

HUNTINGTON UNION FREE SCHOOL DISTRICT
Huntington, New York 11743

Code of Conduct

2012-2013

HUNTINGTON UNION FREE SCHOOL DISTRICT
Huntington, New York 11743

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CODE OF CONDUCT

I. Introduction

The Huntington Board of Education ("board") is committed to providing a safe and orderly school environment where students are entitled to receive and district personnel are entitled to 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, empathy, character, tolerance, honesty and integrity.

In accordance with the Dignity for All Students Act, no student shall be subject to discrimination or harassment based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity or sex by school employees or students on school property, on a school bus, or at a school function.

The board recognizes the need to clearly define these expectations for acceptable conduct in school buildings, on school properties, and at school functions, to identify the possible consequences of unacceptable conduct, and to ensure that discipline when necessary is administered promptly, fairly and uniformly. To this end, the board adopts this code of conduct.

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

II. Definitions

For purposes of this code, the following definitions apply.

“Disruptive Student” means an elementary or secondary student under the age of 21 who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom.

“Discrimination” means discrimination against any student by a student or students and/or an employee or employees on school property or at a school function including, but not limited to, discrimination based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.

“Parent” means parent, guardian or person who has proven parental relation to a student.

“School Property” means in or within any building, structure, athletic playing field, playground, parking lot or land contained within the real property boundary line of a public elementary or secondary school, or in or on a school bus.

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“School Bus” means every motor vehicle owned and operated for transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity, to or from school or school activities, or, privately owned and operated for compensation for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity to or from school or school activities. (Education Law Section 11[1] and Vehicle and Traffic Law Section 142).

"School Function" means any school-sponsored extracurricular event, field trip or activity whether on or off school grounds.

“Sexual Orientation” means actual or perceived heterosexuality, homosexuality, or bisexuality.

“Gender” means actual or perceived sex and includes a person’s gender identity or expression.

"Weapon" means:

- a) a firearm as defined in 18 U.S.C. § 921 for purposes of the Gun Free Schools Act; or
- b) any other gun, BB gun, paintball gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, dagger, dirk, razor, stiletto, knife, switchblade knife, gravity knife, pilum ballistic knife, brass knuckles, sling shot, metal knuckle knife, box cutter, cane sword, electronic dart gun, Kung Fu star, electronic stun gun, pepper spray or other noxious spray, explosive or incendiary bomb; or any other device, object, instrument, material, substance and/or any facsimile thereof that is used, attempted to be used, is threatened to be used to cause, or is readily capable of causing, physical injury or death .

“Probable Cause” means to believe that the subject of the search has violated or is violating the law

“Reasonable Suspicion” means reasonable grounds for suspecting that the search will turn up evidence that the student has violated or is violating either the law or the rules of school.

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

1. Commits an act of violence upon a school employee, or attempts to do so.
2. Commits, while on school property, at a school function, an act of violence upon another student or any other person lawfully on school property or at the school function, or attempts to do so.
3. Possesses, while on school property or at a school function, a weapon.
4. Displays, while on school property or at a school function, what appears to be a weapon.
5. Threatens, while on school property or at a school function, to use a weapon.
6. Knowingly and intentionally damage or destroy the personal property of any school employee or any person lawfully on school property or at a school function.
7. Knowingly and intentionally damage or destroy school district property.

“Controlled Substance” means a drug or other substance identified in certain provisions of the federal Controlled Substances Act specified in both federal and state law and regulations applicable to this policy.

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III. Student Rights and Responsibilities

A. Student Rights

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

1. An educational environment free from intimidation, harassment, or prohibited 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 function.
2. An opportunity to take part in all district activities free from prohibited discrimination and harassment in conformity with law regardless of actual or perceived race, color, weight, disability, national origin, ethnic group, religion, religious practice, gender, gender identity, sexual orientation or disability.
- 3.
3. Present their version of the relevant events to school personnel authorized to impose a disciplinary penalty in connection with the imposition of the penalty.
4. Access school policies, regulations, and rules and, when necessary, receive an explanation of those rules from school personnel.

B. Student Responsibilities

All district students have the responsibility to:

1. Contribute to maintaining a safe, supportive and orderly school environment that is conducive to learning and to show respect to other persons and to property.
2. Be familiar with and abide by all district policies, rules and regulations dealing with student conduct.
3. Attend school every day unless they are legally excused and be in class, on time, and prepared to learn.
4. Work to the best of their ability in all academic and extracurricular pursuits and strive toward their highest level of achievement possible.
5. React to direction given by teachers, administrators and other school personnel in a respectful, positive manner.
6. Work to develop mechanisms to control and manage their anger through participation in approved school and/or out of school intervention programs.
7. Ask questions when they do not understand.
8. Seek help in solving problems that might lead to disciplinary action.
9. Dress appropriately for school and school functions.
10. Accept responsibility for their actions.
11. Conduct themselves as representatives of the district when participating in or at school functions and to hold themselves to the highest standards of conduct, demeanor, and sportsmanship and comply with this code of conduct and district policies and rules dealing with student conduct.

