

SOUTH COUNTRY

CENTRAL SCHOOL DISTRICT

Progressive Discipline, Standards of Intervention & Code of Conduct Summary



The South Country Central School District 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.

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

The Board of Education 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 approves these Progressive Discipline and Standards of Intervention.

A TRADITION OF QUALITY ... A FUTURE OF EXCELLENCE

SOUTH COUNTRY CENTRAL SCHOOL DISTRICT

East Patchogue, New York, 11772

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PROGRESSIVE DISCIPLINE AND STANDARDS OF INTERVENTION

The South Country Central School District is committed to ensuring that our schools are safe, secure and orderly environments in which teaching and learning take place each day. A safe and supportive school depends upon the efforts of all members of the school community—teachers, students, administrators, parents, guidance counselors, school psychologists, social workers, safety personnel, related service providers, cafeteria, custodial and bus staff—to treat one another with mutual respect.

This document promotes responsible student behavior and an atmosphere of dignity and respect by establishing guidelines to help students as they strive to become productive citizens in a diverse society.

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STANDARDS OF BEHAVIOR

All members of the school community—students, staff and parents—must know and understand the standards of behavior which all students are expected to live up to and the consequences if these standards are not met.

The South Country Central School District Standards of Intervention and Discipline Measures (the Discipline Code) provides a description of conduct that does not meet the standards of behavior expected of students in the school district. It includes a range of guidance interventions and a range of permissible disciplinary and intervention measures which schools may use to address misbehavior.

The Discipline Code applies to all students.

CREATING SAFE, SUPPORTIVE AND INCLUSIVE SCHOOLS

PROMOTING POSITIVE STUDENT BEHAVIOR

Each school is expected to promote a positive school culture and climate that provides students with a supportive environment in which to grow both socially and academically. Schools are expected to take a proactive role in nurturing students' pro-social behavior by providing them with a range of positive behavioral supports as well as meaningful opportunities for social emotional learning.

Student engagement is integral to creating a positive school culture and climate that fosters students' social/emotional growth and academic achievement. Providing students with multiple opportunities to participate in a wide range of pro-social activities and, at the same time, bond with caring, supportive adults can help prevent negative behaviors.

Examples can include: providing students with meaningful opportunities to share ideas and concerns and participate in school-wide initiatives; student leadership development; periodic recognition of students' achievements in a range of academic and co-curricular areas; using corrective feedback; and developing school-wide positive behavior systems. Such opportunities, coupled with a comprehensive guidance program of prevention and intervention, provide students with the experiences, strategies, skills, and support they need to thrive.

Establishing a school-wide tiered framework of behavioral supports and interventions guides the entire school community toward following the school's rules and expectations, as well as the delivery of consistent and appropriate consequences, e.g., PBIS (Positive Behavioral Interventions and Supports).

Effective social emotional learning helps students develop fundamental skills for life effectiveness, including: recognizing and managing emotions; developing caring and concern for others; establishing positive relationships; making responsible decisions; and handling challenging situations constructively and ethically. Such skills help prevent negative behaviors and the disciplinary consequences that result when students do not live up to behavioral standards.

School staff members are also responsible for addressing inappropriate student behaviors which disrupt learning. Administrators, teachers, counselors and other school staff are expected to engage all students in interventions and prevention strategies that address a student's behavioral issues and discuss these strategies with the student and his/her parent(s).

Interventions and prevention approaches include but are not limited to: guidance support and services to address personal and family circumstances; social/emotional learning, such as conflict resolution/peer mediation/negotiation, restorative circles, anger management, stress management, and/or communication skills acquisition; the use of alternate instructional materials and/or methods; enrichment services; alternate class placement; and/or development or review of functional behavioral assessments and behavioral intervention plans which should be developed and/or reviewed as an early intervention strategy.

If, at any time, school officials suspect that a student's difficulties may be the result of a disability which may require special education services, the student should be referred immediately to the Committee on Special Education (CSE).

Through the use of intervention and prevention strategies that engage students and give them a clear sense of purpose, school staff members facilitate students' academic and social-emotional growth and assist them in following school rules and policies.

PARENTS* AS PARTNERS

Students, parents and school personnel all have a role in making schools safe and must cooperate with one another to achieve this goal. School staff should keep parents informed of their child's behavior and enlist parents as partners in addressing areas of concern. Outreach to parents can include, but is not limited to: a phone call and/or written communication. As role models, parents and school staff should exhibit the behaviors which they would like to see students emulate.

To ensure that parents become active and involved partners in promoting a safe and supportive school environment, they must be familiar with the Discipline Code. Educators are responsible for informing parents about their child's behavior and for nurturing the skills students need to succeed in school and in society. Parents are encouraged to discuss with their child's teacher and other school staff issues that may affect student behavior and strategies that might be effective in working with the student.

It is important that there is maximum consultation and communication between the school and the home. Guidance conferences attended by the principal or his/her designee, a guidance counselor, the student's parent(s) and one or more of the student's teachers are an effective means of encouraging parental input and should be held with students when appropriate. Parents who want to discuss guidance interventions in response to student behavior should contact their child's school.

PARENT NOTIFICATION

School officials are responsible for sharing the information in this document with students, parents, and staff.

In the event a student engages in inappropriate behavior, the principal or principal's designee must report the behavior to the student's parent. When a student is believed to have committed a crime, the police must be summoned and the parent must be contacted.

* Whenever used in this document, the term "parent" means the student's parent(s) or guardian(s) or any person(s) in a parental or custodial relationship to the student, or the student, if she/he is an emancipated minor or has reached 18 years of age.

Attendance

Attendance at school is vital to a student's academic progress and success. School personnel must ensure that appropriate outreach, intervention and support are provided for students who exhibit attendance problems that may manifest themselves as truancy or patterns of unexcused absence or educational neglect.

In cases of truancy, school personnel must meet with the student and parent in order to determine needed supports and an appropriate course of action which may include, but is not limited to: guidance intervention, referral for counseling, and/or referral to after-school programs.

The school's Attendance or the school's student support team should review cases of chronic absenteeism and/or truancy and should involve guidance counselors, teachers, social workers and other school staff in facilitating a resolution. Cases of suspected educational neglect must be reported to appropriate agencies.

PROGRESSIVE DISCIPLINE

Understanding discipline as a “teachable moment” is fundamental to a positive approach to discipline. Progressive discipline uses incremental interventions to address inappropriate behavior with the ultimate goal of teaching pro-social behavior. Progressive discipline does not seek punishment. Instead, progressive discipline seeks concurrent accountability and behavioral change.

The goal is prevention of a recurrence of negative behavior by helping students learn from their mistakes. Essential to the implementation of progressive discipline is helping students who have engaged in unacceptable behavior to:

- understand why the behavior is unacceptable and the harm it has caused
- understand what they could have done differently in the same situation
- take responsibility for their actions
- be given the opportunity to learn pro-social strategies and skills to use in the future
- understand the progression of more stringent consequences if the behavior reoccurs

Determining the Disciplinary Response

School officials must consult this document (the Discipline Code) when determining which disciplinary measure to impose. In determining how to best address inappropriate conduct, it is necessary to evaluate the totality of the circumstances surrounding the conduct. The following facts must be considered prior to determining the appropriate disciplinary measures:

- the student’s age and maturity;
- the student’s disciplinary record (including the nature of any prior misconduct, the number of prior instances of misconduct, and the disciplinary and guidance intervention measures applied for each);
- the nature, severity and scope of the behavior;
- the circumstances/context in which the conduct occurred;
- the frequency and duration of the behavior;
- the number of persons involved in the behavior;
- the student’s IEP (Individualized Education Plan), BIP (Behavioral Intervention Plan) and 504 Accommodation Plan, if applicable.

Student support interventions are an essential adjunct to disciplinary measures.

Every reasonable effort must be made to correct student behavior through guidance interventions and other school-based resources. Student support interventions are essential because inappropriate behavior or violations of the Discipline Code may be symptomatic of more serious problems that students are experiencing. It is, therefore, important that school personnel be sensitive to issues that may influence the behavior of students and respond in a manner that is most supportive of their needs.

Appropriate disciplinary responses should emphasize prevention and effective intervention, prevent disruption to students’ education, and promote the development of a positive school culture.

For students with disabilities whose behavior impedes the student’s participation in school, a functional behavioral assessment (FBA) is an essential tool to understand the causes of the student’s behavior. A behavioral intervention plan (BIP) after an FBA provides specific approaches to address the student’s behavior.

PROGRESSIVE DISCIPLINE

Infraction Levels

The South Country Central School District Standards of Intervention and Discipline Measures holds students accountable for their behavior. Infractions are grouped into five levels based on the severity of the infraction. Whenever possible and appropriate, interventions should begin with the lowest level of disciplinary response.

Principals, teachers, school staff, students and parents need to know the disciplinary measures that can be taken when a student misbehaves or substantially disrupts a classroom. The Discipline Code is divided into two sections Section A Grades K-5 and Section B Grades 6-12 to ensure that the age and general maturity of the student are considered. Some infractions may not apply to students in grades K-3.

Progressive Infraction Levels	
Level 1	Uncooperative/Noncompliant Behavior
Level 2	Disorderly Behavior
Level 3	Disruptive Behavior
Level 4	Aggressive or Injurious/Harmful Behavior
Level 5	Seriously Dangerous or Violent Behavior

Each level of infractions contains possible student support interventions as well as a minimum to a maximum range of possible disciplinary responses that may be imposed by a teacher, principal or the Superintendent of Schools.

