



Code = *of* = Conduct

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Revised July 2021

City School District of New Rochelle
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Dear Parents/ Guardians and Students,

The safety of all students and the provision of safe and supportive schools which cultivate safe, respectful environments conducive to learning and growth is a commitment of the City School District of New Rochelle. Under the Safe Schools Against Violence in Education (S.A.V.E.) Act, all school districts are required to develop a Code of Conduct designed to maintain and enforce order on school property and at school functions. The Code is reviewed annually and approved by the Board of Education. The Code is available to all students, parents, guardians, and teachers. The entire Code of Conduct is posted on our website. www.nred.org and an age-appropriate summary will be provided to each student.

This Code both reflects the District's strategic direction of providing a safe and supportive school and the District's commitment to using Positive Behavioral Interventions and Supports, PBIS, as the framework to support positive student behavior. This proposal is aligned with Federal Guidance cautioning schools about the excessive use of out of school suspensions and proposed NYS legislation, the Judge Judith S. Kaye Safe and Supportive Schools Act introduced in 2015.

A revised code of conduct was approved by the Board of Education in July 2021.

The revised Code promotes the following shifts:

A greater emphasis on the promotion of positive social behaviors and prevention of discipline problems

More detailed descriptions of levels of response to inappropriate and disruptive behavior

Differentiated and individualized responses to discipline problems for students in grades K-5, grades 6-8, and grades 9-12, incorporated researched based curricular materials for Social-Emotional Learning Standards.

The use of restorative practices that will support students in learning from their mistakes and understanding the impact of their behaviors on others. This model will serve to reduce suspensions and create opportunities for "healing" fractured relationships.

More limited use of out-of-school suspension, in-school suspensions, and removal of students from the classroom. Using Restorative Practices will support this effort. This document also reflects changes as we navigate social challenges and distance learning.

These shifts will occur over time and require additional professional development for school staff and communication with the parents and community.

Sincerely,

Jonathan Raymond

Superintendent of Schools

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I. Introduction

The Board of Education is committed to providing a positive, safe, and orderly school environment in which all students are respected and guided in their learning by culturally competent adults. This revision of the Code of Conduct is the work of a subcommittee of the Solutions to Suspension Task Force. The subcommittee was organized in October 2015 for the purpose of reviewing and revising the Code of Conduct to emphasize the promotion of positive behavioral expectations; the prevention of discipline problems; the use of interventions to support students; and a more limited use of out-of-school suspensions, in-school suspensions, and teacher removals from class.

Every student deserves a safe school which fosters supportive and nurturing relationships with adults. Schools must create a climate where every teacher can teach without disruption and interference; and every student can learn. With the recognition that all children make mistakes and that this is part of growing up, schools must help all students learn to grow from their mistakes. School discipline policies should support students and teachers and ensure that everyone is treated with dignity and respect. To achieve this goal, the Board expects that all students, teachers, other school district personnel, parents, and visitors demonstrate the positive behavioral expectations outlined in this Code of Conduct.

Parents and guardians are seen as essential partners in guiding and supporting their children throughout their education by reinforcing the positive behavioral expectations of the school and working with school personnel to address areas in need of growth.

Every student has the right to learn and the right to be free from harassment, fear, or intimidation. No student shall be subjected to discrimination, harassment or bullying by employees or students on school property or at school functions based upon actual or perceived race, color, weight, physical characteristics, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender identity, or sex.

The Board of Education adopts this Code of Conduct to maintain safety and public order and to prevent abuse of the rights of others and to ensure that discipline, when necessary, is administered promptly and fairly in accordance with Sections 2801 and 3214 of the Education Law and Part 100 of the Regulations of the Commissioner of Education. The Code is not intended to limit freedom of expression or peaceful assembly, for the District recognizes the value of free inquiry and free expression. The Code, which shall apply to all students, school personnel, parents, and visitors when on school property and at school functions, or in transit to or from school property or a school function, includes:

- positive behavioral expectations for conduct on school property and at school functions;
- age appropriate interventions to be used to correct behavior; and
- age appropriate consequences or penalties for inappropriate conduct.

II. Promoting Positive Student Behavior

School culture and climate have a profound impact upon students' academic progress and their relationships with peers and adults. Each school is expected to promote a positive school culture that provides students with a supportive environment in which to grow, both socially and academically. This is done by connecting students to school through opportunities to participate in a wide range of pro-social activities and to bond with caring, supportive adults. These pro-social opportunities are coupled with a program of prevention and intervention which provides students with the experiences, strategies, life skills, and support they need to thrive.

Social-emotional learning is a basic component of a school's program of universal prevention for all students. Schools are expected to take a proactive role in nurturing students' pro-social behavior. Providing a range of positive behavioral supports, as well as meaningful opportunities for social-emotional learning, fosters resiliency.

Establishing a school-wide tiered framework of behavioral supports and interventions is essential to implementing progressive discipline. One major initiative in the City School District of New Rochelle is Positive Behavioral Intervention & Supports (PBIS) which includes proactive strategies for defining, supporting, and teaching appropriate behaviors to create positive learning environments. This model supports our paradigm of a Multi-Tiered System of Support (MTSS) in all of our schools.

III. Equity and Continuous Improvement

New Rochelle City School District supports and upholds guiding principles of US Department of education creating positive school climates and providing students with varying levels of support do not free students from the responsibility of behaving appropriately or being held accountable if they fail to do so. The Schools and the district will use school discipline that is applied fairly and will continually monitor and improve disciplinary policies and practices. As part of a school's ongoing training for staff, schools should equip them with the skills and strategies to reinforce appropriate behaviors and respond to student misconduct fairly and equitably. An equitable and fair response is without regard to a student's personal characteristics, including, race, color, national origin, religion, disability, ethnicity, sex, gender, gender identity, sexual orientation, or status as an English language learner, migrant or homeless student. To help ensure fairness and equity, schools will explore the use of cultural competence training to enhance staff awareness of their implicit or unconscious biases.

IV. Progressive Discipline

Understanding discipline as a “teachable moment” is fundamental to a positive approach to discipline. Progressive discipline, to be employed where appropriate, uses incremental interventions to address inappropriate behavior with the ultimate goal of teaching pro-social behavior. Progressive discipline does not seek punishment. Instead, progressive discipline seeks concurrent accountability and behavioral change.

The goal of progressive discipline is the prevention of a recurrence of undesired behavior by helping students learn from their mistakes. Essential to the implementation of progressive discipline is helping students who have engaged in unacceptable behavior to:

- Understand why the behavior is unacceptable and the harm it has caused;
- Understand what they could have done differently in the same situation;
- Take responsibility for their actions;
- Be given the opportunity to learn pro-social strategies/skills to use in the future; and
- Understand the progression of more stringent consequences if the behavior reoccurs.

Restorative Justice is an alternative to using punishment to manage misbehavior. Restorative Justice focuses on righting a wrong committed and repairing harm done. The goal is to place value on relationships and to focus on repairing relationships that have been injured. The individuals have the opportunity to share with one another how they were harmed, as victims, or how they will work to resolve the harm caused, as wrongdoers.

Restorative Practices/Approaches are interventions designed to hold students accountable for harm and address the needs of students and staff harmed and the school community. Restorative approaches change the focus from asking “who is to blame and what the punishment will be” to answering these key questions:

- What happened?
- Who was harmed or affected by the behavior?
- What needs to be done to make things right?; and
- How can people behave differently in the future?

Some examples of these practices include: family or group conferencing; classroom meetings/peace circles; victim-offender mediation; reparation of harm; restitution; referrals to the New Rochelle Youth Court; counseling to address anger management; and behavior coaching. Restorative practices may also be used as interventions in some situations.



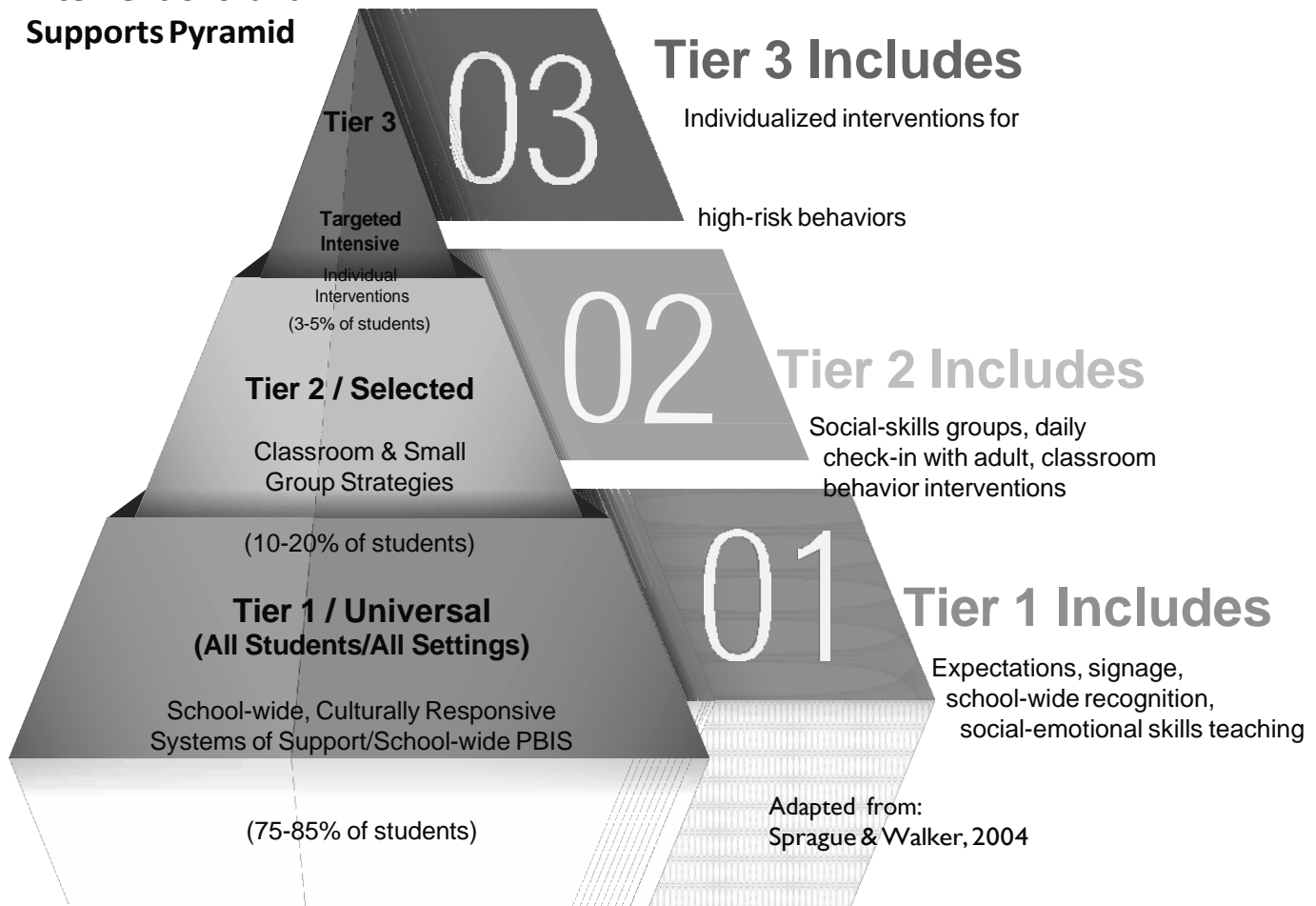
Tiers of Interventions

A major initiative in the City School District of New Rochelle is the implementation of a Multi-Tiered System of Support (MTSS) which includes proactive strategies for defining, supporting, and teaching appropriate behaviors to create positive learning environments. Attention is focused on sustaining a three-tiered or level system of support to enhance student learning. PBIS is one such system.

