sex, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.
2. Report incidents of discrimination, harassment and bullying that are witnessed or otherwise brought to the staff member's attention to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner.
3. Address issues of discrimination, harassment and bullying or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.
4. Support educational and academic goals.
5. Know school rules, abide by them and enforce them in a fair and consistent manner.
6. Assist students in coping with peer pressure and emerging personal, social and emotional problems.
7. Set a good example for students and colleagues by demonstrating dependability, integrity and other standards of ethical conduct.
8. Maintain confidentiality about all personal information and educational records concerning students and their families, in accordance with the law.
9. Initiate teacher/student/counselor conferences and parent/teacher/student/counselor conferences, as necessary or requested, as a way to resolve problems and communicate as necessary in any other manner with parents and other staff regarding student progress and needs.
10. Regularly review with students their educational progress and career plan.
11. Provide information to assist students with career planning.
12. Encourage students to benefit from the curriculum and extra-curricular programs.

E. Other School Staff

All other school staff are expected to:

1. 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, gender expression or sex, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.
2. Report incidents of discrimination, harassment and bullying that are witnessed or otherwise brought to the staff member's attention to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner.
3. Address issues of discrimination, harassment and bullying or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function
4. Follow the Code of Conduct; know, abide by and enforce school rules in a fair and consistent manner.
5. Set a good example for students and other staff by demonstrating dependability, integrity and other standards of ethical conduct.
6. Assist in promoting a safe, orderly and stimulating school environment.
7. Maintain confidentiality about all personal information and educational records concerning students and their families, in accordance with the law.
8. Report incidents of discrimination, harassment and bullying that are witnessed or otherwise brought to a staff member's attention to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner.

F. Principals

All principals are expected to:

1. Maintain 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, gender expression or sex, which will strengthen students' self-concept and promote confidence to learn.
2. Address issues of discrimination, harassment and bullying or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.

3. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning.
4. Ensure that students and staff have the opportunity to communicate regularly with the principal and approach the principal for redress of grievances.
5. Evaluate on a regular basis all instructional programs.
6. Support the development of and student participation in appropriate extracurricular activities.
7. Be responsible for enforcing the code of conduct and ensuring that all cases are resolved promptly and fairly.

G. Superintendent

The Superintendent is expected to:

1. Maintain 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, gender expression or sex, which will strengthen students' self-concept and promote confidence to learn.
2. Address issues of discrimination, harassment and bullying or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.
3. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning.
4. Review with district administrators the policies of the board of education and state and federal laws relating to school operations and management.
5. Inform the board about educational trends relating to student discipline.
6. Work to create instructional programs that minimize problems of misconduct and are sensitive to student and teacher needs.
7. Work with district administrators in enforcing the code of conduct and ensuring that all cases are resolved promptly and fairly.

H. Board of Education

All Board of Education members are expected to:

1. Maintain 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, gender expression or sex, which will strengthen students' self-concept and promote confidence to learn.
2. Address issues of discrimination, harassment and bullying or any situation that threatens the emotional or physical health or safety of any student,

school employee or any person who is lawfully on school property or at a school function.

3. 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.
4. 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.
5. 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, gender expression or sex. The Dignity Act Coordinator will be accessible to students and other staff members for consultation and advice as needed on the Dignity Act.
6. Lead by example by conducting board meetings in a professional, respectful, courteous manner.

I. Dignity Act Coordinator(s)

All Dignity Act Coordinators are expected to:

1. Promote a safe, orderly and stimulating school environment supporting active teaching and learning for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, gender identity, gender expression or sex.
2. Identify curricular resources that support infusing civility in classroom instruction and classroom management; and provide guidance to staff as to how to access and implement those resources.
3. Be responsible for monitoring and reporting on the effectiveness of the district's bullying prevention policy.
4. Address issues of harassment, bullying or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is unlawfully on a school property or at a school function.
5. The Dignity Act Coordinators for Wantagh Public Schools are as follows:

District Wide:

- Dr. Stephanie Scolieri, Director of Human Resources
scolieris@wantaghschools.org (516) 765-4131

Wantagh High School:

- Nick Pappas, Assistant Principal
pappasn@wantaghschools.org (516) 765-4203

- Paul Guzzone, Principal
guzzonep@wantagschools.org (516) 765-4202

Wantagh Middle School:

- Tracey Zelenetz, School Psychologist
zelenetzt@wantagschools.org (516) 765-4140
- Anthony Ciuffo, Principal
ciuffoa@wantagschools.org (516) 765-4140

Wantagh Elementary School:

- Dr. Meredith Protzel, School Psychologist
protzelm@wantagschools.org (516) 765-4600
- Dr. Randee Bonagura, Principal
bonagurar@wantagschools.org (516) 765-4600

Forest Lake Elementary School:

- Emily Bogart, School Psychologist,
bogarte@wantagschools.org (516) 765-4400
- Thomas Burke, Principal
burket@wantagschools.org (516) 765-4400

Mandalay Elementary School:

- Maria Jones, School Psychologist,
jonesm@wantagschools.org (516) 765-4500
- Marie Pisicchio, Principal
pisicchiom@wantagschools.org (516) 765-4500

V. Prohibited Student Conduct

The Board of Education expects all students to conduct themselves in an appropriate and civil manner, with proper regard for the rights and welfare of other students, district staff 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 staff who interact with students are expected to use disciplinary action only when necessary and to place emphasis on educating students so that they may grow in self-discipline.