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IV. Essential Partners

A. Parents/Guardians

All parents are encouraged to:

1. Support and assist their child(ren) to maximize the potential for success for their child (ren) in the educational program provided to them in the school.
2. Recognize that the education of their child(ren) is a joint responsibility of the parents and the school community and collaborate with the district to optimize their child's educational opportunities
3. Send their children to school ready to participate and learn as required by law and in accordance with the District Attendance Policy No. 7110.
4. Ensure their children attend school regularly and on time.
5. Ensure absences are excused.
6. Insist their children be dressed and groomed in a manner consistent with the student dress code.
7. Help their children understand the ideals of good citizenship and moral character and that in democratic society appropriate rules are required to maintain a safe, supportive, and orderly environment.
8. Know school rules and help their children understand them.
9. Convey to their children a supportive attitude toward education and the district.
10. Build positive and constructive relationships with teachers, other school personnel, other parents and their children's friends.
11. Help their children deal effectively with social adjustments and peer pressure.
12. Inform school officials of changes in the home situation that may affect student conduct or performance.
13. Inform the school of any potentially dangerous situation.
14. Insure that their children are properly immunized and have updated physicals as per law.
15. Provide updated emergency contact information as needed.
16. Communicate with district staff in a courteous and respectful manner.

B. Teachers

All district teachers are expected to:

1. Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex which will strengthen students' confidence and promote learning in accordance with the Dignity for All Students Act.
2. Be prepared to teach.
3. Demonstrate interest in teaching and concern for student achievement.
4. Know school policies and rules, and enforce them in a fair and consistent manner.
5. Communicate to students and parents:
 - a. Course objectives and requirements
 - b. Marking/grading procedures
 - c. Assignment deadline procedures.
 - d. Expectations for students
 - e. Classroom discipline plan.

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6. Communicate regularly with students, parents, other teachers and other school personnel concerning growth, achievement and behavior.
7. Address issues and situations of discrimination, harassment and bullying or any issue or situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.
8. Report to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner incidents of discrimination, harassment and/or bullying that are witnessed or otherwise brought to the teacher's attention.
7. Support and assist their students to maximize the potential for success for their students in the educational program provided to them in the school.
8. Recognize that the education of their students is a joint responsibility of the teachers, parents and the school community, and therefore, will work to build positive relationships.
9. Help their students understand the ideals of good citizenship and moral character and that in democratic society appropriate rules are required to maintain a safe, orderly environment.
10. Know school rules and help their students understand them.
11. Convey to their students a supportive attitude toward education and the district.
12. Help their students deal effectively with social adjustments and peer pressure.
13. Inform administration of any potentially dangerous situation.
14. Address biases that may prevent non-discriminatory treatment of all students in the school or classroom setting.

C. Coaches/Advisors

All district coaches and advisors are expected to:

1. Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex which will strengthen students' confidence and promote learning in accordance with the Dignity for All Students Act.
2. Be prepared to instruct and supervise.
3. Demonstrate interest in their sport/activity.
4. Know school policies and rules, and enforce them in a fair and consistent manner.
5. Communicate regularly with students, parents and other teachers or school personnel concerning growth and achievement.
6. Inform administration of any potentially dangerous situation.
7. Address issues and situations of discrimination, harassment and bullying or any issue or situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.
8. Report to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner incidents of discrimination, harassment and/or bullying that are witnessed or otherwise brought to the coach's or advisor's attention.
9. Address biases that may prevent non-discriminatory treatment of all students in the school or classroom setting.

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D. Guidance Counselors/Psychologists/Social Workers

All district guidance counselors/psychologists/social workers are expected to:

1. Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex which will strengthen students' confidence and promote learning in accordance with the Dignity for All Students Act.
2. Assist students in coping with peer pressure and emerging personal, social and emotional problems.
3. Initiate and appropriately document teacher/student/counselor conferences and parent/teacher/student/counselor conferences, as necessary, as a way to resolve problems.
4. Regularly review with students their educational progress, career plans and graduation requirements.
5. Provide information to assist students with career planning.
6. Encourage students to benefit from the curriculum and extracurricular programs.
7. Inform administration of any potentially dangerous situation.
8. Address issues and situations of discrimination, harassment and bullying or any issue or situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.
9. Report to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner incidents of discrimination, harassment and/or bullying that are witnessed or otherwise brought to the guidance counselor's, psychologist's or social worker's attention.
10. Address biases that may prevent non-discriminatory treatment of all students in the school or classroom setting.

E. Support Staff

All district support staff is expected to:

1. Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex which will strengthen students' confidence and promote learning in accordance with the Dignity for All Students Act.
2. Demonstrate interest in their responsibilities and concern for student achievement.
3. Know school policies and rules, and enforce them in a fair and consistent manner.
4. Communicate with building personnel regarding problem situations.
5. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning.
6. Inform administration of any potentially dangerous situation.
7. Address issues and situations of discrimination, harassment and bullying or any issue or situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.
8. Report to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner incidents of discrimination, harassment and/or bullying that are witnessed or otherwise brought to the staff member's attention.
9. Address biases that may prevent non-discriminatory treatment of all students in the school or classroom setting.

