

CENTER MORICHES UFSD

CODE OF CONDUCT AND  
RESPONSIBILITIES

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## CENTER MORICHES UFSD

### Code of Conduct and Responsibilities

#### INTRODUCTION

The Center Moriches Board of Education shall adopt and amend a Code of Conduct and Responsibilities for the maintenance of order on school property, including a school function, which shall govern the conduct of students, teachers and other school personnel, as well as visitors, and shall provide for the enforcement thereof.” (Project SAVE, §2810 of Education Law).

The Center Moriches UFSD Board of Education is committed to providing a safe and orderly school environment where students may receive and district personnel may deliver quality educational services without disruption or interference. Responsible behavior by students, teachers, other district personnel, parents and other visitors is essential to achieving this goal. An orderly environment within a school requires a Code of Conduct that clearly defines individual responsibilities, categorizes unacceptable behavior, and provides for appropriate disciplinary options and responses that will result in a change to more appropriate behavior. To be effective, such a Code of Conduct and Responsibilities must:

1. Identify and recognize acceptable behavior, and promote honesty, civility, mutual respect, citizenship, character, tolerance, integrity, self-discipline and responsibility.
2. Concern itself with the welfare of the individual as well as that of the school community as a whole.
3. Promote a close working relationship between parents and the school staff.
4. Discriminate between minor and major offenses, as well as first time and repeat offenses.
5. Provide disciplinary responses that are appropriate to the misbehavior and be administered by all in a way that is fair, firm, reasonable and consistent.
6. Encourage a high regard for every person’s right to reasonable hearing procedures and due process.

A school’s primary concern is education. The Board of Education is responsible for seeing that essential controls are established and adequate discipline is maintained in the operation of the schools to effectively promote the safety, social and educational growth of students. To this end, the Board of Education adopts this Code of Conduct and Responsibilities.

This Code of Conduct and Responsibilities applies to all students, school personnel, parents and other visitors when on school property or attending a school function.

#### DEFINITIONS

For the purposes of this code, the following definitions apply.

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

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

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

“**School function**” means any school sponsored extracurricular event or activity whether on or off school property.

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

- A. Commits an act of violence upon a school employee.
- B. Commits, while on school property or at a school function, an act of violence upon another student or any other person lawfully on school property or at the school function.
- C. Possesses, while on school property or at a school function, a firearm or weapon.
- D. Displays, while on school property or at a school function, what appears to be a firearm or weapon.
- E. Threatens, while on school property or at a school function, to use a firearm or weapon.
- F. 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.
- G. Knowingly and intentionally damages or destroys school district property.

“**Weapon and/or Firearm**” – means a firearm as defined in 18 U.S.C. §921 for purposes of the Gun-Free Schools Act. Weapon means any other gun, BB gun, air gun, spring gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, dagger, dirk, razor, stiletto, knife, gravity knife, brass knuckles, sling shot, metal knuckle knife, box cutter, cane sword, electronic dart gun, Kung Fu star, electronic stun gun, pepper spray or other noxious spray, explosive or incendiary bomb or other device, instrument, material or substance that can cause physical injury or death when used to cause physical injury or death.

“**Controlled substance**” means a drug or other substance identified in the federal Controlled Substances Act, 21 U.S.C. §802 or the New York State Penal Law Article 220.00, and their implementing regulations.

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

## **RIGHTS OF STUDENTS**

Education in a free society demands that students be aware of their rights and that they learn to exercise them responsibly. The District is committed to safeguarding students’ rights under state and federal law. To this end, students have a right to:

1. Be educated in a setting that is physically safe, emotionally secure and intellectually stimulating,
2. Learn as they become developmentally capable,
3. Be informed of school rules,
4. Have school rules enforced consistently and fairly and have a right to present their version of the facts to school authorities regarding disciplinary matters.
5. Expect communication and cooperation between the school and home on academic and discipline matters.
6. Expect that school officials and parents will look out for the best interest of each student.
7. Take part in all school sponsored activities on an equal basis regardless of race, color, creed, national origin, religion, gender or disability.