The Board recognizes the need to make its expectations for student conduct while on school property or engaged in a school function specific and clear. The rules of conduct listed below are intended to do that and focus on safety and respect for the rights and property of others.

Students who will not accept responsibility for their own behavior and who violate these school rules will be required to accept the consequences for their conduct. Students may be subject to disciplinary action, up to and including suspension from school or removal from a program, when they engage in conduct that is disorderly, insubordinate,

disruptive, violent, endangers the safety, morals, health or welfare of others, engage in misconduct on the school bus, or engage in academic misconduct including work/internship sites.

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

1) Engage in conduct that is disorderly. Examples of disorderly conduct include, but are not limited to:

- A. Engaging in any act which disrupts the normal operation of the school community, running in hallways, making unreasonable noise, and using language or gestures that are profane, lewd, vulgar, abusive, intimidating, or that incite others.
- B. Obstructing vehicular or pedestrian traffic.
- C. Trespassing. Students are not permitted in any school building, other than the one they regularly attend, without permission from the administrator in charge of the building. Furthermore, students may not enter their own school building during non-school hours without specific permission.
- D. Computer/electronic communications misuse, including any unauthorized use of computers, software, Photoshop, internet/intranet account; accessing inappropriate websites; or any other violation of the district's acceptable use policy.
- E. Unauthorized use of personal electronic devices/equipment (i.e., cell phones, MP3 devices, cameras, all Bluetooth and wireless devices, speakers and other personal electronic devices deemed inappropriate by the administration).
- F. Unauthorized use of personal computer, laptop, tablet or e-reader and/or other computerized information resources through the District computer system is prohibited.

2) Engage in conduct that is insubordinate. Examples of insubordinate conduct include, but are not limited to:

- A. Failing to comply with the reasonable directions of teachers, school administrators or other school employees in charge of students or otherwise demonstrating disrespect.
- B. Lateness for, missing or leaving school without permission.

3) Engage in conduct that is disruptive. Examples of disruptive conduct include, but are not limited to:

- A. Failing to comply with the reasonable directions of teachers, school administrators or other school personnel in charge of students.

- B. Endangering the health and safety of other students or staff or interfering with classes or District activities by means of inappropriate appearance or behavior as per District Code of Conduct.

4) Engage in conduct that is violent. Examples of violent conduct include, but are not limited to:

- A. Committing an act of violence (such as hitting, kicking, punching, throwing objects and scratching) upon a teacher, administrator or other school employee or attempting to do so.
- B. Committing an act of violence (such as hitting, kicking, punching, throwing objects and scratching) upon another student or any other person lawfully on school property or attempting to do so.
- C. Engaging in harassing conduct, verbal threats, intimidation, or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical well-being.
- D. Possessing a weapon (see definition). 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.
- E. Displaying what appears to be a weapon.
- F. Threatening to use any weapon or violence upon any person.
- G. Using weapon(s)
- H. Intentionally damaging or destroying school district property or the personal property of a district employee, student, or any person lawfully on school property, including graffiti or arson.
- I. Intentionally damaging or destroying school district property.

5) 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:

- A. Lying to school personnel.
- B. Stealing the property of other students, school personnel or any other person lawfully on school property or attending a school function.
- C. Behaviors that negatively impact the school environment, such as harassment and discrimination.
- D. 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 (written material, cell phones, Internet, YouTube, etc.) using social media forums or using technology to alter the image or defame the character of another student or staff member.
- E. Discrimination, which includes discrimination against any student by a student or students and/or an employee or employees on school property or at a school function including, but not limited to discrimination based on a person's actual or