- Tier One—School wide behavioral expectations are explicitly taught, reinforced, and acknowledged by school staff.
- Tier Two—Targeted students receive additional instruction or support so that they are able to meet the behavioral expectations. (short term interventions are provided—socialization groups, check-in and check-out programs)
- Tier Three—Intensive interventions are provided to students who are not able to achieve the expected behaviors with Tier One and Two interventions.

Students often need encouragement and new skills to improve their behavior and assistance in learning to do so. Through the use of intervention and prevention strategies that engage students and give them a clear sense of purpose, school staff members facilitate students' academic and social-emotional growth and assist them in following school rules and policies. School personnel recognize that maintaining and changing student behaviors involves a continuum of acknowledgements, supports, and interventions.

Positive Behavioral Interventions and Supports Pyramid



All Students will show RESPECT for...

Themselves by:

- Attending school regularly and being on time
- Following rules and directions of adults
- Doing schoolwork and homework neatly and completely
- Practicing positive behavior choices
- Remaining on school grounds unless permission to leave school has been granted
- Learning from consequences of behavior
- Choosing not to bring tobacco, “vaping” products, alcohol, other drugs, or weapons to school
- Dressing in a way that is appropriate for the learning environment.

Others by:

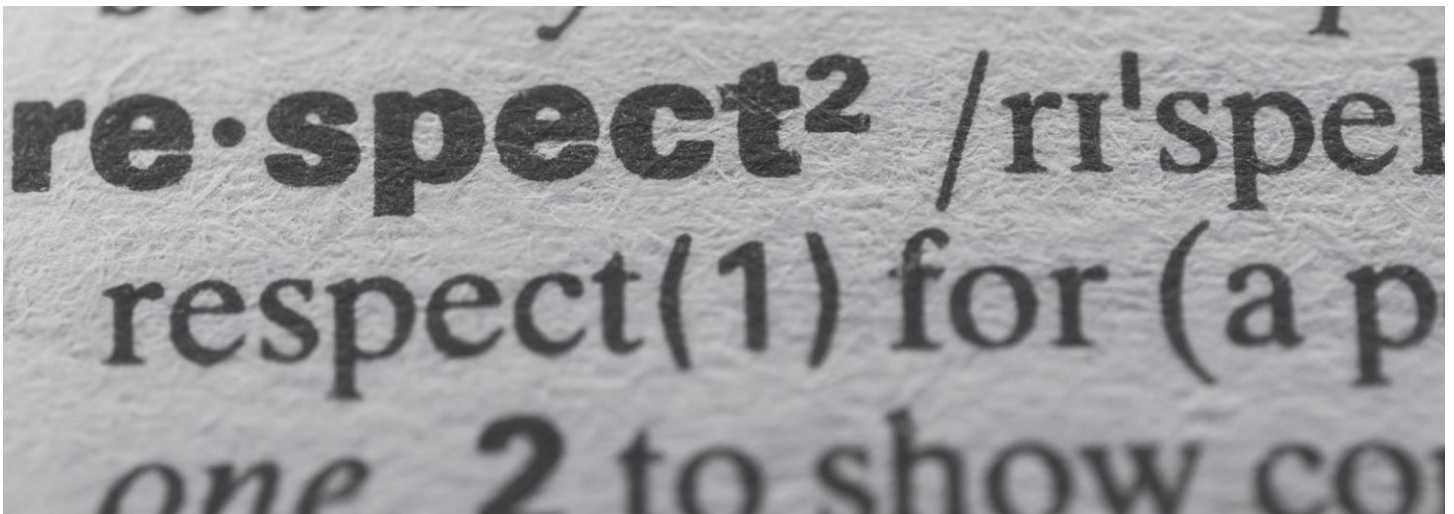
- Understanding the feelings of others
- Treating others as they want to be treated themselves
- Being honest by telling the truth, and admitting to things one has done
- Working with others in positive ways
- Keeping their hands to themselves
- Working together and/or with adults to manage negative behaviors and emotions
- Using a respectful, positive, and considerate tone of voice and body language when speaking to others
- Listening when others are speaking

Learning by:

- Following school rules and school staff directions
- Keeping focused on personal work
- Coming to school prepared to work
- Participating in class activities and discussions
- Completing their own schoolwork and homework
- Keeping their eyes on their own paper when taking quizzes and tests

Property by:

- Taking care of things in school and on school grounds
- Using school materials or a classmate’s materials for their intended purpose
- Following rules about safety
- Keeping cell phones off and out of sight during school hours except with permission from school staff
- Using cell phones as permitted at New Rochelle High School and Campus School



V. Rights and Responsibilities of the School Community

All members of the school community including students, school staff (teachers, administrators, secretaries, custodians, teaching assistants, teacher aides, and school monitors), parents/guardians, and contracted service providers have a role in promoting positive student behavior. A safe and caring school climate is essential to the academic and social success of all students.

Student Rights

The right to a free public education is a basic “student right” guaranteed to all children. The District is committed to safeguarding the rights given to all students under state and federal law. All District students have the right to:

- A safe, healthy, orderly, and civil school environment
- Equal educational opportunity and freedom from discrimination based on actual or perceived race, color, weight (physical characteristics), national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender identity or expression, or sex
- Learn in an environment free from interruption, harassment, discrimination, intimidation or fear
- Participate in District activities on an equal basis regardless of weight (physical characteristics), race, color, creed, national origin, ethnic group, religion, religious practice, disability, gender identity or expression, sex or sexual orientation
- Be guided by a discipline policy which is fairly and consistently implemented
- Present their version of the relevant events to school personnel authorized to impose a disciplinary penalty
- Be provided with a plain language version of the Code of Conduct and other relevant school policies and regulations and when necessary receive an explanation of rules from school personnel
- Freedom of expression, provided such expression does not interfere with the rights of others or disrupt or interfere with the education, discipline or normal activities of the school

Student Responsibilities - All District students are expected to:

- Contribute to maintaining a safe and orderly school environment that is conducive to learning
- Report problems to the appropriate school staff
- Show respect to other persons and to property
- Be familiar with and follow the rules of this Code of Conduct as well as other school rules and District policies
- Attend school every day unless, they are legally excused, and be in class, on time and prepared to learn
- Work to the best of their ability in all academic and extracurricular pursuits and strive toward their highest level of achievement possible
- React to direction given by teachers, administrators and other personnel in a respectful, positive and cooperative manner
- Ask questions when they do not understand the rules
- Seek help in solving problems
- Work to develop appropriate ways to manage anger
- Accept responsibility for their actions
- Dress appropriately for school and school functions
- Conduct themselves as representatives of the District when participating in or attending school-sponsored extracurricular events and hold themselves to the highest standards of conduct and sportsmanship

VI. Expectations of Essential Partners

The City School District of New Rochelle's strength is in its committed partnerships among teachers, administrators, school personnel, the Board of Education, parent/teacher organizations and parents/ guardians. We all have a critical role to play in making our schools and community safe while educating and nurturing our students.

A Code of Conduct built on the principles of positive behavior interventions and supports (PBIS) will be most successful when there is seamless integration at the District and school levels and at home. This consistency and support for our students across settings will set our children up for success within the classroom and greater community. This is an exciting opportunity to ensure that through collaboration, professional development, and student/caregiver training, we will help construct more positive learning environments.

School staff should keep parents/guardians informed about their child's behavior and enlist them as partners in reinforcing positive behavior and addressing areas in need of growth. As role models, parents/ guardians and school staff should exhibit the behaviors that they would like to see students emulate. In order for parents/guardians to be active and involved partners in promoting a safe and supportive school environment, parents/guardians are strongly encouraged to familiarize themselves with the District's Code of Conduct.

Expectations of Parents/Guardians

- Recognize that the education of their child(ren) is a joint responsibility between the parents and the school community, and collaborate with the District to optimize their child's educational opportunities.
- Send their children to school ready to participate and learn.
- Ensure their children attend school regularly and arrive on time.
- Know school rules and help their children understand them so that their children can help create a safe, supportive school environment.
- Build positive, constructive relationships with teachers, other parents and their children's friends.
- Inform school officials of changes in the home situation that may affect student conduct or performance.

Expectations of Teachers

- Strengthen students' self-concept and promote confidence to learn by maintaining a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, physical characteristics, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender identity or expression, or sex.
- Know school policies and rules and enforce them in a fair and consistent manner.
- Communicate to students and parents:
 - Course objectives and requirements
 - Marking/grading procedures
 - Assignment deadlines
 - Expectations for students Classroom
 - Discipline expectations.
- Maintain confidentiality in accordance with federal and state law.
- Communicate regularly with students, parents, and other teachers concerning growth and achievement.

- 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.
- Address personal biases that may prevent equal treatment of all students.

Expectations of Other School Personnel (Teacher Assistants, Teacher Aides, Clerical Staff, Lunch Monitors, General School Aides)

- Develop supportive professional relationships with students and other school staff to promote student learning within a safe environment.
- Supervise students, acknowledging positive behavior, and addressing inappropriate behavior.
- Report behavioral infractions as required to an administrator or supervisor.
- Be responsible for reporting on the allegations and material cases of bullying/harassment at the school building level.
- Maintain confidentiality in accordance with federal and state law.
- Address personal biases that may prevent equal treatment of all students.



Expectations of Counseling/Pupil Services Staff (School Counselors, Social Workers, School Nurses, School Psychologists and Attendance Teachers)

- Strengthen students' self-concept and promote confidence to learn by maintaining a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, physical characteristics, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender identity or expression, or sex.
- Assist students in coping with peer pressure and emerging personal, social and emotional problems.
- Initiate teacher/ student/ counselor conferences and parent/ teacher/ student/counselor conferences, as necessary, as a way to resolve problems.
- Maintain confidentiality in accordance with federal and state law.
- Regularly review with students their educational progress and career plans.
- Investigate unexcused school absences and school truancy issues.
- 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.
- Address personal biases that may prevent equal treatment of all students.

