

DISTRICT MISSION

The Mission of the Oxford Academy and Central School District is to develop self-directed learners who are able to make intelligent choices and contribute positively to society.

DISTRICT VISION

The Vision of the Oxford Academy and Central School District is to be a leader in achievement, one student at a time.

SCHOOL VISION

Moving to excellence everywhere.



Belief Statements:

1. We believe all students can learn.
2. We believe in supporting and encouraging each student's individual ability to learn.
3. We believe a strong and open home-school-community relationship is critical to the success of each student.
4. We believe each student develops a positive self-image through successful, culturally diverse and varied experiences.
5. We believe teacher expectations have a direct impact on student achievement.
6. We believe all school personnel have an influence on the educational experience of each student.
7. We believe lifelong learning is valuable.

Oxford Academy "Alma Mater"

Fair Oxford, Pride of all the valley, we come with our all to thee
to mold our lives and build our hopes, as thou would have them be.

The lessons thou dost give us here will fit us well for life
in later years we'll still love and bless thee when in the great world's strife.

Frequently, parents/guardians, students and other community members request help in knowing the best way to communicate with the school. The communications guidelines outlined below will

serve as a helpful resource. By contacting the following people in the prescribed order, questions will be answered more efficiently.

Questions About	1 st Contact	2 nd Contact	3 rd Contact	4 th Contact
Academics	Teacher	Building Principal	Superintendent	Board of Education
Athletics	Coach	Athletic Director	Superintendent	Board of Education
Behavior	Teacher	Building Principal	Superintendent	Board of Education
BOE Policies	District Clerk	Superintendent	Board of Education	
Budget	Business Office	Superintendent	Board of Education	
Cafeteria	Cafeteria Manager	Building Principal	Superintendent	Board of Education
Classroom Procedures	Teacher	Building Principal	Superintendent	Board of Education
Co-Curricular	Advisor	Building Principal	Superintendent	Board of Education
Facilities Use a. <i>Building Use</i>	Building Principal	Director of Facilities	Superintendent	Board of Education
b. <i>Athletic Facilities (gyms, fields)</i>	Athletic Director	Director of Facilities	Superintendent	Board of Education
Health Office	Building Nurse	Building Principal	Superintendent	Board of Education
Scheduling	Teacher	School Building Counselor	Building Principal	Superintendent/ Board of Education
Special Education	Teacher/Special Education Teacher	Director of Special Education	Superintendent	Board of Education
Transportation a. <i>Behavior</i>	Transportation Office	Building Principal	Superintendent	Board of Education
b. <i>Stops/Runs</i>	Transportation Office	Superintendent	Board of Education	
c. <i>Drivers/Personnel</i>	Transportation Office	Superintendent	Board of Education	

General Student Expectations

- Treat others with courtesy and respect. **Bullying, teasing and harassment will not be tolerated in any form, including cyberbullying.**
- COMPLY with reasonable requests of all staff members.
- RESPECT and take pride in your school building, its contents, and the personal property of others.
- Walk at all times.
- Carry a pass at all times. [Except at passing times]
- Students will be on time for class and bring all necessary supplies to class.
- Use appropriate language at all times.
- Dress appropriately at all times.
- Each teacher/grade reserves the right to prohibit gum and candy in the classroom.
- Distracting devices such as Radios, headsets, cell phones, and laser pointers are not permitted during the school day.

Nurse's Office

The Nurse's Office is open from 7:55 am until 3:15 pm. The answering machine at 843-7185 ext. 2523 is always on.

Section 1. Student Medications

The New York State Education Department Regulations for student medications are as follows:

1. Medication prescribed by a physician and required to be taken during the school day must be brought to the Nurse's Office by the parent or other responsible adult and left under the care of the school nurse.
2. At the prescribed time, the student is to report to the Nurse's Office to take such medication under the supervision of the school nurse.
3. Medication will be dispensed by the school nurse only when it is in its original prescription bottle, labeled with the date of the prescription, student's name, exact dosage and accompanied by a written order from the physician. Parents may also arrange to administer medication to a child in the Nurse's Office when necessary.
4. **No student is to have any type of medication on his/her person in school.**

Section 2. Illness and Accidents

- A. If you are feeling ill, request a pass to see the nurse. All accidents, however slight, are to be reported to the teacher or staff member at the scene. Students are not to treat illness or injury themselves. **Do not go to a restroom or leave the building.** Students should contact parents from the nurse's office phone only. Phone calls to parents should not be made from personal cell phones.

Attendance Policy

Attendance is an extremely important part of the education you receive. Your grades, social interaction, and future rely heavily on you being here every day. We realize that there may be days where you are unable to be in school due to illness, a death in the family, court, or other emergency. Attendance has a significant impact on a student's ability to succeed, as well as the need to make up any class time missed.

In compliance with New York State law, attendance in grades 5-8 will be taken every period. Any student who is not in attendance at the beginning of class will be marked as absent. A representative from the school will call each day you are not in school, unless your parents call the school first. Parents are expected to notify the school within 24 hours of the absence. Please contact the Middle School Main Office for a full version of the Attendance Policy.

Attendance is such an important part of the middle school year; the following process has been put into place.

- 10 + Absences Letter and phone call to parents

Please refer to the *Oxford Academy and Central School Comprehensive Attendance Policy* for further information. This can be obtained in the Middle School Main Office.

Tardy Procedure

Students are considered tardy if they **enter homeroom** after 8:05 AM or enter their classroom after the period bell. Tardy students must have a pass from either the teacher of the class they are coming from, another teacher, the nurse's office, or the main office. If students are late to school their parents must provide an excuse, which is to be given to the school nurse (either written or phoned in).

A legitimate appointment or exceptional circumstance does not constitute an illegal tardy.

Students with excused absences will be provided the opportunity to make up the work and time by staying after school or receiving help during a pre-arranged time with teachers. In order to validate your absence your parents must call the school, or send a note explaining your absence.

If a bus is late, students must sign in at the main office. No tardies will result from any late bus.

Requests to Leave School Early

Requests to have a child excused from classes early should be sent with the student on the morning of the dismissal. The time and reason for leaving should be included in the request. When possible, doctor, dentist and other appointments should be made outside of school hours. A child will be released only to the person or persons specified in the note. Students **must sign out** in the office before leaving school.

Structured Study Hall is part of the school day. If students leave early when they are expected to be at school, they will be required to make this time up.

Student Services

The services of the Guidance Office are available to all Oxford Middle School students. Parents who have questions regarding their child's course schedule or academic progress are encouraged to contact the Guidance Office. Many problems concerning both school and one's personal life may be helped by counseling. The school counselor or teacher will be happy to help you with these difficulties if made aware.

Parents and students are encouraged to check PowerSchool regularly, a minimum of once a week, to stay updated on the child's progress in each class. Teachers can be contacted by phone or email as needed.

Parent/Teacher Conferences

Parents can make appointments for conferences with teachers and counselors by calling the Guidance Office at 843-7185 ext. 2518.

Clubs and Activities

Student Council - Officers of Student Council are elected in September. Students in seventh or eighth grade may run for the office of Secretary or Treasurer, eighth grade students are eligible to run for the offices of President and Vice President. Each homeroom in all grades will elect a representative and an alternate to serve on Student Council. Student Council is a very active part of the middle school. Student Council sponsors most of the monthly dances, organizes spirit week, and coordinates the Thanksgiving and Christmas events. Officers and representatives are expected to attend weekly meetings.

Yearbook - Students in grades 5-8 are eligible to participate on the yearbook staff. Students that participate in yearbook are expected to commit time and energy to support the publication of the yearbook. Taking pictures, organizing, and editing are important tasks necessary for a successful yearbook.

Safety Patrol - Students in grade 6 may choose to serve on the Safety Patrol as crossing guards. These students have the option to participate in the **Crossing Guard trip to Washington D.C.** in the spring. Students who choose to involve themselves in the Safety Patrol Program are expected to commit at least two weeks to guard the crosswalks in front of the Middle School.

Interscholastic Athletics - All students in 7th and 8th grade are eligible to participate in a variety of interscholastic athletics. The year is broken down into 4 seasons, and students who choose to participate can play four different sports including field hockey, soccer, football, basketball, wrestling, volleyball, softball, baseball, and track. Interscholastic athletics are a privilege, and student/athletes are expected to maintain their grades and behavior. Students who choose to participate are expected to also complete the season they start. Participating in sports is a commitment to the coach and the other team members. Parents and athletes should become familiar with the Middle School Eligibility Policy.

Intramural Athletics – All students in grades 5-8 are eligible to participate in Intramural Athletics. The Intramural Athletics encourages students to participate in a positive and structured sports activity after school. Parents and athletes should become familiar with the Middle School Eligibility Policy.

Science Club – All students in the middle school are eligible to participate in Science club. Science club is an after-school activity for students interested in science and technology. We meet every Tuesday from 3:15-4:15 where students can participate in a variety of STEAM activities. Activities include coding, science labs, engineering, and out of district trips.

Multi-Cultural Club – Students encourage respect and appreciation for all cultures, and have an opportunity to learn about various customs and life styles. Multi-Cultural Club is open to all students.

Athletic Participation

One of the goals and focuses of the Middle Level Program is to develop the whole child. Never is this as important as in the 5th through 8th grades. We strongly encourage participation in activities outside of the school day. Sports are an important part of the overall program of the middle school. Participating in athletics teaches cooperation, teamwork, problem solving, and commitment. Students who begin participation are encouraged to complete the season. Making a commitment means going to practice, listening, striving to improve, and maintaining homework and good academic skills.

There may come an opportunity where you as parents have questions about your child's participation on a team or in an activity. The same procedures are suggested as in contacting a teacher. Please contact the coach with your concerns. It is strongly advised that you do not contact them at or directly after a game. Situations that arise during a game are better discussed the next day. If there continues to be concerns, contact the Middle School Principal, then the Athletic Director, Superintendent, Board of Education.

Please make sure you familiarize yourself with the Middle School Athletic Policy.

Middle School Band

All Oxford Middle School students are welcome to join the Band Program. Instrumental music instruction at Oxford Academy begins in grade 5 and continues through grade 12. Typically students sign-up for Band at the end of 4th grade but older beginners are welcome to join as well.

When you become a member of the Middle School Band you accept the responsibilities associated with being a part of the group. All Band members are required to practice their instruments on a regular basis, to participate fully in rehearsals and lessons, and to perform with the group at all school concerts and performances. Concerts and performances held both during and beyond the school day are requirements of the course.

