



CODE OF CONDUCT

and supports

2026-2027



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CODE OF CONDUCT



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I. INTRODUCTION

Welcome to Rush-Henrietta!

Every student, family, and staff member in our district belongs here. We are committed to creating schools where everyone feels welcomed, valued, and supported. Rooted in [Vision 2037](#), the Rush-Henrietta Strategic Plan, the Code of Conduct and Supports reflects our dedication to safe, inclusive, and equitable learning environments that nurture academic, social, and emotional growth. Our shared mission is to meet the diverse needs and build on the strengths of all students while fostering respect, responsibility, collaboration, and continuous improvement across every school community.

This Code is a **guide for supporting positive relationships, safety, and belonging**. It integrates the following research-based frameworks that work together to support students and staff:

- **Culturally Responsive-Sustaining Education (CRSE)**: Honors students' cultures, identities, and experiences; reduces bias and discipline disparities; and fosters a sense of belonging.
- **Social Emotional Learning (SEL)**: Helps students understand emotions, manage stress, solve problems, and build healthy relationships.
- **Multi-Tiered Systems of Support (MTSS)**: Ensures every student receives the right level of academic, social, and behavioral support when they need it.
- **Positive Behavioral Interventions and Supports (PBIS)**: Clearly teaches and reinforces expected behaviors; prevents problems before they occur.
- **Restorative Practices (RP)**: Focuses on repairing harm, restoring trust, and keeping students connected to the school community.

Together, these frameworks create a **cohesive system of care and support**, emphasizing growth, learning, and restoration while fostering responsibility and accountability. These frameworks guide our approach to student behavior, while helping staff respond fairly, consistently, and with understanding of students' diverse backgrounds. More detailed explanations of each framework and how they connect to the Code of Conduct and Supports can be found in the [Guiding Frameworks](#) section of the Appendix.

How this Code works

Grounded in federal and state education law and the policies of the Board of Education, this Code:

- Establishes **clear expectations** for student behavior.
- Identifies **developmentally appropriate consequences** that prioritize learning and repair.
- Ensures **fair and consistent application** across all schools.
- Supports **inclusive, safe, and welcoming environments** where every student can thrive.

Above all, the Rush-Henrietta Code of Conduct and Supports reflects our belief: **When every member of our community acts with care, purpose, and respect, then everyone can learn, contribute, and belong.**

II. APPLICABILITY

Unless otherwise indicated, this Code applies to all students, district employees, parents/guardians, community partners, volunteers, and other visitors when on school property, including school grounds and buses, or attending a school function, wherever that function is located, and regardless of whether the function is in-person or virtual. In certain circumstances, this Code may also apply to off-campus conduct when that conduct has a direct relationship to the school community and causes, or can reasonably be expected to cause, a material and/or substantial disruption to the educational process in the school or at a school function, or a direct and substantial impact on the rights or safety of students or staff.



III. STUDENT RIGHTS AND RESPONSIBILITIES [*District Policy 5311*](#)

All students belong in our schools. The district is committed to safeguarding the rights given to all students under state and federal law and district policy, as well as creating a safe, healthy, inclusive, equitable, orderly, and supportive school environment where all Rush-Henrietta students can learn, grow, and have the right to:

- Attend school and participate in all district activities and programs on an equal basis regardless of actual or perceived race, weight, color, creed, national origin, ethnic group, religion, religious practice, gender (including gender identity or expression), sexual orientation, or disability, including access to appropriate supports and reasonable modifications as required by law.
- Be treated with respect, fairness, and dignity by other students and district employees, free from discrimination, intimidation, bullying, and harassment (Dignity for All Students Act), as well as being able to file reports or safety concerns without fear of retaliation and with protection from retaliation.
- Share ideas and opinions in ways that respect others and do not disrupt learning.
- In all disciplinary matters, understand what behavior expectations they are believed not to have met and what may happen next, and tell their side of the story to the district employee(s) responsible for determining the outcome.
- Know and access school policies, regulations and expectations and, when necessary, receive an explanation of those expectations from district employees in ways they can understand.
- Receive guidance in social-emotional development and support to learn from mistakes, including access to restorative processes to rebuild trust and repair harm, and build positive relationships.
- Learn in a safe, healthy, orderly and courteous school environment that supports learning and physical and emotional well-being.
- Be provided with and understand the expectations regarding:
 - Course objectives, requirements and state standards;
 - Grading criteria and procedures;
 - Assignment requirements and deadlines;
 - School and classroom environment rules and expectations through the use of character development initiatives including social-emotional learning, PBIS, and Restorative Practices.
- Be treated by adults and district employees in ways that are based on each student's best interests and that support their growth, safety, and well-being.

All Rush-Henrietta students have the responsibility to:

- Contribute to and help make school a safe, supportive, inclusive, and welcoming place where everyone can learn.
- Promote a positive school community and speak up or report concerns about intimidation, bullying, harassment, discrimination, and violent or unsafe behavior.
- Do their best in learning and in all academic and extracurricular activities, seeking help when needed.

- Attend school and classes regularly and come prepared to learn.
- Learn and follow school/district policies and expectations dealing with student conduct.
- Follow reasonable directions from staff and treat others respectfully.
- Use problem-solving and restorative conversations to address conflict and repair harm.
- Respect learning time by avoiding disruptions and asking for help when problems arise that could affect safety or learning.
- Follow the district dress guidelines for school and school functions.
- Take ownership of their actions and work to make things right when harm occurs.
- Represent the school positively at activities and events by being positive role models, holding themselves to the highest standards of conduct, demeanor, and sportsmanship when participating in or attending school-sponsored extracurricular events.
- Care for school property and community spaces, including using technology and social media appropriately and responsibly.

For a summary of student rights and responsibilities, see the [Student Bill of Rights and Responsibilities](#) in the Appendix.

IV. ESSENTIAL PARTNERS

At Rush-Henrietta, our mantra is “You Belong Here.” Every member of our learning community has a role in fostering an environment where all students feel safe, included, and valued. This means promoting respectful, responsible, and supportive behavior that aligns with our code of conduct and the district’s frameworks, including Social-Emotional Learning (SEL), Multi-Tiered Systems of Support (MTSS), Positive Behavioral Interventions and Supports (PBIS), and Restorative Practices (RP). By working together, we prepare students for academic success, social-emotional growth, responsible citizenship, and life-long learning.

Parents/Guardians [District Policy Manual 1900](#)

Parents and guardians are essential partners in building a safe, inclusive, and nurturing school community. By supporting school expectations, modeling respectful behavior, and engaging with restorative practices, families help their children develop the skills and confidence to navigate social, academic, and emotional challenges. Parents and guardians play a critical role in helping students understand their responsibilities within the school community and in strengthening the partnership between home and school.

With this in mind, parents/guardians are expected to:

- Partner with the school district to support their child’s academic, social, and emotional growth, recognizing that education is a shared responsibility between families and schools.
- Support regular school attendance and help their child/ren arrive ready to engage and learn.
- Communicate with the school regarding absences and support consistent attendance.
- Support their child/ren in understanding school expectations and their role in maintaining a safe, inclusive, and respectful learning environment that is free from discrimination, harassment, and bullying.
- Partner with the school in restorative practices to resolve conflict, repair harm, and strengthen relationships.
- Communicate proactively with school staff and share information that may help support their child’s learning or well-being.
- Encourage learning routines at home and support completion of schoolwork whenever possible.
- Model respectful, constructive interactions with school staff, other families, and students.
- Support safe and responsible use of technology and social media.

- Reach out to school staff for support when concerns arise related to academics, behavior, or peer relationship.
- Treat all members of the school community with respect.

District Employees and Board of Education Members

District employees and board members are central to creating and sustaining a learning environment that is safe, equitable, and supportive for all students. Guided by the Code of Conduct and Supports and district frameworks such as SEL, PBIS, MTSS, and RP, staff and board members respond to student needs in ways that are trauma-informed, developmentally appropriate, and culturally responsive. By fostering mutual respect and dignity, they help students feel valued and supported, while modeling the behaviors that promote a positive, inclusive school climate.

With this in mind, District Employees and Board of Education Members are expected to:

- Reflect on, acknowledge, and address systemic biases that may impact equitable treatment of students and families.
- Cultivate and maintain a climate of mutual respect, dignity, and affirmation for all students, district employees and board members regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity and expression) or sex, which will strengthen students' self-concepts and help promote their confidence to learn.
- Implement district frameworks including SEL, PBIS, MTSS, and RP consistently and equitably.
- Engage in professional learning and practices that support trauma-responsive, culturally responsive, and inclusive school environments.
- Maintain confidentiality in accordance with federal and state laws.
- Promptly address and report incidents of discrimination, harassment, bullying, or threats to safety, in alignment with Dignity for All Students Act (DASA) and district policy.
- Partner in restorative practices that center on accountability, reduce and repair harm, and rebuild relationships.
- Utilize available resources that support family education related to bullying prevention, social-emotional development, and positive behavior supports.

Volunteers, Community Partners, and Engaged Service Providers

Volunteers and community partners play a vital role in enhancing student learning and well-being, as well as connecting students to the broader community. While they may not have the same training or decision-making authority as district staff, their actions and interactions contribute to a safe, respectful, and supportive learning environment. By modeling positive behavior, following district expectations, and supporting restorative practices, volunteers and partners help strengthen relationships and support students' social-emotional growth.

With this in mind, volunteers, community partners, and engaged service providers are expected to:

- Treat all students, families, and staff with dignity and respect, recognizing and valuing differences in culture, background, identity, and lived experiences.
- Follow district and school expectations related to safety, supervision, confidentiality, and appropriate conduct while on school property or participating in school-sponsored activities.
- Support a welcoming and inclusive school climate by using respectful language and behavior and by avoiding actions or making statements that could be perceived as discriminatory, intimidating, or harmful.
- Model positive behavior and contribute to a safe and supportive environment for students, understanding that students may be navigating social, emotional, or behavioral challenges.

- Defer to school staff and administrators for behavior management, discipline decisions, and conflict resolution, recognizing that these responsibilities rest with trained district personnel.
- Report concerns related to student safety, well-being, discrimination, harassment, bullying, or other issues to a supervising staff member or administrator in a timely manner.
- Participate in orientation or guidance provided by the district or school, as applicable to their role, to better understand expectations, boundaries, and available support.
- Collaborate respectfully with staff and follow directions from designated school personnel while volunteering or providing services.

V. STUDENT DRESS CODE

Our goal is to maintain a safe, respectful, and supportive environment for learning and teaching. We are also committed to allowing students to be their authentic selves, including in their choice of dress, without being required to explain or justify those choices. While students have wide latitude in expressing their personal style, attire that interferes with teaching and learning, presents safety concerns, or could cause harm to others, may require staff response or intervention.

Expectations apply equally, regardless of race, gender, body type, disability, sexual orientation, gender identity or expression, religion, or cultural background.

In line with our commitment, student clothing and accessories are addressed only when they create a clear and documented safety concern or cause harm to others. Examples of inappropriate attire may include, but are not limited to:

- Garments that are generally considered swimwear or bathing attire.
- Garments, accessories, or jewelry that:
 - Are vulgar, obscene, libelous, or denigrate others on account of race, color, weight, religion, creed, national origin, gender, sexual orientation, or disability;
 - Promote or endorse the use of alcohol, tobacco, vaping products or drugs, or encourage other code of conduct violations;
 - Represent or promote group affiliations, symbols, or messages that may disrupt the learning environment, create an unsafe atmosphere, or intimidate others.
- Clothing attachments or accessories that could be considered weapons (e.g., long chains, spiked jewelry).

For physical education classes and laboratory settings, closed-toe, secured footwear may be required. Loaners or alternatives are provided so students are not excluded. Examples of excluded footwear include, but are not limited to, flip flops, sandals, and Crocs.

Head coverings are permitted for all students. The face must remain visible for safety. Removal may be requested only for specific safety verification.

For the graduation ceremony, all students are required to wear a school-approved cap and gown in order to participate in the ceremony. Cultural, religious, or identity-based accessories (such as stoles or sashes) may be permitted with administrative approval.

When addressing dress code concerns, staff will:

- Address concerns privately and respectfully, avoiding public correction or embarrassment.
- Avoid questioning or challenging the legitimacy of a student's identity, culture, religion, gender expression, or medical needs.
- Use least-restrictive responses and allow reasonable time for compliance without loss of instructional time.
- Apply expectations consistently across students and settings to reduce bias.
- Keep the focus on safety and learning, not personal appearance or body type.

Students who continue to refuse to modify or replace inappropriate items after they have been given multiple opportunities for restorative support and problem-solving may be subject to progressive, developmentally-appropriate consequences, as outlined in this code of conduct.

VI. **PERSONAL ELECTRONIC DEVICES** [*District Policy Manual 5695*](#)

The Board of Education recognizes that students may have personal electronic devices that can perform different functions. Such devices include "internet-enabled devices" defined as: any smartphone, tablet, smartwatch, or other device capable of connecting to the internet and enabling the user to access content on the internet, including social media applications, but do not include any such device supplied by the district for educational purposes. These devices can create significant distraction in the school environment, negatively impact student mental health, contribute to disciplinary infractions, and reduce student engagement. Additionally, in an emergency, the use of personal electronic devices can distract students from following the directions of staff or emergency responders, contribute to the spread of misinformation, create congestion in the emergency response system, and interfere with the district's emergency response protocols.

As required by Education Law §2803, this policy prohibits student use of internet-enabled devices during the school day (including all classes, homeroom periods, lunch, recess, study halls, and passing time) on school grounds (any building, structure, athletic playing field, playground, or land contained within the boundary of a school, district, or BOCES facility), unless under an exception (e.g., Individualized Education Program/Section 504 or as permitted below). This policy is designed to support student focus, engagement, and mental health by minimizing digital distractions during the school day while maintaining clear, consistent expectations across all schools.