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F. Principals and other Administrators

All district principals and other administrators are expected to:

1. Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex which will strengthen students' confidence and promote learning in accordance with the Dignity for All Students Act.
2. Ensure that students, parents and staff have the opportunity to communicate regularly with the principal and approach the principal for redress of grievances.
3. Evaluate on a regular basis all instructional programs.
4. Support the development of and student participation in appropriate extracurricular activities.
5. Be responsible for enforcing the code of conduct and ensuring that all cases are resolved promptly and fairly.
6. Address issues and situations of discrimination, harassment and bullying or any issue or situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.
7. Follow up in a timely manner in collaboration with the Dignity Act Coordinator any incidents of discrimination, harassment and/or bullying that are witnessed or otherwise brought to the Principal's attention.
8. Address biases that may prevent non-discriminatory treatment of all students in the school or classroom setting.

G. Superintendent

The Superintendent of Schools is expected to:

1. Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex which will strengthen students' confidence and promote learning in accordance with the Dignity for All Students Act.
2. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning.
3. Review with district administrators the policies of the board of education and state and federal laws relating to school operations and management.
4. Inform the board about educational trends including trends relating to student discipline.
5. Work to create instructional programs that minimize problems of misconduct and are sensitive to student and teacher needs.
6. Work with district administrators in enforcing the code of conduct and ensuring that all cases are resolved promptly and fairly.
7. Address biases that may prevent non-discriminatory treatment of all students in the school or classroom setting.

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H. Board of Education

All district board of education members are expected to:

1. Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex which will strengthen students' confidence and promote learning in accordance with the Dignity for All Students Act.
2. Collaborate with student, teacher, administrator, and parent organizations, school safety personnel and other school personnel to develop a code of conduct that clearly defines expectations for the conduct of students, district personnel and visitors on school property and at school functions.
3. Adopt and review at least annually the district's code of conduct to evaluate the code's effectiveness and the fairness and consistency of its implementation.
4. Lead by example by conducting board meetings in a professional, respectful, courteous manner.
5. Address biases that may prevent non-discriminatory treatment of all students in the school or classroom setting.

V. Student Use of Electronic Communication Devices

Students are prohibited from using or having on or in an operational mode any paging device, mobile telephone, cellular telephone, laser pointer or pen or any other type of telecommunications or imaging device during instructional time, except as expressly permitted in connection with authorized use in classrooms. While students are permitted to possess such devices during the school day, they are prohibited from using them in any manner which invades the privacy of students, employees, volunteers, or visitors. Students are not permitted to use any form of information technology, including their own personal electronic devices, to intimidate, bully, harass, or threaten others. This type of harassment is generally referred to as cyberbullying. If a student violates this prohibition, he/she is subject to discipline under this provision and/or any other provision in this code of conduct that may be applicable to the circumstances involved. Students are prohibited from taking photographs or otherwise electronically recording the image of any other person at any time while on a school bus and/or anywhere in any school building and/or on school grounds during the school day except as expressly permitted in connection with authorized use in classrooms.

VI. 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 a 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.

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

1. Be safe, appropriate and not disrupt or interfere with the education process.
2. Recognize that extremely brief garments, including but not limited to, tube tops, net tops, halter tops, spaghetti straps, plunging necklines (front and back) and see through garments are not appropriate.
3. Ensure that underwear is completely covered with outer clothing at all times.
4. Include footwear at all times. Footwear that is a safety hazard will not be allowed.
5. Exclude items that are vulgar, obscene, and libelous or denigrate others on account of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex
6. Not promote and/or endorse the use of alcohol, tobacco or illegal drugs and/or encourage other illegal or violent activities.
7. Exclude any combination of clothing and/or items that law enforcement agencies currently consider gang related (these items may change over time).

Each building principal or his or her designee shall be responsible for informing all students and their parents of the student dress code at the beginning of the school year and any revisions to the dress code made during the school year. Provisions of the Dress Code are applicable at all times within the school building and at all school functions. Exceptions or modifications may be authorized by the building principal for a specific school activity on a single event basis. Students who violate the student dress code shall be required to modify their appearance by covering or removing the offending item and, if necessary or practical, replacing it with an acceptable item. Any student who refuses to do so shall be subject to discipline, up to and including in school suspension for the day. Any student who repeatedly fails to comply with the dress code shall be subject to further discipline, up to and including out of school suspension.

VII. Prohibited Student Conduct

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

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

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

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

A. Engage in conduct that is disorderly. Examples of disorderly conduct include but are not limited to:

1. Running in hallways.
2. Making unreasonable noise.
3. Using language or gestures that are profane, lewd, vulgar, and abusive or gang related or that incites others.
4. Obstructing vehicular or pedestrian traffic.
5. Recklessly using a motor vehicle on school property.
6. Trespassing. Students are not permitted in any school building, other than the one they regularly attend, without permission from the administrator in charge of the building. Students serving a penalty of out of school suspension are not permitted on school property during the period of suspension without the express and prior approval of the student's building principal.
7. Misusing computer/electronic communications equipment, including any unauthorized use of computers, software, or internet/intranet accounts; accessing inappropriate websites; or any other violation of the District's Acceptable Use Policy No.7314.
8. Any act that interferes with or disrupts the normal operation of the school community and/or the school environment

B. Engage in conduct that is insubordinate. Examples of insubordinate conduct, which includes but is not limited to:

1. Failing to comply with the reasonable directions of teachers, school administrators or other school employees or otherwise demonstrating disrespect.
2. Being late for, missing or leaving school and/or class without permission.
3. Skipping detention.
4. Leaving school grounds without prior permission or authorization.
5. Lying to school personnel and/or making false statements to school personnel during the course of an investigation.