Middle School Band is a year long course. Students enrolled in Band are expected to remain in Band for the entire school year. To maintain the integrity of our music programs and adequately prepare for ensemble performances, if a student needs to be removed from a musical ensemble, they should make that decision with their parents/guardians and school personnel. Students interested in joining Band may do so at any time of the year. Late beginners will be added to lessons and when appropriate to an ensemble at the discretion of the Band Director and the School Counselor.

Assemblies

Procedures

- Students should enter the auditorium in a QUIET, polite manner.
- During an assembly program, students are expected to be attentive and well behaved.
- Students should show their appreciation by applauding—NOT BY whistling or screaming.
- Booing under any circumstances is not acceptable.
- Students will remain seated for the entire performance.
- After the assembly has concluded, students will remain seated until their teacher escorts them back to class.
- Students will sit with their teacher.

No food or drink is allowed during assemblies.

Phone Use

The office phone may be used before school and during lunch period for emergencies only, NOT during classes, study halls or between classes. Students will need to obtain permission to use the phone. **Cellular phones are not permitted for use during the instructional day for any reason and cannot be visible.**

Posters

Student-made posters and their placement need to be approved by the principal before they are displayed. Posters, both in school and in town, must be removed as soon as the event which they announce has transpired. Posters must be neat, grammatically correct and in good taste.

Student Visitor

Students may not bring relatives or guests to school during regular school hours. Under extraordinary circumstances a visitor may be allowed with prior notification. Permission from all classroom teachers and the principal must be obtained at least one week in advance. This will be decided on an individual basis.

Bus Procedures

Transportation to and from school is provided to insure the safety of the students. The responsibility of being a bus driver is enormous, and is taken very seriously. Proper bus behavior is vital to ensure the safety of all students. The Board of Education provides bus transportation for all eligible students in the middle school. Misconduct on the buses will not be tolerated. Any such action will be reported to the office and the students involved may be deprived of bus transportation.

- Be at your bus stop a few minutes before the bus arrives. **Buses cannot wait.**
- Bus Stop—Respect property of others, board in a single file without pushing.
- Remain seated until the bus stops.
- Students will be assigned seats and are expected to sit in those seats.
- Never place your head, hands, or arms out of the window.
- Feet should not be in the aisle.
- Students are expected to follow directions the first time they are given.
- Bullying, eating, shouting, bad language, horseplay, or fighting are not permitted.
- Live animals, glass containers, hockey/lacrosse sticks or skateboards may not be brought aboard the bus. Musical instruments are allowed only if the instrument can be held on the student's lap, or if room allows, on the seat beside the student. If there is an issue with an instrument, please see the principal.
- No littering—keep the bus clean.
- Once students board the bus, they cannot get off until the bus driver arrives at their destination.
- Cross ten feet in front of the bus—only when the bus driver signals you to cross.
- Be courteous, respect equipment, and respect your driver and his or her authority.
- Students may be removed from the bus immediately and have to provide their own transportation home if their conduct is deemed unsafe, dangerous or violates any parts of the code of conduct.

PENALTIES MAY INCLUDE:

1. Referral to Office
2. Assigned Seat
3. Parent Contacted
4. Reprimand
5. Loss of Bus Service

Change of bus ONLY in emergency situations. A parent's written request including reason for request ***must be given to Main Office prior to 10am.***

All bus rules apply to field trips, athletic contests, and other trips. All students going to or from a school-sponsored activity must ride to the activity in school-provided transportation. Students are allowed to ride home from events with their parents. Parents must sign their child out with the teacher or coach in charge. Students not following this regulation will be reported to the administration. The bus video surveillance program monitors all buses on a random basis. Students will be held accountable for their behavior. **SAFETY IS OUR FOREMOST CONCERN.**

Food and Drink Use

Food and drinks are allowed in the classroom at the teacher's discretion.

Cafeteria Etiquette

Our student cafeteria has been designed to provide you with an enjoyable lunch break. You are expected to behave as you would at your family table. Please help us promote a relaxed and orderly atmosphere by following these simple procedures:

- Students are to be respectful of and courteous to others at all times.
- Students have two (2) minutes to report to the cafeteria or recess.
- Students are responsible for the cleanliness of their own personal space.
- An adult will dismiss students when their table and floor are clean.
- If a student does not comply with a reasonable request regarding cafeteria behavior, the following consequences may occur:
 - special seating for one or more days
 - notice sent home
 - parent conference
 - detention
 - opportunity to clean up the environment that was damaged
 - assignment to in-school suspension
 - more severe consequences as dictated by the incident

Food and beverages must be consumed before leaving the cafeteria.

CEP application that all households need to fill out and return c/o Food Service Dept.

Notification letter announcing that Breakfast & Lunch meals are free to all students this year

There will be no charging of any additional food or beverage items allowed. Students/staff must have money on their accounts or cash in hand.

Breakfast/Lunch/Recess

At lunchtime, students are to remain on school grounds. Students may bring their lunch or purchase one at school. Milk, ice cream and snacks are also available for purchase but may not be charged. A breakfast program is also available to students. **All food must be eaten in the cafeteria.**

During lunchtime, students are given a recess period. Except in inclement weather, recess is held outdoors. Please dress appropriately.

No one may leave assigned area without permission.

Respect must be given to the playground aides, cafeteria workers and supervision teachers.

Dances

Students must enter the school within the first hour of the dance. No students will be admitted after that. **Students must be eligible for extra-curricular activities in order to attend dances.** Once any individual leaves the school dance, they will not be permitted to return later that evening. Any students who are unable to conduct themselves properly will be asked to leave and risk the possibility of being excluded from future school functions. Basic rules, which are also included in the District Code of Conduct, consist of no horseplay, pushing, hitting or disrespectful behavior towards peers or chaperones. Further disciplinary actions may also occur beginning on the following day of school. The exact nature of the offense will determine this action.

Students from other schools in the area will only be admitted if accompanied by an Oxford Middle School student and prior arrangements have been made with the principal. Oxford Middle School students will be held accountable for their guests' conduct. Student guests are required to adhere to the same rules and regulations as Oxford Middle School students.

Character Development

The middle school is committed to helping our students cultivate the skills and decision-making processes to develop positive character traits. Character is citizenship, which is respect for people and property - yours and others. Character is your reputation. Character is caring about people. When in a music show, a sports group, or when you are just passing through, show good Character. Whatever you do and say, always conduct yourself in a positive manner. Teachers, aides, secretaries, bus drivers, cafeteria workers, and custodians have all been hired by the school district with the intention of helping you to become a respectful, successful citizen. You, as soon and as often as possible, should be demonstrating good character through your appropriate words and deeds. If you do make a mistake, small or large, you should know that this is part of growing up and building character. The best thing that you can do is to apologize and correct your error as quickly as possible.

School Citizenship

You are entering a period in which you will be expected to accept more and more responsibility for your own behavior. We know that boys and girls of middle school age have a tendency to be active and outgoing. We believe that you have developed a good sense of right and wrong. You are one of many students in our building and your behavior must reflect your good judgment and a consideration for others. While we rely on you to accept responsibility for your own positive behavior, your teachers will not hesitate to remind you when it appears that you have not been thoughtful. Your teachers and counselors will work with you to help you develop responsibility and to assist you when you need it. We hope that you will help in maintaining the standards of conduct and school effort for which our Oxford students have earned their fine reputation.

Bikes/Skateboards/Scooters

Students are welcome to ride their bike, skateboard, or scooter to school. New York State law states children under the age of 14 should wear a helmet when they are riding. Parents are encouraged to ensure that helmets are being worn. Bikes, skateboards, and scooters are to remain in the bike rack once the student enters school property. Students who continue to ride these devices on school property are subject to losing the privilege of riding to school. *Bikes/skateboards/scooters/roller-blades are not permitted on school property other than for the purpose of getting to and from school.*

Cheating

If a student is caught cheating, the teacher shall collect the student's paper, mark a zero for the work, and notify the principal and the parents. Appropriate discipline will be administered. With the ease of cutting and pasting on the internet, plagiarism is becoming more of a concern. Plagiarism is defined as a piece of writing that has been copied from someone else and is presented as being your own work. Students caught plagiarizing papers will receive a zero on the paper, and could be subject to losing computer privileges at school. Plagiarism is a serious offense and will be dealt with in a serious manner.

Homework

Middle school students should anticipate homework each day. Homework assignments are designed by each teacher to be appropriate for the grade level and subject matter being taught. The length and type of assignments will vary from class to class. Long-range assignments, projects and research papers become more prevalent at this level and require more careful budgeting of student's time. When no specific written assignment is due, students are expected to review their material and/or to read independently. Any class work not completed during class time should be considered homework and finished at home before the next school day.

Students are encouraged to develop good study habits by budgeting their time properly, reading independently, and using a suitable place to study in the home.

When students are absent for short periods of time, it is their responsibility to make up missing assignments and tests. Upon return to school, the student is responsible for obtaining any missed work during the period of the absence in timely manner (first day back).

Homework is an important extension of class work. Homework can be requested if you are absent for any period of time from the main office. Homework should be requested as early as possible and should to be available by 2:30 pm. We will do our best to be timely.

Academic Reports to Students/Parents

Report cards are issued four times a year, the week following the end of each grading period. Report cards will be mailed home on the dates listed below. Five weeks before the end of each grading period interim reports will also be mailed home on the dates listed below.

Reporting dates for 2021-2022 are as follows:

Report Cards

November 19, 2021
February 4, 2022
April 22, 2022
June 30, 2022

Interim Reports

October 15, 2021
December 22, 2021
March 11, 2022
May 27, 2022

In addition to the formal reports noted above, parents can expect to receive written and verbal contacts at any time by teachers, the guidance counselor or the principal should a student's academic performance falter.

Honor Roll/High Honor Roll

High Honor Roll= An average of 92 or above and no grade below a 70 in any subject.

Honor Roll= Same as High Honor except an 85 or better average.

Each year the Oxford Middle School creates an opportunity for Honors students to celebrate their academic success. In order to participate in this day a student must:

1. Have been on the Honor/High Honor Roll for at least three of the last four grading quarters.
2. Have no failing grades at 35 weeks.