Device Access and Storage

- Elementary level students (pre-Kindergarten - grade 6) cannot bring personal electronic devices to school including the school bus;
- At the junior high school level (grades 7-9), students' personal electronic devices must be powered off and stored in their lockers; and
- At the high school level (grades 10-12), students' personal electronic devices must be powered off and secured in lock boxes, student lockers, or a location determined by the superintendent or school principal.

For all levels, devices must remain powered off and stored for the entire school day, including passing time, and may not be accessed or used unless a specific exception in this policy applies.

Students are discouraged from bringing other personal electronic devices to school. Other personal electronic devices include devices which are not capable of connecting to the internet and accessing content on the internet, fitness trackers, wired or wireless headphones and earbuds, e-readers, voice recorders, cameras and gaming/music devices. If students do bring such devices to school, the device must be stored for the entire school day, as outlined above. These devices must also be powered off and not used during the school day unless permission is granted by the classroom teacher or the school administrator.

The district is not responsible for stolen, lost, or damaged personal electronic devices brought to school.

Communication with Parents/Persons in Parental Relation

During the school day, to minimize distractions, parents (which, for purposes of this policy, includes persons in parental relation) may contact their child/ren by calling the school's main office. Students may contact their parents by reporting to their administrator's office or their counselor's office (students in grades 9-12 may also communicate with parents via e-mail). The district will notify parents in writing of the communication protocol at the beginning of each school year and upon enrollment.

The district will also remind students and families that these communication procedures are intended to reduce anxiety and distractions associated with personal devices during the school day, while ensuring that students and families can connect through appropriate school channels when needed.

Exceptions for Specific Purposes

Use of internet-enabled devices must be permitted where included in a student's Individualized Education Program, Section 504 plan, or where required by law. The Committee on Special Education or Section 504 Team determines whether a student requires an internet-enabled device as an accommodation on their IEP or Section 504 Plan. Students with IEPs or Section 504 Plans that specifically require the use of electronic or internet-enabled devices must be permitted to use them as specified in their IEP or Section 504 Plan or as otherwise required by law. Additionally, the district permits the use of internet-enabled devices in the event of an emergency, and under the following circumstances:

- Where necessary to manage a student's healthcare (e.g., diabetes, asthma, medication, etc.);
- For translation services;
- On a case-by-case basis, upon review and determination by a school psychologist, school social worker, or school counselor, for students who are routinely responsible for the care and well-being of a family member; and
- Where otherwise required by law.

Parents may request an exception for their children to use internet-enabled devices during the school day as listed above. Requests must be made to the principal of the student's school. Requests for healthcare exceptions must include documentation from an appropriate healthcare professional.

Students may be permitted to use their internet-enabled devices during the school day on school grounds for specific educational purposes, if the following criteria are met:

- The student has registered the device with the district, in accordance with district procedures, which includes approval by the principal of the student's school;
- The student's teacher has obtained administrative approval to authorize the student's use of a specific device for a particular activity and for a specific duration of time (the student must store the device pursuant to this policy upon conclusion of the activity); and
- The student uses the device to access the internet or authorized applications through the district's network in accordance with Board Policy 4526, Computer Use in Instruction.

Under any of these exceptions, devices may only be used for the purposes outlined in the exception, and the device must be powered off and put away when not in use.

Enforcement, Consequences and Reporting

Enforcement of this policy is chiefly the responsibility of building administrative staff; however, all designated employees are expected to assist in enforcement. Students will be reminded of this policy regularly

and consistently, especially at the start of the school year and after returning from breaks. Staff will use calm, clear reminders and explanations that reinforce the policy's focus on safety, mental health, and learning. At each level, schools will implement progressive measures to address students in violation of this policy. This will include, but is not limited to the following:

1. A warning /reminder of the personal electronic device policy and a parent contact.
2. Confiscation of the device for the remainder of the day and a parent contact.
3. Confiscation of the device until the parent picks up the device.
4. The student is not allowed to bring in a device or they must turn in the device to a building administrator each day and will receive it at the end of the day (for junior high school and high school only). Building administration will determine the timeframe.

The district will use reasonable care to maintain the security of devices in its possession; however, it cannot guarantee that the devices will remain secure. For students with exceptions under this policy, the district will examine alternative ways to achieve the purpose of the exception, including alternative storage or access provisions.

Following violations of this policy, building administrators or designees will, whenever practicable, engage the student in a brief restorative conversation. This may include discussing what happened, how device use affected the student and others, and planning for how the student can meet expectations and contribute to a distraction-free, supportive learning environment going forward.

Administrators will also discuss the aims of this policy with students and their parents, the benefits of a distraction-free environment, the reasons the student had difficulty following this policy, and how the district can help the student contribute to a distraction-free environment.

The district may not impose suspension from school if the sole grounds for the suspension is that the student accessed an internet-enabled device as prohibited by this policy. However, the district may utilize consequences under the district's Code of Conduct and Supports, including detention, in-school suspension, and exclusion from extracurricular activities. When such consequences are assigned, administrators will align the consequences with the progressive responses outlined in this section, and when appropriate, will pair consequences with restorative conversations or learning activities. The district may also utilize assignments regarding the detrimental impact of social media on mental health, smartphones in school, or other relevant topics. Students who refuse to turn over their device (due to repeated violations of the policy) may be subject to further consequences under the district's Code of Conduct and Supports.

Additionally, some uses of personal electronic devices may constitute a violation of the district's Code of Conduct and Supports (e.g., cyberbullying) and, in some instances, violate the law. The district will cooperate with law enforcement officials as appropriate. Any searches of devices or questioning of students related to device use will comply with applicable laws, regulations, and Board policies regarding searches and interrogations.

Beginning September 1, 2026, and annually thereafter, the district will publish an annual report on its website detailing the enforcement of this policy over the previous year. This report will include de-identified demographic information of students who have faced disciplinary action for non-compliance with this policy, as well as an analysis of any demographic disparities in the enforcement of this policy. If a statistically significant disparate enforcement impact is identified, the report will include a plan to mitigate such disparate enforcement.

Electronic Devices and Testing

To ensure the integrity of testing, in accordance with state guidelines, students may not bring cell phones or other electronic devices into classrooms or other exam locations during state assessments. Teachers may grant specific permission for electronic device usage during tests other than state assessments.

Test proctors, monitors and school officials have the right to collect cell phones and other prohibited electronic devices prior to the start of the test and to hold them for the duration of the test-taking period. Admission to the test will be prohibited to any student who has a cell phone or other electronic device in their possession and does not relinquish it.

Students with Individualized Education Plans, Section 504 Plans, or documentation from medical practitioners specifically requiring use of electronic devices may do so as specified.

Policy Distribution and Translation

As required by law, the district will post this policy in a clearly visible and accessible location on its website, where it will also be accessible in other languages. Additionally, upon request by a student or parent, the district will provide a hard copy of this policy translated into any other language.

The district will also include this information, or a plain language summary, in student/family handbooks. Plain language summaries will highlight the policy's focus on student safety, mental health, and learning, and the summaries will explain device expectations, exceptions, and progressive responses in family-friendly terms.

VII. TRANSPORTATION

The Rush-Henrietta Central School District maintains and operates an extensive transportation system for the purpose of bringing students to and from school safely and on time. Since riding school transportation is an extension of the school day, the Code of Conduct and Supports is in effect. It is crucial for students to behave appropriately while riding on district buses to ensure their safety and the safety of other passengers and to avoid distracting the school bus driver. Students are required to behave on the bus in a manner consistent with established standards for school/classroom behavior. Bus drivers support this by using clear expectations, consistent routines, and restorative strategies that build positive relationships, repair harm when conflicts arise, and reinforce a shared responsibility for a safe and respectful bus environment.

Student and parent/guardian cooperation is necessary to ensure the safety of all passengers during transit. Any misbehavior on the bus may be a danger to the health and safety of others. In keeping with the Code of Conduct and Supports and the district's emphasis on safety and problem-solving, staff will first use reminders, reteach expectations, and hold restorative conversations, when appropriate, to address concerns. During these conversations, the school bus driver or school staff will review expectations with the student, explore how the student's behavior affected others, and plan for safer choices in the future.

If misbehavior continues or is serious, the bus driver may make a written conduct report and turn it into the Transportation Department office. The head driver or director will call the parent/guardian(s) and explain what happened and seek parental support. A copy of the report will be sent home. A copy will also be sent to the principal of the school. The principal/designee and the director of transportation will decide if any further action should be taken. Conduct reports may lead to suspension of busing services from one to five (1-5) days. During that time, the parent/guardian(s) may be responsible for the transport of their child, in accordance with relevant law. Any additional school-based consequences related to bus behavior will be assigned in alignment with the Code of Conduct and Supports (see Suspension from Transportation section) and may include restorative problem-solving, reteaching expectations, or other appropriate responses.

Surveillance Cameras on School Buses [*District Policy 8414.4*](#)

The Board of Education recognizes its responsibility to ensure the safety and welfare of its staff and students on school transportation vehicles. Surveillance cameras may be used to monitor student behavior on school vehicles transporting students to and from school or extra-curricular activities. These recordings are used primarily as evidence in disciplinary matters. However, the district may use such recordings for any other purpose it deems appropriate.

VIII. STUDENT CONDUCT EXPECTATIONS [*District Policy Manual 5300*](#)

The Rush-Henrietta Central School District aims to provide safe, caring, and inclusive schools where everyone can learn and belong. Students are expected to act with respect, responsibility, and care for themselves, for others, and for school property, and to help make our schools free from violence, intimidation, bullying, harassment, and discrimination.

District staff will respond to behavior in ways that are fair, consistent, and instructional. Whenever possible, staff will use reteaching, restorative conversations, and other support so that students can learn from mistakes and build self-discipline. Removal of a student from the classroom or school environment, including suspension, will occur only when necessary to protect the safety of students and staff or when other appropriate measures have not been successful.

Suspension from school may be considered only when a student’s behavior falls into one or more of the following categories: insubordinate conduct; disorderly or disruptive conduct; violent conduct; or conduct that endangers the safety, morals, health, or welfare of self or others. Specific behaviors are included in the table below.

Consequences and supports will be aligned with the Code of Conduct and Supports, the Multi-Tiered System of Supports (MTSS), and restorative practices, and will be developmentally appropriate. The district will use progressive discipline, meaning responses may become more serious if concerning behavior continues or is very serious, while still considering the individual circumstances and needs of the student. Additionally, whenever possible, disciplinary consequences will be paired with appropriate interventions and learning opportunities rather than used in isolation.

Infractions

The following behaviors do not meet the student expectations outlined in the Code of Conduct and Supports and interfere with our efforts to maintain safe, inclusive, and engaging learning environments. These behaviors require a school response, which may include both consequences and supports that prioritize learning, repair of harm, and successful reengagement in the school community. The table below shows each infraction, its definition, the grade levels it applies to, and the corresponding infraction levels (A–D) to guide fair, consistent, and progressive decision-making across schools.

Level A: Minor Infractions

- Level A infractions are low-level violations of school rules that cause minimal disruption and do not compromise the safety or well-being of the school community.
- Consequences: In addition to interventions, students may receive a warning, parent contact, detention, or loss of privileges, as appropriate.
- Note: Continuous or repeated Level A infractions may lead to escalation to Level B.

Level B: Moderate Infractions

- Level B infractions are more serious or ongoing violations that disrupt the learning environment, interfere with others' rights, or show disregard for school or district expectations.
- Consequences: In addition to interventions, students may be assigned to in-school suspension (ISS).
- Note: Continuous or repeated Level B infractions may lead to escalation to Level C.

Level C: Major Infractions

- Level C infractions involve significant disruption, threats to safety, minor altercations, or repeated failure to meet school or district expectations.
- Consequences: In addition to interventions, students may receive an out-of-school suspension (OSS) for up to five (5) school days.
- Note: Continuous or repeated Level C infractions may lead to escalation to Level D.

Level D: Severe Infractions

- Level D infractions are the most serious violations, including those that pose substantial risk or significantly endanger the safety and welfare of the school community.
- Consequences: In addition to interventions, students may be recommended for a long-term suspension (LTS).
- Note: Persistent or egregious behaviors at this level may result in further disciplinary action, up to and including expulsion, in accordance with district guidelines.

✓ = K-6

✓ = 7-12

Infraction Code	A	B	C	D
Academic Dishonesty: Engaging in any form of cheating, plagiarism, or forgery, including assisting others in such acts or engaging in unauthorized use of Artificial Intelligence (AI) tools in completing academic work.	✓			
	✓	✓		
Arson/Incendiary Devices: Starting a fire and/or being in possession of fireworks or other incendiary devices on school property or at a school district sponsored event.	✓	✓	✓	✓
	✓	✓	✓	✓
Bullying, Harassment, and Discrimination: Engaging in a single incident, or a series of related incidents, in which a student subjects another student or staff member to harassment, bullying, or discrimination on school property or at a school function. This may also include harassment or bullying by a student that occurs off school property when it creates, or is reasonably expected to create, a hostile environment at school, substantially interferes with a student's education, or significantly disrupts the educational process. Such conduct includes, but is not limited to, verbal, physical, or relational behaviors such as 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 (including gender identity or expression), or sex. <i>Note: Reports of bullying, harassment, or discrimination based on these protected characteristics will be reviewed under the district's Dignity for All Students Act (DASA) policy.</i>	✓	✓	✓	✓
	✓	✓	✓	✓
Class Cut: Failure to attend a scheduled class or assigned instructional period without permission or a valid excuse while present in the building or on school grounds.				
	✓	✓		

Damage/Destruction of Property: Intentionally damaging or destroying school property or the personal property of a student, staff, or any person lawfully on school property, including graffiti or other acts that deface or vandalize property.				
Disruptive Behavior: Engaging in actions that interrupt or interfere with the operation of the school, classroom, activities, school functions, or transportation, that are not specifically addressed by another infraction in this code of conduct.				
Failure to Follow Dress Code: Wearing clothing or accessories that do not meet the district's dress and grooming standards, including items that are unsafe, disruptive to the educational environment, or offensive.				
Failure to Follow Electronic Device Policy: Using, displaying, or accessing personal electronic devices (including, but not limited to, cell phones, smart watches, earbuds, tablets, or gaming devices) in a manner that is inconsistent with the district's electronic device expectations.				
Failure to Serve Detention: Failure to attend any assigned detention or supervised consequence.				
Fighting: Engaging in a mutual physical altercation with one (1) or more students that involves hitting, kicking, or other aggressive physical actions, with all parties actively participating in the confrontation.				
Gambling: Engaging in games of chance or skill for money, valuables, or other stakes while on school property or at school-sponsored events.				
Harmful Physical Contact: Engaging in intentional physical contact toward another student or staff member, where the other person is not an active participant in the behavior, that is forceful, aggressive, or clearly meant to cause harm.				
Inappropriate Displays of Affection or Sexual Contact: Engaging in mutual/consensual public displays of affection or physical contact of a romantic or sexual nature with another student in a manner that is not appropriate for the school environment.				
Inappropriate Physical Contact: Engaging in low-level, non-aggressive physical contact that is inconsistent with expected school behavior. This may be mutual (e.g., horseplay between students) or one-sided, where there appears to be no intent to cause harm.				
Inappropriate Sexual Contact or Communication: Engaging in unwelcome physical contact, remarks, or other forms of communication of a sexual nature directed toward another person that are suggestive or otherwise inappropriate, but do not meet the threshold of Sexual Harassment/Misconduct as defined in this code of conduct.				
Instigating or Encouraging Others to Fight: Promoting, provoking, or encouraging physical conflict between others through words, actions, or electronic means, including spreading rumors to incite conflict or intentionally recording and/or sharing images or videos of altercations for the purpose of glorifying, encouraging, or prolonging conflict or disruption.				