## RESPONSIBILITIES OF STUDENTS

Students attend school so that they may develop to their fullest potential. With this in mind, each student is expected to:

1. Accept responsibility for his/her actions.
2. Respect the rights of others, including his/her right to secure an education in an environment that is orderly and disciplined.
3. Attend school on a regular basis, and be punctual at all times.
4. Complete class assignments and other school responsibilities by meeting deadlines.
5. Become an “active learner” by continually showing evidence of appropriate progress toward meeting course and/or diploma requirements.
6. Respect school property and help to keep it free from damage.
7. Obey school policies, rules and regulations made by school authorities and the student governing body regarding student conduct, and cooperate with school authorities in the investigation of Code violations.
8. Contribute toward establishing and maintaining an atmosphere that generates mutual respect and dignity for the entire school community.
9. Become familiar with the Code of Conduct and Responsibilities and seek interpretation of parts not understood.

## ROLE OF PARENTS

A cooperative relationship between home and school is essential to each student’s successful development and achievement. To achieve this wholesome relationship, parents are urged to:

1. Exemplify an enthusiastic and supportive attitude toward school and education.
2. Building a good working relationship between themselves and their child.
3. Teach their child self-respect, respect for the law, and respect for others and public property.
4. Insist on prompt and regular attendance.
5. Recognize that teachers, administrators and other school personnel deserve the same consideration and respect that parents expect from their child.
6. Encourage their child to take pride in his/her appearance and to dress appropriately for school.
7. Insist that their child promptly bring home all communication from the school.
8. Cooperate with the school in jointly resolving any school-related problem by listening to views and observations of all parties concerned.
9. Set realistic standards of behavior for their child and be firm, fair and consistent in applying them.
10. Help their child learn to deal effectively with both positive and negative peer pressure.
11. Provide a time and place conducive for study and completion of homework assignments, and to encourage their child to take pride in their schoolwork.
12. Demonstrate desirable standards of behavior through personal example.
13. **Parents should be aware that they are responsible for any financial obligations incurred by their child in school. This includes lost books, damage to property, etc.**
14. Serve as role models for students and act in a respectful manner toward teachers, administrators and other school personnel.

## **ROLE OF TEACHERS**

Teachers know that they work everyday with this nation's most precious commodity – the future generation. In view of this responsibility, teachers are expected to:

1. Promote a climate of mutual respect and dignity, which will strengthen the student's positive self-image.
2. Plan and conduct a program of instruction that will make learning challenging and stimulating, allowing students to attain their full potential.
3. Recognize that some disciplinary problems are caused by student personal and academic frustrations, and be sensitive to adolescent behavior patterns.
4. Utilize classroom routine that contributes to the total instructional program and to the student's development of civic responsibility.
5. Distinguish between minor student misconduct best handled by the teacher, and major problems requiring the assistance of the administrator.
6. Handle individual infractions privately and avoid punishing the group for the misbehavior of one or two.
7. Help students cope with positive and negative peer pressures.
8. Seek to develop close cooperative relationships with parents for the educational benefit of the student.
9. Send communication home promptly, and/or call parents as appropriate.
10. Report to the administration any student who jeopardizes his/her own safety, the safety of others or of the teacher, or who seriously interferes with the instructional program of the classroom.
11. Be conscious of ethics and appropriate behavior in relationships with students, parents, teachers and administrators, and serve as role models for students.
12. Demonstrate desirable standards of behavior through personal example.
13. Provide timely feedback to students on the assessment of academic performance to facilitate the implementation of remediation action plans.

## **ROLE OF BUILDING ADMINISTRATORS**

As the educational leaders for the school, the principal sets the disciplinary climate for the school, not only for students, but for staff as well. They must, therefore:

1. Seek to develop a sound and healthful atmosphere of mutual respect within the school.
2. Evaluate the program of instruction in their school to achieve a meaningful education program.
3. Help their staff self-evaluate their procedures and attitudes in relation to the interactions within their classrooms, and to assist staff members to resolve problems that may occur.
4. Develop procedures that reduce the likelihood of student misconduct.
5. Provide the opportunity for students and staff to approach the administration directly for formulation of school regulations and redress of grievances, resolution of concern.
6. Work closely with parents to establish a collaborative relationship between home and school.
7. Utilize all appropriate support staff and community agencies to help parents and students identify problems and seek solutions.
8. Establish and maintain necessary building security.
9. Assume responsibility for the dissemination and enforcement of the Code of Conduct and Responsibilities to insure that all discipline cases referred are resolved promptly and to develop behavior guidelines and appeal procedures in harmony with this document.
10. Insure fairness, reasonableness and consistency.
11. Comply with pertinent state laws governing hearings, suspensions and student due process rights.
12. Demonstrate desirable standards of behavior through personal example.
13. Work with District administrators in enforcing the Code of Conduct and Responsibilities and ensure that all cases are resolved promptly and fairly.

