

SAMOSET MIDDLE SCHOOL



2024-2025 SAMOSET STUDENT HANDBOOK

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SAMOSET MIDDLE SCHOOL

STUDENT HANDBOOK

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GENERAL SCHOOL DAY INFORMATION
Samoset Middle School
Regular Bell Schedule

| Period | Time |
|-------------------|-------------|
| Period 1/Homeroom | 7:50-8:40 |
| Period 2 | 8:44-9:25 |
| Period 3 | 9:29-10:10 |
| Period 4 | 10:14-10:55 |
| Period 5 | 10:59-11:40 |
| Period 6 | 11:44-12:25 |
| Period 7 | 12:29-1:10 |
| Period 8 | 1:14-1:55 |
| Period 9 | 1:59-2:40 |
| Club/Extra Help | 2:45-3:15 |

School Closings: You may access the District's **Website** (www.sachem.edu) for up-to-date school closings, delayed openings, and/or early dismissals. In addition, a **School Messenger** message will go out to each family to inform them of weather-related closings. The following resources may also be used: WALK 97.5FM; WBAB 102.3FM; WBLI 106.1FM; News 12 Long Island – Channel 12 Cablevision.

Samoset Middle School
2 Hour Delayed Opening Bell Schedule

| Period | Minutes | Time |
|-------------------|---------|--------------|
| Period 1/Homeroom | 30 | 9:50-10:20 |
| Period 2 | 25 | 10:24 -10:49 |
| Period 3 | 25 | 10:53-11:18 |
| Period 4 | 32 | 11:22-11:54 |
| Period 5 | 32 | 11:58-12:30 |
| Period 6 | 32 | 12:34-1:06 |
| Period 7 | 32 | 1:10-1:42 |
| Period 8 | 25 | 1:46-2:11 |
| Period 9 | 25 | 2:15-2:40 |

Bus Schedule

PM Bus: 2:40/Extra Curricular Activity Bus: 3:30/Athletic Bus: 4:45

BOARD OF EDUCATION BEHAVIOR POLICY

The Board of Education has stated a **ZERO TOLERANCE POLICY** for the following infractions. Any student caught in violation of this policy will be subject to immediate suspension and/or legal action. The student and his/her parents or guardians will also be required to attend a Superintendent's Hearing before being allowed to return to school. The list of infractions includes the following:

- Possession of **ANY** kind of a weapon (including pocket knives, penknives, look-alike firearms). This may also include something like a bat or hockey stick if it is used in a threatening manner.
- The use, possession, or the intent to sell any form of drugs or alcohol.
- The assault or any other act of aggression towards anyone attending or working in a public school. This includes fighting.
- Vandalism or destruction of public or private property.
- Stealing or possession of stolen goods.

Substance Abuse

The conspiracy to possess, use, transmit, manufacture, purchase or sell illegal drugs, drug paraphernalia, designer drugs, or alcohol in any place or vehicle under school jurisdiction is prohibited. This includes any and all school activities, regardless of local and/or extended field trips, dances, competitions, dinners, proms or any like activity.

Upon verification of any involvement with illegal substance use, the student will be immediately suspended for a five-day period. A police report will be made and charges filed if appropriate. The student will be prohibited from attending the next major school/class activity. The principal at the building level will review representation of Samoset Middle School in any club or activity. Parent or guardian involvement will occur immediately upon the realization of this substance abuse. A Superintendent's Hearing will also be held for the student and his/her parents or guardians before the student will be permitted back in school. A condition of reinstatement will be mandatory referral for counseling.

Student Dress Code

Students will give proper attention to personal cleanliness and dress in a manner consistent with the dress code expectations of the Sachem CSD. These expectations are designed to aid students in character development by cultivating their respect for self and others. Students and their parents have the primary responsibility for meeting the dress code expectations of the School District. All School District personnel are expected to assist students in understanding and achieving the set standards. All School District personnel shall dress appropriately and help students develop an understanding of appropriate appearance in the school setting. A student's dress, grooming, and appearance shall:

1. Be safe, appropriate, and not disrupt or interfere with the educational process.
2. Ensure that undergarments are completely covered with outer clothing.
3. Ensure that footwear is worn at all times and is safe in order to avoid injury to self and/or others. Shoes, sneakers, boots, and sandals with a strap are permitted.
4. Extremely brief garments, revealing garments, plunging necklines (front and/or back), and see-through garments are not permitted.
5. Not include the wearing of hats and/or hoods in the school building, except for a medical or religious purpose.
6. Not include items that are vulgar, obscene, libelous, or denigrating on account of race, color, creed, national origin, sexual orientation, or disability. Symbols of hate are not permitted.

7. Not promote and/or endorse and/or encourage the use of alcohol, tobacco, illegal drugs, weapons, e-cigarettes, vape paraphernalia, smoking, and/ or any other illegal or violent activities.
8. Not pertaining to gang affiliations – items such as, but not limited to: bandanas, gang symbols and/or colors are not permitted.

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

Code of Character

This student version of the Board of Education's Code of Character is based upon the principles of civility, mutual respect, citizenship, tolerance, honesty and integrity.

1. Students Will Act Respectfully:
 - Follow the directives of Samoset faculty and staff.
 - Treat your peers appropriately.
 - Do not engage in bullying, threatening, or harassing of any students in school, off school grounds, over the phone or on a computer.
 - Handle school property with care.
 - Dress appropriately for school by following the dress code.
2. Students Will Act Responsibly:
 - Attend school every day unless you are legally excused.
 - Students will arrive at school on time unless there is a valid/legal reason for lateness.
 - Come to class on-time and prepare to work.
 - Complete all assignments to the best of your ability.
 - Ask questions when you don't understand something.
 - Accept responsibility for your actions.
 - Use your own locker only between classes and remember that your locker is school property which can be searched if the need arises.
3. Students Will Act Honestly:
 - Complete all your assignments and exams on your own without cheating, copying and/or plagiarizing.
4. Students Will Be Good Citizens at Samoset:
 - Keep Samoset a drug free school.
 - Use appropriate verbal and written language at all times.
 - Maintain an environment of respect and dignity for all students regardless of their race, color, weight, national origin, ethnic group, religion, religious practices, disability, sexual orientation, and/or gender.
 - Promote confidence in all students to learn and support each student's self-confidence.
 - Seek help from teachers, guidance counselors, support staff and administrators to solve problems.

Co-Curricular Code of Character

Participation in co-curricular activity is contingent upon the student's adherence to the Code of Character. Any behavior on the student's part that violates the Code shall result in consequences described within the Code, which ultimately can result in dismissal from any and all co-curricular activities offered by the Sachem School District.

DISTRICT DISCIPLINE POLICY

Samoset Middle School will foster a safe and orderly learning environment for all students and staff. The guidelines of expected behavior are presented in the following District Discipline Policy and are consistent with the district's Project S.A.V.E. policy. The staff works extremely hard at assisting the students with conforming to the basic rules of conduct. We work in unison with parents/guardians and the community in setting and maintaining standards of acceptable behavior.

Sachem School District Discipline Policy Range of Consequences for Inappropriate Behavior

| | Behavior | Consequence |
|-----|---------------------------------------------------------|--------------------|
| 1. | Disrespectful behavior | A - K |
| 2. | Use of profane or abusive language/ gestures | A - K |
| 3. | Insubordination | A - K |
| 4. | Failure to follow school rules | A - K |
| 5. | Disruption of class | A - K |
| 6. | Use/possession of drug related paraphernalia or alcohol | H - K |
| 7. | Use/sharing of prescription and over-the-counter drugs | H - K |
| 8. | Loudness, running in the halls | A - K |
| 9. | Inappropriate attire (See Student Dress Code) | A - K |
| 10. | Striking another person/fighting | B,D,G,H-K |
| 11. | Smoking/vaping in the building or on school grounds | B,D,G,H-K |
| 12. | Gambling | B,D,G,H-K |
| 13. | Pushing/yelling | A - K |
| 14. | Theft | B,D,G,H-K |
| 15. | Threatening behavior/harassment | B - K |
| 16. | Intimidation/bullying | G - K |
| 17. | Discrimination | G - K |

| | | |
|-----|---------------------------------------------------------------------------------------------------------------------------------|-----------|
| 18. | Sexual Harassment | H – K |
| 19. | Possession/use of fireworks | B,D,G,H-K |
| 20. | Selling, using or possessing obscene material | A- K |
| 21. | Vandalism/graffiti | E – K |
| 22. | Defamation | A – K |
| 23. | Hazing | A – K |
| 24. | Cutting school/class/leaving school grounds without permission | B – K |
| 25. | Missing detention | B – K |
| 26. | Lateness/truancy | A – K |
| 27. | Trespassing | A – K |
| 28. | Causing a false alarm | H – K |
| 29. | Behavior that endangers self or others | H – K |
| 30. | Possession of weapons/dangerous instruments | H – K |
| 31. | Threatening or displaying what appears to be a weapon | H – K |
| 32. | Lewd/vulgar language or behavior | A – K |
| 33. | Unacceptable computer/Internet use | A – K |
| 34. | Obstructing vehicular/pedestrian traffic | B – K |
| 35. | Bus infractions | A – L |
| 36. | Engage in any form of academic misconduct | A – G |
| 37. | Cheating on a test or quiz | M, N |
| 37. | Repeated Disciplinary referrals | E – K |
| 38. | Buying and/or selling items on school grounds | A – K |
| 39. | Other offenses not specifically listed | A – K |
| 40. | Posting inappropriate photos of a student or making inappropriate comments on social media that impacts the educational process | A-K |

DISCIPLINARY ACTIONS

| | |
|---|------------------------------------------------------------------------|
| A | Verbal Reprimand |
| B | Phone call to parent/guardian by teacher |
| C | Detention |
| D | Temporary suspensions from class/classes |
| E | Parent/guardian conference |
| F | Suspension from athletics, social or extracurricular activities |
| G | In School Suspension (ISS) for remainder of day/days |
| H | Principal's Hearing |
| I | Out of School Suspension |
| J | Involvement of outside community resources (police community services) |
| K | Superintendent's Hearing |
| L | Suspension of bus privilege |
| M | First offense - "0" on the assessment |
| N | Second offense - "0" on the assessment and ISS |

If your child receives ISS he/she must go home immediately after school and is ineligible to participate in any after school activities, practice or games.

SMOKING/VAPING

Due to the health hazards associated with smoking, and in accordance with federal, state and county law, the Board of Education prohibits smoking or other tobacco use in all district-owned buildings, on district-owned property, and at school-sponsored activities. This includes vapor/E-cigarettes.

"No Smoking" signs shall be prominently posted in each building. The Board designates the Superintendent of Schools or his/her designee as an agent responsible for informing individuals smoking in a non-smoking area that they are in violation of Article 13 of the Public Health Law and/or federal Pro-Children Act of 1994.

Students caught violating this policy will be suspended. The length of the suspension will be as follows:

1. First offense: 2 days ISS and 2 10th period counseling sessions
2. Second offense: 1 day OSS, 2 days ISS
3. Third offense: 2 days OSS, 3 days ISS

The Board policy on smoking will be prominently posted in each school building.

BULLYING/DASA

Bullying can threaten students' physical and emotional safety at school and can negatively impact their ability to learn. The best way to address bullying is to stop it before it starts. Samoset's staff and administration have put forth the following measures to promote a Bullying Free Environment:

- Establish a school culture of respect in a safe environment
- Assess bullying in and around the school
- Educate students and staff
- Record bullying incidents
- Enforce consequences to aggressors

Building administration reserves the right to administer consequences for any of the following infractions:

- Teasing/Exclusion
- Rumors
- Harassment
- Threatening or hateful speech
- Intimidation
- Exploitation
- Intolerance and Hate
- Physical bullying
- Social Media Postings/Communication

SOCIAL MEDIA

Social Media refers to a category of Internet sites or Apps (©Instagram, ©Snapchat, etc.) which are commonly used to connect with others. Students are cautioned to act responsibly when posting comments and pictures on social media sites. In the event that inappropriate use of social media is brought to the attention of a teacher or administrator and disrupts the school day, disciplinary action may be required.

HAZING

The District prohibits hazing. "Hazing" means any intentional, knowing, or reckless act directed against a student by one person alone or acting with others, that endangers the mental or physical health or the safety of a student for the purpose of being initiated into, affiliating with, holding office in, or maintaining membership in any organization whose members are or include other students. The term includes, but is not limited to:

1. Any type of physical brutality, such as whipping, beating, striking, branding, electric shocking, placing of a harmful substance on the body, or similar activity.
2. Any type of physical activity, such as sleep deprivation, exposure to the elements, confinement in a small place, calisthenics, or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
3. Any activity involving consumption of a food, liquid, alcoholic beverage, liquor, drug, or other substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.

4. Any activity that intimidates or threatens the student with ostracism, that subjects the student to extreme mental stress, shame or humiliation, or that adversely affects the mental or physical health or dignity of the student or discourages the student from remaining registered in an educational institution, or that may reasonably be expected to cause a student to leave the organization or the institution rather than submit to acts described above.

5. Any activity that induces, causes, or requires the student to perform a duty or task that involves a violation of state law.

6. Any method of initiation or pre-initiation into a student club, organization or team that causes or is reasonably likely to cause bodily danger or physical harm, serious mental or emotional harm, embarrassment or ridicule or personal degradation or loss of dignity to any student or other person associated with the school.

The following actions shall be included in the offense of hazing. Students who commit any of them violate District policy:

1. Engaging in hazing.
2. Soliciting, encouraging, directing, aiding, and attempting to aid another in engaging in hazing.
3. Intentionally, knowingly, or recklessly permitting hazing to occur.
4. Having firsthand knowledge of the planning of a specific hazing incident involving a student, or firsthand knowledge that a specific hazing incident has occurred, and knowingly failing to report that knowledge in writing to the Principal, Superintendent or designee.

SEXUAL HARASSMENT

Sexual harassment in an educational environment is illegal. Therefore, the Sachem Central School District's Board of Education condemns all sexual harassment and further forbids all students from engaging in such activity. The Board also strongly opposes and forbids any retaliatory behavior against complainants and witnesses. The Board is committed to maintaining a learning environment that is free from all forms of sexual harassment.

