LOCUST VALLEY CENTRAL SCHOOL DISTRICT

CODE OF CONDUCT

2016-2017

TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Paragraph</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>5300.01</td>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>5300.05</td>
<td>Definitions</td>
<td>2</td>
</tr>
<tr>
<td>5300.10</td>
<td>Student Rights and Responsibilities</td>
<td>4</td>
</tr>
<tr>
<td>5300.15</td>
<td>Essential Partners</td>
<td>5</td>
</tr>
<tr>
<td>5300.20</td>
<td>Student Dress Code</td>
<td>9</td>
</tr>
<tr>
<td>5300.25</td>
<td>Prohibited Student Conduct</td>
<td>10</td>
</tr>
<tr>
<td>5300.30</td>
<td>Reporting Violations</td>
<td>16</td>
</tr>
<tr>
<td>5300.35</td>
<td>Disciplinary Penalties, Procedures and Referrals</td>
<td>18</td>
</tr>
<tr>
<td>5300.40</td>
<td>Alternative Instruction</td>
<td>28</td>
</tr>
<tr>
<td>5300.45</td>
<td>Discipline of Students with Disabilities</td>
<td>29</td>
</tr>
<tr>
<td>5300.55</td>
<td>Student Searches and Interrogations</td>
<td>35</td>
</tr>
<tr>
<td>5300.60</td>
<td>Visitors to Schools</td>
<td>40</td>
</tr>
<tr>
<td>5300.65</td>
<td>Public Conduct on School Property</td>
<td>41</td>
</tr>
<tr>
<td>5300.70</td>
<td>Dissemination and Review</td>
<td>45</td>
</tr>
</tbody>
</table>
5300.01 INTRODUCTION

The Board of Education of Locust Valley Central School District 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, 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.

Re-adopted: September 11, 2013
CODE OF CONDUCT

5300.05 DEFINITIONS

For purposes of this code, the following definitions apply.

“Cyberbullying” means harassment or bullying, as defined in this Section and in Education Law Section 11, where such harassment or bullying occurs through any form of electronic communication.

"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.

"Emotional harm" that takes place in the context of “harassment or bullying” means harm to a student's emotional well-being through creation of a hostile school environment that is so severe or pervasive as to unreasonably and substantially interfere with a student's education.

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

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

“Gender identity” is one’s self conception as being male or female as distinguished from actual biological sex or sex assigned at birth.

"Harassment or bullying" means the creation of a hostile environment by conduct or by threats, intimidation or abuse, including cyberbullying, that either:

a. Has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional and/or physical well-being, including conduct, threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause emotional harm; or
b. Reasonably causes or would reasonably be expected to cause physical injury to a student or to cause a student to fear for his or her physical safety.

Such definition shall include acts of harassment or bullying that occur:

a. On school property; and/or
b. At a school function; or

Acts of harassment or bullying shall include, but not be limited to, acts based on a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex. For purposes of this definition the term “threats, intimidation or abuse” shall include verbal and non-verbal actions.
CODE OF CONDUCT

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

"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, as defined in Vehicle and Traffic Law §142.

"School function" means any school-sponsored extra-curricular event or activity, whether on or off school property.

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

"Violent student" means a student under the age of 21 whom:

1. Commits an act of violence upon a school employee, or attempts or threatens 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 or threatens 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 §921 for purposes of the Gun-Free Schools Act. It also means any other gun, BB gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, dagger, dirk, razor, stiletto, switchblade knife, gravity knife, brass knuckles, sling shot, metal knuckle knife, box cutters, cane sword, electronic dart gun, Kung Fu star, electronic stun gun, pepper spray or other noxious spray, explosive or incendiary bomb, or other device, instrument, material or substance that can cause physical injury or death when used to cause physical injury or death.


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5300.10  

**STUDENT RIGHTS AND RESPONSIBILITIES**

A. **Student Rights**

The district is committed to safeguarding the rights given to all students under state and federal law and District policy. In addition, to promote a safe, healthy, orderly and 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, creed, national origin, ethnic group, religion, religious practice, gender, sexual orientation or disability.
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.

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 to property.
2. Be familiar with and abide by all district policies, rules and regulations dealing with student conduct.
3. Attend school every day unless they are legally excused and be in class, on time, and prepared to learn.
4. Work to the best of their ability in all academic and extracurricular pursuits and strive toward their highest level of achievement possible.
5. Respond 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.
10. Accept responsibility for their actions.
11. 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.
12. Cooperate fully with school authorities in the investigation of code of conduct violations.

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*Re-adopted: September 11, 2013*
5300.15  ESSENTIAL PARTNERS

A. Parents

All parents are expected to:

1. Recognize that the education of their children is the joint responsibility of the parents and the school community and collaborate with the District to optimize their child’s educational opportunities.
2. Send their children to school ready to participate and learn.
3. Praise their children’s efforts and celebrate their achievements.
4. Ensure their children attend school regularly and on time.
5. Ensure absences are excused.
6. Insist that their children be dressed and groomed in a manner consistent with the student dress code.
7. Help their children understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment.
8. Know school rules and help their children understand them so that their children can help create a safe supportive school environment.
9. Convey to their children a supportive attitude toward education and the district.
10. Serve as a role model for their children with respect to appropriate behavior by acting in a respectful manner toward teachers, administrators and other district personnel.
11. Model ethical values such as: Honesty/Integrity, Respect, Courtesy, Self-Discipline, Compassion, Tolerance, Love of Learning, Respect for Education, and Responsibility.
12. Build good relationships with teachers, other parents and their children's friends.
13. Help their children deal effectively with peer pressure.
14. Inform school officials of changes in the home situation that may affect student conduct or performance.
15. Provide a place for study and ensure homework assignments are completed.

B. Teachers

All district teachers are expected to:

1. Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex, which will strengthen the student’s self-concept and promote confidence to learn.
2. Be prepared to teach.
3. Demonstrate interest in teaching and concern for student achievement.
4. Model ethical values.
5. Know school policies and rules, and enforce them in a fair and consistent manner.
6. 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.
7. Communicate regularly with students, parents and other teachers concerning growth and achievement.
8. Participate in school-wide efforts to provide adequate supervision in all school spaces, in conformity with the Taylor Law.
9. Address issues of harassment 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.
10. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
11. Report incidents of harassment, bullying, and/or discrimination witnessed by or brought to the teacher’s attention in a timely manner in compliance with District Policy No. 0115.

