TROY
CITY SCHOOL DISTRICT

CODE OF CONDUCT
2026-2027

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TROY CITY SCHOOL DISTRICT
CODE OF CONDUCT

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CODE OF CONDUCT

5300.0 WHY DO WE HAVE A CODE OF CONDUCT?

1. Students need to be supported and engaged in school in order to promote strong character and appropriate conduct. It is also essential that students are able to take age-appropriate responsibility for their own behavior.

   Student engagement is developed when students are provided with multiple opportunities to participate in a wide range of positive social activities while interacting with caring, supportive adults. This helps to ensure that students are better able to:
   - recognize and manage emotions;
   - develop caring and concern for others;
   - establish positive relationships;
   - make responsible decisions; and
   - handle challenging situations constructively and ethically.

2. Effective and engaging instruction and positive behavioral supports are the foundations of a positive school climate. School teachers, administrators, and other staff are encouraged to set high expectations for student success, build positive relationships with students, as well as teach and model appropriate behaviors for success. Modeling respectful, positive behavior is especially critical during disciplinary interventions.

3. All adults—teachers, principals, administrators, school staff, parents, and the larger community—have an obligation to help students become good citizens and lead productive lives by modeling desired behaviors and cultivating those behaviors in students.

4. Appropriate conduct and strong character are reflected in a civil, respectful, healthy and caring environment.

   Student discipline and support policies and practices will be implemented in a manner which is caring and equitable, respectful and based on trust among administration, staff, students, and families and holds all individuals accountable, but is restorative and solutions oriented, rather than punitive. This will help students:

   - learn from their mistakes;
   - understand why their behavior was unacceptable;
   - acknowledge the harm they caused or the negative impact of their actions;
   - understand what they could have done differently;
   - take responsibility for their actions;
   - learn pro-social strategies and skills to use in the future; and
   - understand that further consequences and/ or interventions will be implemented if their unacceptable behavior persists.

5. The District will continuously monitor results in an effort to determine strategies for improvement.

5300.05 INTRODUCTION

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

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

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

This Code is founded upon a firm belief that the best conduct always begins with strong, positive relationships between students, families and all people who work for the District.

The purpose of this policy is to assist students to monitor their behavior. Discipline, in the school setting, should be supportive rather than punitive. In order to achieve these ends, it is important that the rules, and their application, be both consistent and flexible, so that all students feel they have been fairly treated, in view of the circumstances in each case.

Unless otherwise indicated, this Code applies to all students, school personnel, parents/guardians and other visitors when on school property or attending a school function. Students will be held accountable for any violations of the Code of Conduct while in school or while serving any type of suspension (both in-school and out-of-school).

No school district or individual building initiative will supersede or override any aspect of this Code of Conduct except where prescribed by law or regulations of the Commissioner of Education.

The last page of the Code of Conduct is a signature page for students and parents/guardians to sign and return to your child's school. Your signature on this form acknowledges that you and your child have reviewed this document and are familiar with the content.

If you have any questions about this Code of Conduct, please contact your building principal.

5300.10 DEFINITIONS

For purposes of this Code, the following definitions apply:

Aggressive Bystander:
Anyone who witnesses bullying or violence in any form, either in person or virtually on any social media platform, and who incites further violence by encouraging such behavior through comments, videotaping, or recording of such incidents.

Behavior:
The way in which one acts or conducts oneself, especially towards others. It is expected that students, staff and visitors will conduct themselves in such a way that is in line with their Code of Conduct.

Discrimination:
Discrimination against any student by a student or students and/or an employee or employees on school property or at a school function 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 or sex.

Disruptive Student:
For the purposes of this Code of Conduct, a disruptive student is any elementary or secondary student under the age of 21 who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom. A substantial disruption of the educational process or substantial interference with a teacher's authority occurs when, among other ways, a student demonstrates a persistent unwillingness to comply with the teacher's instructions or repeatedly violates the teacher's rules for classroom behavior.

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

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

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

Harassment:
The creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that has or would have

the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical well-being; or conduct, verbal threats, intimidation, bullying or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; such conduct, verbal threats, intimidation or abuse includes but is not limited to conduct, verbal threats, intimidation or abuse based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex.

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

Protective Hairstyles:
Protective hairstyles include, but are not limited to, such hairstyles as braids, locks, and twists.

Race:
Race includes trains historically associated with race, including, but not limited to, hair texture and protective hairstyles.

Relationships:
The way in which two or more people regard and behave toward each other.

Respect:
Respect is an act of treating everyone in the school community with dignity. This is demonstrated by: treating others with kindness and care, being polite and using manners, expressing thoughts in opinions in ways that are polite and courteous, using a polite tone of voice and body language, listening to others who are speaking to you, keeping one's hands to one's self and not violating others' personal space.

Responsibility:
An obligation to behave in accordance with social norms and being held accountable for one's actions.

Restorative Practices:
A range of responses to student behavior which is characterized by a focus on connecting the person responsible for the harm with those who have been harmed, in order to reach a resolution that guides, and assists the person responsible for the harm in accepting responsibility, apologizing for the harm, making meaningful reparation and improving the relationship between parties. Restorative practices allow student misbehavior to become a teachable moment to learn more effective coping skills, communication and social problem-solving. In addition, restorative practices may also include other consequences designed to help improve behavior.

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 or public transportation to school.

School Function:
means any school-sponsored extracurricular event or activity.

Sexual Orientation:
Sexual orientation refers to an emotional, romantic, or sexual attraction to other people. Note: An individual's sexual orientation is independent of their gender identity.

Social Probation:
Students may not attend any school social functions as a participant or spectator (dances, concerts, athletic functions, plays, etc.) on any Troy City School District property for a period of thirty (30) days from the date of suspension.

Violent Student:
A violent student means a student under the age of 21 who:

1. Commits an act of violence upon a school employee or attempts to do so.
2. Commits, while on school property or at a school function, an act of violence upon another student or any

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

Weapon:
For the purposes of this Code of Conduct, weapon means a firearm as defined in Ch.22, Laws of 2022 and/or 1 USC 8921 for purposes of the Gun-Free School Act. It also means **any** other gun (simulated or real), BB-Gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, dagger, dirk, razor, stiletto, pocket knife, switchblade, box cutter, noxious spray, black powder, explosive powder, explosive or incendiary bomb, ammunition or simulated (or real) fireworks, or other devices, instrument, material or substances that can cause physical injury or death. **Any threat of mass harm now made in New York State is a felony and will be treated accordingly.**

5300.15 STUDENT RIGHTS AND RESPONSIBILITIES

A. General Principles

1. Discipline is the positive direction of behavior toward established standards of conduct, fully understood and based on reason, judgment and the rights of others.
2. Ideally, discipline is self-directed and self-controlled. The school community and parent/guardians share the responsibility for helping students develop self-discipline.
3. Discipline is necessary to assure an orderly environment in which each person may live and learn to his/her full capabilities in harmony with others.
4. When self-control falters and self-discipline fails, disciplinary measures outside the individual must be imposed to protect the rights of others.
5. In the Troy City School District, as in the community at large, certain rules and procedures are established to guide students through constructive growth and into mature adulthood. The rules and procedures are basically the same from kindergarten through grade 12. It is expected that the age, maturity, and developmental level of the student will be taken into account when enforcing this Code. Parents/guardians, teachers and others responsible for the welfare and education of these students must cooperate to interpret and enforce these rules.
6. That parents/guardians will make themselves available in emergencies and contact the school when they have questions and concerns.
7. That parents/guardians will take an active interest in their children's education by visiting the school and work for the success and improvement of the school program.

B. Expectations

The development of self-disciplined behavior must be a cooperative activity on the part of the student, parent/guardian and school staff. Each of these groups can expect certain things from the other, as set forth below.

What Students and Parents Can Expect of the School

1. That competent, well-prepared teachers will serve as positive role models.
2. Students will be familiar with and follow all district policies, rules and regulations dealing with student conduct.
3. That students and parents/guardians will be informed of the teachers' and the schools' academic and behavioral expectations.
4. That school personnel will communicate regularly with parents/guardians concerning their children's schooling.
5. That students will have the opportunity to attend school in a safe, *supportive*, well-controlled setting that is conducive to learning.
6. That students will be respected as individuals and be challenged to grow by experiencing a variety of interesting instructional activities or techniques.
7. That school personnel will respect the role of parents/guardians and appreciate the values being taught to children at home.
8. That parents/guardians will be welcome in school and will be provided with an opportunity to play a meaningful

role in the schools.

9. That all students will have the opportunity to take part in all District activities and programs on an equal basis, regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex.
10. That administrators, teachers and staff will promote and maintain a climate of mutual respect and dignity for all students.
11. That school personnel will address issues of harassment and discrimination or any situation that threatens the emotional or physical health or safety of any student.
12. That students will be prepared for competent adult life by being taught how to acquire and process information.
13. That students will be recognized for their contributions to the school and community.

What the Schools Expect of Parents

1. That parents/guardians recognize that the education of their child(ren) is a joint responsibility of parents and the school community.
2. That parent/guardians ensure their child(ren) attend(s) school regularly, are on time and ready to participate and learn. The Troy City School District maintains an attendance and absence policy which recognizes that regular classroom attendance is essential to the total learning process and that classroom interaction between teacher and students and among other students themselves is an integral component to the learning process. The Board of Education policy recognizes several reasons for excused student absences. Any other absence is considered unexcused. Each absence must be accounted for. It is the parent's/guardian's responsibility to notify the school office on the morning of an absence and provide a written excuse upon the student's return to school.
3. That parents/guardians ensure absences are for legal reasons.
4. That parents/guardians support and enforce the district's dress code.
5. That parents/guardians help their children understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment.
6. That parents/guardians know school rules, help their children understand them, and understand the need to adhere to the policy.
7. That parents/guardians convey to their children a supportive attitude toward education and the school district.
8. That parents/guardians build good relationships with teachers, other parents, school staff and their children's friends, and that parents/guardians will treat school personnel with proper respect.
9. That parents/guardians help their children deal effectively with peer pressure.
10. That parents/guardians inform the school officials of changes in home situations that may affect student conduct or performance.
11. That parents/guardians provide a place for study and ensure homework assignments are completed.
12. That parents/guardians or persons in parental relationship with the student will report to the main office, and sign in at the main office identifying the purpose of their visit.
13. If a student's address changes at any time, parents/guardians will notify the school immediately by contacting the main office of the respective school, who will assist with the process through the district registration office.

What the Schools Expect of Students

1. Students will contribute to maintaining a safe, supportive and orderly school environment that is conducive to learning and to show respect to other persons and school property.
2. Students will attend school every day unless they are legally excused and be in class, on time, and prepared to learn.
3. Students will work to the best of their ability in all academic and extracurricular pursuits and strive toward their highest level of achievement possible.
4. Students will follow directions given by teachers, administrators and other school personnel in a respectful, positive manner.
5. Students will develop skills to control their anger.
6. Students will ask questions when they do not understand and seek help in solving problems that might lead to referrals and discipline.
7. Students will follow the school dress code.
8. Students will accept responsibility for their actions.
9. Students will conduct themselves as representatives of the district when participating in or attending school-sponsored extracurricular events and to hold themselves to the highest standards of conduct, demeanor, and

sportsmanship.

10. Students will respect one another and treat others fairly in accordance with the District Code of Conduct and the provisions of the Dignity Act.

5300.20 ESSENTIAL PARTNERS

All members of our learning community – including students, staff, parents and engaged service providers – must assume a responsible role in promoting behavior that enhances academic and social success. Courteous, respectful, and responsible behavior fosters a positive climate in the learning community.

Those responsibilities include but are not limited to the following:

A. Parents

The Code of Conduct is a guide for understanding the personal, social, and academic behaviors which are expected from your child while at school and school functions. This Code also guides how school staff will work with you and your child to help demonstrate positive behaviors and enjoy academic success.

To achieve this goal, parents will be encouraged to promote participation in restorative practices to resolve incidents and conflict and to support their child in receiving the maximum benefit from a restorative justice approach.

To achieve this goal, all parents are expected to:

1. Recognize that the education of their child(ren) is a joint responsibility of the parents and the school community and collaborate with the district to optimize their child's educational opportunities.
2. Send their children to school ready to participate and learn.
3. Ensure their children attend school regularly and on time.
4. Ensure absences are excused.
5. Ensure their children are dressed and groomed in a manner consistent with the student dress code.
6. Help their children understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment.
7. Know school rules and help their children understand them so that their children can help create a safe, respectful, supportive school environment.
8. Convey to their children a supportive attitude toward education and the district.
9. Build positive, constructive relationships with teachers, other parents and their children's friends.
10. Tell school officials about any concerns or complaints in a respectful and timely manner.
11. Help their children deal effectively with peer pressure.
12. Inform school officials of changes in the home situation that may affect student conduct or performance.
13. Provide a place for study and ensure homework assignments are completed.
14. Be respectful and courteous to staff, other parents/guardians and students while on school premises.

B. Staff

The Code of Conduct is a guide for supporting positive student behavior at school. It is intended to help staff prevent student misconduct through the use of effective strategies and systems. It will provide guidance for intervening effectively and appropriately if students don't meet expected standards of behavior or violate the school rules and policies. Concerns about safety and school climate should be brought to the school principal so staff can work together to maintain a safe and orderly learning and work environment.