The Equal Employment Opportunity Commission's (EEOC) definition of sexual harassment will be applied by the Board to the educational environment as follows:

Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of a student's right to a fair and equal educational opportunity.
2. Submission to or rejection of such conduct by a student is used as the basis for educational decisions affecting such student; or
3. Such conduct has the purpose or effect of unreasonably interfering with a student's performance or creating an intimidating, hostile, or offensive learning environment.

Conduct is deemed to be sexual harassment when it consists of unwelcome conduct of a sexual nature. Sexual harassment is not dependent upon the alleged harasser's intention. The Board recognizes that sexual harassment can originate from a person of either sex against a person of the opposite or same sex, and from peers as well as district employees or visitors.

Students who believe that they have been subjected to sexual harassment should report the conduct immediately to the designated compliance office to handle such complaints, so that an investigation can begin at once. In the absence of a victim's complaint, the Board, upon learning of or having a reasonable basis to suspect the occurrence of sexual harassment, will cause an investigation to be promptly commenced by appropriate individuals.

The Superintendent of Schools shall notify all employees, students, and their parents of the name, office address and telephone number of the district's compliance officer.

If during the building administrator's informal attempt to resolve the complaint, the alleged harasser admits the allegations but refuses to give assurance that he/she will refrain from the unwelcome behavior, the administrator is to file a report with the next appropriate level of administration. The report is to indicate the nature of the complaint, a description of what occurred when the building administrator informed the alleged harasser of the allegations against him/her, the harasser's response to the allegations, and a recommendation that stronger corrective measures be taken. This report may be accompanied by a formal complaint.

Should the alleged harasser deny the allegation, the supervisor is to inform the complainant of the denial and state that a formal written complaint will be helpful for further formal investigation. The building administrator will file a report indicating what has transpired to date with the Assistant Superintendent for Instruction or the Superintendent. If the complainant submits a formal complaint, a copy of it should accompany the building administrator's report with a recommendation for further action.

Formal Complaints

Formal complaints may be submitted either to initially report any incidence of sexual harassment, or as a follow-up to an unsatisfactory resolution of an informal attempt to resolve a complaint. In the latter case, the formal written complaint is to be submitted to the building administrator originally consulted, who will then forward it to the next appropriate level of administration, e.g., the Assistant Superintendent for Instruction or the Superintendent, for appropriate action.

The formal written complaint will consist of any appropriate forms and a copy of any applicable supervisor reports. The appropriate forms solicit the specifics of the complaint, e.g., date and place of incident, description of sexual misconduct, statements of any witnesses, and any previous action taken to resolve the matter.

Remedial Action

If the investigation reveals that sexual harassment has occurred, appropriate sanctions will be imposed in a manner consistent with any applicable law. Depending on the gravity of the misconduct, these may range from a verbal warning up to and including suspension from school or termination of employment.

Anyone subjecting complainants or witnesses to any form of retaliation will also be subject to disciplinary action in the manner prescribed by law and consistent with any policy of school conduct and discipline.

If the investigation is inconclusive or reveals that no sexual harassment has occurred, or if the complainant is not satisfied with the remedial action taken after a finding of sexual harassment, the complainant may appeal to the next appropriate level of administration, e.g., the Assistant Superintendent for Instruction or the Superintendent. The appeal must include a copy of the original complaint, if any, all relevant reports, the specific action being appealed and an explanation of why the complainant is appealing.

The building administrator should refer the allegation of sexual harassment directly to the Superintendent when the circumstances, severity of the allegation or persons involved warrant a preliminary assessment by

the Superintendent. This referral should be submitted immediately in writing from the building administrator learning of the charge. No investigation or interviewing of witnesses should be undertaken prior to the delivery of this report to the Superintendent. The Superintendent shall determine whether an investigation is in order and who shall conduct the investigation. The Superintendent shall also determine whether the allegations warrant the immediate referral of the matter to any applicable governmental agency, including, but not limited to, the police, prior to any implementation of this procedure.

Ref: Education Amendments of 1972, Title IX, 20 U.S.C. §1681
Franklin v. Gwinnett County Public Schools, 112 S. Ct. 1028 (1992)
Meritor Savings Bank, FSB v. Vinson, 477 U.S. 57 (1986)
34 CFR §§106.8; 106.9

BUILDING RULES

Samoset Middle School will cultivate a safe and orderly learning environment for all students and staff. The guidelines of expected student behavior are presented in the Board of Education's Code of Character, Behavior Policy, and Discipline Policy.

When a student incurs a disciplinary infraction, there is a point system in place used to monitor eligibility to participate in school athletics, extracurricular clubs, school activities/events, and field trips. When a student incurs **more than 10 points**, they are ineligible to participate in school athletics, extracurricular clubs, school activities/events, and field trips. Students are able to earn back a point each calendar month if they have no disciplinary infractions. The points are as follows:

| | |
|------------------------------------|--------------|
| Detention (lunch and after school) | 1/4 point |
| Extended Detention | 1/2 point |
| ISS | 1 point/day |
| OSS | 2 points/day |

BUILDING EMERGENCY PROCEDURES

LOCK DOWN/LOCK OUT

A building lockdown is an emergency procedure implemented to protect the lives and safety of all. Students will be notified via the PA system or school security personnel that a lockdown or lock out has been activated.

All students, staff and faculty should report to the closest classroom once a lockdown is activated. If you are already in a secure area, remain there until the all clear is announced. Attempt to secure the area by locking doors.

- Once classrooms are occupied, all doors and windows should be closed and locked. All window blinds should be drawn.
- All students, staff and faculty must take cover away from doors and windows
- All hallways and corridors must be cleared.
- Await further instructions. DO NOT ATTEMPT TO LEAVE THE CLASSROOM, GYMNASIUM, AUDITORIUM, CAFETERIA, BATHROOM OR OFFICE.

- Follow instructions from the Suffolk County Police Department and the Sachem Security Department.

BOMB THREATS

It is a Class E felony for anyone to issue a false bomb threat directed toward a school in New York State. This law also includes the crime of falsely reporting an incident of an explosion, fire, or the release of a hazardous substance.

Individuals convicted of issuing a bomb threat face felony criminal prosecution, as well as a one-year suspension of their driver's license. A person may also face youthful offender or juvenile delinquency adjudication. This law directs that any bomb threat or false reporting of an incident unrelated to school grounds is now a Class A misdemeanor. This legislation allows for up to \$10,000 in restitution to be paid by the parents of a child who makes a false report.

BUS SAFETY RULES

The safety and welfare of students on school buses is extremely important. The bus stop and the school bus are an extension of the school grounds. Therefore, students are expected to follow all the rules, which are observed at school, while on the bus or at the bus stop. Inappropriate conduct on a school bus includes smoking, fighting, disorderliness, fooling around, standing and any behavior that might distract the bus driver's attention from driving safely. Students are to remain seated and conduct themselves in a respectful manner. If misbehavior does occur, the driver will complete a bus conduct report form and submit it to the principal/assistant principal who will assign a consequence.

FIRE ALARM

If the fire alarm sounds, students should evacuate the building in a quiet, orderly fashion and follow the instructions of those in charge. Students should not stand on paved areas where vehicles may need to pass. Students are to evacuate the building upon the sound of the fire alarm. Exit directions are posted near the door in each classroom. Students not in a classroom are required to leave the building promptly through the closest exits and join the nearest class. When a signal is given to return, the students are to remain with their class and enter the building in an orderly fashion. Any student who tampers with a fire alarm will be suspended from school and will be referred to the Superintendent. The student is also subject to arrest.

GENERAL STUDENT INFORMATION

Homeroom

Each student is assigned a specific Homeroom which they will have for the entire year. Upon entering the building each morning, students should go to their lockers and then report promptly to their period 1 class. Homeroom will take place after period 1, and consists of the flag salute, morning announcements and attendance.

Lateness

Sufficient passing time between classes is provided for all students. Students are expected to be in their seats and ready to work when the bell rings. Lateness will result in consequences. Excessive lateness will result in disciplinary action.

Lockers

Each student will be assigned a locker. Sharing lockers is prohibited, since they cannot be guaranteed secure. No student may move to another locker without administrative approval. The student is responsible for any loss which occurs. Lockers are school property and the administration reserves the right to search them. Although lockers are provided in the gymnasium, students should leave personal property such as notebooks, house keys, money and jewelry locked in their hall lockers during their Physical Education class.

Phones/Cell Phones

Phones are available to students in the main office and guidance office. These phones may be used during lunch periods, at the teacher's direction, before and after school. In the event of an emergency, the nurse will contact the student's parents or guardians. Leaving one's lunch money or other items at home or trying to arrange transportation does not constitute an emergency.

Personal cell phones are prohibited during school hours. Cell phones will be deposited in a phone caddy at the beginning of each class. If a student's phone is out or being used, it will be confiscated for the remainder of the school day. Repeated infractions will result in disciplinary action. If a student refuses to put their phone in the caddy they will face discipline for insubordination. Students are not permitted to take pictures or video of other students; this includes postings on social media.

Lost and Found

Students who find lost articles are asked to take them to the building's Lost and Found area. Students may go to "Lost and Found" during passing time or from lunch.

Restrooms

Restrooms are to be used for their intended purposes. Restrooms are checked frequently during the day.

- When students use the bathroom during class time, they are to go quickly and quietly and with permission from the teacher and a pass.
- Any student that is found vandalizing or deliberately making a mess in the bathroom (i.e., clogging up the toilets with paper towels or throwing wet paper on the ceiling) will be referred to their Assistant Principal for appropriate disciplinary action.
- Smoking or utilizing e-cigarette products is strictly prohibited and will result in suspension.
- ONE PERSON TO A STALL (More than one student in a stall will result in the students being referred to their Assistant Principal for an appropriate disciplinary action.)

Hall Passes

Students are not permitted in the halls during class time unless they are accompanied by a staff member or have the appropriate pass.

Riding a School Bus

Riding a school bus is a privilege extended to students and can be removed at any time for disruptive, unsafe, or unsatisfactory behavior. Late buses for extracurricular activities and athletics are reserved for clubs, extra help, sports, etc. These routes are generally longer and have different stops than the regular bus routes.

ID Cards (District Office Policy)

PURPOSE

All secondary students must have a visible ID card at all times in the building. All students have been issued a student ID. The expectation is that students will wear their ID throughout the day and they will be visible. If a student leaves their ID at home, they will be given a temporary one. If a student loses their ID, they will be issued a replacement one. If the original and replacement ID are both lost, students will need to

purchase a new ID for \$5.00. Failure for students to wear their IDs in school and on the bus will result in the following progressive discipline consequences:

1. Warning.
2. Phone call home to parent/guardian.
3. Lunch detention.
4. After school detention.
5. Extended detention.
6. ISS

GUIDELINES

Every student is assigned an ID card. Students are **required to wear** their ID cards while in school. Failure to do so will result in disciplinary action. Students are required to scan their ID to enter the building, present their ID while purchasing lunch, using the restroom, and for admittance to after school events. The student Identification Card must be presented to any school staff member upon request. If requested the Identification Card shall be surrendered to the staff member. If an Identification Card is surrendered, it is the responsibility of both the staff member and student to make a report to the building administration as to the circumstances surrounding the surrendering incident.

MANDATORY VISIBLE DISPLAY

The visible display of Identification Cards is mandatory for all staff regardless of assignment, building, role, etc. It is also mandatory for all Students attending Grades 6-12 during normal school hours. To meet the visible display requirements, while on school property during normal school hours, all staff and students shall display their Identification Card upon their person. The card may be worn with a clip, badge holder or lanyard and it must be visible for staff and administration to see. The card shall be worn, in front and in a manner that is visible below the collar and at/above the waist at all times.

EXCEPTIONS

The possession or wearing of the Identification Card shall not be required when participating in Physical Education classes under staff supervision, while participating as a member of a uniformed District Team or any other activity where the supervising staff believe the wearing of neck lanyards, holders or clips could pose a hazard. Students shall not be required to visibly display their Identification Cards in Public places or bus stops nor should they ever surrender it to any person not properly identifiable as a District Staff member. Students should immediately report any such surrendering request from a non-staff member to their building administration. This policy shall apply to students and staff only. All Visitors, Contractors, Vendors, etc., shall comply with the applicable policy governing their entrance upon school premises.

COMPLIANCE

The willful or habitual non-compliance with the requirements of this policy can result in the imposition of progressive disciplinary measures.

ChromeBooks

The Sachem Board of Education is providing a Google Chromebook for your use in the 2024-2025 school year. The district has worked to investigate various devices that support our collective needs and has chosen the Acer Spin touch screen device. To protect this investment, each device is outfitted with a snap on protective case and the Board has purchased both warranty and insurance coverage. We look forward to the opportunities this will provide for our students to be able to engage in anytime, anywhere learning. Visit, www.sachem.edu to view the District's 1:1 Chromebook Handbook.

Students who do not have their Chromebook can only pick one up during 1st period in the room designated by the school. The devices need to be returned 9th period at the place they were picked up.

Failure of students to bring their Chromebooks to school fully charged and functional will result in the following progressive discipline consequences:

1. Warning.
2. Phone call home to parent/guardian.
3. Lunch detention.
4. After school detention.
5. Extended detention.
6. ISS

THE SAMOSET LIBRARY/MEDIA CENTER

The Samoset Library Media Center is open during all school hours for students and staff to provide access to literature and information resources. The media program has been developed to support the curriculum and develop digital literacy skills. Digital resources are available 24/7 through the Samoset Library webpage and Samoset Library Google Classroom.