C. Engage in conduct that is disruptive. Examples of disruptive conduct include but are not limited to:

1. Failing to comply with the reasonable directions of teachers, school administrators or other school personnel or otherwise showing disrespect.
2. Selling or distributing any item on school grounds without prior approval of the building principal or his or her designee.
3. Using any electronic device on school property during the school day such as, but not limited to, electronic games, beepers, cell phones, picture phones, video games, cameras (digital or otherwise), CD players, iPods, MP3 Players and other similar devices except as expressly permitted in connection with authorized use in classrooms. Unauthorized use of such items includes, but is not limited to, sending or receiving messages (voice and text), making or receiving telephone calls, taking photos, voice recording, videotaping and/or electronically recording the image of any person.

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4. Inciting or urging one or more persons to engage in imminent violent conduct on school grounds.
5. Inappropriate sexual public contact or activity
6. Engaging in any act or conduct that disrupts or interferes with the normal operation of the school community and/or school environment.

D. Engage in conduct that is violent. Examples of violent conduct include but are not limited to:

1. Committing, threatening, or attempting an act of violence (such as hitting, kicking, punching, and scratching) upon a teacher, administrator or other school employee.
2. Committing, threatening or attempting an act of violence (such as hitting, kicking, punching, and scratching) upon another student or any other person lawfully on school property.
3. Possessing a weapon. Authorized law enforcement officials are the only persons permitted to have a weapon in their possession while on school property or at a school function.
4. Possessing, distributing, attempting to distribute, using, possessing or selling fireworks, stink bombs, smoke bombs, explosives, mace or any other device with the potential for creating a public disturbance or harm.
5. Displaying what appears to be a weapon.
6. Threatening to use any weapon.
7. Using a weapon.
7. Intentionally damaging or destroying the personal property of a student, teacher, administrator, other district employee or any person lawfully on school property or at a school function, including but not limited to graffiti or arson.
8. Intentionally damaging or destroying school district property including but not limited to graffiti or arson
9. Communication by any means, including oral, written or electronic (such as through the Internet, email or texting) off school property, where the content of such communication (a) can reasonably be interpreted as a threat to commit an act of violence on school property; or, (b) results in substantial disruption to the school community and/or school environment.

E. Engage in any conduct that endangers the safety, morals, health or welfare of others. Examples of such conduct includes but are not limited to:

1. Lying to school personnel and/or making false statements to school personnel during the course of an investigation.
2. Stealing district property or the property of other students, school personnel or any other person lawfully on school property or at a school function.
3. Defaming, which includes making false or unprivileged statements or representations about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them. This can include posting or publishing video, audio recordings or pictures (written material, cell phones, Internet, YouTube, etc.).
4. Discriminating, which includes the use of a person's actual or perceived race, age, national origin, ethnic group, religion, religious practice, sex, sexual orientation, gender

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- or gender identify or disability as a basis to deny rights, equitable treatment, or access available to others. .
5. Harassing, which includes a sufficiently severe action or a persistent, pervasive pattern of actions or statements directed at an identifiable individual or group which are intended to be or which a reasonable person would perceive as ridiculing, demeaning or threatening. For the purposes of the Dignity for All Students Act, harassment is also defined as the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a student's education performance, opportunities or benefits, or mental, emotional or physical wellbeing; or conduct, verbal threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; such conduct, verbal threats, intimidation or abuse includes but is not limited to conduct, verbal threats, intimidation or abuse based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
 6. Intimidating, bullying, threatening, abusing or extorting any person, including any intimidation, bullying, threatening, abuse or extortion based on a person's actual or perceived race, color, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
 7. Hazing, which includes any intentional or reckless act directed against another for the purpose of initiating into, affiliating with or maintaining membership in any school sponsored activity, organization, club or team.
 8. Recruiting and/or initiating students into gang membership or gang related activities; displaying signs of gang affiliation or engaging in gang-related behaviors that are observed to increase the level of conflict or violent behavior.
 9. Selling, using, distributing, displaying or possessing obscene material.
 10. Using vulgar or abusive language, cursing or swearing.
 11. Smoking, using, distributing, selling a cigarette, cigar, pipe or chewing or smokeless tobacco.
 12. Possessing, consuming, smoking, snorting, sharing, selling, using, distributing and/or exchanging alcoholic beverages, illegal substances or possessing, sharing, using, distributing or selling paraphernalia for the use of such illegal substances, or being under the influence of alcoholic beverages or illegal substances. "Illegal substances" include, but are not limited to, inhalants, marijuana, cocaine, LSD, PCP, ecstasy, amphetamines, heroin, steroids, look-alike drugs, synthetic cannabinoids, and any substances commonly referred to as "designer drugs," and controlled substances, except for those legally possessed or used under the supervision of a licensed health care professional or that is legally possessed or used under any therapy under the federal Controlled Substances Act or any other federal law.
 13. Inappropriately using, consuming, possessing, distributing, exchanging, selling, or sharing controlled substances, prescription and/or over-the-counter drugs.
 14. Gambling.
 15. Indecently exposing the private parts of the body in a lewd or indecent manner.
 16. Initiating a report or warning of fire or other catastrophe without valid cause, misuse of 911, discharging a fire extinguisher, making a bomb threat or leaving a threatening message(s) on phone answering machines, recording devices or on the Internet.
 17. Internet Bullying also referred to as "Cyberbullying" - "Cyberbullying is the use of electronic information and communication devices such as e-mail, instant messaging, text

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messaging, mobile phones, pagers and defamatory websites to bully or otherwise harass an individual or group through personal attacks or other means.” This may also include electronically sending, receiving or forwarding sexually suggestive, nude or nearly nude photos through text message or e-mail where there is a sufficient nexus to the school environment.