All staff are expected to understand that students may come to school having experienced trauma in their lives, which can impact their behavior in school (e.g., anger, outbursts, withdrawal, self-injury).

1. Teachers

To achieve this goal, all district teachers are expected to:

a. 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 (including gender identity and expression) or sex, which will strengthen students' self-worth and promote confidence to learn.

b. Be prepared to teach.
c. Demonstrate interest in teaching and concern for students and student achievement.
d. Know school policies and rules, and enforce them in a fair, timely, and consistent manner.
e. Maintain confidentiality in conformity with federal and state law.
f. Communicate to students and parents:
   i. Course objectives and requirements
   ii. Marking/grading procedures
   iii. Assignment deadlines
   iv. Expectations for students
   v. Classroom behavior and consequences plan.

g. Communicate regularly with students, parents and other teachers concerning growth and achievement.
h. Participate in school-wide efforts to provide adequate supervision in all school spaces, in conformity with the Taylor Law.
i. Address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.
j. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
k. Be open to active participation in resolving conflicts through a restorative process.

2. School Counselors

a. 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 (including gender identity and expression)) or sex.
b. Assist students in coping with peer pressure and emerging personal, social and emotional problems.
c. Initiate teacher /student/counselor conferences and parent/ teacher/ student/ counselor conferences, as necessary, as a way to resolve problems.
d. Regularly review with students their educational progress and career plans.
e. Maintain confidentiality in accordance with federal and state law.
f. Provide information to assist students with career planning.
g. Encourage students to benefit from the curriculum and extracurricular programs.
h. Make known to students and families the resources in the community that are available to meet their needs.
i. Participate in school-wide efforts to provide adequate supervision in all school spaces.
j. Address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.
k. Address personal biases that may prevent equal treatment of all students.
l. Promote a trauma-responsive approach to addressing student behavior by supporting professional development, providing safe work environments, forming trusting relationships with students, allowing for student choice and autonomy, and encouraging student skill-building and competence.
m. Be open to active participation in resolving conflicts through a restorative process.

3. Other School Personnel

a. 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 (including gender identity and expression) or sex.
b. Maintain confidentiality in accordance with federal and state law.
c. Be familiar with the code of conduct.
d. Help children understand the district's expectations for maintaining a safe, orderly environment.
e. Participate in school-wide efforts to provide adequate supervision in all school spaces.
f. Address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.
g. Address personal biases that may prevent equal treatment of all students.
h. Be open to active participation in resolving conflicts through a restorative process.

4. Principals/Administrators

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

b. Ensure that students and staff have the opportunity to communicate regularly with the principal/administrators and have access to the principal/administrators for redress of grievances.
c. Maintain confidentiality in accordance with federal and state law.
d. Evaluate on a regular basis all instructional programs to ensure infusion of civility education in the curriculum.
e. Support the development of and student participation in appropriate extracurricular activities.
f. Provide support in the development of the code of conduct, when called upon. Disseminate the code of conduct and anti-harassment policies.
g. Be responsible for enforcing the code of conduct and ensuring that all cases are resolved promptly and fairly.
h. Participate in school-wide efforts to provide adequate supervision in all school spaces.
i. Address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.
j. Address personal biases that may prevent equal treatment of all students and staff.
k. Promote a trauma-responsive approach to addressing student behavior by supporting professional development, providing safe work environments, forming trusting relationships with students, allowing for student choice and autonomy, and encouraging student skill-building and competence.
l. Be open to active participation in resolving conflicts through a restorative process.

5. The Dignity Act Coordinator(s) (DACs)

The Dignity Act Coordinator(s) are as follows:

Elizabeth VonEitzen – Troy Community School
Brittany Dawson - School 12
Lauren Reynolds – School 14
Kaitlyn Morhous – School 16
Sonya Shaw – TMS and District Coordinator
Jennifer White – School 2
Alexandria Phillips – THS
Jamilah Sawyer - School 18
Christine Potaczala – CHS

Their duties are as follows:

a. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity and expression) or sex.
b. Oversee and coordinate the work of the district-wide and building-level bullying prevention committees.
c. Identify curricular resources that support infusing civility in classroom instruction and classroom management; and provide guidance to staff as to how to access and implement those resources.
d. Coordinate, with the Professional Development Committee, training in support of the bullying prevention committee.
e. Be responsible for monitoring and reporting on the effectiveness of the district's bullying prevention policy.
f. Address and investigate issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.
g. Address personal biases that may prevent equal treatment of all students and staff.

6. Superintendent

a. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity and expression) or sex.
b. Inform the Board about educational trends relating to student discipline
c. Review with district administrators the policies of the Board of education and state and federal laws relating to school operations and management.
d. Maintain confidentiality in accordance with federal and state law.
e. Work to create instructional programs that minimize incidents of inappropriate behavior and are sensitive to student and teacher needs.
f. Work with district administrators in encouraging a positive school climate, enforcing the code of conduct and ensuring that all cases are resolved promptly and equitably.
g. Participate in school-wide efforts to provide adequate supervision in all school spaces.
h. Address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.

i. Address personal biases that may prevent equal treatment of all students and staff.
j. Promote a trauma-responsive approach to addressing student behavior by supporting professional development and appropriate staffing.

7. Board of Education

a. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
b. Maintain confidentiality in accordance with federal and state law.
c. Develop and recommend a budget that provides programs and activities that support achievement of the goals of the code of conduct.
d. 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.
e. 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.
f. Lead by example by conducting Board meetings in a professional, respectful, courteous manner.
g. Address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.
h. Address personal biases that may prevent equal treatment of all students and staff.
i. The Board will promote a trauma-informed approach to addressing student behavior by supporting professional development, providing a safe school environment, encouraging the forming of trusting relationships with students, allowing for student choice and autonomy, and encouraging student skill-building and competence.
j. Be open to active participation in resolving conflicts through a restorative process.

5300.25 STUDENT DRESS CODE

1. Students' dress, grooming and appearance, including hair style/color, jewelry, make-up and nails will be safe, appropriate and not disrupt or interfere with the educational process.
2. Students will not wear brief garments such as tube tops, net tops, halter-tops, spaghetti straps, plunging necklines (front and/or back) and see-through garments.
3. Students will ensure that any undergarment is completely covered with outer clothing.
4. Students will wear appropriate footwear at all times. It is strongly recommended that footwear that is a safety hazard will not be worn. This includes but is not limited to steel tip boots, slippers, and heels of an unsafe height.
5. Students will not wear headwear in any form (including hoods) in school, except for religious or medical reasons. For medical reasons, a doctor's note is required as well as documentation in a student's Individualized Education Program (IEP) as appropriate.
6. Students will not wear items that are vulgar, obscene, and libelous or items that denigrate others on account of race, color, religion, creed, national origin, gender, sexual orientation or disability.
7. Students will not wear clothing that promote and/or endorse the use of alcohol, tobacco or illegal drugs and/or encourage other illegal or violent activities.
8. Students will not wear any clothing deemed to be gang related, included but not limited to bandanas, colors, flags or chains, jackets or related matters including (wallets with chains).
9. Students will not wear coats inside during the school day.
10. Students will wear appropriate protective gear in certain classes (e.g. Home & Careers, Shop, PE).
11. Students will not carry knapsacks, backpacks, book bags, etc., during school hours.
12. Students will not wear accessories that promote and/or endorse sexual activities.

5695 STUDENTS AND PERSONAL ELECTRONIC DEVICES

Distraction Free School Environment

The Troy CSD maintains Policy 5695 - Students and Personal Electronic Devices, consistent with the New York State 'Distraction Free School Environment' policy, which prohibits students at all grade levels from accessing internet-enabled cellular devices at any time during the school day, with limited exceptions, as outlined in the policy. As also stated in the policy, enforcement is chiefly the responsibility of building administrative staff; however, all designated employees are expected to assist in enforcement. Students will be reminded of this

policy regularly and consistently, especially at the start of the school year and after returning from breaks. For students out of compliance with this policy, the district may utilize consequences under the district's Code of Conduct, including detention, in-school suspension, and exclusion from extracurricular activities. The district may also utilize assignments on the detrimental impact of social media on mental health, smartphones in school, or other relevant topics. Some uses of personal electronic devices may constitute a violation of the school district Code of Conduct or other district policies, and in some instances, the law. The district will cooperate with law enforcement officials as appropriate. The full policy is available on our website and in our policy manual.

5300.30 PROHIBITED STUDENT CONDUCT

Because of the size of the student population and the fact that students attend instruction in five elementary schools, one middle school, and one high school, this section of the Code has been divided into three sections:

- Behavior Expectations for Grades Pre-K through 5
- Behavior Expectations and Consequences for Grades 6, 7 & 8
- Behavior Expectations and Consequences for Grades 9 through 12 (complete copy of Code available in main office).

Students at all grade levels are prohibited from engaging in any form of discrimination, harassment, hazing and bullying, intimidation of any kind, aggressive by-standing or instigating a conflict on school property, on school buses and at all school sponsored events, activities, and functions. Such acts are prohibited, whether they are done directly or indirectly, in person (face-to-face), or remotely by use of electronic technology, either on school premises or off school premises, where the off-campus conduct substantially disrupts the school environment. Students are also prohibited from engaging in any action that falls under the *Incident Categories of the NYS Violent and Disruptive Incident Reporting* (VADIR*) System* (see Addendum I for a complete list).

The underlying theme of the following two sections is that students of this District must conduct themselves in an appropriate and civil manner, with proper regard for the rights and welfare of other students, District personnel, and the general public and for the care of the school facilities and equipment.

The Board of Education is of the opinion that students must learn to assume and accept responsibility for their own behavior, as well as the consequences of their misbehavior. Given this duality of discipline, the following sections detail student behavior expectations and the consequences of that behavior. District personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the students' ability to grow in self- discipline.

Positive Behavioral Intervention Supports (PBIS)

The Troy City School District has committed to supporting a systems approach to the implementation of a school wide Positive Behavioral Intervention Support (PBIS) in all of our Elementary Schools and Troy Middle School. PBIS is a systems approach to preventing and responding to school and classroom discipline problems. PBIS develops school-wide systems that support staff to teach and promote positive behaviors in all students. By reducing behavioral problems, PBIS creates and maintains safe learning environments where teachers can teach and students can learn. The building- based administrators provide active leadership and support for the overall implementation of the program.

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

BEHAVIOR EXPECTATIONS & DISCIPLINE REGULATIONS
GRADES PRE-K – 5

A. Student behavioral incidents should be handled first by the classroom teacher who is in the direct control of the situation, or if the event did not occur in the classroom by the district personnel observing the event.

B. Follow-up action to all behavioral problems should include one or more of the following:
   1. Conference with the student and the staff member involved to identify the unacceptable behavior, discuss the impact, repair the relationship and plan what will be needed moving forward.
   2. A parental phone call/letter home.
   3. A conference with the student's counselor, social worker, or administrator.
   4. A written Discipline Referral Report submitted.
   5. And/or written follow-up with the psychologist, guidance counselor, chairperson, or supervisor when the restorative process has proven to be unsuccessful.

C. A serious behavioral problem or repeated instances of a behavioral problem within a class may result in an immediate written referral.
   1. The referral shall indicate the nature of the follow-up action taken by the teacher. (See the Discipline Referral Guidelines)
   2. The type of student behavior indicated in writing on the referral form shall be keyed to the infractions listed below. (See the Discipline Referral Guidelines)

D. Any infraction of the District's Networking Computing Policy or Bus Transportation Policy will result in immediate administrative disciplinary action.

   Guidelines for the administration and staff when handling a behavioral problem as reported on the Discipline Referral Report by the classroom teacher.

LEVEL I INFRACTIONS

Refers to those infractions for which the consequence may be external suspension and/or exclusion from school. All Level I infractions will result in a phone call to parent/guardian, a letter and the opportunity for a school/parent conference. Any suspensions may result in loss of privileges for up to 30 days – including "moving-up" ceremonies or field trips.

INFRACTION	CONSEQUENCE
1. Use, possession, and/or distribution of marijuana, or a controlled substance and/or drug paraphernalia; inclusive of synthetic cannabinoids, vaping and/or all vaping paraphernalia.	• Immediate external suspension of 3-5 days. Complaints may be filed with police immediately, confiscated material given to them for analysis. • Parent/guardian conference during the suspension period. • Conference with counselor and/or substance abuse counselor. • May result in immediate Superintendent's Hearing • Second offense will result in immediate external suspension pending a Superintendent's Hearing.
2. Use, possession of firearms, weapons, and/or destructive devices (including threat of mass harms and/or false alarms).	• Immediate external suspension pending Superintendent's Hearing. • Police complaint may be filed.
3. Use, possession, and/or distribution of alcohol	• Immediate external suspension of 3-5 days. • Complaints may be filed with police immediately, confiscated material given to them for analysis. • Parent/guardian conference during the suspension period. • Conference with counselor and/or substance abuse counselor. • May result in immediate Superintendent's Hearing • Second offense will result in immediate external Suspension pending a Superintendent's Hearing.