Library Use Policies and Procedures:

- Students may use the library with their class, or during lunch and after school with a pass from a teacher.
- All students will be respectful of each other, library materials, and use excellent digital citizenship.
- All borrowed materials should be returned or renewed on time. There are no late fees, but students are responsible to pay for lost or damaged items.
- Online book requests can be made through the link on the Library webpage.
- **Gum, food, candy or drinks are not permitted in the library.**

ACADEMIC INTEGRITY

It is expected that students display academic integrity. Activities that have the effect or intention of interfering with education, pursuit of knowledge, or fair evaluation of a student's performance are prohibited. Examples of such activities include but are not limited to the following definitions:

- A. Cheating:** using or attempting to use unauthorized assistance, material, or study aids in examinations or other academic work, or preventing, or attempting to prevent another from using authorized assistance, material, or study aids. Example: using a cheat sheet in a quiz or exam, use of any device with internet access, altering a graded exam, and resubmitting it for a better grade, etc.
- B. Plagiarism:** using the ideas, data, or language of another without specific or proper acknowledgment. Example: copying another person's paper, article, or computer work, and submitting it for an assignment, cloning someone else's ideas without attribution, failing to use quotation marks where appropriate, etc.
- C. Fabrication:** submitting contrived or altered information in any academic exercise. Example: making up data for an experiment, creating false data, citing nonexistent articles, contriving sources, etc.
- D. Multiple submissions:** submitting, without prior permission, any work submitted to fulfill another academic requirement.
- E. Misrepresentation of academic records:** misrepresenting or tampering with or attempting to tamper with any portion of a student's transcript or academic record, either before or after coming to

Samoset Middle School. Example: forging a change of grade slip, tampering with computer records, falsifying academic information on one's resume, etc.

F. Facilitating academic dishonesty: knowingly helping or attempting to help another to violate any provision of the Code. Example: working together on a take-home exam, etc.

G. Unfair advantage: attempting to gain unauthorized advantage over fellow students in an academic exercise. Example: gaining or providing unauthorized access to examination materials, obstructing or interfering with another student's efforts in an academic exercise, lying about a need for an extension for an exam or paper, continuing to write even when time is up during an exam, destroying or keeping library materials for one's own use, etc. If a student is unsure whether his action(s) constitute a violation of the Code of Academic Integrity, then it is that student's responsibility to consult with the teacher to clarify any ambiguities.

NATIONAL JUNIOR HONOR SOCIETY

Membership in the Sachem chapter of the National Junior Honor Society (NJHS) is the highest honor given to a middle school student and carries with it a distinction recognized nation-wide. The organization seeks to create an enthusiasm for superior scholarship, develop citizenship, and stimulate a desire to serve, promote leadership and instill exemplary qualities of character. Students are inducted into the NJHS during the fall of eighth grade. Members remain active throughout their eighth-grade year.

THE FOLLOWING CRITERIA WILL BE USED TO SELECT THE CANDIDATES FOR THE 2024-2025 SCHOOL YEAR:

1. Receive a letter over the summer going into your 8th grade year. You will only receive a letter if you:
 - Have an overall average of 92.5 or better in 6th and 7th grade.
 - Have not received a failing grade in any subject for any marking period.
2. Attend our first mandatory meeting in September
 - At this time, you will fill out a NJHS folder where all your paperwork will be stored.
3. Hand in your ExtraCurricular Activities and Service Activities form by the October date.
4. If steps 1 - 3 are completed, you will receive an application, teacher evaluation form and essay topics. You must attend the meeting in October to receive this paperwork.
 - You will complete the application.
 - You will complete the teacher evaluation form.
 - You will write an essay
 - If you want to be a speaker, there is an additional essay. You can find this on the application.
5. Hand in your application, teacher evaluation form, and essay by the October deadline.
 - You may meet all the requirements on paper, but that does not guarantee acceptance into NJHS.
6. Inductees' names will be posted on the bulletin board at the end of October.
7. Mandatory rehearsal during school.
8. Induction Ceremony.
9. Five Additional Community Service Hours.
10. Spring Project.

The Parent/Guardian Page

In order to meet the needs of our students as fully as possible, it is essential that parents/guardians remain a vital link in the educational process. The home and school should make every effort to communicate openly and frequently with each other. Parents/guardians should keep teachers and staff informed of any developments at home which might influence the student's performance at school. Parents/guardians should not be reluctant to call the school with information or questions. Please be assured that we welcome your involvement and the information shared enables us to better meet our students' needs.

Parent /Guardian Involvement

Please see the Main Office for information about our Parent Teacher Student Association. You may contact Samoset Middle School PTSA via email at: samosetPTSA@yahoo.com

Parent/Guardian Conferences

Parents/Guardians may request appointments for conferences with teachers, or counselors by calling the Guidance Office. ***Please note that meetings may be held via a virtual platform such as Zoom or Google Meets.***

Important Phone Numbers

| | |
|--------------------------------------------|----------------------|
| Main Office | 471 - 1700, Option 6 |
| Guidance Office | 471 - 1700, Option 3 |
| Attendance | 471 - 1700, Option 1 |
| Nurse's Office - Mrs. Dellegar; Mrs. Costa | 471 - 1700, Option 2 |
| Social Workers - Mrs. Wottawa; Mr. Delisi | 471 - 1700 |
| School Psychologist - Mrs. Gallo | 471 - 1700 |
| Librarian - Mrs. Lawler | 471 - 1700 |

Department Chairpersons

| | | |
|----------------|-------------------|-----------|
| Mrs. Cossack | English | ext. |
| Ms. Glasser | Special Education | ext. 4223 |
| Ms. Kroczyński | Math | ext. 4224 |
| Ms. Firmbach | Science | ext. 4225 |
| Ms. Kisilinsky | Social Studies | ext. 4222 |

Guidance Office: (631) 471 - 1700 option 3

| Guidance Counselors | Grade |
|---------------------|-------|
| Ms. Capuano | 6 |
| Mr. Duffy | 7 |
| Ms. Huisman | 8 |

Early Dismissal

Parents/guardians are requested to arrange medical, dental and other appointments for their children outside of school hours. Parents/guardians must report to the security vestibule for student pick-up.

Anyone picking up a child must be listed on the child's emergency contacts on e-school. No student will be released to a person if they are not on the student's contacts. Please update e-school to reflect anyone who will be allowed to pick up your child. A photo ID is required for anyone when picking up a student from school during the school day.

Your child will remain in class and will not be released prior to the arrival of the person picking them up.

Attendance/Absent Notes

Daily classroom attendance is critical to student achievement. Student absences are closely monitored, and we are required by New York State to ask for an absent note stating the reason for the student's absence. This note should include the date of the absence, the reason for the absence and a parent or guardian's signature. **Continued absence or excessive lateness will necessitate a conference between the student, their parent or guardian and a building administrator. If a student is consistently absent from school without a valid excuse, he or she will be assigned disciplinary consequences.**

The only excuses for not being in school are illness, death in the family or a religious holiday. The procedure for absences is to call the school attendance phone number (631) 471 - 1700, Option 1. Send a note with your child on the first day back to school to explain the absence (see above).

If your child is not in attendance during the school day, he/she will not be permitted to participate in any school activities i.e., sport teams, dances and club activities in the afternoon and evening of their absence from school.

Late Arriving Students

It is important for your child to be on time and in school every day of the school year. Students arriving late to school must report to the Security Vestibule to sign in. There will be consequences for excessive lateness to school. A student must be in attendance for a minimum of four (4) periods in order to participate in any after school activities i.e., sport teams, dances and club activities.

Student Drop off & Pick up

Drop Off:

Parents/guardians who are dropping off their child in the morning and picking up in the afternoon are to use the main entrance in the front of the building and pull into a designated drop off/pick up spot **(NOT IN BUS LANE / NOT IN PARKING LOT)**. Following these guidelines will increase student safety, reduce traffic in the front of the building and not obstruct buses that are dropping off students.

Pick Up:

Student Pick Up is also located in the front of the building. Again, parents/guardians are to use the main entrance in the front of the building and pull into a designated drop off/pick up spot (NOT IN BUS LANE / NOT IN PARKING LOT). Cars will not be permitted to leave the building lot until all buses have vacated. If you have a valid reason to pick your child up early you must sign into the building and sign-out your child prior to 2:20pm. During school hours, visitor parking is located in the designated lot in front of the building (NOT IN BUS LANE).

Visitors

To ensure the safety of the children, all visitors must show proper identification and sign in at the Security Vestibule located by the main entrance before proceeding to any other part of the building. No visitors are allowed in the building without an appointment.

Health Services

An annual physical exam is required for every 7th grade student. A student is encouraged to have his/her family doctor provide this function of the health program. In addition, all 7th grade students will be screened for their vision and hearing. Only 7th grade girls will be screened for scoliosis at the middle school level.

A student must have written permission from a parent/guardian and a current school physical examination on file in the nurse's office before they can participate in any athletic practice. The Sachem School District provides physical examinations each year, during the month of June, for those students involved in sports and extra-curricular activities. These examinations are announced well in advance, so it is up to the individual student to process the required paperwork in a timely fashion. Students are not permitted to participate in interscholastic sports without this physical examination. Your family doctor may provide this service if so desired. The proper paperwork must be forwarded to the school nurse in a timely fashion for verification.

A student who becomes ill during the day should report to his/her teacher who will fill out a pass to the nurse for that student. Once at the Health Office, the nurse will determine the proper course of action. **Students who are feeling ill should not call their parents/guardians to pick them up without first seeing the nurse.**

Immunization

Section 2164 of the Public Health Law mandates that students be immunized against Poliomyelitis, Measles, Rubella, Mumps, Diphtheria, Varicella and Hepatitis B. Parents/guardians should contact their family physician for the immunizations or call the Suffolk County Health Department at 732-0400. Pupils may not be admitted to school without the required immunizations. Students who are entering 6th grade who are 11 years old or older must receive a Tdap immunization (tetanus, diphtheria, and pertussis). 10 year old students who are entering 6th grade must be immunized when they turn 11 years old. Also, all incoming 6th graders must have proof of (two) varicella (chicken pox) immunizations or documented proof of having had chicken pox. In addition, all 7th grade students must have documentation of a Meningitis Vaccine on file in the health office prior to the first day of school.

Medication

All students requiring medication during the school day must have a doctor's order and parent/guardian permission to administer the medication. Medications must be kept in their original bottle with the student's name and dosage on the label. Such medication shall be kept in the Nurses' Office. Students cannot keep medication on their person or in their lockers. This includes over the counter Motrin, Tylenol, Midol, etc. Other health services are limited to first aid, short rest periods, and some TLC.

SACHEM SCHOOL CALENDAR 2023-2024

| | |
|-----------------------|-------------------------------------------------------------|
| September 2 | Labor Day |
| September 3 | First day for teachers |
| September 5 | First day for students |
| October 3-4 | No school |
| October 14 | Columbus/Native American Day |
| November 5 | Election Day * |
| November 11 | Veterans Day |
| November 27-29 | Thanksgiving Recess |
| December 23-January 3 | Winter Recess |
| January 20 | Martin Luther King Jr. Day |
| January 29 | Lunar New Year |
| February 20 | Presidents' Day |
| February 17-21 | Mid-Winter Recess |
| March 31 | Eid al-Fitr —School in session—No homework, quizzes & tests |
| April 13 | First day of Passover |
| April 14-20 | Spring Recess |
| May 26 | Memorial Day |
| June 19 | Juneteenth |
| June 27 | Last day for students |

*** Staff Development Day- School is closed for students, staff reports**

Assessments

State Assessments

Students will be taking the English/Language Arts, Science, and Mathematics Assessment Tests. These state mandated exams are used as a benchmark of student progress. Those students who fall below the state-defined norms may receive remedial services.

| | |
|------------------------------|----------------------------------|
| English/Language Arts | Grades 6,7,8-April 9, 10 |
| Mathematics | Grades 6,7,8-May 7, 8 |
| Science Performance | Grade 8-Proposed May 13* |
| Regents and Finals | Grades 6,7,8-June 10, June 17-27 |
| *Exact dates to be announced | |

Important Dates

Date report cards posted to portal after 3 pm:

| | | | |
|--------------------------|-------------------------|-----------------------|----------------------|
| 1st quarter: November 15 | 2nd quarter: February 3 | 3rd quarter: April 11 | 4th quarter: June 27 |
|--------------------------|-------------------------|-----------------------|----------------------|

I. Introduction

The Sachem Central School District Board of Education ("Board") is committed to providing a safe and orderly school environment where all individuals are treated with respect so students and school district personnel may engage in quality educational services without disruption or interference. Responsible behavior by students, teachers, other school district personnel, parents, and other visitors is essential to achieving this goal.

The goal of the Code of Character is to ensure all students' right to an education in a safe, civil, caring, and supportive learning environment. It is based upon the laws, regulations, and policies that create access to education for all while protecting the due process rights of the individual. The Code recognizes that schools are public places that must balance individual rights with civic obligations and the responsibilities that make it possible to live in a free, open and democratic society. The Code of Character serves as a guide to good citizenship and provides the tools for helping students to understand and appreciate the norms of behavior within the school culture and environment. Effective and engaging instruction and positive behavioral supports are the foundations of a positive school climate. School teachers, administrators, and other staff are encouraged to set high expectations for student success, build positive relationships with students, as well as teach and model appropriate behaviors for success. Modeling respectful, positive behavior is especially critical during disciplinary interventions. All adults—teachers, principals, administrators, school staff, parents, and the larger community—have an obligation to help students become citizens who lead productive lives by modeling positive behaviors and cultivating those behaviors in students. Student discipline and support policies and practices will be implemented in a manner which is caring and equitable, respectful, and based on trust among administration, staff, students, and families. In addition, student discipline and support policies and practices will hold all individuals accountable and, whenever possible, be restorative and solutions based. This will help students:

- Learn from their mistakes;
- Understand why their behavior was unacceptable;
- Acknowledge the harm they caused or the negative impact of their actions;
- Understand what they could have done differently;
- Take responsibility for their actions;
- Learn strategies that promote positive interactions; and
- Understand that further consequences and/ or interventions will be implemented if their unacceptable behavior persists.

Core Principles That Guide Character

The following principles form the foundation for creating safe, civil, caring, supportive and accomplished learning environments.