Leaving Class without Permission: Exiting a classroom or instructional area or going to another area of the building or campus without the approval of the teacher or authorized staff member.				
Leaving School Grounds without Permission: Departing from school property during the school day without obtaining prior approval from school administration or following proper sign-out procedures.				
Misrepresentation/Lying: Providing false information or deliberately deceiving others, including staff or students, through spoken, written, or electronic means. This includes, but is not limited to, lying about one's identity, forging signatures, falsifying documents, or giving untrue explanations for behavior.				
Obscene/Abusive Language or Gestures: Using spoken, written, or electronic communication (including notes, messages, posts, images, signs, or gestures) that is vulgar, profane, or demeaning toward others, outside the context of a mutual argument or ongoing altercation.				
Off-Campus Misconduct: Engaging in conduct off school property or outside of school activities that has a direct relationship to the school community and results in, or is reasonably expected to result in, a material and substantial disruption to the educational process or a direct and substantial impact on the rights or safety of students or staff. <i>Note: Off-campus behavior involving bullying, harassment, or discrimination based on protected characteristics will also be reviewed under the district's Dignity for All Students Act (DASA) policy.</i>				
Parking/Driving Violation: Engaging in any behavior that violates school or district parking and driving regulations. This includes, but is not limited to: parking in unauthorized areas; failure to register a vehicle or display a parking permit; improper or unsafe driving on school property; exceeding posted speed limits; parking in fire lanes, handicapped spaces, or other restricted zones; loitering in the parking lot; or any conduct that creates a safety hazard or disrupts the orderly operation of the parking areas.				
Possession of a Prohibited Item: Possessing an item that is not allowed on school property or at school events, and which is not specifically addressed by another infraction in this code of conduct. This includes, but is not limited to, water guns, toy weapons, laser pointers, noise makers, or any other object deemed disruptive or inappropriate by school administration.				
Possession of a Dangerous Object: Possessing any object, other than a Prohibited Item, that is designed or commonly used to cut, strike, pierce, or otherwise cause physical injury, including, but not limited to, weapons as defined in this code of conduct and similar instruments.				
Sexual Harassment/Misconduct: Unwelcome behavior of a sexual nature that may impose, request, or suggest sexual cooperation as a condition of benefit, or that which is so severe, persistent, or pervasive that it unreasonably interferes with a person's participation in the educational program or creates an intimidating, hostile, or offensive learning environment. Sexual harassment or sexual misconduct may include, but is not limited to: indecent exposure (exposure of private body parts in a lewd or indecent manner); verbal harassment or abuse of a sexual nature; pressure for sexual activity; repeated written or verbal remarks with sexual or demeaning implications; unwelcome touching, leering, flirtations, or propositions; graphic verbal comments or				

intrusive sexual conversation or questioning; sexual jokes, stories, drawings, or pictures (including AI-generated or computer-altered images), or gestures; and spreading sexual rumors.				
Tampering with Safety or Security Devices: Interfering with, disabling, altering, or using any safety or security device without proper authorization. This includes, but is not limited to, touching or tampering with Automated External Defibrillators (AEDs), surveillance cameras, or any other equipment designed to ensure the safety and security of the school community.	✓	✓	✓	✓
	✓	✓	✓	✓
Technology/Electronic Device Misuse: Engaging in unauthorized use or misuse of any district-provided electronic device, computers, or digital communication (e.g., bypassing filters, accessing inappropriate content, or violating district technology use guidelines).	✓	✓	✓	✓
	✓	✓	✓	✓
Theft: Stealing, attempting to steal, or knowingly being in possession of stolen property.	✓	✓	✓	
	✓	✓	✓	✓
Threats of Violence: Making a verbal, written, electronic, or physical expression (direct or indirect) of intent to cause harm, injury, or damage to another person or property.	✓	✓	✓	✓
		✓	✓	✓
Trespassing: Being present on school property or at a school-sponsored event without permission, authorization, or a legitimate reason, including entering or remaining in buildings, classrooms, or areas that are off-limits, restricted, or closed, as well as returning to school grounds while under an out-of-school suspension or expulsion.	✓			
	✓	✓	✓	
Uncooperative/Non-Compliant Behavior: Refusing to comply with an established, clearly communicated school or district behavioral expectation or a reasonable request or directive from staff acting within the scope of their authority. This infraction may occur in combination with a more specific underlying infraction (for example, a dress code or electronic device violation) or, when no other specific infraction applies, on its own.	✓	✓	✓	
	✓	✓	✓	
Unexcused Class or School Tardies: Arriving late to class or school without a valid excuse (e.g., pass or note).	✓			
	✓	✓		
Unsafe Behavior: Engaging in actions that create a risk of physical harm to oneself or others or that compromise the safety of the school environment, activities, or transportation, and that are not addressed by other specific infractions in this code of conduct.	✓	✓	✓	✓
	✓	✓	✓	✓
Use, Possession, Sale, or Distribution of Alcohol: Engaging in the possession, use, solicitation, distribution, or sale of any alcoholic beverage while on school property or at a school function. This includes, but is not limited to, beer, wine, liquor, mixed drinks, and any product or container that appears to contain alcohol, as well as any related paraphernalia. <i>Note: Students suspected of being under the influence of alcohol may be subject to an assessment by DITEP (Drug Impairment Training for Educational Professionals) trained staff members.</i>	✓	✓	✓	✓
	✓	✓	✓	✓
Use, Possession, Sale, or Distribution of Drugs or Other Substances: Engaging in the possession, use, solicitation, distribution, or sale of any illegal drug, marijuana (in any form), or other controlled or misused substance while on	✓	✓	✓	✓
	✓	✓	✓	✓

school property or at a school function. This includes, but is not limited to, marijuana, cannabis products (including edibles, concentrates, and vaping products), illegal drugs, unauthorized or misused prescription medications, over-the-counter substances used for intoxication or mood alteration, synthetic drugs or “look-alike” substances, and any related paraphernalia. <i>Note: Students suspected of being under the influence of drugs or other substances may be subject to an assessment by DITEP (Drug Impairment Training for Educational Professionals) trained staff members.</i>				
Use, Possession, Sale, or Distribution of Nicotine or Tobacco: Engaging in the possession, use, solicitation, distribution, or sale of any nicotine or tobacco product while on school property or at a school function. This includes, but is not limited to, cigarettes, cigars, smokeless or chewing tobacco, e-cigarettes and vaping devices, cartridges or liquids, and any electronic or other devices used to heat, inhale, or administer nicotine, as well as any related paraphernalia.	✓	✓	✓	✓
	✓	✓	✓	✓
Verbal Altercation: Engaging in a heated argument or exchange of words with another person, which may include yelling, insulting, or using offensive language in the course of the dispute, but does not involve a credible threat of violence or physical contact.	✓	✓	✓	
	✓	✓	✓	

Behavior-Response Matrix

The Behavior-Response Matrices below illustrate how the district uses progressive discipline, tiered supports (MTSS), and restorative practices to respond to student behaviors across grade levels. Many behaviors, especially those at Levels A and B, should be addressed first by the classroom teacher or other staff who know the student well, using reteaching expectations, relationship-building, and restorative problem-solving. More intensive responses involve building administration and support staff.

Progressive discipline means that responses may become more serious if concerning behavior continues or if the initial behavior is very serious, while still considering the individual circumstances and needs of the student. Consequences are paired with appropriate interventions and learning opportunities whenever possible.

These disciplinary responses and the Behavior-Response Matrices are guides, not automatic penalties, and they do not represent an all-inclusive list of possible responses. Likewise, the supports and restorative responses are examples, are not exhaustive, and may be adapted or supplemented based on student needs and context. When determining the most appropriate response to student behavior, school staff will consider several factors, which may include: the student’s age, grade level, and developmental stage; the nature and seriousness of the behavior; the student’s prior conduct and response to previous interventions; whether the behavior appears to be a pattern or a first/isolated incident; the impact of the behavior on others and on the learning environment; any known social-emotional, disability-related, or trauma-related needs; safety considerations for the student and others; applicable laws; School Board policies; and IEP/504 requirements.

Behavior-Response Matrix: Elementary (K - Grade 6)			
Level	Description	Typical Disciplinary Response	Example Supports and Restorative Responses
A	Low-level behaviors that cause minimal disruption and do not compromise safety.	Verbal reminder or redirection; change of seat or activity; brief loss of classroom privilege; teacher-managed consequence (e.g., “think time”); parent/guardian contact if a pattern emerges.	Reteaching of expectations; quick restorative chat (“What happened? Who was affected? What needs to happen next?”); classroom circles on respect, safety, and inclusion; teacher check-in at start/end of day; visual schedules and other classroom

Minor Infractions			supports; and specific, frequent praise for positive behavior.
B Moderate Infractions	More serious or ongoing behaviors that disrupt the learning environment or show disregard for expectations.	Office referral after classroom strategies have been tried; school-based detention (if developmentally appropriate); loss of specific non-essential privileges (e.g., classroom jobs, some activities); planned parent/guardian meeting; in-school suspension (ISS) for serious or repeated behaviors.	Small-group SEL lessons (e.g., self-control, problem-solving, friendship skills); simple behavior contract with the student and family; scheduled check-ins with a counselor, social worker, or other trusted staff member; restorative conference between students when conflicts occur; calm-down plans and coping strategies; and home-school communication log.
C Major Infractions	Significant disruption, threats to safety, minor altercations, or repeated failure to meet expectations.	In-school suspension; short-term out-of-school suspension (up to five(5) days) when needed for safety or after repeated lower-level interventions; restriction from certain school activities or locations with a clear plan for restoration; multi-disciplinary team meeting (MTSS/problem-solving) with family.	MTSS team-identified intervention; restorative circles involving the impacted peers and adults (when appropriate and safe); ongoing school-based counseling and/or social work support; individualized safety or support plan; coordination with outside providers (with parent/guardian consent); and structured re-entry meetings after suspension focused on repair, safety, and future success.
D Severe Infractions	The most serious behaviors that pose a substantial risk or significantly endanger the safety and welfare of the school community.	Short-term or long-term out-of-school suspension when there is a substantial risk to safety or very serious misconduct; consideration of alternative programs and supports; superintendent's hearing where required by law or policy.	Intensive, individualized support planning with family and relevant staff; frequent progress monitoring and adjustment of interventions; consideration of alternative instruction or programs; re-entry circles or conferences prior to return from long-term suspension, focused on accountability, repair, and support; and collaboration with community or agency providers, when appropriate.

Behavior-Response Matrix: Junior High & Senior High (Grade 7 - Grade 12)			
Level	Description	Typical Disciplinary Response	Example Supports and Restorative Responses
A Minor Infractions	Low-level behaviors that cause minimal disruption and do not compromise safety.	Verbal reminder or redirection; teacher-student conference; classroom or team-managed consequence; short-term loss of classroom or team privilege; lunch detention; parent/guardian contact if a pattern emerges; escalation within the school-based behavioral leadership continuum when appropriate.	Reteaching of classroom and school expectations; brief restorative conversation with the student and, when appropriate, impacted peers; classroom or team circles on norms, respect, and digital citizenship; teacher-led goal-setting and reflection; check-in/check-out with a trusted adult; and positive behavior recognition.

B Moderate Infractions	More serious or ongoing behaviors that disrupt learning, interfere with others' rights, or show disregard for expectations.	Office referral; after-school detention or structured time; loss or limitation of specific privileges (e.g., team events, some extracurriculars, limited device access, parking for older students); pass restriction; delayed passing; escort; formal parent–student–teacher or team meeting; schedule adjustments where appropriate; in-school suspension (ISS); short-term out-of-school suspension (OSS) for serious or repeated behaviors.	Restorative conferences (student, affected peers, staff); behavior contracts; parent meetings; Check-In/Check-Out; Check & Connect; Student Support Plan; small-group SEL or skills groups (conflict resolution, emotion regulation, digital citizenship, study/organization skills); regular check-ins with counselor, social worker, or administrator; increased home–school communication; targeted academic supports or tutoring; and skill-building lessons on honesty, problem-solving, and communication.
C Major Infractions	Significant disruption, threats to safety, minor altercations, or repeated failure to meet expectations.	In-school suspension; short-term OSS (up to five (5) days), consistent with law and policy; restriction or suspension of privileges (parking, athletics, activities) with a clear restoration process; formal behavior intervention plan; multi-disciplinary team review (MTSS) with family.	Restorative circles including impacted parties (when appropriate and safe); MTSS team-identified interventions; ongoing counseling or mental health services; targeted mentorship; coordinated support with community agencies (with consent); individualized safety and/or attendance plans; substance-use education or interventions; and structured re-entry conferences (after suspension) focused on repair, safety, and future goals.
D Severe Infractions	The most serious behaviors that pose a substantial risk or significantly endanger the safety and welfare of the school community.	Long-term suspension (LTS) or superintendent's hearing when it is required by law or policy; possible placement in an alternative program; extended loss of privileges tied to a clear re-entry plan; additional safety measures when needed.	Comprehensive re-entry and transition planning following long-term suspension or alternative placement; ongoing wrap-around supports (school-based and community-based, as appropriate); regular multi-disciplinary team reviews with family; mentoring or trusted-adult connections; continued restorative work, when safe and appropriate, to repair harm and rebuild relationships; and frequent progress monitoring with the student and family.