4. Tobacco possession, smoking and usage of other tobacco products such as electronic cigarettes and tobacco pouches (Tobacco products or related products seen or found will be confiscated and letter to the Department of Health).	● Immediate external suspension of 3-5 days. ● Complaint may be filed with police immediately, confiscated material given to them for analysis. ● Parent/guardian conference during the suspension period. ● Conference with counselor and/or substance abuse counselor. ● Repeat offenses may result in in-school suspension, out of school suspension, and/or Superintendent's Hearing.
5. Fighting (Use of physical force/physical aggression)	● Immediate external suspension of 3-5 days. This applies to all parties involved in the fight. ● Re-entry conference with parent/guardian, student, counselor and administrator. ● Police complaint may be filed. ● Depending on level of severity, first offense may result in a Superintendent's Hearing. ● Second offense may result in a Superintendent's Hearing.
6. Vandalism including but not limited to the defacing of school property and/or trespassing.	● For vandalism cases, the District may request cost for payment resulting in damage. ● File vandalism report with the Superintendent of Building and Grounds (Also see Policy 5311.4) ● In-school suspension ● Out-of-school suspension ● Vandalism may result in a Superintendent's Hearing.
7. Defiance and disrespect to any member of the staff (including profanity).	● Depending on severity: conference with parent or guardian ● May result in in-school suspension or out-of-school suspension.
8. Physical aggression toward a staff member	● Immediate external suspension may result in Superintendent's Hearing. ● Police complaint may be filed
9. Theft of property.	● An act of theft may result in administrative action, or immediate suspension up to 5 days. ● If appropriate, police may be notified and a complaint filed. ● Parent/guardian conference during the suspension period. ● Depending on severity it may result in a Superintendent's Hearing.
10. Students will not violate any district policies related to the possession, use or storage of personal electronic devices, including all internet-enabled devices to include videotaping, photographing, recording and/or distributing in any way. Students will also not act as an aggressive bystander.	Based on administrative decision, seriousness and frequency of the offense, consequences may result in ● Staff member will confiscate the electronic device until the end of the school day ● The electronic device will be returned to a parent/guardian only ● Parent/student/administrator conference ● Parental pickup of device ● Loss of student privilege ● In-school suspension ● Out-of-school suspension
11. Sexual harassment of a verbal or physical nature; possession and/or communication of pornographic material via the internet, while on school district property, during any recess, lunch or leave periods on or off school district property, or beyond the hours of school operation if the behavior detrimentally affects the personal safety or well-being of school-related individuals, the governance, climate or efficient operation of the school or the educational process or experience.	● Administrative conference in all cases ● Conference with counselor if necessary. ● Police complaint may be filed. ● Depending on the level of severity, consequences may include in-school, out-of-school suspension and/or Superintendent's Hearing.
12. Discrimination and harassment (e.g. racial, sexual or otherwise) includes, but is not limited to, all forms of electronic communication, intimidation, harassment, menacing, hazing or bullying.	● Administrative conference in all cases. ● Conference with counselor if necessary. ● Police complaint may be filed. ● Depending on level of severity, consequences will include in-school suspension, out-of-school suspension and/or Superintendent's Hearing.
13. Threats against staff, students and/or District.	● Administrative conference. ● May result in external suspension for 1-5 days. ● Depending on the level of severity, first offense may result in a Superintendent's Hearing. ● Repeated offenses will result in Superintendent's Hearing
14. Assault (one person attacking another)	● Immediate 3-5 day external suspension ● May result in a Superintendent's Hearing.
15. Threat of mass harm and/or false alarm	● Immediate out-of-school suspension may result in a Superintendent's Hearing.

	● Police complaint may be filed.

LEVEL II INFRACTIONS

This section refers to those infractions for which the consequence may be internal suspension and/or loss of privilege.

INFRACTION	CONSEQUENCE
1. Truancy/Unexcused Absence from School	● May result in: Parent Conference or In-School Suspension ● PINS Complaint/Petition may be filed
2. Leaving school grounds without permission	● Parent conference ● Loss of student privilege ● In-school suspension ● Out-of-school suspension ● PINS Complaint/Petition may be filed
3. Inappropriate language/behavior ● Disruptive behavior ● Disrespect for authority ● Insubordination (refusal, etc.) ● Inappropriate physical contact (i.e. horseplay)	Depending on seriousness and frequency of offense, consequences will include: ● Parent Conference ● Loss of student privilege ● In-School Suspension ● Out-of-School Suspension
4. Students will not violate any district policies related to the possession, use or storage of personal electronic devices, including all internet-enabled devices to include videotaping, photographing, recording and/or distributing in any way. Students will also not act as an aggressive bystander.	● First Offense: staff members will confiscate the electronic device until the end of the day. ● Second Offense: the electronic device will be returned to parent/guardian only. ● Third Offense: loss of student privilege and possible in-school suspension.
5. Students will not wear headwear in any form (including hoods) in school, except for religious or medical reasons. For medical reasons, a doctor's note is required as well as documentation in a student's Individualized Education Program (IEP) as appropriate.	● First Offense: students will be asked to remove/replace articles of clothing. Refusal may result in loss of student privilege, In-School Suspension and/or Parent Conference. ● Second Offense: Loss of student privilege, In-School Suspension and/or Parent Conference. ● Third Offense: In-School Suspension. ● Repeated offenses will result in administrative conference and Out-of-School Suspension.

BEHAVIOR EXPECTATIONS AND DISCIPLINE REGULATIONS GRADES 6 - 7 – 8

A. Student behavioral incidents should be handled first by the classroom teacher who is in the direct control of the situation, or if the event did not occur in the classroom by the district personnel observing the event.

B. Follow-up action to all behavioral problems should include one or more of the following:
   1. Conference with the student and the staff member involved to identify the unacceptable behavior, discuss the impact, repair the relationship and plan what will be needed moving forward.
   2. A parental phone call/letter home.
   3. A conference with the student's counselor/grade level principal.
   4. A written Discipline Referral Report submitted to the grade-level principal.
   5. And/or written follow-up with the psychologist, guidance counselor, chairperson, or supervisor when the restorative process has proven to be unsuccessful.

C. A serious behavioral problem or repeated instances of a behavioral problem within a class period may result in an immediate written referral.
   1. The Online Referral System shall indicate the nature of the follow-up action taken by the teacher. (See the Discipline Referral Guidelines)
   2. The type of student behavior indicated in writing on the referral form shall be keyed to the infractions listed below. (See the Discipline Referral Guidelines)

D. Any infraction of the District's Networking Computing Policy, Bus Transportation Policy or Interscholastic Sports Policy (attached at the end of this Code of Conduct) will result in immediate administrative disciplinary action.

   Guidelines for the administration and staff when handling a behavioral problem as reported on the Discipline Referral Report by the classroom teacher.

LEVEL I INFRACTIONS

Refers to those infractions for which the consequence may be external suspension and/or exclusion from school. All Level I infractions will result in a phone call to parent/guardian, a letter and the opportunity for a school/parent conference. Any suspensions will result in social probation for 30 days, and possible loss of other privileges – including "moving-up" ceremony.

INFRACTION	CONSEQUENCE
1. Use, possession, and/or distribution of marijuana, or a controlled substance and/or drug paraphernalia; inclusive of synthetic cannabinoids, vaping and/or all vaping paraphernalia.	• Immediate external suspension of 3-5 days. Complaints may be filed with police immediately, confiscated material given to them for analysis. • Parent/guardian conference during the suspension period. • Conference with counselor and/or substance abuse counselor. • May result in immediate Superintendent's Hearing • Second offense will result in immediate external suspension pending a Superintendent's Hearing.
2. Use, possession of firearms, weapons, and/or destructive devices (including threat of mass harms and/or false alarms).	• Immediate external suspension pending Superintendent's Hearing. • Police complaint may be filed.
3. Use, possession, and/or distribution of alcohol	• Immediate external suspension of 3-5 days. • Complaints may be filed with police immediately, confiscated material given to them for analysis. • Parent/guardian conference during the suspension period. • Conference with counselor and/or substance abuse counselor. • May result in immediate Superintendent's Hearing • Second offense will result in immediate external Suspension pending a Superintendent's Hearing.

4. Tobacco possession, smoking and usage of other tobacco products such as electronic cigarettes and tobacco pouches (Tobacco products or related products seen or found will be confiscated and letter to the Department of Health).	● Immediate external suspension of 3-5 days. ● Complaint may be filed with police immediately, confiscated material given to them for analysis. ● Parent/guardian conference during the suspension period. ● Conference with counselor and/or substance abuse counselor. ● Repeat offenses may result in in-school suspension, out of school suspension, and/or Superintendent's Hearing.
5. Fighting (Use of physical force/physical aggression)	● Immediate external suspension of 3-5 days. This applies to all parties involved in the fight. ● Re-entry conference with parent/guardian, student, counselor and administrator. ● Police complaint may be filed. ● Depending on level of severity, first offense may result in a Superintendent's Hearing. ● Second offense will result in a Superintendent's Hearing.
6. Vandalism including but not limited to the defacing of school property and/or trespassing.	● For vandalism cases, the District may request cost for payment resulting in damage. ● File vandalism report with the Superintendent of Building and Grounds (Also see Policy 5311.4) ● In-school suspension/Achievement Program in Troy (APT) Reflection Room ● Out-of-school suspension ● Vandalism may result in a Superintendent's Hearing.
7. Gang related activities and conduct.	● Immediate external suspension of 3-5 days. ● Police complaint may be filed. ● Second offense may result in a Superintendent's Hearing.
8. Defiance and disrespect to any member of the staff (including profanity).	● Depending on severity: conference with parent or guardian ● May result in detention, in-school suspension/Achievement Program in Troy (APT) Reflection Room, Saturday detention or out-of-school suspension.
9. Physical aggression toward a staff member	● Immediate external suspension may result in Superintendent's Hearing. ● Police complaint may be filed
10. Theft of property.	● An act of theft may result in administrative action, or immediate suspension up to 5 days. ● If appropriate, police may be notified and a complaint filed. ● Parent/guardian conference during the suspension period. ● Depending on severity it may result in a Superintendent's Hearing.
11. Students will not violate any district policies related to the possession, use or storage of personal electronic devices, including all internet-enabled devices to include videotaping, photographing, recording and/or distributing in any way. Students will also not act as an aggressive bystander.	Based on administrative decision, seriousness and frequency of the offense, consequences may result in ● Staff member will confiscate the electronic device until the end of the school day ● The electronic device will be returned to a parent/guardian only ● Parent/student/administrator conference ● Saturday and/or after-school detention ● In-school suspension ● Exclusion of extracurricular activities ● Out-of-school suspension
12. Sexual harassment of a verbal or physical nature; possession and/or communication of pornographic material via the internet, while on school district property, during any recess, lunch or leave periods on or off school district property, or beyond the hours of school operation if the behavior detrimentally affects the personal safety or well-being of school-related individuals, the governance, climate or efficient operation of the school or the educational process or experience.	● Administrative conference in all cases ● Conference with counselor if necessary. ● Police complaint may be filed. ● Depending on the level of severity, consequences may include in-school suspension/Achievement Program in Troy (APT) Reflection Room, out-of-school suspension and/or Superintendent's Hearing.
13. Discrimination and harassment (e.g. racial, sexual or otherwise) includes, but is not limited to, all forms of electronic communication, intimidation, harassment, menacing, hazing or bullying.	● Administrative conference in all cases. ● Conference with counselor if necessary. ● Police complaint may be filed. ● Depending on level of severity, consequences will include in-school suspension/Achievement Program in Troy (APT) Reflection Room, out-of-school suspension and/or Superintendent's Hearing.
14. Threats against staff, students and/or District.	● Administrative conference. ● May result in external suspension for 1-5 days.

	● Depending on level of severity, first offense may result in a Superintendent's Hearing. ● Repeated offenses will result in Superintendent's Hearing
15. Assault (one person attacking another)	● Immediate 3-5 day external suspension ● May result in a Superintendent's Hearing.
16. Threat of mass harm and/or false alarm	● Immediate external out-of-school suspension may result in a Superintendent's Hearing. ● Police complaint may be filed.

LEVEL II INFRACTIONS

This section refers to those infractions for which the consequence may be internal suspension and/or loss of privilege.