Where and When the Discipline Code Applies

The standards set forth in the Discipline Code apply to behavior:

- in school during school hours,
- before and after school, while on school property,
- while traveling on school transportation,
- at all school-sponsored events and
- on other-than-school property when such behavior can be demonstrated to negatively affect the educational process or to endanger the health, safety, morals, or welfare of the school community.

When misbehavior involves communication, gestures or expressive behavior, the infraction applies to oral, written or electronic communications, including but not limited to texting, e-mailing, and social networking.

The enumerated infractions are not all-inclusive. Students who engage in misconduct which is not listed are subject to appropriate disciplinary measures by the teacher, principal or the Superintendent of Schools based on violation of school rules. To ensure that staff, students and parents are aware of all expected standards of behavior, school rules must be in writing and distributed along with the Discipline Code.

The Discipline Code provides graduated accountability measures for students who engage in repeated misbehaviors despite prior interventions and/or prior imposition of appropriate disciplinary measures.

*The building principal or his/her designee will contact the appropriate local law enforcement agencies for those Code of Conduct violations that constitute a crime and substantially affect the order or security of a school.

More severe accountability measures will be imposed on those students who engage in a pattern of persistent misconduct. Whenever possible and appropriate, prior to imposing such penalties, school officials should exhaust less severe disciplinary responses and use guidance interventions.

STUDENT SUPPORT INTERVENTIONS

To promote positive behavior schools provide a range of prevention and intervention strategies and support services for students during and/or after school hours throughout the school year. When a student engages in misconduct, the Discipline Code provides a non-exhaustive list of guidance interventions that must be considered based on the type of behavior in which a student has engaged.

When used consistently and appropriately, student support interventions help improve student behavior, lower repeated misbehavior and contribute to a more positive school environment. Student support interventions are an integral part of a comprehensive response and schools are expected to provide support services at all stages of the disciplinary process, including during suspension. Support services may include any of the interventions or a combination of such services that best meet the needs of the individual student.

Types of Student Support Interventions	
<p>Parent Outreach: School staff should keep parents informed of their child's behavior and enlist parents as partners in addressing areas of concern. Outreach to parents can include, but is not limited to, a phone call and/or written communication.</p>	<p>Short-Term Behavioral Progress Reports: Teachers and/or principals may send behavioral progress reports to parents on a regular basis until they feel that the student is in control of his/her behavior and working in the classroom successfully.</p>
<p>Student Support Conference: Principals and teachers may request a guidance conference with the student and, where appropriate, with the parent. The purpose of the conference is to review the behavior, find solutions to the problem and address academic, personal and social issues that might have caused or contributed to the behavior. This may lead to facilitating a restorative circle.</p>	<p>Development of Individual Behavior Contract: The student meets with teachers to create a written contract that includes objectives and the specific performance tasks that the student will accomplish to meet those objectives. The contract is signed by the student and teacher and, where appropriate, by the parent.</p>
<p>Intervention by Counseling Staff: Where available, school-based counseling personnel and/or School-Based Mental Health programs offer a wide range of comprehensive and confidential mental health services and interventions including, but not limited to: assessments, individual, group and family therapy, teacher consultations, restorative circles and educational strategies for parents and staff.</p>	<p>Referral to Building Student Support Team: Student support teams are school-based teams that utilize a multidisciplinary approach to encourage student success through prevention and intervention strategies and supports. A case manager is identified for each student referral so that an individualized plan can be created to help students overcome their academic and/or socio-emotional difficulties.</p>
<p>Referral to a Community Based Organization (CBO): Students may be referred to a community-based organization for a wide range of services including after-school programming, individual or group counseling, leadership development, conflict resolution and tutoring.</p>	<p>Referral to Appropriate Substance Abuse Counseling Services: In the case where a student is presenting problems with substance abuse, including the use, possession or distribution of illegal drugs, drug paraphernalia, and/or alcohol, referrals should be made to counseling services that are either inside the school or through an outside community-based organization.</p>
<p>Individual/Group Counseling: Counseling provides students with an outlet to share issues in privacy that may be negatively impacting their attendance, behavior, and/or academic success. Students discuss and formulate goals, and learn problem solving strategies that will enable them to overcome a variety of personal challenges. Counselors will conference with parents on a regular basis to discuss the student's academic and personal progress.</p>	<p>School Community Service (with Parental Consent): Students may be provided with school community service opportunities so that they gain a greater appreciation of their school neighborhoods and develop skills to become positive social change agents. School community service can help students occupy their time with positive activities, avoid negative behavior and learn the value of service to others.</p>
<p>Mentoring Program: A mentoring program matches a mentor who may be a counselor, teacher, and/or leader with a protégé. The object of this relationship is to help the protégé in his/her personal, academic and social development.</p>	<p>Mentor/Coach: Assignment of a trained school staff member to provide transition support for a student returning from a Superintendent's Suspension or from a prolonged absence.</p>

<p>Referral to Counseling Services for Bias-Based Bullying, Intimidation or Harassment: When a student or group of students engages in bias-based bullying, intimidation or harassment of another student or group of students, both the victim and the student who engages in this behavior should be referred to separate appropriate counseling, support and education services provided by school staff or a community-based agency. Neither mediation nor conflict resolution are, under any circumstances, appropriate interventions for bias-based bullying, intimidation or harassment.</p>	<p>Referral to Counseling Services for Youth Relationship Abuse or Sexual Violence: When one person uses a pattern of threatened or actual physical, sexual, and/or emotional abuse to control a dating partner, the school should refer both the victim and the student who engages in this behavior to separate appropriate school or community-based agencies for counseling, support, and education. Neither mediation nor conflict resolution are, under any circumstances, appropriate interventions for suspected relationship abuse.</p>
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RESTORATIVE PRACTICES

All members of a school community bring with them diverse abilities, interests, viewpoints, and family and cultural backgrounds. These differences can be a source of great energy and strength when members of the community value and respect one another. Using restorative practices to foster positive interpersonal and intergroup relations and to address inappropriate behavior when it occurs is a cornerstone of a progressive approach to discipline.

A restorative approach to discipline changes the fundamental questions that are asked when a behavioral incident occurs. Instead of asking who is to blame and how those engaged in the misbehavior will be punished, a restorative approach asks four key questions:

- What happened?
- Who was harmed or affected by the behavior?
- What needs to be done to make things right?
- How can people behave differently in the future?

Glossary of Restorative Practices

Circle Process: Regular use of restorative circles within the instructional program of a school is a significant prevention and intervention strategy. The circle process enables a group to build relationships, establish understanding and trust, create a sense of community, learn how to make decisions together, develop agreements for the mutual good, resolve difficult issues, and address other issues as they arise.

Students are the largest group of stakeholders in a school community and its greatest resource in creating and sustaining a safe and supportive school environment. Building community among students and between students, families, and staff members is integral to creating a supportive and inclusive school culture. When students feel accepted, valued, respected, and included, they build a positive connection to school and foster resiliency.

Community building circles focus on:

- **Safety and Trust.** Community members need a sense of safety and trust to connect with one another.
- **Honor.** Members interact with fairness and integrity and acknowledge their personal responsibility for their actions.
- **Openness.** Community members feel free to share their thoughts and feelings.
- **Respect.** To bond as a community, members must feel they are valued and respected as individuals, and they must respond respectfully to one another.
- **Empowerment.** A sense of empowerment is a crucial element and a desired outcome of being a member of a community. Community support enables members to gain a new view of themselves and a new sense of confidence in their abilities.

When used as an intervention measure to address inappropriate student behavior, restorative circles empower community members to take responsibility for the well-being of others; prevent or deal with conflict before it escalates; address underlying factors that lead youth to engage in inappropriate behavior and build resiliency; increase the pro-social skills of participants, particularly those who have harmed others; and provide wrongdoers with the opportunity to be accountable to those they have harmed and enable them to repair the harm to the extent possible. A circle can also be used in response to a particular issue that affects the school community.

- Collaborative Negotiation: Using the collaborative negotiation process enables an individual to talk through an issue or conflict directly with the person with whom they disagree to arrive at a mutually satisfactory resolution. Training in collaborative negotiation includes learning active listening and other conflict resolution communication skills.
- Peer Mediation: An impartial, third party mediator (in a school, a student who has been trained to serve as a peer mediator) facilitates the negotiation process between conflicting parties so they can come to a mutually satisfactory resolution. Mediation recognizes that there is validity to conflicting points of view that disputants bring to the table and helps disputants work out a solution that meets both sets of needs. Disputants must choose to use mediation and must come to the process willingly. Mediation is not used where one individual has been victimized by another (for example, in cases of harassment or bullying), due to an imbalance of power.
- Formal Restorative Conference: A conference is facilitated by an individual who has received specific training in bringing together individuals who have acknowledged causing harm with those who have been harmed. Regardless of the circumstances, the mental and physical health, safety, and welfare of the individual who was harmed are of paramount importance when considering this option in a school setting. Both sides may bring supporters to the circle who have also been affected by the incident. The purpose of the conference is for the harm-doer and the harmed to understand each other's perspective and come to a mutual agreement that will repair the harm as much as it is able to be repaired. A formal restorative conference may be used as an intervention in conjunction with a disciplinary response (e.g., a student participates in a formal restorative conference in conjunction with a teacher removal or a principal or superintendent's suspension) or may be used as a disciplinary intervention to address misconduct that does not require teacher removal or suspension. This conference should not be used when there is a perceived power imbalance between participating students.
- Welcome-Back Circle: A welcome-back circle is a process designed to formally welcome the returning student back into the school community and to establish a support system for the student (such as, key relationships and resources). The returning student and other circle participants (for instance, school staff and parents) make commitments about how to foster a smooth return and address individual or community circumstances that contributed to the suspension event. The Circle provides a space for students to express themselves, actively listen to one another's perspectives, and build a sense of community. This practice helps build a strong school culture that students, staff, and those in the community can rely on and return to in times of need. A welcome-back circle may be used as an intervention in conjunction with a disciplinary response (for example, a student participates in a welcome-back circle after a teacher removal or a principal's or superintendent's suspension).

