

Cobleskill-Richmondville Central School

CODE OF CONDUCT

*Adopted by the Board of Education July 9, 2001
Reviewed and Readopted by the Board of Education
June 10, 2002; June 9, 2003; June 14, 2004; June 23, 2005; June 12, 2006;
Amended November 13, 2006; Adopted May 29, 2007; Amended August 11, 2008;
Amended July 27, 2009; Re-adopted July 12, 2010; Re-adopted July 25, 2011;
Amended July 23, 2013; Re-adopted August 5, 2013; Re-adopted August 4, 2014; Amended July 6, 2015;
Re-adopted July 11, 2016; Re-adopted July 10, 2017; Re-adopted July 9, 2018; Re-adopted July 1, 2019
Re-adopted July 13, 2020; Re-adopted July 12, 2021; Re-adopted July 11, 2022*

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CODE OF CONDUCT

I. INTRODUCTION

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

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

The Board recognizes the need to clearly define these expectations for acceptable conduct on school property, identify the possible consequences of unacceptable conduct, and ensure that discipline, when necessary, is administered promptly and fairly. To this end, the Board adopts this Code of Conduct ("code").

Unless otherwise indicated, this code applies to all students, school personnel, parents and visitors when on school property or attending a school function.

II. DEFINITIONS

For purposes of this code, the following definitions apply.

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

"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.

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

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

"Gender" means actual or perceived sex and includes a person's gender identity or expression.

"Bullying" is understood to be a hostile activity which harms or induces fear through the threat of further aggression and/or creates terror. Bullying may be premeditated or a sudden activity that may happen in person or through the use of technology. It may be subtle or easy to identify, done by one person or a group.

Bullying often includes the following characteristics:

1. Power imbalance: occurs when a bully uses his/her physical or social power over a target.
2. Intent to harm: the bully seeks to inflict physical or emotional harm and/or takes pleasure in this activity.
3. Threat of further aggression: the bully and the target believe the bullying will continue.
4. Terror: when any bullying increases, it becomes a “systematic violence or harassment used to intimidate and maintain dominance.”

The Dignity for All Students Act (DASA) policy #0115, provides meaningful guidance and prevents behaviors from rising to a violation of law. DASA uses the term bullying (which is usually subsumed under the term “harassment”) to describe a range of misbehaviors such as harassment, hazing, intimidation, cyberbullying or discrimination. The DASA regulation provides more guidance regarding the definition and characteristics of bullying.

“*Cyberbullying* is defined as harassment or bullying by any form of electronic communication, and includes incidents occurring off school property that create or would foreseeably create a risk of substantial disruption within the school environment.

“*Harassment*” means the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a student’s educational performance, opportunities or benefits, or mental, emotional or physical wellbeing; or conduct, verbal threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; such conduct, verbal threats, intimidation or abuse includes but is not limited to conduct, verbal threats, intimidation or abuse based on a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.

“*Disruptive student*” means a 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.

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

“*School property*” means on or within any building, structure, athletic playing field, playground, parking lot or other land owned by the district, or on a school bus.

“*School function*” means any school-sponsored extra-curricular event or activity. School sponsored means the program is Board of Education approved and operated by the school district or when the district operates a program in partnership with another agency or organization. This includes, but is not limited to, classes, dances, field trips, sporting events, concerts, theater productions.

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

1. Commits or attempts to commit an act of violence upon a school employee.
2. Commits or attempts to commit, 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.
3. Possesses a weapon with the intent to use or uses while on school property or at a school function.
4. Threatens to use a weapon while on school property or at a school function.
5. 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.
6. 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. Possession of any other devices, instruments, materials or substances that can cause serious physical injury or death including, but not limited to, a gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun,

dagger, darts, razor, stiletto, BB gun, brass knuckles, switchblade knife, gravity knife, metal knuckle knife, box cutters, cane sword, electronic dart gun, Kung Fu star, electronic stun gun, pepper spray or other noxious spray, explosive or incendiary bomb, or other devices, instrument, material, or substance that can cause physical injury or death when used to cause physical injury or death also violate this Code of Conduct and will subject the student to disciplinary action.

“Acts of violence” means Assault & Battery (including fighting): Battery is defined as actual and intentional touching or striking of another person against his or her will or intentionally causing bodily harm to an individual. This includes when one individual physically attacks or “beats up on” another individual and includes any attack with, or the brandishing of, a weapon. Fighting is defined as mutual participation in a fight involving physical violence where there is no main offender and no main victim. Fighting does not include “horseplay” or “rough-housing” unless the incident escalates into a fight. Fighting does not include verbal altercations, “tussles,” or other minor confrontations. Note: threat and/or intimidation, defined as unlawfully placing another person in fear of bodily harm through verbal threats without displaying a weapon or subjecting a person to actual physical attack, should be counted as an assault under this category. Administrators should consider age and developmentally appropriate behavior before using this category.

III. STUDENT BILL OF RIGHTS AND STUDENT RESPONSIBILITIES

For grades 6-12

RIGHTS

1. To attend a school that will meet the needs of all for a healthy & safe environment.
2. To dress as desired as a means of self-expression.
3. Each individual has the right to be treated with dignity and respect by faculty, administration, and other students.
4. Students have the right to respectfully disagree with teachers, administrators, etc.
5. All students have the right to vote on all elected student representatives. All students have equal right to seek representative positions.
6. Students have a right to privacy outside of school activities.
7. To be offered the opportunity to participate in all district activities on an equal basis regardless of gender, age, race, religion, color, creed, national origin, sexual orientation or disability, except pursuant to regulations of the State Commissioner of Education.
8. To receive objective information and treatment concerning teen sexuality, drugs/alcohol, as well as access to individuals or agencies capable of providing direct assistance to students.
9. To have the capability to have student/adult interaction and dialogue about issues of concern.
10. To be accorded the right of due process in situations as required.

RESPONSIBILITIES

1. Contribute to a safe and orderly school environment that is conducive to learning and to show respect to other persons and to property.
2. To dress appropriately for school and school activities – to not be distracting, to not promote illegal activities.
3. Students should act responsibly and treat all others with dignity and respect.
4. To express disagreement honestly, respectfully, and appropriately.
5. To choose representatives who will do the best job. To be honest in their promises, to be responsible, and do their job well.
6. To live up to applicable federal, state, and local laws, sport contracts, etc.
7. To maintain himself/herself in appropriate physical and mental fitness; to follow academic/athletic rules. To take care of equipment and be responsible to the team, classmates, and school. To conduct him/herself as a representative of the district when participating in or attending school-sponsored extra-curricular events.
8. To listen objectively. To use available information and consultation as needed. To ask questions when they do not understand.
9. To use this dialogue and exchange appropriately and seek help in solving problems.
10. To accept the responsibility and consequences for individual action.

