5310 SCHOOL CODE OF CONDUCT AND DISCIPLINE

SCHOOL DISTRICT CODE OF CONDUCT

It is the Board of Education’s belief that students should be treated as persons who can reasonably be expected to be responsible for their own behavior. The school administration will assist each student in developing personal responsibility with some general rules of conduct, focusing on safety and respect for the rights and property of others, and consistently applied in the classroom, on buses, throughout the school, on school property, or at school-sponsored events away from the school. Students who cannot accept this responsibility and violate school rules will be required to accept the penalties and more regulated supervision.

Discipline is most effective when it deals directly with the problem at the time and place it occurs, and in a way that is viewed as fair and impartial by students. Therefore, before seeking outside assistance, teachers will first use all their resources to create a change of behavior in the classroom. When the teacher has made every effort to bring about positive behavioral change, and has been unsuccessful, students may be removed from class in accordance with this policy and/or referred to the administration. Upon referral, the administration assumes the role of deciding what further action will be taken.

Disciplinary action, when necessary, will be firm, fair, and consistent in order to be most effective in changing behavior.

I. SCHOOL/COMMUNITY RESPONSIBILITIES

The Board, acting through the Superintendent of Schools, holds the Superintendent and all school employees responsible for the maintenance of order within the school district. All employees, students, parents, and visitors are expected to respect the civil and property rights of all members of the school community and to act and dress in a manner befitting an educational institution. The Board of Education will ensure a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, including gender identity and expression or actual or perceived sex, which will strengthen students’ confidence and promote learning. The Board will address incidents of bullying, discrimination and harassment witnessed by or brought to the Board’s attention in a timely manner consistent with District Policy. The Board will review and determine appeals brought before the Board of Education in connection with complaints made pursuant to District policy and regulation.

A. The Superintendent of Schools shall establish all necessary procedures, rules and regulations to carry out Board policy; shall hold all school personnel, students and parents responsible for conforming to Board policy concerning the behavior of students; and shall support all school personnel performing their duties within the framework of district policies. The Superintendent will maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, including gender identity and expression or actual or perceived sex, which will strengthen students’ confidence and promote learning. The Superintendent will report and/or address, if applicable, incidents of bullying, discrimination and harassment witnessed by or brought to his/her attention in a timely manner consistent with District Policy. The Superintendent will review and determine appeals brought before the Superintendent in connection with complaints made pursuant to District policy and regulation. The Superintendent will provide access to professional development for staff members involved in the implementation of the Dignity Act.

B. The Building Principal/Administrators are responsible to the Superintendent of Schools in implementing all necessary procedures, rules, and regulations to make effective the Board policies. The principal and administrators have the responsibility and authority to formulate school rules and regulations in accordance with Board policy. The principal and administrators shall give full support to school personnel performing their duties within the framework of district policies. The principal and administrators shall involve other members of the professional team in the disposition of behavior referrals and shall make use of all agencies available for assisting students and parents. The Building Principal and administrators will maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, including gender identity and expression or actual or perceived sex, which will strengthen students’ confidence and promote learning. The Building Principal and administrators shall report and/or address, if applicable, incidents of bullying, discrimination and harassment witnessed by or brought to his/her attention in a timely manner, in accordance with District Policy and Regulation 0115 and 0115-R and/or where appropriate, investigate and/or cause to be investigated, incidents of bullying and discrimination brought to the principal’s/administrator’s attention.

C. The Dignity Act Coordinator will be in place at each school in the district. The Dignity Act Coordinator will:

- be trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender and sex. Education Law §13(3).
- promote a safe, orderly and stimulating school environment, supporting active teaching and learning for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
• oversee and coordinate the work of district-wide and building-level bullying prevention committees.
• identify curricular resources that support infusing civility in classroom instruction and classroom management; and provide guidance to staff as to how to access and implement those resources
• coordinate with the Professional Development Committee, training in support of the bullying prevention committee.
• be responsible for monitoring and reporting on the effectiveness of the district’s bullying prevention policy.
• address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function
• address personal biases that may prevent equal treatment of all students and staff.