Retention Guidelines

Academic achievement is the centerpiece and the cornerstone of any educational program. Students are assessed in various ways including tests, homework, projects, presentations, and classroom participation. Reports are sent home every five weeks. Students are expected to maintain a minimum 65 average in each core subject area. A student whose final average falls below a 65 is subject to retention or attendance at summer school. The following guidelines are in place for 5th thru 8th graders:

One core course

Two core courses

Three or more core courses

Promotion to the next grade

Summer school or retention

Instructional Review/Retention/Summer School

Parents of students who are in jeopardy of not meeting the minimum requirements are notified starting in January and plans for support are put in place. Homework completion is a major indicator for success.

These guidelines will be reviewed by Middle School faculty this year. Students should expect to be recommended for additional intervention programs if they are not successful with all course work.

Detention

If you are to report to detention or to a teacher before or after school for any reason, you are expected to keep that appointment regardless of other after school activities. If there is a reason such as a dentist or doctor's appointment, a note should be given to the Principal prior to the detention. The time of the detention will be made up the following day.

Detention Expectations:

- NO TALKING
- Students are not to leave the detention room. (Locker, phone, lavatory, etc.)
- If a student skips detention, he/she will be assigned two detentions for each detention missed.
- If a student proves to be a problem in detention, he/she will be referred to the Principal for additional action.
- Community service can be assigned in lieu of detention. The principal, student and parents will determine this.

Textbooks

Textbooks are furnished to students free of charge. However, all lost, damaged or defaced books must be paid for by the students to whom they were issued. Students should assume the responsibility for their books, as they would any other valuable property. Students are required to put their names in their textbooks. Book covers are encouraged, and sticky book covers should not be used. All textbooks must be returned or paid for at the time of final report cards.

Computer Rules

1. Students are responsible for the appropriate use of the computer. Vandalism is a serious offense and includes damage to computer equipment, software, or files.
2. All students should use network drives. Students are not to tell anyone else their password.
3. No disks are allowed except for use with the digital cameras.
4. Students must have permission from the classroom teacher to access the Internet.
5. Students are to use the Internet for educational purposes only.
6. **"Internet use is a privilege, not a right."** As per district Internet policy, student misuse of the Internet is a form of insubordination resulting in the discipline procedures currently outlined in the Board of Education Policy on student conduct.
7. Students are not to access sites that are questionable in nature (i.e. pornographic, threatening, violent, and/or obscene).
8. Students are to report accidental entry into an unacceptable site immediately to the teacher, librarian, or staff member on duty.
9. Students are encouraged to evaluate the information obtained through the Internet with regard to accuracy and quality. Students are to document all Internet sources when used for research.
10. Students are to adhere to proper use of any copyrighted material in accordance with guidelines for fair educational use.
11. Students are not to:
 - Use network broadcast messages
 - Access or send personal email
 - Access chat rooms
 - Play games (Unless a teacher has set up any of the above as part of the curriculum)
 - Students are not to download any software to any computer's hard drive
12. Students are not to share their own or any other student's confidential information including last name, address, and/or telephone number.

13. **PRINTING** – Students are only permitted to print items that are related to a school assignment.
14. Students are not permitted in the computer lab without adult supervision at any time.

**SUBJECT: STUDENT USE OF COMPUTERIZED INFORMATION RESOURCES
(ACCEPTABLE USE POLICY)**

The Board of Education will provide access to various computerized information resources through the District's computer system ("DCS" hereafter) consisting of software, hardware, computer networks and electronic communications systems. This may include access to electronic mail, so-called "on-line services" and the "Internet." It may include the opportunity for some students to have independent access to the DCS from their home or other remote locations. All use of the DCS, including independent use off school premises, shall be subject to this policy and accompanying regulations. Further, all such use must be in support of education and/or research and consistent with the goals and purposes of the School District.

One purpose of this policy is to provide notice to students and parents/guardians that, unlike most traditional instructional or library media materials, the DCS will allow student access to external computer networks not controlled by the School District where it is impossible for the District to screen or review all of the available materials. Some of the available materials may be deemed unsuitable by parents/guardians for student use or access. This policy is intended to establish general guidelines for acceptable student use. However, despite the existence of such District policy and accompanying guidelines and regulations, it will not be possible to completely prevent access to computerized information that is inappropriate for students. Furthermore, students may have the ability to access such information from their home or other locations off school premises. Parents/guardians of students must be willing to set and convey standards for appropriate and acceptable use to their children when using the DCS or any other electronic media or communications.

Standards of Acceptable Use

Generally, the same standards of acceptable student conduct which apply to any school activity shall apply to use of the DCS. This policy does not attempt to articulate all required and/or acceptable uses of the DCS; nor is it the intention of this policy to define all inappropriate usage. Administrative regulations will further define general guidelines of appropriate student conduct and use as well as proscribed behavior.

District students shall also adhere to the laws, policies and rules governing computers including, but not limited to, copyright laws, rights of software publishers, license agreements, and student rights of privacy created by federal and state law.

Students who engage in unacceptable use may lose access to the DCS in accordance with applicable due process procedures, and may be subject to further discipline under the District's school conduct and discipline policy and the District Code of Conduct. The District reserves the right to pursue legal action against a student who willfully, maliciously or unlawfully damages or destroys property of the District. Further, the District may bring suit in civil court against the parents/guardians of any student who willfully, maliciously or unlawfully damages or destroys District property pursuant to General Obligations Law Section 3-112.

Student data files and other electronic storage areas will be treated like school lockers. This means that such areas shall be considered to be School District property subject to control and inspection. The Computer Technician may access all such files and communications without prior notice to ensure system integrity and that users are complying with the requirements of this policy and accompanying regulations. Students should **NOT** expect that information stored on the DCS will be private.

Notification/Authorization

The District's Acceptable Use Policy and Regulations will be disseminated to parents and students in order to provide notice of the school's requirements, expectations, and students' obligations when accessing the DCS.

Student use of the DCS is conditioned upon written agreement by all students and their parents/guardians that student use of the DCS will conform to the requirements of this policy and any regulations adopted to ensure acceptable use of the DCS. All such agreements shall be kept on file in the District Office.

Mobile Learning Device Responsible Use Regulations:

All uses of the network and Internet must be in support of education and consistent with the purposes of the Oxford Central School District.

All uses of the network and Internet must be in support of education and consistent with the purposes of the Oxford Central School District. All users (staff and students) will adhere to the following rules. Acceptance of and agreement to this network and internet policy at the point of network logon is required for use of the networked computer system (this includes internet access, inside and outside of the OXAC network, and network usage inside the district:

You must keep your password confidential and use only your own password. You will only use the system for lawful purposes.

You will understand and follow the rules of computer etiquette. Examples would include avoiding using inflammatory E-mail, avoiding vulgar or obscene language, making ethnic or racial slurs, acting in any manner that is perceived as harassment or remaining on-line for extended periods of time. You will only access material that is related to educational expectations and refrain from profane or obscene material, any that advocates illegal acts, or that advocates violence or discrimination toward other people. If you mistakenly access inappropriate information, you must immediately tell your teacher or the person designated by the District. This will protect you against a claim that you have intentionally violated this policy.

You will only change computer files that belong to you.

You will avoid plagiarizing from the Internet.

You will download files only with permission from a supervising teacher.

You will use your account for educationally related purposes only.

You will refrain from attempting to bypass the district's protections and filters in order to get to restricted websites.

You will refrain from recording and/or posting pictures without permission or approval.

Mobile learning devices will be used in the classroom at teachers' discretion.

In addition, review the following guidelines and conditions with your child.

1. The mobile learning device is to be treated as a valuable object. It will not be thrown, purposely dropped, or hit. It will never be placed on the roof or hood of a car, on the sidewalk or street, or imperiled in any way that may cause it to be crushed or thrown to the ground.
2. The mobile learning device will never be left unattended on the bus, in the cafeteria, in the gym or any other public place.
3. The mobile learning device will not be used in or near proximity of water, household chemicals, or other liquids that could damage its electronic components.
4. When carried outside it will be protected from the environment in such a way to prevent rain, snow, ice, excessive heat, and/or cold to damage it.
5. Pencils, erasers, pen tips, and other pointed objects will never be used in place of a stylus.
6. The mobile learning device will be kept away from pets, younger, and older siblings at all times.
7. At the end of the time frame, parents and students agree to return the mobile learning device and all components included to Oxford Central School District in the same condition it was issued to the student.

In the event of loss/damage of any component of the mobile learning device, including power cord and stylus, the administration team of Oxford Central Schools will meet with the student and parent/guardian to discuss restitution.

Students will be required to pay for lost or damaged devices including accessories.

Mobile Learning Device Responsible Use Procedure:

Oxford school teachers and staff are very excited to provide the opportunity for our students to participate in the Mobile Learning Technology Education Project. Participating students will be loaned a mobile computing device (Netbook, IPAD, Tablet) for use at school, home or anywhere else the student may need it for learning.

Please understand that prior to taking the mobile learning device home, students will be instructed in and evaluated on proper use and care. A checkout form is attached outlining the condition of the unit and requiring signatures of students and parents. The mobile learning devices come with a one year warranty. In addition, students will be made aware that all aspects of the Oxford School Districts Responsible Use Policy apply to the use and care of the mobile learning device.

Student Dress and Appearance

All students are expected to dress appropriately for school and school functions.

A student's dress and appearance shall:

- Be safe, appropriate and not disrupt or interfere with the educational process.
- Recognize that extremely brief garments including but not limited to short shorts, tube tops, net tops, plunging necklines (front and/or back) and see-through garments will not be tolerated.
- Ensure that under-garments are completely covered with outer clothing.
- Require footwear at all times which must be appropriate for student activities.
- Exclude headwear in the building except for a medical or religious purpose.
- Exclude "dog" neck and wrist collars.
- Exclude items that are vulgar, obscene, and libelous or denigrate others on account of race, color, weight, age, national origin, ethnic group, religion, religious practice, disability, sexual orientation, and/or gender identity.
- Exclude any garment that endorses the use of alcohol, tobacco or illegal drugs and/or encourages violence.
- Exclude the wearing of long coats.
- Exclude sleepwear and blankets.

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. 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.

Exceptions may be made for school sanctioned events such as spirit week, etc.

The administration reserves the right to decide when attire is inappropriate.