## **ROLE OF DISTRICT ADMINISTRATORS**

As the educational leader of the school system, the Superintendent must:

1. Reinforce and extend the indicated responsibilities of the principals and make them applicable to the school system for grades K-12.
2. Recommend to the Board of Education appropriate policies and actions to achieve optimum conditions for positive learning.
3. Develop and implement an effective “Code of Conduct and Responsibilities” supportable by students, parents, staff and community.
4. Demonstrate desirable standards of behavior through personal example.
5. Develop supportive and pro-active relationships with local law enforcement agencies.
6. Work with building administrators in enforcing the Code and ensure that all cases are resolved promptly and fairly.

## **ROLE OF BOARD OF EDUCATION**

As elected officials responsible for the school system, the Board of Education is responsible to promulgate the policies and regulations needed to implement and enforce this code. The Board will adopt and annually review the effectiveness of the District’s Code of Conduct and Responsibilities and its implementation.

## **CODE OF CONDUCT GENERAL PROCEDURES**

### **A. Authority**

The Superintendent of Schools, the administrative staff and teaching staff, under the direction of the Superintendent, shall enforce all provisions of the law and all rules and regulations relating to the management of the schools and other educational, social, and recreational activities under the direction of the Board of Education (derived from §1711 of the New York State Education Law).

### **B. Procedures**

1. **Referral and Investigation**: Building administrators shall be primarily responsible for the initiation of investigations, assignment to special instructional areas or detention as appropriate, the preparation and maintenance of referral, follow-up record, and initiating prompt contact with the parents or guardian. The referring teacher will be informed of action taken.
2. **Parental Conference**: Parental conference involving the student, the parents and the administrator may be requested by either the administrator or the parents. These will be informal in nature and directed toward resolving reported problems.
3. **Suspension from Attendance**: The principal may suspend a student from attendance for up to five (5) school days for commission of any offense. Such suspension will only occur following an immediate investigation with a finding of evidence indicating that the student did indeed commit such offense. During the course of the investigation, the student will be made orally aware of the charges. The student will be provided with an opportunity to contact a parent or guardian. Students externally suspended must remain in school in the supervision of administration until close of the school day or until a parent can pick the student up. A student who is found guilty of Class One, Class Two or Class Three offense may be subject to a long-term suspension for more than five days as a result of a Superintendent’s Hearing.

4. Student Rights Regarding Suspension:

- A. The student will be given oral and written notice of the suspension and its length of duration.
- B. The student will be notified of the reason for being suspended as soon after the suspension as is reasonably practicable.
- C. The student will have the opportunity to state his/her side of the matter either orally or in writing as soon after the suspension as is reasonably practicable.
- D. The student, upon request, will receive in writing an explanation for the reasons for suspension as soon after the suspension as is reasonably practicable.
- E. The parent/guardian of the student will be notified in writing of the reasons for the suspension and that they have the opportunity to request an informal conference as soon as is reasonably practicable.
- F. Students externally suspended must remain in school under the supervision of administration until the close of the school day or until a parent can pick the student up.

5. Notification of Authorities:

In the event that there is or appears to be a situation regarding violation of state or federal statute (a crime), the principal will confer with the Superintendent and immediately notify the appropriate law enforcement agency and local officials. The student and parents will be notified of such contact.

### **DISCIPLINARY STRUCTURE**

If a school discipline code is to be effective in reducing discipline problems, student misbehavior must be organized into categories from minor to major with appropriate disciplinary responses. Through promulgation of such information, students, parents and school staff learn which student behaviors are unacceptable and which responses will be utilized as a consequence. By pairing these misbehaviors with sound disciplinary responses, the school ensures that its disciplinary practices and procedures are consistent, reasonable, fair and equitable.

Factors to be considered in disciplining a student:

- A. The student's age.
- B. The nature of the offense and the circumstances that led to the offense.
- C. The student's prior disciplinary record.
- D. The effectiveness of other forms of discipline.
- E. Information from parents, teachers and/or others, as appropriate.
- F. Other extenuating circumstances.

Disciplinary procedures regarding students with disabilities and students who are suspected of having a disability under the Individuals with Disabilities in Education Act are set forth in a later section of the Code of Conduct and Responsibilities.

