

GREECE CENTRAL SCHOOL DISTRICT

DRAFT

2025-26

CODE of CONDUCT

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LETTER FROM THE SUPERINTENDENT

Dear Greece Central Students, Families and Staff:

Welcome to the 2025–26 school year. I'm honored to serve as your Superintendent. Since stepping into this role in January 2025, one of my top priorities has been to ensure that every student feels safe, supported, and ready to learn. That's why we have made it a point to strengthen our approach to school safety and student behavior through a balance of restorative practices and traditional consequences.

You are receiving this Code of Conduct because we believe in being clear and transparent about our expectations for student behavior. Discipline, at its core, should be about teaching. When students make mistakes, it's our job as educators to help them learn from those moments, repair harm when necessary, and grow into respectful, responsible individuals. Restorative practices help us do just that.

This year's Code reflects the collaborative work of a districtwide committee made up of administrators, teachers, Board of Education members, parents, and staff. Together, they carefully reviewed our policies and recommended updates. Revisions focused particularly on common infractions, such as classroom disruptions and inappropriate physical contact, to ensure that consequences are fair, clearly understood, and applied consistently, regardless of the school or student involved. These changes are part of our ongoing effort to create safe, respectful, and supportive learning environments in every building. Our efforts are guided by the district's Reach 2027 Strategic Plan, which centers on preparing every graduate for success beyond high school. A strong school culture—where expectations are clear and relationships are strong—is the foundation for that success. I believe that students thrive when we work with them, not just for them or to them. That philosophy is embedded throughout this Code.

As you review this document, I encourage you to talk with your child about what it means to be part of a respectful, inclusive school community. Thank you for your partnership in helping us create learning environments where all students feel seen, heard, valued, and supported.

Here's to a safe and successful school year.

Warm regards,



Jeremy Smalline
Superintendent of Schools

GREECE VALUES	ALIGNED LIFE SKILLS
Respect	Social Awareness
Excellence	Self-Management
Awareness of Self	Self-Awareness
Collaborative	Relationship Skills
Honesty	Responsible Decision Making

COMMITTEE MEMBERS

- Christine Baker Administrator
- Elyse Benamati.....TOSA
- Kaylee BennettTOSA
- Greg Burns Administrator
- Phillip Bystry Teacher
- Marybeth CallahanTOSA
- Kristin Cappiello..... Teacher
- Kate DiGregorio Administrator
- Megan Ferra..... Board of Education
- Kelly Flagler Administrator
- Marc Fleming Administrator
- Jason Fulkerson Administrator
- Laurel Heiden Administrator
- Corey Hepburn Administrator
- Brian Kurdziel Administrator
- Shannon LaneTOSA
- Brian Lumb..... Administrator
- Jessica Matukewicz..... Administrator
- Ryan McDonald Parent
- Alexis Moore Support Staff
- Shannon Moser..... Parent
- Desiree PernaselciTOSA
- Stephanie Rago..... Administrator
- Brian ShonitskySecurity
- Cedrick-Michael Simmons Administrator
- Jordan Stenzel Board of Education
- Abigale Terrana Administrator
- Casey Voelkl Administrator
- Todd Wallenhorst Administrator
- Allison Wise..... Administrator
- Michael Zaffuts Administrator

Students had the opportunity to provide feedback on the Code of Conduct during a dedicated input session at the annual Student Summit.

*TOSA = Teacher on Special Assignment

WHY DO WE HAVE A CODE OF CONDUCT?

The Greece Central School District is committed to fostering learning environments that promote student engagement, belonging, and academic growth. The Code of Conduct serves as a general guide to good citizenship and behavioral expectations. Establishing these norms for students, district personnel, parents/guardians, and other visitors is an essential step in fulfilling our strategic plan commitments to ignite learning, cultivate trust, and expand opportunities.



The district has developed and implemented 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. An individual's character reflects his or her attitudes, attributes, and moral convictions which shape his or her conduct. The development of good character is essential to healthy development and responsible behavior, academic success in school today, and future success in college, career, and life. The Code of Conduct addresses both the development of student character and conduct. This Code of Conduct in conjunction with the District Safety Plan contains standards and procedures that assure security and safety of students and school personnel.

The Board recognizes the need to clearly define the expectations for acceptable conduct on school property; to ensure that schools provide equal access to a wide range of supports and interventions that promote positive behavior, help students develop self-discipline and social and emotional efficacy, and enable students to improve and correct inappropriate, unacceptable, and unskillful behaviors; to identify the possible consequences of unacceptable conduct; and to ensure that when discipline is necessary it is administered promptly and fairly.

To this end, the Board adopts this Code of Conduct.

The Code of Conduct applies to all students, district personnel, parents/guardians, and other visitors when on school property, school bus or attending a school event or activity, including sporting events.

Specific Goals of the Code Of Conduct

- Establish clear expectations of behavioral norms, and consequences for infractions, for all students and adults on school premises or at school functions with the intent of holding students and adults accountable for their actions, and thereby protecting the safety and academic opportunity of all our students and staff and reduce overuse and disproportionate use of in-school and out-of-school suspensions and school discipline referrals.
- Establish schoolwide expectations that all adults are committed to support.
- Establish schoolwide rules that all adults are committed to support and enforce.
- Ensure that classrooms and public spaces are safe, civil, and orderly.
- Maximize every school's capacity to promote positive behaviors; prevent inappropriate, unacceptable, and unskillful behaviors; and support improved behavior for students with the highest number of incidents of unacceptable behavior.
- Develop interventions and consequences that enable students to increase their capacity to self-regulate and interact positively and responsibly with others, and in a manner that is developmentally appropriate.
- Increase capacity and accountability of administrators and student support specialists to intervene early and effectively with all students, particularly those with the highest needs.
- Increase capacity and accountability of teachers to respond to and correct unacceptable behaviors in an effective and respectful manner.
- Increase capacity and accountability of district and school administrators to lead effective discipline and student support policies and practices.

- Increase capacity and accountability of district and school administrators to lead, support, and supervise highly functioning student support and school intervention teams.

Beliefs About Children, Learning, and Discipline

The following beliefs about children, learning, and discipline inform all Code policies and practices. All children and young people must be assured that they can learn in a non-disruptive atmosphere and will be treated in a fair, consistent and nondiscriminatory manner.

1. All children and young people are capable of achieving their personal best, and when necessary improving their behavior with guidance, instruction, support, and coaching. These practices fall along a continuum that responds to children of all abilities.
2. Students need different kinds and amounts of time, attention, tasks, and supports to behave responsibly, succeed academically, and achieve at high levels.
3. Consistent expectations and follow through on these expectations allow for students to anticipate and become familiar with routines and natural consequences for their actions.
4. Students are more likely to do the right thing when:
 - they understand the positive behaviors that are expected of them;
 - they feel that staff members care about them and will help them learn and grow;
 - all school staff consistently use shared language and practices; and,
 - all staff provide recognition and feedback for behaving appropriately, making their best effort, and completing high-quality work.
5. The root of the word discipline is “to teach.” Effective discipline helps students become more self-disciplined and teaches students to become more skillful.

Guiding Principles of the Code Of Conduct

The following principles form the foundation for creating safe, healthy, and supportive learning environments. These principles will guide school district staff, students and families, and community partners in the shared work of ensuring positive school environments and improved student outcomes.

The Code of Conduct is premised on these key principles:

1. Adults — teachers, principals, administrators, school staff, parents and the larger community have an obligation to help students learn to be good citizens and lead productive lives by:
 - Enabling them to discern right from wrong.
 - Fostering in them the desire to do what is good.
 - Encouraging them to take responsibility for their words and actions.
 - Modeling the behaviors the adults want to cultivate in children and youth.
2. Student discipline and support policies and practices must be implemented in ways that are respectful. Interactions between and among district and school staff, students, and parents are expected to protect the dignity of each individual.
3. Improving educational outcomes for all students requires that schools provide support at three levels of care and instruction throughout the whole school: in classrooms, in small groups, and with individual students and families. A multi-tiered system of support is aimed at addressing students' academic learning gaps and the causes of misbehavior. Prevention and intervention strategies may include more personalized academic instruction and support, student support services, and programs to address personal and family circumstances; social/emotional learning, such as conflict resolution, peer mediation, anger management, communication skill building; behavior replacement strategies; and other

restorative practices that may include peace circles and restorative conversations.

4. Behavioral Expectations, Interventions and Responses

• **Level 1 (Minor)—**

Classroom Responses: Schools foster the social and emotional well-being of all students through schoolwide efforts to teach, practice, recognize and assess positive behaviors and promote social and emotional learning.

Prevention: Schools value building strong relationships in order to prevent most behavioral challenges and to intervene early when students are struggling with behavioral challenges.

• **Level 2 —**

Intervention: Schools provide coordinated care and interventions that match students' social, emotional, and mental health needs.

• **Level 3 —**

Intervention: Comprehensive interventions need to be in place for students at highest risk.

5. Student discipline and support policies and practices must be implemented in ways that are accountable and restorative. Students and families need to know that the school will provide behavioral interventions inside and outside of the classroom. Students have the obligation to accept assigned consequences and fully participate in the interventions designed to address specific behaviors or incidents. School staff must be reassured that students will be held accountable for their words and actions. Interventions engage students in some action or learning process that will enable them to correct behaviors, repair relationships and the harm they have done to others, learn desired replacement behaviors, or restore their good standing.
6. Student discipline and support policies and practices must be implemented in ways that are perceived to be fair, equitable, and differentiated. Students need different amounts of time, attention, tasks, and supports

to behave responsibly and achieve at high levels. Differentiated responses must occur within a larger framework of fair and equitable practices under which all students are treated fairly without favor toward or prejudice against any one group of students according to ability, talent, age, gender, developmental and acquired disabilities, race and ethnicity, socio-economic status, religious and spiritual orientation, national origin and home language, sexual orientation, and indigenous heritage.

7. Student discipline and support policies and practices must be implemented in ways that are enforceable, viable, and effective. The district must ensure that all stated rules, policies, consequences, and interventions are actually enforceable, viable, and effective.
8. The Code of Conduct supports the use of a leveled system of interventions and consequences (see pages 18-25) addressing inappropriate, unacceptable, and unskillful behaviors with the ultimate goal of teaching positive behaviors and strengthening students' personal, social, and academic efficacy. A leveled student discipline and student support system emphasizes both student accountability and behavioral change. The goal is the prevention of a recurrence



of unacceptable behavior by helping students to:

- learn from their mistakes
- understand why the behavior is unacceptable
- acknowledge the harm that they have caused or the negative impact of their actions
- understand what they could have done differently in the situation
- take responsibility for their actions
- be given the opportunity to learn pro-social strategies and skills to use in the future
- understand that more intensive consequences and interventions will take place if unacceptable behaviors persist

9. Every reasonable effort should be made to correct student misbehavior through guidance interventions. Interventions are essential when inappropriate behavior or violations of the Code of Conduct may be symptomatic of more serious problems that students are experiencing. It is, therefore, important that school personnel be sensitive to issues that may influence the behavior of students and respond in a manner that is most supportive of their needs.
10. Effective schools promote and model mutual respect, high-quality professionalism, and transparent accountability based on trust among and between administration, staff, students, and families.
11. The district builds a culture based on high expectations, respect, and co-accountability. At the heart of a healthy school culture is the commitment of all staff to take responsibility for the healthy development of students and model the skills, behaviors, and mindsets they seek to cultivate in children and young people. To this end, school staff, teachers and administrators are encouraged to set high expectations for student success, build positive relationships with students and teach and model for students how to behave successfully in all school settings (classrooms, the cafeteria, hallways, bathrooms, etc.).

ESSENTIAL PARTNERS & POSITIVE BEHAVIORAL SUPPORTS

Promoting a Positive School Climate and Culture

Each school is expected to promote a positive school climate and culture that provides students with a supportive environment in which to grow both academically and socially. Each school is expected to develop, post, teach, and reinforce universal behavioral and learning expectations. Schools are expected to take a proactive role in nurturing students' pro-social behavior by providing them with a range of positive behavioral sup-

ports as well as meaningful opportunities for social-emotional learning. Effective social-emotional learning helps students develop fundamental skills for life success, including: recognizing one's emotions and values as well as one's strengths and limitations; managing emotions and behaviors to achieve one's goals; making ethical, constructive choices about personal and social behavior; responsible decision-making; showing understanding and empathy for others; and forming positive relationships, working in teams, and dealing effectively with conflict. Such skills help prevent negative behaviors and avoid the disciplinary consequences that

result when students do not reach behavioral standards.

In order to best educate Greece Central School District students, it is essential to have a partnership with and full participation of students, parents/guardians/caregivers, teachers, support staff, administrators, the superintendent, and the Board of Education. These partners are essential in providing a strong foundation for learning in school, supporting student success and providing positive learning environments where students can achieve academically. Student and family engagement are also integral to creating a positive school climate and culture



that effectively fosters students' academic achievement and social-emotional growth. Schools actively engage in efforts to promote student and family engagement and ensure they are family-friendly. Providing students with multiple opportunities to participate in a wide range of pro-social activities and, at the same time, bond with caring, supportive adults promotes positive behavior. Examples may include: providing students with meaningful opportunities to share ideas and concerns and participate in schoolwide initiatives; student leadership development; periodic recognition of students' achievements in a range of academic and co-curricular areas; using corrective feedback; and developing schoolwide positive behavior systems. Such opportunities, coupled with a comprehensive student support program of prevention and intervention, provide students with the experiences, strategies, skills and coaching they need to thrive.

Students

The Code of Conduct is your general guide for behavior at school. Your principal, teachers, and other staff members will support your efforts to be successful in the personal, social, and academic

behaviors that are expected at school. When you follow the expectations and rules in the Code of Conduct, you will be demonstrating your good citizenship and character and helping to make your school a safe, respectful, and productive learning environment. **The Code of Conduct also describes specific behaviors that are unacceptable at school and explains the consequences that will be assigned to you when your conduct does not meet expected standards of behavior (see pages 17-21). This is your guide to understanding your rights and responsibilities (see pages 9-13).**

Parents/Guardians/Caregivers

The Code of Conduct is your general guide for understanding the personal, social, and academic behaviors that are expected of your child at school and how school principals, teachers and staff will work with you and your child to help them demonstrate positive behavior and enjoy academic success. The Code of Conduct also provides you with information about your rights and responsibilities (see pages 9-13). It also lists the kinds of behaviors that are not acceptable (see pages 17-21).

School Staff

(including Teachers, Mental Health Staff, and all Support Staff)

The Code of Conduct is your general guide for supporting positive student behavior at school. It will help you prevent disciplinary problems through the use of effective strategies and systems. It will provide guidance for intervening effectively and appropriately if students don't meet expected standards of behavior or violate the school rules and policies. If you have concerns about safety or your school's climate, please talk to your school principal so that you and your school administration can work together to maintain a safe and orderly learning and work environment.

School Administrators

The Code of Conduct is your general guide for supporting a safe, orderly, and productive learning environment. It will help you to promote positive student behavior at school. It provides guidance in supervising and monitoring effective implementation of schoolwide expectations, rules, policies, systems, and practices. It will help the school to address student behaviors and support students to turn around unacceptable behaviors and get back on track to school success through accountable and restorative practices.

Other District Staff and Support Services

The Code of Conduct is your general guide for supporting schools in developing a positive school climate that ensures student and staff safety and order. It will minimize unacceptable student behavior, and maximize students' personal and social efficacy. The role of the Student and Family Advocacy and Support Team (SFAS) is to build the capacity and multi-tiered systems of all district staff to meet the social/emotional needs of students and families through consulting with multi-disciplinary staff and providing professional learning on "best practices" related to what schools identify as goals in their school improvement plans and supporting with interventions through a multi-tiered model.



RIGHTS & RESPONSIBILITIES OF STAKEHOLDERS

Student Rights and Responsibilities

Age Appropriate Language for Students:

The Dignity for All Students Act makes sure students are learning how to get along, work together, and respect differences in schools that are safe and welcoming to all. Everybody in the school district has these rights and responsibilities. We all work together to ensure that we learn and behave appropriately in school. We use positive behavioral supports to make sure our school is a great place to be!

Students have rights in school. Students have the right to:

1. An equal chance to participate in school activities.
2. Tell their side of the story if someone thinks they broke a school rule.
3. Ask questions if they do not understand school rules.
4. Learn in a safe environment where no one is mean to other students or excludes other students based on the color of their skin, the size of their body, where the students may come from, what the students may believe in, if the student is a boy or a girl, how the students dress, or who the students may be attracted to.

Students also have responsibilities. Students are responsible to:

1. Be Respectful To:
 - a. All others with their words and actions, including those who are different from them
 - b. The school environment
2. Be Responsible By:
 - a. Keeping our school safe so everyone can learn
 - b. Knowing and following all school rules
 - c. Asking questions and asking for help in solving problems
 - d. Dressing appropriately
 - e. Admitting when mistakes occur
3. Be Ready to Learn By:
 - a. Coming to school every day, on time, with materials
 - b. Trying their best and setting goals

Student Rights

The district is committed to safeguarding the rights of all students under state and federal law. In addition, to promote a safe, healthy, orderly and civil school environment, all district students have the right:

1. To attend school in the district in which one's legal parent or legal guardian resides and receive a free and appropriate public education from age 5 to 22, as provided by law.
2. To be afforded a sound, quality education from PreK through grade 12 in a school environment that is safe, orderly and promotes learning.
3. To be respected as an individual and treated fairly and with dignity by other students and school staff.
4. To express one's opinions verbally or in writing or with assistance.
5. To dress in such a way as to express one's personality as long as it does not distract or disrupt the learning environment. See dress code policy (page 26).
6. To take part in all district activities on an equal basis regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, or gender.
7. To present their version of the relevant events to school personnel authorized to impose a disciplinary penalty in connection with the imposition of the penalty.
8. To have access to relevant and objective information concerning drug and alcohol abuse, as well as access to individuals or agencies capable of providing direct assistance to students with serious personal problems.
9. To be protected from intimidation, harassment, or discrimination based on actual or perceived race, color, weight, national origin, ethnic group,

religion, or religious practice, sex, gender/gender identity, sexual orientation, or disability, by employees or students on school property or at a school-sponsored event, function or activity. The Dignity for All Students Act prohibits acts of harassment and bullying, including cyberbullying, and/or discrimination by employees or students on school property or at a school function, including, but not limited to, such conduct based on a student's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (defined to include gender identity or expression), or sex (Education Law 12[1]).

10. To be afforded due process by:
 - being provided with the Code and rules and regulations of the school district; schools shall ensure that all students and school staff are made aware of and have access to detailed information about school rules, policies, and procedures and state and local laws guaranteeing or affecting students' right to participation;
 - being informed of what is appropriate behavior and what behaviors may result in disciplinary actions;
 - being counseled and coached by members of the professional staff in matters related to their behavior as it affects their education and well-being in the school;
 - being provided an opportunity to be heard in disciplinary actions for alleged violations of the Code for which they may be suspended or removed from class by their teachers;
 - being informed of the procedures for appealing the actions and decisions of school officials with respect to their rights and responsibilities as set forth in this document;
 - being accompanied by a parent and/or representative at conferences and hearings;
 - being accompanied by a parent/guardian in situations where there may be police involvement if the student is under 16. Any

student under the age of 16 being questioned by the police has the right to have a parent/guardian present.