C. Guidance Counselors

1. Assist students in coping with peer pressure and emerging personal, social and emotional problems.
2. Initiate teacher/student/counselor conferences and parent/teacher/student/counselor conferences, as necessary, as a way to resolve problems.
3. Regularly review with students their educational progress and career and college plans.
4. Provide information to assist students with career planning.
5. Encourage students to benefit from the curriculum and extracurricular programs.
6. Maintain a climate of mutual respect and dignity for all students regarding of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice,
7. Maintain confidentiality in accordance with federal and state law.
8. Make known to students and families the resources in the community that are available to meet their needs.
9. Participate in school-wide efforts to provide adequate supervision in all school spaces.
10. Address issues of harassment 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.
11. Address personal biases that may prevent equal treatment of all students.
12. Report incidents of harassment, bullying, and/or discrimination witnessed by or brought to the individual’s attention in a timely manner, in compliance with District Policy No. 0115.

D. Other School Personnel
CODE OF CONDUCT

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.
2. Maintain confidentiality in accordance with federal and state law.
3. Be familiar with the Code of Conduct.
4. Help children understand the District’s expectations for maintaining a safe, orderly environment.
5. Participate in school-wide efforts to provide adequate supervision in all school spaces.
6. Address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee or person who is lawfully on school property or at a school function.
7. Address personal biases that may prevent equal treatment of all students.
8. Report incidents of harassment, bullying, and/or discrimination witnessed by or brought to the individual’s attention in a timely manner, in compliance with District Policy No. 0115.

E. Principals/Administrators

1. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
2. Ensure that students and staff have the opportunity to communicate regularly with the Principal and approach the Principal for redress of grievances.
3. Evaluate on a regular basis all instructional programs.
4. Support the development of and student participation in appropriate extracurricular activities.
5. Be responsible for enforcing the code of conduct and ensuring that all cases are resolved promptly and fairly.
6. Maintain confidentiality in accordance with federal and state law and provide support in the development of the Code of Conduct, when called upon.
8. Participate in school-wide efforts to provide adequate supervision in all school spaces.
9. Address issues of harassment 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.
10. Address personal biases that may prevent equal treatment of all student and staff.
11. Report incidents of harassment, bullying, and/or discrimination witnessed or brought to the principal’s/administrator’s attention in a timely manner, in compliance with District Policy No. 0115 and/or where appropriate, investigate incidents of harassment, bullying, and/or discrimination witnessed by or brought to the principal’s/administrator’s attention in a timely manner.

F. Superintendent
CODE OF CONDUCT

1. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning for all students regardless of actual perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.

2. Review with district administrators the policies of the Board of education and state and federal laws relating to school operations and management.

3. Inform the Board about educational trends relating to student discipline.

4. Work to create instructional programs that minimize problems of misconduct and are sensitive to student and teacher needs.

5. Work with district administrators in enforcing the code of conduct and ensuring that all cases are resolved promptly and fairly.

6. Maintain confidentiality in accordance with federal and state law.

7. Participate in school-wide efforts to provide adequate supervision in all school spaces.

8. Address issues of harassment 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.

9. Address personal biases that may prevent equal access of all students and staff.

G. 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.

4. Promote a safe orderly and stimulating school environment supporting active teaching and learning for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.

5. Maintain confidentiality in accordance with federal and state law.

6. Develop and recommend a budget that provides programs and activities that support achievement of the goals of the Code of Conduct.

7. Address issues of harassment 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 prevent equal treatment of all students and staff.

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5300
Subsection 5300.20

CODE OF CONDUCT

5300.20 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, but the superintendent of schools, the building principal and other designated administrative personnel shall have the authority to require a student to change his/her attire should it be deemed inappropriate. Teachers and all other district personnel should exemplify and reinforce acceptable student dress and help students develop an understanding of appropriate appearance in the school setting.

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

1. Be safe, appropriate and not disrupt or interfere with the educational process.
2. Recognize that revealing garments and see-through garments are not appropriate.
3. Ensure that underwear is completely covered with outer clothing.
4. Include footwear at all times. Footwear that is a safety hazard will not be permitted.
5. Not include the wearing of hats anywhere in a school building unless authorized by a Building Principal for medical, religious or other compelling reasons.
6. Not include items that are vulgar, obscene, libelous, or denigrate others on account of race, color, religion, creed, national origin, gender, sexual orientation or disability.
7. Not promote and/or endorse the use of alcohol, tobacco or illegal drugs and/or encourage other illegal or violent activities.

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

Students who violate the student dress code shall be required to modify their appearance by covering or removing the offending item, and if necessary or practical, replacing it with an acceptable item. Any student who refuses to do so shall be subject to discipline, up to and including in-school suspension for the day. Any student who repeatedly fails to comply with the dress code shall be subject to further discipline, up to and including out-of-school suspension.

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Re-adopted: September 11, 2013
CODE OF CONDUCT

5300.25  PROHIBITED STUDENT CONDUCT

Appropriate behavior is expected of all students, whether they are in classrooms, the halls, the cafeteria, the auditorium, on the playing fields or any other school area. Such behavior is also expected at all school-related functions both on and off school property, and while students are in route to and from school.

The school 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 the rights and property of others. Students who do not accept responsibility for their behavior and violate school rules will face consequences for their conduct.

The school disciplinary code and all penalties shall apply to conduct off school grounds that may endanger the health or safety of pupils within the educational system or adversely affect the educational process. New York State school administrators have the authority to discipline students for infractions, which extend beyond the school grounds.

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.

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

A. Engage in conduct that is disorderly. Examples of disorderly conduct include, but not limited to:
   1. Running in hallways.
   3. Using language or gestures that are profane, lewd, vulgar or abusive anywhere on school grounds and at school functions.
   4. Obstructing vehicle or pedestrian traffic.
   5. Engaging in any willful act which disrupts the normal operation of the school community.
   6. Trespassing. Students are not permitted in any school building, other than the one they regularly attend, without permission from the administrator in charge of the building.
   7. Computer/electronic communication misuse, including any unauthorized use of computers, software, or internet/intranet account; accessing inappropriate websites; or any other violation of the district’s acceptable use policy.