In accordance with the above, disciplinary infractions are categorized into three levels. At each level, a sample group of misbehaviors is listed along with a range of possible disciplinary responses. All examples, procedures and disciplinary responses are applicable to and from school, during school, on school buses and bus stops, during school-sponsored field trips, extra curricular activities, school sponsored activities, whether taking place on or off school premises, including those on weekends and/or evenings and any incidents that occur off school grounds that disrupts the educational process. The vast majority of Center Moriches Schools' students are responsible and well-behaved citizens and follow the rules and regulations in appropriate fashion.

## PHILOSOPHY

This Code of Conduct and Responsibilities is an expression of the positive student behaviors the Board of Education, the staff and the community hopes to instill in our young people. In order to foster the best possible learning environment, the Code of Conduct and Responsibilities will help to provide a structure whereby students can receive help from appropriate sources when conduct becomes unacceptable. It is also the intent of this policy that it can be used and enforced when a student's behavior becomes unacceptable.

It should be understood by all that the Code of Conduct and Responsibilities hereto set forth will be enforced by the Board of Education and that the Board of Education expects that it will be supplemented and/or clarified at the building level at all stages of the "rules and regulations. It is especially important that even our youngest students understand the consequences of unacceptable behavior so that positive behavior is established at an early age.

At all stages of the "Code of Conduct and Responsibilities", the district will attempt to provide help for the student to modify his/her behavior. Sources of assistance can be internal (ex., administrative, guidance, psychologist, staff members) or external (ex., department of social services, department of mental hygiene, etc.)

### CLASS ONE OFFENSES: EXAMPLES AND PENALTIES

The resolution of class one offenses will be the initial responsibility of the teacher observing the infraction. Parents will be notified by teachers of repeated offenses and referrals will be made to administration. Examples of inappropriate behaviors include, but are not limited to:

1. Inappropriate language or gestures in school toward students or staff.
2. Lateness to class.
3. Middle School: Use of electronic communication devices during school hours. High School: Use of electronic communication devices in academic areas during school hours. The school has the right to confiscate such an item until a parent can come to the school and pick it up.
4. Unauthorized absence or aiding a student's unauthorized absence from class (cutting classes).
5. Unauthorized lateness to school.
6. Unauthorized presence in any area.
7. Loitering in hallways during school and after school.
8. Leaving class without a pass from the teacher.
9. Sent out of class for inappropriate behavior.
10. Failure to comply with the school dress code.
11. Plagiarism or cheating.
12. Unpreparedness

If the teacher is unable to resolve the problem, the teacher will refer the matter to the administration. If the matter is referred to administration, the following penalties will be considered:

- 1) After school detention/recess detention.**
- 2) In School Suspension (ISS)**
- 3) Loss of privileges pertaining to the offense for a specified time.**
- 4) OSS (Out-of School Suspension)**

## CLASS TWO OFFENSES: EXAMPLES AND PENALTIES

Class two offenses shall be reported immediately to building administration, which in turn shall notify district administration where appropriate. The student will be immediately removed from instruction and the matter will be investigated and appropriate action initiated. The parent/guardian will be promptly notified in writing and/or by telephone. A conference may be held at the school's or parent's request.

Examples of inappropriate behaviors that constitute Class Two offenses include, but are not limited to:

1. Disruptive behavior in class, lunch, between periods, on the bus, or at the bus stop.
2. Failure to follow school rules as specified in the student handbook or specific directions of staff.
3. Disorderly conduct – any behavior that disrupts the educational process.
4. Failure to serve teacher detention.
5. Insubordination – refusing to follow directives of a staff member.
6. Lying, forgery and stealing.
7. Misconduct during administrative detention.
8. Possession and/or use of fireworks smoke or stink bombs, percussion caps, etc.
9. Repeated class one offenses.
10. Smoking on school grounds, at school-sponsored events, whether on or off school grounds or while under school supervision. Possession and/or use of tobacco based products
11. Truancy/Failing to sign into school.
12. Unauthorized use of school equipment
13. Mock fighting and/or horseplay that escalates to a more serious level/aggressive behavior.
14. Leaving school property without permission.
15. Improper Use of Technology/Violation of Internet Policy/ Videotaping student interactions and/or fights
16. Activating AED Alarm.
17. Unauthorized presence upon school premises, other than to the location to which the student is assigned with authorization from proper school authorities.
18. Membership or affiliation with any gang, fraternity, sorority or secret society.
19. Exhibiting evidence of membership or affiliation with any gang, fraternity, sorority or secret society.
20. Improper parking and/or operation of a motor vehicle on school property.
21. Gambling

**Dependent upon the offense, the following penalties will be considered:**

1. Lunch detention or after school detention
2. In school suspension (ISS)
3. Out-of-school suspension.
4. Loss of privileges pertaining to the offense for a specified time, and any combination of above.
5. Parent conferences required for all out-of-school suspensions.