ADDITIONAL CONSIDERATIONS FOR STUDENTS WITH DISABILITIES

A functional behavioral assessment (FBA) is the process of determining why a student engages in behaviors that impede learning and how the behavior relates to the environment. An FBA is based on direct observation, information from teachers, providers and parents to understand the student's behavior, and when and why it occurs and to develop recommendations to address the behavior. An FBA must be considered when a student with a disability or a student who is presumed to have a disability

- exhibits persistent behaviors that impede his or her learning or that of others, despite consistently implemented general school-wide or classroom-wide interventions
- engages in behavior that puts the student or others at risk of harm
- is being considered by the CSE for a more restrictive program because of the student's behavior.

A student is presumed to have a disability if the parent has expressed concern in writing to supervisory or administrative personnel or to a teacher of the student that the student needs special education and related services or school staff expresses specific concerns about a pattern of behavior or the student has been referred for an initial evaluation. An FBA must be conducted or updated after a finding in a manifestation determination that behavior is a manifestation of a student's disability.

After completion of an FBA, the IEP team must consider whether a behavioral intervention plan (BIP) is needed or needs to be updated. A BIP is a plan that is based on the results of an FBA and, at a minimum, includes a description of the problem behavior, hypotheses as to why the behavior occurs, and intervention strategies that include positive behavioral supports and services to address the behavior.

STUDENT DRESS CODE: Grades K through 12

The Board of Education requires all students to attend school in appropriate attire. The Board of Education adopts this policy for the purposes of:

- 1) Promoting a more effective learning environment;
- 2) Improving student conduct and discipline;
- 3) Improving student academic performance;
- 4) Fostering student self-esteem;
- 5) Fostering school unity and pride.

While the school administration may require students participating in physical education classes to wear certain types of clothing such as sneakers, socks, shorts, and tee shirts, they may not prescribe a specific brand which students must wear.

This policy does not mean that student, faculty, or parent groups may not recommend appropriate dress for special occasions. It means that a student shall not be prevented from attending school or a school function, or otherwise be discriminated against, so long as his/her dress and appearance meet the requirements stated in this policy.

The responsibility for the dress and appearance of students shall rest with individual students and parents. They have the right to determine how the student shall dress, provided that such attire does not interfere with the operation of the school or infringe upon the general health, safety and welfare of District students or employees. Student dress and appearance must be in accordance with the District Code of Conduct. The administration is authorized to take action in instances where individual dress does not meet these stated requirements.

POLICY STUDENT BULLYING PREVENTION AND INTERVENTION

The Board of Education of the South Country Central School District is committed to providing an educational environment that promotes respect, dignity and equality. The Board recognizes that students' ability to learn and to meet high academic standards and a school's ability to educate its students are compromised by incidents of bullying or harassment. Such behavior affects not only the individuals who are its targets, but also those who participate in or witness such acts.

Therefore, it is the policy of the District to prohibit bullying and harassment on district property, district transportation, and at school-sponsored events and functions. Acts of bullying and harassment are prohibited, whether they are committed directly or indirectly, in person (face-to-face), or remotely by use of electronic technology, either on school property, at a school function, on a school or coach bus, or off school property where there is a sufficient nexus to the school environment.

DEFINITIONS:

"Bullying" and "Harassment"

1. "Bullying" and "harassment" mean the creation of a hostile educational environment by conduct of threats, intimidation or abuse, including cyberbullying or via electronic communication, that
 - a. has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental emotional or physical well-being; or

- b. reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; or
 - c. reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student; or
 - d. occurs off school property and creates or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property.
2. "Bullying" and "harassment" can take many forms including, but not limited to: slurs, rumors, jokes, innuendo, demeaning comments, drawing cartoons, pranks, gestures, physical attacks, threats, or other written, verbal, physical, or electronic actions.
 3. The basis for such conduct may include, but is not limited to, a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, physical or mental ability or disability, sexual orientation, gender, sex, marital status, gender identity, socio-economic status, and familial status, as those terms are defined under the Education Law and the Regulations of the Commissioner of Education.
 4. "Bullying" and "harassment" do not have to include the intent to harm, be directed at a specific target, or involve repeated incidents.

"Electronic communication" means a communication transmitted by means of an electronic device, including but not limited to, a telephone, cellular phone, computer, laptop, pager, or other hand-held device, communications transmitted through email, text message, instant message, voicemail, social networking sites, webpage, video, blogs and twitter.

REPORTING:

In order for the Board to effectively enforce this policy and to take prompt corrective measures when the policy is violated, it is essential that all victims and persons with knowledge of bullying, harassment, or similar behavior report it immediately to District administrative staff.

The District will promptly investigate all complaints, whether informal or formal, verbal or written. Complaints will be treated confidentially to the extent possible but limited disclosure may be required to complete a thorough investigation. If, after investigation, the District finds that there has been a violation of this policy, prompt corrective action will be taken that is reasonably calculated to end the harassment, bullying, and/or discrimination, eliminate any hostile environment, create a more positive school culture and climate, prevent recurrence of the behavior, and ensure the safety of the student or students against whom such behavior was directed.

Any person having reasonable cause to suspect that a student has been subjected to bullying or harassment who, acting in good faith, either reports such information to school officials, to the commissioner, or to law enforcement authorities, or otherwise participates in proceedings related to such bullying or harassment, shall have immunity from any civil liability arising from making such report or participating in the related investigation.

Retaliation for reporting incidents of bullying or harassment or for participation in a related investigation constitutes a violation of this policy. False reports or retaliation against the alleged bully or harasser also constitutes a violation of this policy. Acts of retaliation should be reported to the Administration. The District will investigate such reports and if, after investigation, the District finds that there has been a violation of this policy, prompt corrective action will be taken.

School employees who witness harassment, bullying, and/or discrimination or receive an oral or written report of harassment, bullying, and/or discrimination shall promptly orally notify the principal, superintendent, or their designee not later than one school day after such employee witnesses or receives a report of harassment, bullying, and/or discrimination;

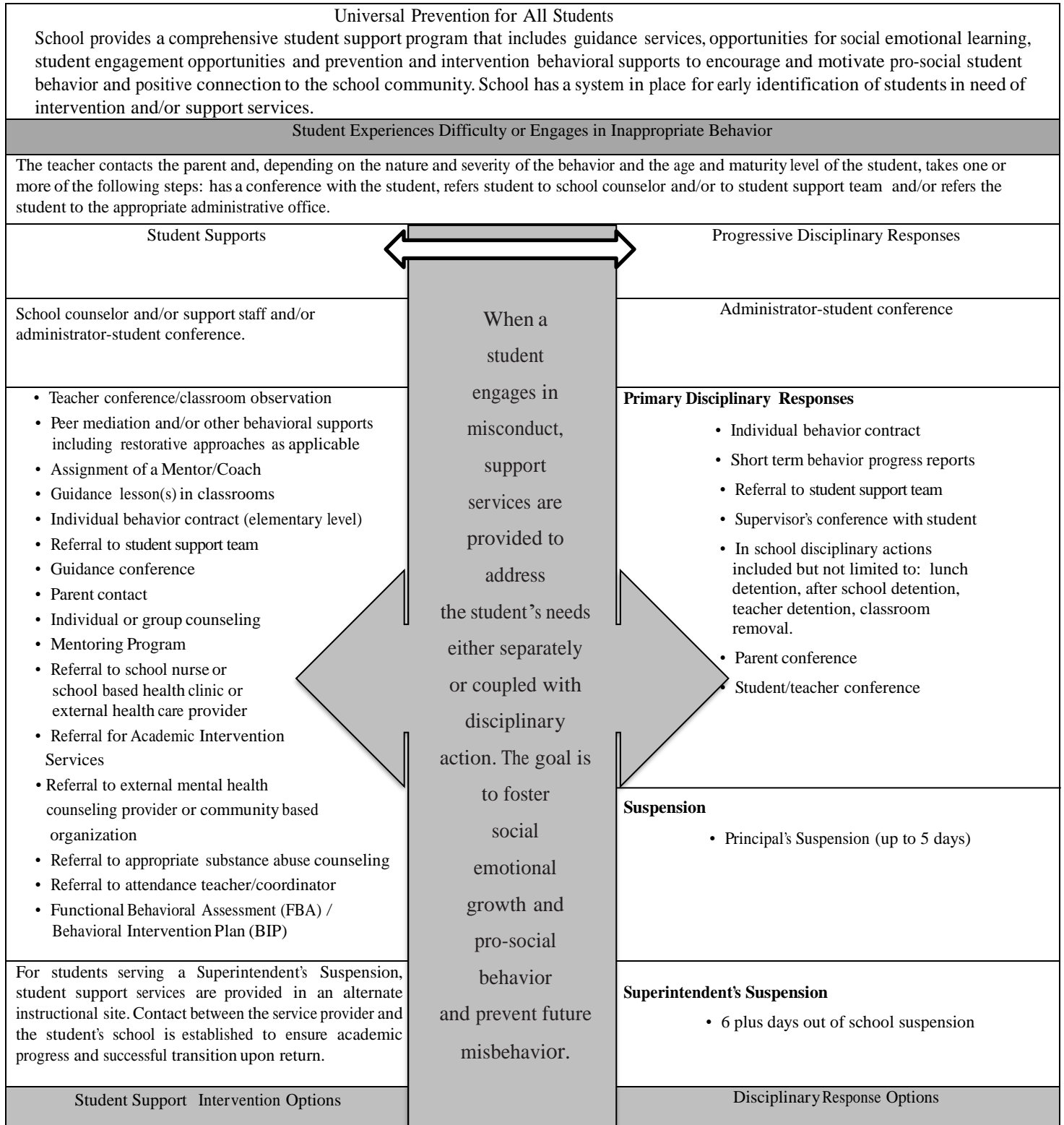
Such school employee shall also file a written report in a manner prescribed by, as applicable, the school district, board of cooperative educational services (BOCES) or charter school with the principal, superintendent, or their designee no later than two school days after making an oral report;