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

- F. 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 or demeaning including sexual harassment. Harassment is also the creation of a hostile environment. (See Anti-Harassment Policy for a more complete definition).
- G. 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.
- H. "Internet bullying" (also referred to as "cyberbullying") including the use of direct messaging, email, websites, chat rooms, text messaging, or by any other electronic means, when such use interferes with the operation of the school; or infringes upon the general health, safety and welfare of students or employees. Dignity Act prohibits discrimination including harassment/bullying/cyberbullying, of students on school property, including at school functions, by any student and/or employee. Cyberbullying may include, among other things, the use, both on and off school property, of electronic technology, including, but not limited to, e-mail, direct messaging, blogs, chat rooms, cell phones, gaming systems, apps and social media websites, to deliberately harass or threaten others.
- I. Sexual harassment, which includes unwelcome sexual advances, requests for sexual favors, taking, sending or receiving sexually explicit videos, pictures or auditory recordings and other verbal or physical conduct or communication of a sexual nature.
- J. Displaying signs of gang affiliation or engaging in gang-related behaviors that are observed to increase the level of conflict or violent behavior.
- K. 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.
- L. Selling, using or possessing obscene material.
- M. Using vulgar or abusive language, cursing or swearing.
- N. Possession of or smoking a cigarette, e-cigarette, cigar, pipe or using chewing or smokeless tobacco or vaping
- O. Possessing, consuming, selling, distributing or exchanging alcoholic beverages or illegal substances, or being under the influence of either. "Illegal substances" include, but are not limited to, inhalants, marijuana, synthetic cannabinoid cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, and any substances commonly referred to as "designer drugs."
- P. Inappropriately using or sharing prescription and over-the-counter drugs.
- Q. Possessing, consuming, selling, attempting to sell, distributing, or exchanging "look-alike drugs"; or, possessing or consuming (without authorization), selling,

attempting to sell, distributing or exchanging other substances such as dietary supplements, weight loss pills, etc.

- R. Gambling and gaming.
- S. Indecent exposure, that is, exposure to sight of the private parts of the body in a lewd or indecent manner and inappropriate touching.
- T. Initiating a report warning of fire or other catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher.
- U. Violating gender privacy when using school restroom facilities.

6) Engage in misconduct while on a school bus or school-sponsored modes of transportation.

It is crucial for students to behave appropriately while riding on district buses and/or other school-sponsored modes of transportation to ensure their safety and that of other passengers and to avoid distracting the bus drivers or transportation operators. This includes changing seats, climbing over or under seats, or other behavior that endanger the safety and well-being of the passengers. Additionally, students are not permitted to knowingly or intentionally damage any part of the school bus, as it is district property. Students are required to conduct themselves on the bus in a manner consistent with established standards for classroom behavior. Excessive noise, pushing, shoving and fighting, harassment, discrimination or inappropriate use of technology will not be tolerated.

7) Engage in off-campus misconduct that interferes with or can reasonably be expected to substantially disrupt the educational process in the school or at a school function. Examples of such misconduct include, but are not limited to:

- A. Cyberbullying (i.e., inflicting willful and repeated harm through the use of electronic text).
- B. Threatening or harassing students or school personnel over the phone or other electronic medium including social media forums.

8) Engage in any form of academic misconduct. Examples of academic misconduct include, but are not limited to:

- A. Plagiarism.
- B. Cheating.
- C. Copying.
- D. Altering records.
- E. Accessing other users' email accounts or network storage accounts and/or attempting to read, delete, copy, modify, and interfere with the transferring and receiving of electronic communications.
- F. Violation of the District Acceptable Use Policy for technology. Students are prohibited from using or having on or in an operational mode any type of telecommunications or imaging device during instructional time, except as

expressly permitted in connection with authorized use in classrooms. While students are permitted to possess such devices during the school day, they are prohibited from using them in any manner which invades the privacy of students, employees, volunteers or visitors. Students are not permitted to use any form of information technology, including their own personal electronic devices, to intimidate, harass, bully or threaten others. This type of harassment is generally referred to as cyberbullying. If a student violates this prohibition, then he/she is subject to discipline under this provision and/or any other provision in the District Code of Conduct that may be applicable to the circumstances involved. Any electronic device that is permitted on school property should be kept on the person and in a concealed manner. Cell phones and/or smart watches are not permitted to be operational or visible during exams.

- G. Assisting another student in any of the above action (See also Internet Use Board Policies 4512, 4513).

9) Student Dress Code

All students are expected to give proper attention to personal cleanliness and to dress appropriately for school and school functions. Students and their parents have the primary responsibility for acceptable student dress and appearance.

Teachers and all other district personnel should exemplify and reinforce acceptable student dress and help students develop an understanding of appropriate appearance in the school setting.

A student's dress, grooming and appearance, including hair/style/color, jewelry, make-up and nails, shall:

- A. Be safe, appropriate and not disrupt or interfere with the educational process.
- B. Recognize that extremely brief garments such as tube tops, net tops, halter tops, plunging necklines (front and/or back) and see-through garments are not appropriate.
- C. Ensure that underwear is completely covered with outer clothing.
- D. Include footwear at all times. Footwear that is a safety hazard will not be allowed. Footwear is defined as "shoes, sneakers, and sandals."
- E. Except for medical or religious purposes, students may be required to remove hats upon the request of a teacher or administrator.
- F. Not to include items that are vulgar, obscene, and libelous or denigrate others on account of actual or perceived race, color, creed, religion, religious practice, national origin, ethnic group, political affiliation, gender, gender identity, gender expression or sex, sexual orientation, age, weight, marital status, military status, veteran status, or disability by employees, school volunteers, students, and non-employees such as contractors and vendors as well as any third parties who are participating in, observing, or otherwise engaging in activities subject to the supervision and control of the Wantagh Public Schools.