### CLASS THREE OFFENSES: EXAMPLES AND PENALTIES

Class Three offenses shall be reported immediately to building administration who, in turn, shall notify district administration. The student will be immediately removed from instruction and the matter will be investigated and appropriate action initiated. The parent/guardian will be promptly notified in writing and/or by telephone. A conference may be held at the school or parent's request. A contract outlining the conditions of a student's return following a suspension may be required at the request of administration. Under appropriate circumstances, the police may be notified. Additionally, a Behavior Intervention Plan may be implemented with the student's guidance counselor and a PINS petition may be requested by the building administrator.

Examples of inappropriate behaviors that constitute Class Three offenses include, but are not limited to:

1. **Activating a Fire Alarm**
2. **Threatening/Assaulting/Cursing at a Staff Member**
3. **Bomb Threat**
4. **Disorderly and/or disruptive behavior**
5. **Gross Insubordination**
6. **Bullying/Harassment/Intimidation**
7. **Possession/sale of: depressant, stimulant, alcohol, hallucinogenic, or narcotic drug**
8. **Possession of a weapon and/or firearm**
9. **Possession/Use of a chemical spray device**
10. **Repeated class two offenses**
11. **Under the influence of alcohol or drugs**
12. **Vandalism**
13. **Computer Vandalism**
14. **Sale, distribution and/or sharing of over-the-counter or prescription medication**
15. **Hazing**
16. **Fighting**
17. **Disrupting the educational process**
18. **Possession, sharing, use, or sale of obscene material**
19. Possession and/or use of electronic cigarettes/vaporizer (PV) or electronic nicotine delivery system (ENDS)

A range of penalties, which may be imposed for the above Class Three Offenses, include but are not limited to:

1. Out-of-school suspension 1 to 5 days
2. Out-of-school suspension for 5 days/Superintendent's Hearing.
3. Student may be required to make full restitution for any damages inflicted on school property.
4. Suffolk County Police will be contacted for offenses that jeopardize the health and safety of students

### THE SECONDARY SCHOOL IN-SCHOOL SUSPENSION ROOM (ISS)

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 the secondary principal 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. Instructional assignments will be provided by the student's teachers during the time that he/she is in ISS. The student is to also meet with his/her teachers prior to serving ISS to get assignments. The student must utilize this time in a productive manner, making up the work missed while in the detention center.

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

The rules of Secondary School ISS are as follows:

1. Students must come prepared to work for the entire day.
2. Students will not be allowed out of the ISS room except for emergencies, to get lunch, or to use the restroom.
3. Students must bring all their books and supplies with them at the start of the day.
4. Students are prohibited from participating in all extra-curricular activities and sporting events for that day.
5. The rule of silence will be in effect for the entire day, except for teacher-student interaction.
6. Disruptive and/or disorderly behavior in ISS will result in immediate Out-of-School Suspension. The student must make-up the day in ISS on the following day.
7. Assignments from regular classroom instructors will be provided. All assignments must be completed by the end of the day to be considered by the subject area teachers.
8. A student who does not produce work while in ISS will:
  - a. Have their period in ISS extended with the possibility of additional work or
  - b. Be suspended out of school.
9. In the event that a student is absent on the day that he/she is assigned to ISS, the student will report to ISS the next day.

### **SUSPENSION FROM TRANSPORTATION**

If a student does not conduct himself/herself properly on a bus, the bus driver is expected to bring such misconduct to the 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 parents will be provided advanced notification and will become responsible for seeing that his or her child gets to and from school safely. Should the suspension from transportation amount to a suspension from attendance; the district will make appropriate arrangements to provide for the student's education.

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

### **TEACHER DISCIPLINARY ACTION**

**Removal of Disruptive Student:** A student's behavior can affect a teacher's ability to teach and can make it difficult for other students in the classroom to learn. In most instances the classroom teacher can control a student's behavior and maintain or restore control over the classroom by using good classroom management techniques. However, if a student continually disrupts class, the teacher may direct students to a supervised area such as the administrator's office. The teacher will contact the main office when sending a student out of class.