The principal, superintendent or the principal's or superintendent's designee shall lead or supervise the thorough investigation of all reports of harassment, bullying and/or discrimination, and ensure that such investigation is completed promptly after receipt of any written reports made under the Dignity for All Students Act.

District DASA Coordinator	Nelson Briggs	(631) 730-1530
Bellport High School DASA Coordinator	Erika Della Rosa	(631) 730-1575
Bellport Middle School DASA Coordinator	Dr. M. Jamal Colson	(631) 730-1627
Frank P. Long DASA Coordinator	Stefanie Rucinski	(631) 730-1725
Brookhaven Elm. School DASA Coordinator	Dr. Rebecca Raymond	(631) 730-1700
Kreamer Street Elm. School DASA Coordinator	Sean Clark	(631) 730-1650
Verne W. Critz Elm. School DASA Coordinator	Mandy Mazziotti	(631) 730-1675
South Haven Early Childhood Center DASA Coordinator	Brian Ginty	(631) 730-2180

PROGRESSIVE LADDER OF SUPPORT AND DISCIPLINARY RESPONSES

The ladder of supports and disciplinary consequences below illustrates a progressive response to inappropriate behavior. Student misbehavior must be handled on a case by case basis. In all cases, implementation of appropriate interventions and disciplinary responses must take into account a number of factors including the nature and severity of the misconduct. In many cases, the use of primary responses and/or the use of guidance interventions may be most suitable. In other cases, a student's misconduct may require or be most appropriately addressed by a targeted or significant disciplinary response along with guidance interventions.



Kindergarten-Grade 5 LEVEL 1

Infractions—Uncooperative / Noncompliant Behavior

- Unexcused absence from school (A – D only)
- Being late for school (A – E only)
- Using prohibited equipment or items in school without authorization (e.g., cell phone or other electronic communication/entertainment device) (A – G)
- Failing to be in one's assigned place on school premises (A – E only)
- Behaving in a manner which disrupts the educational process (e.g., making excessive noise in a classroom, library or hallway) (A – G)
- Engaging in verbally rude or disrespectful behavior (A – G)
- Wearing clothing, headgear (e.g., caps or hats), or other items that are unsafe or disruptive to the educational process (A – G)
- Posting or distributing material on school premises that is not approved by school administration. (A – E only)
- Using school computers, fax machines, telephones or other electronic equipment or devices without appropriate permission (A – G)

Range of Possible Disciplinary Responses

- A. Admonishment by pedagogical school staff
- B. Student/teacher conference
- C. Reprimand by appropriate Supervisor (e.g., assistant principal, principal)
- D. Parent conference
- E. School disciplinary action (e.g., exclusion from extracurricular activities or communal lunchtime)
- F. Confiscation of cell phone or other electronic devices
- G. Removal from classroom

Range of Student Support Interventions

- Parent outreach
- Intervention by counseling staff
- Student support team conference(s)
- Restorative Approaches
- Positive Behavioral Interventions and Supports (PBIS)
- Individual/group counseling
- Peer mediation
- Mentoring program
- Conflict resolution
- Development of individual behavior contract
- Short-term behavioral progress reports
- Referral to student support team (sst)
- School community service (with parental consent)
- Referral to a Community Based Organization (CBO)
- Functional Behavioral Assessment (FBA)/Behavioral Intervention Plan (BIP)

This document in no way limits the Administration from taking action to assure safe schools, but serves as a procedural guideline.

Kindergarten-Grade 5 LEVEL 2

Infractions – Disorderly Behavior

- Smoking and/or use of electronic cigarettes and/or possession of matches or lighters (A – G only)
- Gambling (A – G only)
- Using profane, obscene, vulgar, or lewd language, gestures, or behavior (A – G only)
- Lying to, giving false information to, and/or misleading school personnel (A – G only)
- Misusing property belonging to others (A – G only)
- Engaging in or causing disruptive behavior on the school bus (A – F only)
- Leaving class or school premises without permission of supervising school personnel (A – E only)
- Engaging in inappropriate or unwanted physical contact or touching someone in a private part of body (for grades K–3, A – H; for grades 4 – 5, A – I)
- Violating the District’s acceptable usage policy (e.g., use of the District’s system for non-educational purposes, security/privacy violations)
- Engaging in scholastic dishonesty which includes but is not limited to:
 - a. Cheating (e.g., copying from another’s test paper; using material during a test which is not authorized by the person giving the test; collaborating with another student during the test without authorization; knowingly using, buying, selling, stealing, transporting, or soliciting, in whole or part, the contents of an un-administered test; substituting for another student or permitting another student to substitute for one’s self to take a test; bribing another person to obtain a test that is to be administered; or securing copies of the test or answers to the test in advance of the test) (A – I)
 - b. Plagiarizing (appropriating another’s work and using it as one’s own for credit without the required citation and attribution, e.g., copying written work from the Internet, or any other source) (A – I)
 - c. Colluding (engaging in fraudulent collaboration with another person in preparing written work for credit) (A – I)
- Inappropriate use of electronic technology (e.g., unauthorized audio/video recording) (A – H only)

Range of Possible Disciplinary Responses

- A. Admonishment by pedagogical school staff
- B. Student/teacher conference
- C. Reprimand by appropriate supervisor (e.g., assistant principal, principal)
- D. Parent conference
- E. School disciplinary actions (e.g., exclusion from extracurricular activities or communal lunchtime)
- F. Confiscation of cell phone or other electronic devices
- G. Removal from classroom
- H. Principal’s suspension for 1-5 days
- I. Superintendent’s hearing and possible extension of suspension.

Supports for Students Transitioning From Suspension

Schools are expected to provide support services to students returning from suspension to maximize their ability to meet social and academic standards within the school community.

Range of Student Support Interventions

- Parent outreach
- Intervention by counseling staff
- Student support team conference(s)
- Restorative Approaches
- Positive Behavioral Interventions and Supports (PBIS)
- Individual/group counseling
- Peer mediation
- Mentoring program
- Conflict resolution
- Development of individual behavior contract
- Short-term behavioral progress reports
- Referral to student support team (sst)
- School community service (with parental consent)
- Referral to Community Based Organization (CBO)
- Referral to appropriate substance abuse counseling services
- Referral to counseling services for youth relationship abuse or sexual violence
- Functional Behavioral Assessment (FBA)/Behavioral Intervention Plan (BIP)

This document in no way limits the Administration from taking action to assure safe schools, but serves as a procedural guideline.

Kindergarten-Grade 5 LEVEL 3

Infractions – Disruptive Behavior

- Defying or disobeying the lawful authority or directive of school personnel or school safety agents in a way that substantially disrupts the educational process (for grades K – 3, A – G; for grades 4 – 5, A – H)
- Using slurs based upon actual or perceived race, ethnicity, color, national origin, citizenship/immigration status, weight, religion, gender, gender identity, gender expression, sexual orientation, or disability (for grades K – 3, A – G; for grades 4 – 5, A – I)
- Shoving, pushing, or engaging in a minor altercation or similar physical confrontational behavior towards students or school personnel (e.g., pushing past another person), or throwing an object (e.g., chalk) or spitting at another person (for grades K – 3, A – H; for grades 4 – 5, A – I)
- Bringing unauthorized persons to school or allowing unauthorized visitors to enter school in violation of written school rules (for grades K – 3, A – G; for grades 4 – 5, A – I)
- Knowingly possessing property belonging to another without authorization (for grades K – 3, A – G; for grades 4 – 5, A – I)
- Tampering with, changing, or altering a record or document of a school by any method, including, but not limited to, computer access or other electronic means (for grades K – 3, A – G; for grades 4 – 5, A – I)
- Engaging in inappropriate or unwanted physical contact or touching someone in a private part of body. (A – I)
- Engaging in gang-related behavior (e.g., wearing or displaying gang apparel and/or accessories, writing graffiti, making gestures or signs) (A – I)
- Engaging in vandalism, graffiti or other intentional damage to school property or property belonging to staff, students or others (for grades K – 3, A – H; for grades 4 – 5, C – I)
- Posting or distributing libelous material or literature (including posting such material on the Internet) (A – I)

Range of Possible Disciplinary Responses

- A. Admonishment by pedagogical school staff
- B. Student/teacher conference
- C. Reprimand by appropriate supervisor (e.g., assistant principal, principal)
- D. Parent conference
- E. School disciplinary actions (e.g., exclusion from extracurricular activities, or communal lunchtime)
- F. Confiscation of cell phone or other electronic devices
- G. Removal from classroom
- H. Principal's suspension for 1-5 days
- I. Superintendent's hearing and possible extension of suspension.