Expectations of Principals/Administrators

- 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 identity or expression, or sex.
- Ensure that students and staff have the opportunity to communicate regularly with the principal/administrators and have access to the principal/administrators for redress of grievances.
- Maintain confidentiality in accordance with federal and state law.
- Evaluate on a regular basis all instructional programs to ensure infusion of civility education in the curriculum.
- Be responsible for enforcing the Code of Conduct and ensuring that all cases are resolved promptly and fairly.
- 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.
- Address personal biases that may prevent equal treatment of all students and staff.

Expectations of Superintendent

- Promote a safe, orderly and stimulating school environment by 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 identity or expression, or sex.
- Inform the Board of Education about educational trends relating to student discipline.
- Review with district administrators the policies of the Board of Education and state and federal laws relating to school operations and management.
- Work with district administrators in enforcing the Code of Conduct and ensuring that all cases are resolved promptly and fairly.
- Board of Education
- 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 identity or expression or sex.
- Collaborate with student, teacher, administrator, and parent organizations, school safety personnel and other school personnel to maintain a Code of Conduct that clearly defines the expectations for the conduct of students, district personnel and visitors on school property and at school functions.
- Review at least annually the District's Code of Conduct to evaluate the Code's effectiveness and the fairness and consistency of its implementation.
- 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.
- Address personal biases that may prevent equal treatment of all students and staff.

VII. Student Dress Code

Students are expected to give proper attention to personal cleanliness, and to dress appropriately for school and school functions.

Students and their parents/guardians have the primary responsibility for acceptable student dress and appearance. Teachers and all other district personnel should exemplify and reinforce acceptable student dress and help students develop an understanding of appropriate appearance in a school setting.



A student's dress, grooming, and appearance shall:

- Be safe, appropriate, and support the academic engagement and educational rights of themselves and others. Clothing that interferes with, distracts from, or disrupts the educational process is not acceptable.
- Be safe: wear appropriate footwear.
- Be safe and respectful: wear hats and head coverings indoors only for health, safety, or religious reasons.
- Be respectful: student clothing which incorporates words or graphic images should not be obscene or constitute "hate speech," or promote and/or endorse the use of alcohol, tobacco, controlled substances or illegal drugs, and/or encourage illegal or violent activities.

Each building principal or his or her designee shall be responsible for informing all students and their parents/guardians 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 may be subject to disciplinary action.

VIII. Prohibited Conduct

Students may be subject to disciplinary action if they:

Engage in conduct that is dangerous or disorderly. Examples include but are not limited to:

1. Running in hallways.
2. Making disruptive noise.
3. Engaging in dangerous horseplay.
4. Using language or gestures that are profane, lewd, vulgar, abusive or threatening.
5. Obstructing vehicular or pedestrian traffic.
6. Engaging in any willful act that disrupts the normal operation of the school community.
7. 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. Students may not enter District property during a period of disciplinary suspension.

8. Misuse of computer/electronic communications, including (a) any unauthorized use of computers or software; (b) accessing inappropriate websites via District equipment or networks; or (c) any violation of the District's Acceptable Use Policy.
9. Tampering with fire safety equipment, including but not limited to triggering false alarms and unauthorized use of fire extinguishers.
10. Making bomb threats, false 911 or emergency services calls, or other threats against the security of persons or property.
11. Possessing matches or lighters on District property.
12. Use of personal electronic devices (including but not limited to cellular telephones) in a manner that is in violation of individual school policy.

Engage in conduct that is insubordinate. Examples include but are not limited to:

1. Failing to comply with legitimate and reasonable directives of teachers, school administrators, and other school personnel.
2. Lateness to school; cutting class, homeroom or detention; and leaving school without permission.

Engage in conduct that is disruptive, offensive or violent. Examples include but are not limited to:

1. Committing, or attempting to commit, an act of violence (such as hitting, kicking, punching, or scratching) upon any person.
2. Actual or attempted sexual assault, including sexual touching without consent.
3. Possessing, displaying, using or threatening to use a weapon or what appears to be a weapon (including any instrument, object or device which is capable of causing physical injury). This prohibition does not apply to law enforcement officials acting in the line of duty.
4. Intentionally damaging or destroying District property or the personal property of a student, District employee, or any person lawfully on school property, including but not limited to graffiti.
5. Lighting a fire on or adjacent to School District property (arson).

Engage in conduct that endangers the safety, physical or mental health or welfare of others. Examples include but are not limited to:

1. Subjecting other students, school personnel or any other person lawfully on school property or attending a school function to danger by recklessly engaging in conduct which creates a substantial risk of physical injury.
2. 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.
3. Making statements about any individual or identifiable group of individuals which have the foreseeable effect of exposing such persons or group of persons to shame, humiliation, persecution or ostracism; this includes but is not limited to "hate speech."
4. Making unwelcome sexual propositions, unwelcome sexual comments, or engaging in other acts of sexual harassment, all as further described by Board of Education Policy 5530.
5. Engaging in discriminatory conduct, by engaging in actions or expressions based upon race, color, creed, national origin, ethnic group, religion, religious practice, sex, gender (identity and expression), sexual orientation, physical characteristics or disability, which have the foreseeable effect of creating a hostile environment for another person or group of persons, or which have the foreseeable effect of denying rights, equitable treatment or access to facilities available to others.
6. Harassment and/or bullying, including cyberbullying and "sexting." See Board of Education Policy 0115 (Student Harassment and Bullying Prevention) and Board of Education Policy 5525, the Dignity for All Students Act.)

7. Intimidation, including actions or statements that have the foreseeable effect of putting an individual in fear of bodily harm, or inducing an individual to take or abstain from taking an action which such individual might otherwise lawfully take or abstain from taking.
8. Hazing in any form, including subjecting another person to potential physical or emotional harm or humiliation as a condition of participating in any group or activity.
9. Intentionally exposing or attempting to expose a student, staff member or visitor to a food to which that person is known to be allergic.
10. Selling, distributing or possessing obscene material.
11. Using vulgar or abusive language, cursing, or swearing.
12. Smoking a cigarette, cigar, pipe, electronic cigarette, or using chewing or smokeless tobacco, or possessing any of the foregoing on school grounds.
13. Possessing, consuming, selling or offering for sale, offering, distributing, or exchanging alcoholic beverages or illegal substances, or being under the influence of either. "Illegal substances" include, but are not limited to, inhalants, marijuana, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, 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.
14. Selling, or offering for sale, any substance represented to be an alcoholic beverage or illegal substance as defined above, whether or not such beverage or substance is authentic.
15. Inappropriately using or sharing prescription and over-the-counter drugs.
16. Gambling.
17. Indecent exposure, that is, exposure to sight of the private parts of the body in a lewd or indecent manner.
18. Aiding or abetting any other person to commit a violation of this Code of Conduct.

Engage in misconduct while on a school bus, or on public transportation for which the School District provides reduced-fare transportation cards.

1. Students shall enter, sit on and leave buses in an orderly manner and shall not delay the bus or intentionally engage in conduct which distracts the bus driver.
2. Eating food is not allowed on school buses.
3. All other rules of conduct which apply to conduct on District property or at school or District sponsored events apply to student conduct on buses.

The school bus is an extension of the classroom. Students riding school buses are expected to conform to the rules of conduct in order to permit the bus driver to transport his/her passengers safely. Student cooperation is mandatory for the safety of our children. Excessive noise, pushing, shoving and fighting will not be tolerated. In order to ensure discipline, health, welfare and safety, video cameras may be used to monitor student behavior on vehicles transporting students to and from school or extracurricular activities. In addition to the guidelines set forth in the Code of Conduct students riding on school buses must abide by the following rules:

Never engage in conduct that creates an unsafe environment for yourself or other students or impairs the driver's ability to drive safely.

Never run to catch the bus if you are late.

Follow the bus driver's instructions & always obey all safety rules. At no time will a student act toward, or address comments to a bus driver in a disrespectful manner, or refuse to cooperate with the driver.

Never cross behind the bus

While waiting for the bus, stay in a spot that is safely away from the road.

Do not run or play while waiting for the bus.

Stay in line and do not push when getting on or off the bus.

Always remain seated while on the bus. Do not change seats.

Bus drivers are authorized to assign seats.

No eating or drinking on the bus.

No drugs or alcohol on the bus.

No smoking on the bus. No lighting matches.

Keep head, arms, etc. inside the bus at all times.

Keep books, feet and other objects out of the aisles of the bus.

During the bus ride students should face forward and keep their feet on the floor in front of them. Talk in a quiet voice; loud noises create an unsafe condition.

No horse playing, fighting, or use of obscene, vulgar or profane language either on the bus or at the bus stop. Do not be destructive to the bus. Do not mark, cut or scratch any part of the bus.

Emergency doors and exits are to be used only during supervised drills or actual emergencies.

Never attempt to operate the passenger door or other driver controls except in case of an emergency.

Students who engage in inappropriate conduct on the school bus will be subject to disciplinary action for their behavior, including, but not limited to: conference with Principal, conference with Principal and parent(s), suspension from the bus and/or additional suspension from school.

The levels listed below are illustrative only and not intended to be an exhaustive list of offenses, disciplinary responses and/or PPS interventions. The District reserves the right to impose disciplinary responses and/or PPS interventions for offenses not listed in the below charts. The District also reserves the right to modify disciplinary responses and/or PPS interventions based on the student's age, the nature of the offense, the circumstances which led to the offense, the student's prior disciplinary record, the effectiveness of other forms of discipline, information from parents, teachers and/or others, as appropriate and other extenuating circumstances.

Unacceptable behavior includes, but is not limited to: Intentionally taking an unassigned bus without permission, failing to properly take seat upon boarding bus; unauthorized use of bus pass; occupying an unreasonable amount of seating space; failing to remain properly seated while bus is in motion; littering or soiling the bus; shouting or other loud or boisterous behavior; refusing to follow driver's instructions; engaging in horse-playing, roughhousing or wrestling; crossing roadway improperly after leaving bus; annoying other children; behaving in an unsafe or unruly manner at bus stop; using improper bus or bus stop; engaging in profanity or obscene talk; eating on bus; and talking back to driver or otherwise showing lack of respect.

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

1. Plagiarizing: the reproduction or intentional paraphrase of someone else's work without proper attribution,
2. Cheating or otherwise compromising academic integrity, including but not limited to representing someone else's work as one's own (copying), using unauthorized assistance by any means during an examination, test or quiz, improperly obtaining an examination, test, quiz or answer key in advance, substituting for a test-taker, and/or assisting another student to cheat.
3. Altering District records by written or electronic means,
4. Violations of the District's Acceptable Use Policy for computers and the Internet.
5. Assisting another student in the above activities.