## **Removal of a Substantially Disruptive and/or Disorderly Student:**

*When a student's behavior becomes substantially disruptive and/or disorderly to the educational process or substantially interferes with a teacher's authority where a student demonstrates a persistent unwillingness to comply with the teacher's instructions or repeatedly violates the teacher's classroom behavior rules, a classroom teacher may remove a disruptive and/or disorderly student from class for up to two days per incident. The removal from class applies to the class of the removing teacher only.*

A substantially disruptive and/or disorderly student will be sent to the administrator's office by the teacher with a referral form stating the purpose for the removal from class. The student will be placed in an Interim Alternative Educational Setting (IAES) for the remainder of the class period.

The following procedures will occur with regard to a student removal:

1. Teacher completes referral and meets with the administrator to discuss circumstances regarding removal as soon as possible, but no later than the end of the school day.
2. The parents of the student will be notified of the reason for the removal. The parents will be informed of their right to an informal meeting with the administration.
3. Should an informal meeting take place, the teacher who requested the removal would be required to attend.
4. The informal meeting will be held within 48 hours of student's removal, but may be extended by mutual agreement of the administrator and parent.

The administrator may overturn the removal of the student from class if the administrator finds any one of the following:

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

The administrator may overturn a removal at any point between receiving the referral form issued by the teacher and the close of business on the day following the 48-hour period for the informal conference, if a conference is requested. No student removed from the classroom by the classroom teacher will be permitted to return to the classroom until the administrator makes a final determination, or the period of removal expires, whichever is less.

Any disruptive and/or disorderly student removed from the classroom by the classroom teacher shall be provided with an alternative educational materials until he or she is permitted to return to the classroom.

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

## **OUT OF SCHOOL SUSPENSION**

### **1) Long term (more than five days) suspension**

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

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

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

When a student is serving an out-of-school suspension, such student is prohibited from entering upon the school premises and/or school building during the period of the suspension from school without authorization or prior permission from the Superintendent or his designee.

## 2) 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.

## 3) Minimum Periods of Suspension

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

Any student who repeatedly is substantially disorderly and/or disruptive of the educational process or substantially interferes with the teacher's authority over the classroom will be suspended from school for at least five days. "Repeatedly" means the student has been removed from the classroom by teacher(s) on four or more occasions during a semester. If the proposed penalty is a suspension, the student and the student's parents will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed penalty exceeds 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 suspension on a case-by-case basis. In deciding whether to modify the penalty, the Superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

### Students who bring to or possess a firearm or weapon to school

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

1. The student's age.
2. The student's grade in school.
3. The student's prior disciplinary record.
4. The Superintendent's belief that other forms of discipline may be more effective.
5. Input from parents, teachers and/or others.
6. Other extenuating circumstances.

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

Students who commit violent acts other than bringing to or possessing a firearm or weapon to school

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

### **REPORTING VIOLATIONS**

All persons are expected to promptly report violations of the Code of Conduct and Responsibilities to a teacher, guidance counselor, or to administration. Any person observing a person possessing a weapon and/or firearm, alcohol or illegal substance on school property or at a school function shall report this information immediately to a teacher, the building administration or the Superintendent of Schools.

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

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

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

### **DRESS CODE**

Students:

Students and their parents have the primary responsibility for acceptable student dress and appearance. A student's dress shall be safe, appropriate and not disrupt or interfere with the educational process. Students may not wear tank tops, have exposed abdominal areas, or have attire with inappropriate sayings or figures (e.g., statements with sexual or biased connotations, drug or alcohol advertisements, etc.). At no time should underwear be visible. Pants are to be worn at the waist. Skirts, shorts and skorts are to be at least mid-thigh in length. Students are not allowed to wear hats, hoods, or bandanas inside the building. Note: students MAY NOT wear any jewelry in physical education classes, including pierced earrings or other jewelry piercing one's anatomy. Students are not allowed to wear headgear of any sort unless for medical or religious reasons. Extremely brief garments such as tube tops, net tops, halter-tops, spaghetti straps plunging necklines (front and back), and see-through garments are not appropriate. Footwear must be worn at all times. No items that are vulgar, obscene, and libelous or denigrate others on account of race, color, religion, creed, national origin, gender, sexual orientation or disability will be

permitted. Items that promote and endorse the use of alcohol, tobacco, or illegal drugs and or encourage other illegal violent activities will not be permitted.