SSEC Infractions (State-Reportable Serious Incidents)

Some serious behaviors must be reported to New York State as School Safety and the Educational Climate (SSEC) incidents. These categories and definitions are set by law, and in some cases require the district to document incidents in the state reporting system and notify law enforcement. Even when these serious behaviors occur, the district will still consider supportive and restorative responses in addition to any required safety and legal actions. A complete list of SSEC-reportable infractions and their definitions can be found in the Appendix of this code of conduct.

IX. REPORTING VIOLATIONS

All students are expected to promptly report violations of the Code of Conduct and Supports to a teacher, counselor, administrator or any other staff member. Any student observing a student possessing a weapon, alcohol, or illegal substance on school property or at a school function, or any other action that could

endanger the health or safety of students or staff, shall report this information immediately to a teacher or administrator.

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

The building principal or 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 designee learns of the violation. The notification may be made by telephone. The notification must identify the student and explain the conduct that violated the Code of Conduct and Supports and constituted a crime.

The superintendent may release, at their discretion, such records of violations and actions taken to local law enforcement agencies to the extent allowed under law.

Violent Incident Reporting (Project SAVE - Education Law §2802. 8 NYCRR 100.2(GG))

Education law lists twenty (20) categories of incidents ranging from homicide to sex offenses to minor altercations to weapons possession. For violent incident reporting, the report must contain information regarding the student(s) involved, building, type of incident, use of a weapon, etc. The Rush-Henrietta CSD will also implement a procedure wherein the reports are retained for a prescribed amount of time.

Child Abuse and Maltreatment [*District Policy Manual 5460*](#)

Certain school employees are mandated reporters and are legally required to report suspected child abuse or maltreatment. In New York State, mandated reporters include school officials such as teachers, guidance counselors, psychologists, social workers, nurses, administrators, and other school personnel required to hold a teaching or administrative license or certificate, as well as compensated staff required to hold a coaching license or certificate.

Mandated reporters must make a report when, in their professional or official capacity, they are presented with reasonable cause to suspect that a child has been abused or maltreated by a parent, guardian, or other person legally responsible for the child. “Reasonable cause to suspect” means that, based on factual observations, professional training, and experience, the staff member has a concern that a child may have been harmed or placed in imminent danger of harm, even if all details are not known.

As soon as there is reasonable cause to suspect child abuse or maltreatment, a report must be made by telephone to the New York Statewide Central Register (SCR) of Child Abuse and Maltreatment using the Mandated Reporter Hotline. An oral report to the SCR must be followed within 48 hours by a written report on the required state form to the local Child Protective Services (CPS) office.

Mandated reporters who make a report in good faith, with earnest concern for the welfare of a child, are immune from civil and criminal liability and are protected from retaliatory personnel action for making such reports. The identity of the source of the report is kept confidential and is disclosed only in limited circumstances as permitted by law.

Dignity for All Students Act (DASA) [*District Policy Manual 5303*](#)

“No student shall be subjected to harassment by employees or students on school property or at a school function; nor shall any student be subjected 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 by school employees or students on school property or at a school function.”

Cyberbullying

Cyberbullying, which includes electronic communications such as texting, blogs, and postings on social media and includes incidents occurring off school property that create or would foreseeably create a risk of substantial disruption within the school environment, is also included in this policy.

School employees who witness harassment, bullying, or discrimination, or who receive a report of the same, must promptly verbally notify the principal, superintendent, or their designee within one (1) school day of witnessing or receiving notice, and must file a written report with the same officials within two (2) school days.

Reporting Complaints and Investigations

The Rush-Henrietta Central School District provides a way for students, staff, and families to report bullying, harassment, and discrimination. The district’s policy, procedures, and reporting form are available on the district website, and all complaints are forwarded to the Dignity Act Coordinator for an appropriate response. Below is a list of the 2026–27 Dignity Act Coordinators; please note that this list is updated annually and may not reflect changes that occur during the school year. Contact the school for the most current coordinator information.

Location	Name	E-mail Address
District	Joe Jackson	jjackson@rhnet.org
Crane	Qianna Reaves-Campbell	greavescampbell@rhnet.org
Fyle	Rob Hathaway	rhathaway@rhnet.org
Leary	Meaghan Magee	mmagee@rhnet.org
Winslow	Walter Moore	wmoore@rhnet.org
Sherman	Emily Van Scooter	evanscooter@rhnet.org
Vollmer	Candace Colon	ccolon@rhnet.org
Burger	Allison Stephens	astephens@rhnet.org
Roth	Heather Kemper	hkemper@rhnet.org
Senior High School	Aaron Datro	adatro@rhnet.org
Webster Learning Center	Mike Sweeney	msweeney@rhnet.org
Athletics	Jeff Onze	jonze@rhnet.org
Athletics	Ashley Pierce	apierce@rhnet.org

Impartial Fact Finding

The DASA coordinator leads the investigation, aiming to understand the facts, motives, and effects on the school environment. Notes are taken to ensure clarity. If needed, counselors or other staff might be involved.

The investigation process respects everyone's rights. Not all conflicts are bullying, and sometimes perceptions differ from facts. The goal is to understand the situation fully.

Remedial Actions

Not all remedial action should come in the form of discipline. Responses are age-appropriate and may include education rather than discipline, especially for younger students. In Rush-Henrietta, actions focus on restoring a positive environment for everyone involved. Repeated behavior may lead to more serious consequences. Disabilities are considered in determining actions.

Safety Plans

If there's a safety issue, a plan will be made with input from parents or guardians. This may involve class changes, safe spaces, or check-ins. Retaliation for reporting is not tolerated and is taken seriously.

* For additional information about DASA, the investigation, reporting, and appeal process, please refer to the [district website](#).

X. DISCIPLINARY RESPONSES AND PROCEDURES

Discipline is viewed as a teachable moment designed to promote pro-social behavior, accountability, and growth. When appropriate, the district uses Restorative Practices to address student behavior, build connection, and strengthen the school community in ways that reflect our core values. These practices focus on repairing harm, restoring relationships, and supporting students in taking responsibility and learning more appropriate ways to respond in the future.

Consistent with this approach, discipline is generally progressive, with responses designed to increase only as needed to support learning and behavior change. Initial incidents typically result in less restrictive interventions, while repeated behaviors may require more intensive support or consequences. School staff are empowered to apply responses most likely to promote accountability, skill development, and pro-social behavior, rather than relying solely on escalating punishment.

When a student's behavior is related to a known or suspected disability, the student will be referred to the Committee on Special Education (CSE). Any disciplinary response will comply with applicable laws and the Code of Conduct and Supports, including the specific protections for students with disabilities. Students with disabilities, or those presumed to have a disability as defined in Part 201 of the regulations, are entitled to certain procedural protections before discipline is imposed in specified circumstances. These protections are described in the "Students with Disabilities" section of this code of conduct. Any discipline of students with disabilities, or those presumed to have a disability, will be administered in accordance with those requirements and all other relevant laws.

In determining an appropriate response, staff will consider:

- The student's age, developmental level, and individual learning needs, including maturity and capacity for self-regulation.
- The context and circumstances surrounding the behavior, including contributing factors and environmental influences.
- The student's disciplinary history, viewed as a pattern of learning and growth rather than isolated incidents.
- The student's response to prior interventions, supports, and restorative efforts, and the effectiveness of previous disciplinary responses in promoting positive behavior change.

- The nature and impact of the behavior, including its severity, scope, frequency, and duration, as well as the number of individuals involved and the effect on the school community.
- Any individualized supports or plans in place (IEP, BIP, and/or Section 504 Plan), and how these inform appropriate responses.

Use of Consequences

In addition to the responses described in this code of conduct, students may also be subject to consequences determined by other school or district policies and procedures. These may include, for example, team or club rules set by coaches or advisors, eligibility standards for extracurricular activities, or requirements related to specialized programs or privileges. Such consequences may apply even when they are not specifically listed in this code of conduct and are administered in accordance with the applicable program or activity guidelines.

Traditional disciplinary consequences may also be used alongside restorative responses, particularly when safety is a concern or when prior interventions have not resulted in sustained behavior change. Discipline is most effective when it is timely, fair, proportional, and focused on skill development and self-discipline rather than punishment alone. Listed below are different types of disciplinary consequences used across the district, followed by brief descriptions and procedures for each.

Detention

Detention is the supervised retention of students before, during, or after the school day.

Process:

- Administrators or school staff may assign detention to students who engage in Level A or B behaviors. Detention may occur at lunchtime, during recess, or before or after school.
- Staff must submit a behavior referral when assigning detention.
- Parents/guardians must be notified by the teacher or administrator who assigns the detention before the student serves it.
- The student will engage in a brief restorative conversation with the administrator, teacher, or detention supervisor to support learning, repair harm when appropriate, and build social-emotional skills.

Suspension from Transportation

If a student does not conduct themselves properly on a bus and/or at a designated bus stop, the bus driver is expected to bring such misbehavior to the director of transportation and school administration's attention. Students who become a serious disciplinary problem may have their riding privileges suspended by the building principal, the superintendent, or designee. Should the suspension from transportation amount to an inability to attend school, the district will make appropriate arrangements to provide for the student's education. A student subjected to a suspension from transportation is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parent/guardian will be provided with an opportunity for an informal conference with the school official who imposed the suspension to discuss the conduct and the consequences involved.

Process:

- The building administrator and/or Director of Transportation may assign a suspension from transportation.
- The bus driver will complete a written referral and submit it to the Transportation Department office.
- The Director of Transportation or school administrator will call the parent/guardian to explain what happened and seek parental support; a copy of the report will be sent home and to the school principal.

- Students may be suspended from busing services from one to five (1-5) days for repeated infractions.
- During the suspension, the parent/guardian may be responsible for transporting the student to and from school safely.
- Before bus privileges resume, the student may engage in a restorative conversation with the administrator and, if available, the bus driver.
- Students with disabilities who receive special transportation may be entitled to additional procedural protections prior to a transportation suspension, subject to the relevant special education regulations.

Teacher Removal of a Disruptive Student from Classroom

In most instances, the classroom teacher can manage student behavior and maintain or restore control of the classroom by using classroom management techniques (e.g., brief hallway breaks, short-term removal to a supervised location, or referral to a mental health professional for support).

For purposes of this code of conduct, a disruptive student is one who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom. Student Removal is a short-term instructional response used when a student's behavior substantially disrupts the educational process or interferes with a teacher's ability to teach due to a persistent unwillingness or inability to follow instructions or repeated violations of classroom expectations (Education Law §3214(3-a)).

Removal applies only to the class of the removing teacher and may be used for up to two (2) school days. Student removal is intended to:

- Preserve a safe and productive learning environment.
- Provide the student with an opportunity to pause, reflect, repair, and re-enter.
- Support accountability and problem-solving.
- Facilitate a successful and restorative return to the classroom.

Note: This section does not apply to violent behavior. Students who engage in violent conduct will be immediately referred to the building principal for possible suspension pursuant to Education Law §3214.

Process:

- If the student does not pose a danger or ongoing threat, the teacher will explain the reason for the removal and provide the student an opportunity to share their perspective prior to removal (Education Law §3214(3-a)(a)).
- If the student poses a danger or ongoing disruption, the teacher may remove the student immediately and will provide an explanation and opportunity for the student to respond within 24 hours.
- The student will report to the building administrator.
- The teacher will complete the behavioral referral form, meet with the principal or designee by the end of the school day, and notify the parent(s)/guardian(s).
- Within 24 hours, the principal or designee will provide written notice of the removal and the right to request an informal conference; when possible, notice will also be provided by telephone.
- If requested, an informal conference will be held within 48 hours of the removal to review the incident and allow the student and parent(s)/guardian(s) to share their perspective.
- The principal or designee may overturn the removal if:
 - The charges are not supported by substantial evidence;
 - The removal violates law or this code of conduct; or
 - The conduct warrants suspension under Education Law §3214 (Education Law §3214(3-a)(c)).
- The student may not return to the classroom until a final determination is made or the removal period expires.
- Students removed from class will be provided with continued educational programming during the removal period.

- Removal of a student with a disability, including those with a Section 504 plan, may constitute a disciplinary change in placement. A teacher may not remove such a student without confirming with the principal or CSE Chairperson that the removal complies with state and federal law. Documentation must be shared with the Special Education Office when applicable.

In-School Suspension (ISS)

The Board of Education is committed to maintaining a safe, supportive, and orderly learning environment where all students can be successful. When a student's behavior disrupts learning, the school will use responses that promote accountability, reflection, and growth while keeping students connected to their education whenever possible.

In-School Suspension (ISS) is a structured, school-based intervention used in place of an out-of-school suspension for certain Code of Conduct and Supports infractions. During ISS, students remain in school and continue to receive academic instruction and support in a supervised setting. The purpose of ISS is to provide students with an opportunity to reflect on their behavior, repair harm when appropriate, and develop skills that support positive decision-making and re-engagement in the classroom.