11. To engage in youth opportunities that enable students to:
 - be active learners in the educational process that takes into account student views, teaches students effective leadership and participation skills, and provides explanations to students when decisions contradict their views;
 - serve on student councils, advisory bodies, and school teams and committees that make decisions about school life, with the necessary supports to participate;
 - participate in school forums in which students can voice their opinions about school decisions and policies;
 - participate in peer leadership initiatives and restorative practices;
 - form groups that represent their needs and interests.

Student Responsibilities and Expected Behaviors

You are responsible for your PERSONAL CONDUCT & CHARACTER BY:

- [Attending school regularly](#) and on time.
- Accepting directions, requests, feedback and support respectfully from adults.
- Demonstrating self-discipline by making responsible behavioral and academic choices.
- Being truthful about and accountable for your words and actions.
- Following school rules and meeting standards of behavior in the Code of Conduct.
- Contributing to maintaining a safe and orderly school environment that is conducive to learning and to show respect to other persons and to property.
- Conducting themselves as representatives of the district when participating in or attending school-sponsored extra-curricular events by holding themselves to the highest standards of conduct, demeanor, and sportsmanship.

- Accepting consequences when behavioral expectations are not met or school rules are violated.
- Making an effort to correct and improve behavior through restorative practices.
- Dressing appropriately for school and school functions (refer to Section 6, Student Dress Code).

You are responsible for your LEARNING BY:

- Completing high-quality work in every subject.
- Being prepared to learn.
- Challenging yourself and making your best effort.
- Demonstrating a strong work ethic.
- Bringing an open mind and positive attitude to learning every day.
- Seeking help and assistance when you need it.

You are responsible for COOPERATING WITH OTHERS AND TREATING OTHERS WITH RESPECT BY:

- Treating others the way they want to be treated.
- Expressing your thoughts and opinions in ways that are polite, respectful, and courteous.
- Using a considerate tone of voice and appropriate body language.
- Listening when others are speaking to you.
- Respecting others' personal space and keeping your hands to yourself.
- Working with others cooperatively in large and small groups.
- Acting with kindness, caring and sensitivity toward others.

You are responsible for respecting the PROPERTY OF OTHERS BY:

- Taking care of property that belongs to other students, adults, or the school.
- Keeping personal electronic devices off and out of sight at all grade levels. In grade 6-12, electronic devices must be in a locked pouch, except with permission of principal.
- Using school technology appropriately as directed by adults.

You are responsible for helping to maintain a SAFE SCHOOL COMMUNITY BY:

- Helping to make school a community

- free from violence, intimidation, bullying, harassment, and discrimination.
- Asking for assistance when you need help resolving conflicts and differences.
- Contributing to the safety and well-being of our community.
- Using all equipment in schools and on buses in a safe manner.
- Putting everyone's safety first by:
 - NOT engaging in violent or destructive acts that harm others and the community;
 - NOT making threats about using dangerous objects or about harming others; and,
 - NOT touching a fire alarm unless it is an emergency.

Parent/Guardian Rights

1. Be actively involved in their children's education.
2. Be treated courteously, fairly and respectfully by all school staff and principals.
3. Receive timely information about the policies of the Greece Board of Education and procedures that relate to their child's education.
4. Receive regular reports, written or oral, from school staff regarding their children's academic progress or behavior, including but not limited to report cards, behavior progress reports and conferences.
5. Receive information and prompt notification of inappropriate or disruptive behaviors by their children and any disciplinary actions taken by principals or school staff.
6. Receive information and prompt notification about incidents that may impact their children.
7. Receive information about due process procedures for disciplinary matters concerning their children, including information on conferences and appeals.
8. Receive information from school staff about ways to improve their children's academic or behavioral progress, including, but not limited to: counseling, tutoring, after-school programs, academic programs, and mental health services within Greece

Public Schools and the community.

9. Receive information about services for students with disabilities and English Language Learners.
10. Be contacted immediately and directly when a student is believed to have committed a crime and police are summoned.

Parent/Guardian Responsibilities

1. Help their children understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment.
2. Give updated contact information to the Greece Central Office and their children's individual school.
3. Recognize that the education of their child(ren) is a joint responsibility of the parents/guardians and the school community.
4. Send their child(ren) to school ready to participate and learn.
5. Ensure their child(ren) attend school regularly and on time.
6. Ensure absences are excused by calling in their child(ren)'s absences each day and sending in a written excuse the first day their child returns to school.
7. Ensure their child(ren) are dressed in a manner consistent with the student dress code (refer to Section 6, Student Dress Code).
8. Reinforce with their child(ren) the expectation that inappropriate language does not belong in a school setting.
9. Know school rules and help their child(ren) understand them.
10. Convey to their child(ren) a supportive attitude toward education and the district.
11. Help their child(ren) deal with peer pressure.
12. Inform school officials and/or staff of changes in the home situation that may affect student conduct or performance.
13. Partner with the school to support expectations of academic achieve-

ment and appropriate behavior in school and in the community.

14. Support their child(ren) in acting in ways that 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 in accordance with Dignity for All Students Act.
15. Tell school officials about any concerns or complaints in a respectful and timely manner.
16. Work with principals and school staff to address any academic or behavioral problems their children may experience.
17. Read and become familiar with the policies of the Board of Education, administrative regulations and the Greece Central School District Code of Conduct.
18. Encourage their children to complete their homework by asking about homework, checking homework and making an area for children to do their homework without interruption (e.g., a quiet corner; space in a bedroom; a clear kitchen table).
19. Be respectful and courteous to staff, other parents/guardians and students while on school premises.

Principals and Building Level School Staff Rights

- Work in a safe and orderly environment.
- Be treated courteously, fairly and respectfully by students, parents or guardians and other school staff.
- Communicate concerns, suggestions and complaints to the Greece Central School District's Office of Human Resources.
- Receive supportive professional development and training.
- Receive the necessary resources to deliver quality instruction.
- Modify instruction consistent with the policies of the Greece Board of Education and with state and federal regulations.

All Building Level School Employees Responsibilities

- 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 student's self-concept and promote confidence to learn.
- Know school policies and rules, and enforce them in a fair and consistent manner.
- Reinforce with students the expectation that inappropriate language does not belong in a school setting.
- Report and document violations of the Code of Conduct as per policy and procedures.
- 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. Report and document as per policy and procedures.
- All school employees who witness harassment, bullying and/or discrimination or receive an oral or written report of such acts shall promptly orally notify the principal, superintendent, or their designee not later than one school day after such employee witnesses or receives a report of such acts, and shall also file a written report with the principal, superintendent, or their designee no later than two school days after making an oral report.
- Demonstrate interest in teaching and concern for student achievement.
- Communicate regularly with students, parents/guardians, and other teachers concerning growth, achievement, areas of concern and issues which need addressing including course objectives and requirements, marking/grading procedures, assignment deadlines, expectations for students, and classroom discipline plan.

School and District Administrators Responsibilities

- Maintain safe and orderly schools by using prevention and intervention strategies, by following the Greece Central School District Code of Conduct.
- Be respectful and courteous to students, parents and guardians, serving as role models for students.
- Be knowledgeable about the policies of the Board of Education and administrative regulations and rules, and enforce them fairly and consistently.
- Be knowledgeable about federal and state laws and regulations about the disciplinary process for students with disabilities.
- Communicate policies, expectations and concerns, and respond to complaints or concerns from students and parents or guardians in a timely manner in understandable language.
- Refer students to the appropriate committees, departments, offices, divisions, agencies or organizations when outside support is necessary.
- Inform parents and guardians of student academic progress and behavior, create meaningful opportunities for their participation, and provide regular communication in a language they understand.
- Provide alternative education and makeup work for students with lawful absences, including those students who are absent for disciplinary reasons.
- Participate in required professional development opportunities.
- Maintain and encourage 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/ gender identity, or sex, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.

- Follow up on any incidents of discrimination and harassment that are witnessed or otherwise brought to the principal's attention in a timely manner in collaboration with the administrator who is the Dignity Act Coordinator (DAC). Address personal biases that may prevent equal treatment of all students in the school or classroom setting. The principal, superintendent or the principal's or superintendent's designee shall lead or supervise the thorough investigation of all reports of harassment, bullying and/or discrimination, and ensure that such investigation is completed promptly after receipt of any written reports. When an investigation verifies a material incident of harassment, bullying and/or discrimination, the superintendent, principal or designee shall take prompt action, reasonably calculated to end the harassment, bullying, and/or discrimination, eliminate any hostile environment, create a more positive school culture and climate, prevent the recurrence of the behavior and to ensure the safety of the student or students against whom such behavior was directed. The principal, superintendent, or their designee shall notify promptly the appropriate local law enforcement agency when it is believed that any harassment, bullying or discrimination constitutes criminal conduct. The principal shall provide a regular report, at least once during each school year, on data and trends related to harassment, bullying and/or discrimination to the superintendent.
- Collect and report data on the implementation of the district Code of Conduct, including but not limited to, data on the use of in-school and out-of-school suspension by student demographic characteristics.
- Ensure that students and staff have the opportunity to communicate regularly with the school administration and approach the administration for redress of grievances.
- Evaluate on a regular basis all instructional programs.

- Support the development of and student participation in appropriate extracurricular activities.
- Be responsible for enforcing the Code of Conduct and ensuring that all cases are resolved promptly and fairly. Set the expectation for all students and staff that inappropriate conduct will not be tolerated in school.
- Report and document violations of the Code of Conduct as per policy and procedures.
- Protect the legal rights of school staff, principals, students and parents or guardians.
- Provide a broad-based and varied curriculum to meet individual school needs.
- Ensure the protection of legal rights of students with disabilities.
- Provide staff who are trained to meet the needs of students.

Superintendent Responsibilities

- Support 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' self-concept and promote confidence to learn. 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. Report, respond, and document violations as per policy and procedures. The principal, superintendent or the principal's or superintendent's designee shall lead or supervise the thorough investigation of all reports of harassment, bullying and/or discrimination, and ensure that such investigation is completed promptly after receipt of any written reports. When an investigation verifies a material incident of harassment, bullying and/or discrimination, the superintendent, principal or designee shall take prompt action, reasonably calculated
- to end the harassment, bullying, and/or discrimination, eliminate any hostile environment, create a more positive school culture and climate, prevent the recurrence of the behavior and to ensure the safety of the student or students against whom such behavior was directed. The principal, superintendent, or their designee shall promptly notify the appropriate local law enforcement agency when it is believed that any harassment, bullying or discrimination constitutes criminal conduct.
- 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. Report and document violations as per policy and procedures.
- Promote a safe, orderly, and stimulating school environment, supporting active teaching and learning.
- Review with district administrators the policies of the Board of Education and state and federal laws relating to school operations and management.
- Inform the Board about educational trends relating to student discipline.
- Work to create instructional programs that minimize problems of misconduct and are sensitive to student and teacher needs.
- Work with district administrators in enforcing the Code of Conduct and ensuring that all cases are resolved promptly and fairly.
- Inform the community, students, parents or guardians, school staff, principals and School Board about policies of the Board of Education and educational trends, including student discipline.
- Address all areas of school-related safety concerns.
- Review data on the implementation of the Code of Conduct and make recommendations on improvement when needed to reduce the use of suspensions.
- Take appropriate measures where violations of the Code of Conduct occur.

The Board of Education Responsibilities

- Collaborate with student, teacher, administrator, and parent organizations, school safety personnel and other school personnel to develop a Code of Conduct that clearly defines expectations for the conduct of students, district personnel, and visitors on school property and at school functions.
- Adopt and review at least annually the district's Code of Conduct to evaluate the code's effectiveness and the fairness and consistency of its implementation.
- Lead by example by conducting Board meetings in a professional, respectful, and courteous manner.
- Support 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' self-concept and promote confidence to learn.
- 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. Report and document violations as per policy and procedures.
- Appoint a Dignity Act Coordinator for the district. The Dignity Act Coordinator will be thoroughly trained to handle human relations and will be accessible to students and other staff members for consultation and advice related to the Dignity Act.
- Review data and the recommendations of the superintendent on the implementation of the Code of Conduct, including, but not limited to, the use of in- and out-of-school suspensions with student demographics and implement reforms if needed.

BULLYING, CYBERBULLYING, HARASSMENT, INTIMIDATION, HAZING, & BIAS BEHAVIOR

Bullying and cyberbullying, harassment and intimidation, hazing, and bias behaviors are unsafe and do not reflect respect for others as defined by the Code of Conduct. If you or someone you know is a target of one of these behaviors, you can report it using the Bullying, Harassment, or Intimidation Reporting Form, available on the school website or in the main office or the counseling office of your school. You can also tell a staff member, who will respond quickly and provide a practical, private, and safe place to report.

The Greece Central School District follows the following rules:

- We will not bully others.
- We will help other students who are bullied.
- We will include students who are left out.
- If we know that someone is being bullied, we will tell an adult at school and an adult at home.

Dignity for All Students Act

The intent of the Dignity for All Students Act (Dignity Act) is to provide all public school students with an environment free from discrimination and harassment, as well as to foster civility in public schools. It focuses on prevention of harassment and discriminatory behaviors through the promotion of educational measures meant to positively impact school culture and climate. The Dignity Act states that NO student shall be subjected to harassment or discrimination by employees or students on school property (including school bus) or at a school function based on their actual or perceived (including, but not limited to) race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex.

The Dignity Act emphasizes the importance of tolerance and respect for others by students and staff alike. Therefore, all members of the school community, including essential partners such as superintendents, school board members, parents, students, teachers, guidance counselors, principals/administrators, support staff and other school personnel have particularly important roles to play in its implementation.

Dignity Act Coordinator

There is one identified staff member at every school that is 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 (Education Law § 13[3]). The designated coordinator is the principal in each building.

Remedial responses are measured, balanced, progressive and age-appropriate responses to discrimination, harassment, and bullying of students by students and/or employees. These responses place the focus of discipline on discerning and correcting the reasons why discrimination, harassment and bullying occurred. They are designed to correct the problem behavior, prevent another occurrence and protect the target of the act. These may include (but are not limited to):

- peer support groups;
- assignment of an adult mentor at school that the students checks in with at the beginning and end of each day or throughout the day;
- corrective instruction that reemphasizes behavioral expectations or other relevant learning or service experience (sensitivity/awareness training);
- engagement of student in a reflective activity, such as an essay about the misbehavior and its impact on others;

- supportive intervention and/or mediation where constructive conflict resolution is modeled;
- behavioral assessment or evaluation;
- behavioral management plans or behavior contracts, with benchmarks that are monitored;
- student counseling and parent conferences that focus on involving persons in the parental relations in discipline issues; and,
- community service.

Training of Staff

All staff will receive training that specifically highlights the Dignity Act provisions, such as the prohibition against discrimination, harassment and bullying, reporting requirements and the availability of each school's Dignity Act Coordinator. It will also address the social patterns of discrimination, harassment and bullying, the identification and mitigation of those behaviors, as well as strategies for effectively addressing problems of exclusion, bias and aggression in the school setting.

Reporting of Sexual Harassment under Title IX

All employees, students and community members have a legal right to work in and attend schools that are free from sexual harassment. Students and staff will not engage in any unwelcome conduct of a sexual nature that might reasonably be expected or be perceived to cause offense or humiliation. Sexual harassment may involve any conduct of a verbal, nonverbal or physical nature, including written and electronic communications, and may occur between persons of the same or different genders.

Students and staff members can report sexual harassment complaints to a principal or supervisor or the district's non-discrimination compliance officer. Additional information regarding the District's Title IX contacts and reporting, formal complaint and investigation procedures can be found at: <https://www.greececsd.org/Page/423>.

Confidentiality In Counseling

When a student indicates that he or she is thinking about hurting himself or herself or other students, school personnel are required to take action to ensure the safety of the student or other students. This action will include sharing of information with the school principal and parents, and may include other outside agencies. No statement, oral or written, made by a student seeking counseling for any form of drug abuse may be used as admissible evidence against him/her in any proceedings.

School Problems

If students have a problem related to discipline, security, personal safety or welfare, or vandalism, the student should:

- Tell the nearest teacher or adult staff member. Tell him/her exactly what has happened to the student or what the student has observed happening to someone else. Problems of discipline, security, and personal safety are considered very serious.
- Talk to the principal or assistant principal right away.
- Express feelings. It is natural to feel worried and upset. Talk to someone who will listen and understand — perhaps a peer mediator, peer helper, teacher, school counselor, school psychologist, social worker, or an adult mentor. It is important to talk to a trusted adult.
- Ask to talk to a school counselor, school psychologist, or social worker who can help students learn ways to deal with problems so that they may

feel safer and more comfortable when faced with similar problems in the future.

- In addition to alerting school personnel, a student should tell his/her parents about the problem. They will want to know. It is important for students to know that when a report is made to the school about an incident of this nature, every effort will be made to keep the information and identity confidential.

Personal Problems

For help with personal problems which may affect a student's school life or activities:

1. If possible, discuss the problem with parents/guardians.
2. If a student and his/her parents/guardians cannot solve the problem, there are a number of people in the school who may be able to offer additional help. The student may speak to a teacher with whom he/she feels comfortable.
3. School counselors, psychologists, and social workers at the school are trained to offer help with personal problems. They can also lead the student to other resources he/she may not be aware of.
4. The assistant principal and the principal will also be able to discuss the problem with the student and attempt to work on a solution. If they are unable to do so, they will seek assistance.

Academic Problems

For help with an academic problem, the student should:

1. See the teacher who teaches the subject. Students may seek out the teachers on a personal basis. Teachers routinely work with individual students who are having academic problems. The teacher may recommend help sessions or mentoring, or may make a referral for additional assistance. The teacher may ask for a conference with the student and his/her parents/guardians.
2. If the teacher is unable to help the student resolve the problem to the student's satisfaction, the student should go next to an administrator.
3. Further help can be obtained through the school counselor.
4. For problems that are still not resolved after the student has talked with the school counselor, the student should discuss the matter with his/her parents/guardians and with the principal or assistant principal. Parents/guardians may wish to join the student in discussions with the principal.
5. Solving an academic problem requires the student's help, along with the help from teachers and sometimes parents/guardians, the school counselor, and other school professionals.
6. Your school may have a Homework Hotline to assist you.

Complaints

To file a complaint please refer to Board Policy 7550 for more information.

In general it is recommended that the person with a complaint go to the person closest to the concern first: i.e. teacher or assistant principal. If that cannot be resolved, then the principal should be contacted.

This "[Who to Call](#)" document was created as a resource for families to use when determining who best to help them resolve any concern.



Getting Help With A Problem

Safe School Hotline

1-800-4-1-VOICE ext. 359

1-800-418-6423 ext. 359

Help keep our school safe with the Safe School Helpline!