11. To receive an education which challenges and addresses each student's needs and abilities.
12. To have an adult advocate and belong to a family, community, and school.
13. To be provided with caring, competent, and qualified teachers whose assistance is readily accessible.
14. To be accorded every appropriate opportunity to achieve academic success, including proactive staff intervention when student performance is poor.
15. To have excellence modeled.
16. To present their version of relevant events to school personnel authorized to impose a disciplinary penalty as in connection with the imposition of the penalty.
17. To access school rules, and when necessary, receive an explanation of those rules from school personnel.

11. To attend, prepare and contribute to each class and to ask for assistance when needed.
12. To honestly communicate needs to his/her advocates.
13. To treat teachers and staff members with respect and use their assistance appropriately.
14. To take advantage of opportunities offered to improve themselves.
15. To aspire to their own personal, honorable excellence.
16. To be forthright and honest on issues related to an incident that may lead to the imposition of a penalty.
17. To understand and abide by the school's rules.

For grades K-5

Students of the Cobleskill-Richmondville Central School District shall have the rights afforded to students under the provisions of the federal and state constitutions and the laws of the State of New York. The rights of students are not identical to the rights of adults. It is also recognized that a student's private, non-school-sponsored and non-program-related conduct cannot be regulated unless the educational community is affected by such conduct.

A student shall not act in such a manner which disrupts the rights of others or which causes disorder or invades the rights of others and their property.

A school is a place of learning. Learning involves the expansion of knowledge as well as acting in a manner considerate of the rights and feelings of others. Students learn from each other. Students must be conscious that younger students follow the leadership of upper-classmen. Such examples should enhance the school environment.

Students are expected to show respect for faculty and other members of the school community. A relationship based upon respect creates a harmonious environment.

IV. ESSENTIAL PARTNERS

The Cobleskill-Richmondville Central School District believes that appropriate student behavior is a result of cooperative efforts among students, parents, staff, administration and the Board of Education. The district therefore recognizes the following essential partners as being critical to the safety and success of students in our schools.

All staff are expected to:

1. Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex, which will strengthen students' confidence and promote learning.
2. Confront issues of discrimination and harassment or any situation that threatens the emotional or physical health or safety of any student, school.
3. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
4. Report incidents of discrimination and harassment that are witnessed or otherwise brought to a teacher's attention in a timely manner.

A. PARENTS

All parents are expected to:

1. Recognize that the education of their child(ren) is a joint responsibility of the parents and the school community.
2. Send their children to school ready to participate and learn.
3. Ensure their children attend school regularly and on time.
4. Ensure absences are excused and are for legal reasons.
5. Insist their children be dressed and groomed in a manner consistent with the student dress code.
6. Help their children understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment.
7. Know school rules, including transportation rules, and help their children understand them.
8. Convey to their children a supportive attitude toward education and the district.
9. Build good relationships with 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 are completed.

B. BUS DRIVERS

All bus drivers are expected to:

1. Maintain a friendly, safe environment on the bus.
2. Transport students to and from school in a safe and scheduled manner on a daily basis.
3. Maintain an orderly bus with the help and understanding of parents and school principals.
4. Convey to their passengers the importance of an orderly environment.
5. Impress and teach their passengers bus safety issues such as crossing the street, school bus danger zones, and following the rules posted in the front of the bus.
6. Know the school policies related to transporting students as well as state rules related to transportation.
7. Be firm, fair, and consistent in the treatment of all passengers.

C. TEACHERS

All district teachers are expected to:

1. Maintain a climate of mutual respect and dignity, which will strengthen students' self-concept and promote confidence to learn.
2. Be prepared to teach.
3. Demonstrate interest in teaching and concern for student achievement.
4. Know school policies and rules, and enforce them in a fair and consistent manner.
5. Communicate, as appropriate, to students and parents:
 - a. Course objectives and requirements
 - b. Marking/grading procedures
 - c. Assignment deadlines
 - d. Expectations for students
 - e. Classroom discipline plan
6. Communicate regularly with students, parents and other teachers concerning growth and achievement.

D. SCHOOL COUNSELORS

All school counselors 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. Review regularly 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.

E. COACHES

All coaches 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 (identity or expression), or sex, which will strengthen students' self-concept and promote confidence to learn.
2. Confront issues of discrimination and 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.
3. Be sensitive to, and address as needed, personal biases that may prevent equal treatment of all students in the school, classroom or athletic setting.
4. Report as soon as possible, incidents of harassment and discrimination that are witnessed or otherwise brought to a Coach's attention.
5. Plan, coordinate and supervise all activities in their respective sport.
6. Support the Director of Athletics in conducting all activities related in that particular sport and team.
7. Establish training rules and procedures beyond the administrative regulations of the school district and enforce them in a fair, consistent manner.

8. Review and discuss with team members, parents, and assistant coaches prior to the first practice:
 - Hazing Policy
 - Bullying Prevention Policy
 - Harassment Policy
 - Administrative eligibility rules
 - Training rules, attendance (school, team, coaches) policies
 - Criteria for earning awards
 - Expectations for student-athletes
 - Transportation policies
 - All-state and section policies (i.e., NYSPHSAA)
9. Establish good public relations and good working relations with parents, district administrators, faculty and staff, community members and the media.

F. PRINCIPALS

Principals are expected to:

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

G. SUPERINTENDENT

The Superintendent is expected to:

1. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning.
2. Review with district administrators the policies of the Board of Education and state and federal laws relating to school operations and management.
3. Inform the Board of Education concerning educational trends relating to student discipline.
4. Work to create instructional programs that minimize problems of misconduct and are sensitive to student and teacher needs.
5. Work with district administrators in enforcing the Code of Conduct and ensuring that all cases are resolved promptly and fairly.

H. BOARD OF EDUCATION

The Board of Education is expected to:

1. Collaborate with students, teachers, administrators, parent organizations, and school safety personnel to develop a Code of Conduct that clearly defines expectations of the conduct of students, district personnel, and visitors on school property and at school functions. To act as final authority of the district for all appeals regarding violation of the Code of Conduct.
2. Lead by example by conducting board meetings in a professional, respectful, courteous manner.