INFRACTION	CONSEQUENCE
1. Unexcused Late to Class	● Every two lates to class will result in an after-school detention. ● Chronic lateness will result in: - In-school suspension/Achievement Program in Troy (APT) Reflection Room - Saturday detention - Out-of-school suspension
2. Unexcused Absence from Class (class cut or leaving class without permission)	● After-school detention ● In-school suspension/Achievement Program in Troy (APT) Reflection Room ● Parent Conference ● PINS Complaint/Petition may be filed.
3. Unexcused late to school	● Every three lates to school will result in detention. ● Chronic lateness will result in: - Parent contact - In-school Suspension/Achievement Program in Troy (APT) Reflection Room - In-school Suspension & Saturday Detention - PINS Complaint/Petition may be filed
4. Truancy/Unexcused Absence from School	● May result in: Parent Conference or In-School Suspension/Achievement Program in Troy (APT) Reflection Room ● PINS Complaint/Petition may be filed
5. Leaving school grounds without permission	● Parent conference ● In-school suspension/Achievement Program in Troy (APT) Reflection Room ● Out-of-school suspension ● PINS Complaint/Petition may be filed
6. Failure to report to after school or Saturday detention	● Parent contact ● Double after-school detentions ● In-school suspension/Achievement Program in Troy (APT) Reflection Room the following day ● Assignment to additional Saturday detention ● External suspension
7. Inappropriate language/behavior ● Disruptive behavior ● Disrespect for authority ● Insubordination (refusal, etc.) ● Inappropriate physical contact (i.e. horseplay)	Depending on seriousness and frequency of offense, consequences will include: ● Parent Conference ● Saturday and/or after school detention ● In-School Suspension/Achievement Program in Troy (APT) Reflection Room ● Out-of-School Suspension
8. Students will not violate any district policies related to the possession, use or storage of personal electronic devices, including all internet-enabled devices to include videotaping, photographing, recording and/or distributing in any way. Students will also not act as an aggressive bystander.	● First Offense: staff members will confiscate the electronic device until the end of the day. ● Second Offense: the electronic device will be returned to parent/guardian only. ● Third Offense: 2-3 days of after school detention at the Administrator's discretion.
9. Students will not wear headwear in any form (including hoods) in school, except for religious or medical reasons. For medical reasons, a doctor's note is required as well as documentation in a student's Individualized Education Program (IEP) as appropriate.	● First Offense: students will be asked to remove/replace articles of clothing and place in the locker. Refusal may result in In-School Suspension/Achievement Program in Troy (APT) Reflection Room and/or Parent Conference. ● Second Offense: Saturday and/or after school detention. ● Third Offense: In-School Suspension./Achievement Program in Troy (APT) Reflection Room ● Repeated offenses will result in administrative conference and Out-of-School Suspension.

BEHAVIOR EXPECTATIONS AND DISCIPLINE REGULATIONS
GRADES 9 - 12

A. Student behavioral incidents should be handled first by the classroom teacher who is in the direct control of the situation, or if the event did not occur in the classroom by the district personnel observing the event.

B. Follow-up action to all behavioral problems should include one or more of the following:
   1. A conference with the student during the day or after school with remedial action where needed.
   2. A parental phone call/letter home.
   3. A conference with the student's counselor/grade level principal
   4. A written Discipline Referral Report submitted to the grade-level principal, or the psychologist, guidance counselor, chairperson, or supervisor when the teacher's effort to resolve the behavioral problem has proven to be unsuccessful.

C. A serious behavioral problem or repeated instances of a behavioral problem within a class period may result in an immediate written referral.
   1. The Discipline Referral Report shall indicate the nature of the follow-up action taken by the teacher. (See the Discipline Referral Guidelines)
   2. The type of student behavior indicated in writing on the referral form shall be keyed to the infractions listed below. (See the Discipline Referral Guidelines)

D. Any infraction of the District's networking and computing policy, bus transportation policy or interscholastic sports policy (attached at the end of this Code of Conduct) will result in immediate administrative disciplinary action.

E. Administrators reserve the right to place a student on or extend the period of social probation, based on the severity of the infraction and/or frequency of offenses.

Guidelines for the administration and staff when handling a behavioral problem as reported on the Discipline Referral Report by the classroom teacher.

LEVEL I INFRACTIONS

Refers to those infractions for which the consequence may be external suspension and/or exclusion from school. All Level I infractions will result in a phone call to parent/guardian, a letter and the opportunity for a school/parent conference. Any suspensions result in social probation for 30 days, and possible loss of other privileges. (i.e.: parking and senior privileges).

INFRACTION	CONSEQUENCE
1. Use, possession, and/or distribution of marijuana, or a controlled substance and/or drug paraphernalia; inclusive of synthetic cannabinoids (food or drink form), vaping and/or all vaping paraphernalia.	● Immediate external suspension of 3-5 days. ● Complaint filed with police immediately, confiscated material given to them for analysis. ● Parent conference during the suspension period. ● Conference with counselor. ● Social Probation ● May result in Superintendent's Hearing ● Second offense may result in immediate external suspension pending a Superintendent's Hearing. ● Participation in Teen Intervene, or related program, for student and family member.
2. Use, possession of firearms, weapons, and/or destructive devices (including threat of mass harms).	● Social Probation ● External suspension pending Superintendent's Hearing. ● Police complaint may be filed.
3. Use, possession, and/or distribution of alcohol	● External suspension of 3-5 days. ● Parent/guardian conference during suspension period. ● Social Probation ● Police complaint may be filed. ● May result in immediate Superintendent's Hearing. ● Second offense may result in immediate external suspension pending a Superintendent's Hearing.

	• Participation in Teen Intervene, or related program, for student and family member.
4. Tobacco possession, smoking and usage of other tobacco products such as electronic cigarettes and tobacco pouches (Tobacco products or related products seen or found will be confiscated and letter to the Department of Health).	• Student conference will take place. • First offense will result in in-school suspension. • Parent/guardian conference during suspension period. • Possible conference with counselor. • Social Probation • Participation in Teen Intervene, or related program, for student and family member. • Repeat offenses may result in in-school suspension, out of school suspension, and/or Superintendent's Hearing.
5. Fighting (use of physical force/physical aggression)	• External suspension for 3-5 days. This applies to all parties involved in the fight. • Re-entry conference with parent/guardian, student and Administrator. • Social Probation • Police complaint may be filed. • Depending on the level of severity, the first offense may result in a Superintendent's Hearing. • Second offense may result in a Superintendent's Hearing. • Mandatory counseling and possible extension of social probation.
6. Assault (one person attacking another)	• Social Probation • External suspension for 3-5 days. • May result in a Superintendent's Hearing.
7. Vandalism including but not limited to the defacing of school property and/or trespassing.	• An act of vandalism may result in administrative action or suspension for 5 days. • If appropriate, police may be notified and a complaint filed. • Parent/guardian conference during the suspension period. • Social Probation • For vandalism cases, the district may request payment for costs resulting from damage. • File vandalism report with the Superintendent of Buildings and Grounds (Also see Policy 5311.4) • Vandalism may result in Superintendent's Hearing.
8. Gang related activities and conduct	• Social Probation • External suspension may result in a Superintendent's Hearing. • Police complaint may be filed.
9. Defiance and disrespect (including profanity) to any member of the staff	• Conference with parent or guardian • Social Probation • Depending on severity, consequences may include after-school detention, in-school suspension, and out-of-school suspension.
10. Theft of property	• An act of theft may result in administrative action, or suspension for 5 days. • Social Probation • If appropriate, police may be notified and a complaint filed. • Parent/guardian conference during the suspension period. • Depending on severity it may result in a Superintendent's Hearing.
11. Physical aggression toward a staff member	• Social Probation • External suspension may result in a Superintendent's Hearing. • Police complaint may be filed
12. Sexual harassment of a verbal or physical nature; possession and/or communication of pornographic material via the internet, while on school district property, during any recess, lunch or leave periods on or off school district property, or beyond the hours of school operation if the behavior detrimentally affects the personal safety or well-being of school-related individuals, the governance, climate or efficient operation of the school or the educational process of experience.	• Administrative conference in all cases. • Conference with a counselor if necessary. • Social Probation • Police complaint may be filed. • Depending on the level of severity, consequences may include in- school suspension, out-of-school suspension or Superintendent's Hearing.
13. Discrimination and harassment (e.g. racial, sexual or otherwise) includes, but is not limited to, all forms of electronic communication, intimidation, harassment, menacing, hazing or bullying.	• Administrative conference in all cases. • Conference with a counselor if necessary. • Social Probation • Police complaint may be filed.

	● Depending on the level of severity, consequences may include in- school suspension, out-of-school suspension or Superintendent's Hearing.
14. Threats against staff, students and/or District, both directly and/or via any form of social media (i.e. Facebook, Twitter, e-mail, texting, etc.).	● Social Probation ● Will result in administrative action or immediate Suspension up to five days. ● May result in immediate Superintendent's hearing. ● If appropriate, police may be notified and complaint filed
15. Threat of mass harm and/or false alarm	● Social Probation ● Immediate out-of-school suspension pending a Superintendent's Hearing. ● Police complaint may be filed.

LEVEL II INFRACTIONS

This section refers to those infractions for which the consequence may be internal suspension and/or loss of privilege.

INFRACTION	CONSEQUENCE
1. Unexcused Late to Class	● Conference with student ● Every three lates to class will result in detention. ● Chronic lateness will result in: - In-School Suspension - Social Probation
2. Unexcused late to school	● Conference with student ● Every five lates to school will result in detention. ● Chronic lateness will result in: - In-School Suspension - Social Probation
3.Unexcused absence from Class (class cut)	Will result in the following: ● Conference with student ● In-school suspension ● In-school suspension and Saturday detention ● Social Probation ● PINS Complaint/Petition may be filed ● Parent/guardians will be notified each time
4.Truancy/Unexcused absence from school	Will result in the following: ● Conference with student ● In-school suspension ● In-school suspension and Saturday detention ● Social Probation ● PINS Complaint/Petition may be filed ● Parent/guardians will be notified each time
5. Failure to report to after school detention	Will result in the following: ● In-school suspension the following day ● Detention that afternoon ● Social Probation ● If the student skips a second detention, consequences will include 2 days of in-school suspension and social probation for 30 days
6. Leaving school grounds without permission	Will result in the following: ● In-school suspension ● In-school suspension and Saturday detention ● Out-of-school suspension ● Parent/guardians will be notified each time ● Social Probation
7. Inappropriate language/behavior ● Disruptive behavior ● Disrespect for authority ● Insubordination to staff member	● Depending on seriousness and frequency of offense, consequences will include: - Student conference - Detention - In-School Suspension - In-School Suspension & Saturday detention - Out-of-School Suspension - Social Probation

8. Students will not violate any district policies related to the possession, use or storage of personal electronic devices to include videotaping, photographing, recording and/or distributing in any way. Students will also not act as an aggressive bystander.	Based on administrative decision, seriousness and frequency of the offense, consequences may result in: ● Staff member will confiscate the electronic device until the end of the day ● The electronic device will be returned to parent/guardian only ● Parent/student conference ● Saturday and/or after-school detention ● In-School suspension ● Out-of-school suspension ● Social Probation
9. Students will not wear headwear in any form (including hoods) in school, except for religious or medical reasons. For medical reasons, a doctor's note is required as well as documentation in a student's Individualized Education Program (IEP) as appropriate.	Based on administrative decision, seriousness and frequency of the offense, consequences may result in: ● Student will be asked to remove/replace article of clothing and place in locker ● Article of clothing will be returned to parent/guardian only ● Parent/student conference ● Saturday and/or after-school detention ● In-School suspension ● Out-of-school suspension ● Social Probation

Pre-K – Grade 12

Firearms in School:
No student shall bring a firearm on any portion of the premises of a school owned or controlled by this school district. A firearm is defined, consistent with (Ch.22, Laws of 2022) and/or §921 of Title 18 of the United States code, as any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action or an explosive; the frame or receiver of such weapon; any firearm muffler or silencer; or any destructive device. The term does not include antique firearms.

In accordance with the Gun-Free Schools Act of 1994, any student who after a hearing, held pursuant of Education Law §3214, is found guilty of bringing a firearm onto the premises of any school owned or controlled by this school district will be subject to a penalty of at least one year suspension from school. However, in determining an appropriate penalty, the Superintendent of Schools may modify the suspension requirement on a case-by-case basis, considering, among other things, the totality of circumstances surrounding the offense and the student's previous record.

Alternative Instruction:
Suspended students within the age of compulsory attendance as defined by Education Law S3205 will be immediately provided appropriate alternative instruction outside of the school from which the student has been suspended for the duration of the suspension.

Drug and Alcohol Policy:
No student shall possess, use, transmit or be under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana or any other controlled substance, or any alcoholic beverage or fortified wine or other intoxication liquor, or possess, use or transmit drug paraphernalia or counterfeit drugs, or possess, use, transmit or be under the influence of any chemicals or products with the intention of bringing about a state of exhilaration or euphoria or of otherwise altering the student's mood or behavior. This policy also applies to all forms of tobacco products.

This policy shall apply to all students before, during and after school hours at school, in any school building and on any school premises; on any school-owned vehicle or in any other school-approved vehicle used to transport students to and from school or school activities; off school property at any school-sponsored or school-approved activity, event or junction; or during any period of time when students are subject to the authority of school personnel.

This policy shall not apply to the proper possession and use of prescription medication.

5300.35 REPORTING VIOLATIONS

Because the district's goal is for making school a community free of violence, intimidation, bullying, harassment and discrimination, all students and parents/guardians are expected to promptly report violations of the

Code of Conduct to a teacher, guidance counselor, the building principal or his or her designee. Any student or parent/guardian observing a student possessing a weapon, alcohol or illegal substance on school property or at a school function shall report this information immediately to a teacher, the building principal, the principal's designee or the Superintendent.

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

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

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

5300.40 DISCIPLINARY CONSEQUENCES, PROCEDURES AND REFERRALS

Students who transfer from other school districts while under suspension for conduct that would be in violation of the District's Code of Conduct may be disciplined for such conduct, consistent with the student's rights to due process as previously outlined.

Consequences, and if needed discipline, are most effective when they deal 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.