Supports for Students Transitioning From Suspension

Schools are expected to provide support services to students returning from suspension to maximize their ability to meet social and academic standards within the school community.

Range of Student Support Interventions

- Parent outreach
- Intervention by counseling staff
- Student support team conference(s)
- Restorative Approaches
- Positive Behavioral Interventions and Supports (PBIS)
- Individual/group counseling
- Peer mediation
- Mentoring program
- Conflict resolution
- Development of individual behavior contract
- Short-term behavioral progress reports
- Referral to student support team (sst)
- School community service (with parental consent)
- Referral to a Community Based Organization (CBO)
- Referral to appropriate substance abuse counseling services
- Referral to counseling services for youth relationship abuse or sexual violence
- Referral to counseling services for bias-based bullying, intimidation, or harassment
- Functional Behavioral Assessment (FBA)/
- Behavioral Intervention Plan (BIP)

This document in no way limits the Administration or from taking action to assure safe schools, but serves as a procedural guideline.

Kindergarten-Grade 5 LEVEL 4

Infractions – Aggressive or Injurious/Harmful Behavior

- Posting or distributing, displaying, or sharing literature or material containing a threat of violence, injury or harm, or depicting violent actions against or obscene, vulgar or lewd pictures of students or staff (including posting such material on the Internet) (D – I)
- Engaging in physically aggressive behavior other than minor altercations, which creates a substantial risk of or results in minor injury (D – I)
- Engaging in an act of coercion or threatening or instigating violence, injury or harm to another or others (D – I)
- Engaging in behavior on the school bus which creates a substantial risk of or results in injury (D – I)
- ****Engaging in harassing, intimidating and/or bullying behavior, including using electronic communication to engage in such behavior (cyber-bullying); such behavior includes, but is not limited to: physical violence; stalking; verbal, written, or physical conduct that threatens another with harm; seeking to coerce or compel a student or staff member to do something; hazing; taunting; exclusion from peer groups designed to humiliate or isolate; using derogatory language or making derogatory jokes or name calling to humiliate or harass (D – I)**
- ****Engaging in harassing, intimidating and/or bullying behavior, including using electronic communication to engage in such behavior (cyber-bullying) based on an individual's actual or perceived race, weight, religion, religious practices, gender, gender identity, gender expression, sexual orientation, or disability; such behavior includes, but is not limited to: physical violence; stalking; verbal, written, or physical conduct that threatens another with harm; seeking to coerce or compel a student or staff member to do something; hazing; taunting; exclusion from peer groups designed to humiliate or isolate; using derogatory language or making derogatory jokes or name calling to humiliate or harass (D – I)**

****Engaging in intimidating and bullying behavior through electronic communication, such as texting, e-mail, instant messaging, etc.**

***If the above infractions are violated, the building principal or his/her designee will contact the appropriate local law enforcement agencies for those Code of Conduct violations that constitute a crime and substantially affect the order or security of a school.**

Range of Possible Disciplinary Responses

- D. Parent conference
- E. School disciplinary actions (e.g., exclusion from extracurricular activities or communal lunchtime)
- F. Confiscation of cell phone or other electronic devices
- G. Removal from classroom
- H. Principal's suspension for 1-5 days
- I. Superintendent's hearing and possible extension of suspension

Supports for Students Transitioning From Suspension

Schools are expected to provide support services to students returning from suspension to maximize their ability to meet social and academic standards within the school community.

This document in no way limits the Administration from taking action to assure safe schools, but serves as a procedural guideline.

Range of Student Support Interventions

- Parent outreach
- Intervention by counseling staff
- Student support team conference(s)
- Restorative Approaches
- Positive Behavioral Interventions and Supports (PBIS)
- Individual/group counseling
- Peer mediation
- Mentoring program
- Conflict resolution
- Development of individual behavior contract
- Short-term behavioral progress reports
- Referral to student support team (sst)
- School community service (with parental consent)
- Referral to a Community Based Organization (CBO)
- Referral to appropriate substance abuse
- Counseling services
- Referral to counseling services for youth relationship abuse or sexual violence
- Referral to counseling services for bias-based bullying, intimidation, or harassment
- Functional Behavioral Assessment (FBA)/
- Behavioral Intervention Plan (BIP)
- Referral to Law Enforcement Agencies

Kindergarten-Grade 5 LEVEL 4 continued

Infractions – Aggressive or Injurious/Harmful Behavior

- Making sexually suggestive comments, innuendoes, propositions or similar remarks, or engaging in nonverbal or physical conduct of a sexual nature (e.g. touching, patting, pinching, lewd or indecent public behavior, or sending or posting sexually suggestive messages or images) (D – I)
- Possessing controlled substances or prescription medications without appropriate authorization, illegal drugs, synthetic hallucinogens, drug paraphernalia, and/or alcohol (D – I)
- Taking or attempting to take property belonging to another or belonging to the school without authorization, without using force or intimidating behavior (D – I)
- Falsely activating a fire alarm or other disaster alarm (D – I)
- Making a bomb threat (D – I)
- Creating a substantial risk of serious injury by either recklessly engaging in behavior, and/or using an object that appears capable of causing physical injury (e.g., lighter, belt buckle, umbrella, or laser pointer) (D – I)
- Causing a serious injury by either recklessly engaging in behavior, and/or using an object that appears capable of causing physical injury (e.g., lighter, belt buckle, umbrella, or laser pointer) (D – I)
- Inciting/causing a riot (D – I)
- Possessing or selling any weapon (D – I)
- Using controlled substances or prescription medication without appropriate authorization, or using illegal drugs, synthetic hallucinogens, and/or alcohol (D – I)

* If the above infractions are violated, the building principal or his/her designee will contact the appropriate local law enforcement agencies for those Code of Conduct violations that constitute a crime and substantially affect the order or security of a school.

This document in no way limits the Administration from taking action to assure safe schools, but serves as a procedural guideline.

Range of Possible Disciplinary Responses

- D. Parent conference
- E. School disciplinary actions (e.g., exclusion from extracurricular activities or communal lunchtime)
- F. Confiscation of cell phone or other electronic devices
- G. Removal from classroom
- H. Principal's suspension for 1-5 days
- I. Superintendent's hearing and possible extension of suspension

Supports for Students Transitioning From Suspension

Schools are expected to provide support services to students returning from suspension to maximize their ability to meet social and academic standards within the school community.

Range of Student Support Interventions

- Parent outreach
- Intervention by counseling staff
- Student support team conference(s)
- Restorative Approaches
- Positive Behavioral Interventions and Supports (PBIS)
- Individual/group counseling
- Peer mediation
- Mentoring program
- Conflict resolution
- Development of individual behavior contract
- Short-term behavioral progress reports
- Referral to student support team (sst)
- School community service (with parental consent)
- Referral to a Community Based Organization (CBO)
- Referral to appropriate substance abuse counseling services
- Referral to counseling services for youth relationship abuse or sexual violence
- Referral to counseling services for bias-based bullying, intimidation, or harassment
- Functional Behavioral Assessment (FBA)/
- Behavioral Intervention Plan (BIP)
- Referral to Law Enforcement Agencies

Kindergarten-Grade 5 LEVEL 5

Infractions – Seriously Dangerous or Violent Behavior

- Starting a fire (D – I)
- Threatening to use or using force to take or attempt to take property belonging to another (D – I)
- *Using force against, or inflicting or attempting to inflict serious injury against school personnel or school safety agents (D – I)
- Using extreme force against or inflicting or attempting to inflict serious injury upon students or others (D – I)
- Planning, instigating, or participating with another or others, in an incident of group violence (D – I)
- Engaging in threatening, dangerous or violent behavior (D – I)
- Engaging in physical sexual aggression/compelling or forcing another to engage in sexual activity (D – I)
- Selling or distributing illegal drugs or controlled substances and/or alcohol (D – I)
- Possessing or selling any weapon, other than a firearm (D – I)
- Using any weapon to threaten or to attempt to inflict injury upon school personnel, students, or others (D – I)
- Using any weapon, other than a firearm, to threaten or to attempt to inflict injury upon school personnel, students, or others (D – I)
- Using any weapon, other than a firearm, to inflict injury upon school personnel, students, or others (D – I)
- Possessing or using a firearm (D – I)

* If the above infractions are violated, the building principal or his/her designee will contact the appropriate local law enforcement agencies for those Code of Conduct violations that constitute a crime and substantially affect the order or security of a school.

This document in no way limits the Administration from taking action to assure safe schools, but serves as a procedural guideline.

Range of Possible Disciplinary Responses

- D. Parent conference
- E. School disciplinary actions (e.g., detention, exclusion from extracurricular activities, or communal lunchtime)
- F. Confiscation of cell phone or other electronic devices
- G. Removal from classroom
- H. Principal's suspension for 1-5 days
- I. Superintendent's hearing and possible extension of suspension

Supports for Students Transitioning From Suspension

Schools are expected to provide support services to students returning from suspension to maximize their ability to meet social and academic standards within the school community.