- The School District's social and emotional learning vision aims to create collaborative school environments built on positive and supportive relationships

and a growth mindset, where students and staff feel safe, valued, respected, and encouraged to be curious, take risks, and learn from their mistakes. The School District will foster a community of self-aware, compassionate, critical thinkers who are motivated to pursue their passions. Social and emotional competencies contribute to improved academic and personal outcomes and enable students to learn and practice how to:

- Manage their emotions,
 - Set goals,
 - Feel and show empathy for others,
 - Create positive relationships, and
 - Make good choices.
- All students are capable of achieving their personal best and, when necessary, improving their behavior with guidance, instruction, support, and coaching.
- Students need different kinds and amounts of time, attention, instruction, and supports to behave responsibly and succeed academically.
- Clear, fair, and timely consequences signal that a student's actions are deemed to be inappropriate or unacceptable. Restorative interventions require students to take responsibility for what they have said and done, reflect on the impact of their behavior, modify their behavior, problem solve, make amends to repair the harm they have caused, and learn new skills.
- Effective discipline helps students become more self-managed and teaches students to become more socially and academically skillful.
- Teachers, principals, administrators, school staff, parents and the larger community have an obligation to help students learn to be good citizens and lead productive lives by:
 - Enabling them to discern right from wrong,
 - Fostering in them the desire to do what is right, and
 - Requiring them to take responsibility for their words and actions.
- Student discipline and support policies and practices must be implemented in ways that are perceived to be respectful. Interactions between and among the School District and School District staff, students, and parents must protect the dignity of each individual and ensure a tone of decency.
- Every reasonable effort should be made to correct student behavior through interventions that are accountable and restorative. Interventions are essential when inappropriate behavior or infractions of the Code may be symptomatic of more serious problems that students are experiencing. Appropriate disciplinary responses should emphasize prevention and effective intervention, prevent disruption to students' education, and promote the development of a positive School District culture.

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

The Board of Education deems it a priority to clearly define these expectations for acceptable conduct on school property, identify the possible consequences of unacceptable conduct, and to ensure that discipline, when necessary, is administered promptly and fairly. To this end, the Board of Education adopts this Code of Character.

Unless otherwise indicated, this Code applies to all students, school personnel, parents/ persons in parental relation, and other visitors when on school property or attending a school function.

The Code of Character has incorporated the Dignity for All Students Act (DASA) which was created to give students an educational environment free of discrimination, bullying and harassment.

II. Definitions

For purposes of this Code, the following definitions apply:

“Academic Misconduct” means an action or attempted action that may result in creating an unfair academic advantage for oneself or an unfair academic advantage or disadvantage for any other member or members of the academic community.

“Alcohol” means possessing, consuming, or being under the influence of alcohol on Sachem School properties, at school functions, athletic activities, and while on trips.

“Bullying” means repeated, unwanted, mean or aggressive behavior toward another person to show you have power over them or to make them feel bad about themselves.

“Bus Misconduct” means behavior by a student which is detrimental to the safe operation of the school bus.

“Cyberbullying” means harassment through any form of electronic communication including, but not limited to, instant messaging, e-mail, websites, chat rooms, social media and text messaging.

“Dangerous Instrument/Weapon” means possession, and/or threat, and/or use of knives, guns (real or look alike), unassuming objects (intentional or not), or any other objects readily capable of causing bodily harm.

“Defamation” means making false or unprivileged statements or representations about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them.

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"Defiance/Disrespect" means refusal to follow directions, talking back, and/or socially rude interactions.

"Detention: Failure to Attend" means failure to report to or be present in a designated classroom/area during the time a student is assigned detention.

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

"Discrimination" means the act of denying rights, benefits, justice, equitable treatment or access to facilities available to all others, to an individual or group of people because of the group, class or category to which that person belongs.

"Disruptive Behavior" means behavior that hampers or interferes with instruction, learning, or disrupts the daily activities of the school environment.

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

"Drug Paraphernalia" means possession of any equipment, product, accessory, or material that is intended or modified for making, using, concealing, or distributing drugs, for recreational purposes.

"Drugs" means possessing, consuming, or being under the influence of an illegal substance which causes a physiological change in the body on Sachem School properties, at school functions, athletic activities, and while on trips.

"Electronic Device Misuse" means technology use that is unauthorized, that threatens, humiliates, harasses, or intimidates school-related individuals, disrupts the educational process, and/or violates local, state, or federal law.

"Electronic communication" means a communication transmitted by means of an electronic device, including but not limited to, a telephone, cellular phone, smart watch, computer, laptop, Chromebook, or other hand-held device, communication transmitted through email, text message, instant message, voicemail, social networking sites,

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webpage, video, chat rooms, blogs, and social media (Instagram, SnapChat, Tik Tok, Facebook, Twitter, etc.).

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

"Endangering Health, Safety/Welfare of Others" means conduct that compromises the safety, physical, mental health or welfare of self and/or others.

"Employee" means a person receiving compensation from the School District or employee of a contracted service provider or worker placed within the school under a public assistance employment program, pursuant to title 9-B of article 5 of the Social Services Law, and consistent with the provisions of such title for the provision of services to the School District, its students or employees, directly or through contract, whereby such services performed by such person involved direct student contact.

"Failure to Follow Prescribed Schedule" means failure of a student to be in a designated area without authorization.

"Fighting" means committing an act of aggressive physical contact towards another person.

"Gambling" means accepting, recording, or registering of bets, or carrying on a policy game, or any other lottery, or playing any game of chance, for money, or other thing of value.

"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.

"Harassment" means the creation of a hostile environment by conduct or by threats, intimidation or abuse, including cyberbullying, that (a) 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; (b) reasonably causes or would reasonably be expected to cause a student to fear for his/her physical safety; (c) reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student; or (d) occurs off school property and creates or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property. The harassing behavior may be based on any characteristic, including, but not limited to, a person's actual or perceived:

- Race,
- Color,
- Weight,
- National origin,
- Ethnic group
- Religion
- Religious practice
- Disability
- Sex
- Sexual orientation, or
- Gender (including gender identity and expression)

"Hazing" means an induction, initiation or membership process involving harassment which produces public humiliation, physical or emotional discomfort, bodily injury or public ridicule or creates a situation where public humiliation, physical or emotional discomfort, bodily injury or public ridicule exists.

"ID Card Misuse" means the student identification card is not being used appropriately. The student ID cards are property of the School District. The card is non-transferable, and shall not be used by any person other than the specified student to whom the card was issued.

"Inappropriate Language/Gestures" means words or gestures that are profane, vulgar, discriminatory or otherwise construed as socially offensive or harassing.

"Inappropriate Physical Contact" means behavior which infringes on the personal space and movement of others, is offensive, suggestive, or results in bodily injury.

"Intimidation" means conduct that makes others uncomfortable or fearful; compelling or deterring others by threat(s).

"Lateness to School/Class" means failure to arrive at school/class at the designated time, without legal or proper excuse.

"Leaving School Grounds" means failing to remain on school grounds, at any point after arrival, without authorization.

"Menacing" means actions that would be construed as threatening, harmful, or injurious to another.

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

"Property Loss/Theft" means possession of, transfer of, or being responsible for removing someone else's property, without that person's permission.

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"Restorative interventions" means restorative practices for teaching conflict resolution, including conferences that bring those impacted by a conflict together to address the wrongdoing.

"Restorative Practices" means actions that promote inclusiveness, relationship-building and problem-solving through restorative methods. An alternative to punitive consequences, restorative practices encourage students to reflect on and take responsibility for their actions and develop plans to repair harm.

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

"School property" means in or within any building, structure, athletic playing field, playground, parking lot or land contained within the real property boundary line of a public elementary or secondary school, or in or on a school bus, as defined in Vehicle and Traffic Law §142.

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

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

"Smoking/Vaping" means possessing, using, selling, distributing, or exchanging tobacco products, e-cigarettes, vaporizers, liquid nicotine, and/or smoking paraphernalia on Sachem School properties, at school functions, athletic activities, and while on trips.

"Social Media Misuse" means social media use that is unauthorized, that threatens, humiliates, harasses, or intimidates school-related individuals, disrupts the educational process, and/or violates local, state, or federal law.

"Trespassing" means entering or remaining on school grounds, school transportation, or at a school sponsored event on/off campus, without authorization.

"Vandalism/Property Damage" means destruction of or damage to school or personal property of a student, teacher, administrator, or other School District employee, or any person lawfully on school property or attending a school function.

"Violent student" means a student under the age of twenty one (21) who:

1. Commits an act of violence upon a school employee, or attempts to do so.

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

"Weapon" means a firearm as defined in 18 USC §921 for purposes of the Gun Free Schools Act.

III. Student Rights and Responsibilities

A. Student Rights

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

1. Take part in all School District activities on an equal basis regardless of race, weight, color, creed, national origin, ethnic group, religion, religious practice, gender (including gender identity), or sexual orientation, or disability.
2. Be respected as an individual and treated fairly and with dignity by other students and school staff.
3. Express one's opinions, either verbally or in writing, as long as it is done in a respectful manner and does not consist of speech that is hateful, intolerant or otherwise violates this Code.
4. Present their version of the relevant events to school personnel authorized to impose a disciplinary penalty in connection with the imposition of the penalty.
5. Access school policies, regulations and rules and, when necessary, receive an explanation of those rules from school personnel.

B. Student Responsibilities

All School District students have the responsibility to:

1. Contribute to maintaining a safe, supportive and orderly school environment that is conducive to learning and to show respect to other persons and to property.
2. Be familiar with and abide by School District policies, rules and regulations dealing with student conduct.
3. Wear their student ID card at all times while in the school building.

4. Help make school a community free of violence, intimidation, bullying, harassment, and discrimination.
5. Use a polite tone of voice, appropriate body language, and listening when others are speaking.
6. Be truthful when speaking with school officials regarding Code violations.
7. Respect personal space.
8. Respect others, respect the property of others, and respect school property.
9. Refrain from using electronic communication devices unless otherwise directed by a teacher or administrator.
10. Maintain behavior free from all forms of harassment, bullying and/or discrimination.
11. Attend school every day unless they are legally excused and arrive to class on time and prepared to learn.
12. Work to the best of their ability in all academic and extracurricular pursuits and strive toward their highest level of achievement possible.
13. React to direction given by teachers, administrators and other school personnel in a respectful, positive manner.
14. Work to develop skills to manage their emotions and reactions and peacefully resolve conflict with others.
15. Ask questions when they do not understand.
16. Seek help in solving problems.
17. Dress appropriately for school and school functions.
18. Accept responsibility for their actions.
19. Conduct themselves as representatives of the School District when participating in or attending school-sponsored extracurricular events and to hold themselves to the highest standards of conduct, demeanor, and sportsmanship.
20. Be open to active participation in resolving conflicts through a restorative process.

IV. Essential Partners (Board of Education, Superintendent of Schools, School District Administrators/Principals, and all School District Personnel)

A. All Essential Partners

All essential partners are expected to:

1. Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex (including gender identity), which will strengthen students' self-concept and promote confidence to learn.
2. Promote a safe, orderly and stimulating school environment that supports active teaching and learning for all students regardless of actual or

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- perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
3. Know school policies and rules.
 4. Address personal biases that may prevent equal treatment of all individuals.
 5. Encourage students to benefit from the curriculum and extracurricular programs.
 6. Be familiar with the Code of Character.
 7. Help children understand the School District's expectations for maintaining a safe, orderly environment.
 8. Support student participation in appropriate extracurricular activities.
 9. Report rumors of threats of physical injury or damage to property to school officials.
 10. Refrain from engaging in activities or displaying behaviors that set a poor example while in the supervision of students including smoking, or the use of other tobacco products, using any controlled substance, consuming alcohol or using inappropriate language. Teachers should always be mindful of the language contained in the New York State Code of Ethics for Educators.
 11. Maintain confidentiality in accordance with federal and state law.
 12. Participate in school-wide efforts to provide adequate supervision in all school spaces.
 13. 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.
 14. Address personal biases that may prevent equal treatment of all students and staff.
 15. Be open to active participation in resolving conflicts through a restorative process.

B. Parents/Persons in Parental Relation

The Code of Character is a guide for understanding the personal, social, and academic behaviors which are expected from your child while at school and school functions. This Code also guides how school staff will work with you and your child to help demonstrate positive behaviors and enjoy academic success. Parents are encouraged to promote participation in restorative practices to resolve incidents and conflict and to support their child in receiving the maximum benefit from a restorative practices approach.

To achieve this goal and in addition to the responsibilities set forth in A above, all parents/persons in parental relation are expected to:

1. Recognize that the education of their child(ren) is a joint responsibility of the parents and the school community and collaborate with the School District to optimize their child's educational opportunities.

2. Send their children to school ready to participate and learn.
3. Ensure their children attend school regularly and on time.
4. Ensure absences are excused.
5. Ensure their children are dressed and groomed in a manner consistent with the student dress code.
6. Help their children understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment.
7. Know school rules and help their children understand them so that their children can help create a safe, supportive school environment.
8. Convey to their children a supportive and positive attitude toward education and the School District.
9. Build positive, constructive relationships with teachers, other parents and their children's friends.
10. Help their children deal effectively with peer pressure.
11. Inform school officials of changes in the home situation that may affect student conduct or performance.
12. Provide a place for study and ensure homework assignments or projects are completed.
13. Tell school officials about any concerns or complaints in a respectful and timely manner.
14. Be respectful and considerate to staff, other parents/guardians and students in all interpersonal communications.
15. Be open to active participation in resolving conflicts through a restorative process.

C. All School District Personnel

In addition to the responsibilities set forth in A above, all School District officers and employees are expected to:

1. Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex (including gender identity), which will strengthen students' self-concept and promote confidence to learn.
2. Demonstrate concern for student achievement.
3. Wear district issued identification cards that are visible at all times for staff, administration, and students to see.
4. Know school policies and rules, and enforce them in a fair and consistent manner.
5. Maintain confidentiality in conformity with federal and state law.
6. Communicate regularly with students, parents and other teachers concerning growth and achievement.
7. Participate in school-wide efforts to provide adequate supervision in all school spaces.