B. Engage in conduct that is insubordinate. Examples of insubordinate conduct include, but are not limited to:
CODE OF CONDUCT

1. Failing to comply with the reasonable directions of teachers, school administrators or other school employees in charge of students or otherwise demonstrating disrespect.
2. Lateness for, missing or leaving school without permission.
3. Skipping detention.

C. Engage in conduct that is disruptive. Examples of disruptive conduct include, but are not limited to:
   1. Failing to comply with the reasonable directions of teachers, school administrators or other school personnel in charge of students.
   2. Inappropriate public sexual contact.
   3. Posting, distributing or selling material on school premises unless permission is granted from the principal.
   4. Display or use of personal electronic devices, such as, but not limited to, cell phones, ipods, digital cameras, in a manner that is in violation of district policy.

D. Engage in conduct that is violent or threats of violence. Examples of violent conduct include, but are not limited to:
   1. Committing an act of violence (such as hitting, kicking, punching, and scratching) upon a teacher, administrator or other school employee or attempting to do so.
   2. Committing an act of violence (such as hitting, kicking, punching, and scratching) upon another student or any other person lawfully on school property or attempting to do so.
   3. Intentionally damaging or destroying the personal property of a student, teacher, administrator, other district employee or any person lawfully on school property, including graffiti or arson.
   4. Intentionally damaging or destroying school district property.
   5. Displaying what appears to be a weapon.
   6. Threatening to use a weapon.
   7. Possesses a weapon. Authorized law enforcement officials are the only persons permitted to have a weapon in their possession while on school property or at a school function.

Student Possession of Weapons

The Board of Education recognizes its responsibility to provide for the health, safety and welfare of the school community and of its students in particular. This responsibility may only be met by providing a safe environment at all District Facilities and all school related functions whether conducted on or off District Facilities.

In accordance with federal and state law, the Board of Education prohibits a student from bringing to school or having in his/her possession on school premises and/or at related functions held on or off school premises, any weapon or firearm. For the purposes of this policy, a firearm is defined as:
CODE OF CONDUCT

1. Any weapon which will or is designed to or may readily be converted to expel a projectile by the action of an explosive.
2. The frame or receiver of such a weapon.
3. Any explosive, incendiary, or poison gas.
4. Bomb
5. Grenade
6. Rocket having a propellant charge of more than four ounces.
7. Missile having an explosive of incendiary charge of more than one-quarter ounce.
8. Mine or similar device.
9. Any combination of parts either designed or intended for use in converting any device into a destructive device, and from which a destructive device may readily be assembled.

Moreover, for the purpose of this policy, the term “weapon” and/or “firearm” shall include, but not limited to the following dangerous devices: air-gun, spring-gun, BB gun, pellet gun, other instrument or weapons in which the propelling force is a spring, air-piston or Co2 cartridge, box cutter, electronic stun gun, electronic dart gun, knife, metal knuckle, knife, brass or metal knuckles, king fu stars, blackjack, chucka stick, billy club, fireworks as defined by 270.00 of the New York State Penal Law, explosives, dangerous chemicals, facsimiles of weapons, or any object not otherwise necessary for school activities, which could be used as a weapon or which reasonable appears to be a weapon.

Whenever a student is found with a weapon or firearm in his or her possession on school grounds and/or at a school related function conducted off school grounds, the building principal shall automatically suspend the student for a period of five days in accordance with the provisions of Education Law 3214. Moreover, such student, after a due process hearing is provided in accordance with Education Law 3214, will be subject to a penalty of expulsion for at least one calendar year.

E. Engage in any conduct that endangers the safety, physical or mental health, or welfare of others. Examples of such conduct include, but are not limited to:
   1. Lying to school personnel.
   2. Exposing other students, school personnel, or any other person, lawfully on school property or attending a school function to danger by engaging in conduct which creates a substantial risk or physical injury.
   3. Stealing or attempting to steal the property of other students, school personnel or any other person lawfully on school property or attending a school function.
   4. Defamation, which includes making false or unprivileged statements or representations about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them.
   5. Discrimination, which includes the use of race, color, creed, national origin, ethnic group, religion, religious practice, sex, gender (identity and expression), sexual orientation, weight or disability to deny rights, equitable treatment or appropriate access to facilities available to others.
CODE OF CONDUCT

6. Harassment, bullying and cyberbullying, as defined in Section 5300, is the creation of a hostile environment by conduct or threats, intimidation or abuse, which includes a sufficiently severe action or persistent pervasive pattern of actions or statements directed at an identifiable individual or group which are intended to be, or which a reasonable person would perceive as, ridiculing or demeaning. Harassment is defined as: the creation of a hostile environment by conduct 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 cause or would reasonably be expected to cause a student to fear for his/her physical safety. The harassing behavior may be based on any characteristic, including but not limited to a person’s actual or perceived; race, color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation or gender (including gender identity and expression).

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

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

7. Intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm.

8. Bullying, which may be a hostile activity which harms or induces fear through the threat of further aggression and/or creates terror. Bullying may be premeditated or a sudden activity. It may be subtle or easy to identify, done by one person or a group.

Bullying also includes the following characteristics;

- **Power Imbalance** – occurs when a bully uses his/her physical or social power over a target
- **Intent to Harm** – the bully seeks to inflict physical or emotional harm and/or takes pleasure in this activity.
- **Threat of Further Aggression** – the bully and the target believe the bullying will continue
- **Terror** – when the bullying increases, it becomes a “systematic violence or harassment used to intimidate and maintain dominance.

There are three kinds of bullying: verbal, physical and social/relational.