The names of the Dignity Act Coordinators appointed to each school building are as follows:

<table>
<thead>
<tr>
<th>School</th>
<th>Administrator</th>
</tr>
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<tbody>
<tr>
<td>Washington Drive Primary School</td>
<td>Kelly Fallon-Interim Principal</td>
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<tr>
<td></td>
<td>Kathryn McNally-Assistant Principal</td>
</tr>
<tr>
<td>Thomas J. Lahey Elementary School</td>
<td>Susan Kenny-Principal</td>
</tr>
<tr>
<td></td>
<td>Mary Williams-Assistant Principal</td>
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<tr>
<td>Oldfield Middle School</td>
<td>Joanne Giordano-Principal</td>
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<tr>
<td></td>
<td>Joseph Castoro-Assistant Principal</td>
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<tr>
<td></td>
<td>Kathryn McNally-Assistant Principal</td>
</tr>
<tr>
<td>Harborfields High School</td>
<td>Timothy Russo-Principal</td>
</tr>
<tr>
<td></td>
<td>Allison Joyce-Assistant Principal</td>
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<tr>
<td></td>
<td>Christopher Patronaggio-Assistant Principal</td>
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</tbody>
</table>

The District’s procedure for reporting and investigating incidents of harassment and bullying is set forth in Board of Education Policy 0115 and the associated Administrative Regulation 0115-R. The District will promptly investigate all complaints of bullying and harassment, either verbal or written, as set forth in Board of Education Policy 0115 and 0115-R. Corrective actions under Policy 0115 and Regulation 0115-R may include, but are not limited to, disciplinary action as set forth herein.

Retaliation for reporting incidents of bullying/ harassment or for participation in a related investigation thereof constitutes a violation of this policy. False reports of bullying, harassment or retaliation also constitute a violation of this policy.

D. Teachers shall be responsible for providing a well planned teaching/learning situation. They shall enforce the rules and regulations in the schools and shall provide support in maintaining district policy. Teachers shall report incidents of discrimination and harassment witnessed by or brought to the teacher’s attention in a timely manner in accordance with District Policy and Regulation 0115 and 0115-R.

E. Guidance Counselors shall be responsible for enforcing rules and regulations in schools and shall provide support to students by maintaining district policy. Guidance Counselors shall be responsible to report incidents of discrimination and harassment witnessed by or brought to the guidance counselor’s attention in a timely manner in accordance with District Policy and Regulation 0115 and 0115-R.

F. Other School Personnel shall be responsible to report incidents of discrimination and harassment witnessed by or brought to the individual’s attention in a timely manner in accordance with District Policy and Regulation 0115 and 0115-R..

G. Support staff shall be responsible for enforcing rules and regulations in the schools and shall provide support in maintaining district policy. Support staff shall report incidents of discrimination and harassment witnessed by or brought to the individual’s attention in a timely manner in accordance with District Policy and Regulation 0115 and 0115-R..

H. Students are expected to dress and conduct themselves in a manner conducive to a proper learning environment. This includes not wearing items that are vulgar, obscene, libelous, suggestive, or denigrate others on account of actual, or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex as a basis for treating another person in a negative manner. Students will be held individually responsible for knowing the policy and assisting in its implementation. Students shall report incidents of
bullying, discrimination and harassment witnessed in a timely manner, in accordance with District Policy and Regulation 0115 and 0115-R. Students shall act in accordance with District Policies, Regulations and the Code of Conduct.

I. Parents and Guardians have the overall responsibility for the behavior of their children. Parents and guardians are expected to cooperate with school authorities and provide to their children the foundation of respect, dignity, and self-control so that the students’ behavior will be supportive of the school’s educational program. Parents shall report incidents of bullying, discrimination and harassment witnessed by or reported to the parent in a timely manner.

J. Visitors to our schools (including parents) are expected to comport themselves as guests of the district and to abide by all rules and regulations set forth for attending activities and using facilities, including signing in at the greeter desk or main office when visiting a school that is in session. Individuals who do not comply with rules and regulations set forth for activities and using facilities may be removed and/or prohibited from attending future activities. Visitors shall act in accordance with all District Policies and Regulations.