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

1. Such conduct includes, but is not limited to, threatening or harassing students or school personnel through any means off-campus, including cyber-bullying.
2. All rules of conduct which apply to conduct on District property apply to student conduct at school- or District-sponsored events.

IX. Reporting Violations of the Code of Conduct and the Dignity for All Students Act

Responsibilities for Reporting and Dealing with Misconduct

Any student who observes a violent or criminal act or who is aware of a potentially violent or criminal act in school or at a school function is expected to report the matter promptly to an adult. Any student observing another student possessing a weapon, alcohol or illegal substance on school property or at a school function is encouraged to promptly report this information immediately to any staff member or administrator. All students who are witnesses to, or are subjected to, incidents of discrimination, harassment and or bullying by another student, employee, and/or visitor on school property or at a school function, are expected to report promptly the matter to an adult. The District will hold the identity of the reporter in confidence to the extent possible.

Any student who is a witness to or target of or becomes aware of any incident of discrimination, harassment and/or bullying (including cyberbullying) is expected to report such behavior to their guidance counselor, principal, the school building Dignity Act coordinator or the Districtwide Dignity Act coordinator as soon as possible after the incident so that the District may investigate the situation and impose appropriate sanctions as necessary in a timely, fair, consistent, impartial and lawful manner.

School Personnel

All District administrators who witness or become aware of violations of this Code of Conduct (including, without limitation) incidents of discrimination, harassment and/or bullying against any student are expected to investigate the situation and impose appropriate sanctions as necessary in a timely, fair, consistent, impartial and lawful manner. All other School District personnel who witness or become aware of such a violation shall promptly make a verbal report of violations of the Code of Conduct to their building principal, the principal's designee, or the Dignity Act Coordinator in the school building.

Violations of the Dignity Act must be reported not later than one school day after witnessing or receiving a report. A written report must be completed no later than two school days after the verbal report. No retaliatory action shall be taken against any person who acting reasonably and in good faith, makes a report or initiates, testifies, participates or participates in any formal or informal proceeding or interrogation.



Each school Dignity Act Coordinator will promptly and impartially investigate all complaints, formal or informal, verbal or written. To the extent possible, all complaints will be treated in a confidential manner, although limited disclosure may be necessary to complete a thorough investigation.

In order to assist investigators, individuals should document the bullying, harassment, or discrimination as soon as it occurs and with as much detail as possible including: the nature of the incident(s); dates, times, and places it occurred; name of perpetrator(s); witnesses to the incident(s); and the target's response to the incident.

District Dignity Act Coordinators

School	Dignity Act Coordinator	Phone Number
Barnard	Ms. Candice Lee	576-4386
Columbus	Ms. Shelli Owens	576-4402
Davis	Ms. Laurie Marinaro	576-4683
Jefferson	Mr. Paul Roncagliolo	576-4433
Trinity	Ms. Bridget Merturi	576-4434
Ward	Ms. Kimberly Peluso	576-4478
Webster	Mr. Greg Middleton	576-4680
Albert Leonard Middle School	Dr. Christopher Salinas	576-4341
Isaac E. Young Middle School	Mr. Plinio Trujilio	576-4360
New Rochelle High School	Ms. Latoya Pryce (House 1) Ms. Francis Cruz (House 2) Mr. Seth Busching (House 3) Mr. Daniel Gonzalez (House 4)	576-4514 576-4520 576-4530 576-5093
Campus School	Ms. Andrea Schwach	576-4393

X. Levels of Support/Individualized Interventions/ Consequences

Practices that allow educators to address disciplinary matters as opportunities for learning instead of punishment are more successful in changing a student’s behavior than a reliance on increasing punitive measures. Consequences are most effective with students when they deal directly with the problem in a way that students view as fair and impartial. When choosing interventions and consequences for students’ behavior, teachers, administrators, and staff must balance the District’s dual goals of (a) eliminating school disruptions and (b) maximizing student instruction time. This philosophy is evident in the commitment to the implementation of Positive Behavior Intervention Supports (PBIS) in each school building and in the discipline consequences that occur as a result of the most serious offenses in Superintendent’s Hearings.

This Code of Conduct describes four levels of possible response to inappropriate and disruptive behavior of individual students (as outlined on pages 18 and 19). Each inappropriate or disruptive behavior is assigned to one or more of these levels of intervention and consequence. Interventions and consequences from the lower levels should generally be considered, and where practicable applied, before the interventions and responses from the higher levels. In the event of a disruptive behavior which warrants a level 4 consequence, the administrator can go directly to that level.

As to violations which may constitute a crime, the building principal or designee will consult with the appropriate local law enforcement agency regarding violations that constitute a crime.

The following tables outline Tiers or Levels of support with possible individualized interventions and consequences for inappropriate behavior.



Tier 1/Level 1 Classroom Level interventions/consequences		
Universal teaching of behavioral expectations, acknowledgment of positive behaviors, and consistent response to inappropriate behaviors. If these interventions are successful, referral to the school administration may not be necessary		
Verbal correction/warning	Redirect behavior	In-class time out
Teacher/student conference	Reteach expectations	Behavioral sheet
Establish positive relationship with student	Use of student problem solving	Seat change
Parent Contact	Written reflection/apology	Detention with teacher
Parent Conference	Loss of classroom privileges	Brief time out of class

Tier 2/Level 2 Appropriate when Level 1 interventions/consequences have been used and found ineffective or based on the severity of the behavior		
Tier II interventions focus on targeted students who may require more intensive support on a short-term basis.		
Parent Conference	Use of Restorative practice strategies	Functional Behavioral Assessment (FBA)
Short Removal from class	Referral to School Based Child Study Team	Behavior Improvement Plan (BIP)
Conference with Building Administrator/Counselor	Referral for CSE/504 Eligibility	Detention (Before or After School or Lunch time)
Change in schedule/class	Short term targeted counseling, re-teaching of specific skills	Check in/Check out Program
Behavioral plan or contract	Restitution, apology	Loss of school privileges

Tier 3/Level 3 Appropriate when Level 2 interventions/consequences have been used and found ineffective or based on the severity of the behavior		
Use of specific interventions for students who exhibit a pattern of problem behaviors. The goal of these interventions is to diminish problem behaviors and to increase the student's social skills and functioning. These interventions may include functional behavioral assessments, behavioral intervention plans, short term suspensions		
Parent Conference	Review of IEP/504 Plan for consideration of manifestation determination	PINS Referral
Referral for evaluation	Review of BIP	Restitution
Removal from class In School Suspension	Review/change of school program	Detention
Mentoring	Restorative Justice Practices	Referral to Youth Court
Out of School Suspension up to 5 days	In school targeted counseling/re-teaching	Referral for outside counseling

Tier 4/Level 4 Appropriate when Level 3 interventions/consequences have been used and found ineffective or based on the severity of the behavior

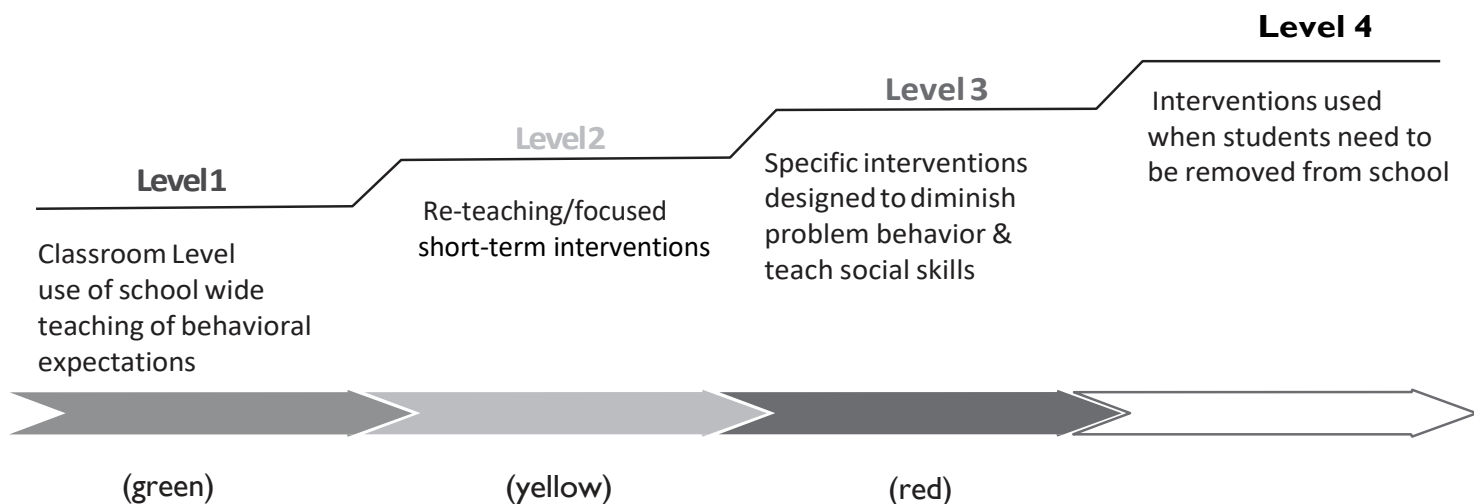
Use of specific interventions for students who need to be removed from the school community because of the severity of the behavior. The goal of the use of these interventions focus on both the safety of the school community and ending the dangerous and/or self-destructive behavior of students. These interventions may include referral to community agencies for additional services-substance abuse counseling; alternative instruction; or placement in alternative programs

Superintendent's Hearing	Manifestation Hearing for CSE & 504 Students	Referral to Youth Court
Alternative Education	Wrap Around Conference	Restitution
Long term suspension	Restorative Justice Practices	Expulsion is reserved for extraordinary circumstances with severe misconduct by students who are over the compulsory education age.

Levels of Interventions/Consequences

As with any incident of student behavior, school administrators must exercise informed judgement as to whether a student's actions constitute a violation of the Board Policy and/or the Code of Conduct. The levels of interventions guide administrators to use progressive interventions to change student behaviors.

Levels of consequences and options for progressive interventions follow. **Repeated chronic or cumulative offenses may require higher levels of interventions/ consequences. For serious violations, consequences will begin at a higher level.**



Parental Contact

Building administrators communicate with parents/guardians as soon as possible regarding any significant disciplinary issue. Schools record minor and major behavioral referrals when students do not demonstrate the expected school-wide and/or classroom behavioral expectations. Most minor behavioral referrals involve behaviors that can be addressed by the classroom teacher. Major behavior referrals generally involve behaviors that require interventions that involve building administrators.