18. Discrimination, Harassment and/or bullying as set forth in the District Dignity for All Students Act Policy No. 7550.

F. Engage in misconduct while on a school bus. It is crucial for students to behave appropriately while riding on district buses to ensure their safety and that of other passengers and to avoid distracting the bus driver. Students are required to conduct themselves on the bus in a manner that is consistent with all aspects of this code of conduct and all other district policies, regulations and rules Excessive noise, pushing, shoving, fighting, throwing objects or other dangerous behavior will not be tolerated.

G. Engage in any form of academic misconduct. Examples of academic misconduct, which includes but is not limited to:

1. Plagiarizing.
2. Cheating.
3. Copying.
4. Altering records.
5. Accessing other users email accounts or network storage accounts and/or attempting to read, delete copy, modify, and interfere with the transferring and receiving of electronic communications.
6. Violation of the District’s Acceptable Use Policy No.7314.
5. Assisting another student in any of the above actions.

VIII. Reporting Violations

All students are expected to promptly report violations of the code of conduct to a teacher, coach, advisor, guidance counselor, psychologist, social worker, advisor, the building principal or his or her designee. Any student observing a student possessing a weapon, alcohol or illegal substance or paraphernalia for the use of such illegal substance, on school property or at a school function shall report this information immediately to a teacher, chaperone, club advisor, coach, the building principal, the principal's designee or the superintendent.

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

Any weapon, alcohol or illegal substance or paraphernalia for the use of such illegal substance, found shall be confiscated immediately, if possible, followed by notification to the parent of the student involved and the appropriate disciplinary sanction if warranted, which may include permanent suspension and referral to law enforcement authorities. .

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

IX. Disciplinary Penalties, Procedures and Referrals

Discipline is most effective when it deals directly with the problem at the time and place it occurs, and in a way that students view as fair, impartial and uniform. 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 and develop self-discipline.

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

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

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

If the conduct of a student is related to a disability or suspected disability, the student shall be referred to the Committee on Special Education and discipline, and if warranted, shall be administered consistent with statutes and regulations relating to discipline of students with a disability or presumed to have a disability. A student identified as having a disability shall not be disciplined for behavior related to his/her disability except as permitted by law and regulations. .

A. Penalties

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

1. Verbal warning - bus drivers or any member of the district staff
2. Written warning - bus drivers or any member of the district staff.
3. Written notification to parent - bus driver, coaches, advisors, guidance counselors, teachers, principal, superintendent.
4. Detention - teachers, principal or his/her designee, superintendent
5. Suspension from transportation – principal or his/her designee, superintendent

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6. Suspension and/or removal from athletic participation – designated supervisors, coaches, athletic director, principal, superintendent
7. Suspension and/or removal from social or extracurricular activities - activity director, principal, superintendent
8. Suspension of other privileges - principal, superintendent
9. In-school suspension - principal, superintendent
10. Removal from classroom by teacher - teachers, principal
11. Short-term (five days or less) suspension from school -principal, superintendent, board of education
12. Long-term (more than five days) suspension from school -, superintendent, board of education
13. Permanent suspension from school - superintendent, board of education.

B. Procedures

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

Students who are to be given penalties other than a verbal warning, written warning or written notification to their parents are entitled to additional rights before the penalty is imposed. These additional rights are explained below.

1. Detention

Teachers, principals and the superintendent may use after school detention as a penalty for student misconduct in situations where removal from the classroom or suspension would be inappropriate. After school detention will be imposed as a penalty only after the student's parent has been notified to confirm that there is no parental objection to the penalty and the student has appropriate transportation home following detention.

2. Suspension from transportation

If students do not conduct themselves properly on a bus, the bus driver is expected to bring such misconduct to the building principal's attention. Students who become a serious disciplinary problem may have their riding privileges suspended by the building principal or the superintendent or their designees. In such cases, the student's parent will become responsible for seeing that his or her child gets to and from school safely.

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

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3. Suspension and/or removal from athletic participation, extra curricular activities and other privileges

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

4. In-school suspension

The board recognizes the school must balance the need of students to attend school and the need for order in the classroom to establish an environment conducive to learning. As such, the board authorizes building principals and the superintendent to place students who would otherwise be suspended from school as the result of a code of conduct violation in "in-school suspension."

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

5. Teacher disciplinary removal of disruptive students

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

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

A classroom teacher may remove a disruptive student from class for up to two days. The removal from class applies to the class of the removing teacher only. If the disruptive student does not pose a danger or ongoing threat of disruption to the academic process, the teacher must provide the student with an explanation for why he or she is being removed and an

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opportunity to explain his or her version of the relevant events before the student is removed. Only after the informal discussion may a teacher remove a student from class.