- G. Not promote and/or endorse the use of alcohol, tobacco or illegal drugs and/or encourage other illegal or violent activities.

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

Students who violate the student dress code shall be required to modify their appearance by covering or removing the offending item and, if necessary or practical, replacing it with an acceptable item.

Any student who refuses to do so shall be subject to discipline, up to and including in-school suspension for the day. Any student who repeatedly fails to comply with the dress code shall be subject to further discipline, up to and including out of school suspension.

Teachers and all other school personnel should exemplify and reinforce acceptable student dress and behavior (including possession/use of electronic devices) and help students develop an understanding of appropriate appearance and conduct in the school setting.

VI. Reporting Violations

All students are expected to promptly report violations of the code of conduct to a teacher, any member of the support staff, the building Dignity Act coordinator, the building principal or his/her designee. Any student observing a student possessing a weapon, alcohol or illegal substance including vape and vape paraphernalia on school property or at a school function shall report this information immediately to a teacher, the building principal, the principal's designee or the superintendent. All district staff that are authorized to impose disciplinary sanctions are expected to do so in a prompt, fair and lawful manner. District staff who are not authorized to impose disciplinary sanctions are expected to promptly report violations of the code of conduct to their supervisor, who shall in turn impose an appropriate disciplinary sanction, if so authorized, or refer the matter to a staff member who is authorized to impose an appropriate sanction.

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

When an investigation verifies a material incident of harassment, bullying, and/or discrimination, the superintendent, principal, or designee shall take prompt action, consistent with the district's code of conduct including but not limited to provisions of the Commissioner's Regulations, reasonably calculated to end the harassment, bullying, and/or discrimination, eliminate any hostile environment, create a more positive school culture and climate, prevent recurrence of the behavior, and ensure the safety of the student or students against whom such behavior was directed.

Reporting incidents of harassment or bullying to the superintendent, principal, or designee

1. School employees who witness harassment, bullying, and/or discrimination or receive an oral or written report of harassment, bullying, and/or discrimination shall promptly verbally notify the principal, superintendent, or their designee not later than one school day after such employee witnesses or receives a report of harassment, bullying, and/or discrimination.
2. Such school employees shall also file a written report in a manner prescribed by, as applicable, the school district, board of cooperative educational services (BOCES) or charter school with the principal, superintendent, or their designee no later than two school days after making an oral report.
3. The principal, superintendent or the principal's or superintendent's designee shall lead or supervise the thorough investigation of all reports of harassment, bullying and/or discrimination, and ensure that such investigation is completed promptly after receipt of any written reports made under Education Law section 13.
4. When an investigation verifies a material incident of harassment, bullying, and/or discrimination, the superintendent, principal, or designee shall take prompt action, consistent with the district's code of conduct including but not limited to the provisions of section 100.2(1)(2)(ii)(h), reasonably calculated to end the harassment, bullying, and/or discrimination, eliminate any hostile environment, create a more positive school culture and climate, prevent recurrence of the behavior, and ensure the safety of the student or students against whom such behavior was directed.
5. The principal, superintendent, or their designee shall notify promptly the appropriate local law enforcement agency when it is believed that any harassment, bullying or discrimination constitutes criminal conduct.
6. The principal shall provide a regular report on data and trends related to harassment, bullying, and/or discrimination to the superintendent. For the purpose of this subdivision, the term "regular report" shall mean at least once during each school year, and in a manner prescribed by, as applicable, the school district, BOCES or charter school.

VII. Disciplinary Penalties, Procedures and Referrals

Discipline is most effective when it deals directly with the problem at the time and place it occurs. School staff who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the students' ability to grow in self-discipline.

Disciplinary action, when necessary, will be firm, fair and consistent so as to be the most effective in changing student behavior. The role of the school officials are to ensure that students understand their actions and learn from their mistakes. In determining the appropriate disciplinary action, school personnel authorized to impose disciplinary penalties will consider the following:

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

Discipline will either be restorative, progressive, or a combination of both. Restorative practices are designed to provide students with the tools to repair relationships between each other, decrease anti-social behavior and repair harm. If deemed necessary, alternate disciplinary action will be progressive. This means that a student's first violation will usually merit a lighter penalty than subsequent violations.

In accordance with federal and state laws and regulations, additional procedures must be followed when suspending, removing or otherwise disciplining a student with a disability. If the conduct of a student may be related to a disability or suspected disability, discipline, if warranted, shall be administered consistent with the requirements of this code of conduct for disciplining students with a disability or presumed to have a disability (Refer to Section X of this code).