II. STUDENT DISCIPLINE CODE

A. Definitions

1. Disruptive Student - an elementary or secondary student under the age of 21 who is substantially disruptive of the educational process or substantially interferes with the teacher’s authority over the classroom.

2. School Property - in or within any building, structure, athletic playing field, playground, parking lot, or land contained within the real property boundary line of the school district, or on a school bus, as defined in Vehicle and Traffic Law (Section 142).

3. School Function - any school sponsored extracurricular event or activity (Education Law §11[2]).

4. Violent Student - a student under the age of 21 who engages in the following prohibited conduct:
   a. Commits an act of violence upon a school employee, or who attempts to do so;
   b. Commits an act of violence upon another student or any person lawfully on school property or at a school function, or attempts to do so.
   c. Possesses, while on school property or at a school function, a weapon.
   d. Displays, while on school property or at a school function, what appears to be a weapon.
   e. Threatens, while on school property or at a school function, to use a weapon.
   f. Knowingly and intentionally damages or destroys school property or the personal property of any school employee or any person lawfully on school property or at a school function.

5. Weapon - includes but is not limited to a firearm as defined in 18 USC Section 921 for purposes of the Gun-Free Schools Act; any other gun, BB gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, dagger, kirk, razor, stiletto, switchblade knife, gravity knife, brass knuckles, sling shot, metal knuckle knife, box cutter, cane sword, machete, electronic dart gun, Kung Fu star, nun chucks, electronic stun gun, pepper spray or other noxious spray, explosive or incendiary bomb, or other device, instrument, material, or substance that can cause physical injury or death.

6. School Bus – every motor vehicle owned by a public or governmental agency or private school and operated for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity, to or from school or school activities, or, privately owned and operated for compensation for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity to or from school or school activities (Education Law §11[1] and Vehicle and Traffic Law §142).

7. Disability – (a) a physical, mental or medical impairment resulting from anatomical, physiological, genetic or neurological conditions which prevents the exercise of a normal bodily function or is demonstrable by medically accepted clinical or laboratory diagnostic techniques or (b) a record of such an impairment or (c) a condition regarded by others as such an impairment. (Education Law §11[4] and Executive Law §292 [21]).

8. Employee – any person receiving compensation from a school district or employee of a contracted service provider or worker placed within the school under a public assistant employment program, pursuant to title nine of article five of the Social Services law, and consistent with the provisions of such title for the provision of services to such district, its students or employees, directly or through contract, whereby such services performed by such person involved direct student contact (Education Law §§11 [4] and 1125 [3]).
9. “Bullying” and “Harassment” – the creation of a hostile environment by conduct or by threats, intimidation or abuse, including cyberbullying, that (a) has or would have the effect of unreasonably and substantially interfering with a student’s educational performance, opportunities or benefits, or mental, emotional or physical wellbeing; or (b) reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; or (c) reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student; or (d) occurs off school property and creates or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property.

Acts of harassment and bullying shall include, but not be limited to, those acts based upon a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.

This definition shall include acts of harassment or bullying that occur on school property, at a school function and/or off school property, where such acts create or foreseeably create a risk of substantial disruption within the school environment. (8 NYCRR §100.2[j][1][c]).

For purposes of this definition, “threats, intimidation or abuse” shall include both verbal and non-verbal actions. (Education Law §11[7]; 8 NYCRR §100.2[j][1][d]).

10. “Emotional Harm” within the context of harassment and bullying shall mean harm to a student’s emotional well-being through creation of a hostile school environment that is so severe or pervasive as to unreasonably and substantially interfere with a student’s education. (8 NYCRR §100.2[j][1][e]).

11. “Cyberbullying” – harassment or bullying, as defined by this Section and in Education Law §11, where such harassment or bullying occurs through any form of electronic communication. (Education Law §11[8]).

12. “Sexual Orientation” – actual or perceived heterosexuality or bisexuality. (Education Law §11[5]).