Elementary School Level Kindergarten-Grade 5 Inappropriate Behaviors & Levels of Interventions/Consequences

Inappropriate Behaviors/Infractions	Levels				Additional possible contact beyond Parents
	1	2	3	4	
Absences • Unexcused • Truancy	√	√			Attendance teacher
Alcohol, Tobacco, or other Substances • Possession • Use/Being under the influence • Intent to Distribute		√	√ √ √		Nurse Police Dept.
Arson			√	√	Police Dept.
Attack on others • Intent to harm • Causing serious physical injury			√ √	√ √	
Bomb Threat			√	√	Police Dept.
Bus Misconduct	√	√	√		
Bullying/Harassment • Verbal bullying or harassment • Physical bullying or harassment • Verbal and physical bullying/harassment	√ √ √	√ √ √	√ √ √		Police Dept.
Cyberbullying • Incidents involving bullying/intimidation but no threat • Incidents involving threats		√ √	√ √		Police Dept.
Cell Phone Misuse	√	√	√		
Cheating/Plagiarizing	√	√	√		
Coercing another to violate the code	√	√	√		
Computer Misuse	√	√	√		Director of Technology
Destruction of Property/Vandalism		√	√	√	
Disrespect towards others	√	√	√		
Disruption to classroom/school	√	√	√		
Dress Code Violations	√	√			
Electronic Device Misuse	√	√	√		

	Levels				
Inappropriate Behaviors/Infractions	1	2	3	4	Additional possible contact beyond Parents
Extortion/strong arming/blackmail		√	√	√	Police Dept.
False Information-lying	√	√	√		
Fire Alarm-pulling alarm		√	√	√	Police Dept.
Fighting-physical contact with no physical injury	√	√	√		
Fighting-verbal	√	√	√		
Fireworks/explosives-possession or use		√	√	√	Police Dept.
Gambling		√	√		
Gang Related Activity			√	√	Police Dept.
Hazing			√	√	
Inappropriate language • Use of inappropriate language • Abusive language directed at others	√	√ √	√ √		
Inappropriate physical contact	√	√	√	√	
Inappropriate Racial or Cultural Comments (Verbal, Written, or Cyber)	√	√	√		
Insubordination or defiance	√	√	√		
Intimidation with no verbal threat or physical contact	√	√	√		
Matches/lighters (possession of)	√	√	√		
Out of place (leaving class or school without permission)	√	√	√		
Robbery—forcible stealing from another	√	√	√	√	Police Dept.
Stealing/Theft	√	√	√		
Tardy/late to school or class	√	√	√		
Trespassing		√	√		
Unsafe behavior • Engaging in dangerous horseplay • Indecent exposure • Intentionally exposing another to a known allergen • Obstructing vehicular or pedestrian traffic • Reckless endangerment	√ √ √ √ √	√ √ √ √ √	√ √ √ √	 √	
Weapons • Possession of firearm • Possession of other weapons-knives • Threatening to use an object as a weapon • Use of weapons to cause or attempt to cause bodily harm or injury			√ √ √ √	√ √ √ √	Police Dept.

Suspension out of school for students in Pre-K through Grade 3 is prohibited unless there is serious physical harm.

Middle School Level Grades 6-8
Inappropriate Behaviors & Levels of Interventions/Consequences

Inappropriate Behaviors/Infractions	Levels				Additional possible contact beyond Parents
	1	2	3	4	
Absences • Unexcused • Truancy	√ √	√ √	√ √		Attendance Teacher
Alcohol, Tobacco, or other Substances • Possession • Use/Being under the influence • Intent to Distribute		√ √	√ √ √	√ √ √	Nurse Police Dept.
Arson			√	√	Police Dept.
Attack on others • Intent to harm • Causing serious physical injury			√ √	√	
Bomb Threat			√	√	Police Dept.
Bus Misconduct	√	√	√	√	
Bullying/Harassment • Verbal bullying or harassment • Physical bullying or harassment • Verbal and physical bullying/harassment		√ √ √	√ √ √	√ √ √	Police Dept.
Cyberbullying/Sexting • Incidents involving bullying/intimidation but no threat • Incidents involving threats		√ √	√ √	√ √	Police Dept.
Cell Phone Misuse	√	√	√		
Cheating/Plagiarizing	√	√	√		
Coercing another to violate the code	√	√	√	√	
Computer Misuse	√	√	√	√	Director of Technology
Destruction of Property/Vandalism		√	√	√	
Disrespect towards others	√	√	√		
Disruption to classroom/school	√	√	√		
Dress Code Violations	√	√	√		
Electronic Device Misuse (excluding sexting)	√	√	√		
Extortion/strong arming/blackmail		√	√	√	Police Dept.
False Information-lying	√	√	√		
Fire Alarm-pulling alarm		√	√	√	Police Dept.
Fighting-physical contact with no physical injury	√	√	√	√	
Fighting-verbal	√	√	√		

Levels					
Inappropriate Behaviors/Infractions	1	2	3	4	Additional possible contact beyond Parents
Fireworks/explosives-possession or use		√	√	√	Police Dept.
Gambling		√	√		
Gang Related Activity			√	√	Police Dept.
Hazing		√	√	√	
Inappropriate language					
• Use of inappropriate language	√	√	√		
• Abusive language directed at others	√	√	√	√	
Inappropriate physical contact	√	√	√		
Inappropriate physical contact of a sexual nature	√	√	√	√	
Inappropriate Racial or Cultural Comments (Verbal, Written, or Cyber)	√	√	√		
Insubordination or defiance	√	√	√		
Intimidation with no verbal threat or physical contact		√	√		
Matches/lighters (possession of)		√	√		
Out of place (leaving class or school without permission)		√	√		
Robbery-forcible stealing from another			√	√	Police Dept.
Selling, distributing, or possessing obscene material			√	√	
Sexual Activity (Inappropriate)	√	√	√	√	Police Dept.
Stealing/Theft		√	√	√	
Tardy/late to school or class	√	√	√		
Trespassing			√		
Unsafe behavior					
• Engaging in dangerous horseplay		√	√	√	
• Indecent exposure		√	√	√	
• Intentionally exposing another to a known allergen		√	√		
• Obstructing vehicular or pedestrian traffic		√	√	√	
• Reckless endangerment		√	√	√	
Weapons					
• Possession of firearm			√	√	
• Possession of other weapons-knives			√	√	Police Dept.
• Threatening to use			√	√	
• Use of weapons to cause or attempt to cause bodily harm or injury			√	√	

High School Level Grades 9-12

Inappropriate Behaviors & Levels of Interventions/Consequences

Inappropriate Behaviors/Infractions	Levels				Additional possible contact beyond Parents
	1	2	3	4	
Absences • Unexcused • Truancy	√ √	√ √	√ √		Attendance Teacher
Alcohol, Tobacco, or other Substances • Possession • Use/Being under the influence • Intent to Distribute		√ √	√ √ √	√ √ √	Nurse Police Dept.
Arson			√	√	Police Dept.
Attack on others • Intent to harm • Causing serious physical injury			√ √	√ √	
Bomb Threat			√	√	Police Dept.
Bus Misconduct	√	√	√	√	
Bullying/Harassment • Verbal bullying or harassment • Physical bullying or harassment • Verbal and physical bullying/harassment	√ √ √	√ √ √	√ √ √	√ √ √	Police Dept.
Cyberbullying/Sexting • Incidents involving bullying/intimidation but no threat • Incidents involving threats		√ √	√ √	√ √	Police Dept.
Cell Phone Misuse	√	√	√		
Cheating/Plagiarizing	√	√	√		
Coercing another to violate the code	√	√	√	√	
Computer Misuse	√	√	√	√	Director of Technology
Destruction of Property/Vandalism			√	√	
Disrespect towards others	√	√	√		
Disruption to classroom/school	√	√	√		
Dress Code Violations	√	√	√		
Electronic Device Misuse (excluding sexting)	√	√	√		
Extortion/strong arming/blackmailing			√	√	Police Dept.
False Information-lying	√	√	√		
Fire Alarm-pulling alarm				√	Police Dept.
Fighting-physical contact with no physical injury	√	√	√	√	
Fighting-verbal	√	√	√		
Fireworks/explosives-possession or use		√	√	√	Police Dept.
Gambling		√	√		

Levels					
Inappropriate Behaviors/Infractions	1	2	3	4	Additional possible contact beyond Parents
Gang Related Activity			√	√	Police Dept.
Hazing		√	√	√	
Inappropriate Racial or Cultural Comments (Verbal, Written, or Cyber)	√	√	√		
Inappropriate language • Use of inappropriate language • Abusive language directed at others	√ √	√ √	√ √	√	
Inappropriate physical contact	√	√	√		
Inappropriate physical contact of a sexual nature	√	√	√	√	
Insubordination or defiance	√	√	√		
Intimidation with no verbal threat or physical contact		√	√	√	
Matches/lighters (possession of)			√		
Out of place (leaving class or school without permission)		√	√		
Robbery—forcible stealing from another			√	√	Police Dept.
Selling, distributing, or possessing obscene material			√	√	
Sexual Activity (Inappropriate)	√	√	√	√	Police Dept.
Stealing/Theft		√	√	√	
Tardy/late to school or class	√	√	√		
Trespassing			√		
Unsafe behavior • Engaging in dangerous horseplay • Indecent exposure • Intentionally exposing another to a known allergen • Obstructing vehicular or pedestrian traffic • Reckless endangerment	√	√ √ √ √ √	√ √ √ √ √	√ √ √ √ √	
Weapons • Possession of firearm • Possession of other weapons-knives • Threatening to use • Use of weapons to cause or attempt to cause bodily harm or injury			√ √ √ √	√ √ √ √	Police Dept.

XI. Disciplinary Procedures, Penalties, 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. School personnel who are not authorized to impose disciplinary penalties are expected to promptly report violations of the Code of Conduct to school administrators. The inappropriate behavior should be clearly stated to the student. School personnel should then state the positive behavioral expectations.

In determining the appropriate disciplinary action, among the factors that school personnel authorized to impose disciplinary penalties should consider is the extent to which the following may bear upon an appropriate response:

1. The student's age.
2. The student's limited English proficiency status.
3. The student's disability, suspected disability, or special education status.
4. Consideration at the school level, of whether the inappropriate conduct is related to the student's disability and IEP implementation.
5. The student's prior disciplinary history.
6. The nature of the offense and the circumstances which led to the offense.
7. Whether the student behavior threatened school safety
8. The effectiveness of particular interventions or forms of discipline.
9. Information from parents, teachers, and/or others as appropriate.
10. Health or Medical conditions that may be affecting the student.
11. Other extenuating circumstances.

Discipline will be developmentally appropriate and, as a general rule, progressive. This means that a student's first offense will often merit a lighter penalty than subsequent violations. The understanding that the use of disciplinary consequences or penalties can serve as "teachable moments" is important to a positive approach to discipline. Progressive consequences use incremental interventions or penalties to address the inappropriate behavior with the goal of teaching pro-social behavior. Progressive consequences do not seek to punish, but are used to establish accountability and behavioral change.