A. Penalties

Students who are found to have violated the district's code of conduct may be subject to the following penalties, either alone or in combination. The school personnel identified after each penalty are authorized to impose that penalty, consistent with the student's right to due process.

1. Verbal warning – any member of the district staff.
2. Written warning – bus drivers, hall and lunch monitors, coaches, guidance counselors, teachers, administrators, principal, superintendent.
3. Written notification to parent – bus drivers, hall and lunch monitors, coaches, guidance counselors, teachers, administrators, principal, superintendent.
4. Detention – teachers, administrators, principal, superintendent.
5. Suspension from transportation – director of transportation, principal, superintendent.
6. Suspension from athletic participation – coaches, athletic director, principal, superintendent
7. Suspension from social or extracurricular activities - activity director, principal, superintendent.
8. Suspension of other privileges – principal, superintendent.
9. In-school suspension – principal, superintendent.
10. Removal from classroom by teacher – teachers, principal. See B #5
11. Short-term (five days or less) suspension from school – Principal, Superintendent, Board of Education.

12. Long-term (more than five days) suspension from school – Superintendent, Board of Education.
13. Permanent suspension from school – Superintendent, Board of Education.

The Dignity Act encourages a more effective approach in which consequences for a student who commits an act of discrimination or harassment are unique to the individual incident and will vary in method and severity according to the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors.

Appropriate remedial measures may include, but are not limited to:

1. Restitution and restoration
2. Peer support groups
3. Corrective instruction or other relevant learning or service experience
4. Supportive intervention; behavioral assessment or evaluation
5. Behavioral management plans, with benchmarks that are closely monitored
6. Student counseling; parent conferences; or student treatment through therapy

Provisions will be made for responding to acts of harassment, bullying/cyberbullying, which incorporate a restorative and/or progressive model of student discipline that includes measured, balanced and age-appropriate remedies and procedures that make appropriate use of prevention, education, counseling, intervention and discipline, and considers among other things, the nature and severity of the offending student's behavior(s), the developmental age of the student, the previous disciplinary record of the student and other extenuating circumstances, and the impact the student's behaviors had on the individual(s) who was physically injured and/or emotionally harmed. Responses shall be reasonably calculated to end the harassment, bullying, and/or discrimination, prevent recurrence, and eliminate the hostile environment.

Beyond these individual-focused remedial responses, school-wide or environmental remediation can be an important tool to prevent harassment and discrimination.

Environmental remediation strategies may include:

1. Supervisory systems which empower school staff with prevention and intervention tools to address incidents of bullying and harassment
2. School and community surveys or other strategies for determining the conditions contributing to the relevant behavior
3. Adoption of research-based, systemic harassment prevention programs
4. Modification of schedules
5. Adjustment in hallway traffic and other student routes of travel
6. Targeted use of monitors
7. Staff professional development
8. Parent conferences

B. Procedures

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

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

1. Detention/Loss of Recess

Teachers, principals and the superintendent may use detention and loss of recess as a penalty for student misconduct in situations where removal from the classroom or suspension would be inappropriate.

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

2. Suspension from transportation

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

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

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 will be provided with a reasonable opportunity for an informal conference with the district official imposing the suspension to discuss the conduct and the penalty involved.

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 building principals and the superintendent to place students who would otherwise be suspended from school as the result of a code of conduct violation in "in-school suspension." The in-school suspension teacher will be a certified teacher.

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

5. Teacher disciplinary removal of disruptive students

A student's behavior can disrupt the learning environment and can make it difficult for other students in the classroom to learn. Through positive classroom management techniques, the classroom teacher can maintain a positive learning environment for all. If deemed necessary, teachers may direct 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. Alternative settings may include but are not limited to: (1) sending a student to a guidance counselor or other mental health professional for counseling; or (2) sending a student to an administrator's office.

6. Suspension from school

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

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

Any staff member may recommend to the superintendent or 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.

6i. Short-term (5 days or less) suspension from school

When the superintendent or principal (referred to as the “suspending authority”) proposes to suspend a student charged with misconduct for five days or less pursuant to Education Law §3214(3), the suspending authority must immediately notify the student orally. If the student denies the misconduct, the suspending authority must provide an explanation of the basis for the proposed suspension. The suspending authority must also notify the student’s parents in writing that the student may be suspended from school.

The written notice must be provided by personal delivery, express mail delivery, or 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. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting the parents.

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

After the conference, the principal shall promptly advise the parents in writing of his or her decision. The principal shall advise the parents that if they are not satisfied with the decision and wish to pursue the matter, they must file a written appeal to the superintendent within five business days, unless they can show extraordinary circumstance precluding them from doing so. The superintendent shall issue a written decision regarding the appeal within 30 business days of receiving the appeal. If the parents are not satisfied with the superintendent’s decision, they must file a written

appeal to the board of education with the district clerk within 30 business days of the date of the superintendents' 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.