13. “Gender” – actual or perceived sex, including a person’s gender identity or expression. (Education Law §11[6]).

B. Prohibited Student Conduct

A student may be subjected to disciplinary action, up to and including suspension from school when the student violates the rules and regulations of the school he/she attends and/or

1. Engages in conduct which is:

   a. Disorderly, i.e., causing public annoyance or alarm, or recklessly creating a risk thereof, by any act including, but not limited to:

      1. Running in the hallways;
      2. Making unreasonable noise;
      3. Using abusive or obscene language or gestures;
      4. Obstructing vehicular or pedestrian traffic;
      5. Creating a hazardous or physically offensive condition;
      6. Engaging in any willful act which disrupts the normal operation of the school;
      7. Trespassing, i.e., presence in a school building other than the one the student regularly attends without permission of the administrator in charge of the building and/or his/her designee;
      8. Computer/Electronic communications misuse, including any unauthorized use of computers, software, or Internet account and cyberbullying;
      9. accessing inappropriate websites; or any other violation of the District’s acceptable use policy.; and
      10. engages in bullying.

   b. Insubordinate, i.e., failing to comply with the lawful directions of a teacher, school administrator or other school employee or otherwise demonstrating disrespect.

2. Endangers the safety, morals, health or welfare of others by any act including, but not limited to:
a. Selling, using, distributing, possessing, or being under the influence of alcohol, drugs, illegal substances, or other controlled substances or drug paraphernalia. Illegal substances include but are not limited to inhalants, marijuana, cocaine, LSD, PCP, amphetamines, steroids, look-a-like drugs, synthetic cannabinoids, and any substances commonly referred to as “designer drugs.”

b. Selling, using, or possessing weapons, fireworks, or other dangerous instruments or contraband, including instruments that may have the appearance of a weapon or may reasonably be mistaken for a weapon;

c. Selling, using or possessing obscene materials;

d. Using profane, vulgar or abusive and offensive language and/or gestures;

e. Engaging in libel and/or slander against any student, employee, or other persons;

f. Smoking, or ENDS (Electronic Nicotine Delivery System), chewing tobacco, using snuff, and electronic cigarettes;

g. Gambling;

h. Hazing;

i. Committing theft or robbery;

j. Engaging in bullying, discrimination and/or harassment against any student, employee, or other person, including, but not limited to, engaging in discrimination, bullying and/or harassment based on a person’s perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex on school property, on a school bus, or at a school function.

k. Dressing in a manner that is disruptive to the educational process;

l. Making threats against other individuals and/or their property;

m. Selling items without permission on school property, on buses, or at school-sponsored events away from the school;

n. Defacing and/or destroying school and/or other persons’ property.

o. Misusing computer/electronic communications in violation of the district’s Internet Use Policy.

p. Initiating a report warning of fire or other catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher.

3. Engages in any of the following forms of academic misconduct but not limited to:

a. Lateness for, missing or leaving school, class or room assignment without permission or an acceptable excuse;

b. Cheating (including but not limited to copying, using unauthorized help sheets and the like, illegally obtaining tests in advance, substituting for a test-taker, other forms of unauthorized collusion, or plagiarism).

4. Engages in conduct violative of the Board’s rules and regulations for the maintenance of public order on school property.

5. In addition to the above, specific rules and regulations governing the attendance of students at Washington Drive Primary School, Thomas J. Lahey Elementary School, Oldfield Middle School and Harborfields High School may be established by the Principals. Such rules and regulations may be located in the Student Handbooks that are distributed to the students on an annual basis. Specific classroom rules and regulations may also be established by teachers and will be communicated to students on an annual basis.

C. Penalties - Attempts will be made to remediate disciplinary problems through parent conferences and counseling as deemed appropriate. With parental consent, referrals may also be made to human services agencies. Depending upon the frequency and severity of behavior, the range of penalties which may be imposed for violations of the student discipline code include the following:

1. Verbal warning;

2. Written warning;
3. Probation;
4. Reprimand;
5. Detention;
6. Suspension from transportation, athletic or cocurricular participation, or from other school privileges;
7. Removal from a class or other school-sponsored activities;
8. In-school suspension;
9. Suspension by the Principal of up to five consecutive days and for more than five days after a Superintendent’s Hearing;
10. Referral to law enforcement agencies, including PINS petition;
11. Corrective instruction;
12. Intervention;
13. Student counseling and parent conferences;
14. Individual-focused remedial response; and
15. Involvement in school-wide and/or environmental remediation strategies including those to address incidents of bullying and harassment.