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

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

As a general rule, discipline will be progressive. This means that a student's first violation will usually merit a lighter consequence than subsequent violations. However, district staff are empowered to utilize the consequence most reasonably calculated to ensure the student learns from their behavior and engages in more pro-social behavior in the future.

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

Students who are found to have violated the district's Code of Conduct may be subject to the penalties, outlined in the preceding sections, either alone or in combination. School personnel are authorized to impose that penalty, consistent with the student's right to due process as previously outlined.

A. Consequences

Practices which allow educators to address disciplinary matters as opportunities for learning instead of punishment are expected by the Board rather than a reliance on increasing punitive measures. When choosing interventions and consequences of student's behavior, teacher, administrators, and staff must balance the district's dual goals of eliminating school disruptions and maximizing student instruction time.

Students who are found to have demonstrated inappropriate behavior may be subject to the following interventions and consequences, either alone or in combination. The school personnel identified after each consequence are authorized to assign that consequence, consistent with the student's right to due process.

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

B. 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 inappropriate behavior and must investigate, to the extent necessary, the facts surrounding the alleged misbehavior. 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 - Teachers, Principals and the Superintendent may use after school detention as a consequence for student misbehavior in situations where removal from the classroom or suspension would be inappropriate. Detention will be imposed as consequence only after the student's parent 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 students do not conduct themselves properly on a bus, the bus driver is expected to bring such misbehavior to the Principal's attention. Students who become a serious disciplinary problem may have their riding privileges suspended by the Principal or the Superintendent or their designees.

   In such cases, the student's parent will become responsible for seeing that 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 will be provided with a reasonable

opportunity for an informal conference with the Principal or the Principal's designee to discuss the conduct and the consequence involved.

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

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

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

C. Teacher Guidelines for Removal of a Disruptive Student

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

A student, who engages in disruptive behavior in the classroom, shall be notified by the teacher that his/her behavior does not comply with the district's Code of Conduct. The teacher will direct the student to cease the disruptive behavior. If the student continues disruptive behavior, the teacher will notify the student that his/her behavior continues to be disruptive and direct the student to leave the classroom and report to the appropriate administrator. At the secondary level, the student will remain out of the classroom for the remainder of the period. At the elementary level, the administrator will determine if and when a student may return to the classroom. The teacher will provide the administrator with a written referral that indicates the actions that constituted the exclusion of the student from class by the end of the school day. An Administrator will take appropriate actions based on the teacher's referral.

1. Upon a student's return to the classroom, if the student engages in disruptive behavior again, the teacher will inform the student that their behavior is disruptive and to cease behavior. Should the student continue to be disruptive, the teacher will direct the student to leave the classroom and report to the appropriate administrator. The teacher may have the administrator take action on the matter or may inform the student that they are removed from class for the following day on the secondary level or for the remainder of the day on the elementary level. The teacher shall provide the student with an explanation of the basis for the removal, provide a referral for the administrator and allow the student to informally present the student's version of the relevant events at an appropriate time designated by the teacher within twenty-four hours of the student's removal. The teacher will also make a reasonable effort to inform the parents/guardians of the student's removal.

   Should the student at any time in this process begin to shout, or use profanity not directed at any particular individual, the teacher should include these facts in the referral to the administrator. The teacher may have the administrator determine the appropriate action to be taken or the teacher may remove the student from class for two days on the secondary level or for the remainder of the day and half of the following day on the elementary level. The teacher shall provide the student with an explanation of the basis for the removal and allow the student to informally present the student's version of the relevant events at the appropriate time designated by the teacher within twenty-four hours of the student's removal. The teacher will make a reasonable effort to inform the parents/guardians of the events and the student's removal.

2. The teacher must complete a district-established disciplinary referral form and submit it to the appropriate school district administrator, no later than the end of the school day. If the principal or designee is not available by the end of the same school day, the teacher must leave the form in a designated location. Should the administrator need additional information, the administrator may request that they meet with him or her at a time convenient to both.

D. Administrative Guidelines for Teacher Removal of Disruptive Student

1. Within twenty-four hours after the student's removal, the principal or another district administrator designated by the principal must notify the student's parents/guardians, in writing, or by telephone, that the student has been removed from class and why. The notice must also inform the parent/guardian that he or she has the right, upon request, to meet informally with the principal or the principal's designee to discuss the reasons for the removal.

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

3. If at the informal meeting the student denies the charges, the principal or the principal's designee and or the teacher, will explain why the student was removed and give the student and the student's parents/guardians 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.

4. 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 suspension will be imposed.

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

5. Suspension from School

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

   Suspensions will be used to the minimum degree necessary to promote improved student behavior and maximize student attendance.

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

   Any staff member may recommend to the Superintendent or the Principal that a student be suspended. All staff members must immediately report and refer a violent student to the Principal or the Superintendent for a violation of the code of conduct. All recommendations and referrals will be made in writing unless the conditions underlying the recommendation or referral warrant immediate attention. In such cases a written report is to be prepared as soon as possible by the staff member recommending the suspension. The Superintendent or Principal, upon receiving a recommendation or referral for suspension or when processing a case for suspension, will gather the facts relevant to the matter and record them for subsequent presentation, if necessary.

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

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

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

The notice and opportunity for an informal conference will 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 will take place as soon after the suspension as is reasonably practicable.

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

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

When the Superintendent determines that a suspension for more than five days may be warranted, they must give reasonable notice to the student and the student's parents of their right to a fair hearing. At the hearing the student will have the right to be represented by counsel, the right to question witnesses against them and the right to present witnesses and other evidence on their behalf.

The Superintendent will personally hear and determine the proceeding or may, in their discretion, designate a hearing officer to conduct the hearing. The hearing officer will be authorized to administer oaths and to issue subpoenas in conjunction with the proceeding before them. A record of the hearing will be maintained, but no stenographic transcript will be required. A tape recording will be deemed a satisfactory record. The hearing officer will make findings of fact and recommendations as to the appropriate measure of discipline to the Superintendent. The report of the hearing officer will 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, which 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 thirty (30) days of the date of the Superintendent's decision, unless the parents can show that extraordinary circumstances precluded them from doing so. The Board may adopt in whole or in part the decision of the Superintendent. Final decisions of the Board may be appealed to the Commissioner of Education within 30 days of the decision.

c. Permanent suspension

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

d. Procedure After Suspension

The Board may condition a student's early return from a suspension on the student's voluntary participation in counseling or specialized classes, such as anger management or dispute resolution. The Board retains discretion in offering this opportunity. If and when the student and/or parent/guardian agrees to this option, the terms and conditions will be specified in writing. However, if the student violates the agreed-upon terms and conditions within a certain time period, the unserved portion of the suspension may be re-imposed.

E. Minimum Periods of Suspension

1. Students who bring or possess certain weapons on school property
Any student, other than a student with a disability, found guilty of bringing a gun, knife, explosive or incendiary bomb, or other dangerous instrument capable of causing physical injury or death onto school property will be subject to suspension from school for at least one calendar year. Before being suspended, the student will have an opportunity for a hearing pursuant to Education Law §3214. The Superintendent has the authority to modify the one-year suspension on a case-by- case basis. In deciding whether to modify the 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.
    e. Input from parents, teachers and/or others.
    f. Other extenuating circumstances.

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

2. Students who commit violent acts other than bringing or possessing certain weapons on school property
Any student, other than a student with a disability, who is found to have committed a violent act, other than bringing a gun, knife, explosive or incendiary bomb, or other dangerous instrument capable of causing physical injury or death onto school property, will be subject to suspension from school for at least one day. If the proposed consequence is the minimum one-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 five-day suspension, the student and the student's parent will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The Superintendent has the authority to modify the minimum one-day suspension on a case-by-case basis. In deciding whether to modify the consequence the Superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

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

F. Referrals

1. Counseling

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

2. PINS Petitions
   The district may file a PINS (person in need of supervision) petition in Family Court on any student under the age of 18 who demonstrates that they require supervision and treatment by:
   a. Being habitually truant and not attending school as required by part one of Article 65 of the Education Law.
   b. Being ungovernable, or habitually disobedient and beyond the lawful control of the school.
   c. Engaging in prostitution in violation of Penal Law §230.00 (engaging or agreeing or offering to engage in sexual conduct with another person in return for a fee); or
   d. Appearing to be a sexually exploited child under Social Services Law §447- a(1)(a), (c), or (d), but the student must consent to filing the PINS petition.

   For items 'a' and 'b' above, when filing the petition, the district must describe the diversion efforts it has undertaken or services provided to the student, and the grounds for concluding the allegations cannot be resolved without the petition.

3. Juvenile Delinquents and Juvenile Offenders
   For students found to have brought either a weapon (defined in 18 USC §930(g)(2) or firearm (defined in 18 USC §921), the Superintendent is required to make the following referrals:
   a. To the County Attorney for a juvenile delinquency proceeding before the Family Court:
      All students under age 16, except student age 14 or 15 who qualify for juvenile offender status under the Criminal Procedure Law 1.20(42).
   b. To the appropriate law enforcement authorities:
      All students age 16 or older, and all student age 14 or 15 who qualify for juvenile offender status under Criminal Procedure Law 1.20(42).

5300.45 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. The Board of Education expects students, administrators, teachers and parents to make every effort to maintain student academic progress in the event of removal or suspension, and support student re-entry to the classroom at the conclusion of the disciplinary action.

5300.50 DISCIPLINE OF STUDENTS WITH DISABILITIES

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

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

A. Authorized Suspensions or Removals of Students with Disabilities

1. For purposes of this section of the Code of Conduct, the following definitions apply: A "suspension" means a suspension pursuant to Education Law §3214.
   A "removal" means a removal for disciplinary reasons from the student's current educational placement other than a suspension and change in placement to an interim alternative educational setting (IAES)* ordered by an impartial hearing officer because the student poses a risk of harm to himself or herself or others.

   An "IAES" means a temporary educational placement for a period of up to 45 days, other than the student's current placement at the time the behavior precipitated the IAES. Such placement 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). Services and modifications will also address the behavior which precipitated the IAES placement that is designed to prevent the behavior from recurring.

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

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

   b. The Superintendent may order the placement of a student with a disability into an IAES, another setting or suspension for up to 10 consecutive school days, inclusive of any period in which the student has been suspended or removed under subparagraph (a) above for the same behavior, if the Superintendent determines that the student has engaged in behavior that warrants a suspension and the suspension or removal does not exceed the amount of time non-disabled students would be subject to suspension for the same behavior.

   c. The Superintendent may order additional suspensions of not more than 10 consecutive school days in the same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement.

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

      1) "Weapon" means the same as "dangerous weapon" under Ch.22, Laws of 2022 and/or 18 U.S.C. §930(g)(w) which includes "a weapon, device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury, except…{for} a pocket knife with a blade less than 2 1/2 inches in length".
      2) Illegal drug means "Controlled substance" means a drug or other substance identified in certain provisions of the federal Controlled Substance Act specified in both federal and state law and regulations applicable to this policy.
      3) "Illegal drugs" means a controlled substance except for those legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under the Controlled Substance Act or any other federal law.

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

B. Change of Placement Rule

1. A disciplinary change in placement means a suspension or removal from a student's current educational placement that is either:

   a. for more than 10 consecutive school days; or

   b. for a period of 10 consecutive school days or less if the student is subject to a series of suspensions or removals that constitute a pattern because they cumulate to more than 10 school days in a school year and because of such factors as the length of each suspension or removal, the total amount of time the student is removed and the proximity of the suspensions or removals to one another.

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

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

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

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

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

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

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

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

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

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

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

      1) conducted an individual evaluation and determined that the student is not a student with a disability, or
      2) determined that an evaluation was not necessary and provided notice to the parents/guardians of such determination, in the manner required by applicable law and regulations. If there is no basis for knowledge that the student is a student with a disability prior to taking disciplinary measures against the student, the student may be subjected to the same disciplinary measures as any other non- disabled student who engaged in comparable behavior.

         However, if a request for an individual evaluation is made while such non-disabled student is subjected to a disciplinary removal, an expedited evaluation shall be conducted and completed in the manner prescribed by applicable federal and state law and regulations. Until the expedited evaluation is completed, the non-disabled student who is not a student presumed to have a

disability for discipline purposes shall remain in the educational placement determined by the district, which can include suspension.

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

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

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

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

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

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

D. Expedited Due Process Hearings

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

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

   b. The parents/guardians request 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/guardians and the district agree otherwise.
      2) If school personnel propose to change the student's placement after expiration of an IAES placement, during the pendency of any proceeding to challenge the proposed change in placement, the student shall remain in the placement prior to removal to the IAES, except where the student is again placed in an IAES.

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

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

E. Referral to law enforcement and judicial authorities

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

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

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

5300.55 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 forbidden.

Corporal punishment does not include the use of physical restraint to protect the student, another student, teacher or any other person from physical injury, when alternative procedures and methods not involving the use of physical restraint cannot reasonably be employed to achieve these purposes.

Physical restraint will not be used to prevent property damage, except in situations where there is imminent danger of serious physical harm to the student or others, and the student has not responded to positive, proactive intervention strategies.

The authorized use of timeout and physical restraint is addressed in policy 4321.12 and regulation 4321.12-R.
The district will file all complaints about the use of corporal punishment with the Commissioner of Education in accordance with Commissioner's regulations.