8. Address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.
9. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
10. Assist students in coping with peer pressure and emerging personal, social and emotional problems.
11. Encourage students to benefit from the curriculum and extracurricular programs.
12. Be familiar with the Code of Character.
13. Help children understand the School District's expectations for maintaining a safe, orderly environment.
14. Support the development of and student participation in appropriate extracurricular activities.

D. Teachers

The Code of Character is a guide for supporting positive student behavior at school. It is intended to help staff prevent student misconduct through the use of effective strategies and systems. It will provide guidance for intervening effectively and appropriately if students don't meet expected standards of behavior or violate the school rules and policies.

To achieve this goal and in addition to the responsibilities set forth in A and C above, all School District teachers are expected to:

1. Be prepared to teach.
2. Demonstrate interest in teaching and concern for student achievement.
3. Communicate to students and parents:
 - a. Course objectives and requirements.
 - b. Marking/grading procedures.
 - c. Assignment deadlines.
 - d. Expectations for students.
 - e. Classroom discipline plan.
4. Communicate regularly with students, parents and other teachers concerning growth and achievement. This includes maintaining an updated Google Classroom and gradebook on eschool.
5. Participate in school-wide efforts to provide adequate supervision in all school spaces.
6. Be open to active participation in resolving conflicts through a restorative process.
7. Wear district-issued identification (ID) cards that are visible at all times for all staff, administration, and students to see.

E. Guidance Counselors or School Counselors, School Psychologists and Social Workers

In addition to the responsibilities set forth in A and C, above, all School Counselors, School Psychologists, and School Social Workers are expected to:

1. Assist students in coping with peer pressure and emerging personal, social and emotional problems.
2. Initiate teacher /student /counselor conferences and parent/ teacher/ student/ counselor conferences, as necessary, as a way to resolve problems.
3. Regularly review with students their educational progress and career plans.
4. Provide information to assist students with career planning.
5. Encourage students to benefit from the curriculum and extracurricular programs.
6. Make known to students and families the resources in the community that are available to meet their needs.
7. Be open to active participation in resolving conflicts through a restorative process.

F. Other School Personnel

School personnel, including clerical, teacher aides and assistants, bus drivers, security guards, hall monitors, custodians and all support staff, play an important role in the education of students.

In view of this responsibility, and in addition to the responsibilities set forth in A and C, above, school personnel shall:

1. Be familiar with the Code of Character.
2. Help children understand the School District's expectations for maintaining a safe, orderly and supportive environment.
3. Be open to active participation in resolving conflicts through a restorative process.

G. Principals/ Administrators

In addition to the responsibilities set forth in A and C above, all principals/administrators are expected to:

1. 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.
2. Evaluate on a regular basis all instructional programs to ensure infusion of civility education in the curriculum.
3. Support the development of and student participation in appropriate extracurricular activities.
4. Provide support in the development of the Code of Character when called upon.

5. Disseminate the Code of Character and anti-harassment policies as required by law.
6. Be responsible for enforcing the Code of Character and ensuring that all cases are resolved promptly and fairly.
7. Be open to active participation in resolving conflicts through restorative practices.

H. The Dignity Act Coordinator(s)

In addition to the responsibilities set forth in A and C above, the Dignity Act Coordinator(s) is/are expected to:

1. Oversee and coordinate the work of the School District-wide and building-level bullying prevention committees.
2. Identify curricular resources that support infusing civility in classroom instruction and classroom management; and provide guidance to staff as to how to access and implement those resources.
3. Coordinate, with the Professional Development Committee, training in support of the bullying prevention committee.
4. Be responsible for monitoring and reporting on the effectiveness of the School District's anti-bullying, harassment and discrimination policy (DASA policy).
5. Be open to active participation in resolving conflicts through restorative practices.
6. Potential change in schedule if it is a founded case.

I. Superintendent of Schools

In addition to the responsibilities set forth in A and C above, the Superintendent of Schools is expected to:

1. Inform the Board about educational trends relating to student discipline.
2. Review with School District administrators the policies of the Board and state and federal laws relating to school operations and management.
3. Work to create instructional programs that minimize incidents of misconduct and are sensitive to student and teacher needs.
4. Work with School District administrators in enforcing the Code of Character ensuring that all cases are resolved promptly and fairly.
5. Work with School District administrators in encouraging a positive school climate, enforcing the code, and ensuring that all cases are resolved promptly and equitably.

J. Board of Education

In addition to the responsibilities set forth in A and C above, the Board of Education is expected to:

1. Develop and recommend a budget that provides programs and activities that support achievement of the goals of the Code of Character.
2. Collaborate with student, teacher, administrator, and parent organizations, school safety personnel and other school personnel to

develop a Code of Character that clearly defines expectations for the conduct of students, School District personnel and visitors on school property and at school functions.

3. Adopt and review at least annually the School District's Code of Character to evaluate the code's effectiveness and the fairness and consistency of its implementation.
4. Lead by example by conducting Board meetings in a professional, respectful, courteous manner.

V. Student ID Card Policy

All secondary students must have a visible ID card at all times in the building. All students have been issued a student ID. The expectation is that students will wear their ID throughout the day and they will be visible. If a student leaves their ID at home, they will be given a temporary one. If a student loses their ID, they will be issued a replacement one. If the original and replacement ID are both lost, students will need to purchase a new ID for \$5.00. Failure for students to wear their IDs in school and on the bus will result in the following progressive discipline consequences:

1. Warning.
2. Phone call home to parent/guardian.
3. Lunch detention.
4. After school detention.
5. Extended detention.
6. ISS.

VI. Student Dress Code

Students will give proper attention to personal cleanliness and dress in a manner consistent with the dress code expectations of the Sachem CSD. These expectations are designed to aid students in character development by cultivating their respect for self and others. Students and their parents have the primary responsibility for meeting the dress code expectations of the School District. All School District personnel are expected to assist students in understanding and achieving the set standards. All School District personnel shall dress appropriately and help students develop an understanding of appropriate appearance in the school setting.

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

7. Be safe, appropriate, and not disrupt or interfere with the educational process.
8. Ensure that undergarments are completely covered with outer clothing.
9. Ensure that footwear is worn at all times and is safe in order to avoid injury to self and/or others. Shoes, sneakers, boots, and sandals with a strap are permitted.
10. Extremely brief garments, revealing garments, plunging necklines (front and/or back), and see-through garments are not permitted.
11. Not include the wearing of hats and/or hoods in the school building, except for a medical or religious purpose.

12. Not include items that are vulgar, obscene, libelous, or denigrating on account of race, color, creed, national origin, sexual orientation, or disability. Symbols of hate are not permitted.
13. Not promote and/or endorse and/or encourage the use of alcohol, tobacco, illegal drugs, weapons, e-cigarettes, vape paraphernalia, smoking, and/ or any other illegal or violent activities.
14. Not pertaining to gang affiliations – items such as, but not limited to: bandanas, gang symbols and/or colors are not permitted.

The dress expectations are posted on the website and the responsibility to be familiar with these expectations lies with the student and parents.

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, replace it with an acceptable one.

Each day students are provided with opportunities to make better choices.

Each building principal or his/her designee shall be responsible for informing all students and their parents of the student dress code at the beginning of the school year and any revisions to the dress code made during the school year. Students who violate the student dress code shall be required to modify their appearance by covering or removing the offending item and, if necessary or practical, replacing it with an acceptable item. Any student who refuses to do so shall be subject to discipline, up to and including in-school suspension for the day. Any student who repeatedly fails to comply with the dress code shall be subject to further discipline, up to and including out of school suspension.

VII. Prohibited Student Conduct

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

It is expected that all students conduct themselves in a manner that supports the intent of the Dignity for All Students Act; creating a safe and supportive school environment free of discrimination, bullying/cyberbullying, and harassment.

Conduct that creates a hostile environment at school and school-sponsored events is strictly prohibited. This conduct can include but is not limited to behavior, conduct, threats, intimidation or abuse that constitutes harassment and/or bullying.

The best discipline is self-imposed, and students must learn to assume and accept responsibility for their own behavior, as well as the consequences of their misbehavior. School District personnel who interact with students are expected to use disciplinary

action only when necessary and to place emphasis on educating students so that they may grow in self-discipline.

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

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

A. Engage in conduct that is disorderly, disruptive, disrespectful, and/or defiant.

Examples include, but are not limited to:

1. Running in hallways or classrooms.
2. Intentionally making disruptive, repetitive noise.
3. Using language or gestures that are profane, lewd, vulgar or abusive.
4. Any sexual behavior and/or contact.
5. Obstructing pedestrian traffic in hallways, stairwells, and doorways.
6. Intentionally obstructing vehicular traffic.
7. Engaging in any willful act which disrupts the normal operation of the school community.
8. Intentionally damaging or destroying, including graffiti or arson, the personal property of a student, teacher, administrator, other School District employee, or any person lawfully on school property or attending a school function.
9. Intentionally damaging or destroying school property.
10. 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.
11. Dishonesty (lying, lying by omission, knowingly sharing false information).
12. Failing to comply with reasonable directives of teachers, school administrators, or other school employees/ contractors in charge of students.
13. Failing to comply with assigned consequences.
14. Leaving school or the classroom without permission.
15. Unexcused tardiness or absenteeism.
16. Trespassing on school grounds or entering a school building without administrative permission and authorized supervision.
17. Failing to vacate school grounds at the conclusion of school authorized activities.
18. Being in an unauthorized area without supervision.

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19. Using drones on or above school property except as authorized by school personnel with the permission of the Superintendent of Schools or his/her designee.
- B. Engage in conduct that is insubordinate. Examples include, but are not limited to:
1. Failing to comply with the reasonable directions of teachers, school administrators or other school employees in charge of students or otherwise demonstrating disrespectful behavior toward visitors, teachers, school administrators, or other School District employees.
 2. Lateness for missing or leaving school without permission.
 3. Skipping detention.
 4. Failing to vacate school grounds at the conclusion of school authorized activities.
 5. Being in an unauthorized area without supervision.
- C. Engage in conduct that is disruptive. Examples include, but are not limited to:
1. Failing to comply with the reasonable directions of teachers, school administrators or other school personnel in charge of students.
 2. Creating a loud disturbance.
 3. Using vulgar or abusive language, cursing, or swearing. This includes but is not limited to any discriminatory/biased language towards an individual's race, color, creed, national origin, sexual orientation, or disability.
 4. Falsely reporting a bomb threat. (Please note: Falsely reporting a bomb threat is a felony and may result in criminal prosecution.)
 5. Conduct that is disruptive of the educational process or that substantially interferes with the teacher's authority over the classroom.
- D. Engage in conduct that is violent. Examples of violent conduct include, but are not limited to:
1. Committing an act of violence (such as hitting, kicking, punching, and scratching) upon a teacher, administrator or other school employee or attempting to do so.
 2. Committing an act of violence (such as hitting, kicking, punching, and scratching) upon another student or any other person lawfully on school property or attempting to do so.
 3. Possessing a weapon. Authorized law enforcement officials are the only persons permitted to have a weapon in their possession while on school property or at a school function.
 4. Displaying what appears to be a weapon.
 5. Threatening to use any weapon.
- E. Engage in any conduct that endangers the safety, physical or mental health or welfare of others. Examples of such conduct include, but are not limited to:
1. Fighting or engaging in violent behavior.

2. 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.
 3. Intimidation, as defined in the "Definitions" section of this Code of Character. This includes engaging in actions or statements that put an individual in fear of bodily harm.
 4. Threatening another individual with bodily harm.
 5. Inappropriate physical contact.
 6. Obstructing vehicular or pedestrian traffic.
 7. Creating a hazardous or physically offensive condition by any act which serves no legitimate purpose.
 8. Hiding evidence of an illegal act or school violation.
 9. Hazing, as defined in the "Definitions" section of this Code of Character.
 10. Discriminating against another individual(s), as defined in the "Definitions" section of this Code of Character.
 11. Defaming another individual, as defined in the "Definitions" section of this Code of Character.
 12. Bullying (including cyberbullying) another individual, as defined in the "Definitions" section of this Code of Character.
 13. Harassing another individual, as defined in the "Definitions" section of this Code of Character.
 14. Selling, using, distributing, or possessing obscene material.
 15. Using vulgar or abusive language, cursing, or swearing.
 16. Smoking an ecigarette/vaping product, cigarette, cigar, pipe, or using chewing or smokeless tobacco.
 17. Possessing, consuming, selling, distributing, or exchanging alcoholic beverages or illegal substances, or being under the influence of either. "Illegal substances" include, but are not limited to inhalants, marijuana, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, and any substances commonly referred to as "designer drugs".
 18. Inappropriately using or sharing prescription and over-the-counter drugs.
 19. Gambling, as defined in the "Definitions" section of this Code of Character.
 20. Indecent exposure, that is, exposure to sight of the private parts of the body in a lewd or indecent manner.
 21. Initiating a report warning of a fire, bomb, or other catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher.
- F. Engage in misconduct while on a school bus. It is crucial for students to behave appropriately while riding on School District buses, to ensure their safety and that of other passengers, and to avoid distracting the bus driver. Students are required to conduct themselves on the bus in a manner consistent with established standards for classroom behavior. Excessive noise, pushing, shoving, and fighting will not be tolerated.

- G. Engage in any form of academic misconduct. Examples of academic misconduct include, but are not limited to:
 - 1. Plagiarism.
 - 2. Cheating.
 - 3. Copying.
 - 4. Altering records.
 - 5. Altering the work of others without permission.
 - 6. Assisting another student in any of the above actions.

- H. Engage in off-campus misconduct that interferes with, or can reasonably be expected to substantially disrupt the educational process in the school or at a school function. Examples of such misconduct include, but are not limited to:
 - 1. Cyberbullying (i.e., inflicting willful and repeated harm through the use of electronic text or social media).
 - 2. Threatening or harassing students or school personnel over the phone or other electronic medium.