Range of Student Support Interventions

- Parent outreach
- Intervention by counseling staff
- Student support team conference(s)
- Restorative Approaches
- Positive Behavioral Interventions and Supports (PBIS)
- Individual/group counseling
- Peer mediation
- Mentoring program
- Conflict resolution
- Development of individual behavior contract
- Short-term behavioral progress reports
- Referral to student support team (sst)
- School community service (with parental consent)
- Referral to a Community Based Organization
- Referral to appropriate substance abuse counseling services
- Referral to counseling services for youth relationship abuse or sexual violence
- Referral to counseling services for bias-based bullying, intimidation, or harassment
- Functional Behavioral Assessment (FBA)/
- Behavioral Intervention Plan (BIP)
- Referral to Law Enforcement Agencies

Infractions – Uncooperative/Noncompliant Behavior

- Unexcused absence from school (A – D only)
- Cutting classes (reporting to school and failing to attend one or more programmed classes) (A – E only)
- Being late for school or class (A – E only)
- Using prohibited equipment or items in school without authorization (e.g., cell phone, or other electronic communication/entertainment devices) (A – G)
- Failing to be in one's assigned place on school premises (A – E only)
- Behaving in a manner which disrupts the educational process (e.g., making excessive noise in a classroom, library or hallway) (A – G)
- Engaging in verbally rude or disrespectful behavior (A – H)
- Wearing clothing, headgear (e.g., caps or hats), or other items that are unsafe or disruptive to the educational process (A – G)
- Posting or distributing material on school premises that is not approved by school administration (A – E only)
- Failing to provide school officials with required identification (A – E only)
- Using school computers, fax machines, telephones or other electronic equipment or devices without appropriate permission (A – F)

Range of Possible Disciplinary Responses

- A. Admonishment by pedagogical school staff
- B. Student/teacher conference
- C. Reprimand by appropriate supervisor (e.g., assistant principal, principal)
- D. Parent conference
- E. School disciplinary action (e.g., detention, ISS, exclusion from extracurricular activities, or communal lunchtime)
- F. Confiscation of cell phone or other electronic devices
- G. Removal from classroom
- H. Principals suspension for 1-5 days

Range of Student Support Interventions

- Parent outreach
- Intervention by counseling staff
- Student support team conference(s)
- Restorative Approaches
- Positive Behavioral Interventions and Supports (PBIS)
- Individual/group counseling
- Peer mediation
- Mentoring program
- Conflict resolution
- Development of individual behavior contract
- Short-term behavioral progress reports
- Referral to student support team (sst)
- School community service (with parental consent)
- Referral to a Community Based Organization (CBO)
- Functional Behavioral Assessment (FBA)/
- Behavioral Intervention Plan (BIP)

This document in no way limits the Administration from taking action to assure safe schools, but serves as a procedural guideline.

Grade 6-12 LEVEL 2

Infractions – Disorderly Behavior

- Smoking, vaping and/or use of electronic cigarettes and/or possession of matches or lighters (A – G)
- Gambling (A – G)
- Using profane, obscene, vulgar, or lewd language, gestures, or behavior (A – H)
- Lying to, giving false information to, and/or misleading school Personnel (A – G)
- Misusing property belonging to others (A – G)
- Engaging in or causing disruptive behavior on the school bus (A – E only)
- Inappropriate use of electronic technology (e.g., unauthorized audio/video recording) (A – G)
- Leaving class or school premises without permission of supervising school personnel (A – G)

Range of Possible Disciplinary Responses

- A. Admonishment by pedagogical school staff
- B. Student/teacher conference
- C. Reprimand by appropriate supervisor (e.g., assistant principal, principal)
- D. Parent conference
- E. School disciplinary action (e.g., detention, ISS/OSS, exclusion from extracurricular activities or communal lunchtime)
- F. Confiscation of cell phone or other electronic devices
- G. Removal from classroom
- H. ISS/OSS 5 days
- I. Principals suspension for 1-5 days

Range of Student Support Interventions

- Parent outreach
- Intervention by counseling staff
- Student support team conference(s)
- Restorative Approaches
- Positive Behavioral Interventions and Supports (PBIS)
- Individual/group counseling
- Peer mediation
- Mentoring program
- Conflict resolution
- Development of individual behavior contract
- Short-term behavioral progress reports
- Referral to student support team (sst)
- School community service (with parental consent)
- Referral to a Community Based Organization (CBO)
- Referral to appropriate substance abuse counseling services
- Referral to counseling services for youth relationship abuse or sexual violence
- Referral to counseling services for bias-based bullying, intimidation, or harassment
- Functional Behavioral Assessment (FBA)/ Behavioral Intervention Plan (BIP)

This document in no way limits the Administration from taking action to assure safe schools, but serves as a procedural guideline.

Infractions – Disruptive Behavior

- Defying or disobeying the lawful authority or directive of school personnel or school safety agents in a way that substantially disrupts the educational process (A – I)
- Entering or attempting to enter a school building without authorization or through an unauthorized entrance (A – H only)
- Using slurs based upon actual or perceived race, ethnicity, color, national origin, citizenship/immigration status, weight, religion, gender, gender identity, gender expression, sexual orientation, or disability (A – H only)
- Shoving, pushing, or engaging in a minor altercation or similar physical confrontational behavior towards students or school personnel (e.g., pushing past another person), or throwing an object (e.g., chalk) or spitting at another person (A – H only)
- Bringing unauthorized persons to school or allowing unauthorized visitors to enter school in violation of written school rules (A – I)
- Engaging in gang-related behavior (e.g., wearing or displaying gang apparel and/or accessories, writing graffiti, making gestures or signs) (A – I)
- Tampering with, changing or altering a record or document of a school by any method, including, but not limited to, computer access or other electronic means (A – I)
- Engaging in vandalism, graffiti or other intentional damage to school property or property belonging to staff, students or others (A – I)
- Knowingly possessing property belonging to another without authorization (A – H only)
- Leaving school premises without permission of supervising school personnel (A – H)

This document in no way limits the Administration from taking action to assure safe schools, but serves as a procedural guideline.

Range of Possible Disciplinary Responses

- A. Admonishment by pedagogical school staff
- B. Student/teacher conference
- C. Reprimand by appropriate supervisor (e.g., assistant principal, principal)
- D. Parent conference
- E. School disciplinary action (e.g., detention, exclusion from extracurricular activities or communal lunchtime)
- F. Confiscation of cell phone or other electronic devices
- G. Removal from classroom
- H. Principal's suspension for 1-5 days
- I. Superintendent's hearing and possible extension of suspension

Supports for Students Transitioning From Suspension

Schools are expected to provide support services to students returning from suspension to maximize their ability to meet social and academic standards within the school community.

Range of Student Support Interventions

- Parent outreach
- Intervention by counseling staff
- Student support team conference(s)
- Restorative Approaches
- Positive Behavioral Interventions and Supports (PBIS)
- Individual/group counseling
- Peer mediation
- Mentoring program
- Conflict resolution
- Development of individual behavior contract
- Short-term behavioral progress reports
- Referral to student support team (sst)
- School community service (with parental consent)
- Referral to Community Based Organization (CBO)
- Referral to appropriate substance abuse counseling services
- Referral to counseling services for youth relationship abuse or sexual violence
- Referral to counseling services for bias-based bullying, intimidation, or harassment
- Functional Behavioral Assessment (FBA)/ Behavioral Intervention Plan (BIP)

Grade 6-12 LEVEL 3 continued

Infractions – Disruptive Behavior

- Violating the District’s acceptable usage policy (e.g., use of the District’s system for non-educational purposes, security/privacy violations) (A – I)
- Engaging in scholastic dishonesty which includes but is not limited to:
 - Cheating (e.g., copying from another’s test paper; using material during a test which is not authorized by the person giving the test; collaborating with another student during the test without authorization; knowingly using, buying, selling, stealing, transporting, or soliciting, in whole or part, the contents of an un-administered test; substituting for another student or permitting another student to substitute for one’s self to take a test; bribing another person to obtain a test that is to be administered; or securing copies of the test or answers to the test in advance of the test) (A – I)
 - Plagiarizing (appropriating another’s work and using it as one’s own for credit without the required citation and attribution, e.g., copying written work from the Internet, or any other source) (A – I)
 - Colluding (engaging in fraudulent collaboration with another person in preparing written work for credit) (A – I)
- Posting or distributing libelous material or literature (including posting such material on the Internet) (A – I)

This document in no way limits the Administration from taking action to assure safe schools, but serves as a procedural guideline.

Range of Possible Disciplinary Responses

- A. Admonishment by pedagogical school staff
- B. Student/teacher conference
- C. Reprimand by appropriate supervisor (e.g., assistant principal, principal)
- D. Parent conference
- E. School disciplinary actions (e.g., detention, exclusion from extracurricular activities or communal lunchtime)
- F. Confiscation of cell phone or other electronic devices
- G. Removal from classroom
- H. Principal’s suspension for 1-5 days
- I. Superintendent’s hearing and possible extension of suspension

Supports for Students Transitioning From Suspension

Schools are expected to provide support services to students returning from suspension to maximize their ability to meet social and academic standards within the school community.