Evacuation Drills

When the fire bell rings, students must move out of the building by the proper exit for their classroom. Students should:

1. Move quietly – do not talk

2. Walk quickly – do not run
3. Listen to instructions from teachers.
4. Proceed to the designated area where your homeroom is assigned to meet.
5. Line up alphabetically.

False Fire Alarms or Bomb Threats

False alarms and calling in bomb scares are felony offenses. Anyone found guilty of these acts will be dealt with by the proper legal authorities. This could result in suspension from school and extra-curricular activities for one school year. This action places students, staff, and community members in danger. This type of behavior will not be tolerated.

Security of Student Property

Valuables are not to be brought to school. The safety of valuables and money is the responsibility of the student. Under exceptional conditions, when it is necessary to bring valuables to school, bring them to the main office and ask to have them placed in the school safe.

To assist in returning lost items and in preventing theft, students are reminded to:

1. Put their names on property, sneakers, coats, sweaters, lunch pails, etc.
2. Use lockers and locks where issued and keep them locked.
3. Oxford Academy Middle School is not responsible for lost or stolen property.

Electronic Devices

Personal electronic devices can be a positive means of communication; however, the display and/or use of such devices can cause disruption to the classroom and school community. Your student will be given a Chromebook to use for academic purposes when appropriate.

Therefore, to prevent such disruption, the display and/or use by students of electronic devices and cell phones shall be prohibited from 7:55 am until the end of the regular school day 2:47pm.

Such devices will be stored out of sight in their provided locker as they enter the building. The district is not responsible for stolen, lost or damaged personal electronic devices.

The Oxford Academy Middle School electronic device policy will be the following:

1st Offense: Student found with a device in the school building will be asked to place his/her electronic device in their provided locker. Student receives a warning.

2nd Offense: Student found with a device in the school building will be asked to place his/her electronic device in a provided locked storage in administrative office. The device will be given to the student at the end of the school day.

3rd Offense: Student found with a device in the school building will be assigned a full day of in school suspension and will not be allowed to have electronic device in the building.

Students who refuse to put away their device will not be allowed to have a device on school property.

If you need to contact your student please call 843-7185.

The school is not responsible for items lost or stolen.

Lockers/Locks

Middle school students are provided with a lock for use on their gym locker at the beginning of the school year. There is no charge to the student for the use of the lock unless the lock is lost. Any

student not turning a lock back in at the end of the year will be charged for the cost of a replacement.

All lockers, locks or other storage spaces are the exclusive property of the Oxford Academy and Central School, and **students should have no expectation of privacy in these areas**. Students are provided lockers to store school related materials. The school maintains the right to access the locker at any time.

- a. Plan ahead! Use lockers only during the passing periods and before and after school.
- b. No lockers may be used during lunchtime.
- c. Only school owned locks are to be attached to lockers.
- d. All locker combinations should remain confidential.
- e. The school is not responsible for loss or theft of property from lockers.

Lost and Found

Articles found in and around the school should be turned in to the main office where the owners may claim their property by identifying it. **It is expected that students will not keep the items that they may find.**

Subject: Code of Conduct - Approved 7/5/17

I. Introduction

The Oxford Academy and Central School District's Board of Education ("board") 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, 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.

"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 or interferes with a bus driver's ability to safely operate a school bus.

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

"Employee" means any person receiving compensation from a school district or employee of a contracted service provider or worker placed within the school under a public assistance employment program, pursuant to Title 9-B of Article 5 of the Social Services Law, and consistent with the provisions of such title for the provision of services to such district, its students or employees, directly or through contract, whereby such services performed by such persons involve direct student contact (Education Law §11[4] and 1125[3]).

"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 (Education Law §11[1]).

“School Bus” means every motor vehicle owned by a public or governmental agency or private school and operated for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity, to or from school or school activities, or, privately owned and operated for compensation for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity to or from school or school activities (Education Law §11[1] and Vehicle and Traffic Law §142).

“School function” means any school-sponsored extra-curricular event or activity (Education Law §11[2]).

“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 at a school function, an act of violence upon another student or any other person lawfully on school property or at the school function, or attempts to do so.
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.
6. Knowingly and intentionally damages or destroys the personal property of any school employee or any person lawfully on school property or at a school function.
7. Knowingly and intentionally damages or destroys school district property.

“Weapon” means a firearm as defined in 18 USC Section 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, pocketknife, 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.

“Disability” means (a) a physical, mental or medical impairment resulting from anatomical, physiological, genetic or neurological conditions which prevents the exercise of a normal bodily function or is demonstrable by medically accepted clinical or laboratory diagnostic techniques or (b) a record of such an impairment or (c) a condition regarded by others as such an impairment, provided, however, that in all provisions of this article dealing with employment, the term must be limited to disabilities which, upon the provision of reasonable accommodations, do not prevent the complainant from performing in a reasonable manner the activities involved in the job or occupation sought or held (Education Law §11[4] and Executive Law §292[21]).

“Harassment” means the creation of a hostile environment by conduct, with or by verbal threats, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a student’s educational performance, opportunities or benefits, or mental, emotional or physical well-being; or 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 safety; the harassing behavior may be based on a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation or gender (identity or expression) (Education Law §11[7]).

“Sexual orientation” means actual or perceived heterosexuality, homosexuality or bisexuality (Education Law §11[5]).

“Gender” means actual or perceived sex and shall include a person’s gender identity or expression (Education Law §11[6]).

“Hazing” is a form of harassment, which involves committing an act against a student or coercing a student into committing an act that creates a risk of or causes emotional, physical, psychological harm to a person, in order for the student to be initiated or affiliated with a student or other organization, or for any other purpose. Consent or acquiescence is no defense to hazing: i.e., the implied or expressed consent of a person or persons to hazing shall not be a defense to discipline under this policy.

“Bullying” is a form of harassment that consists of inappropriate and often persistent behavior including threats or intimidation of others, treating others cruelly, terrorizing, coercing, or habitual put-downs and or badgering of others.

Bullying occurs when someone purposely says or does mean or hurtful things to another person who has a hard time defending oneself or is in an otherwise vulnerable position.

“Cyber-bullying” refers to any harassment/bullying, on or off school property, which occurs via the internet, cell phones or other electronic devices.

“Sexting” refers to an act of sending sexually explicit photos, images, text messages, or e-mails by using a cell phone or other electronic device.

III. Dignity Act Coordinators

At least one employee (building principal) in every school shall be designated as a Dignity Act Coordinator and instructed in the provisions of this subdivision and thoroughly trained in methods to respond to human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender and sex.

1. The designation of each Dignity Act Coordinator shall be approved by the Oxford Academy and Central School District Board of Education.
2. The name(s) and contact information for the Dignity Act Coordinator(s) shall be shared with all school personnel, students, and persons in parental relation, which shall include, but is not limited to, providing the name, designated school and contact information of each Dignity Act Coordinator by:
 - a) Listing such information in the Code of Conduct and updates posted on the Internet web site of the Oxford Academy and Central School District.
 - b) Including such information in the plain language summary of the Code of Conduct provided to all persons in parental relation to students before the beginning of each school year, pursuant to 8 NYCRR 100.2(I)(2)(iii)(b)(3);
 - c) Include such information in at least one district or school mailing per school 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;
 - d) Posting such information in highly-visible areas of school buildings; and
 - e) Making such information available at the district and school-level administrative offices.
3. In the event a Dignity Act Coordinator vacates his or her position, another school employee shall be immediately designated for an interim appointment as Coordinator, pending approval of a successor Coordinator by the applicable governing body as set forth in subparagraph (i) of this paragraph within 30 days of the date the position was vacated. In the event a Coordinator is unable to perform the duties of his or her position for an extended period of time, another school employee shall be immediately designated for an interim appointment as Coordinator, pending return of the previous Coordinator to his or her duties as Coordinator.

IV. Dignity for All Training

Commencing in the 2012-13 school year and continuing in each school year thereafter, the following Dignity for All school employee training program regulations are to be implemented in effort to promote a positive school environment that is free from discrimination and harassment and to discourage and respond to incidents of discrimination and/or harassment on school property or at a school function.

1. Training is to be conducted for all instructional and non-instructional employees of the Oxford Academy and Central School District.
2. Training is to raise awareness and sensitivity to potential acts of discrimination or harassment directed at students by students or school employees on school property or at school functions; including by not limited to, discrimination or harassment based on a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practices, disability, sexual orientation, gender or sex.
3. Training is to raise awareness and sensitivity to potential acts of discrimination and harassment through cyberbullying/texting.
4. Training is to enable employees to prevent and respond to incidents of discrimination and harassment.
5. Training is to include guidelines relating to the development of nondiscriminatory instructional and counseling methods.
6. Training is to be conducted as needed and may be implemented and conducted in conjunction with existing professional development.

V. Students Rights and Responsibilities

A. Student Bill of 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 civil school environment, all district students have the right to:

1. Take part in all district activities on an equal basis regardless of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender and sex.
2. Present their version of the relevant events to school personnel authorized to impose a disciplinary penalty in connection with the imposition of the penalty.
3. Access school rules and receive an explanation of those rules in an age appropriate manner on at least an annual basis from school personnel.

B. Student Responsibilities

All district students have the responsibility to:

1. Contribute to maintaining a safe and orderly school environment that is conducive to learning and to show respect to other persons and property.
2. Be familiar with and abide by all district policies, rules and regulations dealing with student conduct.
3. Attend school every day unless they are legally excused and be in class, on time, and prepared to learn.
4. 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 control their anger.
7. Ask questions when they do not understand.
8. Seek help in solving problems that might lead to discipline.
9. Dress according to the Code of Conduct for school and school functions.
10. Accept responsibility for their actions.
11. Report infractions of the Code of Conduct, including but not limited to instances of discrimination or harassment.
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.

VI. Essential Partners

A. Parents

All parents are expected to:

1. Recognize that the education of their children is a joint responsibility of the parents and the school community.
2. Send their children to school ready to participate and learn.
3. Ensure their children attend school regularly and on time.
4. Ensure absences and dismissals are legally excused.
5. Insist their children be dressed and groomed in a manner consistent with the student dress code.
6. Help their children understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment.
7. Know school rules and help their children understand them.
8. Convey to their children a supportive attitude toward education and the district.
9. Build good relationships with all school personnel, other parents and their children's friends.
10. Help their children deal effectively with peer pressure.
11. Report infractions of the Code of Conduct, including but not limited to instances of discrimination or harassment.
12. Inform school officials of changes in the home situation that may affect student conduct or performance.
13. Provide a place for study and ensure homework assignments are completed.