- **Verbal** – includes name calling, insulting remarks, verbal teasing, frightening phone calls, violent threats, extortion, taunting, gossip, spreading rumors, racist slurs, threatening electronic communications (cyber bullying), anonymous notes, etc.
- **Physical** – includes poking, slapping, hitting, tripping or causing a fall, choking, kicking, punching, biting, pinching, scratching, spitting, and twisting arms or legs, damaging clothes and personal property or threatening gestures.
- **Social/Relational** – includes isolating, shunning, spreading rumors or gossiping, arranging public humiliation, undermining relationships, teasing about clothing, looks, giving dirty looks, aggressive stares, etc.
9. Hazing, which includes an induction, initiation or membership process involving harassment which produces public humiliation, physical or emotional discomfort, bodily injury or public ridicule or creates a situation where public humiliation, physical or emotional discomfort, bodily injury or public ridicule is likely to occur.
10. Selling, using, distributing or possessing obscene material.
11. Using vulgar or abusive language, cursing or swearing.
12. Smoking a cigarette, cigar, pipe or using chewing or smokeless tobacco.
13. Fireworks.
14. Purchasing, possessing, consuming, selling, offering, manufacturing, distributing or exchanging alcoholic beverages or illegal substances, drug paraphernalia or being under the influence of either. “Illegal substances” include, but are not limited to, inhalants, marijuana, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, mood altering substances, and any synthetic version thereof, whether specifically illegal or not, commonly referred to as “designer drugs” which are substances designed and synthesized to mimic the intended effects and usages of, which are chemically substantially similar to, illegal drugs, which may or may not be labeled for human consumption.
15. Inappropriately using or sharing prescription and over-the-counter drugs.
17. Indecent exposure, that is, exposure to sight of the private parts of the body in a lewd or indecent manner.
18. Initiating a report warning of fire or other catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher.

F. Engage in misconduct while on a school bus. It is crucial for students to behave appropriately while riding on district buses, to ensure their safety and that of other passengers and to avoid distracting the bus driver. Students are required to conduct themselves on the bus in a manner consistent with established standards for classroom behavior. Excessive noise, pushing, shoving and fighting will not be accepted.

G. Engaging in any form of academic misconduct. Examples of academic misconduct include, but not limited to:
1. Plagiarism
2. Inappropriate use of technology to facilitate cheating.
3. Copying records
4. Cheating
5. Altering records
6. Assisting another student in any of the above actions.

H. Engage in off-campus misconduct that interferes with, or can reasonably be expected to substantially disrupt the educational process in the school or at a school function.

Examples of such misconduct include, but are not limited to, threatening or harassing students or school personnel through any means off-campus, including:
1. Cyber bullying which includes inflicting willful and repeated harm through the use of electronic text, online or cell phone harassment (obscene, profane, and/or lewd speech; and/or printing and/or posting of inappropriate pictures and photographs on websites.)

2. Student behavior on the internet (message boards, blogs, chat rooms, and instant text messaging and image messaging) that is inappropriate and/or violates the Code of Conduct.

3. Threatening or harassing students or school personnel over the phone or other electronic medium.

4. Bullying, as defined above.

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Revised: September 11, 2013
5300.30  REPORTING VIOLATIONS

All students are expected to promptly report violations of the code of conduct to a teacher, guidance counselor, the Building Principal or his or her designee*. Any student observing a student possessing a weapon, alcohol or illegal substance on school property or at a school function shall report this information immediately to a teacher, the Principal, the Principal’s designee or the Superintendent of Schools.

The District’s procedure for reporting and investigating incidents of harassment, bullying, and/or discrimination is set forth in Board of Education policy No. 0115. In order for the Board to effectively enforce this policy and to take prompt corrective measures when the policy is violated, it is essential that all victims and persons with knowledge of bullying, harassment or similar behavior report it immediately to District administrative staff.

The names and contact information for the Dignity Act Coordinators appointed for each school building are as follows:

**District Coordinator:**
Mike LoGerfo, Locust Valley Middle School Assistant Principal  
516-277-5220  mlogerfo@lvcsd.k12.ny.us

**Building Coordinators:**

- **Locust Valley High School:**
  - Michelle Villa  516-277-5130  mvilla@lvcsd.k12.ny.us
  - Adriana Marin  516-277-5106  amarin@lvcsd.k12.ny.us
  - Kelly Reno  516-277-5130  kreno@lvcsd.k12.ny.us

- **Locust Valley Middle School:**
  - Scott Gallagher  516-277-5406  sgallagher@lvcsd.k12.ny.us
  - Kelley Grassi  516-277-5241  kgrassi@lvcsd.k12.ny.us
  - Jennifer Tichy  516-277-5242  jtichy@lvcsd.k12.ny.us

- **Bayville Intermediate:**
  - Scott McElhiney  516-277-5400  smcelhiney@lvcsd.k12.ny.us
  - Lisa Morris  516-277-5456  lmorris@lvcsd.k12.ny.us

- **Bayville Primary:**
  - Dorothy McManus  516-277-5450  dmcm anus@lvcsd.k12.ny.us
  - Lisa Morris  516-277-5456  lmorris@lvcsd.k12.ny.us

- **Locust Valley Intermediate:**
  - Amy Watson  516-277-5300  awatson@lvcsd.k12.ny.us
  - Alexis Provetto  516-277-5356  aprovetto@lvcsd.k12.ny.us

- **Ann McArthur Primary:**
  - Sophia Gary  516-277-5300  sgary@lvcsd.k12.ny.us
  - Alexis Provetto  516-277-5356  aprovetto@lvcsd.k12.ny.us

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

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


The Principal or his/her designee shall notify the appropriate local law enforcement agency of those code violations, including but not limited to incidents of harassment, bullying, and/or discrimination, which 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 the business day the principal or his/her designee learns of the violation. The notification may be made by telephone, followed by a letter mailed on the same day as the telephone call is made. The notification must identify the student and explain the conduct that violated the Code of Conduct and constituted a crime.

The principal of each building shall regularly report data and trends related to harassment, bullying and/or discrimination to the Superintendent.

The anonymity of persons reporting a violation of this code will be protected whenever possible.

* Sexual harassment complaints should be filed with the Principal or the Title IX Coordinator. For more information regarding proper procedures for handling sexual harassment complaints, see Board of Education policy, “Sexual Harassment,” 0110, revised July 11, 2012.

Revised: March 23, 2010
Revised: September 11, 2013
**Note: District and Building Coordinators names were updated September 18, 2015
**Note: District and Building Coordinators names were updated September 14, 2016
5300
Subsection 5300.35

CODE OF CONDUCT

5300.35 DISCIPLINARY PENALTIES, PROCEDURES AND REFERRALS

Discipline is most effective when it deals directly with the problem at the time and place it occurs, and in a way that students view as 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 that 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.