However, there may be instances where a student's behavior is sufficiently serious that a more severe form of disciplinary action may be warranted even if it is the student's first offense or violation.

The amount of due process a student is entitled to receive before a penalty is imposed depends on the penalty being proposed. Except in extraordinary and emergency circumstances, students should be informed of the alleged misconduct and given an opportunity to present their version of the facts before a final or intermediate penalty is imposed. Additional rights pertaining to out-of-school suspensions are outlined below.

Penalties, Staff Authorized to impose penalties and Students' Rights

Detention (lunch, before school and after school) may be imposed as a penalty for student misconduct in situations where removal from the classroom or suspension would be inappropriate. Lunch detention should be used for student misconduct related to lunch or recess. Detention during recess should be used on a limited basis as recess allows for physical activity and a time for students to develop social skills. Students may be assigned to detention by Assistant Principals, Principals, and the Superintendent. Detention will be imposed only after a student's parent has been notified to confirm that the student has appropriate transportation home following after school detention.

Suspension from Transportation

Suspension from transportation may be imposed when students do not conduct themselves properly on the bus, at bus stops, or when entering or leaving the bus. Bus drivers are expected to report student misconduct to the Director of Transportation. This information will then be relayed to the School Principal for appropriate action. Bus transportation may be suspended by the Principal or the Superintendent. A student subjected to a suspension from transportation is not entitled to a full hearing under Education Law 3214.

The student and their parents will be provided with the opportunity for an informal conference to discuss the conduct and penalty involved.

Suspension from Athletics

Suspension from athletic participation, social or extra-curricular activities and other privileges may be imposed when students do not conduct themselves appropriately within the school or within the activity. Students may be suspended from athletic participation, social or extra-curricular activities by the Athletic Director, Principal, or the Superintendent, and from social or extra-curricular activities by the Principal or the Superintendent. Coaches and staff supervising extra-curricular activities should refer suspension requests to their direct supervisor. A student subjected to a suspension from athletic participation, extra-curricular activities or other student privileges is not entitled to a full hearing under Education Law 3214. The student and their parents will be provided with the opportunity for an informal conference to discuss the conduct and penalty involved.

Suspension: In-School

Students may be assigned to in-school suspension by Assistant Principals, Principals, or the Superintendent. A student subjected to an in-school suspension is not entitled to a full hearing under Education Law 3214. The student and their parents will be provided with the opportunity for an informal conference to discuss the conduct and penalty involved.

Teacher Removal

Removal of Disruptive Students may be imposed when a student's behavior becomes a substantial disruption or substantially interferes with the teacher's authority over the classroom. In most cases, the classroom teacher should be able to control a student's behavior and to restore control over the class by using good classroom management techniques. A classroom teacher may remove a student from class for up to 2 days if the teacher determines that the student is disruptive. However, the teacher must, as soon as practicable, inform the student and the principal or the principal's designee of the reasons for the removal and such suspension may be reduced on a case-by-case basis. The removal from class applies to the class of the removing teacher only.

- If the disruptive student does not pose a danger or ongoing threat of disruption of the educational process, the teacher must provide the student with an explanation of why they are being removed and the opportunity to explain their version of the events before removal.
- If the disruptive student poses a danger or ongoing threat of disruption, the teacher may order the student to be removed immediately. Within 24 hours, however, the teacher must explain to the student why the student was removed, and give the student a chance to present the student's version of the events.
- The teacher must complete a discipline removal form and meet with the Principal or designee as soon as possible, but no later than the close of the school day to explain the circumstances and present the referral form.
- Within one school day after the student's removal, the Principal or designee must notify the student's parent in writing, that the student was removed from class and why. The notice must inform the parent of their right, upon request, to meet informally with the Principal or designee within two school

days to discuss the reasons for the removal and the behavior modification(s) to remedy the cause for removal. The timing of the informal meeting may be extended by mutual agreement of the parent and Principal or designee.

- If the student denies the charges at the informal meeting, the Principal or designee must explain why the student was removed and give the student and parent a chance to present the student's version of the events.
- The Principal or designee may overturn the removal of the student from class if the principal or designee finds either 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 State or federal law, or of the District's Code of Conduct.

- The Principal or designee must make a determination as to whether to overturn the teacher removal before the close of business on the day following the informal hearing. No student removed from a classroom by the classroom teacher will be permitted to return to that classroom until the Principal or designee makes a final determination, or the period of removal expires, whichever is less. At the teacher's request the classroom removal may be rescinded prior to the expiration of the full period of removal. Any student removed from a classroom by the classroom teacher shall be offered continued educational programming as appropriate.

- Each teacher must maintain a log (on a District form) for all cases of removal of students from their classroom. The Principal must keep a log of all removals of students from class.

- A removal from class does not preclude additional detention, in-school suspension or suspension out of school where circumstances warrant.

- Nothing in the Code of Conduct abridges the customary right and responsibility of a teacher to manage student behavior in the classroom. The removal process should not be a substitute for good classroom management.

Suspension from School

Suspension from School is a significant penalty, which may be imposed upon students who are insubordinate, disorderly, violent or disruptive, or whose conduct otherwise endangers the safety, morals, health, or welfare of others. Suspension from school should be considered only when other interventions have been found to be ineffective, or when the student behavior endangers the safety, morals, health, or welfare of others. All staff members are expected to promptly report such behavior and complete a written behavioral referral as soon as possible. Upon receiving the referral, the Principal shall investigate the behavioral incident. The Board places primary responsibility for the suspension of students with the building principals and the Superintendent of Schools.

Short Term Suspension from School (Five Days or Less)

- When the decision to suspend a student for five days or less has been made, the Principal must immediately notify the student orally and must, if the student denies the misconduct, provide an explanation of the basis of the proposed suspension.
- The Principal must also notify the student's parents in writing that the student will 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 at the last known address for the parents as soon as feasible after the decision to suspend. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number for the purpose of contacting the parents.

- The notice of suspension shall provide a description of the conduct with which the student is charged and the incident for which the suspension is proposed, and shall inform the parents of the right to request an immediate informal conference with the Principal, at which the parents shall be permitted to ask questions of the complaining witnesses. Both the notice and the informal conference shall be in the dominant language or mode of communication used by the parents.
- 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 danger to persons or property or a threat of disruption to the academic process, in which case the parental notice and opportunity for an informal conference shall take place as soon as reasonably possible. After the conference, the Principal shall promptly advise the parents in writing of his/her decision.

Long Term Suspension from School (More than Five Days)

- When the decision that a suspension of more than five days may be warranted, the Superintendent or designee shall give written notice to the student and their parents of the right to a formal hearing.
- The written notice shall state the charges against the student, the date, time, place of the hearing, the student's right to be represented by counsel, the right to question witnesses against the student, and the right to present witnesses and other evidence on their behalf.
- The student's prior disciplinary record will not be considered as evidence of guilt, but may be used in cross-examination if the student opts to testify. Otherwise, the prior disciplinary record may be considered only after a finding of guilt has been made, in order to determine an appropriate penalty. A student's parent/guardian (or a student 18 years or older) has the right to review the prior disciplinary record before the hearing and to offer any clarifying information. The request to review the prior disciplinary record should be made as promptly as possible to the student's school Principal.
- The Superintendent may personally hear and determine the proceedings, or may designate a Hearing Officer to conduct the hearing. The Superintendent or designee shall be authorized to administer oaths and issue subpoenas in conjunction with the hearing. An audio recording of the hearing shall be maintained, but no stenographic transcript shall be required.
- The School District may be represented at a Superintendent's hearing by its attorneys or other designated representative, who will present the District's case against the student. Parents and students may contact the School District for information concerning what to expect at a Superintendent's Hearing.
- Parents who need an adjournment of a hearing should make the request to the office of the Superintendent of Schools as soon as possible. The grant of an adjournment may be conditioned on the student being kept out of school until the adjourned hearing date.
- If the hearing is conducted by a designated Hearing Officer, the Hearing Officer will make an advisory report to the Superintendent containing findings of fact and recommendations as to the appropriate disciplinary penalty. The report from the Hearing Officer shall be considered advisory, and the Superintendent may accept all or any part thereof. The student and his/her parents shall be promptly notified in writing of the Hearing Officer's recommendation and the Superintendent's decision as to innocence or guilt, and any penalty.
- The written decision shall include the student's right to appeal the decision to the Board of Education, which will make a decision based solely upon the hearing record. New evidence will not be considered by the Board; however, the Board may, in its discretion, consider a modification of the penalty upon a showing that a student has participated in counseling, anger management training, dispute resolution training, or other assistance, as may be appropriate. All appeals to the Board of Education must be in writing and submitted to the District Clerk within 30 days after the date of the Superintendent's decision. The Board may adopt part or all of the Superintendent's decision.

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

Permanent Suspension (Expulsion)

- Permanent Suspension is reserved for extraordinary circumstances with severe misconduct by students who are over the compulsory education age.

Minimum Periods of Suspension

1. A student who, following a Superintendent's Hearing-pursuant to Education Law 3214, is found guilty of bringing a firearm (as defined by 18 U.S.C. § 921) onto school property or to a school function will be subject to suspension from school for at least one calendar year, subject to modifications by the Superintendent on a case-by-case basis. In determining a disciplinary penalty, the Superintendent may consider the student's age; grade in school; prior disciplinary record; whether other forms of discipline may be more effective; input from parents, teachers and others; and extenuating circumstances.
2. A "violent student" who is found to have committed an act other than bringing a weapon onto school property or to a school function, shall be subject to suspension from school for at least five days and for a longer period if appropriate.
3. A student who engages in conduct which results in the student being removed from the classroom by teacher(s) on four or more occasions during a semester or three or more occasions during a marking period may be suspended from school for at least five days, and for such longer period as may be appropriate.

Referrals

PINS Proceedings: The District may file a PINS (Person in Need of Supervision) Application with the Westchester County Department of Probation with respect to a student under the age of 18 who demonstrates that he/she requires supervision and treatment by:

- Being habitually truant and not attending school as required by Part I of Article 65 of the Education Law;
- Engaging in an on-going continuing course of conduct which makes the student ungovernable, habitually disobedient, and beyond the control of the school.

Delinquent and Criminal Acts Pertaining to Weapons: The Superintendent is required to refer the following students to the appropriate law enforcement authority:

- A student over the age of 7 and under the age of 16 who is found to have brought a weapon to school. If legal prosecution is warranted, students in this age group would appear in the local Family Court under the provisions of Article 3 (Juvenile Delinquency) of the Family Court Act;
- A student 14 or 15 years old who qualifies for Juvenile Offender status under the Criminal Procedure Law 1.20(42) as it relates to Section 265.03 of the Penal Law involving the possession of specifically defined firearms on school grounds. If legal prosecution is warranted, students in this age group would appear in the local Criminal Court;
- Any student over the age of 16 who is found to have brought a weapon to school. If legal prosecution is warranted, students in this age group would appear in the local Criminal Court.