I. DIGNITY ACT COORDINATION – DASA

Dignity Act Coordinators are expected to:

1. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender identity or sex.
2. Be responsible for monitoring and reporting on the effectiveness of the district's bullying prevention policy.
3. Address issues of bullying, cyberbullying and 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.
4. Address personal biases that may prevent equal treatment of all students and staff.

V. STUDENT CODES

A. DRESS CODE FOR GRADES 6-12

All students are expected to give proper attention to personal cleanliness and to dress appropriately for school and school functions. Students and their parents have the primary responsibility for acceptable student dress and appearance. Teachers and all other district personnel should exemplify and reinforce acceptable student dress and help students develop an understanding of appropriate appearance in the school setting.

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

1. Be safe, appropriate and not disrupt or interfere with the educational process.
2. Recognize that extremely brief garments and see-through garments are not appropriate. Bare midriffs are not permissible.
3. Ensure that underwear is completely covered with outer clothing.
4. Include footwear at all times. Footwear that is a safety hazard will not be allowed.
5. Not include items that are vulgar, obscene, libelous, or denigrate others because of race, color, religion, ancestry, national origin, sex, sexual orientation or disability.
6. Not promote and/or endorse the use of alcohol, tobacco, or illegal drugs and/or encourage other illegal or violent activities.
7. Not include sleepwear including pajamas and slippers.
8. Not encourage other illegal or violent activities, including gang like behaviors.
9. Be safe, appropriate and not disrupt or interfere with the educational process. Certain attire can be inappropriate, disruptive and/or distasteful. This includes but is not limited to:
 - Extremely brief garments
 - Spaghetti straps
 - Shorts that are too short
 - See-through garments
 - Bare midriffs
 - Under garments and/or underwear that are showing

Each Building Principal 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 (see VIII page 16).

B. DRESS CODE FOR STUDENTS IN GRADES K-5

The dress and clothing for elementary students shall not jeopardize the health or safety of the student or other students and shall not be disruptive or distracting to the learning environment.

C. EXCEPTIONS

Exceptions may be made to the Dress Code for religious, cultural, or medical reasons. This exception shall be authorized prior to the occurrence of a dress code violation.

VI. UNACCEPTABLE STUDENT CONDUCT

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

Respect is the cornerstone of all our interactions and behaviors. We appreciate the dignity and worth of one another, and strive not to hurt another by our words, our actions, and our attitudes. The Board of Education is committed to safeguarding the right of all students within the school district to learn in an environment that is free from all forms of discrimination and harassment.

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

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

Conduct that is strictly prohibited and will not be acceptable shall include bullying, cyberbullying as described in the definition section of this document, verbal or physical intimidation, and engaging in sexual harassment as when a student perceives such behavior as unwelcome.

Examples include inappropriate touching, verbal comments, sexual name calling, spreading sexual rumors, gestures, jokes or pictures; or using either words (including racial slurs or insults), clothing or signs, profane, lewd, vulgar, abusive language, or words which may incite or offend another person.

Harassment is also defined as a pattern of coercive tactics carried out by an abuser against another with the goal of establishing and maintaining power and control over the victim. Behavior is considered discriminatory when used with the intent to hurt, scare, or put another down based on race, creed, color, religion, national origin, sexual orientation, family background, or physical or mental disability expressed in the form of name calling; physical, verbal, or written threats; hate literature, or any other act intended to put another down based on who they are. These words and acts are unacceptable even when used as jokes.

Discrimination and harassment will not be tolerated. Whether the act is deliberate, intentional, or unintentional, discrimination and harassment are unacceptable in any school setting including the school bus and all school events such as dances, field trips, and sporting events.

Harassment may result in disciplinary action, loss of privileges, suspension from school, or suspension from extra-curricular activities. It may also involve counseling, appropriate educational experiences,

parental contact, and other consequences deemed appropriate by the respective administrator. Refer to the section on “Consequences” in the respective student handbook.

Any students having a bullying and/or harassment complaint should feel free to discuss the issue with any school administrator or the Dignity Act Coordinator in their building.

District personnel shall discourage harassing and discriminating behavior. If you believe that you have been discriminated against on the basis of sex, handicap, race or other, you may make a claim that your rights have been denied. Complaints should be directed to the appropriate building administrator designated by the Board of Education. Contact information for Section 504 and Sexual Harassment Compliance officers can be found on page 17 of this document.

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

- A. Engage in conduct that is disorderly. Examples of disorderly conduct include:
 - 1. Running in hallways.
 - 2. Making unreasonable noise.
 - 3. Using language or gestures that are profane, lewd, racist, vulgar or abusive.
 - 4. Obstructing vehicular or pedestrian traffic.
 - 5. Engaging in any willful act which disrupts the normal operation of the school community.
 - 6. Trespassing. Students are not permitted in any school building, other than the one they regularly attend, without permission from the administrator in charge of the building.
 - 7. Computer/electronic communications misuse, including any unauthorized use of computers, software, or internet/intranet account; accessing inappropriate websites, or any other violation of the district’s Acceptable Use Policy.

- B. Engage in conduct that is insubordinate. Examples of insubordinate conduct include:
 - 1. Failing to comply with the lawful directions of teachers, school administrators or other school employees in charge of students or otherwise demonstrating disrespect.
 - 2. Lateness for school, missing or leaving school without permission.
 - 3. Skipping detention.

- C. Engage in conduct that is disruptive. Examples of disruptive conduct include:
 - 1. Failing to comply with the lawful directions of teachers, school administrators or other school personnel in charge of students.

- D. Engage in conduct that is violent. Examples of violent conduct include:
 - 1. Committing an act of violence (such as hitting, kicking, punching, and scratching) upon a teacher, administrator or other school employee (see definition page 4).
 - 2. Committing an act of violence (such as hitting, kicking, punching, and scratching) upon another student or any other person lawfully on school property.
 - 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. This includes but is not limited to knives, homemade sharp objects, fake weapons of any kind and brass knuckles.
 - 5. Threatening to use a weapon.
 - 6. Intentionally damaging or destroying the personal property of a teacher, administrator, other district employee or any person lawfully on school property, including graffiti or arson.
 - 7. Intentionally damaging or destroying school district property.

- E. Engage in any conduct that endangers or disrupts the safety, morals, health or welfare of others. Examples of such conduct include:
 - 1. Lying to school personnel.