As a general rule, discipline will be progressive. This means that a student's first violation will usually merit a lighter penalty than subsequent violations. However, some infractions will result in mandatory suspension of the student. Discipline for verified acts of harassment, bullying, and/or discrimination committed by students against students shall be progressive and shall consider the nature and severity of the offending student’s behavior(s), the developmental age of the student, the previous disciplinary record of the student, and other extenuating circumstances. Responses to verified acts of harassment, bullying, and/or discrimination shall be reasonably calculated to end such acts, prevent recurrence, and eliminate the hostile environment.

Specific guidelines for the discipline (including mandatory suspension) of a student who is found in possession of a weapon are covered in Section 5300.35 of the Code of Conduct, and Board of Education Policy No. 5312.2, “Student Possession of Weapons,” adopted August 27, 1998.

Specific guidelines for the discipline of an individual (student, employee, volunteer, vendor, or other) who violates the district’s sexual harassment policy are covered in Board of Education Policy No. 0110, “Sexual Harassment,” revised July 11, 2012.

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 related to his/her disability.

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

1. Oral warning – any member of the district staff.
2. Peer mediation.
3. Written warning – bus drivers, hall and lunch monitors, coaches, guidance counselors, teachers, Principal, Superintendent.
4. Written notification to parent – bus driver, hall and lunch monitors, coaches, guidance counselors, teachers, Principal, Superintendent.
5. Detention – teachers, Principal, Superintendent.
6. Suspension from transportation- Director of Transportation, Principal, Superintendent.
7. Suspension from athletic participation – coaches, Director of Athletics, Principal, Superintendent.
8. Suspension from social or extracurricular activities – activity director, Principal, Superintendent.
9. Suspension of other privileges – Principal, Superintendent.
10. In-school suspension – Principal, Superintendent.
11. Removal from classroom by teacher – teachers, Principal.
12. Short-term (five days or less) suspension from school – Principal, Superintendent, Board.
13. Long-term (more than five days) suspension from school – Principal, Superintendent, Board.
14. Permanent suspension from school – Superintendent, Board.

B. Procedures

The amount of due process a student is entitled to receive before a penalty is imposed depends on the penalty being imposed. In all cases, regardless of the penalty imposed, the school 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 after school detention as a penalty for student misconduct in situations where removal from the classroom or suspension would be inappropriate. Detention will be imposed as a penalty only after the student's parent has been notified to confirm that there is no parental objection to the penalty and the student has appropriate
transportation home following detention. Whenever possible, the district will obtain written acknowledgment/consent from the parent.

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 Principal's attention. Students who become a serious disciplinary problem may have their riding privileges suspended by the 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 at school, the district will make appropriate arrangements to provide for the student's education only in those instances where the parent is unable to provide such transportation.

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

3. Suspension from athletic participation, extra-curricular activities and other privileges

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

4. In-school Suspension

The Board recognizes the school must balance the need of students to attend school and the need for order in the classroom to establish an environment conducive to learning. As such, the Board authorizes Principals and the Superintendent to place students who would otherwise be suspended from school as the result of a code of conduct violation in "in-school suspension." The in-school suspension teacher will be a certified teacher.

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

5. Teacher Disciplinary Removal of Disruptive Students

A student's behavior can 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. These techniques may include practices that involve the teacher directing a student to briefly leave the classroom to give the student an opportunity to regain his or her composure and self-control in an alternative setting. Such practices may include, but are not limited to: (1) short-term "time out" in an elementary classroom or in an administrator's office; (2) sending a student to the Principal's office for the remainder of the class time only; or (3) sending a student to a guidance counselor or other district staff member for counseling. Time-honored classroom management techniques such as these 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 two days. The removal from class applies to the class of the removing teacher only. The student will be relocated to an area determined by the Principal or the Principal’s designee, based on availability of room and supervision. In the Elementary Schools, a teacher may not remove a student from class for a full day.

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 parent, in writing, 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 written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the student's removal at the last known address for the parent. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting parents.

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 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 §3214 and a suspension will be imposed.

The Principal or his/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/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. The Principal or the chairperson of the Committee on Special Education will promptly
notify the Director of Special Education of all removals. A record of these removals will be maintained in the student's file.

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 Principals.

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

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

7. Short term (five days or less) Suspension from School

When the Superintendent or Principal (referred to as the "suspending authority") proposes to suspend a student charged with misconduct for five days or less pursuant to Education Law §3214(3), the suspending authority must immediately notify the student orally. If the student denies the misconduct, the suspending authority must provide an explanation of the basis for the proposed suspension. The suspending authority must also notify the student's parents in writing that the student may be suspended from school. The written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the decision to propose suspension at the last known address for the parents. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting the parents.

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

The notice and opportunity for an informal conference shall take place before the student is
suspended unless the student's presence in school poses a continuing danger to persons or property or an ongoing threat 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 Superintendent's decision, unless they can show extraordinary circumstances precluding them from doing so. Only final decisions of the Board may be appealed to the Commissioner of Education within 30 days of the decision. There is no requirement that the penalty imposed by the Superintendent must be held in abeyance until all appeals have been heard.

8. Long term (more than five days) Suspension from School

When the Superintendent or 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 10 business days of the date of the Superintendent's decision, unless the parents can show that extraordinary circumstances precluded them from doing so. The Board may adopt in whole or in part the decision of the Superintendent. Final decisions of the Board may be appealed to the Commissioner of Education within 30 days of the decision. There is no requirement that the penalty imposed by the Superintendent must be held in abeyance until all appeals have been heard.

9. Permanent suspension
CODE OF CONDUCT

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

C. Minimum Periods of Suspension

1. Students who bring a weapon to school

Any student, other than a student with a disability, found guilty of bringing a weapon onto school property or of possessing a weapon on school property or at a school function will be subject to suspension from school for at least one calendar year. Guidelines for this suspension are covered in Board of Education Policy No. 5312.2, “Student Possession of Weapons,” adopted August 27, 1998.

Before being suspended, the student will have an opportunity for a hearing pursuant to Education Law §3214. The Superintendent has the authority to modify the one-year suspension on a case-by-case basis. In deciding whether to modify the penalty, the Superintendent may consider the following:

a. The student's age.
b. The student's grade in school.
c. The student's prior disciplinary record.
d. The Superintendent's belief that other forms of discipline may be more effective.
e. Input from parents, teachers and/or others.
f. Other extenuating circumstances.