6ii. Long-term (more than 5 days) suspension from school

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

The superintendent shall personally hear and determine the proceeding or may, in his or her discretion, designate a hearing officer to conduct the hearing.

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

An appeal of the decision of the superintendent may be made to the board that will make its decision based solely upon the record before it. All appeals to the board must be in writing and submitted to the district clerk within 30 business days of the date of the superintendent's decision, unless the parents 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.

6iii. 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.

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 penalty, 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, 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 at least five days.

If the proposed penalty is the minimum five-day suspension, the student and the student's parents will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed penalty exceeds the minimum five-day suspension, the student and the student's parents will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The superintendent has the authority to modify the minimum five-day suspension on a case-by-case basis. In deciding whether to modify the penalty, the superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon. A student with disabilities may be suspended only in accordance with the requirements of state and federal law.

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 of the educational process or substantially interferes with the teacher's authority over the classroom, will be suspended from school for at least five days. For purposes of this code of conduct, "repeatedly is substantially disruptive" means engaging in conduct that results in the student being removed from the classroom by teacher(s) pursuant to Education Law §3214(3-a) and this code on four or more occasions during a semester, or three or more occasions during a trimester. If the proposed penalty is the minimum five-day suspension, the student and the student's parent will be given the same notice and opportunity for a hearing given to all students subject to a long-term

suspension. The superintendent has the authority to modify the minimum five-day suspension on a case-by-case basis. In deciding whether to modify the penalty, the superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon. A student with disabilities may be suspended only in accordance with the requirements of state and federal law.

D. Referrals

1. The Building Administrator and the Guidance Office (where applicable) 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 he or she requires supervision and treatment by:

- a. Being habitually truant and not attending school as required by part one of Article 65 of the Education Law.
- 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 is required to refer the following students to the County Attorney for a juvenile delinquency proceeding before the Family Court:

- a. Any student under the age of 16 who is found to have brought a weapon to school, or
- b. Any student 14 or 15 years old who qualifies for juvenile offender status under the Criminal Procedure Law §1.20(42).

The superintendent is required to refer students age 16 and older or any student 14 or 15 years old who qualifies for juvenile offender status to the appropriate law enforcement authorities.

VIII. 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.

IX. Discipline of Students with Disabilities

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

Suspension of Students with Disabilities

Generally should a student with a disability infringe upon the established rules of the schools, disciplinary action shall be in accordance with procedures set forth in the *District's Code of Conduct* and in conjunction with applicable law and the determination of the Committee on Special Education (CSE).

For suspensions or removals up to ten (10) school days in a school year that do not constitute a disciplinary change in placement, students with disabilities must be provided with alternative instruction or services on the same basis as non-disabled students of the same age.

If suspension or removal from the current educational placement constitutes a disciplinary change in placement because it is for more than ten (10) consecutive school days or constitutes a pattern, a manifestation determination must be made. The District determines on a case-by-case basis whether a pattern of removals constitutes a change of placement. This determination is subject to review through due process and judicial proceedings.

Manifestation Determinations

A review of the relationship between the student's disability and the behavior subject to disciplinary action to determine if the conduct is a manifestation of the disability must be made by a manifestation team immediately, if possible, but in no case later than ten (10) school days after a decision is made:

- a. By the Superintendent to change the placement to an interim alternative educational setting (IAES);
- b. By an Impartial Hearing Officer (IHO) to place the student in an IAES; or
- c. By the Board, District Superintendent, Superintendent or Building Principal to impose a suspension that constitutes a disciplinary change of placement.

The manifestation team shall include a representative of the District knowledgeable about the student and the interpretation of information about child behavior, the parent and relevant members of the CSE as determined by the parent and the District. The parent must receive written notice prior to the meeting to ensure that the parent has an opportunity to attend. This notice must include the purpose of the meeting, the names of

those expected to attend and notice of the parent's right to have relevant members of the CSE participate at the parent's request.

The manifestation team shall review all relevant information in the student's file including the student's individualized education program (IEP), any teacher observations, and any relevant information provided by the parents to determine if: the conduct in question was caused by or had a direct and substantial relationship to the student's disability; or the conduct in question was the direct result of the District's failure to implement the IEP. If the team determines the conduct in question was the direct result of failure to implement the IEP, the District must take immediate steps to remedy those deficiencies.

Finding of Manifestation

If it is determined, as a result of this review, that the student's behavior is a manifestation of his/her disability the CSE shall conduct a functional behavioral assessment, if one has not yet been conducted, and implement or modify a behavioral intervention plan.

Functional behavioral assessment (FBA) means the process of determining why the student engages in behaviors that impede learning and how the student's behavior relates to the environment. The FBA must be developed consistent with the requirements of Commissioner's Regulations Section 200.22(a) and shall include, but not be limited to, the identification of the problem behavior, the definition of the behavior in concrete terms, the identification of the contextual factors that contribute to the behavior (including cognitive and affective factors) and the formulation of a hypothesis regarding the general conditions under which a behavior usually occurs and probable consequences that serve to maintain it.