Use the Safe School Helpline to report threats of violence, suicide and illegal activity that could harm children in our schools. Your call is private, confidential, and anonymous.

How do we know it is anonymous?

We have contracted for this service through Security Voice, an outside company with no ties to our school.

How does it work?

A toll-free number has been assigned for our school district. When you dial this number from a touch-tone phone, you will be advised how to leave your information — and not to include your name or other facts that could identify you. Then, record your message.

What type of information should be reported?

Please report any facts, remarks or actions that could jeopardize the safety of our children, staff or school. Examples of harmful or threatening behavior might include:

- Violence
- Theft
- Drug or alcohol abuse
- Talk of suicide
- Sexual harassment
- Weapons

What happens next?

Security Voice will send a typed copy of your message to the school. The school will then investigate the report, and determine how best to act on it.

When and where can I call?

You may call toll-free anytime, day or night — from a home, cell or pay phone. Take care that your call is not overheard.

Can this service help troubled students, too?

Yes. If you see a student who is very troubled, or overhear remarks like, “I can’t go on,” please call to report it. The call will be routed to a Community Counseling and Crisis Center that provides a 24-hour crisis intervention service. Trained counselors are available 365 days per year to talk with persons seeking assistance in coping with suicidal thoughts, depression, or feelings of loneliness and loss. Callers need only press ‘3’ when prompted.

Who can call this number?

Everyone within our school, including: Student, Teachers, Staff, Parents, and Administrators

Can I change my message later? How will you know who is calling?

Yes. When you leave a message you are given a case number that is yours alone. Enter that same case number when updating your message or answering additional questions.

How will I know if any action has been taken?

After three school days, call the toll-free number and enter your case number when prompted. A recording will let you know your message was heard and may ask you for more information. Your answers will be transcribed and sent to the school administration for further investigation. Administrative actions may sometimes be confidential, but your call is always important.

Our students are our greatest assets. You and your friends deal with the problems of school everyday. You know what we are doing right, and you can suggest changes that help us improve. At times, students like you overhear information that you don’t feel you can share. When someone steals, uses drugs in school, threatens violence or suicide, or commits illegal actions, it can hurt the school — and all of us.

We have now subscribed to a service that allows students and parents to relate this information anonymously. We hope the information outlined here will answer your questions and ease your mind — so you can help keep our school a safe place to learn.



Security Voice Incorporated

Break the Silence...Prevent the Event

BEHAVIORAL INTERVENTIONS AND RESPONSES

The Greece Central School District is committed to taking a restorative approach to student related incidents. The philosophy underlying Restorative Practices holds that people are happier, more productive, and more likely to make positive changes in their behavior when those in positions of authority do things with them, rather than to them or for them. Restorative Practices provide opportunities to help young people take

responsibility after harm has been done. It brings people together to talk about the impact of behavior on themselves and their community.

Restorative Practices Philosophy Statement

The Greece Central School District seeks to create a positive school community and to respond effectively when problems

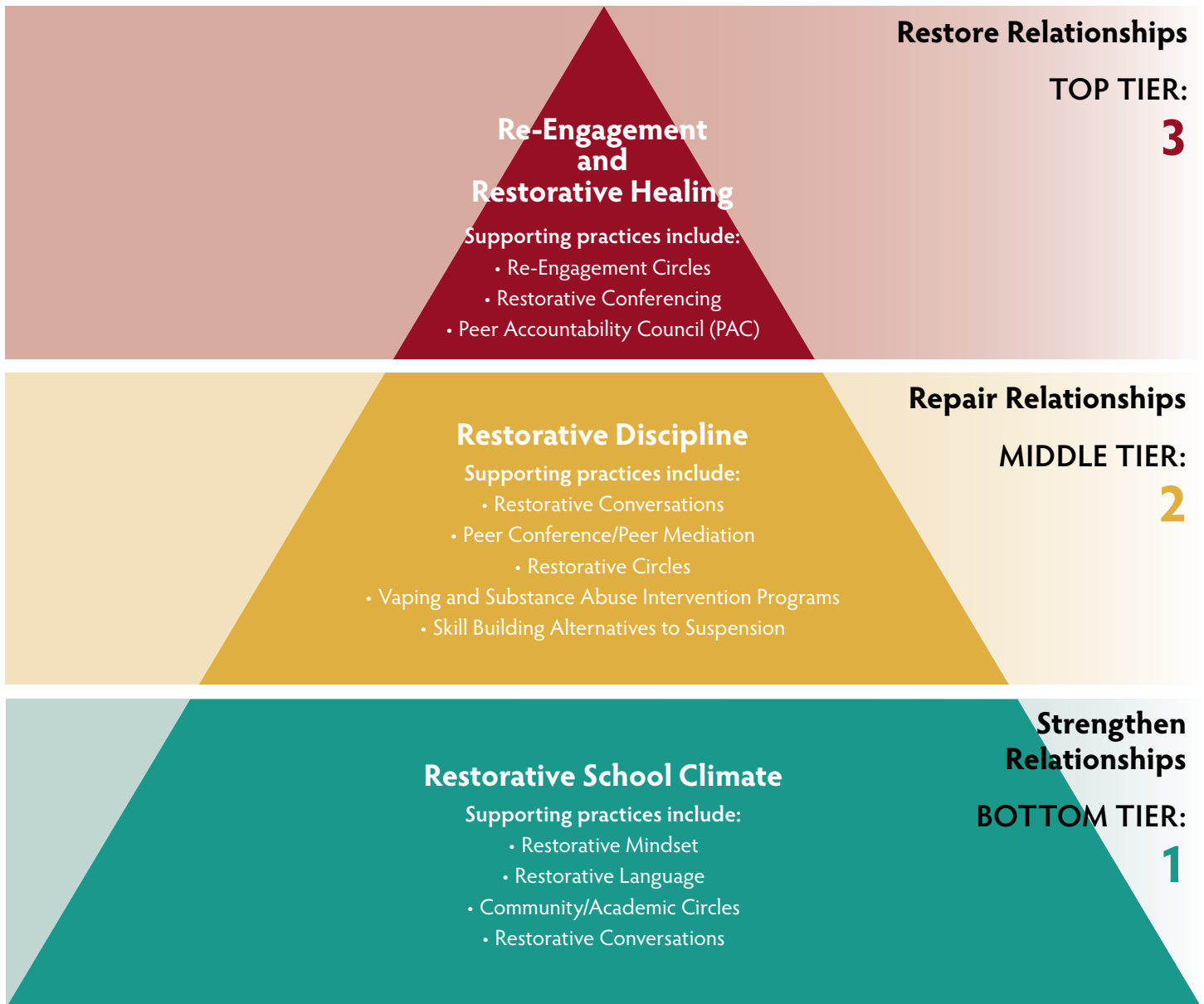
arise. We use Restorative Practices as part of our multi-tiered system of supports to proactively develop relationships and community, as well as repairing community when harm is done. Restorative Practices hold all stakeholders accountable and provide a way of thinking about, talking about, and responding to issues and problems by involving all participants to discuss their feelings and opinions and identify what happened, describe how it affected everyone and find solutions to make things better. When successfully integrated throughout the school culture and climate, Restorative Practices create safe and productive learning spaces where students develop social and emotional skills and strong relationships with peers and adults.

As educators, it is our role to create supportive school communities where students can thrive and learn the academic, social, and emotional skills that they need to succeed in college, career, and life. It also increases accountability in the system to uphold common norms and expectations in the building, as repairing harm and rebuilding relationships is a key component of the model. Restorative Practices provide a way for schools to strengthen community, build relationships among students and between students and staff, and increase the safety and productivity of the learning environment.

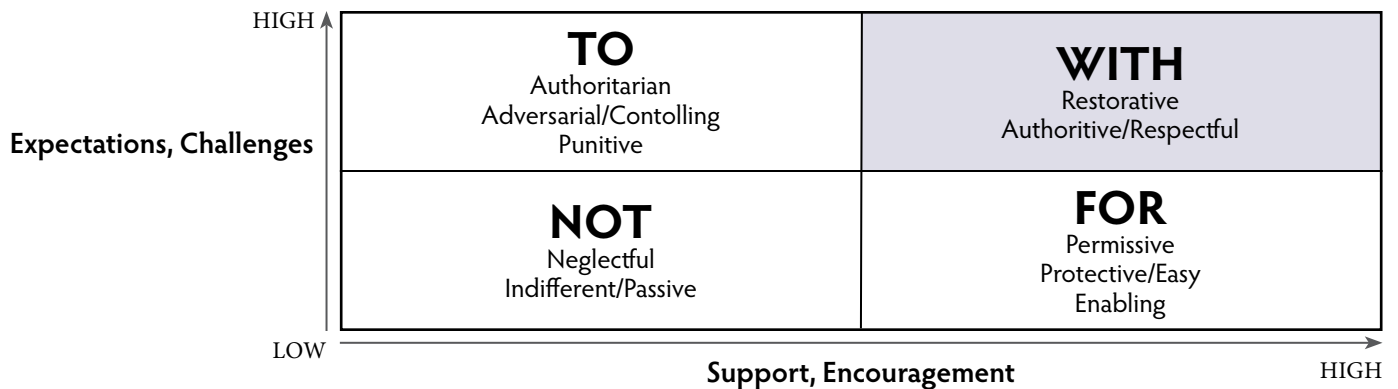
Restorative Mindset	Non-Restorative Mindset
People and relationships matter	Rules and unconditional respect matter
Strive to connect and relate to others from a place of mutual respect	Relate to others through a role (example: teacher to student)
Everyone is innately good and capable of change	Some people are innately bad and cannot change their behavior
Collaborative decision making valued	Autocratic decision making valued
Feelings of students are fundamental to school climate and personal well being	Programs and school structures are fundamental to school climate
When things go wrong, focus on harm caused to all	When things go wrong, focus on laying blame
Personal accountability and responsibility for actions is important	Punishing those that are to blame is important
Behavior is communication	Behavior is personal
Conflict and wrongdoing are framed as a learning moment	Conflict and wrongdoing are problems to be dealt with
Seeks to support others in behavior change and provides structures for ongoing behavior support	Demands behavior change and escalated punitive consequences for further misconduct
Social and emotional capabilities need to be taught and reinforced	Social and emotional capabilities are neurologically fixed
Recognizes the impact of affect and emotion in human interaction and proceeds accordingly	Lacks understanding of affect and emotion

In Greece, restorative interventions are combined with traditional disciplinary actions to help students take responsibility and mend relationships, ultimately preventing future conflicts.

What a Restorative School Setting Looks Like



RELATIONSHIP STYLES



Restorative School Climate

BOTTOM TIER:

1

Community/Academic Circles

Community/Academic Circles where everyone is an equal member with equal voice, that articulates common values, strengthens relationships, provides an opportunity for participants to tell their stories, building understanding and respect, and creates a sense of belonging and commitment. It can be a place used to plan, celebrate success, solve problems, heal or grieve.

Restorative Language

Restorative language encourages positive interaction. Restorative language uses “I” statements to remain non-judgmental, gives the speaker positive feedback through empathetic listening, and encourages him/her to speak using restorative questions.

Restorative Conversations

See definition in Middle Tier 2.

Restorative Mindset

A restorative mindset describes how a person understands community and one’s role in the community. The values and concepts that underlie a restorative mindset include:

- Relationships and trust are at the center of community
- All members of the community are responsible to and for each other
- Multiple perspectives are welcomed and all voices are equally important
- Healing is a process essential to restoring community
- Harm-doers should be held accountable for and take an active role in repairing harm
- Conflict is resolved through honest dialogue and collaborative problem-solving that addresses the root cause and the needs of those involved

Restorative Discipline

MIDDLE TIER:

2

Restorative Circles

A Circle process for all involved parties to engage in dialogue and develop agreements in response to conflicts. A facilitated discussion where all the parties with a stake in a particular incident come together to resolve collectively how to deal with the aftermath of the incident and its implications for the future.

Peer Conference/Peer Mediation

In this voluntary student led process, a small group of trained peer conference members work with referred students to help them understand the impact of their actions and find ways to repair the harm they have caused. Students are referred to the Peer Conference after violating a school rule or engaging in conflict with others.

Restorative Conversations

Restorative conversations use a structured questioning process to debrief a conflict or harm that was caused (What happened? Who was affected and how? What needs to happen to make things right?) Rather than chastising a the person who caused harm for their behavior, Restorative Conversations help identify the root causes and allow the person who caused harm to understand the impact of their behavior and take steps to repair the harm caused.

Skill Building Alternatives to Suspension

These are interventions that can be utilized in place of a suspension that lead to learning, re-engagement, natural consequences and opportunities for growth. These may include mini lessons on topics such as conflict resolution, social skill development, and other targeted skill areas, counseling, community service, restitution, behavior contracts and vaping and cannabis (marijuana) intervention program. Other examples include Character Connection, Help Zone and Accountability Project.*

**Not available at all campuses.*

Re-Engagement and Restorative Healing

TOP TIER:

3

Re-Engagement Circles

The Re-Engagement Circle process provides a student who has been assigned in-school suspension, or has been suspended from school, an opportunity to re-enter the school community in a positive and supportive environment. It is built on a strength-based, solution-focused foundation to demonstrate a belief in the student’s ability for behavioral change as well as to keep the focus of the circle positive and solution-oriented.

Restorative Conferencing

These community conferences are Circle processes that bring victims, offenders, and community members together to discuss the impact of a crime or wrongdoing and plan for how the harm can be repaired.

Peer Accountability Council (PAC)

PAC is a voluntary intervention program for secondary students who have been long-term suspended. PAC utilizes a jury of peers as an additional sanction to further address Code of Conduct violations. PAC aims to reduce or prevent future incidents by teaching teenagers new and adaptive behaviors and encouraging healthy attitudes towards rules/expectations, community, and themselves. With successful completion, students are better prepared for an early return from long-term suspension.

Disciplinary Penalties, Procedures and Referrals

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

As a general rule, discipline will be progressive. This means that a student's first violation will usually merit a lesser penalty than subsequent violations.

Specifically, responses to discrimination and harassment of students by students and/or employees on school property, including school functions, on the school bus, and the bus stop shall include intervention and education focusing discipline on discerning and correcting the reasons why discrimination and harassment has occurred. 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. This may include but is not limited to:

- Corrective instruction, peer support groups, or other relevant learning or service experience
- Behavioral assessment or evaluation with the creation of behavioral management plans and closely monitored benchmarks
- Student counseling and parent conference, required student and parent education programs
- Progressive disciplinary actions including suspension from school and reassignments to an alternative education center

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



Levels of Interventions and Consequences — Determining Disciplinary Responses

Disciplinary action, when necessary, will be firm, fair, and consistent so as to be the most effective in changing student behavior. School officials must consult this document when determining which disciplinary interventions and consequences to impose. In determining how to best address inappropriate, unacceptable, and unskillful behaviors, it is necessary to consider the following prior to determining the appropriate assignment of consequences and interventions:

- the student's age and maturity
- the student's disciplinary record (including the nature of any prior misconduct, the number of prior instances of misconduct)
- the disciplinary consequences and effectiveness of interventions applied in prior behavior violations
- the nature, severity and scope of the behavior
- the circumstances/context in which the conduct occurred
- the frequency and duration of the behavior
- the number of persons involved in the behavior

- information from parents, teachers and/or others, as appropriate the student's IEP, BIP (Behavioral Intervention Plan) and 504 Accommodation Plan, if applicable
- other extenuating circumstances

Differentiated responses to disciplinary problems are embedded within three levels of just and equitable practices under which all students are treated fairly with respect, dignity and decency and without favor toward or prejudice against any one group of students according to ability, talent, age, gender, developmental and acquired disabilities, race and ethnicity, socio-economic status, religious and spiritual orientation, national origin and home language, sexual orientation, and indigenous heritage.

In practical terms, this means that:

- All opportunities and interventions must be accessible to every student, including students with disabilities.
- Consequences and interventions at Level 2 and Level 3 must be consistently applied across all groups of students with fidelity and integrity.
- Data must be transparent to determine the use and impact of all consequences and interventions, paying particular attention to indicators of overuse and disproportionality of suspension among various student groups.

Prohibited Student Conduct

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

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

The Board recognizes the need to make its expectations for student conduct while on school property or engaged in a school function specific and clear. Any behavior which is prohibited under the Code of Conduct is also prohibited when performed using computers, the Internet, cell phones, telephones or other communications media when the communication originates or ends on district property or at any school function (for example, use of a cell phone to announce the time or location of a fight).

The Code of Conduct also applies when the act/behavior disrupts or interferes with the educational process or poses a threat to the safety of any person lawfully on District property or at a school function as determined by district personnel.

With regard to weapons, in particular, it is the intention of the Board through this Code of Conduct to emphasize to students that the mere possession of weapons is inherently dangerous to everyone in the school environment and therefore weapons must not be brought onto school property, or if discovered, they must be turned into the school office immediately.

The Code of Conduct is intended to focus on safety and respect for the rights and property of others. Students who do not accept responsibility for their own behavior and who violate these school rules will be required to accept the penalties for their conduct.

Students should avoid engagement in an act that would disrupt the normal operation of the school community.

Refer to Discipline guidelines (appendix B) at the end of this Code of Conduct for prohibited conduct and possible responses.

Addressing Student Conduct Pre-Kindergarten Through Grade 2:

Supporting Social Competencies and Addressing Behavior Concerns

Discipline is a necessary component of any classroom setting, whether in preschool or high school. However, young children need much more structure since developmentally they need help learning the rules and controlling their impulses. If we think of discipline as a way to educate children about appropriate behavior and social expectations, versus a way of punishment, many aspects of how to discipline children in early childhood educational settings can seem natural and logical.

Social competence, like all other domains of development, grows and changes over time and is impacted by children's direct experiences through intentional instruction, guided conversation, and reinforcement of desired social skills. It is essential that social and emotional learning and behavior in our youngest learners is approached in the same manner as all other essential academic skills — through daily instruction, support, and assessment of students' individualized needs. Social and emotional learning skills are purposefully planned for and taught within the early childhood educational program.

Key early childhood focus areas for social emotional learning include: friendship skills, empathy, managing emotions, and problem solving.

The Home-School Partnership

Families play a critical role in the success of children's development of social competence. Schools will help families become familiar with clear, concise language and terms that will be used with children in the school setting (example: "in this classroom we use walking feet" or "at school we use our words to solve problems"). Parents also provide essential information about their children to school personnel. This shared knowledge is the basis for strong home-school partnerships that support consistent, developmentally appropriate, and individualized instruction for every child.

When Behavior Concerns Arise...

It is normal for young children to occasionally hit, kick, or push other children as they are learning how to socialize with others. When children engage in aggressive behaviors, teachers are expected to intervene by verbally asking aggres-

sive students to move away from other students, contacting an administrator immediately, and ensuring that other students not involved are safe. Teachers are expected to help the child to understand what they did and learn to correct the behavior in the moment.