Process:

- A referral is written by a staff member, and the parent/guardian is contacted by either the referring staff member or the building administrator.
- The building administrator will notify the family of the date and location where ISS will be served.
- A student assigned to ISS is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parent/guardian will be provided with a reasonable opportunity for an informal conference with the district official imposing ISS to discuss the conduct and the consequences involved.
- During a due process investigation, the administrator may determine that the infraction warrants an out-of-school suspension.
- After ISS is assigned, the student will engage in a restorative conversation with the building administrator, mental health support staff, and/or teacher to repair or restore any harm done. Other supportive interventions may be developed at this time.
- Students are expected to engage in academic work assigned by their teachers during ISS.

Suspension [*District Policy Manual 5313.3*](#)

Suspension is a serious intervention and will be used only when a student's behavior poses an immediate or ongoing threat to the safety of the student or others, is substantially and repeatedly disruptive to the learning environment, or when Restorative Practices and/or mediation have been attempted but are not effective.

Suspension may be imposed only for conduct that is severely insubordinate, disorderly, violent, or severely disruptive, or that otherwise endangers the physical or mental safety, health, or welfare of others. When suspension is necessary, it will be used to the minimum degree required to address the behavior, promote positive behavioral change, and maximize student attendance and engagement.

The Board of Education retains its authority to suspend students and delegates primary responsibility for implementation of suspensions to the superintendent and building principals. Written notice will be provided by personal delivery, express mail, or a comparable method designed to ensure receipt within 24 hours of the decision to propose a suspension. Where possible, the school will also contact parent(s)/guardian(s) by telephone, text, or email; however, this does not replace the requirement for written notice.

Short-Term Suspension (five (5) days or less)

The purpose of a short-term suspension is to ensure student and school safety while providing a fair, respectful, and restorative process that supports student growth, accountability, and successful re-entry into the school community. Whenever possible, the school will work collaboratively with students and families to help the student understand the impact of their behavior, repair harm, and identify next steps for positive behavior moving forward.

Process:

- When the superintendent or principal proposes to suspend a student for five (5) school days or less pursuant to Education Law §3214(3), the student will be informed verbally of the alleged misconduct.
- If the student denies the alleged behavior, the suspending authority will explain the basis for the proposed suspension and notify the student's parent(s)/guardian(s) in writing that a suspension is being considered.
- Written notice to parent(s)/guardian(s) will include:
 - A description of the charges and incident giving rise to the proposed suspension; and
 - Notification of the right to request an immediate informal conference with the principal or designee to discuss the incident and the proposed response.
- If parent(s)/guardian(s) request an informal conference, it will be held, and the principal will consider the information presented, before the suspension is imposed, unless:
 - A continued danger to persons or property; or
 - An ongoing threat of disruption to the academic process.

In such cases, the notice and informal conference will be provided as soon after the suspension as is reasonably practical.
- Following the informal conference, the principal will promptly notify the parent(s)/guardian(s) in writing of the decision and provide, including any next steps to support the student's learning and re-entry.
- Parent(s)/guardian(s) who are not satisfied with the principal's decision may submit a written appeal, using form 5311.1-E3, to the superintendent within ten (10) business days, unless extraordinary circumstances prevent them from doing so.
- The superintendent will issue a written decision within ten (10) business days of receiving the appeal.
- If parent(s)/guardian(s) are not satisfied with the superintendent's decision, they may file a written appeal to the Commissioner of Education, within thirty (30) days of the Superintendent's decision.

Superintendent's Suspension (more than five days)

Long-term suspension proceedings are used when a student's alleged conduct may warrant removal from school for more than five (5) days. The purpose of this process is to ensure school safety while upholding the student's right to due process, fair consideration of the facts, and thoughtful decision-making that supports accountability, learning, and a successful return to the school community whenever possible.

Process:

- When the superintendent or building principal determines that a suspension of more than five (5) days may be warranted, the student and the student's parent(s)/guardian(s) will be provided with reasonable written notice of the charges and their right to a fair hearing.
- The hearing will provide the student with the right to:
 - Be represented by counsel;

- Question witnesses presented against the student; and
- Present witnesses and other evidence on the student's behalf.
- The superintendent will appoint a hearing officer to conduct the hearing. The hearing officer is authorized to administer oaths and issue subpoenas in connection with the proceeding.
- Upon request, parent(s)/guardian(s) and the student will be provided a digital copy of the audio or video recording of the hearing.
- Following the hearing, the hearing officer will make findings of fact and submit advisory recommendations regarding the appropriate disciplinary response to the superintendent. The superintendent may accept the recommendations in whole or in part.
- The superintendent will issue a written decision based on the record of the hearing.
- Parent(s)/guardian(s) may appeal the superintendent's decision in writing, using form 5311.E1 to the Board of Education within thirty (30) days of the decision, unless extraordinary circumstances prevent timely filing.
- The Board will base its determination solely on the record before it and may adopt the superintendent's decision in whole or in part. The Board will issue a written decision within thirty (30) days of receiving the appeal.
- Final decisions of the Board of Education may be appealed to the Commissioner of Education within thirty (30) days of the Board's decision.

Restorative Re-Entry: When a long-term suspension is imposed, the district will collaborate with the student and family to support continuity of learning and plan for re-entry, with a focus on reflection, accountability, repair of harm where appropriate, and identification of supports to promote future success.

Note: When a student transfers into the district while serving a long-term suspension imposed by another district, the district will schedule a hearing to determine whether the conduct that led to the prior suspension violates the Rush-Henrietta Central School District Code of Conduct and Supports. At this hearing, the complete record of the student's prior case will be reviewed. If the student's conduct is found to be in violation of the district's Code of Conduct and Supports, the superintendent will determine whether, and to what extent, the remaining period of suspension will be imposed in this district.

Permanent Suspension

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

Minimum periods of suspension

Students who bring a weapon to school shall be subject to suspension from school for at least one (1) calendar year.

Students who commit violent acts other than bringing a weapon to school shall be subject to suspension from school for at least five (5) days.

Students who are repeatedly substantially disruptive shall be subject to suspension from school for up to five (5) days. For the purposes of this code of conduct, "repeatedly substantially disruptive" means engaging in conduct that results in the student being removed from the classroom by teacher(s) pursuant to Education Law §3214(3-a).

If the proposed consequence is a suspension of five (5) days or less, due process shall be the same as for a short-term suspension. If the proposed penalty exceeds a five (5)-day suspension, the student and the student's parent/guardian will be given the same notice and opportunity for a hearing given to all students subject to a

long-term suspension pursuant to Education Law §3214. The superintendent has the authority to modify the suspension on a case-by-case basis, considering the following factors:

- the student's age.
- the student's grade.
- the student's prior disciplinary record.
- the superintendent's belief that other forms of discipline may be more effective.
- input from parents, teachers, and others.
- other extenuating circumstances.

The Superintendent may offer a student the opportunity for an early return from a suspension through the student's voluntary participation in restorative conferences, re-entry circles, counseling, or other supportive interventions, such as anger management, substance abuse counseling, or dispute resolution. These options are intended to promote reflection, accountability, repair of harm, and successful reintegration into the school community.

The Superintendent retains discretion in determining whether such an opportunity is appropriate. When the student and/or parent(s)/guardian(s) elects to participate, the agreed-upon terms and expectations will be clearly outlined in writing. If the student does not meet the terms of the agreement within the specified timeframe, the unserved portion of the suspension may be reinstated.

FACT/Diversion Referrals

The district may refer students to county diversion services, such as the Family Access and Connection Team (FACT), when a student's behavior or circumstances indicate a need for additional supervision, support, or intervention beyond school-based responses. These referrals are intended to connect students and families with community-based services that can address underlying needs and promote long-term success. Any referral will be made in accordance with applicable laws, county procedures, and district guidelines, and in collaboration with the student's parent/guardian whenever possible.

Juvenile Delinquents and Juvenile Offenders

In certain serious cases, the district is required by law to refer students to law enforcement or juvenile justice authorities. This includes, but is not limited to, incidents involving firearms or other serious weapons offenses, as well as other conduct that may constitute a crime under New York law. When such situations arise, the superintendent or designee will make referrals to the appropriate law enforcement agency, county attorney, or Family Court, as required by applicable statutes and regulations. These referrals are in addition to, and not in place of, any school-based disciplinary responses described in this code of conduct.

XI. 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 or assigned to in-school suspension, the district will take prompt steps to provide appropriate alternative instruction. Additionally, the district will provide such instruction to any student with an IEP or Section 504 Plan regardless of compulsory attendance age. The Board of Education expects students, staff, and families to work together to support continued academic progress during any removal or suspension and to help ensure a smooth and successful return to the classroom. When students are suspended from school, New York State requires that elementary students receive a minimum of ten (10) hours of instruction per week and secondary students receive a minimum of fifteen (15) hours of instruction per week.

XII. DISCIPLINE OF STUDENTS WITH DISABILITIES

Removing a Student with a Disability

Under certain circumstances, removal of a student with a disability, or a student presumed to have a disability, may constitute a disciplinary change in placement. Therefore, no teacher may remove a student with a disability from class until verifying with the principal or the CSE that the proposed action is consistent with the student's rights under state and federal law.

The Board of Education recognizes that students with disabilities may at times violate the district's Code of Conduct and Supports and may be subject to suspension or other disciplinary action. The district is committed to using positive and restorative approaches whenever possible. Conflict-resolution meetings, restitution, and restorative practices such as classroom or community circles will be considered first, provided the student is able to meaningfully participate and such practices are consistent with the student's IEP. Removal from a student's current placement for safety reasons will be used only when necessary and after other supports and interventions have been considered.

Students with disabilities who are eligible for services under the Individuals with Disabilities Education Act (IDEA), Section 504, or Article 89 of New York State Education Law are entitled to specific procedural protections when disciplinary action is considered. Under certain conditions, these protections also apply to students who are presumed to have a disability for discipline purposes. The district is committed to ensuring that all suspension and removal procedures are implemented in accordance with applicable laws and regulations.

For the purposes of this section of the Code of Conduct and Supports, and consistent with applicable law and regulations, the following definitions apply:

Behavioral Intervention Plan (BIP): a plan that is based on the results of a functional behavioral assessment and that, at a minimum, includes a description of the problem behavior, global and specific hypotheses as to why the problem behavior occurs, and intervention strategies that include positive behavioral supports and services to address the behavior.

Controlled Substance: a drug or other substance identified under schedule I, II, III, IV, or V in section 202 (c) of the Controlled Substances Act (21 USC §812 (c)).

Disciplinary Change in Placement: a suspension or removal from a student's current educational placement that is either:

- a) for more than ten (10) consecutive school days; or
- b) for a period of ten (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 ten (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, the total amount of time the student has been removed and the proximity of the suspensions or removals to one another. The school district determines on a case-by-case basis whether a pattern of removals constitutes a change in placement.

Illegal Drug: a controlled substance, but does not include a controlled substance legally possessed or used under the supervision of a licensed health-care professional, or a substance that is otherwise legally possessed or used under the authority of the Controlled Substances Act or under any other provision of federal law.

Interim Alternative Educational Setting (IAES): a temporary educational placement, other than the student's current placement, at the time the behavior precipitating the IAES placement occurred. An IAES must allow a

student to continue to receive educational services that enable the student to continue to participate in the general curriculum and progress toward meeting the goals set out in the student's individualized education program, as well as to receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications designed to address the behavior violation so that it does not recur.

Manifestation Review: a review of the relationship between the student's disability and the behavior subject to disciplinary action required when the disciplinary action results in a disciplinary change in placement, and conducted in accordance with requirements set forth later in this document.

Manifestation Team: a district representative knowledgeable about the student and the interpretation of information about child behavior, the parent/guardian, and relevant members of the CSE as determined by the parent/guardian and the district.

Removal: a removal for disciplinary reasons from the student's current educational placement, other than a suspension and change in placement to an IAES because the student poses a risk of harm to self or others.

School Day: any day, including a partial day, that students are in attendance at school for instructional purposes.

Student presumed to have a disability for discipline purposes: a student who, under the conditions set forth in this document, the district is deemed to have had knowledge that the student was a student with a disability before the behavior that precipitated the disciplinary action.

Suspension: a suspension pursuant to §3214 of New York's Education Law.

Authorized Suspensions or Removals

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

Short-term suspension (up to five (5) school days): The Board of Education, BOCES Superintendent, District Superintendent, or Building Principal may suspend a student with a disability, or place the student in an Interim Alternative Educational Setting (IAES) or other setting, for up to five (5) consecutive school days. The length of the suspension may not exceed the period that a student without a disability would receive for the same behavior.

Superintendent's suspension (up to ten (10) school days): The Superintendent may suspend a student with a disability, or place the student in an IAES or other setting, for up to ten (10) consecutive school days (inclusive of any prior suspension for the same incident), provided the behavior warrants the suspension and the duration does not exceed that of a student without a disability for similar conduct.

Additional short-term removals: The Superintendent may impose additional suspensions or removals of up to ten (10) consecutive school days for separate incidents of misconduct within the same school year, as long as these removals do not result in a disciplinary change in placement.

Suspension beyond ten (10) school days (not a manifestation): If a manifestation determination review concludes that the student's behavior was not a manifestation of the student's disability, the Superintendent may impose discipline in the same manner and for the same duration as would be applied to a student without a disability for the same conduct. During any period of removal that constitutes a change of placement, the district will continue to provide educational services to enable the student to participate in the general

education curriculum and progress toward meeting IEP goals, as identified by the Committee on Special Education (CSE).

45-day IAES placement for special circumstances: The Superintendent may place a student with a disability in an IAES, as determined by the Committee on Special Education (CSE), for up to 45 school days (but not longer than the suspension would be), if a connection is found between the student's disability and the misconduct in question by the Manifestation Determination Review Team and the student:

- brings or possesses a weapon at school or a school function;
- knowingly possesses, uses, sells, or solicits the sale of illegal drugs or controlled substances at school or a school function; or
- inflicts serious bodily injury upon another person at school, on school premises, or at a school function.