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

All students removed from class must report to the appropriate building administrator's office for placement into the proper location during the removal period.

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

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

The written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the student's removal at the last known address for the parents. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting parents.

The teacher who ordered the removal will be expected to attend the informal conference unless specifically excused by the principal.

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

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

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

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

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

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

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

6. Suspension from school

Suspension from school is a severe penalty, which may be imposed upon students who engage in prohibited student conduct including, but not limited to, conduct that is academic misconduct or that is insubordinate, disorderly, violent or disruptive, or otherwise endangers the safety, morals, health or welfare of others.

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

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

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

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

When the superintendent or principal (referred to as the "suspending authority") proposes to suspend a student charged with misconduct for five days or less pursuant to Education Law §3214(3), the suspending authority must immediately notify the student orally. If the student denies the misconduct, the suspending authority must provide an explanation of the basis for the proposed suspension. The suspending authority must allow the student an opportunity to

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present his/her version of events. The suspending authority must also notify the student's parents.

Where possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting the parents.

The written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the decision to propose suspension at the last known address for the parents.

The notice and opportunity for an informal conference shall take place before the student is suspended unless the student's presence in school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process.

The principal shall advise the parents that if they are not satisfied with the decision and wish to pursue the matter, they must file a written appeal to the superintendent within five business days, unless they can show extraordinary circumstances precluding them from doing so. The superintendent shall issue a written decision regarding the appeal within 10 business days of receiving the appeal. If the parents are not satisfied with the superintendent's decision, they must file a written appeal to the board of education with the district clerk within 10 business days of the date of the superintendents' decision, unless they can show extraordinary circumstances precluding them from doing so. Only final decisions of the Board may be appealed to the Commissioner within 30 days of the decision.

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

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

The superintendent shall personally hear and determine the proceeding or may, in his or her discretion, designate a hearing officer to conduct the hearing. The hearing officer shall be authorized to administer oaths and to issue subpoenas in conjunction with the proceeding before him or her. The hearing shall be bifurcated into a guilt phase and a penalty phase in accordance with procedures set forth in Commissioner's Regulations. A record of the hearing shall be maintained but a stenographic transcript of the hearing shall not be required and a tape recording of the proceeding shall be deemed a satisfactory record. The hearing officer shall make findings of fact and recommendations as to the appropriate measure of discipline to the superintendent. The report of the hearing officer shall be advisory only, and the superintendent may accept all or any part thereof.

An appeal of the decision of the superintendent may be made to the board that will make its decision based solely upon the record before it. All appeals to the board must be in writing and submitted to the district clerk within 10 business days of the date of the superintendent's decision, unless the parents can show that extraordinary circumstances precluded them from doing so. The board may adopt in whole or in part the decision of the superintendent. Final decisions of the board may be appealed to the Commissioner within 30 days of the decision.

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c. Permanent suspension

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

C. Minimum Periods of Suspension

1. Students who bring a weapon to school

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

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

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

Any student, other than a student with a disability, (see Section X), who is found to have committed a violent act, other than bringing or possessing a weapon onto school property, shall be subject to suspension from school for at least one day. Students with disabilities shall be disciplined in accordance with federal and state law and regulations.

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

Any student, other than a student with a disability, (see Section X), who repeatedly is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom will be suspended from school for at least one day. Students with disabilities shall be disciplined in accordance with federal and state law and regulations.

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

D. Referrals

1. Counseling

Following disciplinary action, the principal may make a referral of student to appropriate support personnel.

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2. PINS Petitions

The district may file a PINS (Person In Need of Supervision) petition with the Department of Social Services on any student under the age of 18 who demonstrates that (s)he requires supervision and treatment by:

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

3. Juvenile Delinquents and Juvenile Offenders

The superintendent is required to refer the following students to the Probation Department for a juvenile delinquency proceeding before the Family Court:

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

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

X. 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. Students with Disabilities shall receive alternative instruction in accordance with federal and state law and regulations.

XI. 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.

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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. In any instance where this Code of Conduct differs or is inconsistent with federal or state law or regulation, the federal or state law or regulation is controlling. Where the conduct of a student with a disability is not manifestation of the disability as determined at a manifestation determination review, the student with a disability may be disciplined to the same extent as non-disabled students would be for the same behavior. Where the conduct is a manifestation of the student's disability, as determined at a manifestation determination review, discipline shall be imposed in accordance with federal and state laws and regulations.

A. Authorized Suspensions or Removals of Students with Disabilities

1. For purposes of this section of the code of conduct, the following definitions apply.

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

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

An "IAES" means a temporary educational placement other than the student's current placement at the time the behavior precipitating the IAES placement occurred, that enables the student to (1) continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP; and (2) receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur.