If a behavior continues over time, interventions such as a Student Support Plan or Behavior Intervention Plan may be put into place to help support the child by formally learning the skills necessary to perform the desired social behaviors for success in the classroom and the school. The plan is developed with a specific goal(s), for a specific period of time and includes a designated date for review. This cycle of gathering and assessing data, making and implementing a plan, and monitoring the student's progress supports an individualized approach to social emotional learning.

When a Child Behaves Aggressively...

Aggressive behavior in young children is rarely an intentional act to harm another. Rather, aggressive acts are often a result of children's unskillful attempts to commu-

nicate what they want, what they need, and what they don't like. When a child engages in a violent act that threatens or harms other children or makes the learning environment feel unsafe, special procedures need to be in place to ensure that both children involved in the incident (the child who has been threatened or hurt and the child who has engaged in the violent act) receive immediate attention and care. Parents can expect that these actions will take place:

- A staff person will temporarily remove the child who has engaged in the violent act immediately from the environment to help the child regain a sense

of calm so that the staff member can speak with the child about the incident.

- A staff person will speak to the child who has been threatened or harmed immediately to ensure that the child has an opportunity to talk about the incident and to help the child regain a sense of safety.

Parents of children involved in the incident will be contacted and school staff will explain what happened before the incident, share how adults responded to the incident, discuss the short-term plan for restoring a sense of calm and safety, and discuss the longer-term plan for preventing similar incidents in the future.

- Parents of either child involved in the incident may be included in a mediated conference with the other parent per the school's recommendation.

The New York State Education Department (NYSED) committed to take steps to reduce and severely limit expulsion and suspension practices, with the ultimate goal of eliminating these practices in all early childhood settings by the 2017-18 school year. Consequently, any suspension of a pre-kindergarten student requires the permission and signature of the Assistant Superintendent of Student Achievement and Family & Community Engagement.

Addressing Student Conduct Grades 3 Through 12:

LEVEL 1 (Minor)

incorporates universal schoolwide and classroom practices that promote the development and practice of pro-social behaviors, self-discipline, habits of learning, and healthy well-being. Through observation and immediate responses, teachers aim to prevent minor discipline problems from becoming major incidents.

LEVEL 2

involves targeted interventions and assigned consequences when a student's behavior violation warrants a more focused behavioral response beyond the immediate situation or incident in the classroom or other location. Assigned consequences may include an in-school suspension.

LEVEL 3a and 3b

involve violent or dangerous behavior violations that seriously jeopardize school and classroom safety and order. Students who are experiencing high-risk or pervasive behavioral, academic, and physical and mental health concerns are assigned more intensive, individualized interventions.

These behaviors could include threats or attempting violence upon any staff member or student while on school property. A threat exists when any reasonable person would interpret the statement as a serious expression of intent to harm. Specific examples include but are not limited to: hitting, kicking, punching, scratching, possessing a weapon or firearm as defined in this document, intentionally damaging personal property of any staff or student or school property. These categories also may include any conduct that endangers the safety, morals, health or welfare of others such as: Any violation of the N.Y.S. Penal Code including but not limited to theft, assault or harassment, gambling or drugs on school grounds, defamation, discrimination, intimidation, hazing, inappropriate use of information and communication technologies, selling, using, or possessing obscene material, using vulgar or abusive language, cursing or swearing, indecent exposure, initiating a report warning of fire, bomb threat or other catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher, etc.

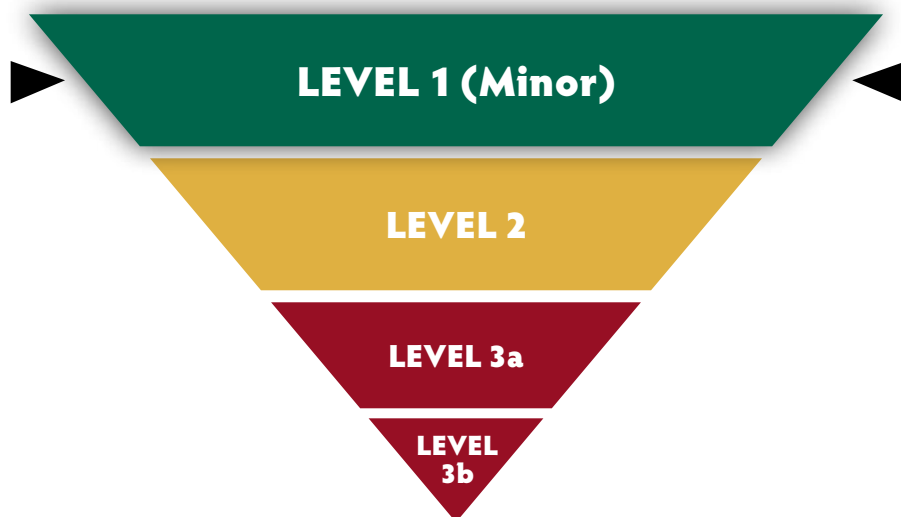
These policies apply to all students, grades 3-12, including all students with IEPs and 504 plans. Multiple incidents or chronic violations of the same behavior will warrant more intensive interventions and more serious consequences. Please see Glossary for more detailed behavior descriptions.

The interventions and consequences that are aligned with each level represent a menu of responses. **Teachers and administrators can select one or more responses in each level. Administrators, teachers, and student support teams are not expected to select and use all interventions in each level.** Administrators, teachers, and student support teams may also use a lower-level intervention when it is appropriate. They will strive to match students with interventions that are the least intensive, while being the most effective. Interventions will be progress-monitored and adjusted based on student response.

The building principal or his or her designee must notify appropriate law enforcement of those violations which constitute or may constitute a crime, and which, in his or her judgment, substantially affect the security of a school, its students and/or its staff.

Assigned consequences include out-of-school suspension for grades 6-12 only, except when a student in grades 3 to 5 engages in pervasive or egregious aggressive acts that threaten anyone's safety on school premises. In this situation, the school principal can request a district consultation within 24 hours to determine the most appropriate interventions up to and including out-of-school suspension. Parents of students who have engaged in highly aggressive or dangerous behaviors are expected to be directly involved in the intervention plan created to support their child's success.

Level 1



EXAMPLE OF CLASSROOM PREVENTION, INTERVENTIONS AND RESPONSES*

Level 1 (Minor) incorporates universal schoolwide and classroom practices that promote the development and practice of pro-social behaviors, self-discipline, habits of learning, and healthy well-being.

These interventions aim to teach an alternative behavior so students can learn and demonstrate safe and respectful behavior. Teachers are encouraged to try a variety of management strategies prior to writing a Level 1 referral. In all cases, a parent must be contacted when completing a Level 1 referral. Typically three interventions and parent contacts are completed before moving to next level response. Responses should be used in a graduated fashion and include best efforts to promote two-way communication between home and school.

School and classroom environments require essential elements in order to be proactive in preventing negative students behaviors from occurring. These essential elements include teaching and reinforcing common expectations, for behavior, establishment of positive relationships, and having a restorative mindset.

When choosing an intervention or management strategy, it is important to consider the function, or reason, the behavior is occurring. It is also important to focus on positive behavior we want to see rather than only bringing the focus to the challenging behavior. If students are engaging in challenging behavior in order to seek attention, it is typically most effective to provide attention to positive behaviors instead. There are typically two main functions of behaviors: to avoid attention or tasks or to seek attention.

SEEKING ATTENTION

- Scheduling adult attention
- Pairing with a peer
- moving seat arrangement
- verbal praise for appropriate behavior
- Provide classroom jobs
- Conference with student
- Daily progress with behavior

AVOIDING ATTENTION/TASKS:

- Offer choices
- Incorporate student's interest into activities
- Provide breaks
- Alter lengths of tasks
- Present easy requests prior to difficult ones
- Find a safe space/calming environment

STRATEGIES THAT ARE EFFECTIVE REGARDLESS OF FUNCTION:

- Community/academic circles
- Restorative Conversations
- Restorative mindset and language
- Contact Parent or Guardian

Level 1 (Minor) Behavioral Concerns:

Computer/Electronic Misuse – Minor
Student engages in non-serious, but inappropriate use of technology.

Defiance/Insubordination/
Non-Compliance – Minor
Student engages in brief or low-intensity failure to follow directions or talks back, does not attempt to complete assigned work or participate, does not comply with classroom rules, does not bring necessary materials to class.

Disrespect – Minor
Student delivers socially rude or dismissive messages to adults or students, demonstrates difficulty with getting along with others, initiates or joins in “side bar” conversations, interrupting, blurting out, talking out of turn.

Disruption – Minor
Student engages in inappropriate disruption of instruction, does not work silently or independently without bothering others, makes excessive, distracting or disruptive movements or noises.

Inappropriate Dress – Minor
Student wears clothing that is near, but not within, the dress code guidelines defined by the district.

Inappropriate Language
Student engages in minor instance of inappropriate language, expresses needs and emotions inappropriately.

Physical Contact – Minor
Student engages in non-serious but inappropriate physical contact i.e. horseplay, difficulties with self-regulation.

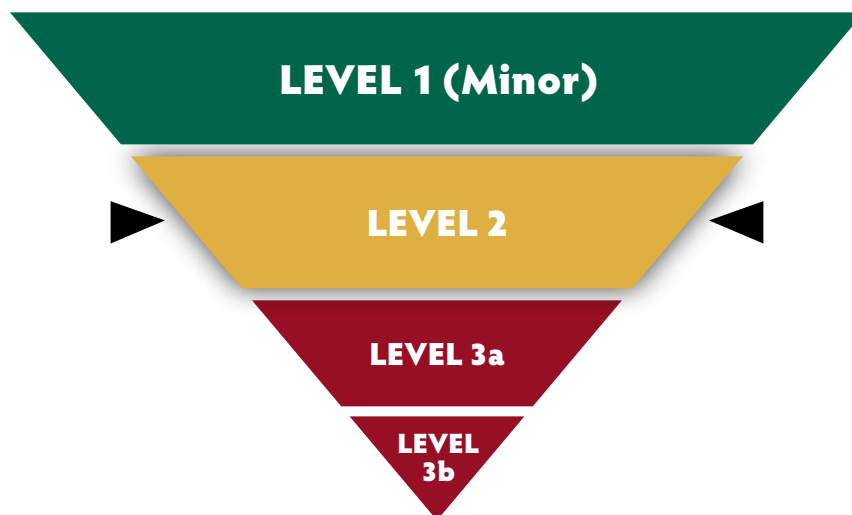
Property Misuse – Minor
Student engages in misuse of property.

Tardy – Minor
Student arrives after class has started or is late to school.

CLICK HERE or scan the QR code for detailed information on Tiered Menu of SEL/ Behavioral Supports



Level 2



MTSS INTERVENTIONS/CONSEQUENCES (IN ADDITION TO LEVEL 1)

These interventions can involve the school administration and aim to correct behavior by stressing the seriousness of the behavior while keeping the student in school. Staff should use these responses in a graduated fashion as part of MTSS process. When there is a violation of the code of conduct there is always an investigation and a parent phone call home. If there are patterns of concerns then a student should be entering into a MTSS process within the building for discussions around interventions.

EXAMPLES OF LEVEL 2 INTERVENTIONS/CONSEQUENCES*

- Consultation Request to Student Support Team for consideration of necessary intervention
- Student-teacher conference and plan
- Informal consult between teacher and interventionist that might include a classroom observation
- Mediation/conflict resolution
- Peer group sessions to address specific issues
- Restorative conversation or circle
- Mentoring
- Parent or guardian notification
- Loss of privilege
- Detention
- Letter of apology
- Behavior Support Plan
- Check In/Check Out
- Small group counseling
- Peer conference/peer mediation
- Skill building alternatives to suspension
- Referral to substance abuse prevention support
- Conference with appropriate administrator
- Assignment to work projects
- One to two day ISS
- [Vaping Intervention Program](#)
- Parent, teacher and/or administrator conference
- Structured study hall
- Suspension from bus

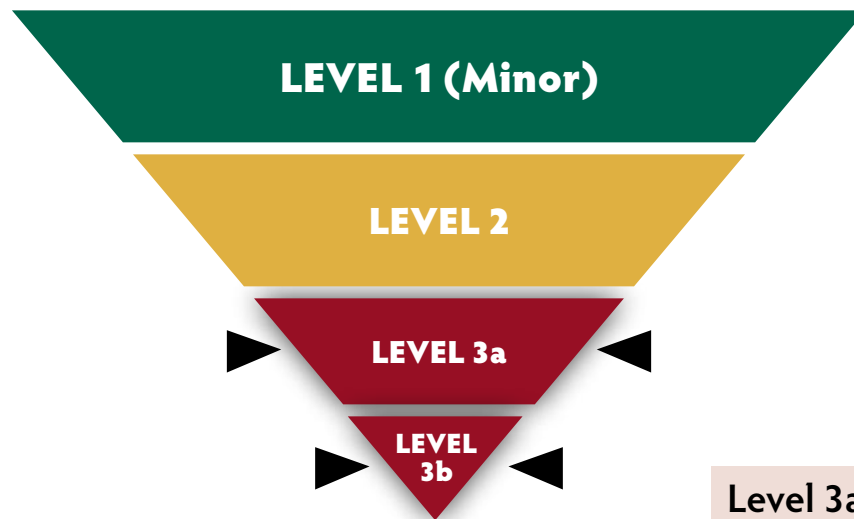
** Preventions and interventions serve as examples and may not be utilized in every building.*

Persistent behavior at any level should be referred to the building MTSS process

Level 2 Behavior Violations

- Bullying/Intimidation
- Cheating
- Computer/electronics misuse
- Cyberbullying
- Damage of Property
- Defiance/Insubordination/Non-compliance
- Displays of affection
- Disrespect
- Disruption
- Discrimination, Harassment and Bullying (single incident)
- Gang Affiliation
- In an unauthorized area
- Inappropriate Dress
- Inappropriate physical contact
- Lying
- Obscene/Abusive Language
- Plagiarism
- Possession, use of tobacco or nicotine products
- Skip class
- Tardy
- Theft
- Persistent Level 1 behaviors (Behavior continues for weeks despite level 1 interventions. Student should be referred to level 2 MTSS process.)

Level 3a/b



MTSS INTERVENTIONS/CONSEQUENCES (IN ADDITION TO LEVELS 1 AND 2)

These interventions may involve the short-term removal of a student from the school environment because of the severity of the behavior. The duration of the short-term suspension, if issued, is to be limited as much as practicable while adequately addressing the behavior. Staff should use these responses in a graduated fashion.

EXAMPLES OF LEVEL 3A/3B INTERVENTIONS/CONSEQUENCES*

- Consultation Request to Student Support Team
- SAIG small group counseling
- Referral to substance abuse prevention
- Referral to Credit Recovery Program
- Referral to Tier 3 Problem-Solving Team
- Revision to IEP
- Develop Functional Behavioral Assessment and Behavior Intervention Plan
- Immediate removal from classroom/location
- Level 3a: For grades 6-12, one to three days out of school suspension or up to five days if the student:
 - o Causes the initiation of a “lock down” emergency procedure
 - o Prevents large group of students from moving through halls
 - o Poses a serious threat to the safety of a large number of students
- Level 3b: Includes District hearing to request longterm suspension
- [Substance Abuse Intervention Program](#)
- Alternative placement
- Referral to outside community organizations
- Re-Entry procedures
- Restorative conferencing
- Referral to the Peer Accountability Council (PAC)
- For grades 3-5, if a student engages in pervasive or aggressive acts that threaten safety on school property, the school principal can request a district consultation within 24 hours to determine the most appropriate response up to and including out of school suspension.
- If a student in grades K-2 engages in pervasive or serious aggressive acts that cause injury or threaten children’s safety in the classroom, the principal can determine the most appropriate interventions up to and including out of school suspension. The principal must immediately provide written notification to the Superintendent’s Designee upon suspension. A suspension of more than two days requires a district consultation. In addition, an intervention plan should be developed. Parents must be invited to be directly involved in the development of the intervention plan to support their child.

** Preventions and interventions serve as examples and may not be utilized in every building.*

Level 3a Behavior Violations

- Assault – minor injury
- Computer/electronics misuse
- Discrimination, Harassment, Bullying - repeated
- Disruption, Major
- Fighting
- Forgery/falsification of documents
- Inappropriate contact of a sexual nature
- Reckless Endangerment
- Sex offenses
- Theft
- Use/possession of drugs
- Use/possession of alcohol
- Persistent Level 2 behaviors

Level 3b Behavior Violations

- Arson
- Assault with serious bodily injury
- Bomb Threat
- Burglary
- Discrimination, Harassment, Bullying - repeated
- Disruption, Major
- False Alarm
- Hitting a teacher or staff member
- Kidnapping
- Possession of drugs or sale of drugs
- Possession of weapon, firearms, combustibles
- Reckless endangerment
- Riot
- Robbery
- Selling tobacco or alcohol
- Sex offenses
- Threats of school violence
- Persistent Level 3a behaviors

BEHAVIORAL EXPECTATIONS, VIOLATIONS & CONSEQUENCES

Reporting Violations

All students are expected to promptly report violations of the Code of Conduct to district staff. 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, the superintendent, district and/or school security staff member, and/or school resource officer.

All authorized district staff have the authority to investigate any alleged violation of above stated incidents including searches and interrogation (see Article XIII). Such searches may include the use of hand held breath test devices. 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 and document 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. All staff members must report to the school principal any incident which might constitute a crime or violation of the law.

Any weapon, alcoholic or illegal substance found shall be confiscated immediately, if possible. The parent of the student involved should then be notified and appropriate disciplinary action taken, if warranted, which may include permanent suspension and referral to the police.

The building principals or their designees may notify the appropriate local law enforcement agency and the office of the superintendent of those Code of Conduct violations that constitute a violation of the N.Y.S. Penal Code and substantially affect the order or security of a school as soon as practical. The notification must identify the student and explain the conduct that violated the Code of Conduct and constituted a violation of the N.Y.S. Penal Code. All violations of the Code of Conduct that constitute a felony must be reported to law enforcement.

Reporting Discrimination, Harassment and Bullying

Pursuant to Education Law Section 13, retaliation by a school employee or student shall be prohibited against any individual who, in good faith, reports or assists in the investigation of harassment, bullying, discrimination. Failure to report is considered a bystander activity.

Appropriate Bus Behaviors

It is crucial for students to behave appropriately while waiting at bus stops as well as when 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, fighting, and use of inappropriate language will not be tolerated. Only students with valid bus passes issued by the district Transportation Department have the privilege of riding on school buses. Parents may not board district school buses without permission.

Student Dress Code Philosophy

The Greece Central School District has established one student dress code to foster equity and ensure consistent enforcement in all schools. Our dress code is written in a manner that does not reinforce stereotypes and is meant to minimize reasons for conflict.

We believe:

- All students should be able to dress comfortably for school and engage in the educational environment without fear of unnecessary discipline or body shaming.
- Student dress code enforcement should not result in unnecessary barriers to school attendance. Therefore, students

shall not be prevented from attending school or school-sponsored activities because of appearance if style, fashion, or taste is the sole criterion for such action.