Procedures for the Suspension or Removal of Students with Disabilities by School Personnel

Students with disabilities are subject to the same suspension procedures as all students. For suspensions of five (5) school days or fewer, parents/guardians will receive notice and the opportunity for an informal conference in accordance with Education Law §3214.

For suspensions in excess of five (5) school days, a Superintendent's hearing will follow the same due process procedures used for all students. However, for students with disabilities, the hearing process includes an additional step. The hearing officer will first determine whether the student engaged in the charged conduct (guilt phase). If the student is found responsible, the penalty phase will not proceed until the Manifestation Determination Review (MDR) Team completes a manifestation determination.

Authorized school personnel may not impose a suspension or removal that results in a disciplinary change in placement based on a pattern of removals unless:

- a) the manifestation team determines the behavior was **not** a manifestation of the student's disability; or
- b) the student is placed in an Interim Alternative Educational Setting (IAES) for behavior involving weapons, illegal drugs or controlled substances, or the infliction of serious bodily injury.

Prior to imposing a suspension or removal of ten (10) consecutive school days or less that, when combined with prior suspensions or removals, exceeds ten (10) school days in a school year, school personnel will conduct a pattern determination review. In doing so, school personnel will consider the specific facts of the incident, the student's individual needs, and the protections under special education law when determining whether the proposed discipline is a disciplinary change in placement. If a pattern is identified, the manifestation determination review team shall convene to determine whether the behavior is a manifestation of the student's disability. If a pattern is not identified, the student with a disability may be disciplined in the same manner as general education peers. A student with a disability may not be suspended or removed for a longer period than a non-disabled student would receive for the same behavior.

If the manifestation determination review team finds that the behavior is **not** a manifestation of the student's disability, the student may be disciplined in the same manner as a non-disabled student while continuing to receive required educational services. If the behavior **is** a manifestation of the disability, the student will return to the current placement unless the parent and district agree to a change in placement or the student is otherwise placed in an IAES as permitted by law.

Parent/Guardian Notification of a Disciplinary Change of Placement

The district will provide the parents/guardians of a student with a disability notice of any decision to make a removal that constitutes a disciplinary change of placement because of a violation of the district's Code of Conduct and Supports. Such notice will be accompanied by a copy of the procedural safeguards notice.

Manifestation Review

When a student with a disability is being considered for a suspension or removal that would result in a disciplinary change in placement, the district must conduct a Manifestation Determination Review (MDR). This review will occur as soon as possible, but no later than ten (10) school days after:

- a) the Superintendent decides to change the student's placement to an Interim Alternative Educational Setting (IAES); or
- b) the Board of Education, Superintendent, or Principal imposes a suspension that constitutes a disciplinary change in placement.

The manifestation team (including district staff and the parent/guardian) will review all relevant information, such as the student's IEP, Behavioral Intervention Plan (BIP), teacher observations, along with parent input. The team must determine whether the behavior:

- a) was caused by, or had a direct and substantial relationship to, the student's disability; or
- b) was the direct result of the district's failure to implement the student's IEP or BIP.

If the manifestation team determines that the student's conduct is a manifestation of the student's disability, the district will:

1. ensure that the student returns to the previous placement, unless the parent and district agree to a change in placement or the student is placed in an IAES as described above; and
2. ensure that the Committee on Special Education (CSE) conducts or reviews a Functional Behavioral Assessment (FBA) and develops or revises the student's BIP as needed.

If the behavior resulted from a failure to implement the IEP, the district will take immediate steps to address any implementation gaps and ensure that all required IEP services and supports are fully and consistently provided.

If the manifestation team determines the behavior **is not a manifestation** of the student's disability:

1. the student may be disciplined in the same manner as a non-disabled student; and
2. the student will continue to receive educational services to allow progress toward IEP goals.

Services for Students with Disabilities during Periods of Suspension or Removal

The district is committed to ensuring that students with disabilities continue to receive meaningful educational support during any period of suspension or removal.

Suspensions of ten (10) school days or fewer (not a disciplinary change in placement): Students will receive alternative instruction on the same basis as non-disabled students. Students who are not of compulsory attendance age will receive services during this time only to the extent that non-disabled students of the same age would receive them if similarly suspended.

Additional short-term suspensions totaling more than ten (10) school days in a school year (not a disciplinary change in placement): The district will provide services necessary for the student to continue to participate in the general education curriculum and to make progress toward IEP goals. School personnel, in consultation with at least one (1) of the student's teachers, will determine the level and type of services needed. Behavioral supports, including a Functional Behavioral Assessment (FBA) or Behavioral Intervention Plan (BIP), may also be provided as appropriate.

Suspensions or removals that constitute a disciplinary change in placement (more than ten (10) school days), including placement in an Interim Alternative Educational Setting (IAES): The student will continue to receive services to support participation in the general curriculum, progress toward IEP goals, and the development or revision of behavioral supports to address the conduct. In these situations, the Committee on Special Education (CSE) will determine the specific services and placement.

Students Presumed to Have a Disability for Discipline Purposes

A student who is subject to disciplinary action but has not been previously identified as a student with a disability may still be entitled to the procedural protections under applicable law and regulation. This applies if the district is deemed to have had knowledge that the student was a student with a disability before the behavior that led to the disciplinary action. In such cases, the student is presumed to have a disability for discipline purposes.

The district will be deemed to have had such knowledge if, before the conduct occurred:

- The parent/guardian expressed concern, in writing (or verbally if the parent/guardian is unable to write due to a disability or literacy barrier), to administrative personnel or to the student's teacher that the student may need special education services;
- The parent/guardian requested an evaluation of the student; or
- A teacher or other school personnel expressed specific concerns about a pattern of behavior directly to the Director of Special Education or other supervisory personnel.

A student will not be considered presumed to have a disability if:

- the parent/guardian previously refused an evaluation or special education services; or
- the district conducted an evaluation and determined the student was not eligible for special education.

If the district did not have a basis for knowledge prior to the disciplinary action, the student may be subject to the same disciplinary measures as a non-disabled student who engaged in comparable conduct. However, if the district receives a request for an evaluation during a period of suspension or removal, the district will conduct an expedited evaluation in accordance with applicable law and regulation.

An expedited evaluation is a shortened timeline process used in disciplinary situations to determine whether the student is eligible for special education services. Generally, the evaluation must be completed within fifteen (15) school days of receiving parent consent, and the Committee on Special Education (CSE) meeting must be held within five (5) school days after the evaluation is completed.

If, as a result of the expedited evaluation, the student is found eligible for special education, the district will begin providing services in accordance with Part 200 regulations, and all disciplinary protections for students with disabilities will apply. This may include conducting a manifestation determination review, if appropriate.

While the expedited evaluation is being completed, the student will remain in the educational placement determined by the district, which may include suspension or alternative instruction, until an eligibility determination is made.

Expedited Due Process Hearings

The district will arrange for an expedited due process hearing upon receiving or filing a due process complaint notice in any of the following situations:

- When the district seeks an order from an impartial hearing officer to place a student with a disability in an IAES because the student's behavior is believed to present a significant risk of injury to the student or others and/or school personnel believe it is dangerous for the student to remain in the current educational placement.
- When the district seeks an order from an impartial hearing officer during the pendency of due process proceedings because school personnel believe it is dangerous for the student to remain in the current educational placement during those proceedings.
- When the student's parent/guardian requests a hearing to challenge a determination that the student's behavior was not a manifestation of the student's disability.
- When the student's parent/guardian requests a hearing regarding any decision about the student's placement, including but not limited to a decision to place the student in an IAES.

The district will arrange for, and an impartial hearing officer will conduct, an expedited due process hearing in accordance with the procedures established in commissioner's regulations. Those procedures include, but are not limited to, convening a resolution meeting, and initiating and completing the hearing within the timelines specified in those regulations.

When an expedited due process hearing has been requested because of a disciplinary change in placement, a manifestation determination, or because the district believes that maintaining the student in the current placement is likely to result in injury to self or others, the student will remain in the IAES pending the decision of the impartial hearing officer or until expiration of the removal, whichever occurs first, unless the student's parent/guardian and the district agree otherwise.

XIII. CORPORAL PUNISHMENT (8 NYCRR 19.5(b)(2)) [District Policy 5314](#); [5314-R](#)

Corporal punishment is any act of physical force upon a student for the purpose of punishing that student, and does not include the use of physical restraints. The use of corporal punishment or aversive intervention by district employees is strictly forbidden. However, in situations where alternative procedures and methods that do not involve the use of physical force cannot reasonably be used, reasonable physical force may be used to:

- prevent imminent danger of serious physical harm to the student or others;
- protect the student, another student, teacher, or any person from physical injury when alternative procedures and methods (not involving the use of physical restraint) cannot reasonably be employed to achieve these purposes.

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

XIV. STUDENT SEARCHES AND INTERROGATIONS [*District Policy Manual 5330*](#)

The Board of Education is committed to maintaining a safe, orderly atmosphere on school property and at all school functions. When a school official has reason to believe a student may have violated the law or the district Code of Conduct and Supports, an authorized school official may speak with the student to understand what occurred. Students will be informed, in clear and age-appropriate language, why they are being questioned. While school officials are not required to provide Miranda-type warnings or to contact a parent/guardian before questioning, questioning will be conducted in a supportive, non-threatening, and developmentally appropriate manner that respects the student's dignity and emotional well-being. Questioning by school officials does not limit or prevent subsequent questioning by law enforcement or Child Protective Services as otherwise permitted by law.

The Board authorizes the superintendent of schools, building administrators, the school nurse and district security personnel 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 of a violation of law or the district Code of Conduct and Supports.

Before searching a student's belongings, the authorized school official should, when practicable, first ask the student to voluntarily disclose or surrender the item or to consent to the search. If the student does not do so and the official has reasonable suspicion that the student possesses a prohibited item, the official may proceed with 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 while their possessions are being searched. When feasible, a second staff member should be present as a witness to the search.

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

An authorized school official may search a student or the student's belongings based upon information received from a reliable source. Individuals, other than district employees, will be considered reliable sources if they have previously supplied information that was accurate and verified, they make an admission against their own interest, they provide the same information that is received independently from other sources, or they appear to be credible and the information they are communicating relates to an immediate threat to safety. District employees will be considered reliable sources unless they are known to have previously supplied information that they knew was not accurate. In determining whether reasonable suspicion exists, school officials may also consider factors such as the student's age, the student's prior disciplinary record, the seriousness of the suspected violation, and the urgency of the situation.

Documentation of Searches

The authorized school official conducting a search will, whenever practicable, promptly document the search, including: the student's name and grade, the reason for the search, the item(s) sought, the type and scope of the search, the names and roles of staff involved, the time and location of the search, the results of the search (including any items found), the disposition of any items, and the method and timing of parent/guardian notification.

Strip Searches

A strip search is a search that requires a student to remove any or all of their clothing, other than an outer coat or jacket. Under no circumstances should a district employee conduct a strip search of any student. If a district employee is presented with a situation that requires a more thorough search, the appropriate law enforcement agency will be contacted. Should law enforcement be contacted, district staff must ensure that student safety, privacy, and dignity are maintained at all times. School officials will not request or direct law enforcement to conduct a strip search of a student on behalf of the district.

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. These areas are considered school property. 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. Students will be informed through handbooks and other communications that they have no reasonable expectation of privacy in these school storage areas as against school officials.

Student Vehicles

Parking on school grounds is a privilege. By choosing to park at school, students agree that their vehicles may be inspected by school officials if there is a reasonable, individualized suspicion that the vehicle contains prohibited items. If a student refuses to allow a search when asked, their parking privileges may be taken away immediately, and the school may also take other disciplinary actions as needed, with emphasis on teaching, repairing harm, and student and staff safety. The district will provide written notice of these conditions to students granted parking privileges.

Law Enforcement (Police) Involvement

District officials are required to cooperate with law enforcement authorities to maintain a safe school environment, while safeguarding students' rights, dignity, and access to their education. Law enforcement 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. Law enforcement 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 probable cause to believe a crime has been committed on school property or at a school function, or if they have a warrant for arrest or search. The district will follow applicable state guidance regarding the role of police and school resource officers in schools when coordinating any such activity.

Before law enforcement officials are permitted to question or search any student, the building principal or designee will try first to notify the student's parent/guardian to give them the opportunity to be present during the questioning or search. If the student's parent/guardian cannot be contacted prior to the questioning or search, the questioning or search will not be conducted. 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 law enforcement officials on school property or at a school function will be afforded the same rights they have outside the school.

Child Protective Services Investigations [*District Policy Manual 5460; 5460-R*](#)

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

All requests by Child Protective Services to interview a student on school property will be made directly to the principal or designee. Child Protective Services workers and any associated multi-disciplinary team members must comply with the district's visitor management procedures, and identify the child(ren) to be interviewed. The principal or designee will identify an appropriate school staff member to observe the interview either from inside or outside the interview room.

A Child Protective Services worker may not remove a student from school property without a court order, unless the worker reasonably believes that the student would be subject to danger of abuse if not removed from school before a court order can reasonably be obtained. If the worker believes the student would be subject to danger of abuse, the worker may remove the student without a court order and without parent/guardian consent. In such cases, school officials will follow all applicable notification requirements and will continue to prioritize the student's immediate safety and well-being.

XV. VISITORS TO SCHOOL [*District Policy Manual 1240; 1240-R*](#)

The building principal or designee is responsible for all persons in the building and on school grounds. Anyone who is not a regular staff member or student of the school will be considered a visitor.

The following expectations apply to visitors to the schools:

- All visitors must enter through the designated single point of entry and report to the main office. There, they will present photo identification and will be issued a visitor's identification badge, which must be visible at all times while in the school building or on school grounds. The visitor must return the badge to the main office before leaving the building.
- Parents/guardians who wish to observe a classroom while school is in session must request approval for such visits in advance with the building principal or designee.
- Parents/guardians who wish to speak with a teacher, school counselor, school nurse, school psychologist, or other support personnel concerning the progress of a child must make an appointment.
- Any unauthorized person on school property will be reported to the principal or designee. Unauthorized persons will be asked to leave. Law enforcement may be called if the situation warrants.
- Registration is not required for school and non-school related functions open to the public.
- All visitors are expected to meet the expectations for public conduct on school property contained in this code of conduct.