2. Stealing the property of other students, school personnel or any other person lawfully on school property or attending a school function.
 3. Defamation, which includes making false or unprivileged statements or representations about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them.
 4. Discrimination, which includes the use of race, color, creed, national origin, religion, gender, sexual orientation or disability as a basis for treating another in a negative manner.
 5. Harassment, which includes a sufficiently severe action or a persistent, pervasive pattern of actions or statements directed at an identifiable individual or group which are intended to be or which a reasonable person would perceive as ridiculing or demeaning. Acts of sexual harassment as defined in the district's sexual harassment policy.
 6. Intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm.
 7. Hazing, which includes any intentional or reckless act directed against another for the purpose of initiation into, affiliating with or maintaining membership in any school sponsored activity, organization, club or team.
 8. Using vulgar, racist, or abusive language, cursing, or swearing.
 9. Selling, using or possessing obscene material.
 10. Using, possessing, selling, or distributing tobacco/nicotine and/or tobacco/nicotine look-alike products. This may include but is not limited to e-cigarettes, personal vaporizers and other tobacco/nicotine products. This includes possession of a lighter, matches and/or rolling papers.
 11. Possessing, consuming, selling, distributing or exchanging alcoholic beverages or illegal substances, or being under the influence of either. "Illegal substances" include inhalants, marijuana, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, any substances commonly referred to as "designer drugs," or possession of drug paraphernalia.
 12. Inappropriately using or sharing prescription or over-the-counter drugs, and any other substances that could be harmful when used in excess.
 13. Gambling.
 14. Indecent exposure, that is, exposure to sight of the private parts of the body in a lewd or indecent manner.
 15. Initiating a report warning of fire or other catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher.
 16. Public Displays of Affection - Personal or intimate actions other than handholding prove distracting to both the participants and those sharing the building with them. Such public displays of affection are not permitted. Students are asked to use good judgement and avoid the embarrassment that may be involved when a teacher, administrator, or other school employee has to speak to you about your behavior. Parents of repeat offenders will be called and the Administration will take appropriate disciplinary action.
 17. Bullying, which includes repeated intimidation of others by the real or threatened infliction of physical, verbal, written, electronically transmitted, or emotional abuse, or through attacks on the property of another that takes place on school property, at any school-sponsored function or on a school bus, or that takes place off of school grounds but that is designed to or has the effect of interfering with one's ability to attend school and/or to be educated in a safe, non-hostile environment. Bullying may include, but is not limited to, action such as verbal taunts, name-calling and putdowns, including ethnically-, racially-, or religion-based; and gender- or sexual orientation-based verbal put downs, extortion of money or possessions, and exclusion from peer groups within school. Such conduct is disruptive of the educational process and therefore is not acceptable behavior in this district and is prohibited.
 18. Posting unacceptable information in a public domain.
- F. Engage in misconduct while on a school bus. It is crucial for students to behave appropriately while riding on district buses, to ensure their safety and that of other passengers, and to avoid distracting the bus driver. Students are required to conduct themselves on the bus in a manner consistent with established standards for classroom behavior. Excessive noise, pushing, shoving and fighting will not

be tolerated. Students waiting for buses when not on school property are expected to conduct themselves in accordance with the district's Code of Conduct.

G. Engage in any form of academic misconduct. Examples of academic misconduct include:

1. Plagiarism.
2. Cheating
3. Copying
4. Altering records
5. Assisting another student in any of the above actions

H. Engage in misuse of Personal Electronic Devices (PED's)

The Board acknowledges that PED's, which can include cellphones and smart phones can, when used responsibly, be a positive means to increase family communication and enhance classroom instruction. Responsible use of PED's will be permissible in the classroom (under teacher direction) and on the bus. At the same time, the display and use of these devices during the school day may cause a disruption of the educational process. Such devices should otherwise be turned off during the school day and stored in the locker.

Exceptions to use PED's may be granted by teachers, administrators, bus drivers, coaches and other school staff in certain situations such as use in classroom instruction, riding the bus to and from school or on school-sponsored events, or emergency situations.

Misuse of PED's which includes cyber bullying and/or sexting will result in its confiscation and a parent/guardian may be asked to retrieve the devices. Building procedures outline the incremental consequences for the continued violations of the PED policy.

Cyberbullying is defined as harassment or bullying by any form of electronic communication, and includes incidents occurring off school property that create or would foreseeably create a risk of substantial disruption within the school environment. Sexting is defined as the sending of sexually explicit photos, images, text messages, or emails by using a phone or other electronic device.

Additionally:

- Students may not use PED's to bully, harass, sext, or cyberbully other students, faculty, or staff in any way, including social media.
- Students may not use PED's to photograph or video-record other students or staff members.
- Usage will not be disruptive to students, staff, or the overall school environment.
- Ear plugs or head phones must be used so that others will not be able to hear sounds from a student's device. Speakers are not to be used.

Students who choose to carry PED's do so at their own risk. The school cannot be held responsible for lost, stolen, or damaged electronic property but will investigate reports of theft or damage to property.

I. 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).
2. Threatening or harassing students or school personnel over the phone or other electronic medium.

VII. REPORTING VIOLATIONS OF THE CODE OF CONDUCT

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

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

Without jeopardizing individual safety, any weapons, alcohol or illegal substances found shall be confiscated immediately, followed by notification by the appropriate building principal to the parent of the student involved and the appropriate disciplinary action taken, up to and including permanent suspension and referral for prosecution.

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

In cases of harassment and/or bullying, the Board has appointed a district Dignity Act Coordinator (DAC). Additionally, each building in the district will have a designated building Dignity Act Coordinator.

Dignity Act Coordinator (DAC)

The Dignity Act requires that at least one staff member at every school be thoroughly trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, and sex. This staff member should be referred to as the Dignity Act Coordinator (DAC) and is authorized to dispense disciplinary or remedial consequences.

Remediation

The Dignity Act emphasizes the creation and maintenance of a positive learning environment for all students. In addition, the Dignity Act requires the development of measured, balanced, and age appropriate responses to the discrimination and harassment of students by students and/or employees on school property, including school functions, with remedies and procedures focusing on intervention and education. The remedial responses should also be 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:

- peer support groups
- corrective instruction or other relevant learning or service experience
- supportive intervention
- behavioral assessment or evaluation
- behavioral management plans, with benchmarks that are closely monitored
- student counseling
- parent conferences.

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

Environmental remediation strategies may include:

- supervisory systems which empower school staff with prevention and intervention tools to address incidents of bullying and harassment;
- school and community surveys or other strategies for determining the conditions contributing to the relevant behavior;
- adoption of research based, systemic harassment prevention programs;
- 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.