2. School personnel may order the suspension or removal of a student with a disability from his or her current educational placement as follows:
 - a. The board, the district (BOCES) superintendent of schools or a building principal may order the placement of a student with a disability into an IAES, another setting or suspension for a period not to exceed five consecutive school days and not to exceed the amount of time a non-disabled student would be subject to suspension for the same behavior.
 - b. The superintendent of schools either directly or upon recommendation of a hearing officer designated to conduct a superintendent's hearing may order the placement of a student with a disability into an IAES, another setting or suspension for up to 10 consecutive school days, inclusive of any period in which the student has been suspended or removed under subparagraph (a) above for the same behavior, if the superintendent determines that the student has engaged in behavior that warrants a suspension and the suspension or removal does not exceed the amount of time non-disabled students would be subject to suspension for the same behavior.
 - c. The superintendent of schools either directly or upon recommendation of a hearing officer designated to conduct a superintendent's hearing may order additional

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

- d. The superintendent may order the placement of a student with a disability in an IAES to be determined by the committee on special education (CSE), for the same amount of time that a student without a disability would be subject to discipline, but not more than 45 days, where the student (1) has inflicted seriously bodily injury upon another person while at school, on school premises or at a school function; or (2) carries or possesses a weapon to school, on school property, or to or at a school function, or (3) the student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function.
 - 1) "Weapon" means the same as "dangerous weapon" under 18 U.S. C. § 930 (g) (w) which includes "a weapon, device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury, except... [for] a pocket knife with a blade of less than 2 1/2 inches in length." "Weapon" also includes items listed in subsection (b) and (c) of "Weapon" in Section II.
 - 2) "Controlled substance" means a drug or other substance identified in certain provisions of the federal Controlled Substances Act specified in both federal and state law and regulations applicable to this policy.
 - 3) "Illegal drugs" means a controlled substance except for those legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under the Controlled Substances Act or any other federal law.
3. Subject to specified conditions required by both federal and state law and regulations, an impartial hearing officer may order the placement of a student with a disability into IAES setting for up to 45 days at a time, if maintaining the student in his or her current educational placement poses a risk of harm to the student or others.

B. Change of Placement Rule

1. A disciplinary change in placement means a suspension or removal from a student's current educational placement that is either:
 - a. for more than 10 consecutive school days; or
 - b. for a period of 10 consecutive school days or less if the student is subjected to a series of suspensions or removals that constitute a pattern because they cumulate to more than 10 school days in a school year; because the student's behavior is substantially similar to the student's behavior in previous incidents that resulted in the series of removals; and because of such factors as the length of each suspension or removal, the total amount of time the student is removed and the proximity of the suspensions or removals to one another.

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2. School personnel may not suspend or remove a student with disabilities if imposition of the suspension or removal would result in a disciplinary change in placement based on a pattern of suspension or removal. However, the District may impose a suspension or removal, which would otherwise result in a disciplinary change in placement to the same extent as non-disabled students would be subject to suspension for the same behavior, based on a pattern of suspensions or removals if the CSE has determined that the behavior was not a manifestation of the student's disability, or the student is placed in an IAES for behavior involving serious physical injury, weapons, and/or illegal drugs or controlled substances.

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

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

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

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

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

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- a. The superintendent, building principal or other school official imposing a suspension or removal shall be responsible for determining whether the student is a student presumed to have a disability.
- c. A student will not be considered a student presumed to have a disability for discipline purposes if, as a result of receiving information described above,
 - 1) the parent of the student has not allowed an evaluation of the student pursuant to Section 200.4 of the Commissioner's Regulations; or
 - 2) the parent of the student has refused special education services; or
 - 3) it was determined that the student is not a student with a disability pursuant to Sections 200.4 and 200.16 of the Commissioner's Regulations.

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

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

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

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

D. Expedited Due Process Hearings

1. An expedited due process hearing shall be available and/or conducted in the manner specified by Part 201 of the Commissioner's regulations incorporated into this code.
 - a) When an expedited due process hearing has been requested because of a disciplinary change in placement, the manifestation determination or because the school district believes that maintaining the student in the current placement is likely to result in injury to the student or others, the student shall remain in the IAES pending the decision of the impartial hearing officer or until the expiration of the period of removal, whichever occurs first, unless the parent and the school district agree otherwise.
2. An expedited due process hearing shall be completed within the timeline requirements set forth in the Regulations of the Commissioner of Education at 8 NYCRR Part 201.

E. Referral to law enforcement and judicial authorities

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

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

F. Discipline of Students with Disabilities under Section 504 of the Rehabilitation Act of 1973

A student with a disability under Section 504 of the Rehabilitation Act of 1973 may be suspended only in accordance with the requirements of applicable state and federal law.

XII. Corporal Punishment

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

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

1. Protect oneself, another student, teacher or any person from physical injury.
2. Protect the property of the school or others.

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

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

XIII. 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 sort of "Miranda"-type warning before being questioned by school officials, nor are school officials required to contact a student's parent before questioning the student. However, school officials will tell all students why they are being questioned.

In addition, the board authorizes the superintendent, building principals, assistant principals, administrative assistants and the school nurse to conduct searches of students and their belongings if the authorized school official has reasonable suspicion to believe that the search will result in evidence that the student violated the law or the district code of conduct.

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

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

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

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

In the event the search does not turn up any illegal or improper items, the administrator will acknowledge such and apologize to the student for having to undergo the search. The administrator will notify the parent that the search took place and if necessary, arrange for appropriate support services for the student.