XVI. PUBLIC CONDUCT ON SCHOOL PROPERTY [*District Policy Manual 1520; 1521*](#)

The district is committed to providing a welcoming, engaging, respectful, and orderly environment that is conducive to learning. The district invites the members of the public to join in the educational process, competitive and artistic events, and other school functions. In order to maintain a positive environment, the public must also adhere to the expectations of the district. For purposes of this section of the Code of Conduct and Supports, "public" shall mean all persons when on school property or attending a school function, including students and district employees.

All persons on school property or attending a school function must conduct themselves in a respectful and orderly manner. All persons visiting school property during school hours are required to provide valid ID and sign in when entering the school.

Prohibited Conduct

No person, either alone or with others, shall:

- Intentionally injure, physically harm, or emotionally distress any person or threaten to do so.
- Intentionally damage or destroy school district property or the personal property of any student, staff member or person lawfully on school property.
- Disrupt the orderly conduct of classes, school programs, or other school events.
- Distribute or wear items of clothing that are obscene, encourage illegal conduct, are defamatory, infringe on the rights of others, interfere with the rights of students or staff, and/or substantially disrupt the school environment.
- Intimidate, harass, bully, threaten, demean, discriminate against, or otherwise engage in conduct that creates a hostile or abusive educational environment on the basis of race, color, creed, national origin, religion, age, gender (including gender identity and expression), sexual orientation, body type, disability, ancestry, or marital status.
- Enter into any portion of the school buildings, facilities, or grounds after approved or scheduled hours, or remain on school property after hours.
- Engage in conduct that obstructs, restricts, or interferes with the free and safe movement of students, staff, or visitors in any area covered by this code of conduct.
- Violate the traffic laws, parking regulations, or other restrictions on vehicles.
- Possess, consume, sell, offer, manufacture, distribute, or exchange alcoholic beverages, controlled or illegal substances or any synthetic versions (whether specifically illegal or labeled for human consumption), or be under the influence of either while on school property or at a school function. In addition, the use of tobacco products is prohibited.
- Possess or use weapons in or on school property or at a school function.
- Loiter on or about school property.
- Gamble on school property or at school functions.
- Refuse to comply with any reasonable request of school district officials, including staff, leadership, and volunteers performing their duties.
- Intentionally encourage, promote, or incite others to engage in conduct prohibited by this code of conduct.
- Violate any federal or state statute, local ordinance, or Board policy while on school property or at a school function.
- Communicate in a manner that is offensive or degrading by language or gestures including verbal or non-verbal behavior, whether in person or via electronic communication such as texts, social media, or email.
- Engage in behavior or communication that is disrespectful, discriminatory, or offensive toward the visiting team.
- Berate, demean, or use offensive conduct toward coaches or officials.
- Berate, bully, or belittle any other individuals in person or through electronic communication.

Consequences and Enforcement

If an individual engages in prohibited conduct while on school property or at a school function or event, district personnel, which may include administrators or other staff (e.g., security), will address the individual and remind them of the district's expectations and values. If the individual refuses or fails to comply, or if their behavior poses a potential safety concern or risk to the well-being of others, district personnel are authorized to direct the individual to immediately leave the school premises or the school function. If the individual refuses to leave, or if the individual's actions pose an immediate threat, local law enforcement authorities will be contacted to remove the individual or individuals from school property.

In addition to removal, depending on the nature of the conduct and the individual's status (e.g., student, staff member, or visitor), additional disciplinary actions may take place as outlined below:

- Students shall be subject to disciplinary action, as the facts warrant, in relation to this code of conduct.
- Visitors may be suspended from attending future events and may be prohibited from entering school property for a specified period of time.
- Tenured faculty members are subject to disciplinary measures, as the facts warrant, in compliance with Education Law §3020-a and all other applicable legal rights.
- Staff members protected under Civil Service Law §75 may be removed immediately and may face disciplinary action, as the facts warrant, in compliance with the law and all applicable legal rights.
- Other staff members shall be subject to warning, reprimand, suspension, or dismissal, as the facts warrant, in accordance with any other legal rights that they may have.

In addition, the district reserves the right to pursue civil or criminal legal action against any individual(s) whose conduct violates applicable laws or poses a threat to the safety or security of the school community.

XVII. DISSEMINATION AND REVIEW

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

- Providing copies of an age-appropriate, written in plain language, summary of the Code to all students at an assembly to be held at the beginning of each school year.
- Providing a plain language summary to all parents/guardians at the beginning of the school year, and thereafter on request.
- Posting the complete Code of Conduct and Supports, as well as age-appropriate summaries, on the district's website.
- 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.
- Providing all new employees with a copy of the current Code of Conduct and Supports when they are first hired.
- Making copies of the complete Code of Conduct and Supports available for review by students, parents, and other community members.

The District will also provide ongoing staff in-service programs to support effective implementation of the Code of Conduct and Supports. These programs will build staff capacity to foster safe, inclusive, and supportive learning environments and to respond to behavior in ways that are developmentally appropriate and equitable.

The Board will review the Code of Conduct and Supports 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 of Conduct and Supports and the district's response to violations. The committee will be made up of representatives of student, teacher, administrator, parent organizations, school safety personnel, and other appropriate district employees.

Before adopting any revisions to the Code of Conduct and Supports, the Board will hold at least one (1) public hearing at which school personnel, parents, students, and other interested parties may participate.

The Code of Conduct and Supports and any amendments to it will be filed with the Commissioner of Education, in a manner prescribed by the Commissioner, no later than thirty (30) days after adoption.

XVIII. APPENDIX

Glossary of Terms

For purposes of this code, the following definitions apply:

Behavior: The way a person acts, especially how they treat and respond to others.

BOCES (Board of Cooperative Educational Services): A regional public education service agency that provides shared programs and services, such as career and technical education, special education, and professional development, to multiple school districts in New York State, allowing districts to pool resources and expand opportunities for students.

Bullying, Discrimination, and Harassment: Unwanted behavior (verbal, physical, written, or electronic) that hurts, threatens, excludes, or targets a person or group. This includes repeated behavior or a single serious incident that creates a hostile environment, substantially disrupts school, or is based on a person's race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity or expression), or sex.

Check & Connect: A long-term, research-based mentoring and monitoring program in which a trained adult regularly checks on a student's attendance, behavior, and academic progress and connects with the student and family to problem-solve barriers, build engagement, and support the student's success in school.

Check-In/Check-Out: A structured support in which a student meets briefly with a designated adult at the start and end of the school day (or class) to review goals, receive feedback, and reinforce positive behavior, often as part of a Multi-Tiered System of Supports (MTSS) or Positive Behavioral Interventions and Supports (PBIS) plan.

Compulsory Attendance Age: The ages during which New York State law requires students to attend school on a full-time basis, unless they have completed the equivalent of a four-year high school program or are legally exempt as provided in Education Law.

Cyberbullying: Bullying or harassment that happens through electronic communication (such as text messages, social media, or online posts), including off-campus activity when it creates or is likely to create a substantial disruption at school or a hostile environment for a student.

Dignity for All Students Act (DASA): A New York State law that protects students from harassment, bullying, and discrimination at school and at school functions based on characteristics such as race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity or expression), or sex.

Disruptive Student: An elementary or secondary student under the age of 21 who substantially interferes with the educational process or with the teacher's authority over the classroom (Education Law §3214(2-a)(b)).

DITEP (Drug Impairment Training for Educational Professionals): A specialized training program that prepares school personnel to recognize signs of possible alcohol or other drug impairment in students and to follow school procedures for safety, further assessment, and appropriate response.

Educational Process/Educational Environment: The daily operation of school, including instruction, learning activities, and other school functions, both in classrooms and in other school settings (such as hallways, buses, online platforms, and school events).

FACT (Family Access and Connection Team): A county-level entry point that partners with families of school-aged children and youth who have significant needs or are at risk of juvenile justice or child welfare involvement, helping them address concerns such as family conflict, substance use, school attendance, and other serious behaviors.

FBA (Functional Behavioral Assessment): A process used to understand why a student engages in specific behavior by gathering information about when, where, and how the behavior occurs, and what the student may be trying to communicate or achieve, in order to develop a Behavioral Intervention Plan (BIP) with positive supports.

Gender: A person's actual or perceived sex, and includes a person's gender identity or expression (Education Law §11(6)).

Gender Expression: The way a person shows their gender to others, often through behavior, clothing, hairstyle, activities, voice, or mannerisms.

Gender Identity: A person's internal sense of their gender (for example, male, female, both, or neither), which may be different from the sex assigned to them at birth.

Hostile Environment: A situation in which a student is subjected to bullying, harassment, or discrimination that is severe or pervasive enough to reasonably cause fear, intimidation, or emotional harm, or that substantially interferes with the student's education or participation in school activities.

Infraction: A behavior that violates school or district rules in the Code of Conduct and Supports and requires a school response.

Mandated Reporter: A school employee or other professional who is legally required to report suspected child abuse or maltreatment to the New York Statewide Central Register (SCR) of Child Abuse and Maltreatment when they have reasonable cause to suspect that a child has been harmed or is in imminent danger of harm by a parent, guardian, or other person legally responsible.

Material and Substantial Disruption: A significant interruption to teaching, learning, or school operations, such as behavior that stops instruction, prevents students from learning, or requires substantial staff attention or safety measures.

MDR (Manifestation Determination Review): A meeting required by law when certain disciplinary actions are considered for a student with a disability, during which a team, including school staff and the parent/guardian, reviews information to decide whether the student's behavior was caused by, or had a direct and substantial relationship to, the student's disability or the school's failure to implement the student's IEP or BIP.

Paraphernalia (Alcohol, Nicotine/Tobacco, and Other Substances): Items or equipment used, or intended to be used, with alcohol, nicotine, tobacco, or other drugs or substances. This includes, but is not limited to, vape pens and cartridges, e-cigarettes, rolling papers, pipes, bongs, grinders, or other devices used to store, prepare, or use these substances.

Parent: A child's parent, legal guardian, or person in parental relation to a student.

Progressive Discipline: Using responses that may become more serious if concerning behavior continues or is very serious, while still considering the student's age, needs, and circumstances. The focus is on learning, repairing harm, and helping the student improve, rather than on punishment alone.

Pro-Social Behavior: Positive, respectful, and responsible behavior that supports a safe and inclusive school community, such as helping others, resolving conflicts peacefully, following school expectations, and contributing to a welcoming environment.

Re-entry Circles: A type of restorative practice used when a student returns to school after a suspension, extended absence, or significant incident, in which the student, staff, and sometimes peers or family members meet to reflect on what happened, repair relationships, plan for support, and agree on how the student will successfully re-engage in the school community.

School Community: All individuals who are part of, or connected to, the district's schools, including students, parents/guardians, families, district employees, Board of Education members, volunteers, community partners, and visitors who participate in or support school activities.

School Function: Any school-sponsored event or activity, whether held on or off school property (for example, athletic events, dances, field trips, or school-sponsored online activities).

School Property: Any building, structure, athletic field, playground, parking lot, or land within the boundary line of a public school, and any school bus as defined in New York's Vehicle and Traffic Law (Education Law §2801(1)).

SCR (Statewide Central Register of Child Abuse and Maltreatment): New York State's central hotline and database for receiving and recording reports of suspected child abuse or maltreatment; mandated reporters must contact the SCR when they have reasonable cause to suspect abuse or maltreatment, and follow up with a written report to Child Protective Services.

Sexual Orientation: A person's actual or perceived heterosexuality, homosexuality, or bisexuality (Education Law §11(5)).

Student with a Disability: A student who has been identified as having a disability under the Individuals with Disabilities Education Act (IDEA), Section 504, or applicable New York State law, and who receives special education or related services.

Trauma-Informed Practices: School practices that are based on an understanding of how trauma affects students' emotions, behavior, and learning, and that aim to avoid re-traumatizing students.

Trauma-Responsive Practices: Specific actions and supports used to respond to the impact of trauma at the individual, classroom, and school levels, such as community-building circles, social-emotional learning strategies, Therapeutic Crisis Intervention for Schools (TCIS), and other approaches that create safe, supportive environments.

Unaccompanied Homeless Youth: A student who meets the McKinney-Vento definition of homelessness and who is not in the physical custody of a parent or legal guardian (for example, staying with a relative or friend due to loss of housing, economic hardship, or similar reasons).

Violent Student: A student under the age of 21 who does one or more of the following:

- Commits an act of violence against a school employee.
- Commits, while on school property or at a school function, an act of violence against another student or any other person lawfully on school property or at a school function.
- Possesses, while on school property or at a school function, a weapon such as a gun, knife, explosive or incendiary device, or other dangerous instrument capable of causing physical injury or death.
- Displays, while on school property or at a school function, what appears to be a weapon.
- Threatens, while on school property or at a school function, to use a weapon.
- Knowingly and intentionally damages or destroys the personal property of any school district employee or any person lawfully on school property or at a school function.
- Knowingly and intentionally damages or destroys school district property.

Vision 2037: Rush-Henrietta Central School District's long-term strategic plan that guides the district's goals and priorities, including academic achievement, equity, social-emotional learning, and safe, supportive school environments, and serves as a foundation for the Code of Conduct and Supports and related initiatives.

Weapon: A firearm as defined in 18 USC §921 for purposes of the Gun-Free Schools Act, and any other gun; BB gun; pistol; revolver; shotgun; rifle; machine gun; disguised gun; dagger; dirk; razor; stiletto; switchblade knife; gravity knife; brass knuckles; slingshot; metal knuckle knife; box cutter; cane sword; electronic dart gun; throwing star; electronic stun gun; pepper spray or other noxious spray; explosive or incendiary bomb; or any other device, instrument, material, or substance that can cause physical injury or death when used that way, or any instrument that appears capable of causing physical injury or death.