5300.60 STUDENT SEARCHES AND INTERROGATIONS

In recognition of certain societal problems which present themselves from time to time in our schools, the Board of Education authorizes the Superintendent of Schools, building principals and assistant principals to conduct searches of students and their possessions for illegal matter or matter which otherwise constitutes a threat of the health, safety, welfare or morals of students attending our schools.

In authorizing such searches, the Board acknowledges both state and federal constitutional rights which are applicable to personal searches of students and searches of their possessions (e.g., pocket contents, book bags, handbags, etc.) Such searches shall not be conducted unless founded upon reasonable individualized suspicion.

Students shall be informed by the administration that school lockers are not their private property but the property of the district and that as such may be opened and subject to inspection from time to time by school officials. Recognizing the right to inspect student's school lockers without the necessity of obtaining students' consent is inherent in the authority granted school boards and administrators.

School officials will exercise every safeguard to:

- protect each student's constitutional right to personal privacy and protection from coercion;
- emphasize that schools are educational rather than penal institutions; and
- resolve any doubts in the student's favor.

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

required to contact a student's parent before questioning the student. However, school officials will tell all students why they are being questioned.

In addition, the Board authorizes the Superintendent of Schools, Building Principals, Assistant Principals, Principal Assistants, the school nurse and district security officials to conduct searches of students and their belongings if the authorized school official has reasonable suspicion to believe that the search will result in evidence that the student violated the law or the district Code of Conduct.

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

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

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

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

A. Student Lockers, Desks and other School Storage Places

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

B. Documentation of Searches

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

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

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

C. Police Involvement in Searches and Interrogations of Students

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

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

Before police officials are permitted to question or search any student, the Principal or his or her designee shall first try to notify the student's parent to give the parent the opportunity to be present during the police questioning or search. If the student's parent cannot be contacted prior to the police questioning or search, the questioning or search shall not be conducted unless the student is 16 years of age or older. The Principal or designee will also be present during any police questioning or search of a student on school property or at a school function.

Students who are questioned by police officials on school property or at a school function will be afforded the same rights they have outside the school. This means:

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

D. Child Protective Services Investigations

Consistent with the district's commitment to keep students safe from harm and the obligation of school officials to report to child protective services when they have reasonable cause to suspect that a student has been abused or maltreated, the district will provide data and assistance to local child protective services workers, or members of a multi-disciplinary team accompanying such workers, who are responding to allegations of suspected child abuse, and/or neglect, or custody investigations. Such data and assistance include access to records relevant to the investigation, as well as interviews with any child named as a victim in a report, or a sibling of that child, or a child residing in the same home as the victim.

All requests by child protective services to interview a student on school property must be made directly to the Principal or his or her designee. Child protective service workers and any associated multi-disciplinary team members must comply with the district's procedures for visitors, provide identification, and identify the child(ren) to be interviewed.

The Principal or designee will decide if it is necessary and appropriate for a school staff member, including but not limited to an administrator or school nurse, to observe the interview either from inside or outside the interview room. 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 they were not removed from school before a court order can reasonably be obtained. If the worker believes the student would be subject to danger of abuse, the worker may remove the student without a court order and without the parent's consent.

5300.65 VISITORS TO THE SCHOOL

The Board recognizes that the success of the school program depends, in part, on support by the larger community. The Board wishes to foster a positive climate where members of the community have the opportunity to observe the hard work and accomplishments of the students, teachers and other staff. Since schools are a place of work and learning, however, certain limits must be set for such visits. The Principal or his or her designee is responsible for all persons in the building and on the grounds. For these reasons, the following rules apply to visitors to the schools:

1. Anyone who is not a regular staff member or student of the school will be considered a visitor.
2. All visitors to the school must enter through the designated single point of entry and report to the office of the Principal upon arrival at the school. There they will be required to present photo identification, sign the visitor's register and will be issued a visitor's identification badge, which must be worn at all times while in the school or on school grounds. The visitor must return the identification badge to the Principal's office before leaving the building.

3. Visitors attending school functions that are open to the public after regular school hours, such as parent-teacher organization meetings or public gatherings, are not required to register.

4. Parents or citizens who wish to observe a classroom or school activity while school is in session are required to arrange such visits in advance with the classroom teacher(s) and Building Principal, so that class disruption is kept to a minimum.
5. Teachers are not expected to take class time to discuss individual matters with visitors.
6. Any unauthorized person on school property will be reported to the Principal or his or her designee. Unauthorized persons will be asked to leave. The police may be called if the situation warrants.
7. All visitors are expected to abide by the rules for public conduct on school property contained in this Code of Conduct.

5300.70 PUBLIC CONDUCT ON SCHOOL PROPERTY

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

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

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

A. Prohibited Conduct

No person, either alone or with others, shall:

1. Intentionally injure any person or threaten to do so.
2. Intentionally damage or destroy school district property or the personal property of a teacher, administrator, other district employee or any person lawfully on school property, including graffiti or arson.
3. Disrupt the orderly conduct of classes, school programs or other school activities.
4. Distribute or wear materials on school grounds or at school functions that are obscene, advocate illegal action, appear libelous, obstruct the rights of others, or are disruptive to the school program.
5. Intimidate, harass or discriminate against any person on the basis of actual or perceived race, creed, color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, or gender (including gender identity and expression).
6. Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed.
7. Obstruct the free movement of any person in any place to which this Code applies.
8. Violate the traffic laws, parking regulations or other restrictions on vehicles.
9. Possess, consume, sell, offer, manufacture, distribute or exchange alcoholic beverages, controlled or illegal substances or any synthetic versions (whether or not specifically illegal or labeled for human consumption), or be under the influence of either on school property or at a school function.
10. 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.
11. Loiter on or about school property.
12. Gamble on school property or at school functions.
13. Refuse to comply with any reasonable order of identifiable school district officials performing their duties.
14. Willfully incite others to commit any of the acts prohibited by this Code.
15. Violate any federal or state statute, local ordinance or Board policy while on school property or while at a school function.
16. Smoke a cigarette, cigar, pipe, electronic cigarette, or use chewing or smokeless tobacco, or smoke / vape / ingest cannabis or concentrated cannabis (including any type of cannabis product) or smoking cannabinoid hemp.

B. Penalties

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

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

C. Enforcement

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

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

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

5300.75 DISSEMINATION AND REVIEW

A. Dissemination of Code of Conduct

The Board will work to ensure that the community is aware of this code of conduct by:

1. Providing copies of a summary of the Code, in an age-appropriate plain language version, at a school assembly to be held at the beginning of each school year.
2. Making copies of the Code available to all parents/guardians at the beginning of the school year and posting the complete Code of conduct on the District's website.
3. Providing a summary of the Code written in plain language to all parents/guardians of district students before the beginning of the school year and making this summary available later upon request.
4. Providing all current teachers and other staff members with a copy of the Code and a copy of any amendments to the Code as soon as practicable after adoption.
5. Providing all new employees with a copy of the current Code of Conduct when they are first hired.
6. Making copies of the Code available for review by students, parents/guardians, and other community members.

B. Dissemination of Information for the Dignity Act Coordinator(s)

1. The Board will work to ensure that school personnel, students, parents and persons in parental relation will receive information about the District's Dignity Act Coordinator(s) by:

    1) Listing the name(s), designated school building, and contact information for the Dignity Act Coordinator(s) in the Code of Conduct and posting the same on the District's website. The Dignity Act Coordinator(s) designated for the 2026-2027 school year are as follows:

    Elizabeth VonEitzen– Troy Community School
    Brittany Dawson - School 12
    Lauren Reynolds – School 14
    Kaitlyn Morhous – School 16
    Sonya Shaw – TMS and District Coordinator
    Jennifer White – School 2
    Alexandria Phillips – THS
    Jamilah Sawyer - School 18
    Christine Potaczala – CHS

    2) Including the name, designated school building, and contact information of each Dignity Act Coordinator in the plain language summary of the Code of Conduct.
    3) Including the name, designated school and contact information of each Dignity Act Coordinator in at least one district or school mailing per year to parents and persons of parental relation, and if such information changes in at least one subsequent district or school mailing as soon as practicable thereafter.
    4) Posting the name, designated school building and contact information of each Dignity Act Coordinator in highly visible areas of school buildings.
    5) Making the name, designated school, and contact information of each Dignity Act Coordinator available at the District and school-level administrative offices.

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

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

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

Before adopting any revisions to the Code, 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.

TROY CITY SCHOOL DISTRICT

CODE OF CONDUCT ADDENDUM I

Glossary of Terms Used in the Annual Reporting of Incidents Concerning School Safety and Educational Climate (SSEC)

http://www.p12.nysed.gov/sss/ssae/schoolsafety/vadir/glossary201718.html

Violent or Disruptive Incident Related Terms (1):

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 Offenses:**

2a. Forcible Sex Offenses: Sex offenses involving forcible compulsion and completed or attempted sexual intercourse, oral sexual conduct, anal sexual conduct or aggravated sexual contact, with or without a weapon including but not limited to penetration with a foreign object, rape and sodomy; or resulting from forcibly touching or grabbing another student on a part of the body that is generally regarded as private, such as buttocks, breast, genitalia.

2b. Other Sex Offenses: Other non-consensual sex offenses involving inappropriate sexual contact, including, but not limited to, touching another student 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 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.

3. **Assault:** engaging in behavior intentionally or recklessly that causes physical injury to another person with or without a weapon, in violation of school district code of conduct and falls under one of these categories:

3a. Physical Injury: means impairment of physical condition or substantial pain and includes, but is not limited to, black eyes, welts, abrasions, bruises, cuts not requiring stitches, swelling and headaches not related to a concussion

3b. Serious Physical Injury: means physical injury which creates a substantial risk of death or which causes death or serious and protracted disfigurement or protracted impairment of health or protracted loss or impairment of the function of any bodily organ and requires hospitalization or treatment in an emergency medical care facility outside of school, including but not limited to, a bullet wound, fractured or broken bones or teeth, concussions, cuts requiring stitches and any other injury involving risk of death or disfigurement.

4. **Weapons Possession:** possession of one or more weapons, except possession in a classroom or laboratory as part of an instructional program or in a school-related activity under the supervision of some teacher or other school personnel as authorized by school officials and falls under one of these categories:

4a. Routine Security Checks: possession of one or more weapons (see list below) secured through routine security checks.

Weapons: means one or more of the following dangerous instruments:

- firearm, including, but not limited to, 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 sandclub;
- a sling shot or slungshot;
- an explosive, including but not limited to, a firecracker 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.

4b. Weapons possessed under other circumstances: Possession of one or more weapons at a school function or on school property which are not discovered through a routine security check, including but not limited to, weapons found in possession of a student or within a locker.

5a. 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 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)(vii) 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 hat 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 among students that involves a real or perceived power imbalance and that is repeated, or has the potential to be repeated, over time.(4)
- **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. 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. **Threat of Mass Harm:** 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. **Use, Possession, or Sale of Drugs:** illegally using, possessing or being under the influence of a controlled substance or marijuana on a person, on school property or at a school sponsored event. This includes in a locker, a vehicle or other personal space; selling or distributing a controlled substance or marijuana on school property or at a school sponsored event; finding a controlled substance or marijuana on school property that is not in the possession of any person. This does not apply to the lawful administration of a prescription drug on school property.
9. **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.

Bias-Related Terms (5)

1. **Biased-related conduct:** conduct that is motivated by a 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.
2. **Race:** the groups to which individuals belong, identify with, or belong in the eyes of the community.
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.
4. **National origin:** is an individual's country of birth, country of origin, or the country of origin of an individual's family or spouse.

5. **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.
6. **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.
7. **Disability:** means (a) a physical, mental or medical impairment resulting from anatomical, physiological, genetic or neurological conditions which prevents the exercise of a normal bodily function or is demonstrable by medically accepted clinical or laboratory diagnostic techniques or 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[3] and Executive Law §292[21]).
8. **Gender:** means a person's actual or perceived sex and includes a person's gender identity or expression (Education Law §11[6]).(6)
9. **Sexual Orientation:** means actual or perceived heterosexuality, homosexuality, or bisexuality (Education Law §11[5]).
10. **Sex:** is the biological and physiological characteristics that define men and women.
11. **Other:** can include, but is not limited to, physical characteristics age, socio-economic status, health condition, housing, domestic relationships, social/academic status, etc.

Other Related Terms

1. **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.
2. **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.
3. **School Property:** shall mean 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. (Education Law §11(1) and Vehicle and Traffic Law §142, 8 NYCRR 100.2(kk)(1)(i))
4. **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(kk)(1)(ii))
5. **School Bus:** means every motor vehicle owned by a public or governmental agency or private school and operated for the transportation of pupils, teachers, and other person acting in a supervisory capacity, to or from school or school activities (Education Law §11(1) and Vehicle and Traffic Law §142).
6. **Target:** refers to a person who has been mistreated and/or injured or the individual intended to be affected by the incident.
7. **Victim:** see the definition of target.
8. **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 instructional 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 a student engages in an incident that rises to the level of a criminal offense, the school reports the incident to the juvenile justice system which intervenes through police, court, and/or correctional system.
    - **Law Enforcement:** when a student engages in an incident that occurs on school grounds, school-related events, or while taking school transportation and rises to the level of a criminal offense, the school reports the incident to any law

enforcement agency or official.