Each building's administrator shall be responsible for informing all students and their parents of the student dress code at the beginning of the school year and any revisions to the dress code made during the school year.

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

Staff:

Staff should be dressed appropriately with respect to assignments and tasks to be carried out throughout the building.

## **REMEDIAL INTERVENTION/OUTSIDE RESOURCES**

### **1. Counseling**

The Pupil Personnel Team shall 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 he or she requires supervision and treatment by:

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

### **2. Juvenile Delinquents and Juvenile Offenders**

The Superintendent is required to refer the following students to the County Attorney for a juvenile delinquency proceeding before the Family Court:

- (a) Any student under the age of 16 who is found to have brought a weapon and/or firearm to school, or**
- (b) Any student 14 or 15 years old who qualifies for juvenile offender status under the Criminal Procedure Law §1.20(42).**

The Superintendent is required to refer students age 16 and older or any student 14 or 15 years old who qualifies for juvenile offender status to the appropriate law enforcement authorities.

## **ALTERNATIVE INSTRUCTION**

In the event of their child's prolonged absence from school for medical reasons (more than 5-days), it is the parent's responsibility to contact the guidance office to arrange for homebound 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.

## 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 possess 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 and Responsibilities 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 and Responsibilities, the following definitions apply:

A “suspension” means a suspension pursuant to Education Law §3214.

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

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

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

{a} The Board, the District (BOCES) Superintendent of Schools or a principal may order the placement of a student with a disability into an IAES, another setting or suspension for a period not to exceed five consecutive school days and not to exceed the amount of time a 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 the paragraph 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 suspension 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 of Special Education (CSE), for the same amount of time that a student without a disability would be subject to discipline, but not more than 45 days, if the student carries or possesses a weapon and/or firearm 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.

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

### **B. Change of Placement Rule**

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

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

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

#### **1) The District's Committee on Special Education shall:**

- (a) Conduct functional behavioral assessments to determine why a student engages in a particular behavior, and develop or review behavioral intervention plans whenever the District is first suspending or removing a student with a disability for more than 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 and/or firearms, 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 school days in a school year is subjected to a suspension or removal that does not constitute a disciplinary change in placement, the members of the CSE shall review the behavioral intervention plan and its implementation to determine if modifications are necessary.

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

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

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

disciplinary action occurred. If the 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, principal or other school official imposing a suspension or removal shall be responsible for determining whether the student is a student presumed to have a disability.**
- {b} A student will not be considered a student presumed to have a disability for discipline purposes if, upon receipt of information supporting a claim that the District had knowledge the student was a student with a disability, the district either:**
- 1) Conducted an individual evaluation and determined that the student is not a student with a disability, or**
  - 2) Determined that an evaluation was not necessary and provided notice to the parents of such determination, in the manner required by applicable law and regulations.**

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

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

- 3) The district shall provide parents with notice of disciplinary removal no later than the date on which a decision is made to change the placement of a student with a disability to an IAES for either misconduct involving weapons, illegal drugs or controlled substances or because maintaining the student in his/her current educational setting poses a risk of harm to the student or others; or a decision is made to impose a suspension or removal that constitutes a disciplinary change in placement. The procedural safeguards notice prescribed by the Commissioner shall accompany the notice of disciplinary removal.
- 4) The parents of a student with disabilities subject to a suspension of five consecutive school days or less shall be provided with the same opportunity for an informal conference available to parents of non-disabled students under the Education Law.
- 5) Superintendent hearings on disciplinary charges against students with disabilities subject to a suspension of more than five school days shall be bifurcated into a guilt phase and a penalty phase in accordance with the procedures set forth in the Commissioner's regulations incorporated into this Code of Conduct and Responsibilities.
- 6) The removal of a student with disabilities other than a suspension or placement in an IAES shall be conducted in accordance with the due process procedures applicable to such removals of non-disabled students, except that school personnel may not impose such removal for more than 10 consecutive days or for a period that would result in a disciplinary change in placement, unless the CSE has determined that the behavior is not a manifestation of the student's disability.

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

#### **D. Expedited Due Process Hearings**

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

- 1) 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.
- 2) The parent requests such a hearing from a determination that the student's behavior was not a manifestation of the student's disability, or relating to any decision regarding placement, including but not limited to any decision to place the student in an IAES.
- 3) During the pendency of an expedited due process hearing or appeal regarding the placement of a student in an IAES for behavior involving weapons and/or firearms, 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 IEAS placement, whichever occurs first, unless the parents and the District agree otherwise.
- 4) 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.