- I. Engage in misconduct while using technology. Examples of such misconduct include, but are not limited to:
 - 1. Violating any law.
 - 2. Displaying, performing, sending, receiving, or storing any content that is obscene, inappropriate, offensive, or otherwise objectionable, even if the material or its dissemination is lawful.
 - 3. Harassing any person or advocating or encouraging violence of any kind against any person, entity, or government.
 - 4. Infringing, violating, or misappropriation of another's rights.
 - 5. Obtaining unauthorized access to, or interfering by any means with, any user, system, to network, service or account, including evasion of filters or violation of the security or integrity of any network or system.
 - 6. Distributing computer viruses or malware of any kind.
 - 7. Sending, receiving or supporting email messages that are unsolicited, deceptive, anonymous, excessively voluminous or that contain falsified identifying information, including spamming and phishing.
 - 8. Violating the School District's Acceptable Use Policy.

VIII. Reporting Violations

All students are expected to promptly report violations of the Code of Character to a teacher, guidance counselor, the building principal or his/her designee. Any student observing a student possessing a weapon, alcohol or illegal substance on school property or at a school function shall report this information immediately to any school employee.

All School District staff who are authorized to impose disciplinary sanctions are expected to do so in a prompt, fair and lawful manner. School District staff who are not authorized to impose disciplinary sanctions are expected to promptly report violations of the Code of Character to their supervisor, who shall in turn impose an appropriate disciplinary sanction, if so authorized, or refer the matter to a staff member who is authorized to impose an appropriate sanction. Any weapon, alcohol or illegal substance found shall be confiscated immediately, if possible, followed by notification to the parent of the student involved and the appropriate disciplinary sanction if warranted, which may include permanent suspension and referral for prosecution. The building principal, his/her designee, or the director of security will, when appropriate, notify local law enforcement of those code violations that constitute a crime and substantially affect the order or security of a school as soon as practical. The notification to law enforcement may be made by telephone, followed by a letter, when appropriate, and mailed on the same day as the telephone call is made. The notification must identify the student and explain the conduct that violated the Code of Character and constituted a crime.

IX. Reporting Incidents of Bullying, Harassment and/or Discrimination

Students who have been bullied, harassed, and/or discriminated against, parents whose children have been bullied, harassed and/or discriminated against, or other students or staff who observe bullying, harassing and/or discriminating behavior are encouraged and expected to make a verbal and/or written complaint to any school personnel in accordance with the training and guidelines provided, as well as any applicable School District policies.

Staff members must promptly make an oral report of all complaints of bullying, harassment, and discrimination that they receive from students or others, whether oral or written, as well as any instances of bullying, harassment or discrimination that they are aware of, to the principal, assistant principal, or DASA coordinator not later than one school day after receipt of a report or witnessing an incident and shall file a written report with the principal, assistant principal, or DASA coordinator no later than two school days after making the oral report.

Reports of bullying, harassment and discrimination will be promptly investigated in accordance with School District policies and procedures.

Retaliation by any school employee or student against any individual who, in good faith, reports or assists in the investigation of harassment, bullying, and/or discrimination is prohibited under law.

X. Disciplinary Penalties, Procedures and Referrals

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

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

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

As a general rule, discipline will be progressive. This means that a student's first violation will usually merit a lighter penalty than subsequent violations. Before or by such time as a student with a disability or a suspected disability identified through IDEA or ADA reaches ten (10) cumulative days of suspensions (total of in-school and out-of-school suspensions), a Manifestation Determination Committee will be convened in accordance with the separate requirements of this Code of Character for disciplining students with a disability or suspected disability. Further, each time that a student is suspended following ten days of school suspensions within a given school year, a Manifestation Determination Committee will be convened.

Consequences:

Students who are found to have violated the School District's Code of Character may be subject to the following consequences, either alone or in combination. The school personnel identified after each consequence is authorized to impose that consequence, consistent with the student's right to due process. This includes, but is not limited to:

1. Oral warning.
2. Phone call to parents/guardians.
3. Written warning/notification to parents and student(s).
4. Detention.
5. Extended Detention
6. Meeting with PPS/Child Study Team.
7. Meeting with parents/guardians.
8. Mandated school counseling.
9. Suspension from transportation.
10. Suspension from athletic participation.
11. Suspension from social or extracurricular activities.
12. Suspension of other privileges.
13. In-school suspension.
14. Teacher removal of disruptive students.
15. Short-term (five days or less) suspension from school.
16. Long-term (more than five days) suspension from school.
17. Superintendent's hearing.

A. Point System

When a student incurs a disciplinary infraction, there is a point system in place used to monitor eligibility to participate in school athletics, extracurricular clubs, school activities/events, and field trips. When a student incurs 11 points or higher, they are ineligible to participate in school athletics, extracurricular clubs, school activities/events, and field trips. Students are able to earn back a point each calendar month if they have no disciplinary infractions. The points are as follows:

| | |
|--------------------|--------------|
| Detention | 1/4 point |
| Extended Detention | 1/2 point |
| ISS | 1 point/day |
| OSS | 2 points/day |

B. Procedures

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

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

1. Detention

Teachers, principals and the Superintendent of Schools may use after-school detention as a penalty for student misconduct in situations where removal from the classroom or suspension would be inappropriate. The Board believes that detention is an effective method of discipline for students. A student who violates the student disciplinary code may be assigned detention by a school administrator or teacher. A teacher or staff member is responsible for making his/her arrangements for his/her assigned detentions. When a student is assigned detention, the School District should attempt to notify the parent(s)/guardian(s) of the student. Furthermore, the School District will ensure that the student has transportation home.

2. Suspension from Transportation

If a student does not conduct himself/herself properly on a bus, the bus driver is expected to bring such misconduct to the building principal's attention. Students who become a serious disciplinary problem may have their riding privileges suspended by the building principal or the Superintendent of Schools or his/her designee. In such cases, the student's parent will become responsible for seeing that his/her child gets to and from school safely. Should the family not be able to provide alternate transportation, the School District will provide alternate education for the period of suspension.

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

3. Suspension from Athletic Participation, Extra-curricular Activities, and other Privileges

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

4. In-School Suspension

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

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

5. Teacher Removal of Disruptive Students

A student's behavior can affect a teacher's ability to teach and can make it difficult for other students in the classroom to learn. In most cases the classroom teacher can control a student's behavior and maintain or restore control over the classroom by using good classroom management techniques. These techniques may include practices that involve the teacher directing a student to briefly leave the classroom to give the student an opportunity to regain his/her composure and self-control in an alternative setting. Such practices may include, but are not limited to: (1) short-term "time out" in an elementary classroom or in an administrator's office (2) sending a student to the principal's office for the remainder of the class time only; or (3) sending a student to a guidance counselor or other School District staff member for counseling.

On occasion, a student's behavior may become disruptive. For purposes of this Code of Character a disruptive student is a student who is disruptive of the educational

process or interferes with the teacher's authority over the classroom. A disruption of the educational process or interference with a teacher's authority occurs when a student demonstrates a persistent unwillingness to comply with the teacher's instructions or repeatedly violates the teacher's classroom behavior rules.

If a teacher finds that a student's continued presence in the classroom does not pose a continuing danger to persons or property and does not present an ongoing threat of disruption to the academic process, the teacher shall, prior to removing the student from the classroom, provide the student with an explanation of the basis for the removal and allow the student to informally present the student's version of relevant events. In all other cases, the teacher shall provide the student with an explanation of the basis for the removal and an informal opportunity to be heard within twenty-four (24) hours of the pupil's removal, provided that if such twenty-four (24) hour period does not end on a school day, it shall be extended to the corresponding time on the next school day.

The building principal shall inform the person in parental relation to such student of the removal and the reasons therefore within twenty-four (24) hours of the student's removal, provided that if such twenty-four (24) hour period does not end on a school day, it shall be extended to the corresponding time on the next school day. The student and the person in parental relation shall, upon request, be given an opportunity for an informal conference with the building principal to discuss the reasons for the removal. If the student denies the charges, the building principal shall provide an explanation of the basis for the removal and allow the student and/or person in parental relation to the student an opportunity to present the pupil's version of relevant events. Such informal hearing shall be held within forty-eight (48) hours of the student's removal, provided that if such forty-eight (48) hour period does not end on a school day, it shall be extended to the corresponding time on the second school day following the student's removal.

The teacher must complete a School District-established disciplinary form as soon as possible prior to the end of that class period if at all possible. The teacher must meet with the principal or his/her designee as soon as possible, but no later than the end of the school day, to explain the circumstances of the removal. If the principal or his/her designee is not available the teacher must leave the form with the secretary and meet with the principal or his/her designee prior to the beginning of classes on the next school day.

Any disruptive student removed from the classroom by the classroom teacher shall be offered alternative continued educational programming and activities until he or she is permitted to return to the classroom. Appropriate classwork must be provided for the removed student by the removing teacher.

The principal or his/her designee must keep a log of all removals of students from class.

Removal of a student with a disability, under certain circumstances, may constitute a change in the student's placement. Accordingly, prior to or by the tenth (10th) day of removal, a Manifestation Determination Committee will be convened. However, if a student with a disability is suspended for five (5) consecutive days **and a Superintendent's Hearing is scheduled**, then a Manifestation Determination Committee **in tandem with the Superintendent's Hearing**. If the removals are not the result of a student's handicapping condition, said removals are not considered a change of placement.

6. Suspension from School

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

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

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

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

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

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

been provided with a telephone number(s) for the purpose of contacting the parents.

The notice shall provide a description of the charges against the student and the incident for which suspension is proposed and shall inform the parents of the right to request an immediate informal conference with the principal. Both the notice and informal conference shall be in the dominant language or mode of communication used by the parents. At the conference, the parents shall be permitted to ask questions of complaining witnesses under such procedures as the principal may establish. The notice and opportunity for an informal conference shall take place before the student is suspended unless the student's presence in school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process. If the student's presence does pose such a danger or threat of disruption, the notice and opportunity for an informal conference shall take place as soon after the suspension as is reasonably practicable.

After the conference, the principal shall promptly advise the parents in writing of his/her decision. The principal shall advise the parents that if they are not satisfied with the decision and wish to pursue the matter, they must file a written appeal to the Superintendent of Schools within ten business days, unless they can show extraordinary circumstances precluding them from doing so. The Superintendent of Schools shall issue a written decision regarding the appeal within ten (10) business days of receiving the appeal. If the parents are not satisfied with the Superintendent of Schools' decision, they must file a written appeal to the Board with the School District Clerk within ten (10) business days of the date of the Superintendent of Schools' decision, unless they can show extraordinary circumstances precluding them from doing so. Only final decisions of the Board may be appealed to the Commissioner within thirty (30) days of the decision.

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

When the Superintendent of Schools determines that a suspension for more than five days may be warranted, he or she shall give reasonable notice to the student and the student's parents of their right to a fair hearing. At the hearing the student shall have the right to be represented by counsel, the right to question witnesses against him or her and the right to present witnesses and other evidence on his/her behalf. The Superintendent of Schools shall personally hear and determine the proceeding or may, in his/her discretion, designate a hearing officer to conduct the hearing. The hearing officer shall be authorized to administer oaths and to issue subpoenas in conjunction with the proceeding before him or her. A record of the hearing shall be maintained, but no stenographic transcript shall be required. A tape recording shall be deemed a satisfactory record. The hearing officer shall make findings of fact and recommendations as to the appropriate

measure of discipline to the Superintendent of Schools. The report of the hearing officer shall be advisory only, and the Superintendent of Schools may accept all or any part thereof.

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

c. Permanent Suspension from School

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

d. Procedure After Suspension

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

Student offenders of School District Policy #0115 will receive in-school guidance in making positive choices in their relationships with others. If appropriate, disciplinary action will be taken in accordance with this Code of Character. Consequences for a student who commits an act of bullying shall be unique to the individual incident and will vary in method and severity according to the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors.

C. Minimum Periods of Suspension

1. Students who Bring a Weapon to School

Any student, other than a student with a disability, found guilty of bringing a weapon onto school property will be subject to suspension from school for at least one calendar year. Before being suspended, the student will have an opportunity for a hearing pursuant to Education Law §3214. The Superintendent of Schools has the authority to modify the one-year suspension on a case-by-case basis. In deciding whether to modify the penalty, the Superintendent of Schools may consider the following:

- a. The student's age.
- b. The student's grade in school.

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

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

2. Students who Commit Violent Acts Other than Bringing a Weapon to School

Any student who is found to have committed a violent act, other than bringing a weapon onto school property, shall be subject to suspension from school for at least five (5) days. If the proposed penalty is the minimum five (5) day suspension, the student and the student's parents will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed penalty exceeds the minimum five (5) day suspension, the student and the student's parents will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The Superintendent of Schools has the authority to modify the minimum five (5) day suspension on a case-by-case basis. In deciding whether to modify the penalty, the Superintendent of Schools may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

3. Students who are Repeatedly Substantially Disruptive of the Educational Process or Repeatedly Substantially Interfere with the Teacher's Authority over the Classroom

Any student who repeatedly is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom will be suspended from school for at least two days. For purposes of this Code of Character, "repeatedly is substantially disruptive" means engaging in conduct that results in the student being removed from the classroom by teacher(s) pursuant to Education Law §3214(3-a) and this Code on four or more occasions during a semester. If the proposed penalty is the minimum five-day suspension, the student and the student's parent will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed penalty exceeds a five (5) day suspension, the student and the student's parent/guardian will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The Superintendent of Schools has the authority to modify the suspension on a case-by-case basis. In deciding whether to modify the penalty, the Superintendent of Schools may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

D. Disciplinary and Remedial Consequences for Bullying, Harassment and/or Discrimination

The School District supports the development of measured, balanced and age-appropriate responses to the bullying, harassment and/or discrimination of students by students, on school property, including school functions, with remedies and procedures focusing on prevention, intervention, education and discipline. Remedies will be measured, balanced, progressive and age-appropriate and will take into consideration the nature and severity of the offending student's behavior, the developmental age of the student, the previous disciplinary record of the student and other extenuating circumstances, and the impact the offending student's behaviors had on the individual who was physically injured or emotionally harmed. Responses will be reasonably calculated to end the harassment, bullying and/or discrimination, prevent recurrence, and eliminate the hostile environment.