Title IX Sexual Harassment, Section 504 Contact Information:

Section 504 Compliance Officer &

Title IX Sexual Harassment Officer
William Wolfanger
Director of Pupil Personnel Services
Ryder Elementary School
143 Golding Drive
Cobleskill, NY 12043
Telephone (518) 234-3165

Title IX Sexual Harassment Officer
Melissa Ausfeld
High School Principal
Cobleskill-Richmondville High School
1353 State Route 7
Richmondville, NY 12149
Telephone (518) 234-3565

The Complainant may also file a complaint alleging civil rights discrimination with:

- a. U.S. Department of Education Telephone 1-800-421-3481
Office for Civil Rights TDD 877-521-2172
Customer Service Team e-mail: OCR@ed.gov
550 12 Street, SW
Washington, DC 20202-1100
- b. New York Office for Civil Rights Telephone 646-428-3900
US Department of Education TDD 212-637-0478
32 Old Slip, 26th Floor e-mail: OCR_New York@ed.gov
New York, NY 10005
- c. Complainants who are employees (not students) may also file a complaint of employment discrimination with:

Equal Employment Opportunity Commission (EEOC)
New York District Office
33 Whitehall Street
New York, NY 10004
Telephone 212-336-3620

Also, as detailed in Section 310 of the New York State Education Law, and Part 275 of the Regulations of the Commissioner of Education, “Any person conceiving himself aggrieved may appeal or petition to the commissioner of education...” The address is:

New York State Commissioner of Education
New York State Education Department
59 Washington Avenue
Albany, New York 12234

VIII. DISCIPLINARY PENALTIES AND PROCEDURES

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. Input 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.

If the conduct of a student is related to a disability or suspected disability, the student shall be referred to the Committee on Special Education and discipline, if warranted, shall be administered consistent with the separate requirements of this Code of Conduct for disciplining students with a disability. A student identified as having a disability shall not be disciplined for behavior related to his/her disability.

A. PENALTIES

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

1. Verbal warning - Any member of the district staff
2. Written warning - Bus driver, hall and lunch monitors, teacher aides, coaches, guidance counselors, teachers, Principal, Superintendent
3. Written or verbal notification to parent - Bus driver, hall and lunch monitors, teacher aides, teachers, guidance counselors, coaches, Principal, Superintendent
4. Teacher Detention - Teachers, Principal
5. School Detention - Principal, Superintendent
6. Suspension from transportation - Principal, Superintendent
7. Suspension from athletic participation - Coaches, Athletic Director, Principal, Superintendent
8. Suspension from social or extracurricular activities - Principal, Superintendent
9. Suspension of other privileges - Principal, Superintendent
10. In-school suspension - Principal, Superintendent
11. Removal from classroom by teacher - Teachers, Principal
12. Short-term (five days or less) suspension from school - Principal, Superintendent, Board of Education
13. Long-term (more than five days) suspension from school - Superintendent, Board of Education
14. Permanent suspension from school - Superintendent, Board of Education.

In addition to the above penalties for violations of the Code of Conduct, Building Principals or the Superintendent of Schools may also direct and/or recommend as appropriate additional educational experiences; school-wide probation; community service; assessments; counseling and/or referral to school personnel (i.e. school counselors, school social workers, school psychologists) or community agencies (i.e. law enforcement, family court, and other social agencies).

B. PROCEDURES

The amount of due process a student is entitled to before a penalty is imposed will depend on the type of penalty being imposed. In all cases, regardless of the penalty imposed, the school personnel authorized to impose the penalty must let the student know what misconduct the student is alleged to have committed, and must investigate 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 a verbal warning, written warning, written notification to their parents or detention are entitled to additional rights before the penalty is imposed. These additional rights are explained below.

1. Detention

Teachers, Principals and the Superintendent may use lunch-time or after-school detention as a penalty for student misconduct in situations where removal from the classroom or suspension would be inappropriate. Parents will receive notification of an after-school detention penalty.

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. In such cases, the student's parent will become responsible for seeing that his or her child gets to and from school safely. Should the suspension from transportation amount to a suspension from attendance, the district will make appropriate arrangements to provide for the student's education.

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

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

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

4. In-school suspension

The Board recognizes that the school must balance the need of students to attend school and the need for order in the classroom to establish an environment conducive to learning. As such, the Board authorizes Building Principals and the Superintendent to place students, who would otherwise be suspended from school as the result of a Code of Conduct violation, in in-school suspension. In-school suspension is the temporary removal of students from the classroom and their placement in another designated location for such a suspension where students will receive substantially equivalent, alternative education.

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

5. Teacher removal of disruptive students

A disruptive student is a student who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom.

A disruptive student can affect a teacher's ability to teach and can make it difficult for other students in the classroom to learn. In many instances the classroom teacher can control disruptive student behavior by using good management techniques. These techniques may include practices that involve the teacher directing a student to briefly leave the classroom to give the student the opportunity to regain his or her composure and self-control in an alternative setting. Such practices may include, but are not limited to: 1) short-term "timeout" in a classroom or another designated location; 2) sending the student into the hallway briefly; 3) sending the student to the principal's office for the remainder of the class time only; 4) sending the student to a guidance counselor or other district staff member for counseling. Time-honored classroom management techniques such as these do not constitute disciplinary removals for purposes of this code. The removal process should not become a substitute for good classroom management.

Occasionally, however, it may be necessary for a teacher to remove a disruptive student from the classroom to ensure that the other students continue to learn. For purposes of this code, a disruptive student is a student who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom. A substantial disruption of the teacher's authority occurs when a student demonstrates a persistent unwillingness to comply with the teacher's instructions or repeatedly violates the teacher's classroom behavior rules.

A classroom teacher may remove a student from class for up to two days (inclusive) if the teacher determines that the student is disruptive. Removal from class applies to the class of the removing teacher only.

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

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

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

Within one school day after the student's removal, the Principal or another administrator designated by the Principal must notify the student's parent, in writing, that the student has been removed from class and why. The notice must also inform the parent that he or she has the right, upon request, to meet informally with the Principal or the Principal's designee to discuss the reasons for the removal and behavior modification(s) to remedy the cause for the removal.

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

The principal may require the teacher who ordered the removal to attend the informal conference. Good classroom management practices require the teacher to keep the principal informed of potential management issues with a student. When possible, prior to this removal, the teacher will be expected to communicate with the principal. Documentation, referrals, and parent contacts are expected to be done by the teacher in advance of commencing the removal process.