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

#### **E. Referral to law enforcement and judicial authorities.**

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

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

#### **Student Lockers, Desks and other School Storage Places**

Students' lockers, desks and other such spaces at school are the property of the school district and students have no expectation of privacy in regard to these areas. Students may be questioned by school officials at any time without the presence or consent of the student's parent.

## **VISITORS TO THE SCHOOL**

The building administration 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 sign in at the lobby desk at the high school or the main office in the elementary school upon arrival at the school. There they will be required to sign the visitor's register.
3. Visitors attending school or authorized community functions that are open to the public, such as parent-teacher organization meetings or public gatherings, are not required to register.
4. Teachers are expected not to take class time to discuss individual matters with visitors.
5. Any unauthorized person on school property will be reported to the building administration. Unauthorized persons will be asked to leave. The police may be called if the situation warrants.
6. All visitors are expected to abide by the rules for public conduct on school property contained in this Code of Conduct and Responsibilities.

### **PUBLIC CONDUCT ON SCHOOL PROPERTY**

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

The restrictions on public conduct on school property and at school functions contained in this code are not intended to limit freedom of speech or peaceful assembly. The District recognizes that free inquiry and free expression are indispensable to the objectives of the District. The purpose of this Code of Conduct and Responsibilities 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, threaten 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 race, color, creed, national origin, religion, age, gender, sexual orientation or disability.
6. Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed.
7. Obstruct the free movement of any person in any place to which this code applies.
8. Violate the traffic laws, parking regulations or other restrictions on vehicles.
9. Possess, consume, sell, distribute or exchange alcoholic beverages, controlled substances, or be under the influence of either on school property or at a school function.

10. Possess or use weapons and/or firearms 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.

## **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. A trespass letter may be issued to the person prohibiting from entering school property.
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 or any other legal rights that they may have.
5. Staff members other than those described in subdivisions 4 and 5. They shall be subject to warning, reprimand, suspension or dismissal as the facts may warrant in accordance with any legal rights they may have.

## **C. Enforcement**

**The building administration shall be responsible for enforcing the conduct required by this code.**

When the building administration 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 administrator shall tell the individual that the conduct is prohibited and attempt to persuade the individual to stop. The administrator 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 administrator 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.

## **CODE OF CONDUCT FOR SPECTATORS**

### **A. Statement of Philosophy**

The Center Moriches School District encourages the attendance of students, parents and interested members of the community at all athletic events. We further encourage their active support of these programs by participating in those activities, which lend themselves to stimulating student achievement,

good sportsmanship, and school spirit. These activities should be positive in nature and within the guidelines of the Section XI Code of Conduct. It is not our intent to reduce the involvement of spectators or the enjoyment of those who participate. Rather, it is our goal to create an atmosphere which is conducive to healthy athletic competition, is safe for those involved, and which provides the ideals of sportsmanship and sound educational practices.

**B. Spectator Code of Conduct (Violators of this Code are subject to eviction from the site.)**

1. Spectators are an important part of the game and shall at all times conform to accepted standards of good sportsmanship and behavior.
2. Spectators shall at all times respect officials, coaches and players and extend all courtesies to them.
3. Wholesome cheering is encouraged.
4. Stamping of feet, taunting, foul and abusive language, inflammatory remarks, and disrespectful signs and behavior are not acceptable. Violations during a free throw attempt will be penalized by repeating the free throw, if missed. The officials will make this decision.
5. Faculty supervised pep bands are permitted during dead ball time. However, spectator noisemakers or sound devices are prohibited.
6. Spectators shall observe and obey the rules and regulations of the school concerning smoking, food and soft drink consumption, and use of lavatory facilities and parking of cars.
7. New York State law prohibits alcoholic beverages of any kind on school property; the law further prohibits any person under the influence of alcohol to be on school property.
8. Spectators shall respect and obey all school officials, supervisors, and police at all athletic contests.

**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 and Responsibilities by:

1. Making copies of the Code of Conduct and Responsibilities available to all district stakeholders at the beginning of the school year.
2. Mailing a summary of the Code of Conduct and Responsibilities written in plain language to all parents of District students before the beginning of the school year and making this summary available later upon request.
3. Providing all new employees with a copy of the current Code of Conduct and Responsibilities when they are first hired.

**B. Review of Code of Conduct and Responsibilities**

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

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