B. Cafeteria Staff

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 or sex, which will strengthen students' confidence and promote learning.
2. Create and maintain a kitchen/dining area that is clean and safe.
3. Provide a selection of food that will encourage the students to eat a healthy and nutritious meal.

4. Encourage students to conduct themselves in such a manner that will produce an atmosphere that is appropriate for dining.
5. Confront issues of discrimination and harassment committed against students by employees or students 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.
6. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
7. Report infractions of the Code of Conduct, including but not limited to instances of discrimination or harassment.

C. Transportation/Custodial Staff

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 or sex, which will strengthen students' confidence and promote learning.
2. Provide a clean and healthy environment for the entire school community in all buildings, buses and on school property.
3. Maintain and promote safety in all areas of their jurisdiction.
4. Inform supervisors and/or administrators of any area of concern that might jeopardize the health and safety of any student or staff member.
5. Confront issues of discrimination and harassment committed against students by employees or students 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.
6. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
7. Report infractions of the Code of Conduct, including but not limited to instances of discrimination or harassment

D. Support Staff

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 or sex, which will strengthen students' confidence and promote learning.
2. Assist in maintaining a climate that is conducive to teaching and learning.
3. Provide support and assistance to the staff that will enable them to do their job more efficiently and effectively.
4. Provide support and assistance to the students that will enable them to obtain the maximum benefits from their educational program.
5. Confront issues of discrimination and harassment committed against students by employees or students 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.
6. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
7. Report infractions of the Code of Conduct, including but not limited to instances of discrimination or harassment.

E. 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 or sex, which will strengthen students' confidence and promote learning.
2. Be prepared to teach.
3. Demonstrate interest in teaching and concern for student achievement.
4. Know school policies and rules, and enforce them in a fair and consistent manner.
5. 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
6. Communicate regularly with students, parents and other teachers concerning growth and achievement.

7. Confront issues of discrimination and harassment committed against students by employees or students 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.
8. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
9. Report infractions of the Code of Conduct, including but not limited to instances of discrimination or harassment.

F. School Counselors/Social Workers/Psychologists

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 or sex, which will strengthen students' confidence and promote learning.
2. Assist students in coping with peer pressure and emerging personal, social and emotional problems.
3. Initiate teacher/student/counselor conferences and parent/teacher/student/counselor conferences, as necessary, as a way to resolve problems.
4. Regularly review with students their educational progress and career plans.
5. Provide information to assist students with career planning.
6. Encourage students to benefit from the curriculum and extracurricular programs.
7. Confront issues of discrimination and harassment committed against students by employees or students 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.
8. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
9. Report infractions of the Code of Conduct, including but not limited to instances of discrimination or harassment.

G. Building Level Administrators

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 or sex, which will strengthen students' confidence and promote learning.
2. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning.
3. Ensure that students and staff have the opportunity to communicate regularly with the principal and approach the principal for redress of grievances.
4. Evaluate on a regular basis all instructional programs.
5. Support the development of and student participation in appropriate extracurricular activities.
6. Confront issues of discrimination and harassment committed against students by employees or students 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.
7. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
8. Be responsible for enforcing the Code of Conduct and ensuring that all cases are resolved promptly and fairly.

H. District Level Administrators

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 or sex, which will strengthen students' confidence and promote learning.
2. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning.
3. Review with other administrators the policies of the Board of Education and state and federal laws relating to school operations and management.
4. Inform the board about educational trends relating to student discipline.
5. Work to create instructional programs that minimize problems of misconduct and are sensitive to student and teacher needs.
6. Confront issues of discrimination and harassment committed against students by employees or students 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.
7. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.

8. Work with other administrators in enforcing the Code of Conduct and ensuring that all cases are resolved promptly and fairly.

I. Board of Education

1. Collaborate with student, teacher, administrator, and parent organizations, school safety personnel and other school personnel to develop a Code of Conduct that clearly defines expectations for the conduct of students, district personnel and visitors on school property and at school functions.
2. Adopt and review at least annually the district's Code of Conduct to evaluate the code's effectiveness and the fairness and consistency of its implementation.
3. Lead by example by conducting board meetings in a professional, respectful, courteous manner.

VII. 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.

All students are expected to dress appropriately for school and school functions.

A student's dress and appearance shall:

- Be safe, appropriate and not disrupt or interfere with the educational process.
- Recognize that extremely brief garments including but not limited to short shorts, tube tops, net tops, plunging necklines (front and/or back) and see-through garments will not be tolerated.
- Ensure that under-garments are completely covered with outer clothing.
- Require footwear at all times which must be appropriate for student activities.
- Exclude headwear in the building except for a medical or religious purpose.
- Exclude "dog" neck and wrist collars.
- Exclude items that are vulgar, obscene, and libelous or denigrate others on account of race, color, weight, age, national origin, ethnic group, religion, religious practice, disability, sexual orientation, and/or gender identity.
- Exclude any garment that endorses the use of alcohol, tobacco or illegal drugs and/or encourages violence.
- Exclude the wearing of long coats.
- Exclude sleepwear and blankets.

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. 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.

Exceptions may be made for school sanctioned events such as spirit week, etc.

VIII. 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 personnel and other members of the school community, and for the care of school facilities and equipment.

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

A. Prohibited Conduct

A student may be subject to disciplinary action when he/she behaves in a manner which is:

1. Disorderly, that is:
 - a. Fighting, assaulting or behaving violently,
 - b. Threatening another with bodily harm,
 - c. Harassment, bullying, or intimidating students or school personnel (see also Anti-Bullying/Harassment, Hazing and Sexual Harassment policies),
 - d. Making unreasonable noise,
 - e. Being untruthful with school personnel or making false reports,
 - f. Misusing computer/electronic communications devices, including any unauthorized or inappropriate use of computers, iPads, software, or internet/intranet account; accessing inappropriate websites; evading the District's content filter, using an outside wireless network or proxy server,
 - g. Unauthorized use of personal electronic devices/equipment such as, but not limited to: video/audio players & recorders, tablets, e-reader, lap tops, remote controls, electronic games, smartwatches, cellular phones, and other personal electronic devices deemed inappropriate by the administration,
 - h. Obstructing vehicular or pedestrian traffic,
 - i. Driving recklessly,
 - j. Creating a hazardous or physically offensive condition by an act which serves no legitimate purpose,
 - k. Loitering or trespassing,
 - l. Being present on or entering into any school property, function or vehicle without authorization,
 - m. Disrupts or is reasonably likely to disrupt the educational process or school operations; or is
 - n. Leaving school grounds without a legal excuse.

2. Insubordinate, that is, failing to comply with the lawful directions of teachers, school administrators or other school employees in charge of the student; bus drivers, bus monitors and bus aides, law enforcement officers or engages in any of the following forms of academic misconduct:
 - a. Tardiness
 - b. Missing or leaving school or class without permission or excuse,
 - c. Cheating, plagiarism, copyright/trademark violations or assisting another in such conduct,
 - d. Violation of the Board of Education policy on Student Publications, and Use of Computer and Information Technology Policy.
 - e. Improperly altering documents or records or assisting another in such conduct.

3. Endangers the safety, health, morals, or welfare of themselves or others by any act, including but not limited to:
 - a. Fighting, assaulting or behaving violently, threatening another with bodily harm,
 - b. Harassment or illegal discrimination, which includes the use of race, color, weight, creed, national origin, ethnic group, religion, religious practice, sex, gender, sexual orientation or disability as a basis for treating another in a negative manner.
(Reference policies on Sexual Harassment, Anti-Bullying, Hazing)
 - c. Bullying
 - d. Cyber-bullying
 - e. Sexting
 - f. Making unreasonable noise,
 - g. Possession, use, distribution, transfer or sale of tobacco or tobacco products, alcohol, drugs or other controlled substances, drug paraphernalia, vape pens, vaporizers, or synthetic cannabinoid products including but not limited to incense herbal mixture potpourri (see "Substance Abuse" policy)
 - h. Possession, use, or sale of weapons, fireworks, or other dangerous or prohibited objects or contraband. Dangerous objects include, but are not limited to: guns, starter pistols, knives of any kind (including all types of pocket knives), razors, box cutters, clubs, metal knuckles, nun chucks, Kung Fu stars, explosives, and any instrument, article or substance, which under the circumstances in which it is used,

attempted to be used or threatened to be used, is readily capable of causing death or other serious physical injury. Any object that resembles a dangerous object (such as a fake gun) will be considered a prohibited object.,

- i. Using obscene, profane, lewd, vulgar or abusive language or behavior,
 - j. Possession, sale, distribution, transfer or use of lewd or obscene materials
 - k. Gambling,
 - l. Hazing,
 - m. Extortion,
 - n. Theft,
 - o. Vandalism, willfully defacing, damaging or destroying school property or vehicles used by entities under contract with the district to provide services for the district. Willfully defacing, vandalizing, damaging or destroying the property of others on school premises, at school functions or on school buses under contract to the district, or misuse of school information technology (see Use of Computer and Information Technology policy) or other school property.
4. Engages in conduct that violates Board's rules and regulations for the maintenance of public order on school property in Section XV below or Federal, State or local laws.

Off campus & non-school day misconduct - Students may be disciplined for violations of school district policies and the Code of Conduct when there is a connection to or impact, effect on school students, personnel, activities, functions or property.

Examples of misconduct include but are not limited to: cyber-bullying, sexting, threatening or harassing students or school personnel through the use of electronic devices.

IX. Reporting Violations

All students are expected to promptly report violations of the Code of Conduct to a teacher, guidance counselor, bus driver, the building principal or his or her designee. Any student aware of a potentially dangerous activity, including but not limited to, a student possessing a weapon, explosive, alcohol or illegal substance 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.

If time in reporting is not an immediate concern, a student who is concerned about a possible violent action may use the confidential reporting toll free phone line. This phone line is not for reporting an immediate threat; such calls should be made to 911. The toll free confidential line is for concerns about potential violent or dangerous actions. The toll-free line number is 1-866-5355599 and rings into an answering machine at Troop C of the New York State Police.

All district staff that is authorized to impose disciplinary sanctions is expected to do so in a prompt, fair and lawful manner. District staff that is not authorized to impose disciplinary sanctions is 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 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.