Behavioral intervention plan (BIP) means a plan that is based on the results of a functional behavioral assessment and, at a minimum, includes a description of the problem behavior, global and specific hypotheses as to why the problem behavior occurs and intervention strategies that include positive behavioral supports and services to address the behavior.

Unless the change in placement was due to behavior involving serious bodily injury, weapons, illegal drugs or controlled substances, the student must be returned to the placement from which the student was removed unless the parent and the District agree to a change of placement as part of the modification of the behavioral intervention plan.

No Finding of Manifestation

If it is determined that the student's behavior is not a manifestation of his/her disability, the relevant disciplinary procedures applicable to students without disabilities may be applied to the student in the same manner and for the same duration for which they would be applied to students without disabilities, subject to the right of the parent/person in parental relation to request a hearing objecting to the manifestation determination and the District's obligation to provide a free, appropriate public education to such student.

Provision of Services Regardless of the Manifestation Determination

Regardless of the manifestation determination, students with a disability shall be provided the services necessary for them to continue to participate in the general education curriculum and progress toward meeting the goals set out in their IEP. They must also receive, as appropriate, a functional behavioral assessment, behavioral intervention services and modifications designed to address the behavior violation so it does not recur:

- a. For subsequent suspensions or removals for ten (10) consecutive school days or less that in the aggregate total more than ten (10) school days in a school year but do not constitute a disciplinary change of placement school personnel, in consultation with at least one of the student's teachers, will determine the extent to which services are needed;
- b. For suspensions or other disciplinary removals in excess of ten (10) school days in a school year which do constitute a disciplinary change in placement the IAES and services will be determined by the CSE.

Interim Alternative Educational Setting (IAES)

Students with disabilities who have been suspended or removed from their current placement for more than ten (10) school days may be placed in an IAES which is a temporary educational setting other than the student's current placement at the time the behavior precipitating the IAES placement occurred.

Additionally, an Impartial Hearing Officer in an expedited due process hearing may order a change in placement of a student with a disability to an appropriate IAES for up to forty-five (45) school days if the Hearing Officer determines that maintaining the current placement is substantially likely to result in injury to the students or others.

There are three (3) specific instances when a student with a disability may be placed in an IAES for up to forty-five (45) school days without regard to a manifestation determination:

- a. Where the student carries or possesses a weapon to or at school, on school premises, or to or at a school function under the jurisdiction of the District; or
- b. Where a student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function under the jurisdiction of the District; or

- c. Where a student has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the District. Serious bodily harm has been defined in law to refer to one of the following:
 1. Substantial risk of death;
 2. Extreme physical pain; or
 3. Protracted and obvious disfigurement or protracted loss or impairment of the function of a bodily member, organ or mental faculty.

A school function shall mean a school-sponsored or school-authorized extracurricular event or activity regardless of where such event or activity takes place, including any event or activity that may take place in another state.

School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a student with a disability who violates a code of student conduct.

In all cases, the student placed in an IAES shall:

- a. Continue to receive educational services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress towards the goals set out in the student's IEP, and
- b. Receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur.

The period of suspension or removal may not exceed the amount of time a non-disabled student would be suspended for the same behavior.

X. Corporal Punishment

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

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

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

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

XI. Student Searches and Interrogations (See Also Board Policy 5330-R)

The Board of Education is committed to ensuring an atmosphere on school property and at school functions that is safe and orderly. To achieve this kind of environment, any school official authorized to impose a disciplinary penalty on a student may question a student about an alleged violation of law or the district code of conduct.

Students are not entitled to any sort of "Miranda"-type warning before being questioned by school officials, nor are school officials required to contact a student's parent before questioning the student. However, school officials will tell all students why they are being questioned.

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

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

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 he or she possesses 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 and students will be present when their possessions are being searched.

A. 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.

B. 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 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.

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

C. Police Involvement in Searches and Interrogations or Students (See also Board Policy 5330-R)

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 school 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; or

3. Been invited by school officials.

Before police officials are permitted to question or search any student, the building principal or his or her designee shall first try to notify the student's parent to give the parent the opportunity to be present during the police questioning or search. If the student's parent cannot be contacted prior to the police questioning or search, the questioning or search shall not be conducted. 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.

D. Child Protective Services Investigations

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

All requests by child protective services to interview a student on school property shall be made directly to building principal or his or her designee. The principal or his or her designee shall set the time and place of the interview. The principal or designee shall 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. If the nature of the allegations is such that it may be necessary for the student to remove any of his or her 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 the portion of the interview. No student may be required to remove his or her clothing in front of a child protective services worker or school district officials 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 he or she were not removed from school before a court order can reasonably be obtained. If the worker believes the student would be subject to danger of abuse, the worker may remove the student without a court order and without the parent's consent.