Depending upon the nature of the violation, student discipline should be progressive, i.e., a student’s first violation should ordinarily merit a lighter penalty than subsequent violations. School officials will take into account all other relevant factors in determining an appropriate penalty. The above penalties may be imposed either alone or in combination. The use of corporal punishment as a means of discipline is prohibited by Education policy. Teachers may remove a disruptive student from class for a maximum of two days in accordance with administrative regulations.

D. Reporting Violations

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

E. Disciplinary Procedures

Any teacher, administrator, parent, student or other person may report a violation of the Student Discipline Code to the Principal or his/her designee. Violent incidents must be reported to the building administration. The principal or his/her designee will make an investigation of the charges as deemed appropriate and institute an informal or disciplinary proceeding, and/or refer the matter to the building level Child Study Team, as deemed necessary. All students will have an opportunity to present their version of the facts to the school personnel imposing the disciplinary penalty.

F. Students with Disabilities

The district recognizes that it may be necessary to suspend, remove, or otherwise discipline students with disabilities to address disruptive or problem behavior. The district also recognizes that students with disabilities have certain procedural protections whenever school authorities intend to impose discipline upon them. The district is committed to ensuring that the procedures followed for suspending, removing, or otherwise disciplining students with disabilities are consistent with the procedural safeguards required by applicable laws and regulations. Therefore, before students with disabilities are disciplined, school authorities must check with the director of pupil personnel services to determine if the penalty being imposed is permissible under special education law.

The amount of due process a student is entitled to receive before a penalty is imposed depends upon the penalty being imposed. The disciplinary procedures concerning the imposition of discipline shall be in accordance with administrative regulations. In all cases, regardless of the penalty imposed, the school personnel authorized to impose the penalty must inform the student of the alleged misconduct and must investigate, to the extent necessary, the facts surrounding the alleged circumstances and if any interim alternative educational setting (IAES) is appropriate. Students with disabilities assigned to an IAES must continue to receive those services and
modifications described on the student’s individualized education program (IEP). In more serious cases, the
district’s Committee on Special Education (CSE) should decide whether or not the student’s behavior is a
manifestation of his/her disability and if an IAES is appropriate. However, if the behavior involves weapons, illegal
drugs, or controlled substances, the use of an IAES would be appropriate.

III. BILL OF STUDENT RIGHTS AND RESPONSIBILITIES

A. Student Rights - Pursuant to Section 100.2(1)(1)(i) of the Regulations of the Commissioner of Education, a Bill of
Student Rights and Responsibilities is established. Students in the Harborfields Central School District shall report
incidents of discrimination and harassment witnessed by or brought to the individual’s attention in a timely manner:

1. Take part in all district activities on an equal basis regardless of actual or perceived race, color, weight,
national origin, ethnic group, religion, religious practice, disability, handicapping conditions, sexual orientation,
gender, or sex.

2. Have the opportunity to present their version of the facts and circumstances leading to imposition of
disciplinary sanctions to the professional staff member imposing such sanction in all disciplinary matters.

3. Have the opportunity to take part in student government activities unless properly suspended from
participation, pursuant to the district’s discipline policy.

4. Have the opportunity to address the Education on the same terms as any citizen.

5. Be free from bullying, discrimination and harassment, including but not limited to, discrimination, bullying and
harassment on the basis of actual or perceived race, color, religion, religious practice, sex, sexual orientation,
ethnic group, national origin, creed, disability, gender, including gender identity and expression.

B. Student Responsibilities - It shall be the responsibility of all students in the Harborfields Central School District:

1. To be familiar with and abide by all district policies, rules and regulations pertaining to student conduct.

2. To work to the best of their abilities in all academic and extracurricular pursuits and strive toward the highest
level of achievement possible.