Successful intervention may involve remediation. Remedial responses to bullying, harassment and/or discrimination include measures designed to correct the problem behavior, prevent another occurrence of the behavior, and protect the target of the act. Appropriate remedial measures **may** include, but are not limited to:

- Restitution and restoration;
- Peer support groups;
- Corrective instruction or other relevant learning or service experience;
- Supportive intervention;
- Behavioral assessment or evaluation;
- Behavioral management plans that are closely monitored;
- Student counseling; and
- Parent conferences

Beyond these individual-focused remedial responses, school-wide or environmental remediation can be an important tool to prevent bullying, harassment and/or discrimination. Environmental remediation strategies may include, but are not limited to:

- Supervisory systems which empower school staff with prevention and intervention tools to address incidents of bullying, harassment and/or discrimination;
- School and community surveys or other strategies for determining the conditions contributing to the relevant behavior;
- Modification of schedules;
- Adjustment in hallway traffic and other student routes of travel;
- Targeted use of monitors;
- Staff professional development;
- Parent conferences;
- Involvement of parent-teacher organizations; and
- Peer support groups.

If appropriate, disciplinary action will be taken by the administration in accordance with this policy, as applicable. If the behavior rises to the level of criminal activity, law enforcement will be contacted. Staff is expected, when aware of bullying, to either refer the student to designated resources for assistance, or to intervene in accordance with this policy.

E. Referrals**1. Counseling**

The Guidance Office & the Office of Student Services shall handle all referrals of students for counseling.

2. PINS Petitions

The School District may file a PINS (Person in Need of Supervision) petition in Family Court on any student under the age of eighteen (18) who demonstrates that he or she requires supervision and treatment by:

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

XI. Alternative Instruction

When a student of any age is removed from class by a teacher or a student of compulsory attendance age is suspended from school pursuant to Education Law §3214, the School District will take immediate steps to provide alternative means of instruction for the student.

XII. Discipline of Students with Disabilities

The Board of Education recognizes that it may be necessary to suspend or temporarily remove a student with disabilities from his or her current placement because maintaining the student in that placement is substantially likely to result in injury to the student or to others, or otherwise discipline students with disabilities to address disruptive or problem behavior. The Board of Education also recognizes that students with disabilities are granted certain procedural protections when school authorities impose discipline. The Board of Education is committed to ensuring that the procedures followed are consistent with the safeguards required by applicable laws and regulations.

The Code of Character affords students with disabilities who have been subject to disciplinary action no greater or lesser rights than those expressly authorized by applicable federal and state law and regulation.

A. Authority to Remove, Suspend or Otherwise Discipline Students with Disabilities

1. For purposes of this section of the Code of Character, the following definitions apply:

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

A "Controlled Substance" means a drug or other substance identified in certain provisions of the federal Controlled Substances Act specified in both federal and state law and regulations applicable to this policy.

A "Disciplinary Change of Placement" means a suspension or removal from a student's current educational placement that is either for more than ten consecutive school days, or for a period of ten consecutive school days or less if the student is subjected to a series of suspensions or removals that constitute a pattern because they cumulate to more than ten school days in a school year and because of such factors as the length of each suspension or removal, the total amount of time the student is removed and the proximity of the suspensions or removals to one another. The School District determines on a case-by-case basis whether a pattern of removals constitutes a change of placement. This determination is subject to review through due process and judicial proceedings.

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

An "Illegal Drug" means a controlled substance but does not include those legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under the Controlled Substances Act or any other federal law.

A "Manifestation review" means a review of the relationship between the student's disability and the behavior subject to disciplinary action which is required when the disciplinary action results in a change of placement (as defined above). A child's conduct will be deemed to be a manifestation of his/her disability if the conduct in question was caused by, or had a direct and

substantial relation to the child's disability; or it was the direct result of the School District's failure to implement the IEP.

A "Manifestation team" shall include a representative of the School District knowledgeable about the student and the interpretation of information about child behavior, the parent, and relevant members of the CSE as determined by the parent and the School District.

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

A "School Day" means any day, including a partial day, when students are in attendance at school for instructional purposes.

A "Serious Bodily Injury" means bodily injury which involves a substantial risk of death, extreme physical pain, protracted obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

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

A "Weapon" means the same as "dangerous weapon" under 18 U.S.C. §930(g)(w) which includes a "weapon, device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury, except...[for] a pocket knife with a blade of less than 2 1/2 inches in length."

2. School personnel may order the suspension or removal of a student with a disability from his/her current educational placement as follows:
 - a) The Board of Education, the Superintendent of Schools (BOCES) or a principal may order the placement of a student with a disability into an IAES, another setting or suspension for a period not to exceed five consecutive school days, and not to exceed the amount of time a nondisabled student would be subject to suspension for the same behavior. Parents or persons in parental relation to the student shall be provided an opportunity for an informal conference in accordance with paragraph (d) of §3214 of Education Law.
 - b) The Superintendent of Schools may order the placement of a student with a disability into an IAES, another setting or suspension for up to ten (10) consecutive school days, inclusive of any period in which the student has been suspended or removed under the above paragraph for the same behavior, if the Superintendent of Schools determines that the student has engaged in behavior that warrants a suspension and the suspension or removal does not exceed the amount of time nondisabled students would

be subject to for the same behavior. The Superintendent of Schools or an appointed hearing officer, in accordance with the Commissioner's regulations, will conduct a hearing that shall be bifurcated into a guilt phase and a penalty phase.

- c) The Superintendent of Schools may order additional suspensions of not more than ten (10) consecutive school days in the same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement.
 - d) The Superintendent of Schools may order the placement of a student with a disability into an IAES to be determined by the Committee on Special Education (CSE) for the same amount of time a student without a disability would be subject to discipline, but not for more than forty five (45) school days, under the following circumstances:
 - 1) The student carries or possesses a weapon to or at school, on school premises or to a school function; or,
 - 2) The student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school, on school premises or at a school function; or,
 - 3) The student has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function.
 - e) An impartial hearing officer, subject to specified conditions required by federal and state law and regulations, may order the placement of a student with a disability in an IAES for up to forty five (45) days at a time if maintaining the student in his/her current educational placement poses a risk of harm to the student or others as determined by the Committee on Special Education.
 - f) A decision is made by the Board of Education, the School District Superintendent of Schools, or a building principal imposes a suspension that constitutes a disciplinary change in placement.
3. The School District shall provide parents with notice of disciplinary removal no later than the date on which a decision is made to change the placement of a student with a disability to an IAES for misconduct involving serious bodily injury, weapons, illegal drugs, or controlled substances; or a decision is made to impose a suspension or removal that constitutes a disciplinary change in placement. The procedural safeguards notice prescribed by the Commissioner shall accompany the notice of disciplinary removal.

B. Change of Placement Rule

- 1. A disciplinary change in placement means a suspension or removal from a student's current educational placement that is either:
 - a) For more than ten (10) consecutive school days; or

- b) For a period of ten (10) consecutive school days or less if the student is subjected to a series of suspensions or removals that constitute a pattern because they cumulate to more than ten (10) school days in a school year and because of such factors as the length of each suspension or removal, the total amount of time the student is removed and the proximity of the suspensions or removals to one another.
- 2. School personnel may not suspend or remove a student with disabilities if imposition of the suspension or removal would result in a disciplinary change in placement based on a pattern of suspension or removal. However, the School District may impose a suspension or removal, which would otherwise result in a disciplinary change in placement, based on a pattern of suspensions or removals if the CSE has determined that the behavior was not a manifestation of the student's disability, or the student is placed in an IAES for behavior involving weapons, illegal drugs or controlled substances.

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

- 1. The School District's Committee on Special Education shall:
 - a) Conduct functional behavioral assessments to determine why a student engages in a particular behavior, and develop or review behavioral intervention plans whenever the School District is first suspending or removing a student with a disability for more than ten (10) school days in a school year or imposing a suspension or removal that constitutes a disciplinary change in placement, including a change in placement to an IAES for misconduct involving weapons, illegal drugs or controlled substances.

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

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

- b) Conduct a manifestation determination review of the relationship between the student's disability and the behavior subject to disciplinary action whenever a decision is made to place a student in an IAES either for misconduct involving weapons, illegal drugs or controlled substances or because maintaining the student in his current educational setting

poses a risk of harm to the student or others; or a decision is made to impose a suspension that constitutes a disciplinary change in placement.

2. The parents of a student who is facing disciplinary action, but who has not been determined to be eligible for services under IDEA and Article 89 at the time of misconduct, shall have the right to invoke applicable procedural safeguards set forth in federal and state law and regulations if, in accordance with federal and state statutory and regulatory criteria, the School District is deemed to have had knowledge that their child was a student with a disability before the behavior precipitating disciplinary action occurred. If the School District is deemed to have had such knowledge, the student will be considered a student presumed to have a disability for discipline purposes.
 - a) The Superintendent of Schools, building principal or other school official imposing a suspension or removal shall be responsible for determining whether the student is a student presumed to have a disability.
 - b) A student will not be considered a student presumed to have a disability for discipline purposes if, upon receipt of information supporting a claim that the School District had knowledge the student was a student with a disability, the School District either:
 - 1) Conducted an individual evaluation and determined that the student is not a student with a disability, or
 - 2) Determined that an evaluation was not necessary and provided notice to the parents of such determination, in the manner required by applicable law and regulations.
 - 3) The student's parent has not allowed an evaluation of the student.

If there is no basis for knowledge that the student is a student with a disability prior to taking disciplinary measures against the student, the student may be subjected to the same disciplinary measures as any other non-disabled student who engaged in comparable behaviors. However, if a request for an individual evaluation is made while such non-disabled student is subjected to a disciplinary removal, an expedited evaluation shall be conducted and completed in the manner prescribed by applicable federal and state law and regulations. Until the expedited evaluation is completed, the non-disabled student who is not a student presumed to have a disability for discipline purposes shall remain in the educational placement determined by the School District, which can include suspension.

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

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

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

D. Expedited Due Process Hearings

1. An expedited due process hearing shall be conducted in the manner specified by the Commissioner's regulations incorporated into this code, if:
 - a) The School District requests such a hearing to obtain an order of an impartial hearing officer placing a student with a disability in an IAES where school personnel maintain that it is dangerous for the student to be in their current educational placement, or during the pendency of due process hearings where school personnel maintain that it is dangerous for the student to be in their current educational placement during such proceedings.
 - b) The parent requests such a hearing from a determination that the student's behavior was not a manifestation of the student's disability, or relating to any decision regarding placement, including but not limited to any decision to place the student in an IAES.
 - 1) During the pendency of an expedited due process hearing or appeal regarding the placement of a student in an IAES for behavior involving weapons, illegal drugs, controlled substances, or on grounds of dangerousness, or regarding a determination that the behavior is not a manifestation of the student's disability for a student who has been placed in an IAES, the student shall remain in the IAES pending the decision of the impartial hearing

officer or until expiration of the IAES placement, whichever occurs first, unless the parents and the School District agree otherwise.

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

2. An expedited due process hearing shall be completed within fifteen (15) business days of receipt of the request for a hearing. Although the impartial hearing officer may grant specific extensions of such time period, he or she must mail a written decision to the School District and the parents within five business days after the last hearing date, and in no event later than forty-five (45) calendar days after receipt of the request for a hearing, without exceptions or extensions.

E. Referral to Law Enforcement and Judicial Authorities

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

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

XIII. Corporal Punishment & The Use Of Physical Force

The Board asserts that corporal punishment is not an acceptable method of enforcing decorum, order or discipline, and that corporal punishment is contrary to the purposes of education. The Board prohibits the use of corporal punishment by School District employees.

1. No teacher, administrator, officer, employee, or agent in the School District shall use corporal punishment against a student.
2. As used in this section, corporal punishment is defined as the use of physical force for the purpose of punishing a student, except as otherwise provided in subdivision 3.
3. Nothing contained in this section shall be construed to prohibit the use of reasonable physical force to restrain or remove a student whose behavior is interfering with the orderly exercise and performance of School District functions, powers or duties, if that student has refused to comply with a request to refrain from further disruptive acts. It may also be used for the following purposes:
 - a. To protect oneself from physical injury;

- b. To protect another student or teacher or any other person from physical injury; or
- c. To protect the property of the School District or another.

The above exceptions are permissible, provided that alternative procedures and methods not involving the use of physical force cannot reasonably be employed to achieve the same purposes. Alternative procedures and methods not involving the use of physical force include:

- a. The use of language which reduces hostility;
- b. Issuing clear directions to the offending student;
- c. Explaining the consequences of the student's actions to the student; and
- d. Enlisting the aid of another School District employee.

- 4. With respect to any and all incidents involving the use of physical force by a School District employee, the School District employee shall ensure that:
 - a. The dignity and integrity of the employee and his/her profession are maintained; and
 - b. The rights of the student have not been violated.
- 5. Whenever an incident has occurred during which a School District employee has had physical contact in any way that could be construed as physical force or corporal punishment, the School District employee must give a full, clear, factual, and objective report of the incident to the Building Principal.
- 6. A student who has been subjected to physical force by a School District employee or the parent(s)/guardian(s) of such a student may file a grievance in accordance with the procedures outlined in the School District's student grievance regulation.

Investigation of Complaints

Any claim about the use of corporal punishment shall be submitted in writing by the complainant to the Superintendent of Schools. This written complaint will be forwarded to the School Attorney within seven school days. The Superintendent of Schools or his/her designee shall investigate the complaint to determine whether an incident actually took place, and if so, to determine the identity of the person or persons who administered the corporal punishment, the identity of the student or students involved, reasons for the action, and any other relevant facts or circumstances. Results of this investigation will be forwarded to the School Attorney upon completion of the investigation.

Reports to Commissioner of Education

Reports shall be submitted to the Commissioner of Education on or before January 15 and July 15 of each year concerning complaints about the use of corporal punishment during the six (6) month reporting period. Such reports shall set forth the substance of each complaint, the results of the investigation and the action, if any, by the School District.