- Our focus should be on education.

Our student dress code aims to:

- Ensure that all students are treated equitably regardless of race, disability, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, political affiliation, household income, or body type/size.
- Allow students to wear religious attire without fear of discipline or discrimination.
- Allow students to wear clothing that expresses their self-identified gender.
- Promote social-emotional well-being.

- Maintain a safe learning environment in classes where protective or supportive clothing is needed, such as chemistry/biology (eye or body protection), dance (bare feet, tights/leotards), or physical education (athletic attire/shoes).

Students **MUST** wear:

- Clothing to cover private body parts with opaque (non-transparent) material, including:
- A shirt with fabric in the front, the back, and on the sides (under the arms)
- Bottoms (pants, jeans, shorts, leggings, sweatpants, skirts, dresses, etc.)
- Shoes (sneakers, boots, sandals, flip-flops, slides, flats, heels, etc.)

Please Note: Students may be required to wear assignment-specific attire or shoes when doing so is part of the curriculum. For example, students may be asked to wear “professional” attire when making presentations to the class.

Students **MAY** wear:

- Religious headwear
- Non-religious head coverings such as scarves, doo rags, headbands, sweatbands, and hats BUT the face must be visible to staff at all times
- Flannel or fleece pants
- Ripped jeans
- Outerwear
- Backpacks, bags, and purses
- Off-the-shoulder tops, halter tops, and tank tops - including those with spaghetti straps
- Waistbands, bra straps, and midriffs can be visible

Students **MAY NOT** wear:

- Apparel promoting products or activities that are illegal for use by minors
- Emblems, badges, symbols, signs, words, objects or pictures on clothing or jewelry communicating a message that is racist, sexist or otherwise derogatory, represents gang membership or affiliation, or approves, advances or provokes any form of religious, racial or sexual harassment and/or violence against other individuals
- Swimsuits, except as required by a class or athletic practice
- Any item that can be considered dangerous or could be used as a weapon
- Blankets over their clothes

- Sunglasses indoors
- A facemask and a hoodie with the hood up. It must be one or the other.

Student Dress Code Enforcement

Students should not be shamed when they are in violation of the code. Failure to comply with the student dress code should be enforced consistently with comparable behavior and conduct violations. Therefore, first incidents will fall into the Level 1 discipline category. Repeated incidents escalate to Level 2.

These dress code guidelines shall apply to regular school days and summer days as well as any school-related events and activities such as graduation ceremonies, dances, and prom. Student dress code requirements can only vary with administrative approval.

Technology, Media and Personal Devices

The Greece Central School District recognizes that effective use of technology is important to our students and will be essential to them as adults. Consequently, the district provides each student access to a Chromebook, a computer network and electronic communications systems for instructional purposes.

Students are expected to take care of their assigned Chromebook and may be held responsible for accidental or intentional damage or loss as posted on the Instructional Technology website. Intentional damage to a district is considered vandalism/destruction of property.

Students who are assigned a district Chromebook to use at home are expected to bring it to school each day fully charged and in working order. Students may not bring their own device to school to use as an alternative to their district assigned device and the District is not liable for the loss, damage, misuse, or theft of any personal electronic device.

Electronic devices, whether owned by the district of the user, or intended to be used in a manner consistent with the expectations of this Code of Conduct. The following activities and behaviors related to the use of electronic devices in schools are prohibited:

1. Using the District’s computer system to obtain, view, download, send, print, display or otherwise gain access to or to transmit materials that are unlawful, obscene, pornographic or abusive.
2. Harassing, insulting, bullying, threatening or attacking others.



3. Damaging, disabling or otherwise interfering with the operation of computers, computer systems, software or related equipment through physical action or by electronic means.
4. Using unauthorized software on the District's computer system.
5. Changing, copying, renaming, deleting, reading or otherwise accessing files or software not created by the student without express permission from the computer coordinator.
6. Violating copyright law, including the illegal file sharing of music, videos and software.
7. Using the District's computer system for non-educational, commercial purposes, product advertisement or political lobbying.
8. Disclosing an individual's password to others or using others' passwords.
9. Transmitting material, information or software in violation of any District policy or regulation, the District Code of Conduct, and/or federal, state and local law or regulation.
10. Revealing personal information about students or colleagues.
11. Accessing personal, interactive sites (including social media) unless under the direct supervision of a staff member. This includes the use of a student's personal cell phone or digital device to access such social networking sites.
12. Creating or using a website, blog, or social media platform to cause a substantial disruption in the school environment or interfere with the rights of others.
13. Using a digital device, electronic technology and/or media to facilitate cheating, plagiarism, etc.
14. Using electronic devices to create audio or video recordings of students or staff members without their consent.

The district reserves the right to review and update acceptable use guidelines for the use of district-provided and personal electronic devices at any time.

Personal devices such as cell phones, smart watches and earbuds* cannot be used during the school day. Elementary (grades PreK-5) students are required to

keep devices off and stowed away during the school day. Secondary students (grades 6-12) will be able to carry their devices with them but they must remain locked in a district-provided pouch for the duration of the school day. In emergency situations, a school administration can grant a student access to their phone. Any student found in possession of a tool used to tamper with a cell phone pouch will be subject to disciplinary action.

Student Attendance

The Board of Education, in compliance with State Education Law, requires that students regularly attend school on a full-time basis from the first day of session in September of the school year in which they become six years of age. Also in accordance with the State Education Law, the Greece Central School District encourages the enrollment of children who have turned five on or before December 1st. Students must be enrolled through the last day of the school year in which they become sixteen years of age, unless they have completed a four-year high school course of study. Students may attend a school other than a public school or receive home instruction, provided the instruction is equivalent to that given in the public schools.

The Board of Education believes that regular attendance is a critical factor in student academic success. It is the district's responsibility to work collaboratively with families to assist with identifying and removing barriers to regular attendance and to communicate to families the importance of regular attendance.

The excused and unexcused absence list can be found in board policy or the attendance manual for staff.

Student Driving Privileges

Students who have a valid need to drive to school on either a regular or short-term basis must submit a completed application signed by a parent or guardian, and obtain a parking permit from their Assistant Principal. Driving to school is a privilege. In order for a student to maintain these privileges, he or she must:

- Possess a valid New York State driver's license

- Be properly insured in accordance with New York State requirements
- Display the student parking sticker as required
- Park only in the designated student parking areas, on school property
- Observe all rules and regulations for the safe operation of a motor vehicle including all posted speed limits.
- Parking space is limited. Failure to park in approved student parking areas may result in the towing of the student's vehicle from school premises at the owner's expense.

Ensure you are driving in a safe manner at all times or disciplinary action can be taken per discipline guidelines.

No student at any time may obstruct vehicular or pedestrian traffic on school/district property.

Substance Violations

It is prohibited to be smoking or possessing a cigarette, electronic cigarette, cigar, pipe, drug paraphernalia or using or possessing chewing or smokeless tobacco or nicotine, possessing, consuming, selling, distributing, or exchanging alcoholic beverages, any form of cannabis (marijuana), or illegal substances, or being under the influence of either. "Illegal substances" include, but are not limited to: inhalants, synthetic cannabinoids (synthetic marijuana), cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, and any substances commonly referred to as "designer drugs."

Inappropriately using, selling, sharing or giving prescription and over the counter drugs is also prohibited.

Any student found in possession of nicotine, alcohol, cannabis (marijuana) or other illegal substances will be referred to a substance abuse counselor for intervention and will be subject to disciplinary consequences that could include an in-school suspension, or out-of-school suspension depending on the nature of the violation.

**Earbuds may be used with a district-provided Chromebook for instructional purposes only.*

DISCIPLINARY PROCEDURES & CONSEQUENCES

A. Public Conduct on School Property

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

The restrictions of public conduct on school property and at school functions contained in this Code of Conduct 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 of Conduct is to maintain public order and prevent abuse of the rights of others. All persons on school property or attending a school function shall conduct themselves in a respectful and orderly manner. In addition, all persons on school property or attending a school function are expected to be properly attired for the purpose of which they are on school property.

1. Prohibited Conduct

No person, either alone or with others, shall:

- a. Intentionally injure any person or threaten to do so.
- b. Intentionally damage or destroy (including graffiti and arson) district property or the personal property of a teacher, administrator, other district employee, or any person lawfully on school property.
- c. Disrupt the orderly conduct of classes, school programs, or other school activities.
- d. 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.
- e. Use language that is inappropriate for a school community.
- f. Intimidate, harass, or discriminate against any person on the basis of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or age.
- g. Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed.
- h. Obstruct the free movement of any person in any place to which this Code of Conduct applies.
- i. Violate the traffic laws, parking regulations, or other restrictions on vehicles.
- j. Possess, consume, sell, distribute, or exchange alcoholic products or beverages, nicotine products, cannabis (marijuana) controlled substances, or be under the influence of either on school property or at a school function.
- k. Possess or use weapons in or on school property or at a school function, except in the case of law enforcement officers or except as specifically authorized by the school district.
- l. Loiter on or about school property.
- m. Gamble on school property or at school functions.
- n. Refuse to comply with any reasonable order of identifiable school district officials performing their duties.
- o. Willfully incite others to commit any of the acts prohibited by this Code of Conduct.
- p. Violate any federal or state statute, local ordinance, or Board policy while on school property or while at a school function.

2. Penalties

Persons who violate this Code of Conduct shall be subject to the following consequences:

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

B. Enforcement

The building principal/designee has the overall responsibility to ensure the Code of Conduct is enforced within their building. When the Code of Conduct is being violated, the prohibited conduct should be addressed and corrected. If the person refuses to correct the prohibited conduct, the person should be warned of the consequences. If the person's conduct poses an immediate threat, the person should be removed from school property or the school function. If necessary, local law enforcement 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 of Conduct.

C. Disciplinary Consequences

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

1. Oral warning – any member of the district staff
2. Written warning – any member of the district staff
3. Written notification to parent – any member of the district staff
4. Detention – teachers, assistant principals, principal, superintendent
5. Suspension from transportation – director of transportation, assistant principals, principal, superintendent
6. Suspension from athletic participation – coaches, athletic director, assistant principal, principal, superintendent
7. Suspension from social or extracurricular activities – activity director, assistant principal, principal, superintendent
8. Suspension of other privileges – assistant principals, principal, superintendent
9. Suspension or revocation of student's access to district computers and Internet connections – principal, assistant principal, or superintendent
10. In-school suspension – principal, assistant principal or 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

D. Disciplinary Procedures

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

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

1. **Detention**
Detention will be imposed as a consequence only after the student's parent/guardian has been notified to confirm that there is no parental objection to the consequence and the student has appropriate transportation home following detention.
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 by documenting the incident on a referral. Students who become a serious disciplinary problem may have their riding privileges suspended by the building principal or the superintendent or their designees. In such cases, the student's parent/guardian will become responsible for seeing that their 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/guardian will be provided with a reasonable opportunity for an informal conference with the building principal or the principal's designee to discuss the conduct and the consequence involved.
3. **Suspension from athletic participation, extracurricular activities and other privileges**

A student subjected to a suspension from athletic participation, extra-curricular activities or other privileges is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parent/guardian will be provided with a reasonable opportunity for an informal conference with the district official imposing the suspension to discuss the conduct and the consequence involved. Refer to Athletic Code of Conduct Agreement (Appendix C).

4. In-school suspension

The Board recognizes the school must balance the need of students to attend school and the need for a classroom environment that is 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." This "in-school suspension" program may entail an academic as well as counseling component.

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/guardian 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 consequence involved.

5. Teacher disciplinary removal of disruptive students/SAVE Legislation

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

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

Per SAVE legislation, a classroom teacher may remove a disruptive student from class for up to two days. The removal from class applies to the class of the removing teacher only. (Refer to glossary)

If a disruptive student doesn't pose a danger or on-going threat of disruption to the academic process, the teacher must provide the student with an explanation for why the student is being removed and an opportunity to explain the student's version of the relevant events before the student is removed. Only after the informal discussion may a teacher remove a student from class.

If the student poses a danger or ongoing threat of disruption, the teacher may order the student to be removed immediately. The teacher must, however, explain to the student why the student was removed from the classroom and give the student an opportunity to present the student's version of the relevant events within 24-hours.

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

Within 24-hours after the student's removal, the principal or another district administrator designated by the principal must notify the student's parents, in writing, that the student has been removed from class and why. The notice must also inform the parents that they have the right, upon request, to meet informally with the principal or the principal's designee to discuss the reasons for the removal.

Written notice must be provided to the parent/guardian by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the student's removal at the last known address for the 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 parents.

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

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

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

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

Principals or their designees may overturn a removal at any point between receiving the referral form issued by the teacher

and the close of business on the day following the 48-hour period for the informal conference, if a conference is requested. No student removed from the classroom by the classroom teacher will be permitted to return to the classroom until the principal makes a final determination, or the period of removal expires, whichever is less.

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

Teachers must keep a complete log (on a district provided form) for all cases of removal of students from their classes. The principal must keep a log of all removals of students from class.

Removal of a student with a disability, under certain circumstances, may constitute a change in the student's placement.

Accordingly, no teacher may remove a student with a disability from the student's class until the teacher has verified with the principal or the Committee on Special Education that the removal will not violate the student's rights under state or federal law or regulation.

6. Suspension from school

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

The Board retains its authority to suspend a student, but places primary responsibility for the suspension of a student with the superintendent and the building principals.

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

Upon receiving a recommendation/referral for suspension, or when processing a case for suspension, the principal or superintendent shall gather the facts relevant to the matter and record them for subsequent presentation, if necessary.

7. Provisions for Removal and Suspension

a. Short-term (5 days or less) suspension from school

When the principal or superintendent (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 parent/guardian 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 phone if the school has been provided with a telephone number(s) for the purpose of contacting the parent/guardian.

The notice shall provide a description of the charges against the student and the incident for which suspension is proposed and shall inform the parent/guardian 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 parent/guardian. At the conference, the parent/guardian shall be permitted to ask questions of complaining witnesses under such procedures as the principal may have established. 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 parent/guardian in writing of the principal's decision. The principal shall advise the parent/guardian that if they are not satisfied with the decision and wish to pursue the matter They may appeal to the Commissioner within 30 days of the decision.

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

When the superintendent or building principal determines that a suspension for more than five days may be warranted, the superintendent or building principal shall give reasonable notice to the student and the student's parents/guardians 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 testifying against the student and the right to present witnesses and other evidence on behalf of the student.

The superintendent shall personally hear and determine the proceeding or may, in the superintendent's 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. A record of the hearing shall be maintained, but no stenographic transcript shall be required. A tape recording shall be deemed a satisfactory record. The hearing officer shall make findings of fact and recommendations as to the appropriate measure of discipline to the superintendent. The report of the hearing officer shall be advisory only, and the superintendent may accept all or any part thereof.

An appeal of the decision of the superintendent may be made to the Board that will make its decision based solely upon the record before it. All appeals to the Board must be in writing and submitted to the District Clerk within 10 business days of the date of the superintendent's decision, unless the parents/guardians 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 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.

E. Minimum Periods of Suspension

For the safety of students and school staff, some behaviors call for a minimum period of suspension. The student and parent/guardian will be notified of the disciplinary action and given an opportunity for an informal conference for short-term suspensions or a hearing for long-term suspensions.

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

1. **Students who bring a weapon to school (Firearm)**

Any student found guilty of possession of a weapon (firearm) on school property, as defined by the federal Gun Free Schools Act of 1994 (20 USC §8921) or by Education Law §3214, will be subject to suspension from school for at least one calendar year and referred to law enforcement. 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 consequence, 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. Input from parents/guardians, teachers, and/or others
- f. Other extenuating circumstances

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

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

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

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

F. Referrals

1. **Counseling**

The Counseling Office shall handle all referrals of students to counseling and will work with site staff to refer families for support from social/human services, and outside agencies when necessary.

2. **Family Access and Connection Team (FACT)**

The district may request a Monroe County FACT referral for any student under the age of 18 who demonstrates that he or she

requires supervision or treatment by:

- a. Being habitually truant and not attending school as required by part one of Article 65 of the Education Law.
- b. Engaging in an ongoing or continual course of conduct which makes the student ungovernable, or habitually disobedient and beyond the lawful control of the school.

3. Juvenile Delinquents and Juvenile Offenders

- a. The superintendent is required to refer the following students to the County Attorney for a juvenile delinquency proceeding before the Family Court:
- b. Any student under the age of 18 who is found to have brought a weapon to school, or
- c. Any student 17 and under who qualifies for juvenile offender status under the Criminal Procedure Law §1.20 (42).
- d. The superintendent may refer students age 18 and older or any student 17 and under who qualifies for juvenile offender status to the appropriate law enforcement authorities.

G. 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.

H. Discipline of Students with Disabilities

The Board recognizes that it may be necessary to suspend, remove or otherwise discipline students with disabilities to address disruptive or problem behaviors. The Board also recognizes that students with disabilities are entitled to 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 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.

1. Authorized Suspension or Removal of Students with Disabilities

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

A “**student with a disability**” means a student who falls within one of the classifications set forth in the Individuals with Disabilities Education Act (IDEA) and Section 200.1(zz) of the Commissioner of Education regulations, and who, because of such classification, needs special education or related services. This also includes students who qualify as a student with a disability pursuant to Section 504 of the Rehabilitation Act, and who, because of such qualification, need a Section 504 Plan.

A “**student presumed to have a disability**” means a student who the school district is deemed to have knowledge was a student with a disability before the behavior that precipitated disciplinary action. This includes the District having knowledge that such student had a disability if prior to the time the behavior occurred:

- a. The parent of such student expressed concern in writing to supervisory or administrative personnel of the appropriate educational agency or to a teacher of the student that the student is in need of special education, provided that such expression of concern may be oral if the parent does not know how to write or has a disability that prevents a written statement; or
- b. The parent of the student requested a Committee on Special Education (CSE) or Section 504 evaluation of the student; or
- c. A teacher of the student, or other personnel of the District, has expressed specific concerns about a pattern of behavior demonstrated by the student, directly to the director of special education or to other supervisory personnel of the school district.

A student is not presumed to have a disability when:

- a. The parent of the student has not allowed a CSE or Section 504 evaluation of the student;
- b. The parent of the student has refused CSE or Section 504 services; or
- c. It was determined that the student is not a student with a disability as defined by the CSE or Section 504 Team.

Students presumed to have a disability are entitled to the same disciplinary protections as students with disabilities.

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; or a change in placement to an IAES ordered by the Superintendent for misconduct in which the student was found guilty at a long-term suspension hearing, but was determined to be a manifestation of the student’s disability, because the student inflicted serious bodily injury upon another person while at school, on school premises or at a school function; carries or possesses a weapon in school, on school premises 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, on school premises or at a school function.

An interim alternative educational setting “**IAES**” means a temporary educational placement for a period of up to 45 school 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.