9. **Sexting:** is described as the sending, receiving or forwarding of sexually suggestive nude or nearly nude photos through text messages or email.(8)
10. **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 by any school official. All school-related arrests are considered referrals to law enforcement.(9)

Footnotes

1. Education Law §2802, 8 NYCRR §100.2(gg)
2. For additional information and resources, please see August 2016 Memo RE: Dignity for All Students Act: Results of Statewide School District Survey and Guidance on Implementation and The New York State Dignity for All Students Act Resource and Promising Practices Guide for School Administrators & Faculty (1.4 MB)
3. Education Law §11(7), 8 NYCRR §100.2(kk)
4. Dignity for All Students Act Requirements for Schools (Tool for training school employees) (910 KB)
5. These terms are consistent with those found in the publication entitled, The New York State Dignity for All Students Act Resource and Promising Practices Guide for School Administrators & Faculty (1.4 MB), Appendix A, Further descriptions and examples of these definitions are available in this document.
6. For further explanation refer to Guidance to School Districts for Creating a Safe and Supportive School Environment For Transgender and Gender Nonconforming Students (132 KB) and The New York City Department of Education's Transgender and Gender Nonconforming Student Guidelines
7. Routine referrals of a student to a principal or assistant principal for possible disciplinary action should not be counted as a referral to a counseling or treatment program or teacher removal.
8. For additional cyberbullying related terms, refer to Appendix A in The New York State Dignity for All Students Act Resource and Promising Practices Guide for School Administrators & Faculty (1.4 MB).
9. Elementary and Secondary Education Act of 1965, as amended by Every Student Succeeds Act of 2015, 20 U.S.C. sections 6301 et seq., (Public Law 114-95, title 1, section 8532, 129 STAT. 1802); Education Law §2802(7).

TROY CITY SCHOOL DISTRICT

CODE OF CONDUCT ADDENDUM II

STUDENT TRANSPORTATION – POLICY REGULATION 8410-R

Troy City School District students (including resident pupils attending private, parochial and charter schools) shall receive district provided transportation:

- Resident pupils in **Grades K-5** to and from school in the morning and at the end of the school day provided that the distance from home to school is more than six – tenths (6/10) of a mile and the school is less than 15 miles from home
- Resident pupils **Grades 6-12** who reside more than one (1) mile and less than fifteen (15) by contract transportation carrier. If, in the opinion of the Board of Education, it is more advantageous to provide portions of this transportation by private carrier or by a combination of private or public carrier, such method should be used.
- Resident pupils with handicapping conditions in accordance with State laws.
- Resident pupils residing within the walk zones listed above shall be considered “walkers” and will not be provided with transportation.

Policy on After School Activities Transportation:

- Transportation will be provided to students who engage in formal after school activities who reside within the Troy City School District and are otherwise eligible for transportation under the current policy. Such transportation shall be provided to those in Grades 6-12 on a daily basis during the regular school year when required by twenty or more students.

Bus Conduct Reports:

- Filed by the driver with the tape of the run at each occurrence no later than the next day, to the principal at the elementary level and security at the secondary level.
- Depending upon the seriousness of the problem, the student(s) must be transported until a reply is received from the principal of the building involved.
- The reply should take no more than 3 working days. Depending on the seriousness of the incident, it should be handled immediately.
- At the High School and Middle School level, the district’s security will return the bus conduct reports to the drivers from the principal. On the grade school level, the driver will deal directly with the building principal.
- In the event that troublesome students are unidentifiable, then the driver must get assistance from security or school administration.
- The principal is the sole person to determine the seriousness of the bus conduct report. The amount of time before the bus conduct report is returned and the disciplinary action taken will be determined by the principal.
- IF DRIVERS DO NOT WRITE UP STUDENTS OR A WRITE UP IS NOT DONE ON ANY OTHER BUS PROBLEM IN A TIMELY FASHION, NO DISCIPLINE CAN BE ISSUED.

The Driver\Principal Role:

- The ultimate responsibility for dealing with discipline problems rests with the building principal, therefore, it is at the principal’s discretion to determine the manner in which disciplinary problems are dealt with while on school district property. The principal is in charge.

On the Road Problems:

- If a problem occurs, pull the bus over, and notify the base of the location, and the nature of the problem. The base will advise the driver of the action to follow.
- The bus driver does not have the right to put students off of the bus.

SERIOUS INCIDENTS, INCLUDING ALL WHICH RESULT IN A BUS TO RETURN TO CAMPUS WILL BE REPORTED BY THE PRINCIPAL TO THE SUPERINTENDENT AND COORDINATOR OF STUDENT TRANSPORTATION IMMEDIATELY.

SCHOOL BUS TRANSPORTATION PROCEDURES:

- School buses will load and unload only at designated loading zones. School bus drivers are responsible for the safety of all students riding their buses. Bus drivers are instructed to pick up and deliver students ONLY to their assigned school bus stops and school.

- Kindergarten students are **required** to have a parent/guardian at pick up and drop off locations. Drivers are instructed to return any Kindergarten student to school if a parent/guardian is not present. If someone other than the parent/guardian will be picking up at the bus stop, the Transportation Office will need, in writing, the name of the adult.

- All students in grades 1 through 12 will be released from the bus at their appropriate drop off location. A parent/guardian is not required to meet students in grades 1 through 12 at the drop off location. If you wish to arrange for an individualized drop off plan for your specific student, please reach out directly to the building principal of your student's school.

- ALL MAJOR OFFENSES WILL BE CAUSE FOR SUSPENSION FROM THE PRIVILEGE OF RIDING THE SCHOOL BUSES OR SUSPENSION FROM SCHOOL.

- The school bus driver has full authority and responsibility for maintaining order and discipline needed to assure the safe operation of the bus while driving on busy roads. Those riding the bus have an obligation to obey the posted rules and bus driver's orders.

TO ASSURE THE SAFETY OF ALL PASSENGERS THE FOLLOWING STUDENT RESPONSIBILITIES WILL BE STRICTLY ENFORCED:

1. Before boarding the bus, stand back until the bus comes to a complete stop and the driver opens the door. When leaving the bus, be careful, LOOK & LISTEN, for traffic and other hazards. Enter and exit the bus without pushing or shoving.

2. Remain in your seat while the bus is moving. Keep head, hands and feet (the entire body) inside the bus. When you are assigned a seat, you are REQUIRED to sit in it. If damage is done to a seat while assigned to it, the students sitting in that seat will be responsible for payment of vandalism costs for repairs.

3. Students are to keep books, body parts, backpacks, etc. out of the aisles at all times. Other arrangements must be made to haul objects too large to be held on laps or placed between the student's legs. Large band instruments that cannot be placed between the students legs or lap and interfere with other students' space assigned to the same seat will not be allowed on the school bus.

4. Talk must be kept at a conversational level. Loud talking or shouting will distract the driver and constitute a safety hazard.

5. When it is necessary for a pupil to cross the road at a bus stop, the crossing is required to be made in FRONT of the bus after looking both ways to make sure no traffic is approaching from either direction AND after the driver has signaled that it is safe to cross.

6. Permission to ride a different bus must be obtained in advance from the Principal. The only cases where students are allowed to ride a different bus is for baby-sitting purposes and emergency purposes. Students may not ride home for boy/girl scouts, sports, spending the night, etc. The student must first bring a note from home or a phone call to the school. The school gets permission from the bus company. Bus drivers will not accept written notes from parents/guardians unless approved by the Principal. There must be space available on the bus.

7. Profane, foul, and disrespectful language or gestures are forbidden.

8. Possession or use of tobacco, alcohol, or other illegal drugs, weapons, or pornographic material is prohibited. Gum, food, and drinks MUST remain in backpacks or lunch boxes and not be eaten or taken out on the school bus. The driver may confiscate these items if they are out on the school bus! Eating food on the bus is with driver's permission only! Stereo/CD players, skateboards, scooters, etc. are NOT allowed at school and not allowed on the school buses except when cleared through the Bus Company and the school administration in advance.

9. Nothing is to be thrown at another person. If students open windows, they are required to close them before they get off the bus. Nothing may be thrown out the bus windows.

10. Fighting on the bus is absolutely prohibited and all students involved will be suspended from the buses and/or from school *(both AM and PM buses & field trip buses).* A written warning of said suspension is not required.

11. Students are under the supervision of the school until they are at their own bus stop. Students are to maintain the same good manners and good discipline on the school bus as they are at the school. ***The school bus is considered to be an extension of the classroom.*** Most students ride an average of about 30 minutes and we expect students to behave properly. We encourage parents/guardians, if possible, to maintain order at the bus stops prior to the bus arriving there to pick up students. If

parents/guardians hear of any problems persisting please try to help with supervision at the bus stop. The bus driver will maintain order while children are on the bus.

12. Disruptive behavior or defiance of authority is forbidden and will not be tolerated.

13. Durham School Services **and CDTA** are contracted to transport students only. **Students must ride their designated bus, unless otherwise approved by a building administrator and transportation coordinator.** Parents/guardians are not authorized passengers and we cannot allow them on any of the school buses. The only adults that are permitted to ride the school buses are designated by the Troy City School District and Transportation Company as bus aides or monitors, typically on the handicapped bus. If one parent/guardian is allowed to ride, then we would be obligated to allow every other parent/guardian to ride the bus. The bus student counts are designed to transport as full a load of students to and from school as possible, leaving no room for parents/guardians.

14. All Students are required to be at their bus stop 5 minutes before scheduled leaving time in the AM. This will allow all the children in the district to be able to get to school on time. If a driver has to regularly wait for children it puts all stops behind time! Students will be warned and then issued a discipline slip if lateness becomes habitual.

Attention Parents and Guardians:

Helping your child to be a responsible bus student helps keep everyone safe. Help them to be on time for their bus and to take the safest route to and from the bus stop.

Help them learn all the bus rules and explain the importance of following the instructions of their driver. All of our drivers are certified New York State School Bus Drivers. The safety of your child is their first and foremost responsibility. This requires their attention to be on the road at all times. Disruption by students distracts the drivers from this responsibility. Drivers are there to deliver your children safely to and from school. This is why all the rules must be followed.

SAMPLE BEHAVIOR NOT PERMITTED ON BUS:

Hanging out of windows
Throwing/shooting of any object
Bullying and/or fighting against any person
Profanity/threats directed towards the bus driver and/or monitor
Use of tobacco or any controlled substances
Vandalism to the bus (restitution will be made)
Unauthorized entering or leaving bus through emergency door/tampering with the bus equipment
Possession, threat or use of weapons/explosives/ flammables
Other offenses reported by the driver or principal
Spitting
Excessive noise
Horseplay/Mischief
Eating/drinking/littering on the bus
Leaving seat/standing without permission from the driver
Profanity, verbal abuse, harassment, obscene gestures or possession of unacceptable material
False identification
Disobedient to the driver
Stealing
Getting off at an unassigned stop
Other offenses as reported by the driver, monitor and/or principal

DISCIPLINARY MATTERS WILL BE HANDLED BY THE SCHOOL PRINCIPAL.

IMPORTANT: For repeated offenses students may be suspended from school and/or from the bus riding. The bus and the bus stop are extensions of the school day. Bus transportation is a privilege, not a right. It is the responsibility of the parent/guardians to provide transportation for the student if their child's privileges are suspended.

Thank you for your cooperation!

TROY CITY SCHOOL DISTRICT

CODE OF CONDUCT
ADDENDUM III

Acceptable Use Policy 4526

The Troy City School District is responsible for securing its network and computing systems to a reasonable degree against unauthorized access and/or abuse, while making them accessible for authorized and legitimate users (users include students, faculty and staff). This responsibility includes informing users of expected standards of conduct and the consequences for non-adherence. Any attempt to violate the provisions of this policy will result in temporary revocation of user accounts. Permanent revocations can result after an investigation which produces evidence of network abuse. The users of the network are responsible for respecting and adhering to local, state, federal and international laws. Any attempt to break those laws through the use of the network may result in litigation against the offender by the proper authorities. If such an event should occur, this organization will fully comply with the authorities to provide any information necessary for the litigation process and the eventual prosecution thereof.

Discipline Process for Non-Adherence to the District Policy:

Any violation of this policy will result in first a conference with the individual, and then up to suspension and/or Superintendent's hearing. Depending on the incident, the matter may be referred to the Human Resources department, and/or the appropriate law enforcement agencies.

SECTION 1: General Computing Policy

Once a user receives a user ID to access the network and computer systems on the network, they are solely responsible for all actions taken under that user ID. Therefore, the following are considered offenses in violation of this policy:

1.1 Applying for a user ID under false pretenses is a punishable disciplinary offense.

1.2 Sharing your user ID with any other person is prohibited. In the result that you do share your user ID with another person, you will be solely responsible for the actions that other person appropriated.

1.3 Deletion, examination, copying, or modification of files and/or data belonging to other users without their prior consent is prohibited.

1.4 Attempts to evade or change resource quotas are prohibited.

1.5 Continued impedance of other users through mass consumption of system resources, after receipt of a request to cease such activity, is prohibited.