All students are expected to promptly report instances of bullying (verbal, physical, cyberbullying), harassment, discrimination or hazing on school property or at a school function immediately to proper school personnel.

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

X. Disciplinary Penalties, Procedures and Referrals

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

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

Depending on the nature of the violation, it is the Board's desire that student discipline be progressive, i.e., a student's first violation may merit a lighter penalty than subsequent violations. It is also the Board's desire that staff take into account all other relevant factors in determining an appropriate penalty. The following penalties may be imposed either alone or in combination. Based upon the circumstances, it is at the discretion of school staff to determine the penalty warranted by a particular violation.

If the conduct of a student is related to a disability or suspected disability, the student shall be referred to the Committee on Special Education and discipline, if warranted, shall be administered consistent with the separate requirements of this Code of Conduct for disciplining students with a disability or presumed to have a disability. A student identified as having a disability shall not be disciplined for behavior caused by or had a direct and substantial relationship to the disability or if the conduct was a direct result of the district's failure to implement the IEP.

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.

1. Oral warning
2. Written warning
3. Time out
4. Oral and written notification to parent
5. Detention
6. Suspension from transportation
7. Suspension from athletic participation
8. Suspension from social or extracurricular activities
9. Suspension of other privileges
10. In-school suspension or exclusion from a particular class
11. Removal from classroom by teacher or principal
12. Short-term (five days or less) suspension from school
13. Long-term (more than five days) suspension from school
14. Permanent suspension from school

B. Disciplinary and Remedial Consequences

The district emphasizes the creation and maintenance of a positive learning environment for all students. Measured, balanced, and age-appropriate responses to the discrimination and harassment of students by students and/or employees on school property, including school functions, with remedies and procedures focusing on intervention and education is needed to maintain the desired learning climate. Remedial responses which may be utilized include:

1. Peer support groups; corrective instruction or other relevant learning or service experience;
2. Supportive intervention;
3. Behavioral assessment or evaluation;
4. Behavioral management plans, with benchmarks that are closely monitored;
5. Student counseling and parent conferences.

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

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;
9. Involvement of parent-teacher organizations; and
10. Peer support groups.
11. Structured Study Hall

C. 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 personnel 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 personnel imposing the disciplinary penalty in connection with the imposition of the penalty.

Students who are to be given penalties other than an oral 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*

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

2. *Suspension from transportation*

If a student does not conduct himself/herself properly on a bus, the bus driver 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 Section 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, extracurricular 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 Section 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 Section 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 affect a teacher's ability to teach and can make it difficult for other students in the classroom to learn. In most instances the classroom teacher can control a student's behavior and maintain or restore control over the classroom by using good classroom management techniques. Such practices may include, but are not limited to:

1. Short-term "time out" in an elementary classroom or in an administrator's office;
2. Sending a student into the hallway briefly;
3. Sending a student to the principal's office for the remainder of the class time only; or
4. Sending a student to a counselor or other district staff member for counseling. Time-honored classroom management techniques do not constitute disciplinary removals for purposes of this code.

On occasion, a student's behavior may become disruptive. For purposes of this Code of Conduct, a disruptive student is a student who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom. A substantial disruption of the educational process or substantial interference with a teacher's authority occurs when a student demonstrates a persistent unwillingness to comply with the teacher's instructions or repeatedly violates the teacher's classroom behavior rules.

A classroom teacher may remove a disruptive student from class for up to five days. The removal from class applies to the class of the removing teacher only. The student should be remanded to the principal's office, unless otherwise directed.

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

If the student poses a danger or ongoing threat of disruption, the teacher may order the student to be removed immediately. The teacher must, however, explain to the student why he or she was removed from the classroom and give the student a chance to present his or her version of the relevant events within 24 hours.

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

Within 24 hours after the student's removal, the principal or another district administrator designated by the principal must notify the student's parents by telephone, followed by a letter stating that the student has been removed from class and why. The notice must also inform the parent that he or she has the right, upon request to meet informally with the principal or the principal's designee to discuss the reasons for the removal.

The notification must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to insure receipt of the notice within 24 hours of the student's removal.

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

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

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

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

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

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

Each teacher must keep a complete log (on a district provided form) for all cases of removal of students from his or her class. The principal must keep a log of all removals of students from class.

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

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.

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 can 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 referrals shall be made in writing unless the conditions underlying the referral warrant immediate attention. In such cases, a written report is to be prepared as soon as possible by the staff member making the referral.

The superintendent or principal, upon receiving a 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.

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 Section 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 parent or legal guardian in writing at the last known address of the parents that the student will be suspended from school. The written notice must be provided by personal delivery, express mail delivery, or other means that is reasonably calculated to assure receipt of the notice within 24 hours of the decision to propose suspension. Where possible, notice should be provided by telephone if the District has been provided with a telephone number for the purpose of contacting the parent or legal guardian.

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 of disruption to the academic process. If the student's presence does pose such a danger or threat of disruption, the notice and opportunity for an informal conference shall take place as soon after the suspension as is reasonably practicable.

After the conference, the principal shall promptly advise the parents in writing of his or her decision. The principal shall advise the parents that if they are not satisfied with the decision and wish to pursue the matter, they must file a written appeal to the superintendent within five business days, unless they can show extraordinary circumstances precluding them from doing so. The superintendent shall issue a written decision regarding the appeal within 10 business days of receiving the appeal. If the parents are not satisfied with the superintendent's decision, they must file a written appeal to the Board of Education with the district clerk within 10 business days of the date of the 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.

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. At 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 20 business days of the date of the superintendent's decision, unless the parents can show extraordinary circumstances precluding 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.

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.

Procedure after suspension

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

D. Minimum Periods of Suspension

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 a least one calendar year. Before being suspended, the student will have an opportunity for a hearing pursuant to Education Law Section 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.

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.

Students who are repeatedly substantially disruptive of the educational process or 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 Section 3214(3-a) and this code on four or more occasions during a semester. 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.

E. Referrals

1. Counseling
The Guidance Office shall handle all referrals of students to counseling.
2. PINS diversion and PINS Petitions
The district may file a PINS diversion and PINS (Person In Need of Supervision) petitions 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 in 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 Section 221.05. A single violation of Section 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 Section 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.

XI. 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 Section 3214, the district will take immediate steps to provide alternative means of instruction for the student.

XII. Discipline of Students with Disabilities

The Board of Education recognizes that it may be necessary to suspend, remove or otherwise discipline students with disabilities who violate the district's student code of conduct, and/or to temporarily remove a student with disabilities from his or her current placement because maintaining the student in that placement is substantially likely to result in injury to the student or to others. The Board also recognizes that students with disabilities deemed eligible for special education services under the IDEA and Article 89 of New York's Education Law enjoy certain procedural protections that school authorities must observe when they decide to suspend or remove them. Under certain conditions those protections extend, as well, to students not currently deemed to be a student with a disability but determined to be a student presumed to have a disability for discipline purposes.

Therefore, the Board is committed to ensuring that the district follows suspension and removal procedures that are consistent with those protections. The code of conduct for students is intended to afford students with disabilities and students presumed to have a disability for discipline purposes the express rights they enjoy under applicable law and regulations.

Definitions

For purposes of this portion of the code of conduct, and consistent with applicable law and regulations, the following definitions will apply:

1. *Behavioral intervention plan* (BIP) means a plan that is based on the results of a functional behavioral assessment and that, 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.
2. *Controlled substance* means a drug or other substance abuse identified under schedule I, II, III, IV, or V in section 202(c) of the Controlled Substances Act (21 USC § 812(c)).
3. *Disciplinary change in placement* means a suspension or removal from a student's current educational placement that is either:
 - a. For more than 10 consecutive school days; or
 - b. For a period of 10 consecutive school days or less if the student is subjected to a series of suspensions or removals that constitute a pattern because they cumulate to more than 10 school days in a school year, because the student's behavior is substantially similar to the student's behavior in previous incidents that resulted in the series of removals, and because of such additional factors as the length of each suspension or removal, the total amount of time the student has been removed and the proximity of the suspensions or removals to one another.
4. *Illegal drug* means a controlled substance, but does not include a controlled substance legally possessed or used under the supervision of a licensed health-care professional, or a substance that is otherwise legally possessed or used under the authority of the Controlled Substances Act or under any other provision of federal law.
5. *Interim alternative educational setting* (IAES) means a temporary educational placement, other than the student's current placement at the time the behavior precipitating the IAES placement occurred. An IAES must allow a student to continue to receive educational services that enable him or her to continue to participate in the general curriculum and progress toward meeting the goals set out in the student's individualized education program; as well as to receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications designed to address the behavior violation so that it does not recur.
6. *Manifestation review* means a review of the relationship between the student's disability and the behavior subject to disciplinary action required when the disciplinary action results in a disciplinary change of placement, and conducted in accordance with requirements set forth later in this policy.
7. *Manifestation team* means a district representative knowledgeable about the student and the interpretation of information about child behavior, the parent, and relevant members of the committee on special education as determined by the parent and the district.
8. *Removal* means a removal of a student with a disability for disciplinary reasons from his or her current educational placement, other than a suspension; and a change in the placement of a student with a disability to an IAES.
9. *School day* means any day, including a partial day, that students are in attendance at school for instructional purposes.
10. *Serious bodily injury* means bodily injury which involves a substantial risk of death, extreme physical pain, protracted obvious disfigurement or protracted loss or impairment of the function of a bodily member, organ or mental faculty.
11. *Student presumed to have a disability for discipline purposes* means a student who, under the conditions set forth later in this policy, the district is deemed to have had knowledge was a student with a disability before the behavior that precipitated the disciplinary action.
12. *Suspension* means a suspension pursuant to §3214 of New York's Education Law.
13. *Weapon* means the same as the term "dangerous weapon" under 18 USC §930(g)(2) which includes a weapon, device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of

causing death or serious bodily injury, except a pocket knife with a blade of less than two and one-half inches in length.

Authority of School Personnel to Suspend or Remove Students with Disabilities

The Board, District Superintendent, Superintendent of Schools or a Building Principal with authority to suspend students under the Education Law may order the placement of a student with a disability into an IAES, another setting or suspension for a period not to exceed five consecutive school days.

The Superintendent may, directly or upon the recommendation of a designated hearing officer, order the placement of a student with a disability into an IAES, another setting or suspension for a period not to exceed ten consecutive school days inclusive of any period in which the student has been suspended or removed for the same behavior pursuant to the above paragraph, if the Superintendent determines that the student's behavior warrants the suspension. The Superintendent also may order additional suspensions of not more than ten consecutive school days in the same school year for separate incidents of misconduct, as long as the suspensions do not constitute a disciplinary change of placement.