3. To conduct themselves, when participating in or attending school-sponsored extracurricular events, as a
representative of Harborfields Central School District and as such, hold themselves to the highest standards of
conduct, demeanor, and sportsmanship.

4. To regularly attend class and school.

5. To contribute to the maintenance of an environment that is conducive to learning and will be expected to
show due respect to other persons and property.

6. To make constructive contributions to their school and to report fairly the circumstances of school-related
issues.

7. Dress in a manner that is conducive to the educational process and suitable for the function being attended.

8. To report incidents of bullying and/or harassment to school personnel including the principal, guidance
counselors, teachers and support staff.

IV. EARLY IDENTIFICATION AND RESOLUTION OF STUDENT DISCIPLINE PROBLEMS

Student service personnel, administrators, teachers, students and others will report students to the Principal or his/her
designee when they believe such students present a potential risk of committing violence or exhibiting anti-social behavior
or a discipline problem. At the direction of the principal or his/her designee, a review will be conducted, which may
include conferences with the complainant, student, parents, teachers, other student service personnel or others, as
deemed appropriate for the early identification and resolution of the suspected problem. If it is suspected that the problem
may be a manifestation of a disability, the matter will be referred to the Committee on Special Education in the manner
prescribed by 200.4 of the Commissioner’s Regulation and by district policy. To the extent possible, the identity of a
student reporting another student will be kept strictly confidential.

V. ALTERNATIVE EDUCATION PROGRAMS

Every effort will be made to foster early intervention measures in attempting to resolve potential for violent or anti-social
behavior or disciplinary problems. For those students who are unable to benefit from the learning experiences offered
within the regular school program, or if in the principal’s judgment, the student’s conduct, including potential for violent or
anti-social behavior or discipline problems, raises a question as to the student’s ability to function, then placement may be
made in an alternative education program, including home instruction. Such placement will require approval by the Superintendent. No student who has been identified as disabled will be placed in an alternative education program, unless recommended by the Committee on Special Education.

VI. IN-SCHOOL SUSPENSION PROGRAMS

The Board recognizes the importance of school attendance. Therefore, suspension or expulsion from school must generally be reserved for the most serious of student disciplinary infractions. The Board also recognizes the need to remove unruly or disruptive students from the regular school program, so that learning can take place in the classrooms of the district. In-school suspension programs will provide appropriate supervision of students; such programs are set forth in Education policy.

VII. STAFF DEVELOPMENT OPPORTUNITIES

Continuing staff development on the part of the entire staff is essential for the success of educational programs and the effective application of this School District Code of Conduct policy. To familiarize the staff with updated provisions and purposes of this policy, in-service programs will be conducted on an annual basis. The staff will be encouraged to make use of available in-service opportunities, including participation in special in-service courses and attendance at workshops and conferences.

VIII. DISSEMINATION AND REVIEW OF CODE OF CONDUCT

The Board will work to ensure that the community is aware of this Code of Conduct by:

1. Printing the school district’s Code of Conduct in the school calendar and directory each year.

2. Printing the school district’s Code of Conduct in student handbooks distributed to all middle and high school students, and arranging for a presentation on the school district’s Code of Conduct at assembly programs held at the beginning of each school year.

3. Providing all teachers with a copy of the Code of Conduct and copies of any amendments to the code as soon as practicable after adoption.

4. Providing all new employees with a copy of the school district’s Code of Conduct when they are first hired.

5. Providing the Code of Conduct in a school mailing prior to the commencement of the school year to parents and persons of parental relations or, if such information changes, in at least one subsequent district or school mailing as soon as practicable thereafter, posted in highly-visible areas of school buildings; and made available at the district and school-level administrative offices.

6. Posting the Code of Conduct on the district’s website.

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

Adopted: July 10, 2001, October 18, 2017, September 12, 2018, May 14, 2019
Revised: July 8, 2003, July 6, 2004, June 27, 2012, August 21, 2013,
July 16, 2015, August 21, 2017

Harborfields Central School District