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

- a. The Board, the District (BOCES) Superintendent of Schools, or a Building Principal may suspend a student with a disability 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, except when such short-term suspension will result in a change in placement as identified below.
- b. The Superintendent may suspend a student with a disability up to 10 consecutive school days, inclusive of any period in which the student has been suspended or removed under subparagraph (1) 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. Such suspension cannot be determined to result in a change in placement as identified below. Students with disabilities who are suspended for more than five consecutive school days pursuant to a finding of guilt at a Superintendent’s hearing shall be entitled to a manifestation determination review (“MDR”) at the second phase of that hearing. Should a manifestation be found at that MDR, the student is entitled to return to school immediately, even if the student has not served the full period of suspension.
- c. The Superintendent or Principal may order additional suspensions of not more than five 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. When a student with a disability is found guilty at a long-term suspension hearing and the misconduct is determined to be a manifestation of the student’s disability by the MDR team, the Superintendent may order the placement of a student with a disability in an IAES to be determined by the CSE for the same amount of time that a student without a disability would be subject to discipline, but not more than forty-five (45) days, if the student inflicts serious bodily injury, 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 same of a controlled substance while at school or a school function.
 - 1) “**Serious bodily injury**” means bodily injury which involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement or protracted loss or impairment of the function of a bodily member, organ or mental faculty.
 - 2) “**Weapon**” means the same as “dangerous weapon” under 18 U.S.C. § 930(g)(w) which include “a weapon, device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury, except...[for] a pocket knife with a blade of less than 2 ½ inches in length.”
 - 3) “**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.
 - 4) “**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 of any other federal law.

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/her current educational placement poses a risk of harm to the student or others. Placement in an IAES by an impartial hearing officer would require the District to first initiate an impartial due process hearing. Placement in an IAES for an impartial hearing officer does not require student disciplinary proceedings.

I. Change of Placement Rule for Students with Disabilities

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 nature of the conduct/behavior that resulted in suspension or removal, the length of each suspension or removal, the total amount of time the student is removed and/or 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 (as described above, based on the nature of the conduct/behavior for each suspension/removal, the length of each suspension/removal, the total amount of time the student is removed, and the proximity of the suspensions or removals to one another) unless a manifestation determination review is first conducted and no manifestation is found according to the procedures below.** 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 MDR has determined that the behavior was not a manifestation of the student's disability. Students whose behavior was determined to be a manifestation of their disability may be placed in an IAES by the Superintendent according to the requirements provided above when their behavior involves serious bodily injury, weapons, illegal drugs, or controlled substances. Students may also be placed in an IAES by an impartial hearing officer as a result of an impartial due process hearing according to the procedures provided above when the student's current educational placement poses a risk of harm to the student or others.

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

1. **The district's Committee on Special Education shall:**
 - a. Conduct a review of all relevant information related to the student's conduct and the student's disability to determine whether the student's conduct is a manifestation of the disability. Such review must be made immediately, if possible, but in no case later than 10 school days after:
 - 1) A decision is made by the Superintendent of Schools to change the placement of a student to an interim alternative educational setting; or
 - 2) a decision is made by an impartial hearing officer to place a student in an interim alternative educational setting; or
 - 3) a decision is made by the Board of Education, Building Principal or Superintendent to impose a suspension that constitutes a disciplinary change in place.
 - b. The MDR team will determine whether the conduct in question was caused by or had a direct and substantial relationship to the student's disability or the conduct in question was the direct result of the District's failure to implement the student's IEP or Section 504 Plan.
 - c. For students with disabilities who are found guilty of misconduct at a Superintendent's disciplinary hearing for a long-term suspension, the MDR will be conducted during phase two of the hearing.
2. **The District's Committee on Special Education/Section 504 Team shall, for students whose misconduct is determined by the MDR team to be a manifestation of the student's disability:**
 - a. Conduct a functional behavioral assessment and implement a behavioral intervention plan; or
 - b. If a functional behavioral assessment has already been conducted and a behavioral intervention plan has already been implemented, meet to review such plan and its implementation and modify the plan and its implementation as necessary, to address the behavior that was related to the student's misconduct.
3. **Procedures for students presumed to have a disability:**
 - a. The parents of a student who is facing disciplinary action, but who has not been determined to be eligible for special education or Section 504 services at the time of the 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 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 before the behavior occurred, the student will be considered a student presumed to have a disability for discipline purposes.
 - b. The District shall be deemed to have knowledge that such student had a disability if prior to the time the behavior occurred:
 - 1) the parent of such student has expressed concern in writing to the Director of Pupil Personnel Services or CSE/Section 504 Chairperson or to a teacher of the student that the student is in need of special education or Section 504 accommodations, provided that such expression of concern may be oral if the parent does not know how to write or has a disability that prevents a written statement; or
 - 2) the parent of the student has requested a CSE or Section 504 evaluation of the student; or
 - 3) a teacher of the student, or other personnel of the District, has expressed specific concerns about a pattern of behavior demonstrated by the student, directly to the Director of PPS or CSE Chairperson of the District or to other supervisory personnel of the District in accordance with the District's established child find or special education referral system.
4. **A student is not a student presumed to have a disability for discipline purposes if:**
 - a. the parent of the student has not allowed an evaluation of the student; or
 - b. the parent of the student has refused CSE or Section 504 services; or

- c. it was determined that the student is not a student with a disability pursuant to state and federal laws and regulations.

5. Students presumed to have a disability are entitled to the same disciplinary protections as students with disabilities.

Parents will be notified of disciplinary removal upon the date the decision is made and shall be provided the Procedural Safeguards Notice. The parents of a student with a disability subject to a suspension of five (5) consecutive school days or fewer shall be provided with the same opportunity for an informal conference available to parents of students without disabilities under the Education Law. The removal of a student with a disability other than a suspension or placement in IAES shall be conducted in accordance with the due process procedures applicable to such removals of students without disabilities, except that school personnel may not impose such removal for more than ten (10) consecutive days or for a period that would result in a disciplinary change in placement, unless the MDR team has determined that the behavior is not a manifestation of the student's disability. During any period of suspension or removal, including placement in an IAES, students with disabilities shall be provided services to the extent required under IDEA.

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.

K. Expedited Due Process Hearings for Students with Disabilities

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/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/her current educational placement during such proceedings.
 - b. The parent requests such a hearing from a determination that the student's behavior was not a manifestation of the student's disability, or relating to any decision regarding placement, including but not limited to any decision to place the student in an IAES.
 - 1) During the pendency of an expedited due process hearing or appeal regarding the placement of a student in an IAES for behavior involving weapons, illegal drugs or controlled substances, or on grounds of dangerousness, or regarding a determination that the behavior is not a manifestation of the student's disability for a student who has been placed in an IAES, the student shall remain in the IAES pending the decision of the impartial hearing officer or until expiration of the IAES placement, whichever occurs first, unless the parents and the District agree otherwise.
2. **The District shall arrange for the expedited due process hearing according to the following time period, unless the parent and the District mutually agree in writing to waive the resolution meeting or agree to use mediation:**
 - a. A resolution meeting shall occur within seven (7) days of receiving notice of the due process complaint.
 - b. The expedited due process hearing may proceed unless the matter has been resolved to the satisfaction of both parties within fifteen (15) days of receipt of the due process complaint.
 - c. The expedited due process hearing shall occur within twenty (20) school days of the date the complaint requesting the hearing is filed.
 - d. The impartial hearing officer shall make a determination within ten (10) school days after the hearing.

No extension to an expedited impartial hearing timeline may be granted.

L. Referral to Law Enforcement and Judicial Authorities for Students with Disabilities

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

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

M. Corporal Punishment

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

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

1. **Protect oneself, another student, teacher, or any person from physical injury**

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

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

N. Searches and Interrogations

The Board of Education is committed to ensuring an atmosphere on school property and at school functions that is safe and orderly. To achieve this kind of environment, any school official authorized to impose a disciplinary consequence 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/guardian before questioning the student. However, school officials will tell all students why they are being questioned.

In addition, the Board authorizes the superintendent, building principals, assistant principals, the school nurse, and district security officials to conduct searches of students and their belongings if the authorized school official has reasonable suspicion to believe that the search will result in evidence that the student violated the law or the district Code of Conduct. A student who leaves the building may be searched upon return. Students who refuse to be searched are considered insubordinate and subject to consequence.

An authorized school official may conduct a search of a student's belongings that is minimally intrusive, such as touching the outside of a book bag, without reasonable suspicion, so long as the school official has a legitimate reason for the very limited search.

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

Before searching a student or the student's belongings, the authorized school official should attempt to get the student to admit that the student possesses physical evidence that the student violated the law or the district Code of Conduct, or get the student to voluntarily consent to the search. Searches will be limited to the extent necessary to locate the evidence sought. Students that refuse to be searched are considered insubordinate and will be subject to consequence. Parents do not need to be notified before a search is conducted, but will be contacted afterward and informed of the outcome.

Whenever practical, searches will be conducted in the privacy of administrative offices and students will be present when their possessions are being searched. Searches will be conducted in the presence of two adults whenever possible.

1. Student Lockers, Desks, and Other School Storage Places

The rules in this Code of Conduct regarding searches of students and their belongings do not apply to student lockers, desks and other school storage places. Students have no reasonable expectation of privacy with respect to these places and school officials retain complete control over them. This means that students' 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. Students are responsible for the contents of their lockers.

2. Strip Searches

Under no circumstances will any school personnel conduct a strip search of any other person. For the purposes of this section, requiring the removal of an outer coat or jacket, or shoes and socks, shall not constitute a strip search. In the unlikely event that such a thorough search is warranted, the police should be summoned to the scene.

3. Documentation of Searches

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

- a. Name, age, and grade of student searched
- b. Reasons for the search
- c. Name of any informant(s)
- d. Purpose of search (that is, what item(s) were being sought)
- e. Type and scope of search
- f. Persons conducting searches and their titles and positions
- g. Witnesses, if any, to the search
- h. Time and location of search

- i. Results of search (that is, what item(s) were found)
- j. Disposition of items found
- k. Time, manner, and results of parental notification

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

4. Interrogation of Students Suspected of Possession or Consumption of Alcohol/Illegal Substances

All authorized district staff have the authority to investigate the suspected consumption or use of alcohol or illegal substances on school property or at a school function. Such investigations may include (but are not limited to):

- Searching student lockers, desks, and other storage spaces
- Searching student clothing
- Questioning students
- Conducting prescreening tests (e.g. examining coordination, mannerisms, speech) and
- Using hand-held breathe test devices

5. Police Involvement in Searches and Interrogations of Students

District officials are committed to cooperating with police officials and other law enforcement authorities to maintain a safe school environment. Police officials 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:

- a. A search or an arrest warrant or other court order authorizing the student's removal; or
- b. Probable cause to believe a crime has been committed on school property or at a school function; or
- c. Been requested by school officials to investigate a reported or suspected crime.

In the case of a police officer presenting a search or other warrant, the building principal or designee shall first attempt to inform the parent/guardian of the police demand to search if the parent/guardian cannot be contacted prior to a police search, the parent/guardian shall be informed of the search in writing by the building principal as soon thereafter as is practicable. The building principal or designee shall be present during any police search or questioning of a student.

Unless an immediate health or safety risk exists, if the police wish to speak to a student without a warrant they should take the matter up directly with the student's parent/guardian.

When the police are investigating a reported or suspected crime on school grounds or at a school function, school officials should work cooperatively with police officials to ensure compliance with the law concerning their questioning of students or searching of any student's person or property. School officials are not authorized to give consent to police questioning of students under the age of 16 (Family Court Act § 305.2). Police questioning of students under 16 considered as suspects should not be done without notifying the parent/guardian and obtaining consent. The decision as to when and how to notify parent/guardian should be made as a result of consultation between police and school officials.

6. 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 (CPS) when they have reasonable cause to suspect that a student has been abused or maltreated, the district will cooperate with local Child Protective Services workers who wish to conduct interviews of students on school property relating to allegations of suspected child abuse, and/or neglect, or custody investigations.

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

A Child Protective Services worker may not remove a student from school property without a court order, unless the worker reasonably believes that the student would be subject to danger of abuse if the student 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 parent/guardian consent.

7. Searches of Student Vehicles:

An authorized school official may search a student's unlocked vehicle on school grounds if the school official has reasonable suspicion to believe that the vehicle contains contraband in violation of the law or this Code of Conduct. A trunk is considered unlocked if the passenger compartment is unlocked and the trunk lid can be released from within the passenger compartment. If the vehicle is locked, the school official should ask the student to unlock the vehicle. If the student refuses to unlock

the vehicle, the school official may either call the student's parent/guardian for permission to open the vehicle. If there is reasonable suspicion that the vehicle contains illegal contraband. Call the police if a student and/or a student's parent(s) refuse to open a locked vehicle to allow a search by school officials. If they remove the vehicle from school grounds to avoid the search, the student's parking privileges may be suspended or revoked as a consequence.

8. District Computer Equipment/Websites/E-mail Used by Any Person

No person using district faxes, computer equipment, software owned, leased or controlled by the district, or websites, e-mail or Internet access, etc. provided by the district has a reasonable expectation of privacy with respect to such equipment, software, websites, e-mail or Internet access provided by the district. No user shall use district equipment to engage in extensive or abusive non-business or non-academic projects or Internet searches, since such use tends to slow and/or compromise the system and make it less accessible for district educational and business operations. The district reserves the right to monitor the use of its equipment and software, and to monitor e-mail, websites and Internet access, etc. using school district equipment or on school property without prior notice or consent. Any use of such equipment or facilities which violates provisions of this Code of Conduct may result in both disciplinary action and denial of prospective use of such equipment and of Internet access.

O. Visitors to the Schools

For safety and security reasons, visitors to the schools are limited during school hours. Schools are a place of work and learning. The building principal (or designee) is responsible for all persons in the building and on the grounds. For these reasons, the following rules apply to visitors to the schools:

- Anyone who is not a regular staff member or student of a school will be considered a visitor.
- During school hours, visitors to a school must report to the designated point of entry upon arrival (each school has only one point of entry). Each school's point of entry is monitored by security or a staff member. A visitor management system is in use at all Greece Central School District schools. All visitors are required to present a valid form of government issued identification that includes a photo each time they visit a school. The presented identification will be scanned into the visitor management system and the visitor will be provided with a pass for the building that they must wear at all times.
- Visitors attending school functions after hours or that are open to the public, such as parent/teacher organization meetings or public gatherings, are not required to register.
- Parents and/or guardians who wish to speak to a teacher, assistant principal or principal, should make an appointment before visiting the schools.
- For safety and security reasons, parents and/or guardians who arrive without an appointment will most likely not be admitted to the school and will be directed to make an appointment.
- Any unauthorized person on school property will be reported to the principal (or designee). Unauthorized persons will be asked to leave. The police may be called if the situation warrants.
- All visitors are expected to abide by the rules for public conduct on school property as contained in the district's Code of Conduct.

P. Dissemination and Review

1. Dissemination of Code of Conduct

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

- a. Providing copies of an abridged Code of Conduct to all students at the beginning of each school year.
- b. Making copies of the Code of Conduct available to all parents/guardians at the beginning of the school year.
- c. Mailing a summary of the Code of Conduct to all parents/guardians of district students before the beginning of the school year and making this summary available later upon request.
- d. Providing all current teachers and other staff members with a copy of the Code of Conduct and a copy of any amendments to the Code of Conduct as soon as practicable after adoption via an online link.
- e. Providing all new employees with a copy of the current Code of Conduct when they are first hired.
- f. Making copies of the Code of Conduct available for review by students, parents/guardians and other community members.

The Board of Education will review this Code of Conduct and update it as necessary. The Board may appoint an advisory committee to assist in reviewing the Code of Conduct and the district's response to Code of Conduct violations. The committee will be made up of representatives of student, teacher, administrator, and parent organizations, school safety personnel, and other school personnel. Before adopting any revisions to the Code of Conduct, the Board will hold at least one public hearing at which school personnel, parents/guardians, students and any other interested party may participate. The Code of Conduct and any amendments to it will be filed with the Commissioner no later than 30 days after adoption.

APPENDIX A: GLOSSARY OF TERMS

For purposes of this Code of Conduct, the following definitions apply:

Biased-related conduct — behavior that is motivated by a target/victim's race, color, creed, national origin, gender (including gender identity), sexual orientation, age, marital or partnership status, family status, disability, alienage, or citizenship status.

Bullying — a form of unwanted, aggressive behavior that involves, but not limited to, a real or perceived power imbalance and that is repeated, or has the potential to be repeated, over time. Bullying is not accidental.

Please note: The following “elements of bullying” do not solely determine whether an incident is material:

- Imbalance of power: An imbalance of power involves the use of physical strength, popularity, or access to embarrassing information to hurt or control another person.
- Repetition: Bullying typically repeated, occurring more than once or having the potential to occur more than once.
- Intent to Harm: The person bullying has the goal to cause harm.

Bystander — Encouraging/permitting, failing to confront/prevent/report or remove oneself from situations where others are fighting, being harassed, destroying property, using substances, or being bullied in person or online.

Color — complexion tint or skin pigmentation. Color discrimination can occur within the same racial or ethnic group.

Controlled substance — According to Title 21 United States Code (USC) Controlled Substances Act, Subchapter 1, Part A, §802 (6), “The term “controlled substance” means a drug or other substance, or immediate precursor, included in schedule I, II, III, IV, or V of part B of this subchapter. The term does not include distilled spirits, wine, malt beverages, or tobacco, as

those terms are defined or used in subtitle E of the Internal Revenue Code of 1986.”

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.

Dignity Act Coordinator — an employee designated by the Board who ensures full compliance with the Dignity for All Students Act and also refers to a designated coordinator in every school who coordinates and manages all written documentation, processing, school actions and interventions involved in enforcing the Dignity for All Students Act.

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

Discrimination — discrimination against any student by a student or students and/or employee or employees on school property or at a school function such as, for example, the denial of equal treatment, admission, and/

or access to programs, facilities, and services including but not limited to, discrimination based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity) or sex.

Disciplinary or Referral Action — for purposes of reporting, a consequence (7) assigned based on the violation of the school's code of conduct and reported under one of the following:

- *Counseling or Treatment Programs:* For purposes of reporting, referrals to counseling or treatment programs are formal multi-session interventions, provided by certified or licensed professionals, aimed at reducing risk factors linked to the identified problem area(s) (i.e. drug/alcohol rehabilitation programs, anger management programs, etc.)
- *Teacher Removal:* is the removal of a disruptive pupil from the teacher's classroom pursuant to the provisions of Education Law §3214(3-a).
- *In-School Suspension:* is a removal from instruction and/or activities in the same setting as class/age peers as a disciplinary purpose but remains under the direct supervision of school personnel.
- *Out-of-School Suspension:* a student is suspended from attending classes or being on school property. The student must receive his/her instruction during the period of suspension, in an alternate setting, separate from the school which his/her class/age peers attend.
- *Involuntary transfer to an Alternative Placement:* is the removal from instruction within the same school building as class/age peers as a disciplinary measure, and assignment to an alternate setting to receive in-

structional services. This could also include alternate (i.e. condensed) hours.