Guiding Frameworks

Culturally Responsive-Sustaining Education (CRSE) Framework

What it is: The Culturally Responsive-Sustaining Education (CRSE) Framework helps schools honor and reflect students' cultures, identities, and experiences in teaching, relationships, and school life, so that every student sees themselves reflected positively and feels they truly belong in a welcoming and affirming environment. It asks educators to use materials, examples, and practices that respect many backgrounds and histories, and to notice and reduce bias or unfair treatment in the classroom and in discipline. For more information, visit the New York State Education Department's CRSE page: <https://www.nysed.gov/crs/culturally-responsive-sustaining-education-framework>

Why it matters for students and families: CRSE helps create a school environment where students' cultures, identities, and languages are treated as strengths, not barriers. It reduces unfair treatment and discipline gaps, strengthens students' sense of belonging, and supports their engagement, confidence, and success in school.

How it connects to the Code of Conduct and Supports: CRSE shapes expectations and language so they are respectful, inclusive, welcoming, and free from bias. It also guides how staff responds to behavior, taking into account students' diverse backgrounds and experiences. Helps reduce disproportionate discipline by encouraging fair, consistent responses. Supports consequences that focus on learning, understanding, and repairing harm.

Social Emotional Learning (SEL)

What it is: SEL helps students develop skills like understanding their emotions, managing stress, building healthy relationships, and making responsible decisions in school and in life. It teaches children how to recognize their feelings, calm themselves, communicate their needs, solve problems peacefully, and show care for others, so they can be successful learners and respectful members of the school community. For more information, visit CASEL (Collaborative for Academic, Social, and Emotional Learning): <https://casel.org>

Why it matters for students and families: SEL helps students manage everyday ups and downs, bounce back from setbacks, and build healthier relationships with peers and adults. It also supports mental health, creates a calmer and more caring school environment, and is associated with fewer behavior issues and stronger academic performance.

How it connects to the Code of Conduct and Supports: SEL weaves skills like empathy, self-control, and problem-solving into behavior expectations. Works with MTSS so students can receive the right level of support when they are struggling socially or emotionally. Strengthens restorative approaches by helping students take responsibility and repair harm. Encourages viewing consequences as chances to reflect, learn, and grow.

Multi-Tiered Systems of Support (MTSS)

What it is: Multi-Tiered Systems of Support (MTSS) is a way schools organize academic, social, emotional, and behavioral help so that every student gets the level of support they need, rather than using a “one-size-fits-all” approach. It means all students receive strong, research-based instruction and supports, and students who need extra help get additional, more targeted or intensive support early, before challenges grow bigger. For more information, visit this MTSS guide for families and community members: <https://www.branchingminds.com/mtss-guide-for-families>

Why it matters for students and families: MTSS helps schools make sure students get help at the right time and in the right way, instead of waiting until they are really struggling. This approach supports fairness, keeps students connected to their classrooms, and gives families a clearer picture of how the school is working to help their child(ren) succeed.

How it connects to the Code of Conduct and Supports: MTSS organizes supports into levels so that students can receive help before problems grow more serious. It combines clear expectations for everyone with flexible supports based on individual needs. MTSS uses data to understand patterns in behavior and improve school responses. It also brings together CRSE and SEL so that supports are both culturally responsive and developmentally appropriate.

Positive Behavioral Interventions and Supports (PBIS)

What it is: Positive Behavioral Interventions and Supports (PBIS) is a school-wide approach that clearly teaches students what positive behavior looks like, gives them many chances to practice these behaviors, and recognizes them when they meet expectations. It focuses on prevention by creating clear routines, using common language, and helping students know what to do in hallways, classrooms, cafeterias, buses, and other school settings. For more information, visit the national PBIS center: <https://www.pbis.org>

Why it matters for students and families: PBIS helps students understand exactly what is expected of them and gives them many chances to practice and be recognized for positive choices. It also creates school environments that feel more predictable, calm, and encouraging, which supports better behavior, stronger relationships, and more time spent learning.

How it connects to the Code of Conduct and Supports: PBIS clarifies and teaches behavior expectations in simple, positive terms. It encourages staff to notice and reinforce positive choices, not just respond to misbehavior. PBIS also promotes prevention and early action so issues are addressed before they escalate and it uses behavior data to adjust supports and ensure expectations are applied fairly.

Restorative Practices (RP)

What it is: Restorative Practices are ways of working with students that focus on building strong, trusting relationships and repairing harm when someone has been hurt or rules have been broken. Instead of only asking, “What rule was broken and what is the punishment?” restorative approaches ask, “Who was affected, what do they need, and how can we make things right?” This can include restorative conversations, circles, or conferences where students, staff, and sometimes families talk together about what happened and agree on steps to move forward. For more information, visit this overview of Restorative Practices: <https://www.nyscfss.org/restorative-practices>

Why it matters for students and families: Restorative Practices give students a chance to talk about what happened, listen to others’ perspectives, and find ways to make things right. This helps restore trust after conflicts; keeps students connected to their school community; and teaches important life skills like empathy, accountability, and problem-solving.

How it connects to the Code of Conduct and Supports: Restorative Practices focuses on treating consequences as opportunities for students to reflect, repair harm, and rejoin the community. It gives students a voice in resolving conflicts and building agreements to move forward. It also builds on SEL by encouraging empathy, accountability, and emotional regulation while offering alternatives to exclusionary discipline that keep relationships and belonging at the center.

SSEC Infractions

Assault: Any act committed by a person 10 years of age or older which would constitute a felony under Article 120 of the Penal Law, taking into consideration the developmental capacity of the person to form the intent to commit such act, and where the school has referred the person to the police for the act reported.

Bomb Threat: A telephoned, written, or electronic message stating that a bomb, explosive, or chemical or biological weapon has been or will be placed on school property.

Cyberbullying: Harassment or bullying that occurs through any form of electronic communication, including, but not limited to, cell phones, computers, and tablets, or other communication tools, including social media sites, text messages, chat rooms, and websites.

False Alarm: Causing a fire alarm or other disaster alarm to be activated knowing there is no danger or through false reporting of a fire or disaster.

Homicide: Any intentional violent conduct that results in the death of another person.

Material Incident of Discrimination, Harassment, and Bullying (excluding cyberbullying): A single verified incident or a series of related verified incidents where a student is subjected to harassment, bullying, and/or discrimination by a student and/or employee on school property or at a school function. In addition, such terms shall include a verified incident or series of related incidents of harassment or bullying that occur

off school property. Such conduct shall include, but is not limited to, threats, intimidation or abuse based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity and expression), or sex.

Sexual Offense: Any act committed by a person 10 years of age or older which would constitute a felony under Article 130 of the Penal Law, taking into consideration the developmental capacity of the person to form the intent to commit such act, and where the school has referred the person to the police for the act reported.

Threat of School Violence (Other than Bomb Threat or False Alarm): A verbal, telephoned, written, or electronic message of a threat of violence on school property or at a school-related function.

Use, Possession, or Sale of Alcohol: Illegally using, possessing, or being under the influence of alcohol on school property or at a school function. This includes possessing alcohol on a person, in a locker, a vehicle or other personal space; selling or distributing alcohol on school property or at a school function; and finding alcohol on school property that is not in the possession of any person.

Use, Possession, or Sale of Drugs: Illegally using, possessing or being under the influence of a controlled substance or marijuana on a person, on school property or at a school sponsored event. This includes in a locker, a vehicle or other personal space; selling or distributing a controlled substance or marijuana on school property or at a school sponsored event; finding a controlled substance or marijuana on school property that is not in the possession of any person. This does not apply to the lawful administration of a prescription drug on school property.

Weapons Possession: An act committed by a person 10 years of age or older which would constitute a felony under Article 265.0 of the Penal Law taking into consideration the developmental capacity of the person to form the intent to commit such act, and where the school has referred the person to the police for the act.

Student Bill of Rights and Responsibilities

The Rush-Henrietta Central School District is committed to safeguarding the rights given to all students under state and federal law and district policy. To promote a safe, healthy, inclusive, equitable, and orderly school environment, all Rush-Henrietta students have the right to the following:

Article I: Fair Treatment

All students have the right to be treated fairly and with dignity and to be free from discrimination, harassment, bullying, and intimidation on the basis of race, color, national origin, ancestry, creed, religion, marital status, gender (including gender identity and expression), sexual orientation, age, disability, or any other characteristic protected by law, including in the areas of personal rights, freedom of expression, and access to school programs and activities.

Article II: Student Voice and Representation

- Students have the right to participate in student government and other representative bodies, in accordance with school procedures, and to vote in student elections if they are currently enrolled at the school.
- Students have the right to run fair campaigns for student office and to access designated school spaces and communication channels for that purpose on an equitable basis.
- Students have the right to have input into school rules and practices through student government, School Improvement Teams, or other structures established at the school.

Article III: Freedom of Expression and Association

- Students may exercise their rights to free speech, expression, and press, and may share ideas and opinions, so long as they do not substantially disrupt the educational process or infringe on the rights, safety, or dignity of others, and comply with applicable laws and district policies.
- Students may form and participate in student organizations for political, social, service, and educational purposes, consistent with district policies and procedures. Such organizations must be open to all students who meet neutral membership criteria and may not exclude students based on protected characteristics or viewpoints.
- Student organizations and individual students have the right to request the use of school facilities and bulletin boards, and to request permission to post or distribute materials, in accordance with district policies and school procedures. Decisions about posting or distribution shall be made using viewpoint-neutral criteria and communicated to students in a timely manner, with an opportunity to ask questions or seek review if a request is denied.

Article IV: Personal Appearance

Students may determine their own dress and personal appearance, provided that their choices comply with the district's dress guidelines, do not present a safety or health hazard, and do not materially and substantially interfere with the educational process. Graduating seniors may be required to wear caps and gowns, or other designated attire, in order to participate in commencement exercises, consistent with district guidelines.

Article V: Discipline and Due Process

Students have the right to be informed of school rules and behavior expectations and, in all disciplinary matters, to understand what expectations they are alleged not to have met and what may happen next. Students have the right to share their perspective with the staff members responsible for determining the outcome, and to receive the procedural protections required by law and district policy, including Education Law §3214 where applicable.

Article VI: Searches, Questioning, and Law Enforcement

Searches of student property, lockers, and personal effects, and questioning of students by school officials or law enforcement authorities, will be conducted in accordance with law and district policies on searches, interrogations, and student privacy. Students have the right to have these procedures carried out in a manner that respects their dignity and legal protections.

Article VII: Counseling and Support

Students have the right to access school counseling and other appropriate support services, or to be referred to reliable community resources, to address academic, social, emotional, and behavioral needs, consistent with district programs and policies.

Article VIII: School Records and Privacy

Students and their parents/guardians have the right to inspect and request amendment of the student's education records, in accordance with federal and state law and district policy. Students and families will be informed about how to access records and how to request corrections if they believe information is inaccurate, misleading, or in violation of the student's privacy rights.

Article IX: Pregnancy and Health-Related Conditions

Students who are pregnant or who have other health-related conditions have the right to continue to participate in the regular school program, with appropriate supports and modifications, as long as it is medically advisable, consistent with law and district policy.

Article X: Right to Remain Silent and Seek Assistance

When questioned about alleged misconduct, students have the right to decline to answer questions until they have had an opportunity to contact a parent/guardian or another trusted adult, and, where appropriate, legal counsel, consistent with law and district procedures.

Article XI: Graduation and Diplomas

Students who have successfully completed the requirements for graduation have the right to receive a diploma. A diploma will not be withheld for reasons unrelated to the successful completion of the required course of study and lawful school requirements.

Article XII: Access to Rules and Expectations

Students have the right to receive the Code of Conduct and Supports and other key rules and expectations annually, and to have those expectations explained in ways they can understand. Students are also entitled to be informed of any significant changes to rules that affect them.

Article XIII: Concerns and Grievances

Students have the right to raise concerns and complaints about how their rights under this Bill of Rights and Responsibilities are being applied. Concerns may be brought to teachers, counselors, administrators, or other staff members, and will be addressed through the district's complaint and grievance procedures, as set out in the Code of Conduct and Supports and related policies and regulations.

Article XIV: Student Responsibilities

Students share responsibility for creating and maintaining a positive school climate. Each student is expected to:

- Work toward their fullest educational potential through regular attendance, class participation, and conscientious effort.
- Respect the rights, dignity, and safety of all members of the school community.
- Express their views in an orderly manner that does not disrupt learning or coerce others.
- Refrain from conduct that threatens the education, health, safety, or welfare of others, including violence, threats, intimidation, harassment, bullying, or damage to property.
- Care for school property and encourage good school citizenship among peers.
- Partner with school staff to help build a supportive, respectful, and harmonious school environment.

Article XV: Students 18 Years of Age and Older

Students who are 18 years of age or older have certain additional rights under state and federal law, including the right to sign their own school forms and to access and request amendment of their education records. Students who are 18 years of age or older may:

- Submit written excuses for absences in accordance with district attendance procedures; however, the district will verify such absences with a parent/guardian as part of its attendance protocols.
- Sign permission forms for participation in athletics, field trips, and other school-sponsored activities.
- Inspect and review their education records and request amendments to those records consistent with district policy and federal law.

The district encourages students who are 18 or older to consult with their parents/guardians and school staff when exercising these rights. Additional information about these rights is available in the Code of Conduct and Supports and in district policies on student records and consent.

<u>Cross ref.</u>	0100	Equal Opportunity
	0150	Sexual Harassment
	1110	Publications, Printed and Electronic
	1520	Public Conduct on School Property
	1521	Civility
	1532	Weapons on School Property
	1535	Drugs, Alcohol, and Tobacco on School Property
	4311	Display and Salute of The Flag
	4312	Religion in Schools
	5000	Series of Policies Regarding Students
	5303	Intimidation, Harassment, And Bullying Prevention
	5330	Student Searches and Interrogations

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