XIV. Student Searches and Interrogations

The Board is committed to ensuring an atmosphere on school property and at school functions that is safe and orderly. To achieve this kind of environment, any school official authorized to impose a disciplinary penalty on a student may question a student about an alleged violation of law or the School District Code of Character. Students are not entitled to any sort of "Miranda" type warning before being questioned by school officials, nor are school officials required to contact a student's parent before questioning the student. However, school officials will tell all students why they are being questioned. In addition, the Board authorizes the Superintendent of Schools, building administrators and School District security officials to conduct searches of students and their belongings if the authorized school official has reasonable suspicion to believe that the search will result in evidence that the student violated the law or the School District Code of Character.

Students are protected by the Constitution from unreasonable searches and seizures. A student may be searched and contraband seized on school grounds or in a school building by a School District employee only when the School District employee has reasonable suspicion to believe the student is engaging in proscribed activity which is in violation of school rules and/or illegal.

Factors to be considered in determining whether reasonable suspicion exists to search a student include:

- a) The age of the student;
- b) The student's record and past history;
- c) The predominance and seriousness of the problem in the school where the search is directed; and
- d) The urgency to conduct the search without delay.

If reasonable suspicion exists to believe that a student possesses a weapon, it is permissible for a School District employee to search that student.

An authorized school official may conduct a search of a student's belongings that is minimally intrusive, such as touching the outside of a book bag, without reasonable suspicion, so long as the school official has a legitimate reason for the very limited search. An authorized school official may search a student or the student's belongings based upon information received from a reliable informant. Individuals, other than the School District employees, will be considered reliable informants if they have previously supplied information that was accurate and verified, or they make an admission against their own interest, or they provide the same information that is received independently from other sources, or they appear to be credible and the information they are communicating relates to an immediate threat to safety. School District employees will be considered reliable informants unless they are known to have previously supplied information that they knew was not accurate.

A strip search is a search that requires a student to remove any or all of his/her clothing, other than an outer coat or jacket. If an authorized school official believes it is necessary to conduct a strip search of a student, the school official may do so only if the search is authorized in advance by the Superintendent of Schools or the school attorney. Strip searches may only be conducted by an authorized school official of the same sex as the student being searched and in the presence of another School District professional employee who is also of the same sex as the student. In every case, the school official conducting a strip search must have probable cause – not simply reasonable cause – to believe the student is concealing evidence of a violation of law or the School District code. In addition, before conducting a strip search, the school official must consider the nature of the alleged violation, the student's age, the student's record, and the need for such a search. School officials will attempt to notify the student's parent by telephone before conducting a strip search, or in writing after the fact if the parent could not be reached by telephone.

A. Student Lockers, Desks and other School Storage Places

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

B. Documentation of Searches

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

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

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

C. Questioning of Students by School Officials

School officials have the right to question students regarding any violations of school rules and/or illegal activity. In general, administration may conduct investigations concerning reports of misconduct which may include, but are not limited to, questioning students, staff, parents/guardians, or other individuals as may be appropriate and when necessary, determining disciplinary action in accordance with applicable due process rights.

Should the questioning of students by school officials focus on the actions of one particular student, the student will be questioned, if possible, in private by the appropriate school administrator. The student's parent/guardian may be contacted; the degree, if any, of parental/guardian involvement will vary depending upon the nature and the reason for questioning, and the necessity for further action which may occur as a result.

The questioning of students by school officials does not preclude subsequent questioning/interrogations by police authorities as otherwise permitted by law. Similarly, the questioning of students by school officials does not negate the right/responsibility of school officials to contact appropriate law enforcement agencies, as may be necessary, with regard to such statements given by students to school officials.

School officials acting alone and on their own authority, without the involvement of or on behalf of law enforcement officials (at least until after the questioning of students by school authorities has been conducted) are not required to give the so-called "Miranda warnings" (i.e., advising a person, prior to any custodial interrogations as defined in law, of the right to remain silent; that any statement made by the individual may be used as evidence against him/her; and that the individual has the right to the presence of an attorney, either retained or appointed) prior to the questioning of students.

If deemed appropriate and/or necessary, the Superintendent/designee may also review the circumstances with School District legal counsel so as to address concerns and the course of action, if any, which may pertain to and/or result from the questioning of students by school officials.

D. Police Involvement in Searches and Interrogations of Students

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

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

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

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

E. Child Protective Services Investigations

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

All requests by child protective services to interview a student on school property shall be made directly to the building principal or his/her designee. The principal or his/her designee shall set the time and place of the interview. The principal or his/her designee shall decide if it is necessary and appropriate for a school official to be present during the interview, depending on the age of the student being interviewed and the nature of the allegations. If the nature of the allegations is such that it may be necessary for the student to remove any of his/her clothing in order for the child protective services worker to verify the allegations, the school nurse or other School District medical personnel must be present during that portion of the interview. No student may be required to remove his/her clothing in front of a child protective services worker or School District official of the opposite sex.

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

XV. Visitors to the Schools

The Board encourages parents and other School District citizens to visit the School District's schools and classrooms to observe the work of students. Since schools are a place of work and learning, however, certain limits must be set for such visits. The

building principal or his/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 will enter through the main lobby doors and will be required to utilize the visitor management system and will be issued a visitor's identification badge, which must be worn at all times while in the school or on school grounds. The visitor must return the identification badge to the visiting vestibule before leaving the building.
3. Visitors attending school functions that are open to the public, such as parent-teacher organization meetings or public gatherings, are not required to register.
4. Teachers are expected not to take class time to discuss individual matters with visitors.
5. Any unauthorized person on school property will be reported to the principal or his/her designee. Unauthorized persons will be asked to leave. The School District security or the police may be called if the situation warrants.
6. All visitors are expected to abide by the rules for public conduct on school property contained in this Code of Character.

XVI. Public Conduct on School Property

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

The restrictions on public conduct on school property and at school functions contained in this code are not intended to limit freedom of speech or peaceful assembly.

The School District recognizes that free inquiry and free expression are indispensable to the objectives of the School District. The purpose of this code is to maintain public order and prevent abuse of the rights of others.

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

A. Prohibited Conduct

No person, either alone or with others, shall:

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

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2. Intentionally damage or destroy School District property or the personal property of a teacher, administrator, other School District employee or any person lawfully on school property, including graffiti or arson.
3. Use language or gestures that are profane, lewd, vulgar or abusive.
4. Engage in any sexual behavior and/or contact.
5. Obstruct pedestrian traffic in hallways, stairwells, and doorways.
6. Intentionally obstruct vehicular traffic.
7. Engaging in any willful act which disrupts the normal operation of the school community.
8. Intentionally damage or destroy, including graffiti or arson, the personal property of a student, teacher, administrator, other School District employee, or any person lawfully on school property or attending a school function.
9. Intentionally damage or destroy school property.
10. Steal or attempt to steal the property of students, school personnel, or any other person lawfully on school property or attending a school function.
11. Dishonesty (lying, lying by omission, knowingly sharing false information).
12. Fail to comply with reasonable directives of teachers, school administrators, or other school employees/ contractors in charge of students.
13. Trespass on school grounds or entering a school building without administrative permission and authorized supervision.
14. Fail to vacate school grounds at the conclusion of school authorized activities.
15. Be in an unauthorized area without supervision.
16. Use drones on or above school property.
17. Disrupt the orderly conduct of classes, school programs or other school activities.
18. 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.
19. Intimidate, harass or discriminate against any person on the basis of actual or perceived race, creed, color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, or gender (including gender identity and expression).
20. Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed.
21. Obstruct the free movement of any person in any place to which this code applies.
22. Violate the traffic laws, parking regulations, or other restrictions on vehicles.
23. Possess, consume, sell, distribute, or exchange alcoholic beverages, controlled substances, or be under the influence of either on school property or at a school function.
24. Possess or use weapons in or on school property or at a school function, except in the case of law enforcement officers or except as specifically authorized by the School District.
25. Loiter on or about school property.
26. Gamble on school property or at school functions.

27. Refuse to comply with any reasonable order of identifiable School District officials performing their duties.
28. Willfully incite others to commit any of the acts prohibited by this code.
29. Violate any federal or state statute, local ordinance or Board policy while on school property or while at a school function.
30. Commit an act of violence (such as hitting, kicking, punching, and scratching) upon a teacher, administrator, or other school employee or attempting to do so.
31. Commit an act of violence (such as hitting, kicking, punching, and scratching) upon a student or any other person lawfully on school property or attempting to do so.
32. Possess a weapon.
33. Displaying what appears to be a weapon.
34. Threaten to use any weapon.
35. Fight or engage in violent behavior.
36. Subject 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.
37. Intimidate any student, school personnel or any other person lawfully on school property or attending a school function.
38. Threaten another with bodily harm.
39. Create a hazardous or physically offensive condition by any act which serves no legitimate purpose.
40. Hide evidence of an illegal act or school violation.
41. Haze.
42. Discriminate against another individual(s).
43. Defame another individual.
44. Bully (including cyberbullying) another individual.
45. Harass another individual.
46. Sell, use, distribute or possess obscene material.
47. Smoke cigarettes, cigars, pipes or use chewing or smokeless tobacco while on school grounds or at a school function.
48. Possess, consume, sell, distribute, or exchange alcoholic beverages or illegal substances, or be 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 substances commonly referred to as "designer drugs."
49. Inappropriately use or share prescription and over-the-counter drugs.
50. Indecent exposure, that is, exposure to sight of the private parts of the body in a lewd or indecent manner.
51. Initiate a report warning of fire or other catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher.
52. Engage in misconduct while using technology.

B. Expectations for Student Participation in Interscholastic Athletics and Extracurricular Activities.

Students who participate in school athletics and extracurricular activities for the School District are expected to understand and adhere to the Code of Character. Unlike the legal obligation to provide a free and public education to students, having the opportunity to participate in athletics and extracurricular activities is a privilege for students. All students involved in athletics and/or extracurricular activities represent the School District and it is expected that they uphold the Code of Character both on/off school grounds and during/after school. In addition, any student involved in athletics and/or extracurricular activities must be in good standing for their academics and attendance. Any student who violates the Code of Character, or who is in poor academic and/or attendance standing may be temporarily suspended or permanently removed from a team or club depending upon the nature of the disciplinary infraction regardless of whether or not there is a direct connection to the School District. Should a student become involved in a disciplinary infraction, a meeting will be held with the student, their parents/guardians, the coach and/or supervisor/advisor, building administration, the Athletic Director, and any other individuals deemed necessary and appropriate by the School District. The student's consequence(s) will be determined after the meeting and will be appropriate based upon the nature of the disciplinary infraction.

C. General Guidelines for Players, Coaches, Parents/Guardians and Spectators

1. Those in attendance at School District athletic events (home or away) are expected to demonstrate positive enthusiasm without causing harm, danger, or embarrassment to others or to the school.
2. Everyone is to demonstrate common sense—respect opponents, players, coaches, and officials and maintain self-control in their actions.
3. All in attendance are to be in compliance with the School District's Code of Character academic eligibility policy, the athletic department's return to play policies, and team regulations and procedures.
4. Smoking, consuming alcohol, and/or using illegal substances is strictly prohibited.
5. Game officials, school administrators, coaches, teacher chaperones, and/or security can have unruly fans removed from a contest facility.
6. All in attendance should be aware that the school can (and will) remove them from the premises and can prohibit them from attending future contests due to undesirable behaviors.

D. Overall Behavior Expectations for Players, Parents/Guardians and Spectators

1. Proper language is to be used. No swearing or language which is offensive to others will be tolerated. High school events are a family activity. Individual and group vulgarity is unacceptable, as is verbal harassment of players, coaches, and officials.
2. Do not "coach" or instruct from the stands. Please respect the entire coaching staff's judgment and leadership of their team.
3. Respect the officials' judgment and interpretation of the rules.
4. Support your child and their teammates with positive actions and encouragement.

5. Everyone is expected to demonstrate respect and pride for the school. Cheer for your team, not against your opponents. Do not personalize your comments towards players, coaches, and officials.
6. Hazing of any kind is strictly prohibited which includes but not limited to harassment/bullying and cyberbullying/social media harassment.
7. Respect is the key to good sportsmanship. Respect both players and fans from the opposing team. Opposing players are not enemies, but teenagers who happen to attend other schools.
8. Acknowledge good plays by both teams.
9. Accept victory and defeat with pride and compassion.
10. Those in attendance are not at an event to intimidate or ridicule, but to support and enjoy the competition.

E. Parent/Guardian, Player, and Coach Communication Expectations

1. Appropriate concerns to discuss with coaches:
 - a. Treatment of you/your child mentally and physically
 - b. Ways to help you/your child improve
 - c. Concerns about your/your child's behavior
2. Inappropriate concerns to discuss with coaches:
 - a. Playing time
 - b. Team strategies or calling plays
 - c. Other student athletes

Student athletes and their parents/guardians will be required to sign an agreement agreeing to uphold the Code of Character, team rules, and regulations and the above guidelines for participation in the School District's athletic program.

F. Penalties

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

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

G. Enforcement

All School District employees shall be responsible for enforcing the character, conduct, and support required by this code.

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

H. Notices

All notices required to be provided pursuant to this Code of Character shall be provided in the native/home language of the parent/guardian.

XVII. Dissemination and Review

A. Dissemination of Code of Character

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

1. Sharing an age appropriate digital summary of the code to all students at the beginning of the year.
2. Providing a plain language summary to all parents at the beginning of the school year, and thereafter on request.
3. Posting the complete Code of Character on the School District's website.
4. Providing all current teachers and other staff members with a copy of the code and a copy of any amendments to the code as soon as practicable after adoption.
5. Providing all new employees with a copy of the current Code of Character when they are first hired.
6. Making copies of the complete code available for review by students, parents, and other community members.

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

B. Review of Code of Character

The Board will review this Code of Character every year and update it as necessary. In conducting the review, the Board will consider how effective the code's provisions have been and whether the code has been applied fairly and consistently. Before adopting any revisions to the code, the Board will hold at least one public hearing at which school personnel, parents, students, and any other interested party may participate.

The Code of Character and any amendments to it will be filed with the Commissioner of Education, in a manner prescribed by the Commissioner, no later than thirty (30) days after adoption.

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