Reports to Law Enforcement

The building principal or his/her designee must notify the appropriate local law enforcement agency of those code of conduct violations that constitute a crime and substantially affect the order or security of a school as soon as practical, but in no event later than the close of business the day the principal or his/her designee learns of the violation. The notification may be made by telephone, followed by a letter mailed within 24 hours after the time that the telephone call is made. The notification must identify the student and explain the conduct that violated the code of conduct, which constituted a crime.

XII. Alternative Instruction

When a student of any age is removed from class by a teacher or a student of compulsory attendance age is suspended from school pursuant to Education Law, the District will take immediate steps to provide alternate means of instruction for the student in compliance with State and Federal law. School Principals will organize assignments and provide means of addressing missed classwork.

XIII. Discipline of Students With Disabilities and Suspected Disabilities

Students with disabilities who are educated in the schools of the District are generally expected to meet District standards for school conduct and are subject to District-wide policy. However, when a student with a disability violates school rules, it is recognized that it may be necessary to suspend, remove, or otherwise discipline students with disabilities to address disruptive, violent, or other inappropriate behavior. Furthermore, it is important to note that students with disabilities or suspected disabilities are entitled to certain additional procedures whenever school authorities intend to impose discipline upon them. As part of this process, the student's conduct will be reviewed by building administrators in consultation with member(s) of the school's multi-disciplinary team to determine whether the inappropriate conduct is related to the student's disability. When the conduct is related to the student's disability, the student will be treated in accordance with the student's individual educational needs. When a student's conduct is found not to be related to their disability, the student may be subject to the same standards of discipline as for students who do not have a disability. When a student being disciplined for behavior resulting in short term removal from school has a disability or suspected disability, he/she may be referred to the school team to determine if a functional behavior assessment and/or modification to a behavior intervention plan is appropriate. This Code of Conduct affords students with disabilities who are subject to disciplinary action no greater or lesser rights than those expressly afforded by applicable Federal and State law and regulations.

Disciplinary Change of Placement

A disciplinary change of placement is a suspension or removal of a student with a disability from the student's educational placement for a period of more than ten consecutive school days, or for a period that adds up to more than ten cumulative school days in a given school year considering such factors as the length of each suspension or removal, the conduct leading to the removal the total amount of time the student is removed, and the proximity of the suspensions or removals to one another. A "manifestation determination" is a determination of whether there is a relationship between the student's disability and the behavior that is subject to the disciplinary action and must be made by either the Committee on Special Education or the 504 multi-disciplinary team when school officials seek to impose a suspension or removal that constitutes a disciplinary change of placement.

The Role of the Committee on Special Education/Multi-Disciplinary Team

The procedures relating to the discipline of students with disabilities require school personnel with authority to suspend or remove students to work closely with the CSE/MDT to ensure clear communication and decision making on disciplinary matters. The district's CSE/MDT has responsibilities to conduct a manifestation determination, to conduct behavioral assessments, and to develop or review behavioral intervention plans.

Superintendent's Hearing on Disciplinary Charges of Students with Disabilities

Manifestation Determination Review

A Superintendent's Hearing for a student with a disability may proceed as it would for any other student. However, before a student with an identified disability or who has a Section 504 plan, can be suspended from school for more than 10 school days or for a period that adds up to more than ten cumulative school days in a given school year, a review of the relationship between the student's disability and the behavior subject to disciplinary action must be provided to determine if the conduct is a manifestation of the disability. This review will take place by a multi-disciplinary team (MDT) in a meeting, which shall include a representative of the School District knowledgeable about the student, the parent and relevant members of the CSE/MDT. The parent will receive written notification prior to the manifestation team meeting to ensure that the parent has the opportunity to attend and participate. The notification shall inform the parent of the purpose of the meeting and the names of the individuals expected to attend and will inform the parent of his or her right to have additional members of the CSE/MDT participate at the parent's request.

The manifestation team shall review relevant information in the student's file including the student's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine if:

- the conduct in question was caused by or had a direct and substantial relationship to the student's disability; or
- the conduct in question was the direct result of the school District's failure to implement the IEP/504 Plan, in which case, the School District will take immediate steps to remedy these deficiencies.

If either finding is made, the behavior shall be considered a manifestation of the student's disability, and the CSE shall convene to determine whether a change of placement is appropriate in conformity with the procedures required by law.

While a special education student may be suspended by a building Principal more than once during a school year, a series of short-term suspensions for a total of ten (10) days in the same school year may constitute a change in placement requiring prior evaluation and CSE review, depending on the circumstances of the suspensions. Building Principals, in consultation with the chairperson of the CSE when appropriate, should monitor the total days and pattern of suspensions with respect to each special education student. If a student has been suspended on multiple occasions for similar infractions, or if the disciplinary history suggests that a "revolving door" pattern of suspensions is developing, the Principal should consult with the CSE before again suspending a student for disciplinary reasons.

In the event that the student's violation of the Code of Conduct involves (a) bringing a weapon to school or a school function, using or possessing drugs on school or at a school function, or causing serious bodily injury to another person, the student may be suspended for more than ten days whether or not the violation was a manifestation of a disability.

Interim Alternative Educational Setting

School officials have the authority to suspend or remove students with disabilities if they violate the Code of Conduct to interim alternative educational settings (located within or outside of the district) for a period of up to 45 days for offenses relating to illegal drugs, controlled substances, or weapons. The Superintendent may order the placement of a student with a disability in an interim setting if the student carries or possesses a weapon at school or at 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. In instances when school personnel determine that it is dangerous for a student with a disability to remain in his/her current educational placement, school officials can request an expedited impartial due process hearing to remove the student to an interim setting.

Parent 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, or a decision is to impose a suspension or removal that constitutes a disciplinary change in placement, the parent shall be notified of the decision and shall be provided the procedural safeguards notice.

Expedited Hearing

The parent of a student who has not yet been determined to be eligible for special education under this part and who has engaged in behavior that violated any rule or code of conduct of the District shall have the right to any of the protections described herein if the District had knowledge, or was deemed to have knowledge, that the student was a student with a disability before the behavior that precipitated the disciplinary action occurred. Such student would be presumed to have a disability for discipline purposes. The district will be deemed to have had such knowledge if:

1. The student's parents expressed concern in writing to administrative staff or to a teacher of the student that the student is in need of special education. Such communication may be oral if the parent does not know how to write or has a disability that prevents a written statement; or
2. The student's parent has requested a psychoeducational evaluation of the student; or
3. A teacher of the student or other school staff has expressed specific concerns about a pattern of behavior demonstrated by the student directly to the District's Special Education Administrative staff or other building administrators.

A student is not a student presumed to have a disability for discipline purposes if:

1. the parent of the student has not allowed a psychoeducational evaluation of the student; or
2. the parent of the student has refused special education services; or
3. the CSE/504 team had previously determined that the student is not a student with a disability.

Referral to Law Enforcement Authorities

Nothing prohibits the District from reporting a crime committed by a student with a disability to appropriate authorities or to prevent State law enforcement and judicial authorities from exercising their responsibilities.

Provision of Services During Suspensions:

During suspensions or removals for periods of up to 10 school days, students with disabilities are provided with alternative instruction on the same basis as students without disabilities. In addition to alternative instruction, students with IEPs are entitled to receive related services as specified on their IEP during the period of suspension.

During subsequent suspensions or removal or any suspension in excess of ten school days in a school year, students with disabilities are provided with additional services necessary to enable them to continue to progress toward meeting IEP goals and to receive, as appropriate, a functional behavioral assessment, behavioral intervention services and modifications that are designed to address the behavior violation so it does not reoccur. Under certain circumstances a student with a disability may be placed in an Interim Alternative Educational Setting (IAES) for up to 45 days. The IAES and services shall be determined by the CSE/MDT.

XIV. Corporal Punishment

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

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

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

The force used must be no more than is required for protection or restraint as above defined.

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

XV. Student Searches and Interrogations

Student lockers, desks, other school storage spaces and school computer equipment are the property of the School District and school officials retain complete control over such locations and equipment. Students do not have an expectation of privacy in such locations, which are subject to search and/or review at any time, and without notice.

Students' personal belongings, such as back packs, book bags, hand bags, pockets, cell phones, etc. are subject to search where there is reasonable suspicion that they may contain contraband or other evidence of a violation of this Code of Conduct.

Student automobiles parked on school grounds may also be subject to search where there is reasonable suspicion a student's vehicle may contain contraband or other evidence of a violation of this Code of Conduct.

Before searching a student's belongings or vehicle, the authorized school official should, where practicable, ask the student whether the student possesses contraband or evidence, and whether the student will voluntarily consent to the search. Parental or guardian consent is not required.

Searches will be limited to the extent necessary to locate the evidence sought. Whenever possible, searches will be conducted in the privacy of administrative offices with the student present when their possessions are being searched.

The School Principal or the Principal's designee shall be responsible for the documentation, custody, and control of any illegal or dangerous items taken from a student as a result of a search or interrogation.

School officials have the right to speak to students about school matters without prior notice to, or consent from, parents or guardians.

XVI. Visitors to the Schools

Parents/guardians are welcome to visit our schools and attend school events. However, since schools are a place of work and learning, parents/guardians should call ahead to make an appointment to schedule a conference or classroom visit. Since schools are a place of work and learning, however, certain limits must be set for such visits. The building Principal or his or her designee is responsible for all persons in the building and on the grounds. For these reasons, the following rules apply to visitors to the schools:



1. Anyone who is not a regular staff member or student of the school will be considered a visitor.
2. All visitors are expected to follow the rules for public conduct on school property as out- lined in this Code of Conduct.
3. All visitors to the school must have photo ID and must sign in at the visitor's desk upon arrival at the school. There they will be required to sign the visitor's register and will be issued a visitor's identification badge, which must be worn at all times while in the school or on school grounds. At the high school, a visitor(s) will be escorted by security to and from the location they are going.
4. Visitors attending school functions that are open to the public, such as parent-teacher organization meetings, public gatherings, or voting in local, state, national, or School District elections are not required to register.
5. Parent(s)/guardian(s) or citizens who wish to observe a classroom while school is in session are required to arrange such visits in advance with the School Principal, and then the classroom teacher(s), so that class disruption is kept to a minimum.
6. Teachers will not take class time to discuss individual matters with visitors.
7. 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.
8. All visitors are expected to abide by the rules for public conduct on school property contained in this code of conduct.
9. Visitors employed in those professions that require the possession of firearms (e.g. police officer or corrections officer) are reminded that they are not allowed to bring a weapon onto school property unless they are there in their official capacity.

XVII. 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, district personnel, parents/guardians, and members of the community.

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.

All persons on school property or attending a school function are expected to be properly attired for the purpose for which they are on school property.