- **Community Service:** when a school/district determines work that is assigned without pay to help a community.
- **Juvenile Justice or Criminal Justice System:** when the school is aware that a student, under the supervision of juvenile justice of the criminal justice system, engages in an incident that may rise to the level of a criminal offense, the school reports the incident to the juvenile justice system for intervention.
- **Law Enforcement:** when a student engages in an incident that occurs on school grounds, during school-related events, or while on school transportation, and the incident may rise to the level of a criminal offense, the school reports the incident to any law enforcement agency or official, according to law enforcement procedures.
- **School-related arrests:** refers to an arrest of a student for any activity conducted on school grounds, during off campus school activities (including while taking school transportation), or due to a referral to law enforcement by any school official.

Discipline — a system of rules of conduct, training, practice and instruction that supports and sustains positive behaviors and self-discipline.

Disruptive student — 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.

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

Employee — 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 Nine B of Article Five 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 (Education Law §11[4] and 1125[3]).

Ethnic Group (Ethnicity) — an affiliation with a particular group, country or area of origin (distinct from citizenship or country of legal nationality), race, color, language, religion, customs of dress or eating, tribe or various combinations of these characteristics.

Gang-Related — when an incident involves one or more than one offender, known to be a member of an organized group, or gang, which is characterized by turf concerns, symbols, special dress, and/or colors that engages students in delinquent or illegal activity.

Gambling — student engages in betting money or wagering items of value on the outcome of a game, contest or other event.

Gender — actual or perceived sex and includes a person's gender identity or expression (Education Law §11[6]).

Group-Related — an incident is group-related if it is several individuals that assemble for the purpose of engaging in or contributing to actions that occur during the incident.

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.

Illegal drugs — a controlled substance except for those legally possessed or used under any other authority under the Controlled Substances Act or any other federal law, used under the supervision of a licensed health-care professional or that is legally possessed.

Material Incident of Discrimination, Harassment, and Bullying (excluding Cyberbullying) — A single verified incident or a series of related verified incidents where a student is subjected to (verbal and non-verbal) harassment, bullying, and/or discrimination by a

student and/or employee on school property or at a school function.

In addition, such term shall include a verified incident or series of related incidents of harassment or bullying that occur off school property, as defined in Commissioner's regulation §100.2(kk)(1)(viii). Such conduct shall include, but is not limited to, 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. Commissioner's regulation 100.2(kk)(1)(vii) provides that harassment or bullying means the creation of a hostile environment by conduct, threats, intimidation, or abuse that either: (a) has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional and/or physical well-being, including conduct, threats, intimidation, or abuse that reasonably causes or would reasonably be expected to cause emotional harm; or (b) reasonably causes or would reasonably be expected to cause physical injury to a student or to cause a student to fear for his or her physical safety.

Such definition shall include acts of harassment or bullying that occur on school property, at a school function, or off school property where such act creates or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property. For the purposes of this definition the term "threats, intimidation or abuse" shall include verbal and non-verbal actions.

Multi-Tiered System of Supports (MTSS) — a systemic, continuous improvement framework in which data-based problem-solving and decision making for supporting students is practiced across all levels of the educational system (such as academics, social and emotional learning, behavioral learning, and attendance).

National origin — is an individual's country of birth, country of origin, or the country of origin of an individual's family or spouse.

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

Positive Behavioral Interventions and Supports (PBIS) — a schoolwide three-leveled framework of universal expectations, shared language, and common policies and practices that support a safe, civil, disciplined, and orderly school climate and positive student behavior through the promotion of social and emotional competence and habits of self-discipline and prevention of inappropriate, unacceptable, and unskillful behaviors (Level 1); targeted interventions for students who meet specific criteria and conditions associated with specific interventions (Level 2); and more intensive and individualized interventions for students with high needs who are at greatest risk for healthy development and school success (Level 3). For more information about Positive Behavior Interventions and Supports, please contact your school.

Race — the groups to which individuals belong, identify with, or belong in the eyes of the Community.

Religion — religious or spiritual belief of preference, regardless of whether this belief is represented by an organized group or affiliation having religious or spiritual tenets.

Religious Practices — religious observances or practices that may include attending worship services, praying, wearing garb or symbols, displaying religious objects, adhering to certain dietary rules, proselytizing or other forms of religious expression, and/or refraining from certain activities.

SAVE Legislation — SAVE Legislation govern safety and orderliness in New York's public school. SAVE stands for Schools Against Violence in Education and is the legislation that mandates school safety plans.

School Bus — 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 or the transportation of

pupils, children of pupils, teachers and other persons acting in a supervisory capacity to or from school or school activities (Education Law §11[1] and Vehicle and Traffic Law §142).

School function — means a school-sponsored or school-authorized extracurricular event or activity, regardless of where such activity takes place, including any event or activity that may take place in another state. (Education Law §11(2), 8 NYCRR 100.2(gg)(1)(ii) and (kk) (1)(ii))

School property — in or within any building, structure, athletic playing field, playground, parking lot, or land contained within the real property boundary line of a public elementary or secondary school, or in or on a school bus, as defined in Education Law §11[1] and Vehicle and Traffic Law §142 or other district-provided transportation. "School property" may also include all property owned or leased by the district, and all property used by the district to conduct its programs, activities, sporting events or school functions (including those held at non-district schools).

Sex — is the biological and physiological characteristics that define men and women.

Sexting — is described as the sending, receiving, or forwarding of sexually suggestive nude or nearly nude photos through text messages or email.

Sexual Orientation — actual or perceived heterosexuality, homosexuality, or bisexuality (Education Law §11[5]).

Target/Victim — refers to a person who has been mistreated and/or injured, or the individual affected by the incident. The target can be identified as a student, staff, or other.

Violent student — a student under the age of 21 who:

- Commits or attempts to commit, while on school property or at a school function, an act of violence upon another student or school employee or any other person lawfully on school property or at the school function.
- Possesses a weapon while on school property or at a school function.

- Displays, while on school property or at a school function, what appears to be a weapon.
- Threatens, while on school property or at a school function, to use a weapon.
- Knowingly and intentionally damages or destroys the personal property of any student, school employee or any person lawfully on school property or at a school function.
- Knowingly and intentionally damages or destroys school district property.

Weapon — a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or bodily injury. For purposes of this Code of Conduct, weapons are the following items, including, but not limited to:

- Firearm, a rifle, shotgun, pistol, handgun, silencer, electronic dart gun, stun gun, machine gun, air gun, spring gun, BB gun, or paint ball gun; a switchblade knife, gravity knife, pilum ballistic knife, cane sword, dagger, stiletto, dirk, razor, box cutter, metal knuckle knife, utility knife, or any other dangerous knife; a billy club, blackjack, bludgeon, chukka stick, or metal knuckles; a sandbag or sand-club; a sling shot or slungshot; a martial arts instrument, including, but not limited to, a kung fu star, ninja star, nun-chuck, or shirken; an explosive, including but not limited to, a fire-cracker or other fireworks; a deadly or dangerous chemical, including, but not limited to, a strong acid or base, mace, or pepper spray; an imitation gun that cannot be easily distinguished from a real gun; loaded or blank cartridges or other ammunition; or any other deadly or potentially dangerous object that is used with the intent to inflict injury or death.
- A weapon also means any other device, instrument, material, or substance that can cause physical injury or death-under the circumstances in which it is used, attempted to be used, or threatened to be used. This would also include matches or lighters when used, or attempted to be used, to injure another student.

APPENDIX B:

DISCIPLINE BEHAVIORS AND

GUIDELINES FOR DISCIPLINARY

RESPONSE

Locations

The following categories will be the only choices for inputting into Infinite Campus (IC). If you would like to have a more detailed description of where an event occurred, please enter that into the description section. Also enter on school property, on school transportation and at a school event.

Location	Location Code	Definition
Art Room	Art	The area used for art classes and activities.
Bathroom/Restroom	Bathrm	Areas used by students for taking care of personal needs.
Bus	Bus	The area inside the bus.
Bus Loading Zone	Bus zn	The area used for bus loading and unloading.
Cafeteria	Café	The area used for breakfast and lunch.
Classroom	Class	Areas used for instructional purposes.
Commons/Common area	Common	Areas shared by students and staff for specific activities.
Computer Lab	Comp	Areas used for group computer classes and activities.
Gym	Gym	Areas used for physical education activities.
Hallway/Breezeway	Hall	Areas designated for passing from one activity/class to another.
Library	Library	The area designated for research and study.
Locker Room	Locker rm	The area used by students to prepare for and completing physical education classes and/or sporting events.
Music Room	Music rm	The area used by students for music activities e.g., music class, choir, band.
Off-Campus		An area beyond the property boundary of the school and not affiliated with a school activity.
Office	Office	The area used by school staff for primary school business and management.
Parking Lot	Park lot	Areas used for parking vehicles during school hours.
Playground	Plygd	The outside area used for recess breaks.
Special Event/ Assembly/ Field Trip		Special event areas used for infrequent activities that occur in and/or out of school.
Stadium		Area used for athletic/special events.
Unknown Location	Unknown	The location of problem behavior event is not known or undetermined.
Vocational Room		The area of a school used for vocational classes and activities.

Note: Please refer to data entry guidelines regarding resolutions for IC.

Inappropriate and Disruptive Behaviors and Levels of Response

This appendix is to be used as a guide. Use lowest level indicated first. Please note that all consequence levels indicated in the table may move to a higher level if student behavior is persistent and/or increasing in severity.

The following is a chart of Minor and Major behaviors within Infinite Campus (IC). Use this as a general guide when entering into system. Please note the discipline guidelines are **not to be followed without consideration of individual students and circumstances**, but as a suggested framework. **Students with disabilities may be suspended only following requirements of state and federal law.** Please note that when entering into IC if there are multiple behaviors, the behavior must be put under **the most severe category ONLY** (see Appendix C).

Level 1 (Minor):	Level 2:	Level 3A:	Level 3B:
Classroom support and student support team may be appropriate when student has no prior incidents and interventions have not been put into place. 1LVL = Minor	Administration – may be appropriate when supports have been put in place in the classroom to address behavior but the behavior has continued to negatively affect the learning of the student and others.	Short Term Out of School Suspension – may be appropriate when interventions and supports have been put in place but the behavior is escalated (repeated incidents).	Request for Long Term Out of School Suspension – may be appropriate when student's behavior seriously affects the safety of others in the school.

The New York State Education Department requires school districts to track and report violent or disruptive incidents annually under the School Safety and Educational Climate (SSEC) reporting system. For information on which incidents require SSEC reporting, please see Section 10, which begins on page 51. Please note, any level may be reported to the local authorities.

IC Behavior Category	Definition	Level 1	Level 2	Level 3a	Level 3b
LEVEL 1 (MINOR) INCIDENTS					
Computer/Electronics Misuse (Minor)	Student engages in non-serious, but inappropriate (as defined by school) use of music/video players, camera, personal electronic devices and/or computer within classroom.	•			
Defiance/ Insubordination/ Non-Compliance (Minor)	Student engages in brief or low-intensity failure to follow directions or talks back	•			
Disrespect (Minor)	Student delivers low-intensity, socially rude or dismissive messages to adults or students.	•			
Disruption (Minor)	Student engages in low-level intensity, socially rude or dismissive messages to adults or students.	•			
Inappropriate Dress (Minor)	Student wears clothing that is near, but not within, the dress code guidelines defined by the school/district.	•			
Inappropriate Language (Minor)	Student engages in low-intensity instance of inappropriate language	•			
Physical Contact/ Physical Aggression (Minor)	Student engages in non-serious, but inappropriate physical contact. i.e. horseplay	•			
Property Misuse (Minor)	Student engages in low-intensity misuse of property.	•			
Tardy (Minor)	Student arrives more than 10 mins late to class or late to school at the start of the school day.	•			

IC Behavior Category	Definition	Level 1	Level 2	Level 3a	Level 3b
LEVEL 2, 3, 3a, 3b INCIDENTS					
Arson	Student plans and/or participates in malicious burning of property.				•
Assault	Intentionally or recklessly causing physical injury (not serious) to another person. Physical injury means impairment of physical condition or substantial pain. Physical injury includes, but is not limited to black eyes, welts, abrasions, bruises, black and blue marks, cuts not requiring stitches, and swelling. Substantial pain includes, but is not limited to, severe headaches, joint, or muscle pain. Intentionally hitting a teacher or other staff member is an automatic consequence level of 3b.			•	
Assault (SSEC)	Any act committed by a person 10 years of age or older which would constitute a felony under Article 120 of the Penal Law, taking into consideration the developmental capacity of the person to form the intent to commit such act, and where the school has referred the person to the police for the act reported.				•
Bomb Threat (SSEC)	Bomb threat is a telephoned, written, verbal or electronic message that a bomb, explosive, chemical, or biological weapon has been or will be placed on school property.				•
Burglary	Entering or remaining unlawfully on school property with intent to commit a crime.				•
Cheating	Student completes assignments or takes an examination or test in a dishonest way.		•		
Computer/ Electronics Misuse	Student engages in inappropriate (as defined by school) use of cell phone, music/video players, camera, computer, or other electronic device. Includes capturing recording or images of any person through the device in such a way that it is disruptive, or tampering with a cellphone pouch.		•	•	
Cyberbullying (SSEC)	Harassment or bullying that occurs through any form of electronic communication, (Ed. Law §11[8]) including, but not limited to, cell phones, computers, and tablets, or other communication tools, including social media sites, text messages, chat rooms, and websites.		•	•	•
Damage of Property	Student participates in an activity that results in destruction or disfigurement of property, causing intentional damage, including defacement of property.		•		
Defiance/ Insubordination/ Non-Compliance	Student engages in refusal to follow directions or talks back, including failure to comply during security screenings or searches. High intensity and/or repeated. Could lead to potential threat or harm to self or others.		•	•	

IC Behavior Category	Definition	Level 1	Level 2	Level 3a	Level 3b
Discrimination, Harassment and Bullying (excluding Cyberbullying) (SSEC)	<p>A single verified incident or a series of related verified incidents where a student is subjected to harassment, bullying, and/or discrimination by a student and/or employee on school property or at a school function. In addition, such term shall include a verified incident or series of related incidents of harassment or bullying that occur off school property, as defined in Commissioner's regulation §100.2(kk)(1)(viii). Such conduct shall include, but is not limited to, 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. Commissioner's regulation 100.2(kk)(1)(viii) provides that harassment or bullying means the creation of a hostile environment by conduct or by threats, intimidation or abuse that either: (a) has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional and/or physical well-being, including conduct, threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause emotional harm; or (b) reasonably causes or would reasonably be expected to cause physical injury to a student or to cause a student to fear for his or her physical safety. Such definition shall include acts of harassment or bullying that occur on school property, at a school function, or off school property where such act creates or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property. For the purposes of this definition the term "threats, intimidation or abuse" shall include verbal and non-verbal actions.</p> <p>Bullying is defined as a form of unwanted, aggressive behavior that involves a real or perceived power imbalance and that is repeated, or has the potential to be repeated, over time. Imbalance of power involves the use of physical strength, popularity, or access to embarrassing information to hurt or control another person.</p>		•	•	•
Disrespect	Student delivers socially rude or dismissive messages to adults or students (i.e. misleading or giving false information to staff, misleading or giving false information that leads to harm of another). High intensity and/or repeated.		•		
Disruption	<p>Level 2: Student engages in moderate-intensity disruptions that interrupt instruction and impede the learning environment.</p> <p>Level 3A: Student engages in high-intensity behavior causing disruption to the educational process, requiring staff resources and impacting the entire building. It heightens safety concerns, may be dangerous, and disrupts school operations, threatening the overall school environment.</p> <p>Level 3B: Student engages in high-intensity behavior causing significant disruption to the educational process, requiring extensive school and possible community intervention. Causes safety concerns, is dangerous, and disrupts school operations, threatening the overall school environment.</p>		•	•	•
False Alarm (SSEC)	Causing a fire alarm or other disaster alarm to be activated knowing there is no danger, or through false reporting of a fire or disaster.				•
Fighting	Involving physical contact and no physical injury. Striking, shoving, or kicking another person or subjecting another person to unwanted physical contact with intent to harass, alarm or seriously annoy another person, but no physical injury results. i.e. Hitting, punching, kicking, hair pulling, scratching, and fights that do not result in serious physical injury or physical injury are reported in this category). Intentionally hitting a teacher or other staff members is an automatic consequence level of 3b.		•	•	

IC Behavior Category	Definition	Level 1	Level 2	Level 3a	Level 3b
Forgery/ Falsification of documents	The student has signed a person's name without that person's permission. i.e. forgery of a pass			•	
Gambling	Student engages in betting money or wagering items of value on the outcome of a game, contest or other event.		•		
Gang Affiliation Display	Student uses gesture, dress, and/or speech to display affiliation with a gang.		•		
In an Unauthorized Area/ Out of Bounds Area (includes trespassing)	Student is in an area that is outside of school boundaries (as defined by the school), or leaving class without permission, or leaving school without permission or in an unauthorized area, or allowing access to campus (propping open doors). This also applies to students who are suspended or otherwise unauthorized to be on school property, as well as students who misuse driving privileges, including leaving campus without permission and obstructing vehicular or pedestrian traffic.		•		
Inappropriate Dress	Student wears clothing that does not fit within the dress code guidelines practiced by the school/district. Typically is major after incident occurs multiple times in minor category.		•		
Inappropriate Displays of affection	Student engages in inappropriate, consensual (as defined by school) verbal and/or physical gestures/contact, of a sexual nature to another student/adult.		•		
Inappropriate Physical Contact	<p>Level 1: Student engages in non-serious, but inappropriate contact (i.e., horseplay).</p> <p>Level 2: Student engages in inappropriate physical contact without injury or intent to cause injury; this includes repeated Level 1 behaviors or moderate disruptions that stop instruction, and the student does not respond to redirection.</p> <p>Level 3A: Student engages in physical contact that may result in minor injury, including persistent, escalating, targeted, inappropriate contact and disruption. This also includes striking, shoving, or kicking another person, or subjecting another person to unwanted physical contact with intent to harass, alarm, or seriously annoy (e.g., hitting, punching, kicking, hair pulling, spitting, scratching that do not result in serious physical injury).</p> <p>Level 3B: Student engages in physical contact with intent to cause significant injury, or actions that cause major disruption to the educational environment and school community. (e.g., hitting a teacher or other staff member)</p>	•	•	•	•
Kidnapping	To abduct as defined as Penal Law 135.00 a person, so as to retain such person with intent to prevent his or her liberation, by either: a) secreting or holding him or her in place where he or she is not likely to be found, or b) using or threatening to use deadly force.				•
Lying	Student delivers message that is untrue and/or deliberately violates rules.		•		
Obscene/Abusive Language	Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way. Includes abusive or obscene gestures		•		