Range of Student Support Interventions

- Parent outreach
- Intervention by counseling staff
- Student support team conference(s)
- Restorative Approaches
- Positive Behavioral Interventions and Supports (PBIS)
- Individual/group counseling
- Peer mediation
- Mentoring program
- Conflict resolution
- Development of individual behavior contract
- Short-term behavioral progress reports
- Referral to student support team (sst)
- School community service (with parental consent)
- Referral to a Community Based Organization (CBO)
- Referral to appropriate substance abuse counseling services
- Referral to counseling services for youth relationship abuse or sexual violence
- Referral to counseling services for bias-based bullying, intimidation, or harassment
- Functional Behavioral Assessment (FBA)/ Behavioral Intervention Plan (BIP)

Grade 6-12 LEVEL 4

Infractions – Aggressive or Injurious/Harmful Behavior

- Engaging in sexual conduct on school premises or at school-related functions (D – I)
- Making sexually suggestive comments, innuendoes, propositions or similar remarks, or engaging in nonverbal or physical conduct of a sexual nature (e.g., touching, patting, pinching, lewd or indecent public behavior, or sending or posting sexually suggestive messages or images) (D – I)
- Posting, distributing, displaying, or sharing literature or material containing a threat of violence, injury or harm, or depicting violent actions against or obscene, vulgar or lewd pictures of students or staff, including posting such material on the Internet (D – I)
- Engaging in physically aggressive behavior other than minor altercations as described, which creates a substantial risk of or results in minor injury (D – I)
- Engaging in an act of coercion or threatening or instigating violence, injury or harm to another or others (D – I)
- Engaging in or causing disruptive behavior on the school bus which creates a substantial risk of or results in injury (D – I)
- ****Engaging in harassing, intimidating and/or bullying behavior, including using electronic communication to engage in such behavior (cyber-bullying); such behavior includes, but is not limited to: physical violence; stalking; verbal, written, or physical conduct that threatens another with harm; seeking to coerce or compel a student or staff member to do something; hazing; taunting; exclusion from peer groups designed to humiliate or isolate; using derogatory language or making derogatory jokes or name calling to humiliate or harass. (D – I)**
- ****Engaging in harassing, intimidating and/or bullying behavior, including using electronic communication to engage in such behavior (cyber-bullying) based on an individual's actual or perceived race, weight, religion, religious practices, gender, gender identity, gender expression, sexual orientation, or disability; such behavior includes, but is not limited to: physical violence; stalking; verbal, written, or physical conduct that threatens another with harm; seeking to coerce or compel a student or staff member to do something; hazing; taunting; exclusion from peer groups designed to humiliate or isolate; using derogatory language or making derogatory jokes or name calling to humiliate or harass. (D – I)**

**** Engaging in intimidating and bullying behavior through electronic communication, such as texting, e-mail, instant messaging, etc.**

* If the above infractions are violated, the building principal or his/her designee will contact the appropriate local law enforcement agencies for those Code of Conduct violations that constitute a crime and substantially affect the order or security of a school.

Range of Possible Disciplinary Responses

- D. Parent conference
- E. School disciplinary actions (e.g., detention, exclusion from extracurricular activities or communal lunchtime)
- F. Confiscation of cell phone or other electronic devices
- G. Removal from classroom
- H. Principal's suspension for 1-5 days
- I. Superintendent's hearing and possible extension of suspension/expulsion

This document in no way limits the Administration from taking action to assure safe schools, but serves as a procedural guideline.

Range of Student Support Interventions

- Parent outreach
- Intervention by counseling staff
- Student support team conference(s)
- Restorative Approaches
- Positive Behavioral Interventions and Supports (PBIS)
- Individual/group counseling
- Peer mediation
- Mentoring program
- Conflict resolution
- Development of individual behavior contract
- Short-term behavioral progress reports
- Referral to student support team (sst)
- School community service (with parental consent)
- Referral to a Community Based Organization (CBO)
- Referral to appropriate substance abuse counseling services
- Referral to counseling services for youth relationship abuse or sexual violence
- Referral to counseling services for bias-based bullying, intimidation, or harassment
- Functional Behavioral Assessment (FBA)/ Behavioral Intervention Plan (BIP)
- Referral to Law Enforcement Agencies

Supports for Students Transitioning From Suspension

Schools are expected to provide support services to students returning from suspension to maximize their ability to meet social and academic standards within the school community.

Grade 6-12 LEVEL 4 continued

Aggressive or Injurious/Harmful Behavior

- Taking or attempting to take property belonging to another or belonging to the school without authorization, without using force or intimidating behavior. (D – I)
- Creating a substantial risk of serious injury by either recklessly engaging in behavior, and/or using an object that appears capable of causing physical injury (e.g., lighter, belt buckle, umbrella, or laser pointer) (D – I)
- Causing a serious injury by either recklessly engaging in behavior, and/or using an object that appears capable of causing physical injury (e.g., lighter, belt buckle, umbrella, or laser pointer) (D – I)
- Using controlled substances or prescription medication without appropriate authorization, or using illegal drugs, synthetic hallucinogens, and/or alcohol. (D – I)
- Possessing controlled substances or prescription medications without appropriate authorization, illegal drugs, synthetic hallucinogens, drug paraphernalia, and/or alcohol (I)
- Falsely activating a fire alarm or other disaster alarm (I)
- Making a bomb threat (I)
- Inciting/causing a riot (I)
- Possessing or selling any weapon (I)

* If the above infractions are violated, the building principal or his/her designee will contact the appropriate local law enforcement agencies for those Code of Conduct violations that constitute a crime and substantially affect the order or security of a school.

This document in no way limits the Administration from taking action to assure safe schools, but serves as a procedural guideline.

Range of Possible Disciplinary Responses

- D. Parent conference
- E. School disciplinary actions (e.g., detention, exclusion from extracurricular activities or communal lunchtime)
- F. Confiscation of cell phone or other electronic devices
- G. Removal from classroom
- H. Principal's suspension for 1-5 days
- I. Superintendent's hearing and possible extension of suspension/expulsion

Range of Student Support Interventions

- Parent outreach
- Intervention by counseling staff
- Student support team conference(s)
- Restorative Approaches
- Positive Behavioral Interventions and Supports (PBIS)
- Individual/group counseling
- Peer mediation
- Mentoring program
- Conflict resolution
- Development of individual behavior contract
- Short-term behavioral progress reports
- Referral to student support team (sst)
- School community service (with parental consent)
- Referral to a Community Based Organization (CBO)
- Referral to appropriate substance abuse Counseling services
- Referral to counseling services for youth Relationship abuse or sexual violence
- Referral to counseling services for bias-based bullying, intimidation, or harassment
- Functional Behavioral Assessment (FBA)/ Behavioral Intervention Plan (BIP)
- Referral to Law Enforcement Agencies

Supports for Students Transitioning From Suspension

Schools are expected to provide support services to students returning from suspension to maximize their ability to meet social and academic standards within the school community.

Infractions – Seriously Dangerous or Violent Behavior

- Starting a fire (I only)
- Threatening to use or using force to take or attempt to take property belonging to another (I only)
- Using force against, or inflicting or attempting to inflict serious injury against school personnel or school safety agents (I only)
- Using extreme force against or inflicting or attempting to inflict serious injury upon students or others (I only)
- Planning, instigating, or participating with another or others, in an incident of group violence (I only)
- Engaging in threatening, dangerous or violent behavior (I only)
- Engaging in physical sexual aggression/compelling or forcing another to engage in sexual activity (I only)
- Selling or distributing illegal drugs or controlled substances and/or alcohol (I only)
- Possessing or selling any weapon, other than a firearm (I only)
- Using any weapon to threaten or to attempt to inflict injury upon school personnel, students, or others (I only)
- Using any weapon, other than a firearm, to threaten or to attempt to inflict injury upon school personnel, students, or others (I only)
- Using any weapon, other than a firearm, to inflict injury upon school personnel, students, or others (I only)
- Possessing or using a firearm (I only)

* If the above infractions are violated, the building principal or his/her designee will contact the appropriate local law enforcement agencies for those Code of Conduct violations that constitute a crime and substantially affect the order or security of a school.

This document in no way limits the Administration from taking action to assure safe schools, but serves as a procedural guideline.

Range of Possible Disciplinary Responses

- I. Superintendent's hearing and possible extension of suspension/expulsion

Supports for Students Transitioning From Suspension

Schools are expected to provide support services to students returning from suspension to maximize their ability to meet social and academic standards within the school community.

Range of Student Support Interventions

- Parent outreach
- Intervention by counseling staff
- Student support team conference(s)
- Restorative Approaches
- Positive Behavioral Interventions and Supports (PBIS)
- Individual/group counseling
- Peer mediation
- Mentoring program
- Conflict resolution
- Development of individual behavior contract
- Short-term behavioral progress reports
- Referral to student support team (SST)
- School community service (with parental consent)
- Referral to a Community Based Organization CBO
- Referral to appropriate substance abuse counseling services
- Referral to counseling services for youth relationship abuse or sexual violence
- Referral to counseling services for bias-based bullying, intimidation, or harassment
- Functional Behavioral Assessment (FBA)/ Behavioral Intervention Plan (BIP)
- Referral to Law Enforcement Agency

CODE OF CONDUCT SUMMARY

The South Country Central School District 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.

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

The Board of Education 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.