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

2. Students who commit violent acts other than bringing a weapon to school

Any student, other than a student with a disability, who is found to have committed a violent act, other than bringing a weapon onto school property, shall be subject to suspension from school for at least five days. If the proposed penalty is the minimum five-day suspension, the student and the student's parent 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 parent will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The Superintendent has the authority to modify the minimum five-day suspension on a case-by-case basis. In deciding whether to modify the penalty, the Superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

3. Students who are repeatedly substantially disruptive of the educational process or repeatedly substantially interfere with the teacher's authority over the classroom
CODE OF CONDUCT

Any student, other than a student with a disability, who repeatedly is substantially disruptive of the educational process or substantially interferes with the teacher’s authority over the classroom will be suspended from school for at least five days. For purposes of this code of conduct, “repeatedly is substantially disruptive” means engaging in conduct that results in the student being removed from the classroom by teacher(s) pursuant to Education Law § 3214(3-a) and this code on four or more occasions during a semester. If the proposed penalty is the minimum five-day suspension, the student and the student's parent will be given the same notice and opportunity for 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 parent will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The Superintendent has the authority to modify the minimum five-day suspension on a case-by-case basis. In deciding whether to modify the penalty, the Superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

D. Referrals

1. Counseling

The Guidance Office shall handle all referrals of students to counseling.

2. PINS Petitions

The district may file a PINS (person in need of supervision) petition in Family Court on any student under the age of 18 who demonstrates that he or she requires supervision and treatment by:

a. Being habitually truant and not attending school as required by part one of Article 65 of the Education Law.
b. Engaging in an ongoing or continual course of conduct that makes the student ungovernable or habitually disobedient and beyond the lawful control of the school.
c. Knowingly and unlawfully possesses marijuana in violation of Penal Law §221.05. A single violation of §221.05 will be a sufficient basis for filing a PINS petition.

3. Juvenile Delinquents and Juvenile Offenders

The Superintendent is required to refer the following students to the County Attorney for a juvenile delinquency proceeding before the Family Court:

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

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

Specific guidelines for notification of parents and authorities when a juvenile is found in possession of a weapon are covered in Board of Education Policy No. 5312.2, “Student Possession of Weapons,” adopted August 27, 1998.

Specific guidelines for notification of parents of student victims of sexual harassment and those accused of committing this violation are covered in Board Policy No. 0110, “Sexual Harassment,” revised July 11, 2012.

Revised: September 11, 2013
When a student of any age is removed from class by a teacher or a student of compulsory attendance age is suspended from school pursuant to Education Law §3214, the district will take immediate steps to provide alternative means of instruction for the student. The Board of Education expects students, administrators, teachers and parents to make every effort to maintain student academic progress in the event of removal or suspension, and support student re-entry to the classroom at the conclusion of the disciplinary action.

Cross-ref: 4327, Homebound Instruction

Re-adopted: September 11, 2013
Revised: March 19, 2015
CODE OF CONDUCT

5300.45 DISCIPLINE OF STUDENTS WITH DISABILITIES

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

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

A. Authorized Suspensions or Removals of Students with Disabilities

1. For purposes of this section of the code of conduct, the following definitions apply.

A "suspension" means a suspension pursuant to Education Law §3214.

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

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

2. School personnel may order the suspension or removal of a student with a disability from his or her current educational placement as follows:

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

b. The Superintendent may order the placement of a student with a disability into an IAES, another setting or suspension for up to 10 consecutive school days, inclusive of any period in which the student has been suspended or removed under subparagraph (a) above for the same behavior, if the Superintendent determines that the student has engaged in behavior that warrants a suspension and the suspension or removal does not exceed the amount of time non-disabled students would be subject to suspension for the same behavior.
c. The Superintendent may order additional suspensions of not more than 10 consecutive school days in the same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement.

d. The Superintendent may order the placement of a student with a disability in an IAES to be determined by the committee on special education (CSE), for the same amount of time that a student without a disability would be subject to discipline, but not more than 45 days, if the student carries or possesses a weapon to school or to a school function, or the student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function.

(1) "Weapon" means the same as "dangerous weapon" under 18 U.S.C. §930(g)(w) which includes "a weapon, device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury, except...[for] a pocket knife with a blade of less than 2 1/2 inches in length." Additional information regarding the definition of a weapon is found in Board of Education Policy No. 5312.2, “Student Possession of Weapons,” adopted August 27, 1998.

(2) "Controlled substance" means a drug or other substance identified in certain provisions of the federal Controlled Substances Act specified in both federal and state law and regulations applicable to this policy. Additional information regarding the definition of controlled substances is found in Board of Education Policy No. 5312.1, “Prevention of Substance Abuse;” adopted August 25, 2005.

(3) "Illegal drugs" means a controlled substance except for those legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under the Controlled Substances Act or any other federal law. Additional information regarding the definition of illegal drugs is found in Board of Education Policy No. 5312.1, “Prevention of Substance Abuse,” adopted August 25, 2005.

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

B. Change of Placement Rule

1. A disciplinary change in placement means a suspension or removal from a student’s current educational placement that is either:
   a. for more than 10 consecutive school days; or
   b. for a period of 10 consecutive school days or less if the student is subjected to a series of suspensions or removals that constitute a pattern because they cumulate to more than 10 school days in a school year and because of such factors as
CODE OF CONDUCT

the length of each suspension or removal, the total amount of
time the student is removed and the proximity of the
suspensions or removals to one another.

2. School personnel may not suspend or remove a student with
disabilities if imposition of the suspension or removal would result in
a disciplinary change in placement based on a pattern of suspension
or removal.

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

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

1. The district's Committee on Special Education shall:

a. Conduct functional behavioral assessments to determine why
   a student engages in a particular behavior, and develop or
   review behavioral intervention plans whenever the district is
   first suspending or removing a student with a disability for
   more than 10 school days in a school year or imposing a
   suspension or removal that constitutes a disciplinary change
   in placement, including a change in placement to an IAES for
   misconduct involving weapons, illegal drugs or controlled
   substances.