In addition, the Superintendent may order the placement of a student with a disability into an IAES, another setting or suspension for a period in excess of ten consecutive school days if the manifestation team determines that the student's behavior was not a manifestation of the student's disability. In such an instance, the Superintendent may discipline the student in the same manner and for the same duration as a non-disabled student.

Furthermore, the Superintendent may, directly or upon the recommendation of a designated hearing officer, order the placement of a student with a disability to an IAES to be determined by the committee on special education for a period of up to 45 school days if the student either:

1. Carries or possesses a weapon to or at school, on school premises or to a school function, or
2. 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 district's jurisdiction, or
3. Has inflicted serious bodily injury upon another person while at school, on school premises or at a school function under the district's jurisdiction.

The Superintendent may order the placement of a student with a disability to an IAES under such circumstances, whether or not the student's behavior is a manifestation of the student's disability. However, the committee on special education will determine the IAES.

Procedures for the Suspension or Removal of Students with Disabilities by School Personnel

1. In cases involving the suspension or removal of a student with a disability for a period of five consecutive school days or less, the student's parents or persons in parental relation to the student will be notified of the suspension and given an opportunity for an informal conference in accordance with the same procedures that apply to such short term suspensions of non-disabled students.
2. The suspension of students with disabilities for a period in excess of five school days will be subject to the same due process procedures applicable to non-disabled students, except that the student disciplinary hearing conducted by the Superintendent or a designated hearing officer shall be bifurcated into a guilt phase and a penalty phase. Upon a finding of guilt, the Superintendent or the designated hearing officer will await notification of the determination by the manifestation team as to whether the student's behavior was a manifestation of his or her disability. The penalty phase of the hearing may proceed after receipt of that notification. If the manifestation team determined that the behavior was not a manifestation of the student's disability, the student may be disciplined in the same manner as a non-disabled student, except that he or she will continue to receive services as set forth below. However, if the behavior was deemed a manifestation of the student's disability, the hearing will be dismissed, unless the behavior involved concerned weapons, illegal drugs or controlled substances, or the infliction of serious bodily injury, in which case the student may still be placed in an IAES.

Limitation on Authority of School Personnel to Suspend or Remove Students with Disabilities

The imposition of a suspension or removal by authorized school personnel may not result in a disciplinary change of placement of a student with a disability that is based on a pattern of suspensions or removals as set forth above in the *Definitions* section of this policy, unless:

1. The manifestation team determines that the student's behavior was not a manifestation of the student's disability, or
2. The student is removed to an IAES for behavior involving weapons, illegal drugs or controlled substances, or the infliction of serious bodily injury as set forth above.

School personnel will consider any unique circumstances on a case-by-case basis when determining whether a disciplinary change in placement is appropriate for a student with a disability who violates the district's code of conduct.

In addition, school personnel may not suspend or remove a disability in excess of the amount of time that a non-disabled student would be suspended for the same behavior.

Parental Notification of a Disciplinary Change of Placement

The district will provide the parents of a student with a disability notice of any decision to make a removal that constitutes a disciplinary change of placement because of a violation of the student code of conduct. Such notice will be accompanied by a copy of the procedural safeguards notice.

Authority of an Impartial Hearing Officer to Remove a Student with a Disability

An impartial hearing officer may order the placement of a student with a disability to an IAES for up to 45 school days at a time if he or she determines that maintaining the current placement of the student is substantially likely to result in injury to the student or to others. This authority applies whether or not the student's behavior is a manifestation of the student's disability.

Manifestation Review

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

1. The Superintendent to change the placement of a student to an IAES;
2. An impartial hearing officer to place a student in an IAES; or
3. The Board, the Superintendent, or Building Principal to impose a suspension that constitutes a disciplinary change in placement.

The manifestation team must determine that the student's conduct was a manifestation of the student's disability if it concludes that the conduct in question was either:

1. Caused by or had a direct or substantial relationship to the student's disability, or
2. The direct result of the district's failure to implement the student's individualized education program.

The manifestation team must base its determination on a review all relevant information in the student's file including the student's individualized education program, any teacher observations, and any relevant information provided by the parents.

If the manifestation team determines that the student's conduct is a manifestation of the student's disability, the district will:

1. Have the committee on special education conduct a functional behavioral assessment of the student and implement a behavioral intervention plan, unless the district had already done so prior to the behavior that resulted in the disciplinary change of placement occurred. However, if the student already has a behavioral intervention plan, the CSE will review the plan and its implementation, and modify it as necessary to address the behavior.

2. Return the student to the placement from which he or she was removed, unless the change in placement was to an IAES for conduct involving weapons, illegal drugs or controlled substances or the infliction of serious bodily injury, or the parents and the district agree to a change in placement as part of the modification of the behavioral intervention plan.

If the manifestation team determines that the conduct in question was the direct result of the district's failure to implement the student's individualized education program, the district will take immediate steps to remedy those deficiencies.

Services for Students with Disabilities during Periods of Suspension or Removal

Students with disabilities who are suspended or removed from their current educational setting in accordance with the provisions of this policy and applicable law and regulation will continue to receive services as follows:

1. During suspensions or removals of up to 10 school days in a school year that do not constitute a disciplinary change in placement, the district will provide alternative instruction to students with disabilities of compulsory attendance age on the same basis as non-disabled students. Students with disabilities who are not of compulsory attendance age will receive services during such periods of suspension or removal only to the same extent as non-disabled students of the same age would if similarly suspended.
2. During subsequent suspensions or removals of up to 10 school days that in the aggregate total more than 10 school days in a school year but do not constitute a disciplinary change in placement, the district will provide students with disabilities services necessary to enable them to continue to participate in the general education curriculum and to progress toward meeting the goals set out in their respective individualized education program. School personnel, in consultation with at least one of the student's teachers, will determine the extent to which services are needed to comply with this requirement.

In addition, during such periods of suspension or removal the district will also provide students with disabilities services necessary for them to receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications designed to address the behavior violation so that it does not recur.

3. During suspensions or removals in excess of 10 school days in a school year that constitute a disciplinary change in placement, including placement in an IAES for behavior involving weapons, illegal drugs or controlled substances, or the infliction of serious bodily injury, the district will provide students with disabilities services necessary to enable them to continue to participate in the general curriculum, to progress toward meeting the goals set out in their respective individualized education program, and to receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications designed to address the behavior violation so it does not recur.

In such an instance, the committee on special education will determine the appropriate services to be provided.

Students Presumed to Have a Disability for Discipline Purposes

The parent of a student who is facing disciplinary action but who was not identified as a student with a disability at the time of misconduct has the right to invoke any of the protections set forth in this policy in accordance with applicable law and regulations, if the district is deemed to have had knowledge that the student was a student with a disability before the behavior precipitating disciplinary action occurred and the student is therefore a student presumed to have a disability for discipline purposes.

If it is claimed that the district had such knowledge, it will be the responsibility of the Superintendent, Building Principal or other authorized school official imposing the suspension or removal in question for determining whether the student is a student presumed to have a disability for discipline purposes. The district will be deemed to have had such knowledge if:

1. The student's parent expressed concern in writing to supervisory or administrative personnel, or to a teacher of the student that the student is in need of special education. Such expression may be oral if the parent does not know how to write or has a disability that prevents a written statement; or
2. The student's parent has requested an evaluation of the student; or

3. A teacher of the student or other school personnel has expressed specific concerns about a pattern of behavior demonstrated by the student, directly to the district's director of special education or other supervisory personnel.

Nonetheless, a student will not be considered a student presumed to have a disability for discipline purposes if notwithstanding the district's receipt of information supporting a claim that it had knowledge the student has a disability,

1. The student's parent has not allowed an evaluation of the student; or
2. The student's parent has refused services; or
3. The District conducted an evaluation of the student and determined that the student is not a student with a disability.

If there is no basis for knowledge that the student is a student with a disability prior to taking disciplinary measures against the student, the student may be subjected to the same disciplinary measures as any other non-disabled student who engaged in comparable behaviors. However, if the district receives a request for an individual evaluation while the student is subjected to a disciplinary removal, the district will conduct an expedited evaluation of the student in accordance with applicable law and regulations. Until the expedited evaluation is completed, the student shall remain in the educational placement determined by the district which can include suspension.

Expedited Due Process Hearings

The district will arrange for an expedited due process hearing upon receipt of or filing of a due process complaint notice for such a hearing by:

1. The district to obtain an order of an impartial hearing officer placing a student with a disability in an IAES where school personnel maintain that it is dangerous for the student to be in his or her current educational placement;
2. The district during the pendency of due process hearings where school personnel maintain that it is dangerous for the student to be in his or her current educational placement during such proceedings;
3. The student's parent regarding a determination that the student's behavior was not a manifestation of the student's disability; or
4. The student's parent relating to any decision regarding placement, including but not limited to any decision to place the student in an IAES.

The district will arrange for, and an impartial hearing officer will conduct, an expedited due process hearing in accordance with the procedures established in Commissioner's regulations. Those procedures include but are not limited to convening a resolution meeting, and initiating and completing the hearing within the timelines specified in those regulations.

When an expedited due process hearing has been requested because of a disciplinary change in placement, a manifestation determination, or because the district believes that maintaining the student in the current placement is likely to result in injury to the student or others, the student will remain in the IAES pending the decision of the impartial hearing officer or until the expiration of the period of removal, whichever occurs first unless the student's parent and the district agree otherwise.

Referral to Law Enforcement and Judicial Authorities

Consistent with its authority under applicable law and regulations, the district will report a crime committed by a student with a disability to appropriate law enforcement and judicial authorities. In such an instance, The Superintendent will ensure that copies of the special education and disciplinary records of the student are transmitted for consideration to the appropriate authorities to whom the crime is reported, to the extent that the transmission is permitted by the Family Educational Rights and Privacy Act (FERPA).

XIII. 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.

XIV. Student Searches and Interrogations

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.

Lockers (even if the student owns the lock), desks, cubbyholes, etc., are the property of the school and subject to inspection *without cause*, at any time, *without notice or the student's or parent's permission or presence*. Students should take this policy into account when deciding whether to store personal belongings in such places.