XII. Visitors to the Schools

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

1. Anyone who is not a regular staff member, student or member of the Board of Education will be considered a visitor.
2. All visitors to the school will be required to show identification and sign the visitor's register (where applicable) and will be issued a visitor's identification badge, which must be worn at all times while in the school or on school grounds. The visitor must return the identification badge before leaving the building. Upon request, visitors must display appropriate identification.
3. Visitors attending school functions that are open to the public, such as parent-teacher organization meetings or public gatherings, are not required to register.
4. Any unauthorized person on school property will be reported to the principal or his or her designee. Unauthorized persons will be asked to leave. The police may be called if the situation warrants.
5. All visitors are expected to abide by the rules for public conduct on school property contained in Section VIII Spectator Code of Conduct.*

XIII. Public Conduct on School Property

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

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

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

A. Prohibited Conduct

No person, either alone or with others, shall:

1. Intentionally injure any person or threaten to do so.
2. Intentionally damage or destroy school district property or the personal property of a student, 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. Unlawfully intimidate, harass or discriminate against any person on the basis of actual or perceived race, color, creed, religion, religious practice, national origin, political affiliation, gender, gender identity, gender expression or sex, sexual orientation, age, weight, marital status, military status, veteran status, or disability.
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, distribute or exchange alcoholic beverages, controlled substances, or be under the influence of either on school property or at a school function.
10. Possess or use weapons in or on school property or at a school function, except in the case of law enforcement officers or except as specifically authorized by the school district.
11. Loiter on or about school property.
12. Gamble on school property or at school functions.
13. Refuse to comply with any reasonable order of identifiable school district officials performing their duties.
14. Willfully incite others to commit any of the acts prohibited by this code.
15. Smoke a cigarette, e-cigarette, cigar, pipe or using chewing or smokeless tobacco or vaping
16. Violate any federal or state statute, local ordinance or board policy while on school property or while at a school function.

B. Spectator Code of Conduct (Adapted from Section VIII)

1. Spectators are an important part of the game and shall at all times conform to accepted standards of good sportsmanship and behavior.
2. Spectators shall at all times respect officials, coaches and players and extend all courtesies to them.
3. Positive cheering is the only cheering that will be acceptable.

4. Stamping of feet, taunting, foul and abusive language, inflammatory remarks, and disrespectful signs and behavior are not permitted.
5. Faculty supervised pep bands are permitted during "dead ball time". However, noisemakers and sound devices are prohibited.
6. Spectators shall observe and obey the district rules and regulations both at home and away contests.
7. New York State Law prohibits alcoholic beverages of any kind on school property; the law further prohibits any person under the influence of alcohol to be on school property.
8. Spectators shall respect and obey all school officials, supervisors, and police at all athletic contests both home and away.

Violators of this Code will be permanently ejected from the game and all future athletic events. Further disciplinary action may result for current students.

C. Penalties

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

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

D. Enforcement

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

When the building principal or his or her designee sees an individual engaged in prohibited conduct, which in his or her judgment does not pose any immediate threat of

injury to persons or property, the principal or his or her designee shall tell the individual that the conduct is prohibited and attempt to persuade the individual to stop. The principal or his or her designee shall also warn the individual of the consequences for failing to stop. If the person refuses to stop engaging in the prohibited conduct, or if the person's conduct poses an immediate threat of injury to persons or property, the principal or his or her designee shall have the individual removed immediately from school property or from the school function. If necessary, local law enforcement authorities will be contacted to assist in removing the person.

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

XIV. Dissemination and Review

A. Dissemination of Code of Conduct

The board will work to ensure that the community is aware of this code of conduct by:

1. Providing a public hearing prior to Board approval.
2. Providing copies of an age appropriate, written in plain language, summary of the code to all students at a general assembly held at the beginning of each school year.
3. Providing a plain language summary to all parents at the beginning of the school year and thereafter upon request.
4. Posting the complete code of conduct on the District's website.
5. Providing all current teachers and other staff members with a copy of the code and a copy of any amendments to the code as soon as practicable after adoption.
6. Providing all new employees with a copy of the current code of conduct when they are first hired.
7. Making copies of the code available for review by students, parents and other community members. In addition, the code will be posted on the district website.
8. Posting the name, designated school building and contact information of each Dignity Act Coordinator in the plain language summary of the code of conduct.
9. Including the name, designated school and contact information of each Dignity Act Coordinator in at least one district or school mailing per year to parents and persons of parental relation, and if such information changes, in at least one subsequent district or school mailing as soon as practicable thereafter.

10. Posting the name, designated school and contact information of each Dignity Act Coordinator in the district calendar.

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

B. Review of Code of Conduct

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 staff.

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

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

Additionally, the Dignity Act requires that a summary of the Code of Conduct be available to all students, in an age-appropriate version, written in plain-language, to ensure that students understand the standards of respect and appropriate behavior that the school community expects from them.