   If subsequently, a student with a disability who has a behavioral inter-
   vention plan and who has been suspended or removed from his or her current educational
   placement for more than 10 school days in a school year is subjected to a suspension
   or removal that does not constitute a disciplinary change in placement, the members
   of the CSE shall review the behavioral intervention plan and its implementation to
determine if modifications are necessary.

   If one or more members of the CSE believe that modifications are needed, the
school district shall convene a meeting of the CSE to modify such plan and its
implementation, to the extent the committee determines necessary.

b. Conduct a manifestation determination review of the
   relationship between the student's disability and the behavior
   subject to disciplinary action whenever a decision is made to
   place a student in an IAES either for misconduct involving
   weapons, illegal drugs or controlled substances or because
   maintaining the student in his current educational setting
   poses a risk of harm to the student or others; or a decision is
   made to impose a suspension that constitutes a disciplinary
   change in placement.

2. The parents of a student who is facing disciplinary action, but who
   has not been determined to be eligible for services under IDEA and
   Article 89 at the time of misconduct, shall have the right to invoke
applicable procedural safeguards set forth in federal and state law and
regulations if, in accordance with federal and state statutory and
regulatory criteria, the school district is deemed to have had knowledge that their child was a student with a disability before the behavior precipitating disciplinary action occurred. If the district is deemed to have had such knowledge, the student will be considered a student presumed to have a disability for discipline purposes.

a. The Superintendent, Principal or other school official imposing a suspension or removal shall be responsible for determining whether the student is a student presumed to have a disability.

b. A student will not be considered a student presumed to have a disability for discipline purposes if, upon receipt of information supporting a claim that the district had knowledge the student was a student with a disability, the district either:

(1) conducted an individual evaluation and determined that the student is not a student with a disability, or

(2) determined that an evaluation was not necessary and provided notice to the parents of such determination, in the manner required by applicable law and regulations.

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

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

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

4. The parents of a student with disabilities subject to a suspension of five consecutive school days or less shall be provided with the same opportunity for an informal conference available to parents of non-disabled students under the Education Law.

5. Superintendent hearings on disciplinary charges against students with disabilities subject to a suspension of more than five school days shall be bifurcated into a guilt phase and a penalty phase in accordance with the procedures set forth in the Commissioner's regulations.
CODE OF CONDUCT

incorporated into this code.

6. The removal of a student with disabilities other than a suspension or placement in an IAES shall be conducted in accordance with the due process procedures applicable to such removals of non-disabled students, except that school personnel may not impose such removal for more than 10 consecutive days or for a period that would result in a disciplinary change in placement, unless the CSE has determined that the behavior is not a manifestation of the student's disability.

7. During any period of suspension or removal, including placement in an IAES, students with disabilities shall be provided services as required by the Commissioner's regulations incorporated into this code.

D. Expedited Due Process Hearings

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

   a. The district requests such a hearing to obtain an order of an impartial hearing officer placing a student with a disability in an IAES where school personnel maintain that it is dangerous for the student to be in his or her current educational placement, or during the pendency of due process hearings where school personnel maintain that it is dangerous for the student to be in his or her current educational placement during such proceedings.

   b. The parent requests such a hearing from a determination that the student's behavior was not a manifestation of the student's disability, or relating to any decision regarding placement, including but not limited to any decision to place the student in an IAES.

   (1) During the pendency of an expedited due process hearing or appeal regarding the placement of a student in an IAES for behavior involving weapons, illegal drugs or controlled substances, or on grounds of dangerousness, or regarding a determination that the behavior is not a manifestation of the student's disability for a student who has been placed in an IAES, the student shall remain in the IAES pending the decision of the impartial hearing officer or until expiration of the IAES placement, whichever occurs first, unless the parents and the district agree otherwise.

   (2) If school personnel propose to change the student's placement after expiration of an IAES placement, during the pendency of any proceeding to challenge the proposed change in placement, the student shall remain in the placement prior to removal to the IAES, except where the student is again placed in an IAES.

2. An expedited due process hearing shall be completed within 15 business days of receipt of the request for a hearing. Although the impartial hearing officer may grant specific extensions of such time
CODE OF CONDUCT

period, he or she must mail a written decision to the district and the parents within five business days after the last hearing date, and in no event later than 45 calendar days after receipt of the request for a hearing, without exceptions or extensions.

E. Referral to law enforcement and judicial authorities

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

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

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

Re-adopted: September 11, 2013
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.

The Board authorizes the Superintendent of Schools, Building Principals, Assistant Principals, Deans, 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.

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

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

A. Student Lockers, Desks and other School Storage Places

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

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

1. Name, age and grade of student searched.
2. Reasons for the search.
3. Name of any informant(s).
4. Purpose of search (that is, what item(s) were being sought).
5. Type and scope of search.
6. Person conducting search and his or her title and position.
7. Witnesses, if any, to 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 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 is turned over to the police. The Principal or his or her designee shall be responsible for personally delivering dangerous or illegal items to police authorities.

C. Police Involvement in Searches and Interrogations of Students

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

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

Before police officials are permitted to question or search any student, the Principal or his or her designee shall first try to notify the student’s parent to give the parent the opportunity to be present during the police questioning or search. If the student’s parent cannot be contacted prior to the police questioning or search, the questioning or search shall not be conducted, unless the student is 16 years of age or older. The Principal or designee will also be present during any police questioning or search of a student on school property or at a school function.
Students who are questioned by police officials on school property or at a school function will be afforded the same rights they have outside the school. This means:

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

D. Child Protective Services Investigations

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

All requests by child protective services to interview a student on school property shall be made directly to Principal or his or her designee. The Principal or 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 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. In such case, the child protective services worker must furnish to the building principal a written, signed statement containing the reason(s) for such removal.

New Jersey v. TLO, 469 U.S. 325 (1985)
In re Gregory, 82 N.Y.2d 588 (1993)
People v. Scott D., 34 N.Y.2d 483 (1974)
People v. Singletary, 37 N.Y.2d 310 (1975))
People v. Overton, 20 N.Y.2d 360 (1969)
M.M. v. Anker, 607 F.2d 588 (2d Cir. 1979)
Opinion of Counsel, 1 EDR 800 (1959)

Adopted: September 11, 2013
# Code of Conduct

## Student Searches and Interrogations

### Documentation of Search

<table>
<thead>
<tr>
<th>Student Name: __________________________</th>
<th>Student ID: ____________________</th>
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</table>
| Grade: __________ | School: ___________________________________

Reasons for the search:

- ____________________________________
- ____________________________________
- ____________________________________

Name of any informant(s):

- ____________________________________
- ____________________________________

Purpose of search (that is, what item(s) were being sought):

- ____________________________________
- ____________________________________
- ____________________________________

Type and scope of search:

- ____________________________________
- ____________________________________
- ____________________________________

Person conducting search and his/her title and position.