1.6 Use of facilities and/or services for commercial purposes is prohibited.

1.7 Any unauthorized, deliberate action, which damages or disrupts a computing system, alters its normal performance, or causes it to malfunction, is a violation regardless of system location or time duration.

1.8 Computers will be used for educational purposes only as assigned by the instructor in charge.

SECTION 2: Electronic Mail Policy

Whenever you send electronic mail, your name and user ID are included in each mail message. You are responsible for all electronic mail originating from your user ID. Therefore:

2.1 Forgery (or attempted forgery) of electronic mail messages is prohibited.

2.2 Attempts to read, delete, copy, or modify the electronic mail of other users are prohibited.

2.3 Attempts at sending harassing, obscene and/or other threatening e-mail to another user are prohibited.

2.4 Attempts at sending unsolicited junk mail, “for-profit” messages or chain letters are prohibited.

SECTION 3: Network Security

As a user of the network, you may be allowed to access other networks (and/or the computer systems attached to those networks). Therefore:

3.1 Use of systems and/or networks in attempts to gain unauthorized access to remote systems is prohibited.

3.2 Use of systems and/or networks to connect to other systems, in evasion of the physical limitations of the remote system/local is prohibited.

3.3 Decryption of system or user passwords is prohibited.

3.4 The copying of system files is prohibited.

3.5 The copying of copyrighted materials, such as third-party software, without the express written permission of the owner or the proper license, is prohibited.

3.6 Intentional attempts to “crash” Network systems or programs are punishable disciplinary offenses.

3.7 Any attempts to secure a higher level of privilege on Network systems are punishable disciplinary offenses.

3.8 The willful introduction of computer “viruses” or other disruptive/destructive programs into the organization network or into external networks is prohibited.

SECTION 4: Internet Protocol

As a user of the network, you will be allowed to access other networks (and/or the computer systems attached to those networks). Therefore:

4.1 Accessing or acquisition of pornographic materials is prohibited.

4.2 Distribution of pornographic materials is prohibited.

4.3 Participation in unauthorized newsgroups and “chat areas” is prohibited.

4.4 Permitting or providing access to obscene or pornographic areas is prohibited.

4.5 Communicating or accessing information that is unethical or inappropriate to a school district is prohibited.

TROY CITY SCHOOL DISTRICT

CODE OF CONDUCT
ADDENDUM IV

Interscholastic Athletic Handbook

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TROY
CITY SCHOOL DISTRICT

August 2026

Dear Student/Athletes and Parents:

Welcome to interscholastic athletics for the Troy City School District. This is an exciting time for student athletes. This guide will help you understand the policies, rules, and expectations for our District.

Being an athlete in the Troy School District is an honor to be taken seriously. The rules and regulations of this code of conduct apply 24 hours a day, 7 days a week, 365 days a year and are not just limited to student behavior at school sponsored activities or on school property. This includes social media. Representing the Troy City School District comes with a great deal of responsibility and it is one that we hold dear. Wearing the purple and gold is truly something special!

To have the opportunity that thousands of previous Troy students have had in representing our school and local community is one that should make your family members, friends, and other supporters proud. The relationships and experiences that will be created participating in athletics will stay with you forever.

I wish you the best of luck for a healthy and successful season. If you have any questions, please call me any time.

Thank you,

Paul Reinisch

Paul Reinisch
Director of Physical Education, Health, and Athletics
Telephone: 518-328-5417
Email – reinischp@troycsd.org

Goals for the Interscholastic Program

It is important for us to recognize that we hold very high standards for our athletes at Troy. A Troy athlete understands the value of sportsmanship, respect, dedication, honesty, and loyalty. Success at Troy will not be gauged by the win/loss record, but by the growth of each and every one of our athletes in becoming people of great character.

Section II Sportsmanship Policy for Players

Any player on a varsity, junior varsity, freshman, or modified team in Section II shall be suspended for the next scheduled contest if he/she is ejected from a contest for unsportsmanlike behavior by an official. The next contest is defined as the next contest in which the disqualified athlete is eligible to play, whether it be that sport's season, the next sport's season, or the next year. A player who is injured (for example, during a fight for which he was ejected) would be ineligible for the first contest for which he/she is medically cleared. Sectional, regional, or state tournament games are NOT exempt from this rule. The Troy City School District reserves the right to increase this consequence if deemed appropriate.

Parental Involvement

The biggest fans and supporters of our athletes are the dedicated parents who support students involved in athletics at Troy. We can't thank you enough for the support that you give. We would ask that along with supporting our players, we would greatly appreciate support for our coaches. Coaching is a tough job and our staff is highly qualified and highly motivated. Coaches are asked to conduct themselves with the best interest of our school, their program, and their athletes in mind. I would respectfully ask that we allow the coaches to do their jobs. Unless there is an emergency situation, or an absolute necessity, please refrain from approaching the benches, sidelines, or dugouts during pre-game warm-ups, game play, and post-game wrap up. As we hold our athletes to a high standard, that standard applies to parents as well. Unacceptable behavior by parents and/or friends or other family members can result in removal from the facility for that individual game or permanent removal from any athletic event which includes any Troy team. If a spectator is removed from a contest by an official, the Troy City School District reserves the right to remove that person from additional games, rest of season games, or indefinitely.

Developmental Stages for Each Level

Here in the Troy Athletic Department, we take a very unique approach with our development of student/athletes. Our coaches are expected to maintain contact with their athletes throughout the year. That means building a strong working relationship, supporting them in their other interests, and creating opportunities for off-season training that will continue their development in that sport. At the modified level our goal is to introduce our athletes to interscholastic sports. The modified level offers its own unique rules regarding competition. We follow all rules and guidelines as laid out to us by the NYSPHSAA Handbook for modified sports. We hope to create an exciting, fun, and instructional environment to prepare our modified athletes for high school competition. The freshman and junior varsity levels continue to focus on skill development and prepare them for the varsity level. The varsity level comes with an entirely different focus. Varsity events are covered by local news and scouted by college recruiters. We try to create an environment that is fun and exciting for our athletes and spectators. There is nothing like being a varsity athlete and our coaching staff is committed to make the experience one they will never forget.

Player Code of Conduct

When accepting the honor and privilege of being an athlete at Troy, you also accept the responsibilities that go with being a member of a team. These responsibilities include:

1. During athletic events, conduct yourself with a high degree of sportsmanship and leadership. The behavior you display will be a direct reflection of you, your teammates, your family, school, and local community.
2. How you conduct yourself in school will reflect upon your program. You must be courteous and respectful when dealing with fellow students and district employees.
3. Being an athlete at Troy does not give you special treatment or privileges. Athletes abide by the same academic and behavioral rules set forth by teachers and school administration.
4. Troy athletes must demonstrate a positive image for younger Troy students to look up to.
5. Team members are required to attend all practices ~~unless excused by the coach~~. This policy is still in effect if an

injury occurs which removes that athlete from competition.

6. Social media such as Facebook, Instagram, TikTok, and X can be reviewed at any time by school administration. Any violations to our code of conduct through social media outlets can and will be handled as if the situation happened in school.
7. Coaches also reserve the right to add additional team rules as they deem fit. Any of those additions need to be agreed upon by the Athletic Director.
8. It is expected that all athletes ride to and from games with their teams. If, due to circumstance, an athlete needs to ride home with a parent/legal guardian, they must have a note signed by their school administrator.

Other Interscholastic Regulations

Equipment

- All issued equipment must be handed in at the end of the season. Any equipment turned in damaged may result in athletes being held financially responsible for damaged items.
- An athlete who does not turn in equipment, uniforms or school issued warmups will be held financially responsible for all equipment issued.
- Issued equipment shall not be worn outside of school or during physical education class.
- Uniforms may be worn to school on game days if it is a team rule approved by the coaching staff. Other than that, they are to be worn during athletic contests only.

Attendance in school – A student who is absent from school is not allowed to participate in practice or games that day. (This may exclude funeral, college visits, or other potential family emergencies).

Physical Examinations - All athletes must be approved by the health office in order to participate in athletics. This includes try-outs.

School Behavior – Good citizenship is expected of athletes at all times. Behaviors such as disrespect to staff, not completing homework assignments, use of tobacco (including electronic cigarettes), alcohol, or drugs, or any behavior that casts a negative reflection on our programs can result in varying degrees of penalty. Penalties may range from a one- game suspension to removal for that season or school year. All suspensions can be appealed to the building principal or Superintendent of Schools.

Injury - Participating in athletics always carries risk of injury. Injuries must be reported immediately to your coach.

Quitting a Team – Once a team has been established, which means cuts have been made or the team has practiced for one week (defined as 7 calendar days), a student may not quit a team and join another team for the remainder of that season. Also, a student may not quit a team and begin attending off season workouts for another sport during that season. Students must wait until the completion of that team's season before they can attend workouts for the other sport.

Physical Education Class – Any student/athlete that does not participate in physical education class may not participate in a practice or game that day.

Social Media Use – Any negative comments, photographs or videos regarding Troy Athletics, any Troy student, or potential opponents may result in consequences that include but are not limited to suspension and/or removal from a team.

It is expected of our students to attend classes, be on time, be respectful of all faculty and staff, and conduct themselves in a safe manner anywhere on school grounds. Athletes who do not conduct themselves in a respectful and responsible manner on school property shall be subject to disciplinary action from the athletic office as well as any possible sanctions set by the school administration.

Cut Policy

All cuts must be confirmed by a building administrator. Once a class cut is confirmed and processed by the assistant principal's office, that player is ineligible for their team's next athletic contest. Cuts acquired during the season shall result in the following consequences:

Cut	Games Suspended
#1	Warning
#2	1
#3	1
#4	Remainder of season
#5	Remainder of school year

Suspension from School

1. Any student who is externally suspended from school during their athletic season will be ineligible for one athletic contest upon their return. That athlete must sit out the next athletic contest upon their return to school.

2. Any student who is externally suspended from school out-of-season will be ineligible for one athletic contest during their next athletic season. This ruling also carries into the next school year. (Example: A sophomore student is a fall athlete and gets suspended in March. That athlete must sit-out the next available contest upon his/her return. In this case, that would be the fall of the student's junior year.)

3. Upon a student's second suspension during one school year, that student is immediately ineligible to play athletics at Troy for the remainder of the school year. He/she is allowed to sign-up the following school year.

4. Any student externally suspended may not participate in practice or games during the term of their suspension.

5. In-School Suspension. A student is ineligible to participate in practice or a game on the day a student receives in-school suspension.

Academic Policy

1. If a student fails a summer school course that they are repeating because of a prior failure, they are ineligible to participate in any athletic activity for the entire 1st marking period.

2. If a student fails 2 courses during a marking period, they will be immediately placed on academic probation.

   Athletic/Academic Probation: Any student that fails two classes during a marking period will go on academic probation. During the probationary period they remain eligible to participate, however, at the next interim period they must have at least one of the failing grades above 65%. If that student fails to bring either failing course above the required 65%, they will be ineligible to participate in athletic activities for the remainder of that marking period. The probationary period begins the day report cards are distributed.

   After the interim report is distributed, if a student is receiving a passing grade in at least one of the two failing classes, their probationary status is lifted and they will be eligible to participate for the remainder of the marking period.

3. If a student fails 3 or more classes during a marking period, they will be ineligible to participate in athletic activities for the next marking period, commencing on the date of the school's report card distribution.

Section II Sportsmanship Policy for Spectators

The following code of behavior shall be prominently displayed in all school buildings, gymnasiums, and outdoor facilities where contests are held.

1. Spectators are an important part of the games and are encouraged to conform to accepted standards of good sportsmanship and behavior.
2. Spectators should at all times respect officials, visiting coaches, players, and cheerleaders as guests in the community and extend all courtesies to them.
3. Enthusiastic cheering for one's own team is encouraged.

4. Booing, whistling, stamping of the feet and disrespectful remarks shall be avoided.
5. There will be no ringing of bells, sounding of horns, or other noisemakers at indoor contests during play. Anyone who does not abide by this rule will be asked to leave the premises.
6. Pep bands or school bands, under the supervision of school personnel, may play during timeouts, between periods, or a half-time. Bands must coordinate their play so as not to interfere with a cheerleading squad on the floor or field.
7. The throwing of debris, confetti, or other objects from the stands is prohibited. Offending individuals will be asked to leave the premises.
8. During a free throw in basketball, all courtesies should be extended.
9. Spectators should encourage each other to observe courteous behavior. Improper behavior should be reported to the school authorities.
10. Spectators will observe the rules of the local school concerning smoking, food and drink consumption, littering, and parking procedures.
11. Spectators will respect and obey all school officials and supervisors at athletic contests.

TROY
CITY SCHOOL DISTRICT

2026-2027
PARENT/GUARDIAN and STUDENT
ACKNOWLEDGEMENT

Must be returned to School Office

I have read the **Code of Conduct** of the Troy City School District. I am aware of the expectations of students while they are on and around the school buildings and grounds and using District transportation.

I will abide by these expectations which have been set forth in the following:

- Code of Conduct
- Transportation Policy
- Computer/Technology Policy
- Athletic Policy

Building _____

Student Name (please print) _____

Student Signature_____ Date_____

Parent/Guardian (please print) _____

Parent/Guardian Signature_____Date_____