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

The Principal or his/her designee may overturn the removal of the student from class if in the judgement of the Principal he/she finds any one of the following:

- The charges against the student are not supported by substantial evidence.
- The student's removal is otherwise in violation of law.
- The conduct warrants suspension from school pursuant to Education Law §3214 and a suspension will be imposed.

The Principal or designee may overturn a removal at any point between receiving the referral form issued by the teacher and the close of business on the day after the two school day period for the informal conference. No student removed from the classroom by the classroom teacher will be permitted to return to the classroom until the Principal makes a final determination, or the period of removal expires, whichever is less. At the teacher's discretion, s/he may rescind the removal prior to the expiration of the full period of removal.

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

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

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

Nothing in this section of the Code of Conduct abridges the customary right or responsibility of a Principal to suspend a student. Further, nothing in this code abridges the customary right and responsibility of a teacher to manage student behavior in the classroom.

6. Suspension from school

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

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

Any staff member may recommend to the Superintendent or the Principal that a student be suspended.

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

a. Short term (five days or less) suspension from school

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

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

The notice and opportunity for an informal conference shall take place before the student is suspended, unless the student's presence in school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process. If the student's presence does pose such a danger or threat of disruption, the notice and opportunity for an informal conference shall take place as soon after the suspension as is reasonably practicable.

After the conference, the Principal shall promptly advise the parents in writing of his or her decision. The Principal shall advise the parents that if they are not satisfied with the decision and wish to pursue the matter, they must file a written appeal to the Superintendent within 5 business days of the date of the decision, unless they can show extraordinary circumstances precluding them from doing so. The Superintendent shall issue a written decision regarding the appeal within 10 business days of receiving the appeal. If the parents are not satisfied with the Superintendent's decision, they must file a written appeal to the Board of Education with the District Clerk within 10 business days of the date of the Superintendent's decision, unless they can show extraordinary circumstances precluding them from doing so. Only final decisions of the Board may be appealed to the Commissioner of Education within 30 days of the decision.

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

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

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

An appeal of the decision of the Superintendent may be made to the Board. All appeals to the Board must be in writing and submitted to the District Clerk within 10 business days of the date of the Superintendent's decision, unless the parents can show that extraordinary circumstances precluded them from doing so. The Board may adopt in whole or in part the decision of the Superintendent. Final decisions of the Board may be appealed to the Commissioner of Education within 30 days of the decision.

c. Permanent suspension

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

C. MINIMUM PERIODS OF SUSPENSION

1. Students who bring a weapon to school:

Any student, other than a student with a disability, found guilty of bringing a "weapon" (see page 4 for definition) onto school property will be subject to suspension from school for at least one calendar year. Before being suspended, the student will have an opportunity for a hearing pursuant to Education Law §3214. The Superintendent has the authority to modify the one-year suspension on a case-by-case basis. In deciding whether to modify the penalty, the Superintendent may consider the following:

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

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

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

Any student, other than a student with a disability, who is found to have committed a violent act, other than bringing a weapon onto school property, shall be subject to suspension from school for at least one day. If the proposed penalty is the minimum one-day suspension, the student and the student's parent will be given the same notice and opportunity for a hearing given to all students subject to a short-term suspension. If the proposed penalty exceeds the maximum five-day suspension, the student and the student's parent will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The Superintendent has the

authority to modify a suspension on a case-by-case basis. In deciding whether to modify the penalty, the Superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

3. Students who are repeatedly substantially disruptive of the educational process or repeatedly substantially interferes with the teacher's authority over the classroom:

Any student, other than a student with a disability, who engages in conduct which results in the student being removed from the classroom by teacher(s) on four or more occasions during a semester, will be suspended from school for at least one day. If the proposed penalty is the minimum one-day suspension, the student and the student's parent will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed penalty exceeds the maximum five-day suspension, the student and the student's parent will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The Superintendent has the authority to modify a suspension on a case-by-case basis. In deciding whether to modify the penalty, the Superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

D. REFERRALS

1. Counseling - The Guidance Office shall handle all referrals of students to counseling.
2. PINS Diversions and PINS Petitions - The District may file a PINS (Person In Need of Supervision) Petition or a PINS Diversion in Family Court on any student under the age of 18 who demonstrates that he or she requires supervision and treatment by:
 - a. Being habitually truant and not attending school as required by part one of the Article 65 of the Educational Law.
 - b. Engaging in an ongoing or continual course of conduct which makes the student ungovernable or habitually disobedient and beyond the lawful control of the school.
 - c. Knowingly and unlawfully possesses marijuana or other illegal substances in violation of Penal Law §221.05. A single violation of §221.05 will be a sufficient basis for filing a PINS Petition.
3. Juvenile Delinquents and Juvenile Offenders - The Superintendent is required to refer the following students to the County Attorney for a juvenile delinquency proceeding before the Family Court:
 - a. Any student under the age of 16 who is found to have brought a weapon to school, or
 - b. Any student 14 or 15* years old who qualifies for juvenile offender status under the Criminal Procedure Law §1.20(42). (* effective November 1, 2001, the effective age is "up to 18.")
4. The Superintendent is required to refer students age 16 and older or any student 14 or 15 years old who qualifies for juvenile offender status to the appropriate law enforcement authorities.

IX. ALTERNATIVE INSTRUCTION

When a student of any age is removed from class by a teacher or a student of compulsory attendance age is suspended from school pursuant to Education Law §3214, the district will take immediate steps to provide alternative means of instruction for the student. Alternative instruction may be made available to any student over the compulsory attendance age who presents a sincere desire to complete his/her high school education.

X. DISCIPLINE OF STUDENTS WITH DISABILITIES

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

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

A. AUTHORIZED SUSPENSIONS OR REMOVALS OF STUDENTS WITH DISABILITIES

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

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

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

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

2. School personnel may order the suspension or removal of a student with a disability from his or her current educational placement as follows:
 - a. The Board, the Superintendent of Schools or a Building Principal delegated the authority to suspend students may order the placement of a student with a disability into an IAES, another setting or suspension for a period not to exceed five consecutive school days and not to exceed the amount of time a non-disabled student would be subject to suspension for the same behavior.
 - b. The Superintendent may order the placement of a student with a disability into an IAES, another setting or suspension for up to 10 consecutive school days, inclusive of any period in which the student has been suspended or removed under subparagraph (a) above for the same behavior, if the Superintendent determines that the student has engaged in behavior that warrants a suspension and the suspension or removal does not exceed the amount of time non-disabled students would be subject to suspension for the same behavior.
 - c. The Superintendent may order additional suspensions of not more than 10 consecutive school days in the same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement.
 - d. The Superintendent may order the placement of a student with a disability in an IAES to be determined by the Committee on Special Education (CSE), for the same amount of time that a student without a disability would be subject to discipline, but not more than 45 days, if the

student carries or possesses a weapon to school or to a school function, or the student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function.