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
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<tr>
<th>Name</th>
<th>Title</th>
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Witnesses, if any, to the search:

- ____________________________________
- ____________________________________

Time and location of search: ____________________________
Results of search (that is, what items(s) were found):

Disposition of items found:

Time, manner and results of parental notification:

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Person Notified</th>
<th>Manner of Contact</th>
<th>Results</th>
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Adopted: September 11, 2013
5300.60 VISITORS TO THE SCHOOLS

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

1. Anyone who is not a regular staff member or student of the school will be considered a visitor.
2. All visitors to the school must report to the Main Office or the Security Desk upon arrival at the school. There they will be required to provide photo identification and sign the visitor's register. They will be issued a visitor's identification badge, which must be worn at all times while in the school or on school grounds. The visitor must return the identification badge and sign out at the Main Office or the Security Desk before leaving the building.
3. Visitors attending school functions that are open to the public, such as public gatherings, are not required to register.
4. Parents or citizens who wish to observe a classroom while school is in session are required to arrange such visits in advance with the classroom teacher(s) and Principal, so that class disruption is kept to a minimum.
5. Teachers are expected not to take class time to discuss individual matters with visitors.
6. Any unauthorized person on school property will be reported to the Principal or his or her designee. Unauthorized persons will be asked to leave. The police may be called if the situation warrants.
7. All visitors are expected to abide by the rules for public conduct on school property contained in this code of conduct.

Revised: September 11, 2013
CODE OF CONDUCT

5300.65 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 use of all Locust Valley CSD facilities shall be subject to the approval and regulations of the Board of Education and are to be administered by the Director of Facilities or other Board of Education Designee.

General Regulations

1. Organizations wishing to use District facilities shall apply to the Office of the Director of Facilities on the prescribed form. Prior to the initial use of the facilities in a school year the Director of Facilities will process the application for review by the Board of Education. All organizations requesting the use of district facilities must receive approval from the Board of Education. The Director of Facilities is authorized to issue a permit authorizing the group to use the requested facilities during the times noted on the application.

2. All organizations using District facilities must have an emergency plan available at all times which should include contact numbers for participants and emergency services.

3. In the event of an accident, the organization must notify the custodian on duty immediately. If school personnel are present at the function they must also be notified immediately, submit an Incident Report Form and call the Office of the Director of Facilities at 277-5070 the next morning.

4. No alcoholic beverages shall be brought or consumed onto District facilities at any time.

5. Profanity, objectionable language, disorderly acts or illegal activities of any kind are absolutely prohibited, and those violating this prohibition will be ejected from the premises.

6. Organizations using the facilities must clean-up after the event and remove all trash from the premises.

7. Organizations with youths under the age of 18 require the presence of adequate adult supervision at all times.

8. Smoking or other use of tobacco products is not allowed anywhere on District property.

9. No unauthorized vehicles are allowed on school property and participants and spectators must adhere to parking regulations. Participants and spectators may only park in marked parking spaces.
CODE OF CONDUCT

10. School events and/or practices shall be completed before community groups begin use of the facilities.

11. Should the use of school facilities require additional custodial and security charges the organization will pay all overtime fees directly associated with that use.

12. Permits may be revoked at any time for infractions of school regulations.

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

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

A. Prohibited Conduct

No person, either alone or with others, shall:

1. Intentionally injure any person or threaten to do so.

2. Intentionally damage or destroy school district property or the personal property of a teacher, administrator, other district employee or any person lawfully on school property, including graffiti or arson.

3. Disrupt the orderly conduct of classes, school programs or other school activities.

4. Distribute or wear materials on school grounds or at school functions that are obscene, advocate illegal action, appear libelous, obstruct the rights of others, or are disruptive to the school program.

5. Intimidate, harass or discriminate against any person on the basis of race, color, creed, national origin, religion, age, gender, sexual orientation or disability. Note: specific guidelines for procedures governing sexual harassment are covered in Board of Education Policy No. 0110, “Sexual Harassment,” revised July 11, 2012.

6. Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed; enter into any private office of an administrative officer, member of the faculty or staff member; without permission, expressed or implied.

7. Obstruct the free movement of any person in any place to which this code applies or enter upon and remain in any building or facility for any
CODE OF CONDUCT

purpose other than its authorized uses or in such manner as to obstruct its authorized use by others;
8. Violate the traffic laws, parking regulations or other restrictions on vehicles.
9. Possess, consume, sell, offer, manufacture, distribute or exchange alcoholic beverages, controlled or illegal substances, or any synthetic versions (whether or not specifically illegal or labeled for human consumption), or be under the influence of alcoholic or controlled substances on school property or at a school function.
10. Consume tobacco products on school property or at a school function.
11. Possess or use weapons in or on school property or at a school function, except in the case of law enforcement officers or except as specifically authorized by the school district.
12. Loiter on or about school property.
13. Gamble on school property or at school functions.
14. Refuse to comply with any reasonable order of identifiable school district officials performing their duties.
15. Willfully incite others to commit any of the acts prohibited by this code.
16. Place or cause to be placed any unsolicited newspapers, advertising matter, campaign material, flyers or leaflets on any motor vehicle on district property, or cause any litter to be left on district property.
17. Violate any federal or state statute, local ordinance or Board policy while on school property or while at a school function.

B. Penalties

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

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

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

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

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

Revised: March 20, 2013
Re-adopted: September 11, 2013
5300.70 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 an age appropriate, written in plain language, a summary of the code to all students at an assembly to be held at the beginning of each school year.
2. Providing a plain language summary to all parents at the beginning of the school year and thereafter on request.
3. Posting the complete Code of Conduct on the District’s website.
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.

On a regular basis, 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.

B. Review of Code of Conduct

The Board 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 of Education no later than 30 days after adoption.

Revised: July 11, 2012
Re-adopted: September 11, 2013