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A. Student Lockers, Desks and other School Storage Places

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

B. Strip Searches

A strip search is a search that requires a student to remove any or all of his or her clothing, other than an outer coat or jacket. If an authorized school official believes it is necessary to conduct a strip search of a student, the school official may do so only if the search is authorized in advance by the superintendent. The only exception to this rule requiring advanced authorization is when the school official believes there is an emergency situation that could threaten the safety of the student or others.

Strip searches may only be conducted by an authorized school official of the same sex as the student being searched and in the presence of another district professional employee who is also of the same sex as the student.

In every case, the school official conducting a strip search must have probable cause - not simply reasonable suspicion to believe the student is concealing evidence of a violation of law or the district code. In addition, before conducting a strip search, the school official must consider the nature of the alleged violation, the student's age, the student's record and the need for such a search.

Except in the event of an emergency, school officials will notify the student's parent by telephone before conducting a strip search or in writing after the fact if the parent could not be reached by telephone.

C. Documentation of Searches

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

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

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

D. Police Involvement in Searches and Interrogations of Students

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

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

Before police officials are permitted to question or search any student, the building principal or his or her designee shall first try to notify the student's parent to give the parent the opportunity to be present during the police questioning or search. If the student's parent cannot be contacted prior to the police questioning or search, the questioning or search shall not be conducted, unless it is determined by the building principal, in consultation with the superintendent, that the nature of the infraction requires a timely questioning or search. The principal or designee will also be present during any police questioning or search of a student on school property or at a school function.

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

E. Child Protective Services Investigations

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

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

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remove his or her clothing in front of a child protective services worker or school district official of the opposite sex.

A child protective services worker may not remove a student from school property without a court order, unless the worker reasonably believes that the student would be subject to danger of abuse if not he or she were not removed from school before a court order can reasonably be obtained. If the worker believes the student would be subject to danger of abuse, the worker may remove the student without a court order and without the parent's consent. In such removals, the CPS worker must furnish to the building principal a written statement containing the reason (s) for such removal.

XI. Visitors to the Schools

The board encourages parents and other district residents 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 the presence of all persons in the building and on the grounds. For these reasons, the following rules apply to visitors to the schools:

1. Anyone who is not a regular staff member or student of the school will be considered a visitor.
2. All visitors to the school must report to the front desk or main office 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 front desk or main office before leaving the building.
3. Visitors attending school functions that are open to the public, such as parent-teacher organization meetings or public gatherings, are not required to register for after school functions.
4. Parents or visitors who wish to visit a classroom while school is in session are required to obtain approval for such visits in advance with the building principal or his/her designee.
5. Teachers are expected not to take class time to discuss individual matters with visitors.
6. Any unauthorized person on school property will be reported to the principal or his or her designee. Unauthorized persons will be asked to leave. The police may be called if the situation warrants.
7. All visitors are expected to abide by the rules for public conduct on school property contained in this code of conduct.

X. Public Conduct on School Property

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

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

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purpose of this code is to maintain public order and prevent abuse of the rights of others. However, nothing herein shall be deemed to create an open forum or limited open forum.

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

A. Prohibited Conduct

No person, either alone or with others, shall:

1. Intentionally injure any person or threaten to do so.
2. Intentionally damage or destroy school district property or the personal property of a teacher, administrator, student, other district employee or any person lawfully on school property, including graffiti or arson.
3. Disrupt the orderly conduct of classes, school programs or other school activities.
4. Distribute or wear materials on school grounds or at school functions that are obscene, advocate illegal action, appear libelous, obstruct the rights of others, or are disruptive to the school program.
5. Intimidate, harass or discriminate against any person on the basis of a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
6. Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed.
7. Obstruct the free movement of any person in any place to which this code applies.
8. Violate the traffic laws, parking regulations or other restrictions on vehicles;
9. Sell or distribute any items without prior approval of the building principal or his/her designee.
10. Possess, consume, sell, distribute or exchange tobacco products, alcoholic beverages, illegal substances and paraphernalia for the use of such illegal substances or be under the influence of any on school property or at a school function. Inappropriately possess, consume, sell, distribute or exchange a controlled substance.
11. Possess or use weapons in or on school property or at a school function except in the case of law enforcement officers or except as specifically authorized by the school district.
12. Display any combination of clothing and/or items, which law enforcement agencies currently, consider gang related (these items may change over time).
13. Loiter on or about school property.
14. Gamble on school property or at school functions.
15. Refuse to comply with any reasonable order of identifiable school district officials performing their duties.
16. Incite others to commit any of the acts prohibited by this code.
17. Violate any federal or state statute, local ordinance or board policy while on school property or while at a school function.

B. Penalties

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

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

C. Enforcement

The building principal or his or her designee shall be responsible for enforcing the conduct required by this code.

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

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

XVI. Dissemination and Review

A. Dissemination of Code of Conduct

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

1. Providing copies of a summary of the code to all students at a general assembly held at the beginning of each school year.
2. Making copies of the code available to all parents at the beginning of the school year.
3. Mailing a summary of the code of conduct written in plain language to all parents of district students before the beginning of the school year and making this summary available later upon request.

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4. Providing all current teachers and other staff members with a copy of the code and a copy of any amendments to the code as soon as practicable after adoption.
5. Providing all new employees with a copy of the current code of conduct when they are first hired. Making copies of the code available for review by students, parents and other community members.

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

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

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

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

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

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