1. "Weapon" means the same as "dangerous weapon" under 18 U.S.C. § 930(g)(w) which includes "a weapon, device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury. (see page 4 for definition).
 2. "Controlled substance" means a drug or other substance identified in certain provisions of the federal Controlled Substances Act specified in both federal and state law and regulations applicable to this policy.
 3. "Illegal drugs" means a controlled substance except for those legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under the Controlled Substances Act or any other federal law.
3. Subject to specified conditions required by both federal and state law and regulations, an impartial hearing officer may order the placement of a student with a disability in an IAES setting for up to 45 days at a time, if maintaining the student in his or her current educational placement poses a risk of harm to the student or others.

B. CHANGE OF PLACEMENT RULE

1. A disciplinary change in placement means a suspension or removal from a student's current educational placement that is either:
 - a. For more than 10 consecutive school days; or
 - b. For a period of 10 consecutive school days or less if the student is subjected to a series of suspensions or removals that constitute a pattern because they cumulate to more than 10 school days in a school year and because of such factors as the length of each suspension or removal, the total amount of time the student is removed and the proximity of the suspensions or removals to one another.
2. School personnel may not suspend or remove a student with disabilities if imposition of the suspension or removal would result in a disciplinary change in placement based on a pattern of suspension or removal.

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

C. SPECIAL RULES REGARDING THE SUSPENSION OR REMOVAL OF STUDENTS WITH DISABILITIES

1. The district's Committee on Special Education shall:
 - a. Conduct functional behavioral assessments to determine why a student engages in a particular behavior, and develop or review behavioral intervention plans whenever the district is first suspending or removing a student with a disability for more than 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.

Subsequently, if a student with a disability who has a behavioral intervention plan and who has been suspended or removed from his or her current educational placement for more than

10 school days in a school year is subjected to a suspension or removal that does not constitute a disciplinary change in placement, the members of the CSE shall review the behavioral intervention plan and its implementation to determine if modifications are necessary. If one or more members of the CSE believe that modifications are needed, the school district shall convene a meeting of the CSE to modify such plan and its implementation, to the extent the committee determines necessary.

- b. Conduct a manifestation determination review of the relationship between the student's disability and the behavior subject to disciplinary action whenever a decision is made to place a student in an IAES either for misconduct involving weapons, illegal drugs or controlled substances or because maintaining the student in his current educational setting poses a risk of harm to the student or others; or a decision is made to impose a suspension that constitutes a disciplinary change in placement.
2. The parents of a student who is facing disciplinary action, but who has not been determined to be eligible for services under IDEA (Individuals with Disabilities Education Act) and Article 89 at the time of misconduct, shall have the right to invoke applicable procedural safeguards set forth in federal and state law and regulations if, in accordance with federal and state statutory and regulatory criteria, the school district is deemed to have had knowledge that their child was a student with a disability before the behavior precipitating disciplinary action occurred. If the district is deemed to have had such knowledge, the student will be considered a student presumed to have a disability for discipline purposes.
 - a. The Superintendent, 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 district had knowledge the student was a student with a disability, the district either:
 1. Conducted an individual evaluation and determined that the student is not a student with a disability, or
 2. Determined that an evaluation was not necessary and provided notice to the parents of such determination, in the manner required by applicable law and regulations.

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

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

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

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

D. EXPEDITED DUE PROCESS HEARINGS

1. An expedited due process hearing shall be conducted in the manner specified by the Regulations of the Commissioner of Education incorporated into this policy, if:
 - a. The district requests such a hearing to obtain an order of an impartial hearing officer placing a student with a disability in an IAES where school personnel maintain that it is dangerous for the student to be in his or her current educational placement, or during the pendency of due process hearings where school personnel maintain that it is dangerous for the student to be in his or her current educational placement during such proceedings.
 - b. The parent requests such a hearing from a determination that the student's behavior was not a manifestation of the student's disability, or relating to any decision regarding placement, including but not limited to any decision to place the student in an IAES.
2. During the pendency of an expedited due process hearing or appeal regarding the placement of a student in an IAES for behavior involving weapons, illegal drugs or controlled substances, or on grounds of dangerousness, or regarding a determination that the behavior is not a manifestation of the student's disability for a student who has been placed in an IAES, the student shall remain in the IAES pending the decision of the impartial hearing officer or until expiration of the IAES placement, whichever occurs first, unless the parents and the district agree otherwise.
3. 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.
4. An expedited due process hearing shall be completed within 15 business days of receipt of the request for a hearing. Although the impartial hearing officer may grant specific extensions of such time period, he or she must mail a written decision to the district and the parents within five business days after the last hearing date, and in no event later than 45 calendar days after receipt of the request for a hearing, without exceptions or extensions.

E. REFERRAL TO LAW ENFORCEMENT AND JUDICIAL AUTHORITIES

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

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

XI. CORPORAL PUNISHMENT

Corporal punishment is any act of physical force upon a student for the purpose of punishing that student. Corporal punishment of any student by any district employee is strictly forbidden (see also District Policy "Student Conduct and Discipline").

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

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

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

XII. STUDENT SEARCHES AND INTERVIEWS

The Board of Education is committed to ensuring an atmosphere on school property and at school functions that is safe and orderly. To achieve this kind of environment, any school official authorized to impose a disciplinary penalty on a student may question a student about an alleged violation of law or the district Code of Conduct. Students are not entitled to any sort of "Miranda"-type warning before being questioned by school officials, nor are school officials required to contact a student's parent before questioning the student. However, school officials may tell students why they are being questioned.

In addition, the Board authorizes the Superintendent, Building Principals, school nurses, and district security officials to conduct searches of students and their belongings if the authorized school official has reasonable suspicion to believe that the search will result in evidence that the student violated the law or the district Code of Conduct. An authorized school official may conduct a search of a student's belongings that is minimally intrusive, such as touching the outside of a book bag, without reasonable suspicion, so long as the school official has a legitimate reason for the very limited search.