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

I. Students

The code outlines both rights and responsibilities of students. All district students have the right to:

1. A safe, healthy, orderly and civil school environment.
2. Take part in all district activities on an equal basis regardless of age, race, religion, color, national origin, gender, sexual orientation or disability.
3. Be protected from intimidation, abuse, threats, harassment or discrimination based on actual or perceived race, color, weight, national origin, ethnic group, religion or religious practice, sex, gender, gender identity, sexual orientation, or disability by employees or students on school property or at a school-sponsored event, function or activity.
4. Present their version of the relevant events to school personnel authorized to impose a disciplinary penalty as in connection with the imposition of the penalty.
5. Access school rules and, when necessary, receive an explanation of those rules from school personnel.
6. Address the Board of Education on the same terms as any citizen.

All district students have the responsibility to:

1. Contribute to maintaining a safe and orderly school environment that is conducive to learning.
2. Respect one another and treat others fairly in accordance with the District Code of Conduct and the provisions of the Dignity Act, regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, or sexual orientation, gender, including gender expression and identity or actual or perceived sex. To conduct themselves in a manner that fosters an environment that is

free from intimidation, harassment, bullying or discrimination. To report and encourage others to report any incidents of intimidation, harassment, bullying or discrimination.

3. Refrain from engaging in discrimination, bullying and/or harassment against any student or engaging any other conduct that would unreasonably and substantially interfere with a student's educational performance, opportunities or benefits, or mental, emotional and/or physical well-being; or would reasonably cause or would reasonably be expected to cause a student to fear for his/her physical safety.
4. Show respect to other persons and to property.
5. Be familiar with and abide by all district policies, rules and regulations.
6. Attend school every day unless they are legally excused and be in class, on time, and prepared to learn.
7. Work to the best of their ability in all academic and extracurricular pursuits and strive toward their highest level of achievement.
8. React to direction given by teachers, administrators and other school personnel in a respectful positive manner.
9. Utilize anger management strategies to support a positive learning environment.
10. Ask questions when they do not understand.
11. Seek help in solving problems that might lead to discipline.
12. Accept responsibility for their actions.
13. Conduct themselves as representatives of the district when participating in or attending school-sponsored extra-curricular events and to hold themselves to the highest standards of conduct, demeanor, and sportsmanship. Make constructive contributions to their school and to report objectively the circumstances of school-related issues.
14. Utilize time management techniques to balance academic and extra-curricular responsibilities.

II. Essential Partners

The code lists expectations of the district's essential partners in this effort including parents, teachers, coaches/advisors, guidance counselors, psychologists, social workers, support staff, principals, administrators, superintendent and the Board of Education. A list of these responsibilities is available in the full Code of Conduct.

III. Student Dress Code

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

The following standards of dress, grooming and appearance, including hair style/color, jewelry, make-up and nails, will be observed in all South Country Central School District schools:

1. All dress grooming and appearance must be safe, appropriate and not disruptive and must not interfere with the educational process.
2. Recognize that extremely brief garments are inappropriate and unacceptable. This may include but is not limited to the following: Tank tops, backless tops, single shoulder tops, tube tops, net tops, halter tops, spaghetti straps, exposed midriffs, plunging necklines (front or back) skirt/skorts above mid-thigh length, shorts that are excessively tight, garments that are revealing or see-through, net/mesh garments and pajamas.
3. Underwear must be completely covered with outer clothing at all times.
4. Pants must be worn at the waist.
5. Shirts must be no longer than fingertip length.
6. If worn, belts or overalls straps must be buckled.
7. Footwear must be worn at all times and must be appropriate for school activities. Footwear posing a safety hazard, as determined by law or the building principal, will not be allowed.
8. Head apparel may not be worn inside the school buildings. This includes but is not limited to hoods, hats and sunglasses.
9. Medals, medallions, jewelry with gang symbols or jewelry that may be deemed a weapon are not allowed. This includes but is not limited to rings covering multiple fingers, spiked necklaces or belts, belts with large removable buckles, chain like neckwear, ninja type stars, etc...
10. No outerwear shall be worn during the school day.
11. The wearing of any item that contains offensive or obscene symbols, signs, slogans or words denigrating any persons race, color, religion, ancestry, national origin, disability, gender or sexual orientation is not permitted.
12. The wearing of any item that contains language or symbols promoting or endorsing violence, sex, drugs, alcohol, tobacco or vandalism is prohibited.
13. The wearing of any combination of clothing which law enforcement agencies currently consider gang related (these may change) is prohibited.

IV. Prohibited Student Conduct

All students are expected to conduct themselves in an appropriate and civil manner, respectful of others. Students must learn to assume and accept responsibility for their own actions as well as consequences of their misbehavior. Discipline will be used only when necessary and to place emphasis on the student's ability to grow in self-discipline.

Students may be subject to disciplinary action for the following violations:

1. action which disrupts the normal operation of the school community
2. conduct that is insubordinate
3. disruptive conduct
4. violent conduct
5. conduct that endangers the safety, morals, health or welfare of others, including misconduct on a school bus
6. academic misconduct including plagiarism, cheating, altering records

These violations are listed in greater detail with specific examples in the code.

V. Reporting Violations

Any student observing or having knowledge of a student possessing a weapon, alcohol, tobacco, or illegal substance on school property or at a school function shall report this information immediately to a teacher, the building principal or the superintendent.

Every effort will be made by school district personnel to protect the identity of the person reporting code of conduct violations.

The building principal will inform the superintendent immediately. Any weapons, alcohol, tobacco or illegal substances found shall be confiscated immediately, followed by notification to the parent, guardian, or person in parental relation to the student involved and the appropriate disciplinary action taken, up to and including permanent suspension and referral for prosecution.

The building principal must notify the appropriate 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 principal learns of the violation. The notification may be made by telephone, followed by a letter mailed on the same day the telephone call is made. The notification must identify the student(s) and explain the conduct that violated the code of conduct and constituted a crime.

VI. Disciplinary Procedures and Penalties

Discipline is most effective when it deals directly with the problem at the time and place it occurs, and in a way that students view as fair and impartial. This is best accomplished when teachers utilize all the classroom management tools available. 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. Handling disciplinary behavior problems at the classroom level will avoid placing undue burden on the other classroom teachers and administrators. 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:

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

As a general rule, discipline will be progressive. This means that a student's first violation will usually warrant a lighter penalty than subsequent violations. This also means that the severity of a penalty will vary depending on whether the student's behavior is minimally disruptive, moderately disruptive, substantially disruptive, or violent.

Please see the District "Progressive Discipline Policy" in its full content on the District's website.

VII. 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.

VIII. 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.

IX. Corporal Punishment

Corporal punishment means any act of physical force upon a pupil for the purpose of punishing that pupil. No teacher, administrator, employee or agent of the South Country Central School District shall use corporal punishment against a pupil.

However, if alternate procedures and methods which would not involve physical force do not work, then the use of reasonable physical force is not prohibited for the following reasons:

- Self protection
- Protection of others
- Protection of property
- Restraining/removing a disruptive student, if that student has refused to comply with a request to refrain from further disruptive acts.

X. Student Searches and Interrogations

The Board of Education is committed to ensuring an atmosphere on school property and at school functions that is safe and orderly. To achieve this kind of environment, any school official authorized to impose a disciplinary 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 “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 of Education authorizes the superintendent, building principals and/or designees, 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. Factors to be considered in determining whether reasonable cause exists to search a student include:

- the age of the student
- the student’s record and past history
- the predominance and seriousness of the problem in the school where the search is directed
- the urgency to conduct the search without delay
- the reliability of information provided alleging the presence of an illicit item or substance
- visual observation leading to the reasonable suspicion that an illicit item or substance is possessed by a student.

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

An authorized school official may search a student or the student’s belongings based upon information received from a reliable informant. Individuals, other than school district employees, will be considered reliable informants if they have previously supplied information that was accurate and verified, they make an admission against their own interest, 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 the 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 the 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.

Strip searches will only be carried out by law enforcement officials upon their determination.

XI. Visitors to the Schools

The board encourages parents and other district citizens to visit the district's schools and classrooms to observe the work of students, teachers and other staff. Since schools are a place of work and learning, however, certain limits must be set for such visits. The building 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:

- Anyone who is not a regular staff member or student of the school will be considered a visitor.
- All visitors to the school must report to the main office and/or security desk upon arrival at the school. There they will be required to sign the visitor's register and will be issued a visitor's identification badge, which must be worn at all times while in the school or on school grounds. The visitor must return the identification badge to the main office and/or security desk before leaving the building.
- Visitors attending school functions that are open to the public, such as parent-teacher organization meetings or public gatherings, are not required to register, but are restricted to the area of function.
- Parents or citizens who wish to observe a classroom while school is in session are required to arrange such visits in advance with the classroom teacher(s), so that class disruption is kept to a minimum.
- Teachers are expected not to take class time to discuss individual matters with visitors
- 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.
- All visitors are expected to abide by the rules for public conduct on school property contained in this code of conduct.

XII. 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.

"School Property" is defined as in or within any building, structure, athletic playing field, playground, parking lot or land contained within the real property boundary line of a public elementary or secondary school, or in or on a school bus, as defined in

Vehicle and Traffic Law §142.

“School Function” is defined as any school-sponsored extra-curricular event or activity, regardless of where such event or activity takes place.

The restrictions on public conduct on school property and at school functions contained in the 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.

The full version of the South Country Central School Districts “Code of Conduct” and “Progressive Discipline Policy” is available at your child’s school or online at www.southcountry.org.