IC Behavior Category	Definition	Level 1	Level 2	Level 3a	Level 3b
Other Sexual Offenses	Other non-consensual sex offenses involving inappropriate sexual contact, including, but not limited to, touching another student and/or school employee on a part of the body that is generally regarded as private, which includes, but is not limited to, the buttocks, breasts, and genitalia, removing another student's clothing to reveal underwear or private body parts, or brushing or rubbing against another person in a sexual manner. Other sex offenses shall also include, but not limited to conduct that may be consensual or involve a child who is incapable of consent by reason of disability or because he or she is under 17 years of age, provided that such term shall not include consensual sexual conduct involving only students, and/or non-students 18 years of age or under, unless at least one the individuals participating in the conduct is at least four years older than the youngest individual participating in this conduct.			•	
Plagiarism	Claims someone else's work as their own and/or use of technology including apps and Artificial Intelligence (AI) to generate work.		•		
Possession of combustibles	Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage (matches, lighters, gasoline, lighter fluid).				•
Possession, Use and Sale of Tobacco	Student is in possession of or is using tobacco or an electronic delivery device. Selling is an automatic consequence level of 3b.		•		•
Reckless Endangerment	Subjecting individuals to danger by recklessly engaging in conduct that creates a grave risk of death or serious physical injury, but no actual physical injury. If with a weapon, you must select the appropriate box in IC within this category. The following are examples of incidents that did not result in physical injury and should be reported as reckless endangerment: a.) Throwing an object at another student. The object must be capable of causing a grave risk of death or serious physical injury. A serious physical injury requires hospitalization or treatment in an emergency room and includes, but is not limited to, a bullet wound, a serious stab, or a puncture wound, fractured or broken bones or teeth, concussions, cuts requiring stitches and any other injury involving risk of death or disfigurement b.) Incidents involving a person choking another individual, including, but not limited to incidents where a student offender refuses to obey staff directives or interventions to stop choking his or her victim c.) Brandishing a weapon on a school bus threatening other students, bus driver and/or bus monitor with harm or injury d.) Driving a car erratically and recklessly in a school parking lot while other students, staff, or individuals are present. e.) Engaging in a behavior which can reasonably be construed as a threat of harm to persons (mental or physical), property, and/or school facilities.			•	•
Riot	Four or more persons simultaneously engaging in tumultuous and violent conduct and thereby intentionally or recklessly causing or creating a grave risk of physical injury or substantial property damage or causing public alarm.				•
Robbery	Forcible stealing of property from a person by using or threatening the immediate use of physical force upon that person.				•

IC Behavior Category	Definition	Level 1	Level 2	Level 3a	Level 3b
School Truancy	Illegal Absence. A child, whose parents expect him to be in school, and who does not attend for other than lawful reasons is truant. (http://www.p12.nysed.gov/sss/paps/attendance/attendance_Q-A.html)		•		
Sexual Offense (SSEC)	Any act committed by a person 10 years of age or older which would constitute a felony under Article 130 of the Penal Law, taking into consideration the developmental capacity of the person to form the intent to commit such act, and where the school has referred the person to the police for the act reported.				•
Skip Class	Student leaves or misses class without permission. Truant from detention or skipping class for more than half of the class. Use of progressive discipline model is recommended.		•		
Tardy	Student arrives late to school at the start of the school day or persistently arrives more than 10 minutes late to class. If students arrive later than half the class period, a referral should be entered for skipping.		•		
Theft	Unlawfully taking and carrying away of personal property with intent to deprive the rightful owner of property permanently or unlawfully withholding property from another.		•	•	
Threat of School Violence (Other than Bomb Threat or False Alarm) (SSEC)	A verbal, telephoned, written or electronic message of a threat of violence on school property or at a school related function.				•
Use, Possession and Sale of Alcohol (SSEC)	Illegally using, possessing, or being under the influence of alcohol on school property or at a school function. This includes possessing alcohol on a person, in a locker, a vehicle or other personal space; selling or distributing alcohol on school property or at a school function; and finding alcohol on school property that is not in the possession of any person.		•	•	•
Use, Possession and Sale of Drugs (SSEC)	Illegally using, possessing, or being under the influence of a controlled substance or cannabis (marijuana), on school property or at a school function, including having such substance on a person in a locker, vehicle, or other personal space; selling or distributing a controlled substance or cannabis, on school property; finding a controlled substance or cannabis, on school property that is not in the possession of any person; provided that nothing herein shall be construed to apply to the lawful administration of a prescription drug on school property. Use of progressive discipline model is recommended.		•	•	•
Weapons Possession	Possession of any weapon as defined in this Code of Conduct or possession of a dangerous instrument.			•	
Weapons Possession (SSEC)	An act committed by a person 10 years of age or older which would constitute a felony under Article 265.00 of the Penal Law taking into consideration the developmental capacity of the person to form the intent to commit such act, and where the school has referred the person to the police for the act. (See page 43 for a full description of what constitutes a weapon.)				•

APPENDIX C

SCHOOL SAFETY AND EDUCATIONAL CLIMATE (SSEC) REPORTING SYSTEM

The New York State Education Department requires school districts to track and report violent or disruptive incidents annually under the School Safety and Educational Climate (SSEC) reporting system. This appendix provides an overview of the incidents that require statewide reporting through SSEC.

Violent or disruptive incident — an incident that occurs on school property of the school district, board of cooperative educational services, charter school or county vocational education and extension board, and falls under one of these categories:

1. **Homicide** — any intentional violent conduct that results in the death of another person.
2. **Sexual Offense** — Any act committed by a person 10 years of age or older which would constitute a felony under Article 130 of the Penal Law, taking into consideration the developmental capacity of the person to form the intent to commit such act, and where the school has referred the person to the police for the act reported.
3. **Assault** — Any act committed by a person 10 years of age or older which would constitute a felony under Article 120 of the Penal Law, taking into consideration the developmental capacity of the person to form the intent to commit such act, and where the school has referred the person to the police for the act reported.

4. **Weapons Possession** — An act committed by a person 10 years of age or older which would constitute a felony under Article 265.00 of the Penal Law taking into consideration the developmental capacity of the person to form the intent to commit such act, and where the school has referred the person to the police for the act.

5a. **Material Incidents of Discrimination, Harassment and Bullying** (Excluding Cyberbullying)

A single verified incident or a series of related verified incidents where a student is subjected to harassment, bullying, and/or discrimination by a student and/or employee on school property or at a school function.(2) In addition, such term shall include a verified incident or series of related incidents of harassment or bullying that occur off school property, as defined in Commissioner's regulation §100.2(kk)(1)(viii). Such conduct shall include, but is not limited to, 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.

Commissioner's regulation 100.2(kk)(1)(viii) provides that harassment or bullying means the creation of a hostile environment by conduct or by threats, intimidation or abuse that either: (a) has or would have the effect of unreasonable and substantially interfering

with a student's educational performance, opportunities or benefits, or mental, emotional and/or physical well-being, including conduct, threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause emotional harm; or (b) reasonably causes or would reasonably be expected to cause physical injury to a student or to cause a student to fear for his or her physical safety. Such definition shall include acts of harassment or bullying that occur on school property, at a school function, or off school property where such act creates or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property. For the purposes of this definition the term "threats, intimidation or abuse" shall include verbal and non-verbal actions.(3)

- **Bullying** is defined as a form of unwanted, aggressive behavior that involves a real or perceived power imbalance and that is repeated, or has the potential to be repeated, over time.

Please note the following "elements of bullying" do not solely determine whether an incident is material.

- **Imbalance of power** is an imbalance of power involves the use of physical strength, popularity, or access to embarrassing information to hurt or control another person.

- **Repetition** — Bullying typically repeated, occurring more than once or having the potential to occur more than once.
 - **Intent to Harm** — The person bullying has the goal to cause harm. Bullying is not accidental.
 - **Discrimination** not specifically defined in the Dignity Act. However, it would include any form of discrimination against students prohibited by state or federal law such as, for example, the denial of equal treatment, admission, and/or access to programs, facilities, and services based on the person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity), or sex. It should be noted that Educational Law §3201 and 3201-a prohibit discrimination in the form of denial of admission into or exclusion from any public school on the basis of race, creed, color, national origin, and sex.
- 5b. **Cyberbullying** — is defined as harassment or bullying that occurs through any form of electronic communication, (Ed. Law §11[8]) including, but not limited to, cell phones, computers, and tablets, or other communication tools, including social media sites, text messages, chat rooms, and websites. (See definition of harassment or bullying as defined in 5a. and Commissioner's regulation 100.2(kk)(1)(viii))
6. **Bomb Threat** — a telephoned, written or electronic message that a bomb, explosive, or chemical or biological weapon has been or will be placed on school property.
7. **False Alarm** — causing a fire alarm or other disaster alarm to be activated knowing there is no danger, or through false reporting of a fire or disaster.
8. **Threat of School Violence** (Other than Bomb Threat or False Alarm) — a verbal, telephoned, written or electronic message of a threat of violence on school property or at a school related function.
9. **Use, Possession, or Sale of Drugs** — illegally using, possessing, or being under the influence of a controlled substance or cannabis (marijuana), on school property or at a school function, including having such substance on a person in a locker, vehicle, or other personal space; selling or distributing a controlled substance or cannabis, on school property; finding a controlled substance or cannabis, on school property that is not in the possession of any person; provided that nothing herein shall be construed to apply to the lawful administration of a prescription drug on school property.
10. **Use, Possession, or Sale of Alcohol** — illegally using, possessing, or being under the influence of alcohol on school property or at a school function. This includes possessing alcohol on a person, in a locker, a vehicle or other personal space; selling or distributing alcohol on school property or at a school function; and finding alcohol on school property that is not in the possession of any person.

APPENDIX D

GREECE CENTRAL SCHOOL DISTRICT STUDENT ATHLETIC CODE OF CONDUCT

As a student athlete in the Greece Central School District, I will:

- Attend all scheduled classes (must participate in physical education);
- Perform to the best of my ability, working hard for team success and personal success, while remembering that performing well and supporting teammates is more important than winning;
- Refrain from using, possessing, or being under the influence of alcohol or illegal drugs, delivery devices, or tobacco products since they are health hazards and detrimental to my physical and mental well-being, preventing me from performing at my best;
- Observe all training rules, curfews, and eligibility standards established by my school/coaches;
- Show respect for myself and my teammates;
- Show respect for teachers, coaches, administrators, and other school employees in my school, and for game officials and opposing athletes and coaches;
- Play the game fairly, strictly observing written rules and decisions of game officials and coaches;
- Be a role model of good conduct in school, at practice and games, and within the community because I am a highly visible member of the student body;
- Refrain from disrespectful, profane, and vulgar gestures and language;
- Attend all practices and games unless excused by my coach or Director of Athletics;
- Wear or use equipment issued by the Greece Central School District, or equipment meeting standards set forth by National Federation of State High School Associations guidelines;
- Respect facilities and equipment in our school and in schools I visit. I will not remove nor damage anyone's personal effects or athletic equipment; and
- Care for issued equipment and uniforms properly, returning all articles at the end of the season.

The consequences for breaking the Code of Conduct can range from a one game suspension to a year suspension, based on the nature of the misconduct, the level of severity, and the number of times it occurs.

Honesty Option Reduction

Student-athletes who admit to violations when questioned for the first time during the first interview will receive a lesser consequence compared to those who do not cooperate or attempt to deceive school officials during the first interview. Additionally, student athletes who report their violations to the school administration of their own volition, could at the discretion of the school official may/could have their suspension from contests reduced.



Chemicals: Tobacco, E-Cigarettes, Alcohol, Drug, and Vaping Violation

Student athletes on interscholastic teams at Greece Central schools will refrain from the use, possession, or being in the presence of alcohol (in an under-age drinking situation), tobacco products, delivery devices, and other illegal, non-prescription drugs and paraphernalia. The following sanction will be invoked throughout the student athlete's career:

Consequences (as per Student Athlete Code of Conduct)

First Offense:

- Student, Athletic Director, and Coach Conference
- Phone call or meeting from Athletic Director to parents
- Referral to substance abuse specialist
- For all nicotine products including vaping devices a multiple game suspension from contests & no practice participation determined by the Director of Health Physical Education & Athletics

For all other drugs including opiates, stimulants, alcohol, THC (used in vaping devices), cannabis (marijuana), equates to a suspension that is to be determined by the Director of Health Physical Education & Athletics and if early in the season, could be one third of remaining contests. If the season has concluded & the student has plans to play another sport, the suspension from contests will carry over to the next season. However, if the student successfully completes the substance abuse succession program provided by the District, the number of contests that the student is suspended for may be reduced at the discretion of school administration.

- Full participation at all practices (when school suspension concludes)
- Attendance (in street clothes) at all contests (when school suspension concludes)

Second Offense:

- Student, Director of Athletics, and Coach Conference
- Phone call or letter from Director of Athletics to parents
- Referral to substance abuse specialist
- Suspension from remainder of the sport season or one month (whichever is longer)
- Forfeiture of eligibility for end of season award

Third Offense:

- Student, Athletic Director, and Coach Conference
- Phone call or letter from Athletic Director to parents
- Suspension from all athletic participation for one calendar year (participation in a formal program could warrant earlier consideration for reinstatement)
- Referral to substance abuse specialist
- Forfeiture of eligibility for end of season award

Please Note: Self-Referrals will be handled on an individual contractual basis.

Disqualification/Ineligibility Due to Inappropriate Behavior

The Student Athlete Code of Conduct reinforces the expectations of the Greece Central School District, the Monroe County Athletic League, Section V, and the New York State Public High School Athletic Conference that student athletes will exhibit good sportsmanship at all times, and respect themselves, their teammates, coaches, officials, and opponents. Failure to live up to the Student Athlete Code of Conduct may result in disqualification and/or other disciplinary actions being taken, including athletic suspension.

Since the interscholastic athletic program is a voluntary program, the right to participate is contingent on acceptable behavior, attitude and attendance. When violations occur, appropriate disciplinary action will be implemented as soon as possible. The infraction shall be brought to the attention of the Director of Athlet-

ics by a coach, teacher, or administrator and a recommended disciplinary plan discussed. The consequences for breaking this Code of Conduct can range from a one game suspension to a year-long suspension based on the nature of the misconduct, the level of severity and the number of times it occurs. If an athlete is temporarily suspended, continuation of practice may be allowed; however, the athlete may not "dress" for contests. The athlete may be present at a contest only if allowed by the coach. The athlete then remains in the contest area and abides by all directives as other team members. If the coach does not want the athlete present, the athlete may not associate with the team in any way.

Behavior

Inappropriate behavior, as defined by the GCSD Code of Conduct and any involvement with police including accusations and/or arrests anytime during the calendar year in and out of school will result in disciplinary review and the student-athlete will be subject to suspension and/or dismissal from the athletic program, pending legal outcome.

Administrative Suspension

Any administratively imposed in-school or out-of-school suspension disqualifies the student athlete from practice and contest participation for the duration of the suspension.

Hazing/Bullying

Hazing/Bullying in any form, as defined by the GCSD Code of Conduct, including initiation, which is degrading, is strictly forbidden by New York State law. No student shall engage in hazing or commit any act that causes bodily danger, physical harm, personal degradation or disgrace resulting in physical or mental harm to any fellow student or other person. It is understood that hazing of any kind is not allowed in activities connected with Greece Central School District or in

athletics. It is further understood that we have the duty to report any acts of hazing that we see or know of to a coach or administrator and participation in or failure to report any hazing will result in a disciplinary review and possible suspension and dismissal from the athletic program.

Team Commitment

Athletes who voluntarily leave a team prior to the end of the season without mutual agreement, will be declared ineligible for the next sport season. It is the intent of the policy to modify behavior and encourage continued participation. If, however, if the process does not bring about behavioral improvement, expulsion from the team may be imposed.

Social Media

Student-athletes who use cell phones, websites, email or any other form of social media as a means of communication are expected to do so responsibly. Inappropriate social media postings can have a disruptive impact on the morale and success of a team. Any posting that contains any of the following items may result in

disciplinary consequences:

- is designed to harass or bully students and/or school personnel or violates the Dignity for All Students Act is a form of hazing
- displays photos that imply drug, alcohol, or tobacco use nude/sexually-oriented/indecent photos/images or altered pictures
- contains sexually explicit, profane, lewd, indecent or defamatory language
- contains derogatory language regarding school personnel or other students
- any other posting that may be disruptive or detrimental to the team

Athletics and Extracurricular Academic Eligibility

The Greece Central School District strives to offer its students a comprehensive program that enables each to develop into successful, well-rounded individuals. In doing so, it is recognized that the fundamental purpose of any educational program is to focus on maximizing academic

achievement. The district also recognizes that extracurricular activities and interscholastic athletics for students provide additional opportunities for growth and success; and, therefore, is a desirable component of the district's overall program. The extracurricular activities and interscholastic athletic experience should enrich, not detract from or compromise a student's academic achievement. It is the expectation of the Board of Education that parents, administrators, coaches, advisors, teachers, and students must share in the responsibility to ensure that each student involved in extracurricular and athletic activities work to his/her academic potential.

To ensure that all students work toward achieving their academic potential, the district has established eligibility criteria for extracurricular activities and interscholastic athletic participation.

For more information, please refer to Board Policy 7421 titled Interscholastic Athletics Eligibility, which is publicly accessible from the district's *BoardDocs* website.

Notice of District Nondiscrimination

The Greece Central School District is committed to a policy of nondiscrimination and to the provision of equity in its educational programs, services and activities for all students and employees.

The Greece Central School District does not discriminate in employment or in its educational programs and activities against an individual's actual or perceived race, color, national origin, religion, ethnic group, sex, gender identity, sexual orientation, political affiliation, pregnancy, age, marital status, veteran status, military status, disability, weight, or any other basis prohibited by New York State and/or federal non-discrimination laws.

Inquiries can be directed to the:
Department of Human Resources
Greece Central School District
P.O. Box 300
N. Greece, NY 14515
(585) 966-2323
Email: Compliance.Officer@greececsd.org

The Compliance Officer for the Greece Central School District is the Assistant Superintendent for Human Resources. Contact for issues regarding:

- Civil Rights
- Equal Employment Opportunity
- Section 504 (Employees and Students)
- Americans with Disabilities Act
- Grievance Procedures
- Title IX
- Family Educational Rights and Privacy Act (FERPA)

Related Board Policies

The Board of Education has adopted a number of policies to guard against discrimination. They include:

- 3420 Preventing Discrimination in the School District
- 5580 Wrongful Conduct, Disclosure of Wrongful Conduct (Whistle Blowing) and Protection from Reprisal
- 6121 Sexual Harassment of District Personnel
- 6122 Concerns by Employees
- 6120 Equal Employment Opportunities
- 6191 Workplace Violence Prevention Policy
- 7370 Bullying/Cyber Bullying: Peer Abuse by Students
- 7550 Complaints and Grievances by Students
- 7551 Sexual Harassment of Students

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DISTRICT OFFICES: 750 MAIDEN LANE, ROCHESTER, NY 14615

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TELEPHONE: 585.966.2000

WEB ADDRESS: WWW.GREECECSD.ORG