An authorized school official may search a student or the student's belongings based upon information received from a reliable informant. Individuals, other than district employees, will be considered reliable informants if they have previously supplied information that was accurate and verified, they make an admission against their own interest, or they provide the same information that is received independently from other sources. District employees will be considered reliable informants unless they are known to have previously supplied information that they knew was not accurate.

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

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

A. STUDENT LOCKERS, DESKS AND OTHER SCHOOL STORAGE PLACES

The rules in this Code of Conduct regarding searches of students and their belongings do not apply to student lockers, desks and other school storage places. Students have no reasonable expectation to 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. STRIP SEARCHES

A strip search is a search that requires a student to remove any or all of his or her clothing, other than an outer coat, jacket, shoes, socks, and/or hat/headwear. 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 or the school attorney. The only exception to this rule requiring advanced authorization is when the school official believes there is an emergency situation that could threaten the safety of the student or others.

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 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 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.

Documentation of Strip Searches

The principal or his/her designee 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 informants.
4. Purpose of search (that is, what item(s) were being sought).
5. Type and scope of search.
6. Person conducting search and his or her title and position.
7. Witnesses 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.

C. DISPOSAL OF ITEMS

The principal or his/her 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 retain control of the items, unless the items are turned over to the police. The principal or his/her designee shall be responsible for personally delivering dangerous or illegal items to police authorities.

D. POLICE INVOLVEMENT IN SEARCHES AND INTERVIEWS OF STUDENTS

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

- A search or an arrest warrant
- Probable cause to believe a crime has been committed on school property or at a school function
- An invitation from school officials.

Before police officials are permitted to question or search any student, the 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 parent shall be informed of the questioning or search by the principal or his/her designee as soon thereafter as possible. 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.

Students are expected to cooperate with police officials, consistent with their legal rights.

E. CHILD PROTECTIVE SERVICES INVESTIGATIONS

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

All requests by child protective services to interview a student on school property shall be made directly to the 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 or her clothing in order for the child protective services worker to verify the allegations, the school nurse or other district medical personnel must be present during that portion of the interview.

In the event of a circumstance wherein a child is alleged to be the perpetrator of an offense against another child or sibling, no interview shall take place with the alleged perpetrator on school grounds without the knowledge and consent of the parent or guardian.

Where a child is an alleged victim of a crime or CPS investigation, CPS investigators and/or law enforcement officers may conduct interviews on school property. Arrangements for these interviews shall be made with the school principal or his/her designee.

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.

XIII. VISITORS TO THE SCHOOLS

The Board encourages parents and other district citizens to visit the district's schools periodically during the course of the school year. Since schools are a place of work and learning, however, certain limits must be set for such visits. The Building Principal is responsible for all persons in the building and on the grounds. For these reasons, the following rules apply to visitors to the schools:

1. Anyone who is not a regular staff member or student of the school will be considered a "visitor."
2. All visitors to the school must report to the office of the Principal upon arrival at the school. There they will be required to sign the visitor's register and will be issued a visitor's identification badge, which must be worn at all times while in the school or on school grounds. The visitor must return the identification badge to the Principal's office 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. Parents or citizens who wish to observe a classroom while school is in session are required to arrange such visits in advance with the classroom teacher(s), so that class disruption is kept to a minimum.
5. Teachers are expected not to take class time to discuss individual matters with visitors.
6. Any unauthorized person on school property will be reported to the Principal. Unauthorized persons will be asked to leave. The police may be called if the situation warrants.
7. All visitors are expected to abide by the rules for public conduct on school property contained in this Code of Conduct.
8. See also the district policy #1240 "Visitors to the Schools."

XIV. PUBLIC CONDUCT ON SCHOOL PROPERTY

The district is committed to providing an orderly, respectful environment that is conducive to learning. To create and maintain this kind of an environment, it is necessary to regulate public conduct on school property and at school functions. See also district policy "Strategies and Procedures for the Maintenance and Enforcement of Public Order on School Property (policy #1520)."

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

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

Cobleskill-Richmondville Central School is a tobacco-free school (see also Tobacco Free School policy).

A. PROHIBITED CONDUCT

No person, either alone or with others, shall:

1. Intentionally injure any person or threaten to do so.
2. Intentionally damage or remove district property.
3. Disrupt the orderly conduct of classes, school programs or other school activities.
4. Distribute or wear materials on school grounds or at school functions that are obscene, advocate illegal action, appear libelous, obstruct the rights of others, or are disruptive to the school program.
5. Intimidate, harass, or discriminate against any person on the basis of race, color, nationality, religion, age, sex, sexual orientation or disability.
6. Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed.
7. Obstruct the free movement of any person in any place to which this code applies.
8. Violate the traffic laws, parking regulations or other restrictions on vehicles.
9. Possess, consume, sell, distribute or exchange alcoholic beverages, controlled substances, or be under the influence of either on school property or at a school function.
10. Possess or use firearms or other weapons including, but not limited to, air guns, pistols, rifles, shotguns, ammunition, explosives, box cutters, knives, gas canisters, pepper spray or other noxious spray in or on school property or at a school function, except in the case of law enforcement officers or except as specifically authorized by the school district.
11. Loiter on or about school property.
12. Gamble on school property or at school functions.
13. Refuse to comply with any lawful order of identifiable school district officials performing their duties.
14. Willfully incite others to commit any of the acts prohibited by this code.
15. Violate any federal or state statute, local ordinance or board policy while on school property or while at a school function.

B. PENALTIES

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

1. Visitors. Their authorization, if any, to remain on school grounds or at the school function shall be withdrawn and they shall be directed to leave the premises. If they refuse to leave, they shall be subject to ejection.
2. Students. They shall be subject to immediate ejection and to disciplinary action as the facts may warrant, including any of the penalties listed in the "Penalties" section of this Code of Conduct in accordance with the due process of law requirements.
3. Tenured faculty members. They shall be subject to immediate ejection and to disciplinary action as the facts may warrant in accordance with Education Law section 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 section 75. They shall be subject to immediate ejection and to disciplinary action as the facts may warrant in accordance with Civil Service Law section 75 or any other legal rights that they may have.
5. Staff members other than those described in subdivisions 4 and 5. They shall be subject to immediate ejection and to warning, reprimand, suspension or dismissal as the facts may warrant in accordance with any legal rights they may have.

C. ENFORCEMENT

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

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

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

XV. DISSEMINATION AND REVIEW

A. DISSEMINATION OF CODE OF CONDUCT

The Board will work to develop community awareness of this Code of Conduct by:

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

B. REVIEW OF CODE OF CONDUCT

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

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

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

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

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