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

Searches of student's persons includes any search that involves physical contact with the student's body, including clothing worn by the student, or the requirement that the student remove clothing, with the exception of outer garments such as coats, jackets, sweatshirts, sweaters, vests, etc., removal of clothing shall be limited to removal of socks and shoes and articles of clothing that will not expose the student's undergarments and private areas. These searches also include, but are not limited to pat-down searches, hand held metal detectors, alcohol sensing equipment, and the sniffing of a student by police search dogs.

Searches of the student's person should be performed or witnessed by at least one school employee who is the same gender as the student searched.

These searches will only be undertaken if the school superintendent, building principal, assistant/associate principal or other administrator is present and if the administrator has reasonable grounds for suspecting that the search will uncover evidence that the student has violated or is violating the law or the rules of the school.

Before searching a student or the student's belongings, the authorized school official should request the student to admit that he or she possesses physical evidence that they violated the law or the district code, or request 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. Documentation of Searches

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

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

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 item(s) 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.

B. Police Involvement in Searches and Interrogations of Students

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

1. A search or an arrest warrant; or
2. Probable cause to believe a crime has been committed on school property or at a school function; or
3. Been invited by school officials.
4. When the search is of a person placed under arrest and the search is incidental to arrest as normal police procedures require.
5. The interview is that of a witness, rather than a suspect.

Under most circumstances, 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 or legal guardian to give the parent or legal guardian of the student the opportunity to be present during the police questioning or search. If the student's parent or legal guardian cannot be contacted prior to the police questioning or search, the questioning or search shall not be conducted, in most circumstances. It is understood that certain circumstances require immediate action be taken by law enforcement and in such cases, if a parent or legal guardian cannot be contacted, the building principal or designee or superintendent may deem it necessary to proceed with the law enforcement task. The principal or designee or superintendent will also be present during any police questioning or search of a student on school property or at a school function, with the possible exception of a search conducted incidental to arrest. It is further understood that certain events may take place where criminal acts are being committed and there is danger of physical injury to others as a result of these actions and law enforcement must be allowed to act unimpeded to stop the acts being committed. Further, law enforcement officials observing criminal acts taking place shall be able to operate as they normally would in any other location.

When police have properly entered the school and desire to interview students in the school, the students must be afforded the same rights they have outside the school. The police will inform them (students) of those rights.

C. 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 that 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 official of the opposite sex.

A child protective services worker may not remove a student from school property without a court order, unless the worker reasonably believes that the student would be subject to danger of abuse if not 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.

XV. Visitors to the Schools

Parents and other citizens of the District are encouraged to visit the schools to better understand the process of education.

In order to avoid disruption of the educational process, visitors are expected to comply with this policy, and other applicable District policies.

All visitors must report to the school office or other designated individual to request a visitor's pass to be allowed further access to the building unless previously invited to a classroom or assembly program.

Members of the School District staff will treat parents and other members of the public with respect and expect the same in return. The District must keep schools and administrative offices free from disruptions and prevent unauthorized persons from entering school/district grounds.

Accordingly, this policy promotes mutual respect, civility, and orderly conduct among the District employees, parents, and the public. We do not intend this policy to deprive any persons of his or her right to freedom of expression. Rather, we seek to maintain, to the extent possible and reasonable, a safe, productive and harassment-free environment for our students and staff. In the interest of presenting teachers and other employees as positive role models, we encourage positive communication and discourage volatile, hostile, or aggressive actions. This District seeks public cooperation with this endeavor.

1. Disruptive Individual Must Leave School Grounds.

Any individual who disrupts or threatens to disrupt school/office operations/events, threatens the health and safety of students or staff, willfully causes property damage, uses loud and/or offensive language that could provoke a violent reaction, or who has otherwise established a continued pattern of unauthorized entry on School District property, will be directed by the school's principal or other person in charge to leave school, School District property, or event promptly. If the person does not comply it will be considered a trespass and law enforcement authorities will be called. Future access to school property or events may be restricted.

2. Directions to Staff in Dealing with Abusive Individual.

If any member of the public uses obscenities or speaks in a demanding, loud, insulting, and/or demeaning manner, the administrator or employee to whom the remarks are directed will calmly and politely warn the speaker to communicate civilly and that a failure to do so could result in a request to leave or end the contact. If the individual does not stop the abusive behavior, the District employee will verbally notify the individual that the meeting, conference, or telephone conversation is terminated. If the individual is on District premises or at a District event, the administrator, custodian or other person in charge, may request the abusive individual to leave promptly or law enforcement authorities will be called.

3. Provide Policy and Report Incident.

When a staff member determines that a member of the public is in the process of violating the provisions of this policy, the staff member should direct the person to the building administrator, or other school official in charge, who should provide a written copy of this policy at the time of occurrence.

The staff member will provide a written report of the incident to his or her supervisor.

This policy should be posted in each school building main entrance area, main office and other conspicuous places.

XVI. 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 singly or in concert with others, shall:

1. Willfully cause physical injury to any other person, or threaten to do so for the purpose of compelling or inducing such other person to refrain from any act which he has a lawful right to do, or do any act which he has a lawful right not to do.
2. Physically restrain or detain any other person, or remove such person from any place where he is authorized to remain.
3. Willfully damage or destroy property of the district or of the school personnel or students, or remove or use such property without authorization.
4. Without permission, express or implied, enter into any private office of an administrative officer, faculty member or staff member.
5. Other than student, employee or Board member, enter a classroom or the building beyond the administrative office without written permission of the superintendent or his designee.
6. Enter upon and remain in any building or facility for any purpose other than for authorized uses, or in such manner as to obstruct its authorized use by others.
7. Without authorization, remain in any building or facility after it is normally closed.
8. Refuse to leave any building or facility after being requested to do so by an authorized administrator.
9. Deliberately disrupt or prevent the peaceful and orderly conduct of classes, school programs, school activities, lectures and meetings, or deliberately interfere with any person who desires to express his views, including invited speakers.
10. Have in his possession upon any premises to which these rules apply, any knife, shotgun, pistol, revolver, or other firearm or weapon without the written authorization of the superintendent, whether or not a license to possess the same has been issued to such person.
11. Smoke tobacco, possess, consume or exchange or be under the influence of alcoholic beverages, drugs or narcotics on school properties.
12. Distribute or post any written material, pamphlet or poster without the prior written approval of the superintendent.
13. Urge or incite others to commit any of the acts herein prohibited.
14. Violate the traffic laws, regulations or other restrictions on vehicles.
15. Intimidate, harass or discriminate against any person on the basis of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.

B. Penalties

A person who shall violate any of the provisions of these rules shall:

1. If he is a licensee or invitee, have his authorization to remain upon the district property withdrawn, and shall be directed to leave the premises. In the event of his failure or refusal to do so, he shall be subject to ejection and arrest.
2. If he is a trespasser or visitor without specific license or invitation, be subject to ejection and arrest.
3. If he is a student, be subject to suspension or such lesser disciplinary action as the facts of the case may warrant.
4. If he is a faculty member, be guilty of misconduct and be subject to dismissal or termination of his employment or such lesser disciplinary action as the facts may warrant, including suspension without pay or censure.
5. If he is a staff member entitled to the benefits of Civil Service Law Section 75, be guilty of misconduct and subject to the penalties prescribed in said section.
6. If he is a staff member, not entitled to the benefits of Civil Service Law Section 75, be guilty of misconduct and be subject to dismissal or termination of his employment or such lesser disciplinary action as the facts may warrant, including suspension without pay or censure.

C. Procedure

In case of a violation of this section:

1. The superintendent, building principal or designee shall inform any licensee or invitee, who shall violate any provision of these rules, that his license or invitation is withdrawn and shall direct him to leave the district grounds. In the event of his failure or refusal to do so, the superintendent or designee shall cause his ejection from such property.
2. In the case of any other violator who is neither a student nor faculty nor other staff member, the superintendent or designee shall inform the violator that he is not authorized to remain on the property of the district, and direct him to leave such premises. In the event of his failure or refusal to do so, the superintendent or designee shall cause his ejection from such property. Nothing in this subdivision shall be construed to authorize the presence of any such person at any time prior to such violation, or to affect his liability to prosecution for trespassing or loitering as prescribed in the Penal Law.
3. In the case of a student, charges for violation of any of these rules shall be presented and shall be heard and determined in the manner provided in Section 3214(3) of the Education Law.
4. In the case of a faculty member having tenure, charges for misconduct and violation of these rules shall be made, heard and determined in accordance with Section 3020-a of the Education Law.
5. In the case of a faculty member not having tenure, the superintendent will attend to the violation as agreed upon within the terms of the collective bargaining agreement.
6. In the case of any staff member who holds a position in the classified Civil Service as described in Section 75 of the Civil Service Law or is covered by Section 75 of the Civil Service Law, charges of misconduct for violation of any of these rules shall be made, heard and determined as prescribed in that section.
7. In the case of any staff member who does not hold a position in the classified Civil Service and is not covered by the provisions of Section 75 of the Civil Service Law, the superintendent attend to the violation as agreed upon within the terms of the collective bargaining agreement.

D. Enforcement Program

The responsibility for enforcement is as follows:

1. The superintendent shall be responsible for the enforcement of these rules, and he shall designate other administrative officers who are authorized, including but not limited to building principals, to take action in accordance with such rules when required or appropriate.
2. The superintendent or designee may apply to the public authorities for any aid which he deems necessary in causing the ejection of any violator of these rules, and he may request the school attorney to apply to any court of appropriate jurisdiction for an injunction to restrain the violation or threatened violation of these rules.
3. The superintendent or his designee shall be promptly notified each time civil authorities are called on for this purpose by the person requesting assistance.

E. Application of Rules

These rules shall apply to all school property and school functions of the district and shall govern the conduct of students, teachers, staff members, as well as visitors and other licensees and invitees.

XVII. 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 copies of a summary of the code to all students at a general assembly held at the beginning of each school year.
2. Making copies of the code available to all parents at the beginning of the school year.
3. Mailing a summary of the Code of Conduct written in plain language to all parents of district students before the beginning of the school year and making this summary available later upon request.
4. 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.
5. Providing all new employees with a copy of the current Code of Conduct when they are first hired.
6. Making copies of the code available for review by students, parents and other community members via website and at each school office.

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

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

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

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

The Code of Conduct and any amendments to it will be filed with the Commissioner no later than 30 days after adoption.