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 based upon actual or perceived race, color, weight, physical characteristics, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender identity, or sex.
6. Trespassing-enter any portion of the school grounds without permission from the administrator in charge, or remain in any building or facility after it is normally closed.
7. Obstruct the free movement of any person.
8. Violate the traffic laws, parking regulations, or other restrictions on vehicles.
9. Possess, consume, sell, distribute, or exchange, or offer to sell, distribute or exchange, alcoholic beverages, tobacco products, controlled substances, illegal drugs or synthetic versions of illegal drugs, or be under the influence of any of the mentioned substances on school property or at a school function.
10. Smoke a cigarette, cigar, pipe, electronic cigarette, or use chewing or smokeless tobacco.
11. Possess, display, use or threaten to use any weapon, except in the case of law enforcement officers or except as specifically authorized by the School District.
12. Loiter on or about the 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. Violate any federal or state statute, local ordinance or Board policy.
17. Misuse computer/electronic communications devices, 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.

Penalties

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

1. Visitors shall be directed to leave the premises. If they refuse to leave, they shall be subject to ejection. Where appropriate, visitors may be referred to law enforcement authorities, and/or barred from future access to school property or school functions.
2. School District employees shall be subject to ejection, and to further disciplinary action in accordance with applicable provisions of the Education Law, the Civil Service Law, and applicable collective bargaining agreements.

Enforcement

The Superintendent of Schools shall be responsible for enforcing the conduct required by this Code. The Superintendent may designate other district staff that are authorized to take action consistent with the Code.

The School District may initiate disciplinary action against students and staff members who violate this Code of Conduct, as set forth in the Penalties section above. In addition the School District reserves the right to pursue civil or criminal remedies against any person violating the Code.

XVIII. Publication, Distribution, Training, and Review

Publication and Distribution

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

1. Providing English and Spanish versions of both the full Code of Conduct and the Plain Language versions developed for Elementary and Secondary students.
2. Reviewing the Code of Conduct with all students at the beginning of each school year and making copies of the code available upon request to all parent(s)/guardian(s), students, and other community members.
3. Transmitting the Plain Language Code of Conduct to all parent(s)/guardian(s) of district students at or before the beginning of the school year.
4. Posting English and Spanish versions of the full Code of Conduct and Plain Language versions on the District and school websites.
5. Providing all current teachers and other staff members with a copy of the full Code of Conduct and a copy of any amendments to the code as soon as practicable after adoption.
6. Providing all new employees with a copy of the current Code of Conduct when they are hired.
7. Filing copies of the full Code of Conduct, English and Spanish versions, at each school so that these versions are available for review by students, parents, and community members upon request.

Training

1. An orientation to the revised Code of Conduct will be provided to all School Administrators.
2. School Principals and other District Administrators will provide training for all district staff members to ensure the effective implementation of the Code of Conduct.
3. Additional in-service training programs related to the management and discipline of students may be provided based upon the recommendations of the District Leadership to the Superintendent.

Review

1. The Board of Education will review the Code of Conduct on an annual basis to consider its continued effectiveness, fairness, and the consistency of its implementation
2. Before adopting any substantive revisions to the code, the Board will hold at least one public hearing at which school personnel, parent(s)/guardian(s), students and any other interested party may participate.
3. The Code of Conduct and any amendments to it will be filed with the Commissioner of Education no later than 30 days after adoption.

XIX. Definitions

“Bullying” means (in accordance with the School District’s Dignity for All Students Act policy) the creation of a hostile environment by conduct or by threats, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a student’s educational performance, opportunities or

benefits, or mental, emotional or physical well-being; or conduct, verbal threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause emotional harm or would cause or reasonable be expected to cause a student to fear for his or her physical safety; such conduct, threats, intimidation or abuse includes, but is not limited to conduct, threats, intimidation or abuse based on a person's actual or perceived race, color, physical characteristics, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender expression, gender identity, or sex.

Bullying includes systematic and intentional infliction of physical harm or psychological distress on an individual or group of individuals. Bullying can also encompass unwanted purposeful written, verbal, non- verbal, social or relational, or physical behavior (e.g. threatening, insulting, or dehumanizing gestures by an adult or student) that has the potential to create long term damage, cause discomfort or humiliation, physical or emotional damage, or unreasonably interfere with the individual's school performance. Bullying is often characterized by an imbalance of power. Unwanted teasing, touching, threatening, intimidating, stalking, cyber-stalking, cyber-bullying, physical violence, theft, sexual, religious, or racial harassment, public humiliation, destruction of school or personal property, social exclusion, including incitement and/or coercion, and rumor or spreading of falsehoods, are also forms of bullying. There are at least three kinds of bullying: verbal, physical and social/relational. There has been a noted increase in the use of social media for the purpose of bullying. There is also capacity to share personal information and create unsafe and embarrassing situations on social media. Schools will have to navigate and intervene when appropriate.

1. Verbal bullying may include name-calling, insulting remarks, verbal teasing, frightening phone calls, violent threats, extortion, taunting, gossip, spreading rumors, racist slurs, threatening electronic communications, anonymous notes, etc.

2. Physical bullying may include poking, slapping, hitting, tripping or causing a fall, choking, kicking, punching, biting, pinching, scratching, spitting, twisting arms or legs, damaging clothes and personal property, threatening gestures, etc.

3. Social or relational bullying may include maliciously excluding someone from a group, isolation, shunning, hazing for inclusion into a group, spreading rumors, or gossiping, arranging public humiliation, undermining relationships, teasing about clothing, giving dirty looks, aggressive stares, etc.

“Cyber-bullying” means use of any electronic communication technology to bully or harass, regardless of location or the type of electronic communication used.

“Disability” means (a) a physical, mental, emotional, or medical impairment resulting from anatomical, physiological, genetic or neurological conditions which prevents the exercise of a normal bodily function or is demonstrated by medically accepted clinical or laboratory diagnostic techniques or (b) a record of such an impairment or (c) a condition regarded by others as such impairment.

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

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

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

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

“Harassment” means the creation of a hostile environment by conduct or by threats, intimidation or abuse that has or would have the effect of unreasonably and/or substantially interfering with a student's educational performance, opportunities, benefits or physical well-being; or conduct, threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her

physical safety. Harassment, discrimination, bullying, and cyber-bullying may be based on a person's actual or perceived race, color, weight, physical characteristics, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, or gender (including gender identity and expression).

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

Justice" means an alternative to using punishment to manage misbehavior.

"Restorative Practices/Approaches" are interventions designed to hold students accountable for harm and address the needs of students and staff harmed and the school community. The purpose is to build healthy communities, increase social capital, decrease incidents and antisocial behavior, repair harm and restore relationships.

"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.

"School bus" means every motor vehicle owned by a public or governmental agency or private school and operated for the transportation of pupils, children of pupils, teachers, and other persons acting in a supervisory capacity, to and from school or school activities, or privately owned and operated for compensation for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity to and from school or school activities.

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

"Sexual orientation" means actual or perceived heterosexuality, homosexuality or bisexuality, gender identity other than cis-gender, or pansexuality.

"Violent student" means a student age 21 or under who:

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

"Weapon" means a firearm as defined in 18 USC Section 921 for purposes of the Guns-Free Schools Act. It also means any other gun, knife, blade, explosive or incendiary bomb or other device, instrument, material or substance capable of causing serious physical injury or death when used to harm people, animals, and or property.

Distance Learning 2021-2022

If we are in a virtual learning experience, the standards of behavior are as important as they are in our school buildings. Our virtual classrooms are real classrooms with real teachers; therefore, appropriate student behavior is expected. Being on time to each lesson is expected.

- Students should address all faculty and staff members as adults with the courtesy expected for education professionals.
- Students should phrase communications with faculty and staff in a polite and courteous manner appropriate for speaking to adults. The tone of emails and phone conversations must be respectful.
- All communications with other students in any forum, course related email, discussion post, etc., must be polite, courteous and respectful.
- Students are not to use obscene, profane, threatening, or disrespectful language or images in any communications with faculty and staff.
- The integrity and authenticity of student work is something that we take seriously and check using a variety of technologies. Copying the work of others, allowing others to knowingly copy a student's work, and/or misusing content from the Internet could result in removal from our courses with a failing grade.

A student in violation of the Code of Conduct for Distance Learning is also subject to discipline by his/her home district/school per the district/school's discipline policy. Responses to violations to the Code of Conduct will follow the same path as all disciplinary measures. Teachers will notify the assistant principal or principal of any action violating the Code, and due process of parent/guardian notification and potential penalties will follow. These potential penalties can include, but may not be limited to, removal from sessions, suspensions from sessions, or other action taken as outlined in the Code.

XX. Community Resources

Agency	Program(s)	Location	Phone Number
Alssaro Counseling Services	Counseling services for children, adolescents, adults	481 Main Street, Suite 401 New Rochelle, NY 10801	(914) 355-2440
Excel Program	Crisis Services-Adolescent Alcohol and Substance Abuse Treatment	St. Vincent's Hospital 275 North Ave. Harrison, NY 10528	(914) 925-5112
Family Services of Westchester	Family Mental Health Services Early Intervention Big Brothers-Big Sisters	507 Fifth Ave. Pelham, NY 10803 Main office: One Gateway Plaza, 4th Fl. Port Chester, NY 10573	(914) 738-1728 914-937-2320
Four Winds Hospital	Psychiatric Emergency Services	750 Cross River Road Cross River, NY 10518	24 hours/7 days (800) 528-6624 (914) 763-8151
Guidance Center of Westchester	Therapeutic Nursery Early Intervention Child & adolescent Mental Health Services	277 North Ave. New Rochelle, NY 10801	914-636-4440 after hours: 914-286-3350
Mobile Crisis Intervention Unit	Interdisciplinary mobile team of Mental Health professionals	St. Vincent's Hospital 275 North Ave. Harrison, NY 10528	24 hours/7 days (914) 925-5959
My Sisters Place	Individual Counseling & support groups for survivors of Domestic Violence	One Water Street #390 White Plains, NY 10601	(914) 683-1333
Sanctuary Program	Safe place for runaway and homeless youth and youth in need of respite services, ages 12-17	Operated by the Children's Village, Dobbs Ferry	24 hour Hotline (888) 997-1583
Student Advocacy	Assists parents with children facing obstacles to school success. Issues addressed include: academic failure, disciplinary issues, disabilities and special education, medical conditions, probation etc.	A private nonprofit organization serving residents of Westchester and Putnam Counties	(914) 347-3313
Westchester Jewish Community Services	Individual & family mental health and educational support services	Hartsdale Family MH Center 141 North Central Ave. Hartsdale, NY 10530 Mount Vernon 6 Gramatan Ave. Mount Vernon, NY 10550	(914) 949-7699 (914) 949-7699